28TH ANNUAL BPD CONFERENCE

The Nuts And Bolts Of BSW Education:
From Basics to Competency Assessment


Conference Program
BPD MISSION

The Association of Baccalaureate Social Work Program Directors, Inc. (BPD) is a national non-profit association representing over 900 Baccalaureate Social Work Program Administrators, Faculty, Field Directors, Program Coordinators, students, and other professionals dedicated to the promotion of excellence in baccalaureate social work education.
Dear BPD Members and Friends:

Welcome to Cincinnati! On behalf of the Board of Directors, staff and the 2011 BPD Conference Planning Committee, we extend a warm welcome to you as we gather for the 28th Annual BPD Conference in Cincinnati. This year’s conference offers a broad, comprehensive program focused on BSW education centered on our conference theme, “The Nuts and Bolts of BSW Education: From Basics to Competency Assessment”. In Cincinnati you will find the National Underground Railroad Freedom Center a short walk from the hotel. At the meetings you can find informative sessions and interactions with colleagues that can help you with the critical issues that confront BSW education in these challenging times. The conference theme challenges us as educators to consider innovative ways to revisit the basic aspects of what we do in education and to enhance our models of education using a competency based approach.

Of course the conference will address many other important and challenging issues for the BSW educator as we continue to look at accreditation and EPAS, teaching strategies, field education, evidence-based practice, new research, and current topical issues. We have attempted to maintain the distinctive feel of the BPD conference through a number of opportunities to dialogue, network, and socialize with colleagues. The conference planning committee, staff and the local planning committee have worked very hard to create the best conference to meet your needs as educators and BPDers. There should be something to appeal to almost everyone. We hope you take advantage of the many exciting sessions and the rich experiences we have all come to expect from a BPD conference.

Currently many of us are facing challenging economic times and we especially want to thank all of you for coming and participating in BPD. Here you can meet old friends, make new ones, expand your knowledge base, and learn more about the importance and the rewards of teaching undergraduate social work. If you need assistance in any way, please ask for help near registration or at our BPD membership booth in the exhibit area and someone will gladly help you with the usual BPD hospitality.
Meeting Space Layout
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2011 Annual Conference General Information

HILTON CINCINNATI NETHERLAND PLAZA
35 West Fifth Street
Cincinnati, Ohio
United States 45202
Tel: 1-513-421-9100, Fax: 1-513-421-4291

When the entire hotel is a work of art, how could your stay be anything less?
Welcome to the Hilton Cincinnati Netherland Plaza Hotel in Cincinnati, Ohio.

For Your Business Convenience

- Audio/Visual Equipment Rental Business Center
- Business Phone Service Fax
- Meeting Rooms Modems
- Notary Public
- Paging Equipment Rental
- Photo Copying Service
- Printer
- Telex Typewriter
- Video Conferencing Available Video Messaging
- Video Phone

Parking

- Self: 15.00 USD Tower Place Garage
- Valet: 21.00 USD In/Out Privileges
- Secured: Available
- Covered: Available
- Parking Information: restricted to 6ft 6inches tall; no dual wheel

Dining

- The Grille at Palm Court The Grille at Palm Court has a casual dining atmosphere serving American fare for breakfast and lunch daily and Sunday Brunch.
- Orchids at Palm Court Orchids at Palm Court offers a AAA four-diamond fine dining experience with a seasonally updated menu featuring globally modern culinary delights. Orchids is Cincinnati Magazine’s #1 Restaurant in 2010 & 2009 and received “5 stars-Extraordinary” from The Cincinnati Enquirer.
- PC Express PC Express offers coffee and specialty coffee drinks, soft drinks, juices, fruit and pastries for guests on the go. This breakfast kiosk is located right next to the front desk. Open Monday-Friday.

Hotel Location

This art deco landmark is across from Fountain Square in the heart of downtown Cincinnati. The hotel is within the Carew Tower complex which features Tower Place Mall, with over 40 upscale shops and restaurants including Morton’s Steakhouse, TJ Maxx, Macy’s, Tiffany’s, Saks Fifth Ave., The Havana Martini Club and Boi Na Braza Steak-house and the city’s only Food Court. The hotel is also just a short block away from the Duke Energy Convention Center and minutes from all downtown’s major attractions, including Great American Ballpark, Paul Brown Stadium, US Bank Arena, Aronoff Center for the Performing Arts, The National Underground Railroad Freedom Center, Contemporary Arts Center, and Taft Museum. Major businesses are also close by, including P&G;, 5/3rd Bank, US Bank, Macy’s, Federated Department Stores, Kroger, Duke Energy, Deliotte, Convergys and Ernst & Young.
National Conference Planning Committee

Sue Bowden
Michigan State University
Conference Chair

Needha Boutté-Queen
Texas Southern University
2011 Program Chair/2012
Conference Chair

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Elizabethtown College (PA)
2011 Program Coordinator/
2012 Program Chair

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(GA)
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Tracy Mims
Mississippi Valley
State University
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Shelagh Larkin
Xavier University
(OH)
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Committee Co-Chair

Karen Badger
University of Kentucky
Local Planning
Committee Co-Chair

Cassandra Bowers
Wayne State
University
Continuing Educa-
tion Coordinator

Jo Dee Gottlieb
Board Liaison

Amanda D. Scott
BPD Association
Manager
2011 Board of Directors and Nominating Committee

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Murray State University (KY)

**John Poulin**  
Widener University (PA)

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University of Arkansas at Pine Bluff

**2011 NOMINATIONS COMMITTEE**

**Robin Allen, Chair**  
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Meredith College (NC)

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Kean University (NJ)

**LOCAL PLANNING COMMITTEE**

**Local Planning Committee Co-Chairs**

**Karen Badger**  
University of Kentucky

**Shelagh Larkin**  
Xavier University (OH)

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**Beverly Massey**  
Mt. St. Joseph College (OH)

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Xavier University (OH)

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**Bernadette Jeffrey**  
California University of Pennsylvania

**Sudi Pasupuleti**  
University of Toledo

**Ron Federico Silent Auction**

**Linda Wermeling**  
Northern Kentucky University-Chair

**Peg Munke**  
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**Jennie Babcock**  
Ohio State University

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Spalding University (KY)-Chair

**Jennifer Hughes**  
Bluffton University (OH)

**Marlys Peck**  
University of Central Missouri (MO)

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**Judy Singleton**  
Chair

**Ruth Ann Van Loon**  
Glenn Abraham  
Glennville State College (WV)

**Jim Wahlberg Walk/Run and Wellness**

**Chris Lottman**  
University of Cincinnati (OH)-Chair

**Sarah Twill**  
Wright State University (OH)

**Carl Brun**  
Wright State University (OH)

**Lisa E. Maguire**  
Indiana University School of Social Work

**Entertainment and Tours**

**Michel Coonis**  
Wright State University (OH)

**Shelagh Larkin**  
Karen Badger

**Peg Munke**

**Licensure/Continuing Education**

**Terry Cluse-Tolar**  
University of Toledo (OH)
Congratulations to our 2011 Award Recipients

TERI KENNEDY

Mit Joyner Gerontology Award Winner

Teri Kennedy, PhD, MSW, has 17 years of direct practice and administrative experience serving elders and their families through the provision of health, behavioral health, and social services in home, community-based, in-patient, and skilled nursing facility settings and 13 years of experience in social work education through Arizona State University (ASU). She serves as BSW Program Coordinator for the ASU School of Social Work and was honored with the 2010 Outstanding Social Work Program Director Award by the Association of Baccalaureate Social Work Program Directors. She also serves as Director of the Office of Gerontological Social Work Initiatives for the ASU School of Social Work; Core Faculty with the Arizona Geriatric Education Center, University of Arizona (U of A); Faculty Associate with the Graduate Program in Gerontology, College of Medicine, U of A; Faculty and Visiting Scholar, The John A. Hartford Center of Geriatric Nursing Excellence, College of Nursing & Health Innovation, ASU; Research Affiliate with the Southwest Interdisciplinary Research Consortium, ASU; and Supporting Faculty, Undergraduate Certificate in Economic Justice, Justice & Social Inquiry, School of Social Transformation, ASU. She serves as Treasurer for the Association for Gerontology Education in Social Work (AGE-SW) and AGE-SW Liaison to the BPD Gerontology Committee, co-chair of the BPD Gerontology committee, serves on the Editorial Team for the Arizona Geriatrics Society journal, and was selected for the Institute for Aging and Social Work (Cohort 7). She participated in the Gero-Rich Faculty Development Institute, served as ASU's PI and Co-PI, respectively, for the Gero-Ed Center's Curriculum Development Institute and Gero Innovations Grant/ Masters Advanced Curriculum Project, and was selected as an Interdisciplinary Scholar by the Gero-Ed Center and John A. Hartford Foundation and as a Diversity and Aging Fellow by AARP. Her research interests include the sustainability of gerontological health education initiatives and the cultural and spiritual conceptions of depression and dementia among Mexican American and Native American elders in the southwest. Her dissertation, Geriatric Education Centers and the Academic Capitalist Knowledge/Learning Regime, was published by VDM Verlag and she has recorded three CDs of Celtic traditional, contemporary, and original music. She initiated an endowment through payroll deduction to fund a Gerontological Social Work Fellowship to build her school's capacity to award scholarships to students interested in pursuing the field of aging.
MILDRED “MIT” JOYNER

Lifetime Achievement

Mit Joyner is the Professor and Chair of the Baccalaureate Social Work department at West Chester University in which she has served for 30 years. She is a graduate of Central State University and Howard University. Previously, she was employed by Chester County Children and Youth Services, serving as Child Abuse Department Head and Legal Liaison. The community in which she resides recently nominated her to serve as a board director of the Downingtown National Bank, (DNBFirst). She is the first social worker and African American woman appointed as a director of a bank in Chester County, PA. Mit Joyner has been President of BPD, and currently serves as President of the Council on Social Work Education, and on the executive committee and Treasurer of IASWR. In addition, she serves on of the BPD Gerontology Committee. She also serves on the boards of the IGSW, CSWE’s National Gerontology Center, and the National Coalition of Leaders. The AGE-SW and BPD created the Mit Joyner Gerontology Leadership Award in her honor. She is currently the Chair of the Board for Living Beyond Breast Cancer. Mit Joyner has numerous publications; most recently she co-authored the book Critical Multicultural Social Work (2008). She has won numerous awards in the fields of social work, gerontology and education.

ELIZABET MEDINA

Jim Wahlberg Memorial Scholarship Winner

Elisabet Medina was born and raised in Northern California. Her community of mentors from an early age to her young adulthood has been a key influence in her passions for service and diversity. Serving in a variety of settings she has shown capacity as both a leader and bridge builder among communities of vastly different cultures and socio-economic backgrounds. Her efforts include starting a program for her peers to immerse themselves in the community through service projects and dialogue about the city’s most pertinent challenges. Always the academic, her research in community engagement with college students was presented at the National Christians on Diversity in the Academy Conference. As a social work student, Elisabet experienced working with women who have suffered domestic violence inspiring her as an advocate against social injustices facing women especially women of color and immigrants. Beyond her work in the local community, she has served in South Africa while studying abroad and in Mexico alongside other social workers in Guadalajara. The various honors and accolades she has received reflect just as much on her character as it does on all those that invested in her potential.
Dr. Mary E. Swigonski is an Associate Professor in the School of Social Work at Monmouth University in West Long Branch, New Jersey where she has served as BSW program director. Prior to her arrival at MU, she was an assistant professor in the BSW program at Rutgers University's Newark Campus and an associate professor at Upsala College, East Orange, New Jersey. Mary earned her PhD from Rutgers University, her MSW from Marywood College, Scranton, PA, and her BA in politics from De Sales University, Center Valley, PA. Over the course of her academic career, which commenced in 1981, Mary has taught courses in research, policy, practice, field and human behavior and the social environment (HBSE). At the present she teaches HBSE, diversity, social justice and human rights, and interdisciplinary perspectives. Dr. Swigonski's current research interests include human rights, feminist theories, LGBTQ rights, and the analysis and synthesis of theories and research to support students’ understanding of HBSE. Mary has authored numerous articles and conference presentations, and she was co-editor of two volumes: “From Hate Crime to Human Rights: a Tribute to Matthew Shepard” and “Women, War and Peace Building” a special issue of Affilia, Journal of Women and Social Work. She is a member of Educators and Friends of Lesbian, Gay, Bisexual, and Transgender People (EFLAG), a committee of the Association of Baccalaureate Social Work Program Directors, and serves on the editorial board of Affilia where she edits the “on the bias” column. Mary believes firmly in the interdependence of all living beings and in the importance of honoring those whose lives and work weave through our lives. “I am grateful to all who have walked before me and with me, most especially Rhoda Freeman for embodying justice and charity within her pedagogy; Hilda Hidalgo for embodying a passion for social action and pedagogy; Janice Wood Wetzel for waxing poetically about human rights; and MaryLou Ramsey for standing with me for all these years.”
# Schedule At a Glance

## WEDNESDAY, FEBRUARY 23

### 7:00 am – 11:30 am

Conference Registration

4th floor registration

### 8:00 am – 12:00 pm

<table>
<thead>
<tr>
<th>Pre Con Workshop</th>
<th>Time</th>
<th>Topic</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>8:00 am – 10:00 am</td>
<td>Orientation and Professional Development for New Baccalaureate Social Work Program Directors, Program Administration – Small Programs</td>
<td>Salon H</td>
</tr>
<tr>
<td>101</td>
<td>8:00 am – 10:00 am</td>
<td>Orientation and Professional Development for New Baccalaureate Social Work Program Directors, Program Administration – Medium to Large Programs</td>
<td>Salon I</td>
</tr>
<tr>
<td>102</td>
<td>10:30 am – 12:00 pm</td>
<td>New Field Directors Orientation and Training (full day training)</td>
<td>Rue Reolon</td>
</tr>
</tbody>
</table>

### 1:00 pm – 5:00 pm

Conference Registration

4th floor registration

### 1:30 pm – 4:30 pm

<table>
<thead>
<tr>
<th>Pre Con Workshop</th>
<th>Time</th>
<th>Topic</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>102</td>
<td>1:30 pm – 3:30 pm</td>
<td>New Field Directors Orientation &amp; Training Continued</td>
<td>Rue Reolon</td>
</tr>
<tr>
<td>103</td>
<td>1:30 pm – 3:30 pm</td>
<td>Pedagogies for Bringing “Class” Out of the Closet</td>
<td>Julep</td>
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### 4:45 pm – 5:30 pm

<table>
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<tr>
<th>Pre Con Workshop</th>
<th>Time</th>
<th>Topic</th>
<th>Speaker(s)</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>104</td>
<td>4:45 pm – 5:30 pm</td>
<td>First Time Attendee Orientation</td>
<td>Sue Bowden, Needha Boutté-Queen</td>
<td>Salon H</td>
</tr>
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### 6:00 pm – 7:15 pm

<table>
<thead>
<tr>
<th>Pre Con Workshop</th>
<th>Time</th>
<th>Topic</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>105</td>
<td>6:00 pm – 7:15 pm</td>
<td>Opening Plenary</td>
<td>Hall of Mirrors</td>
</tr>
</tbody>
</table>

### 7:30 pm – 9:30 pm

Ron Federico Silent Auction

Hall of Mirrors Foyer

### 7:30 pm – 10:00 pm

Welcome Reception

Pavillion & Caprice, Pavillion Foyer
THURSDAY, FEBRUARY 24

6:45 am – 7:45 am
Jim Wahlberg Health and Wellness Institute: Yoga

7:00 am – 11:30 am
Conference Registration

8:00 am – 4:30 pm
Ron Federico Silent Auction

8:30 am – 9:30 am
President’s Breakfast

9:45 am – 11:00 am
200 President’s Address & Awards Ceremony

11:15 am – 12:30 pm
Papers
201a Practice and Advocacy for a Green Community and Planet: A Role for Social Workers
201b Moving Toward Health Promotion and Sustainability: Developing a Unified Curriculum

Workshop
202 Adopting Technology Without Cost: Free Tools for Teaching and Practice

Board Sponsored Session
203 Liability Issues in Supervision and Field Placements

Papers
204a Re-Visioning a BASW Curriculum: Content to Competencies
204b Using Student Films to Develop and Measure Social Work Core Competencies

Board Sponsored Session
205 BSW Teaching: Everything You Wanted to Know but Were Afraid to Ask

Papers
206a Subtle Sexual Prejudice among Social Workers: What Social Work Educators Need to Know
206b Still Working After All These Years: Senior Workers and Elderpreneurs

Workshop
207 Educating Students to Reduce Misconduct and Promote the Highest Standards of Practice

Roundtables
208a Simulations and Competency Assessment: A Community Partnership
208b Social Work as Prophetic Voice
208c A Well Kept Secret: JFDP Visiting Scholars
208d Helping Field Supervisors Accept 2008 EPAS Changes

Papers
209a Evaluating a Community Coalition in a Rural Setting: A Qualitative Approach
209b Building a Career Pathway: a Rural University-Community Distributed Learning Technology Collaboration

Workshop
210 Competencies, Assignments and Outcomes: Micro, Mezzo and Macro Levels of Practice

Workshop
211 Core Competencies and Practice Behaviors in Field: Staying on the Same Page

Papers
212a Transformative Power of Culturally Competent Social Work Education of Latino Adults
212b Essentials for Building Cultural Competence in BSW Education on Native Americans
### 12:30 pm – 1:30 pm
#### Constituency Group Meetings
- **Stand Alone Programs**
- **Co-located Programs**
- **Small Programs**

#### Leadership Interest Meeting

### 1:00 pm – 5:00 pm
#### Conference Registration
- 4th floor registration

### 1:45 pm – 3:00 pm
#### Workshop 213
- Measuring Interpersonal Competencies Using a Psychodynamic Approach
  - **Salon B**

#### Workshop 214
- Service-Learning: It’s Not Just Community Service
  - **Salon C**

#### Board Sponsored Session 215
- Transitioning from PhD Student to New Faculty Member
  - **Salon D**

#### Papers
- **216a** Preparing Baccalaureate Social Workers to Work with Older Adults: Does Service-learning Make a Difference?
  - **Salon E**
- **216b** Using Experiential Learning to Dispel Ageism and Support Gerontological Social Work Competency
  - **Salon E**

#### Board Sponsored Session 217
- BPD Emerging Scholars and Educators: Our experiences at the 2010 Social Work Congress
  - **Salon F**

#### Papers
- **218a** The Nuts & Bolts of Peer Review: Stewarding the Profession
  - **Salon G**
- **218b** Assessing Faculty Competence in the Academy: Perceived Threats to Psychological Safety
  - **Salon G**

#### Workshop 219
- Assessing Core Competencies Through a Capstone Experience
  - **Salon H**

#### Board Sponsored Session 220
- A Baccalaureate Social Work Educator’s Nuts & Bolts Guide to Retirement
  - **Salon I**

#### Roundtables
- **221a** A New Wineskin: The Continuing Fermentation of a Program’s Portfolio Process
  - **Rookwood**
- **221b** The Current and Future Role of Technology in Field Education
  - **Rookwood**
- **221c** A Social Work Field Education Program: Rural and Urban Environments
  - **Rookwood**

#### Workshop 222
- Can We Talk Here? Engaging Diversity Discourse on a Predominantly Homogeneous Campus
  - **Mayflower 1**

#### Workshop 223
- The Nuts and Bolts of Integrating Community Partners into Course Preparation
  - **Mayflower 2**

#### Board Sponsored Session 224
- Policy Practice Assessment
  - **Mayflower 3**

#### Workshop 225
- Teaching Undergraduate Social Work Students the Ethics of Non-Sexual Dual Relationships
  - **Julep**

### 2:45 pm – 3:00 pm
#### Break
- Pavilion & Caprice

### 3:15 pm – 4:30 pm
#### Workshop 226
- Using LiveText Portfolios to Build Formative Evaluation into 2008 EPAS Competency Assessments
  - **Salon B**

#### Workshop 227
- Short-Term Study Abroad as a Method to Increase Cultural Competence
  - **Salon C**
Board Sponsored Session

228 Queer Rights: Do Ask, Do Tell

Papers

229a Academic Writing For The Profession: Scaffolding Assignments Throughout The Curriculum
229b Assessing Competence Using Blackboard™: A Model for Managing Portfolio Submissions and Evaluation

Doctoral Showcase

230a The Creation of US Federal Services for Crippled Children, 1890-1941
230b Immigrant Elder Women and Their Long-term Care Planning

Papers

231a Exploring the Integration of Social Justice in Social Work Research Curricula
231b Using Gerontological Settings to Generate Social Work Student Interest in Community-based Research

Workshop

232 Teaching Cultural Competency: An Effective Framework for The 21st Century

Workshop

233 Using Interdisciplinary Teaching to Promote Social Work Values and Recruit Majors

Board Sponsored Session

234 The New Baccalaureate Educational Assessment Project (BEAP) for 2011

Board Sponsored Session

235 What’s New in Social Work Education

Board Sponsored Session

236 Research Capacity Building for Early Career Researchers

4:45 pm – 6:00 pm

Ron Federico Lecture and Reception

237 Claiming Rights/Righting Wrongs: On Educating FOR Human Rights

5:30 pm – 6:30 pm

Barry University Wine and Cheese Reception

6:00 pm – 7:00 pm

Gerontology Committee Meeting

Salon

238 Implicit Curriculum: Nuts and Bolts of the Learning Environment

Salon

239 Should BPD be a Volunteer Organization or a Voluntary Organization?

6:00 pm – 8:00 pm

Salon

240 Craft In

Ad Hoc Meeting: Catholic BSW Program Collaborative

7:00 pm – 9:00 pm

USC Reception
### FRIDAY, FEBRUARY 25

**6:45 am – 7:45 am**

Jim Wahlberg Health and Wellness Institute: Low Impact Aerobics  
*Salon B*

**7:00 am – 12:00 pm**

Conference Registration  
*4th floor registration*

Ron Federico Silent Auction  
*Hall of Mirrors Foyer*

**6:45 am – 7:45 am**

Jim Wahlberg Health and Wellness Institute: Aerobics  
*Salon B*

**8:00 am – 9:15 am**

**Papers**

- 300a Assessing BSW Curriculum Competencies for Program Improvement  
  *Salon B*
- 300b Development and Pilot Testing of the Social Work Performance Task Assessment Tool  
  *Salon B*

**Papers**

- 301a Mixed-Methods Evaluation of a Peer-Assessment Exercise in a Social Work Research Course  
  *Salon C*
- 301b “Prac-ademics”: Recruiting, Supporting, and Sustaining Second Career Social Work Faculty  
  *Salon C*

**Board Sponsored Session**

*Salon D*

**Workshop**

303 The History of Competencies in Social Work Education: Federico et al  
*Salon E*

**Board Sponsored Session**

304 What We Don’t Say or Ask Across Differences: Are We Talking Yet?  
*Salon F*

**Workshop**

305 Maternal Mental Illness: The Feminist Perspective Empowers and Promotes Social Justice  
*Salon H*

**Workshop**

306 I Hate Math: How to Make Statistics Fun for BSW Students  
*Mayflower 2*

**Papers**

- 307a The BSW/MSW Field Internship Mentoring Model: An Example of Competency-Based Vertical Supervision  
  *Mayflower 3*
- 307b Safety Training for Social Work Students: How Are We Doing?  
  *Mayflower 3*

**Workshop**

308 “Out with the Old?”: Developing a Core Competency Review Process for Assignments  
*Julep*

**9:00 am – 4:00 pm**

**Student Conference**  
*Rue Reolon*

**9:30 am – 10:45 am**

**Workshop**

309 Core Competency Assessment: Implementing a Comprehensive Case Analysis Within a Baccalaureate Program  
*Salon C*

**Workshop**

310 The Nuts and Bolts of Health Care Reform…Implications for Older Adults  
*Salon E*

**9:30 am – 10:45 am**

**Board Sponsored Session**

311 On Becoming a Dean or Director  
*Salon F*

**Workshop**

312 Linking Advocacy with Practice: A Competence Based Approach  
*Salon G*

**Workshop**

313 Systematic Integration of Gerontology Content in BSW Policy and Practice Courses  
*Salon H*
<table>
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<th>Building Competencies through Service Learning</th>
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<tbody>
<tr>
<td>Roundtables</td>
<td>315a</td>
<td>Promoting Student Reflection and Learning in Field Placements</td>
<td>Rookwood</td>
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<tr>
<td></td>
<td>315b</td>
<td>Social Networking in Field Education: An Invitation to the Future</td>
<td>Rookwood</td>
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<td></td>
<td>315c</td>
<td>Re-Conceptualizing the Teaching of Eco-Mapping</td>
<td>Rookwood</td>
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<tr>
<td>Workshop</td>
<td>316</td>
<td>Wiring it Together: Demonstrating Competencies Using a New Practice Model and Method</td>
<td>Mayflower 1</td>
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<tr>
<td>Workshop</td>
<td>317</td>
<td>Global Education: Creating a Context for Critical Practice in a Diverse Environment</td>
<td>Mayflower 2</td>
</tr>
<tr>
<td>Workshop</td>
<td>318</td>
<td>Effective Bilingual/Bicultural Education for Social Workers</td>
<td>Mayflower 3</td>
</tr>
<tr>
<td>Workshop</td>
<td>319</td>
<td>Turn It On: Cell Phone Technology, a Tool to Enhance Student Learning</td>
<td>Juelp</td>
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</table>

**11:00 am – 12:15 pm**

320 General Membership Meeting | Hall of Mirrors

**12:30 pm – 1:30 pm**

Lunch Break

Jim Wahlberg Student Presentation | Rue Reolon

Constituency Group Meetings

- Southern Region | Salon B
- Mid-Atlantic Region | Salon C
- Midwest Region | Salon D
- Southwest Region | Salon E
- Northeast Region | Salon F
- Western Region | Salon G

**1:00 pm – 5:00 pm**

Conference Registration | 4th floor registration

1:45 pm – 3:00 pm

Papers

- 321a Developing and Assessing Policy Practice in Partnership with a Domestic Violence Program | Salon B
- 321b Rural University Partnerships for Establishing Peer Consultation/Supervision Groups | Salon B

Workshop

- 322 Teaching a Hybrid Course: The Nuts and Bolts | Salon C

Papers

- 323a Competency Assessment: Assessing Worldview Competence for Advisement and Program Development | Salon D
- 323b BSW Research Pedagogy and EPAS Competencies: Strengths and Limitations | Salon D

Workshop

- 324 Celebrating Gridlock: A Sanity Saving Method for Documenting and Evaluating EPAS Competencies | Salon E

Papers

- 325a Educating for Interventions with Limited English Proficient Clients: Bilingual Workers, Interpreters, and Translators | Salon F
- 325b Teaching Statistics To Blind Students | Salon F

Workshop

- 326 An Inclusive Model of Spirituality for Bachelor’s Level Social Work Education | Salon G

Workshop

- 327 From Snoring to Surfing: Cultivating Curiosity in a HBSE Hybrid Course | Salon H
### Workshop

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>328</td>
<td>USC Veterans Workshop-Anthony Hassan</td>
<td>Salon 1</td>
</tr>
</tbody>
</table>

### Roundtables

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>329a</td>
<td>Using Monthly Field Reports to Help Students Connect Theory to Practice</td>
<td>Rookwood</td>
</tr>
<tr>
<td>329b</td>
<td>Let’s Talk About Nothing: Social Work with Atheists, Agnostics, and Other Non-Believers</td>
<td>Rookwood</td>
</tr>
<tr>
<td>329c</td>
<td>Attitudes about Mental Illness Among New Social Work and Other University Students</td>
<td>Rookwood</td>
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</table>

### Workshop

<table>
<thead>
<tr>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>330</td>
<td>Measuring a Student’s Readiness for the Field: Looking Beyond the Practice Behaviors</td>
<td>Mayflower 1</td>
</tr>
</tbody>
</table>

### Mit Joyner Gerontology Session/Award

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>331</td>
<td>Generativity &amp; Guerilla Gerontology Building Aging Infrastructure in Social Work Education</td>
<td>Mayflower 2</td>
</tr>
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</table>

### Board Sponsored Session

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>332</td>
<td>Using the Field Practicum to Achieve the EPAS 2008 Research Competency</td>
<td>Mayflower 3</td>
</tr>
</tbody>
</table>

### 3:15 pm – 4:30 pm

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>Committee Meeting: Disabilities and Persons with Disabilities</td>
<td></td>
<td>Salon B</td>
</tr>
<tr>
<td>Board Sponsored Session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>334</td>
<td>Implementing COEP’s Charge: Identifying Environmental Trends and Venues for Data Collection</td>
<td>Salon D</td>
</tr>
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</table>

### Committee Meeting: EFLAG

<table>
<thead>
<tr>
<th>Session</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Salon F</td>
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</table>

### Committee Meeting: Research

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Room</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Salon G</td>
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</tbody>
</table>

### Jim Wahlberg Health and Wellness Institute: Annual Walk/Run

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Room</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Mayflower 1</td>
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</tbody>
</table>

### Mit Joyner Gerontology Session/Award Continued

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Julep</td>
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</tbody>
</table>

### 6:00 pm – 7:00 pm

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>Salon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>335</td>
<td>Retirement Bucket List: When Work is No Longer Your Primary Focus</td>
<td>Salon B</td>
</tr>
<tr>
<td>Salon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>336</td>
<td>Child Welfare Partnerships: Sharing the Nuts and Bolts of Title IV-E</td>
<td>Salon C</td>
</tr>
</tbody>
</table>

### 6:00 pm – 8:00 pm

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>Leadership Reception</td>
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### 7:00 pm – 9:30 pm

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Room</th>
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### 8:00 pm – 10:00 pm

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Only Pajama Party: Sponsored by Monmouth University</td>
<td></td>
<td>Mayflower 3</td>
</tr>
</tbody>
</table>

### 8:00 pm – 12:00 am

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Not so Shameless” Dance Party featuring: Soul Pocket</td>
<td></td>
<td>Hall of Mirrors</td>
</tr>
</tbody>
</table>
### SATURDAY, FEBRUARY 26

**6:45 am – 7:45 am**

**Jim Wahlberg Health and Wellness Institute: Pilates**

**7:00 am – 12:00 pm**

- **Conference Registration**  
  4th floor registration
- **Ron Federico Silent Auction**  
  Hall of Mirrors Foyer

**8:00 am – 9:15 am**

- **Papers**
  - 400a Introducing BSW Students to GIS: From “Gerontology is Sweet” to “Geographic Information Systems”  
    **Salon B**
  - 401a Leadership in Social Work Education: Sustaining Collaboration and Mission  
    **Salon C**
  - 401b The Practice and Ethics of Social Marketing  
    **Salon C**

- **Board Sponsored Session**
  - 402 Disability and Technology Part 1  
    **Salon D**

**9:00 am – 10:15 am**

- **Papers**
  - 403a Social Work Educators Teaching the Net Generation at HBCUs  
    **Salon E**
  - 404a Laughademics: If We’re Not Laughing, We’re Not Learning  
    **Salon F**

**10:00 am – 11:15 am**

- **Papers**
    **Salon G**
  - 405b Emerging Issues in Undergraduate Education: Constructing Multicultural Curriculum for Displaced Older Muslims  
    **Salon G**

- **Workshop**
  - 406 Gatekeeping: Identifying and addressing problem behaviors in the classroom  
    **Salon H**

**11:00 am – 12:15 pm**

- **Board Sponsored Session**
  - 407 The Nuts and Bolts of Teaching Undergraduate Research: Surveying the Landscape  
    **Salon I**

**Electronic Posters**

- 408a Developing a Mental Health Training Curriculum for Partner Violence  
  Rosewood
- 408b Application of Competency Based Curriculum: Students Provide Leadership in Education and Advocacy  
  Rosewood
- 408c Advocating and Sustaining Quality Nursing Home Standards: A Grassroots Approach  
  Rosewood
- 408d Safety First: The Well-Being of Students in International Service-Learning Programs  
  Rosewood
- 408e Teaching Sustainable Social Change: Social Work and Business Students Join Forces  
  Rosewood

**Papers**

- 409a BSW Service-Learning in Field Education  
  **Mayflower 1**
- 409b Saving Group Work  
  **Mayflower 1**

**Papers**

- 410a Cooperative Learning in BSW Education: Piloting a Transformed Community Context Course  
  **Mayflower 2**
- 410b The Foundation Outcome Assessment Measure (FOAM): Exploration and Replication  
  **Mayflower 2**

**Papers**

- 411a Undergraduate Students with Disabilities Experience of Social Work Field Education  
  **Mayflower 3**
- 411b Teaching Field Students to Really Work Effectively Across Disciplines  
  **Mayflower 3**

**Workshop**

- 412 Beyond PowerPoint: Creating a Community of Engaged Learners  
  **Julep**
## Schedule at a Glance

### 9:30 am – 10:45 am

| Workshop | 413 | The Social Work Values Inventory — Version 2: Instrument Development and Validation | Salon B |
| Workshop | 414 | Developing Social Work Competency in Diverse Mind/Body/Spirit Health and Mental Health Practices | Salon C |
| Board Sponsored Session | 415 | Disabilities and Technology Part 2 | Salon D |
| Papers | 416a | Research Students Experience and Evaluate a Cognitive-Behavioral Intervention to Moderate Academic Stress | Salon E |
| Papers | 416b | Evaluation of the Team Learning Approach for Teaching Social Work Research Courses | Salon E |
| Board Sponsored Session | 417 | Closing the Gap Between Submit and Presentation: Getting From Submit to Accept | Salon F |
| Papers | 418a | Developing and Sustaining Learning Communities in Baccalaureate Social Work Programs | Salon G |
| Papers | 418b | But They Don’t Read: Developing Intrinsic Motivation to Learn in BSW Students | Salon G |
| Workshop | 419 | Infusing Information on LGBT Elders Into the BSW Curriculum | Salon H |
| Workshop | 420 | From Research to Practice (Community) and Back: EBP throughout the Curriculum | Salon I |

### 10:00 am – 12:00 pm

| Student Poster Presentations | 421 | Developing Your Competency Based Curriculum: A Step by Step Model | Mayflower 1 |
| Papers | 422a | Recruiting Male Social Work Students: A Primer for BSW Program Directors | Mayflower 2 |
| Papers | 422b | Experiencing the Historical Impact of Injustice: A Social Work Alternative Spring Break | Mayflower 2 |
| Workshop | 423 | The Use of Assessment of BSW Student Research To Meet EPAS Core Competencies | Mayflower 3 |
| Workshop | 424 | Contemplative Pedagogies and Practices to Enhance Sustainable Teaching and Learning | Julep |

### 11:00 am – 12:15 pm

| Stand Alone Session | 425 | Understanding Trends in Social Work Education and Practice: Yesterday, Today and Tomorrow | Hall of Mirrors |

### 12:30 pm – 1:30 pm

| Lunch Break |

### 1:00 pm – 5:00 pm

| Conference Registration | 4th floor registration |

### 1:45 pm – 3:00 pm

| Stand Alone Session | 427 | Honing Skills for Rural Practice: If You’ve Seen One Rural Community, You’ve Seen One Rural Community |

### 3:15 pm – 4:30 pm

| Papers | 428a | Learning Leadership in Field Education | Salon B |
| Papers | 428b | Critical Thinking Engagement: Experiential Learning with Authentic Social Work Practice | Salon B |
| Workshop | 429 | No Professor Left Behind | Salon C |
Board Sponsored Session
430 Developing Manuscripts for Publication: Developing Concept and Composition  Salon D

Workshop
431 Lessons Learned from a Disabilities Accessible Study Abroad Trip  Salon E

Board Sponsored Session
432 The Nuts and Bolts of BSW Practice: The BSW Differentiated from Other Practitioners  Salon F

Papers
433a Integrating Oral Histories into the Social Work BSW Curriculum  Salon G
433b Lives Rebuilt: The Stories of Older Holocaust Survivors  Salon G

Workshop
434 Human Sustainability in the Face of Incidents of Mass Violence  Salon H

Board Sponsored Session
435 Gatekeeping in the Field: Placement Challenges  Mayflower 1

Workshop
436 The Teaching Philosophy: A Guide and Assessment Tool for Teaching-Learning  Salon I

Workshop
437 Using CR Groups to Enhance Diversity Competence in a HBSE Course  Mayflower 3

Workshop
438 Teaching Students to Produce Research: Using Secondary Analysis in a Methods Course  Mayflower 2

Workshop
439 Assessing Students’ Mastery of Competencies through their Field Journals  Julep

6:00 pm

Banquet

SUNDAY, FEBRUARY 27

9:00 am – 11:00 am

Hot Topic
500 Social Work Advocacy: Federal and State Strategies  Julep

Hot Topic
501 Gatekeeping: A Programmatic Hot Potatoe  Rue Reolon
School of Social Work

“promote economic, political and cultural justice in the Southwest”

Located at both the Phoenix Downtown Campus and Tucson, the School prepares professional social workers, who take pride in their practice, value excellence, devote their careers to effective intervention, and are committed to understanding and serving oppressed and needy populations.

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## WEDNESDAY, FEBRUARY 23

### SCHEDULE AT A GLANCE

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>7:00 am – 11:30 am</td>
<td><strong>Conference Registration</strong>&lt;br&gt;4th floor registration</td>
</tr>
<tr>
<td>7:30 pm – 9:30 pm</td>
<td><strong>Ron Federico Silent Auction</strong>&lt;br&gt;Hall of Mirrors Foyer</td>
</tr>
</tbody>
</table>
| 8:00 am – 12:00 pm | **Pre Con Workshop**<br>
| 100            | Orientation and Professional Development for New Baccalaureate Social Work Program Directors, Program Administration – Small Programs<br>Salon H |
| 101            | Orientation and Professional Development for New Baccalaureate Social Work Program Directors, Program Administration – Medium to Large Programs<br>Salon I |
| 102            | New Field Directors Orientation and Training (full day training)<br>Rue Reolon |
| 1:00 pm – 5:00 pm | **Conference Registration**<br>4th floor registration |
| 1:30 pm – 4:30 pm  | **Pre Con Workshop**<br>
| 102            | New Field Directors Orientation & Training Continued<br>Rue Reolon |
| 103            | Pedagogies for Bringing “Class” Out of the Closet<br>Julep |
| 4:45 pm – 5:30 pm  | **First Time Attendee Orientation**<br>Sue Bowden, Needha Boutté-Queen<br>Salon H |
| 6:00 pm – 7:15 pm  | **Opening Plenary**<br>Hall of Mirrors |
| 7:30 pm – 10:00 pm | **Welcome Reception**<br>Pavillion & Caprice, Pavillion Foyer |
Put your ideals into practice.
Pass along the social teachings of the church with a professional degree from a Catholic School of Social Work.

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Fordham University
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Loyola University of Chicago
Chicago, IL • (312) 915-7005 • www.luc.edu/socialwork

Marywood University
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St. Ambrose University
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Spalding University
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The Catholic University of America
Washington, DC • (202) 319-5496 • http://ncsss.cua.edu
HELPING YOURSELF, HELPING OTHERS THROUGH STORY

In this session, writer George Ella Lyon will discuss and demonstrate how examining your own story can help you claim and revise your life, and how you can take this experience into your work. Unless we listen open-heartedly to another person’s story, we won’t be able to discern how we might help. Moreover, honoring others’ stories helps dismantle stereotypes and dissolve barriers. For this to happen, we must develop tools for discovering our own stories, tools that will be vital in helping others. That is what we will consider here.

George Ella Lyon

Originally from the mountains of Kentucky, George Ella Lyon is the author of “Where I’m From,” a poem used as a model by teachers around the world. Among her forty books are Borrowed Children (winner of the Golden Kite Award); Don’t You Remember? A Memoir; Choices: Stories for Adult New Readers; The Pirate of Kindergarten (picture book); You and Me and Home Sweet Home (Honor winner for the Jane Addams Award) and Catalpa (poems), winner of the Appalachian Book of the Year Award.

Educated at Centre College, the University of Arkansas, and Indiana University, Lyon works as a freelance writer and teacher living in Lexington. For information about school appearances, teachers’ workshops, and other presentations, visit www.georgeellalyon.com.

Sponsored by:

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Program

WEDNESDAY, FEBRUARY 23

100  WORKSHOP

Location: Salon H
Date/Time: Wednesday, February 23rd, 8:00 am – 12:00 pm
Convener: Susan Bowden, Michigan State University

Orientation and Professional Development for New Baccalaureate Social Work Program Directors, Program Administration – Small Programs

Program administrators with less than three years of experience will study the role and scope of administering a small undergraduate social work program. Program governance, academic leadership, fiscal and human resource management, environmental scanning, and accreditation are topics to be covered by experienced social work program directors.

Presenter(s): Becky Turner, Jacksonville State University (AL)
Deborah Rubin, Chatham University (PA)
Roy Rodenhiser, Boise State University (ID)

101  WORKSHOP

Location: Salon I
Date/Time: Wednesday, February 23rd, 8:00 am – 12:00 pm
Convener: Susan Bowden, Michigan State University

Orientation and Professional Development for New Baccalaureate Social Work Program Directors, Program Administration – Medium to Large Programs

Program directors with less than three years of experience will study the role and scope of administering a medium to large undergraduate social work program. Program governance, academic leadership, fiscal and human resource management, environmental scanning, and accreditation are topics to be covered by experienced social work program directors.

Presenter(s): Becky Turner, Jacksonville State University (AL)
Dean May, Western Kentucky University (KY)
Emily Myers, Auburn University (AL)

102  WORKSHOP

Location: Rue Reolon
Date/Time: Wednesday, February 23rd, 8:00 am – 4:00 pm
Convener: Lynn Kaersvang, Metropolitan State College of Denver

New Field Directors Orientation and Training I (full day training)

New Field Directors will develop and enhance their basic skills in evaluation, supervisor recruitment and training, and development of the field seminar. The afternoon portion of the training will be conducted using Open Space Technology format whereby participants create and manage their own agenda of parallel working stations around the central theme of directing field programs.

Presenter(s): Julia Moe, Bethel University (MN)
Sue Scher, Ramapo College of New Jersey
Cindy Hunter, James Madison University (VA)
Janet Bradley, West Chester University (PA)

103  PRE CONFERENCE WORKSHOP

Location: Julep
Date/Time: Wednesday, February 23rd, 1:30 pm – 4:30 pm
Convener: Susan Bowden, Michigan State University

Pedagogies for Bringing “Class” Out of the Closet

Social class is a social reality that is too-often ignored even in social work education; named something else; demoted to a research variable; or treated as a co-variant alongside discussions of race or gender issues. This workshop involves active engagement in discussing educational challenges and demonstrating and creating class-based pedagogies.

Presenter(s): Michel Coconis, Wright State University (OH)
Terry Cluse-Tolar, University of Toledo (OH)
**THURSDAY, FEBRUARY 24**

### SCHEDULE AT A GLANCE

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>6:45 am – 7:45 am</td>
<td><strong>Jim Wahlberg Health and Wellness Institute: Yoga</strong></td>
</tr>
<tr>
<td>7:00 am – 11:30 am</td>
<td><strong>Conference Registration</strong></td>
</tr>
<tr>
<td>8:00 am – 4:30 pm</td>
<td><strong>Ron Federico Silent Auction</strong></td>
</tr>
<tr>
<td>8:30 am – 9:30 am</td>
<td><strong>President’s Breakfast</strong></td>
</tr>
<tr>
<td>9:45 am – 11:00 am</td>
<td><strong>Papers</strong></td>
</tr>
<tr>
<td>11:15 am – 12:30 pm</td>
<td><strong>Workshop</strong></td>
</tr>
</tbody>
</table>

#### PAPERS

- **204a** Using Student Films to Develop and Measure Social Work Core Competencies  
  *Salon E*
- **206a** Subtle Sexual Prejudice among Social Workers: What Social Work Educators Need to Know  
  *Salon G*
- **206b** Still Working After All These Years: Senior Workers and Elderpreneurs  
  *Salon G*

#### WORKSHOP

- **207** Educating Students to Reduce Misconduct and Promote the Highest Standards of Practice  
  *Salon H*

#### ROUNDTABLES

- **208a** Simulations and Competency Assessment: A Community Partnership  
  *Rookwood*
- **208b** Social Work as Prophetic Voice  
  *Rookwood*
- **208c** A Well Kept Secret: JFDP Visiting Scholars  
  *Rookwood*
- **208d** Helping Field Supervisors Accept 2008 EPAS Changes  
  *Rookwood*

#### PAPERS

- **209a** Evaluating a Community Coalition in a Rural Setting: A Qualitative Approach  
  *Mayflower 2*
- **210** Competencies, Assignments and Outcomes: Micro, Mezzo and Macro Levels of Practice  
  *Mayflower 2*
- **211** Core Competencies and Practice Behaviors in Field: Staying on the Same Page  
  *Mayflower 3*
<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>212a</td>
<td>Transformative Power of Culturally Competent Social Work Education of Latino Adults</td>
<td>Salon B, C</td>
</tr>
<tr>
<td>212b</td>
<td>Essentials for Building Cultural Competence in BSW Education on Native Americans</td>
<td>Salon D, E</td>
</tr>
<tr>
<td>213</td>
<td>Measuring Interpersonal Competencies Using a Psychodynamic Approach</td>
<td>Salon B</td>
</tr>
<tr>
<td>214</td>
<td>Service-Learning: It’s Not Just Community Service</td>
<td>Salon C</td>
</tr>
<tr>
<td>215</td>
<td>Transitioning from PhD Student to New Faculty Member</td>
<td>Salon D</td>
</tr>
<tr>
<td>216a</td>
<td>Preparing Baccalaureate Social Workers to Work with Older Adults: Does Service-learning Make a Difference?</td>
<td>Salon E</td>
</tr>
<tr>
<td>216b</td>
<td>Using Experiential Learning to Dispel Ageism and Support Gerontological Social Work Competency</td>
<td>Salon F</td>
</tr>
<tr>
<td>217</td>
<td>BPD Emerging Scholars and Educators: Our experiences at the 2010 Social Work Congress</td>
<td>Salon F</td>
</tr>
<tr>
<td>218a</td>
<td>The Nuts &amp; Bolts of Peer Review: Stewarding the Profession</td>
<td>Salon C</td>
</tr>
<tr>
<td>218b</td>
<td>Assessing Faculty Competence in the Academy: Perceived Threats to Psychological Safety</td>
<td>Salon G</td>
</tr>
<tr>
<td>219</td>
<td>Assessing Core Competencies Through a Capstone Experience</td>
<td>Salon H</td>
</tr>
<tr>
<td>221a</td>
<td>A New Wineskin: The Continuing Fermentation of a Program’s Portfolio Process</td>
<td>Salon F</td>
</tr>
<tr>
<td>221b</td>
<td>The Current and Future Role of Technology in Field Education</td>
<td>Salon G</td>
</tr>
<tr>
<td>221c</td>
<td>A Social Work Field Education Program: Rural and Urban Environments</td>
<td>Salon E</td>
</tr>
<tr>
<td>222</td>
<td>Can We Talk Here? Engaging Diversity Discourse on a Predominantly Homogeneous Campus</td>
<td>Mayflower 1</td>
</tr>
<tr>
<td>223</td>
<td>The Nuts and Bolts of Integrating Community Partners into Course Preparation</td>
<td>Mayflower 2</td>
</tr>
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**Doctoral Showcase**  
230a  The Creation of US Federal Services for Crippled Children, 1890-1941  
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**PAPERS**  
231a  Exploring the Integration of Social Justice in Social Work Research Curricula  
231b  Using Gerontological Settings to Generate Social Work Student Interest in Community-based Research  
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232  Teaching Cultural Competency: An Effective Framework for The 21st Century  
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**Workshop**  
233  Using Interdisciplinary Teaching to Promote Social Work Values and Recruit Majors  
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**Board Sponsored Session** 234  The New Baccalaureate Educational Assessment Project (BEAP) for 2011  
*Mayflower 2*

**Board Sponsored Session** 235  What’s New in Social Work Education  
*Mayflower 3*

**Board Sponsored Session** 236  Research Capacity Building for Early Career Researchers  
*Julep*

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**4:45 pm – 6:00 pm**  
**Ron Federico Lecture and Reception**  
237  Claiming Rights/Righting Wrongs: On Educating FOR Human Rights  
*Hall of Mirrors*

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**5:30 pm – 6:30 pm**  
**Barry University Wine and Cheese Reception**  
*Salon I*

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**6:00 pm – 8:00 pm**  
**Gerontology Committee Meeting**  
*Salon C*

**Salon**  
238  Implicit Curriculum: Nuts and Bolts of the Learning Environment  
*Salon D*

**Salon**  
239  Should BPD be a Volunteer Organization or a Voluntary Organization?  
*Salon F*

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**6:00 pm – 8:00 pm**  
**Ad Hoc Meeting**  
Catholic BSW Program Collaborative  
*Salon A*

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**7:00 pm – 9:00 pm**  
**USC Reception**  
Continental Ballroom
The Boston University School of Social Work is a vibrant, urban-based graduate school, offering master’s and doctoral degrees, and continuing professional education. We are committed to educating social workers skilled in a variety of contexts, from clinical practice to work in larger systems and organizations. In field education - a dynamic and integral part of the social work experience - students learn through hands-on practice with individuals, families, groups, and communities.

**CURRENT RESEARCH**

- Clinical interventions for anxiety, depression and behavioral problems
- Evaluation of Latino caregivers intervention
- Evaluation of a community substance abuse program
- HIV/AIDS prevention and drug relapse
- Psychopathology of compulsive hoarding
- Impact of trauma on military personnel, war veterans and their families
- Asian-American Women’s Health Initiative Project
- Suicide education for workforce development
- Training in geriatric social work skills
- Youth mentoring development

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Health and Wellness Institute

Dr. Jim Wahlberg provided longstanding service to and leadership in social work and social work education. He served on CSWE’s Commission on Accreditation (COA) for two consecutive terms, 1992-1998. As a commissioner, he undertook the task of developing evaluative grids required for the self-study process, used by both social work programs across the country and the COA.

While on the Commission, he also chaired the Site Visitation Committee and made commissioner site visits to 17 programs that were applying for initial accreditation. Over an 11 year period he provided consultation to 8 additional social work programs. He was a member of and held leadership positions in the North Dakota Conference on Social Welfare for 30 years and was active in North Dakota’s Chapter of NASW for 27 years. He was a member of BPD from 1984 until his death and additionally served on the BPD Board of Directors for two, two- year terms. He also chaired the BPD Nominating Committee. Because he was active in the health and wellness component of the BPD conferences, the Jim Wahlberg Walk-Run has become a permanent part of the annual conference.

Over the years he became one of the primary spokespersons for BSW curriculum development and accreditation during workshop presentations at BPD and CSWE annual conferences. For 11 years he provided psycho-social assessments and recommendations in child custody determinations in North Dakota. In North Dakota he also served as a member and/or chair of the following professional groups: Advisory Committee for the American Indian Urban Higher Education Initiative, the Hispanic Advocacy and Community Empowerment through Research Community Council, the Mental Health Associate Degree Advisory Committee, the Board of Directors and Personnel Committee of the Minot Samaritan Center, the Curriculum Subcommittee of the Governor’s Joint Committee of Higher Education and Human Services on Mental Health Professions, the Minot Inter-Agency Council, and other local community groups. His first social work education position was in Minot, North Dakota, where he directed the BSW Program from 1976-1994 and chaired the Social Work, Gerontology and Criminal Justice Department from 1984-1997. In 1997, Jim left Minot to assume the Deanship of Professional and Community Studies at Metropolitan State University in St. Paul, Minnesota, where he established an accredited baccalaureate social work program. In 1999 he moved to Tennessee to become the chair of the Social Work Department and Director of a new MSW Program at East Tennessee State University, with responsibility for building that program. While his untimely death less than 9 weeks later prevented bringing that dream to fruition, the foundation he laid provided impetus for an MSW program at ETSU, which was accredited in 2007 for four years.

2011 WELLNESS EVENTS
Thursday  6:45 am – 7:45 am  Yoga
Thursday  3:15 pm – 4:30 pm  Annual Walk/Run
Friday  6:45 am – 7:45 am  Low Impact Aerobics
Friday  3:15 pm – 4:30 pm  Shape4Change with Lois Cone
Saturday  6:45 am – 7:45 am  Pilates
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Ronald Charles Federico
(1941–1992)

Ronald Federico was a leader in the development of undergraduate social work education. As a teacher, program administrator and scholar, he helped shape social work education at the baccalaureate level. A native of the Bronx, New York, he received an undergraduate degree from Yale University, his MSW from The University of Michigan, and a PhD from Northwestern University.

Federico served as director of three undergraduate programs. He also served on the board of directors of the Council on Social Work Education, was instrumental in the development of the Association of Baccalaureate Social Work Program Directors, and was a member of the BSW Task force of NASW.

Federico provided curriculum consultation to countless social work education programs and served as a mentor to a generation of undergraduate social work educators. He is co-author of Educating Baccalaureate Social Work (Volumes 1 and 2) and Human Behavior: A Perspective for the Helping Professions (1982; revised 1985 and 1991), and author of many other books, including Social Welfare in Today’s World (1990).
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President’s Address & Awards Ceremony
Come hear about the latest BPD initiatives and future plans for the organization. This session is preceded by the President’s breakfast from 8:30–9:30 am. All are welcomed.
Presenter(s): Michael Daley, University of South Alabama

Practice and Advocacy for a Green Community and Planet: A Role for Social Workers
Growing concern for saving our planet has jettisoned increasing interest in “greening” and the sustainability of our planet. Given our rapidly advancing technological and interdependent world, the need to give attention to “greening” is critical. A “green” theme has been integrated into a Community Social Work (Macro Practice) course. The course includes components that link change agent and ecosystem preservation activities. Students engage in critical thinking in response to “greening” concepts and their connections to social work content. Examples of student projects will be shared.
Presenter(s): Emma Lucas-Darby, Carlow University (PA)

Moving Toward Health Promotion and Sustainability: Developing a Unified Curriculum
This paper advances the concept of health promotion and asserts that the social work profession is uniquely positioned to address health at a broader level and in ways that sustain health in communities.
Presenter(s): Lauren Renkert, Appalachian State University (NC)
Gail Leedy, Appalachian State University
Michael Howell, Appalachian State University

Adopting Technology Without Cost: Free Tools for Teaching and Practice
This workshop will provide a basic step-by-step introduction to free web-based technological tools, including wikis, social networking, distance communication, and audio/visual tutorials. Demonstrations will be supplemented with a presentation web site that includes downloadable tutorials and links to resources. Participants will also dialog about their professional experiences with technology.
Presenter(s): Debra Allwardt, Western Illinois University
Katherine Perone, Western Illinois University
**203**  WORKSHOP  
**Location:** Salon D  
**Date/Time:** Thursday, February 24th, 11:15 am – 12:30 pm  
Convener: Robin Kohn, University of Central Florida

**Liability Issues in Supervision and Field Placements**
This session will cover NASW Assurance Services’ perspective about liability issues specifically related to field placements and the supervision of students. Risks facing placement students/faculty and some trends in litigation will be reviewed along with risk management strategies to mitigate these risks.

**Presenter(s):** Yvonne Chase, NASW Assurance Services

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**204a**  PAPER  
**Location:** Salon E  
**Date/Time:** Thursday, February 24th, 11:15 am – 12:30 pm  
Convener: Carole Olson, Morehead State College (KY)

**Re-Visioning a BASW Curriculum: Content to Competencies**
This presentation shares a program director’s reflections, recommendations, and lessons learned from one college’s recent efforts at transforming a BASW curriculum to a competency-based educational model. Steps taken to systematically re-vision the curriculum, review and reconstruct “signature assignments,” and create grading and program assessment measures are discussed.

**Presenter(s):** Karen Badger, University of Kentucky

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**204b**  PAPER  
**Location:** Salon E  
**Date/Time:** Thursday, February 24th, 11:15 am – 12:30 pm  
Convener: Carole Olson, Morehead State College (KY)

**Using Student Films to Develop and Measure Social Work Core Competencies**
Student films can be an effective way of developing and measuring core competencies. This presentation will provide examples of the effective use of film and present a rubric to measure the development and achievement of competence in social work students.

**Presenter(s):** Stacey Borasky, St. Edward’s University (TX)  
Miguel Ferguson, University of Texas-Austin

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**205**  WORKSHOP  
**Location:** Salon I  
**Date/Time:** Thursday, February 24th, 11:15 am – 12:30 pm  
Convener: Glover E. Hopson, Benedict College (SC)

**BSW Teaching: Everything You Wanted to Know but Were Afraid to Ask**
This session discusses the role of BSW faculty in the changing academy and provides resources for active engagement with students regarding the learning enterprise. It also includes limitations and roadblocks to effective teaching at a time of shrinking resources and accreditation mandates.

**Presenter(s):** Linda Moore, Texas Christian University  
Susan Kosché-Vallem, Wartburg College (IA)

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**206a**  PAPER  
**Location:** Salon G  
**Date/Time:** Thursday, February 24th, 11:15 am – 12:30 pm  
Convener: Terry Cluse-Tolar, University of Toledo (OH)

**Subtle Sexual Prejudice among Social Workers: What Social Work Educators Need to Know**
This paper-presentation will provide educators with a better understanding of overt and subtle forms of negative attitudes toward lesbians and gay men. Using results of an in-depth study of social workers, this presentation demonstrates how the concept of queer consciousness can be used in courses to foster more positive attitudes.

**Presenter(s):** Paulina Martinez, Florida Atlantic University  
Sharron Singleton, Barry University (FL)

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**206b**  PAPER  
**Location:** Salon G  
**Date/Time:** Thursday, February 24th, 11:15 am – 12:30 pm  
Convener: Terry Cluse-Tolar, University of Toledo (OH)

**Still Working After All These Years: Senior Workers and Elderpreneurs**
This paper examines the workforce participation of those at or past the usual retirement age. The variables associated with senior workers who continue employment for economic and financial reasons and workers who continue working for fulfillment, stimulation, and opportunities to “give back” and social work practice implications will be discussed.

**Presenter(s):** James C. Piers, Hope College (MI)  
D. Mark Ragg, Eastern Michigan University
Educating Students to Reduce Misconduct and Promote the Highest Standards of Practice

Ethics is a core component of social work education. But which ethical standards are students most likely to violate, and what educational strategies can be used to address these risks? This interactive workshop focuses on the primary risks, providing specific educational strategies for reducing misconduct and promoting the highest aspirations of ethical practice.

Presenter(s): Allan Barsky, Florida Atlantic University

Simulations and Competency Assessment: A Community Partnership

A collaboration between social work and emergency services educators resulted in the development of curriculum bringing together social work and paramedic students in simulation labs. Students intervene in teams with commonly encountered emergency scenarios. Scenarios are filmed for review at a debriefing session facilitated by an instructor.

Presenter(s): Mark Olson, University of West Florida
Paula Rappe, University of West Florida
Sandra Hartley, Pensacola Junior College

Social Work as Prophetic Voice

Students struggle to understand oppression. They often avoid hearing oppression because they see it as a threat to personal values. This roundtable will discuss ways to help students understand the difference between personal bias and structural oppression. It will use understanding the prophetic voice as a teaching technique.

Presenter(s): Wayne Evens, Bradley University (IL)
Carol Brownstein-Evans, Nazareth College (NY)
James Forte, Salisbury State University (MD)
Michelle Piper and Xiao Allison Li
of the University of Alabama

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Building a Career Pathway: a Rural University-Community Distributed Learning Technology Collaboration

Two state universities collaborate with public and tribal mental health and child welfare agencies to develop and deliver a regional, rural collaborative program for distributed learning of social work education. This session will discuss the stakeholders, goals, objectives and framework of the project.

Presenter(s): Celeste Jones, California State University Chico
Pamela Brown, Humboldt State University (CA)

Competencies, Assignments and Outcomes: Micro, Mezzo and Macro Levels of Practice

An interactive workshop that will focus on the SEEDLOC Logic Model, an effective 7 step model which dynamically revises BSW syllabi to reflect the core competences of EPAS. Participants will learn how the model serves as a mentoring framework for fundamental principles going back to the roots of social work.

Presenter(s): Scott Anstadt, Florida Gulf Coast University
Belinda Bruster, Florida Gulf Coast University

Core Competencies and Practice Behaviors in Field: Staying on the Same Page

Expanding on our 2010 presentation in which we explored our pilot of field documents integrating the Core Competency framework, we will revisit methods we have used and updates we have made to continue this process. This will include review of field documents, seminar assignments, and continued training with field instructors.

Presenter(s): Carey Winkler, University of St. Thomas/St. Catherine University (MN)
Cara Carlson, University of St. Thomas/St. Catherine University School of Social Work (MN)

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Transformative Power of Culturally Competent Social Work Education of Latino Adults

The increase of the Latino population, and the need for culturally competent social workers requires that schools examine their approaches to the education of Latinos. This paper presents a program approach based on NASW Cultural Competence Standards and the need to start where the student is.

Presenter(s): Nelly Rojas Schwan, Saint Joseph College (CT)
Madeline Perez, Saint Joseph College (CT)

Essentials for Building Cultural Competence in BSW Education on Native Americans

BSW educators need to promote cultural competence throughout the BSW social work program on Native American culture. History of Native American education, self-determination, validation of American Native culture, and how to nativize the curriculum in BSW education need to be addressed; along with establishing a baseline on student prior knowledge.

Presenter(s): Veronika Ospina-Kammerer, Saint Leo University (FL)

Measuring Interpersonal Competencies Using a Psychodynamic Approach

Interpersonal practice competencies were examined in sixty-three BSW students. Results revealed that students classified with an insecure style of attachment had significant deficits in identifying non-verbal expression of thoughts and emotions. The amount of exposure to social work training was also significantly associated with using higher order reflective thinking.

Presenter(s): Nora Padykula, Westfield State College (MA)
Rose Sullivan, Westfield State College (MA)

Service-Learning: It’s Not Just Community Service

Participants explore service-learning as a method to introduce students to generalist practice competencies in BSW programs. Students demonstrate initial competence in values, ethics, and diversity and they reflect on experiences through the lens of social justice. Participants will be able to assess integration of service-learning into the classrooms and agencies.

Presenter(s): Susan Parlier, University of South Carolina
Rushondra James, University of South Carolina

Transitioning from PhD Student to New Faculty Member

Doctoral program graduates transition from student to faculty with varying levels of success. Data from a survey of conducted with GADE members on preparedness for teaching, research and service will be reviewed. Stages of professionalism are discussed. Suggestions for strengthening professional transition, developing supports, and providing effective mentoring are provided.

Presenter(s): Barbara Rittner, University at Buffalo (NY)
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School of Social Work
216a  
**Location:** Salon E  
**Date/Time:** Thursday, February 24th, 1:45 pm – 3:00 pm  
**Convener:** Ginger Meyette, Luther College (IA)  

**Preparing Baccalaureate Social Workers to Work with Older Adults: Does Service-learning Make a Difference?**  
With the aging of the population, social work educators are challenged to develop effective pedagogical methods to prepare students to work with older adults. This presentation describes the use of service-learning in HBSE courses to support the attainment of this goal. Research on its effectiveness will be discussed.  
**Presenter(s):** Carolyn Ericson, Christopher Newport University (VA)

216b  
**Location:** Salon E  
**Date/Time:** Thursday, February 24th, 1:45 pm – 3:00 pm  
**Convener:** Ginger Meyette, Luther College (IA)  

**Using Experiential Learning to Dispel Ageism and Support Gerontological Social Work Competency**  
We discuss our BEL project’s gerontological experiential learning activity, including its implementation, outcomes in terms of student attitudes toward aging and the elderly as well as basic competence for engaging elders, and what we have learned about developing such an activity and sustainably integrating it into our BSW curriculum.  
**Presenter(s):** Brian Masciadrelli, State University of New York at Fredonia

217  
**Location:** Salon F  
**Date/Time:** Thursday, February 24th, 1:45 pm – 3:00 pm  
**Convener:** Eleanor P. Downey, Lewis-Clark State College (ID)  

**BPD Emerging Scholars and Educators: Our Experiences at the 2010 Social Work Congress**  
The 2010 Social Work Congress provided an opportunity for social workers across the spectrums of practice and education to collaborate, debate, and shape the future of social work. During this session, emerging scholars from various BSW programs will share their perspectives on the process and hopes for outcomes from the Congress.  
**Presenter(s):** Valerie Bryan, University of South Alabama  
Catherine Crisp, University of Arkansas at Little Rock  
Kathryn Krase, Ramapo College of New Jersey

218a  
**Location:** Salon G  
**Date/Time:** Thursday, February 24th, 1:45 pm – 3:00 pm  
**Convener:** Ruth Fangmeier, Carthage College (WI)  

**The Nuts & Bolts of Peer Review: Stewarding the Profession**  
Peer Review of teaching is often selected alongside/instead of faculty teaching evaluation, due to its potential strength-based focus. At its worst, peer review can be yet another requirement for tenure and promotion. But at its best, as this paper discusses, it can be a part of stewarding the profession.  
**Presenter(s):** Susanne Chandler, University of Michigan - Flint  
Kathleen Woehrle, University of Michigan - Flint  
Denise Dedman, University of Michigan - Flint
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**Assessing Faculty Competence in the Academy: Perceived Threats to Psychological Safety**

The presenters will discuss their nationwide survey of faculty career wellbeing and psychological safety (convenience sample of deans, directors, field directors, and faculty, n = 163). They will review strategies to maximize faculty effectiveness and student outcomes and to minimize threats to psychological safety in the workplace.

**Presenter(s):** Sharon Lyter, Kutztown University (PA)
Ann Abbott, West Chester University of Pennsylvania

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**Assessing Core Competencies Through a Capstone Experience**

The presentation will demonstrate how the capstone assignment reinforces competencies and many practice behaviors while measuring the students’ mastery of each. This capstone assignment consists of eight sections which directly link the ten competencies to outcome measures. Additionally, preparation for internship and program assessment are enhanced.

**Presenter(s):** Michelle Horton, University of Tennessee at Martin
Alicia Donaldson, University of Tennessee at Martin
Cindy West, University of Tennessee at Martin

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**A Baccalaureate Social Work Educator’s Nuts & Bolts Guide to Retirement**

As baccalaureate social work educators prepare for retirement, we reflect upon lives well lived and imagine a future filled with opportunities and possibilities. A panel of fellow BSW educators will share their perspectives and personal strategies for thriving beyond life in the academe.

**Presenter(s):** Teri Kennedy, Arizona State University

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**A New Wineskin: The Continuing Fermentation of a Program’s Portfolio Process**

This presentation provides(1) an overview of portfolios, (2) description and analysis of one BSW program’s past practice using portfolios to enhance learning and for assessment and (3) describes the portfolio’s redesign to address CSWE competency standards.

**Presenter(s):** Mary Carney, SUNY Fredonia (NY)

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**The Current and Future Role of Technology in Field Education**

This roundtable is aimed at identifying current and future uses of technology in field education by undergraduate social work programs, including the use of webcams to conduct field site visits and on-line modules for training field instructors. Participants will discuss lessons learned through the implementation of various applications of technology.

**Presenter(s):** Amy Barsanti, University of North Carolina at Charlotte
221c
Location: Rookwood
Date/Time: Thursday, February 24th, 1:45 pm – 3:00 pm
Convener: George Ashley, Oakwood University (AL)

A Social Work Field Education Program: Rural and Urban Environments
A social work field education program placed students with public defense attorneys to collaboratively address treatment needs of juveniles in court. An evaluation found the program to be effective in receiving alternative rehabilitative sentences for youth. The study also found differences between how rural and urban jurisdictions treat youth state-wide.
Presenter(s): Lynn Geurin, Morehead State University (KY)

222
Location: Mayflower 1
Date/Time: Thursday, February 24th, 1:45 pm – 3:00 pm
Convener: James Winship, University of Wisconsin, Whitewater

Can We Talk Here? Engaging Diversity Discourse on a Predominantly Homogeneous Campus
How do programs in religious, culturally homogeneous colleges achieve the diversity competency? The two presenters will share their approach, grounded in integration of the literature with their own experiences at both the margins and the mainstream of the campus, to engaging students in transformative learning about power, privilege and difference.
Presenter(s): Laura Groves, Cabrini College (PA)
Valerie Daniel, Cabrini College (NY)

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The Nuts and Bolts of Integrating Community Partners into Course Preparation

Participants will learn about and discuss efforts to involve community agencies in service-learning course planning. Two Iowa colleges and their community partners collaborated to bring previously established relationships to a transformative level. Goals were to educate students about the systemic plight of the working poor and individuals with different abilities.

Presenter(s): Tammy Faux, Wartburg College (IA)  
              Nancy Fett, Loras College (IA)

Policy Practice Assessment

This session discusses how to measure required practice behaviors for 2008 EPAS core competency 2.1.8, policy practice. Behavioral measurement resources will be provided, and participants will have the opportunity to ask questions and to share their assessment tools and measurements.

Presenter(s): Susan Kosché-Vallem, Wartburg College (IA)  
              Laura Lewis, Mercyhurst College (PA)  
              Katherine Byers, Indiana University

Teaching Undergraduate Social Work Students the Ethics of Non-Sexual Dual Relationships

Many ethics violations involving social workers revolve around the development of dual relationships with clients. This workshop will explore strategies for teaching about the potential hazards of these relationships and the ethical implications involved. A case study/discussion format will be used along with a framework for ethical decision making.

Presenter(s): Jeremy Carney, Minnesota State University Moorhead

Using Live-Text Portfolios to Build Formative Evaluation into 2008 EPAS Competency Assessments

Portfolios were implemented using LiveText software to measure the 2008 EPAS competencies. Workshop participants will apply to their institution the phases of portfolios: competency mapping, “hallmark” assignments and rubrics, and pilot testing, and consider the impact of portfolios on: faculty roles, development of professionalism, and accreditation as scholarship.

Presenter(s): Kathleen Woehrle, University of Michigan - Flint  
              Susanne Chandler, University of Michigan - Flint  
              Denise Dedman, University of Michigan - Flint

Short-Term Study Abroad as a Method to Increase Cultural Competence

Short-term faculty-led study abroad experiences can help achieve Competence 2.1.4 regarding cultural knowledge and competence. This presentation will describe the goals, process and details of implementing such experiences. Issues regarding travel, costs, liability, group management, and professional networking will be discussed.

Presenter(s): Susan Mapp, Elizabethtown College (PA)

Queer Rights: Do Ask, Do Tell

What are the nuts and bolts of queer rights for social work educators? Who are queer people? What rights do they/we want? What rights should they/we have? This session explores those questions within the context of human rights and United Nations human rights documents.

Presenter(s): Mary Swigonski, Monmouth University (NJ)  
              Noell Rowan, University of Louisville (KY)
229a | Paper
---
**Location:** Salon E  
**Date/Time:** Thursday, February 24th, 3:15 pm – 4:30 pm  
Convener: Nancy Meyer-Adams, California State University Long Beach

**Academic Writing For The Profession: Scaffolding Assignments Throughout The Curriculum**

BSW students must enter the profession with effective writing skills and an ability to utilize practice-based research. This paper describes the use of specifically designed and scaffolded academic writing assignments across the foundation curriculum, culminating in a senior capstone research paper based on a component of their field practicum.

**Presenter(s):** Mary Kay Brennan, Seattle University (WA)  
Riva Zeff, Seattle University (WA)  
Madeline Lovell, Seattle University (WA)

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229b | Paper
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**Location:** Salon E  
**Date/Time:** Thursday, February 24th, 3:15 pm – 4:30 pm  
Convener: Nancy Meyer-Adams, California State University Long Beach

**Assessing Competence Using Blackboard™: A Model for Managing Portfolio Submissions and Evaluation**

The use of Blackboard™ as a means of managing student portfolio submissions and evaluation associated with 2008 EPAS competencies outlined by the Council on Social Work Education is discussed. The experience of creating and implementing an assessment strategy centered on the ten core competencies will be presented.

**Presenter(s):** Jenny Crowell, Belmont University (TN)  
Lorraina Scholten, Belmont University (TN)

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230a | Doctoral Showcase
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**Location:** Salon F  
**Date/Time:** Thursday, February 24th, 3:15 pm – 4:30 pm  
Convener: Peggy Black, Mercyhurst College (PA)

**The Creation of US Federal Services for Crippled Children, 1890-1941**

This study examines why and how a federal program for crippled children was created in the United States during the 1930s. Established under the Social Security Act of 1935, the Crippled Children Services program was one of the first medical programs for children supported by the federal government.

**Presenter:** Laurel Hitchcock, University of Montevallo (AL)

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230b | Doctoral Showcase
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**Location:** Salon F  
**Date/Time:** Thursday, February 24th, 3:15 pm – 4:30 pm  
Convener: Peggy Black, Mercyhurst College (PA)

**Immigrant Elder Women and Their Long-term Care Planning**

This dissertation was a descriptive study of immigrant elder women and their long-term care planning. The research combined qualitative and quantitative methods. While recognizing the uniqueness of this population, it was interesting to find how similar the findings were to long-term care planning of the general older adult population.

**Presenter:** Ruthanne Hackman, Christopher Newport University (VA)
Exploring the Integration of Social Justice in Social Work Research Curricula

Little is known about how faculty integrate social justice into research curricula. A survey of research faculty explored how they teach social justice. Findings show faculty have clear rationales, but their conceptualization is not theoretically grounded. They use traditional and creative teaching methods. Implications for social work education are presented.

Presenter(s): Neil Vincent, DePaul University (IL)

Using Gerontological Settings to Generate Social Work Student Interest in Community-based Research

The results of a service learning project to engage students in a community-based needs assessment with a senior center will be presented. The goals included helping students apply research concepts and engage positively with older adults. Study results indicate these goals were met and the agency benefitted from the project.

Presenter(s): Liz Fisher, Shippensburg University (PA)
Dara Bourassa, Shippensburg University (PA)

Teaching Cultural Competency: An Effective Framework for The 21st Century

This session will demonstrate a pedagogical model for teaching cultural competency that resulted in a significant increase in culturally relevant knowledge, values and skills. Utilizing five specific culturally sensitive principles and activities, this model was found to be highly effective in the development of future social work practitioners.

Presenter(s): Saundra Starks, Western Kentucky University
Jay Gabbard, Western Kentucky University

Using Interdisciplinary Teaching to Promote Social Work Values and Recruit Majors

This workshop will describe using interdisciplinary teaching to promote the values of social work and recruit new majors. Lessons learned from two electives (“Mental Health and Contemporary Fiction” and “Sustainability in Appalachia”) will be discussed. Participants will have an opportunity to brainstorm course ideas for their programs.

Presenter(s): Sarah Twill, Wright State University (OH)
Erin Flanagan, Wright State University (OH)
The New Baccalaureate Educational Assessment Project (BEAP) for 2011
This session focuses on EPAS 2008 requirements. Revisions of the BEAP entrance, exit, graduate, and employer/supervisor surveys will be presented and discussed. The new foundation curriculum instrument and the new field instrument will be presented. A user-friendly report format will also be introduced.

Presenter(s):
Roy Rodenhiser, Boise State University (ID)
Tobi Delong-Hamilton, University of Nebraska Kearney
Ruth Gerritsen-McKane, University of Utah

What’s New in Social Work Education
This session will include CSWE leadership and CSWE Commission Chairs who will discuss issues related to the current and emerging issues in social work education. Baccalaureate directors and faculty are urged to attend, and give input, raise concerns, and/or discuss innovative ideas that promotes social work education.

Presenter(s):
Mildred Joyner, West Chester University of Pennsylvania, CSWE President
Julia Watkins, Council on Social Work Education
CSWE Commission Chairs

Research Capacity Building for Early Career Researchers
This workshop will focus on research capacity building strategies for early career social work researchers. It will cover setting up and establishing research agendas, seeking federal grants and foundation monies, presenting findings at professional conferences, selecting journals and publishers, and disseminating research results.

Presenter(s):
Rowena Fong, The University of Texas at Austin
Llewellyn Cornelius, University of Maryland

Claiming Rights/Righting Wrongs: On Educating FOR Human Rights
The inclusion of human rights language within the EPAS emphasizes the importance of developing and strengthening an understanding of the meaning and implications of human rights among social work students. Pedagogy for, rather than about, human rights emphasizes creating a culture conducive to human rights principles and practice.

Presenter(s):
Mary E. Swigonski, Monmouth University (NJ)
Implicit Curriculum: Nuts and Bolts of the Learning Environment
The newest CSWE EPAS emphasizes the importance of attention to implicit curriculum, and its impact on student learning. This student-faculty salon seeks to increase awareness of the “nuts and bolts” of what students really learn and how they learn it—regardless of what faculty think is being taught.

Facilitator(s): Marsha Mayes-Burton, Spalding University (KY)
Toya Gatewood, Spalding University (KY)

Should BPD be a Volunteer Organization or a Voluntary Organization?

Facilitator: Steve Marson, The University of North Carolina Pembroke

Craft In
What’s a Craft-In? It is a place where you can bring your crafts for a show and tell and a discussion of what crafts mean in our lives and in the lives of clients and students. If you don’t craft, but are interested, come and see what your colleagues are doing.
see compassion  see engagement  see research  see opportunity

see change

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FRIDAY, FEBRUARY 25

SCHEDULE AT A GLANCE

6:45 am – 7:45 am

JIM WAHLBERG HEALTH AND WELLNESS INSTITUTE: LOW IMPACT AEROBICS
Salon B

7:00 am – 12:00 pm

CONFERENCE REGISTRATION
4th floor registration

RON FEDERICO SILENT AUCTION
Hall of Mirrors Foyer

6:45 am – 7:45 am

JIM WAHLBERG HEALTH AND WELLNESS INSTITUTE: AEROBICS
Salon B

8:00 am – 9:15 am

PAPERS
300a Assessing BSW Curriculum Competencies for Program Improvement
300b Development and Pilot Testing of the Social Work Performance Task Assessment Tool

PAPERS
301a Mixed-Methods Evaluation of a Peer-Assessment Exercise in a Social Work Research Course
301b "Prac-ademics": Recruiting, Supporting, and Sustaining Second Career Social Work Faculty

BOARD SPONSORED SESSION
Salon D

WORKSHOP
303 The History of Competencies in Social Work Education: Federico et al
Salon E

9:00 am – 4:00 pm

STUDENT CONFERENCE
Rue Reolon

9:30 am – 10:45 am

WORKSHOP
304 What We Don’t Say or Ask Across Differences: Are We Talking Yet?
Salon F

WORKSHOP
305 Maternal Mental Illness: The Feminist Perspective Empowers and Promotes Social Justice
Salon H

WORKSHOP
306 I Hate Math: How to Make Statistics Fun for BSW Students
Mayflower 2

PAPERS
307a The BSW/MSW Field Internship Mentoring Model: An Example of Competency-Based Vertical Supervision
307b Safety Training for Social Work Students: How Are We Doing?
Mayflower 3

WORKSHOP
308 "Out with the Old?": Developing a Core Competency Review Process for Assignments
Julep

WORKSHOP
309 Core Competency Assessment: Implementing a Comprehensive Case Analysis Within a Baccalaureate Program
Salon C

WORKSHOP
310 The Nuts and Bolts of Health Care Reform… Implications for Older Adults
Salon E
9:30 am – 10:45 am

**Board Sponsored Session**
311 On Becoming a Dean or Director
  Salon F

**Workshop**
312 Linking Advocacy with Practice: A Competence Based Approach
  Salon G

**Workshop**
313 Systematic Integration of Gerontology Content in BSW Policy and Practice Courses
  Salon H

**Workshop**
314 Building Competencies through Service Learning
  Salon I

**Roundtables**
315a Promoting Student Reflection and Learning in Field Placements
315b Social Networking in Field Education: An Invitation to the Future

315c Re-Conceptualizing the Teaching of Eco-Mapping
  Rookwood

**Workshop**
316 Wiring it Together: Demonstrating Competencies Using a New Practice Model and Method
  Mayflower 1

**Workshop**
317 Global Education: Creating a Context for Critical Practice in a Diverse Environment
  Mayflower 2

**Workshop**
318 Effective Bilingual/Bicultural Education for Social Workers
  Mayflower 3

**Workshop**
319 Turn It On: Cell Phone Technology, a Tool to Enhance Student Learning
  Julep

11:00 am – 12:15 pm

320 General Membership Meeting
  Hall of Mirrors

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12:30 pm – 1:30 pm

LUNCH BREAK

JIM WAHLBERG STUDENT PRESENTATION
Rue Reolon

CONSTITUENCY GROUP MEETINGS
Southern Region
Salon B
Mid-Atlantic Region
Salon C
Midwest Region
Salon D
Southwest Region
Salon E
Northeast Region
Salon F
Western Region
Salon G

1:00 pm – 5:00 pm

CONFERENCE REGISTRATION
4th floor registration

1:45 pm – 3:00 pm

PAPERS
321a  Developing and Assessing Policy Practice in Partnership with a Domestic Violence Program
Salon B
321b  Rural University Partnerships for Establishing Peer Consultation/Supervision Groups
Salon B

WORKSHOP
322  Teaching a Hybrid Course: The Nuts and Bolts
Salon C

PAPERS
323a  Competency Assessment: Assessing Worldview Competence for Advisement and Program Development
Salon D
323b  BSW Research Pedagogy and EPAS Competencies: Strengths and Limitations
Salon D

WORKSHOP
324  Celebrating Gridlock: A Sanity Saving Method for Documenting and Evaluating EPAS Competencies
Salon E

PAPERS
325a  Educating for Interventions with Limited English Proficient Clients: Bilingual Workers, Interpreters, and Translators
Salon F
325b  Teaching Statistics To Blind Students
Salon F

3:15 pm – 4:30 pm

WORKSHOP
326  An Inclusive Model of Spirituality for Bachelor’s Level Social Work Education
Salon G

WORKSHOP
327  From Snoring to Surfing: Cultivating Curiosity in a HBSE Hybrid Course
Salon H

WORKSHOP
328  USC Veterans Workshop-Anthony Hassan
Salon I

ROUND TABLES
329a  Using Monthly Field Reports to Help Students Connect Theory to Practice
329b  Let’s Talk About Nothing: Social Work with Atheists, Agnostics, and Other Non-Believers
329c  Attitudes about Mental Illness Among New Social Work and Other University Students

WORKSHOP
330  Measuring a Student’s Readiness for the Field: Looking Beyond the Practice Behaviors
Mayflower 1

MIT JOYNER GERONTOLOGY SESSION/AWARD
331  Generativity & Guerilla Gerontology Building Aging Infrastructure in Social Work Education
Mayflower 2

BOARD SPONSORED SESSION
332  Using the Field Practicum to Achieve the EPAS 2008 Research Competency
Mayflower 3

3:15 pm – 4:30 pm

COMMITTEE MEETING:
Disabilities and Persons with Disabilities
Salon B

BOARD SPONSORED SESSION
Salon C
334  Implementing COEP’s Charge: Identifying Environmental Trends and Venues for Data Collection
Salon D

COMMITTEE MEETING
EFLAG
Salon F

COMMITTEE MEETING
Research
Salon G
Jim Wahlberg Health and Wellness Institute

Annual Walk/Run
Mayflower 1

Mit Joyner Gerontology Session/Award
Jim Wahlberg Health and Wellness Institute
Shape 4 Change
Julep

6:00 pm – 7:00 pm

Salon
335 Retirement Bucket List: When Work is No Longer Your Primary Focus
Salon B

Salon
336 Child Welfare Partnerships: Sharing the Nuts and Bolts of Title IV-E
Salon C

Committee Meeting:
Gerontology Committee Meeting
Salon C

6:00 pm – 8:00 pm

Leadership Reception

7:00 pm – 9:30 pm

Ad Hoc Meeting
North American Association of Christians in Social Work
Salon D

8:00 pm – 10:00 pm

Student Only Pajama Party
Sponsored by Monmouth University
Mayflower 3

8:00 pm – 12:00 am

“Not So Shameless” Dance Party
featuring: Soul Pocket
Hall of Mirrors

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Hall of Mirrors

8:00 pm – 12:00 am

OPEN to all conference attendees, students and exhibitors!!!
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Rue Reolon

*Session 1  9:00 am – 11:30 am


Break  11:30 am – 12:00 pm

Jim Wahlberg Student Presentation  12:00 pm – 1:00 pm

Everyone welcome! No sign up required!

Break  1:00 pm – 1:30 pm

*Session 2  1:30 pm – 4:00 pm

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The ranking, excellent.
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The report, perfect.
The ranking, excellent.
The MSW, 7 months.
Program
FRIDAY, FEBRUARY 25

300a PAPER
Location: Salon B
Date/Time: Friday, February 25th, 8:00 am – 9:15 am
Convener: Mark Lynch, Saint Francis University (PA)

Assessing BSW Curriculum Competencies for Program Improvement
This paper presents a BSW curriculum assessment developed by a small rural BSW program. The assessment of the explicit curriculum, linkages between competencies and practice behavior outcomes, and the evaluation plan will be presented. Recommendations for program improvement based on initial results will be shared.

Presenter(s): Jeanne Cook, Coker College (SC)
Pat Conway, University of North Dakota

300b PAPER
Location: Salon B
Date/Time: Friday, February 25th, 8:00 am – 9:15 am
Convener: Mark Lynch, Saint Francis University (PA)

Development and Pilot Testing of the Social Work Performance Task Assessment Tool
This presentation will describe the rationale, methods, and results of a project to develop the Social Work Performance Task Assessment. This tool measures student achievement of program goals, competencies, and practice behaviors. Information will aid in innovative assessment and development of reliable tools for rigorous measurement of student performance.

Presenter(s): William Reynolds, The Richard Stockton College of New Jersey
Allison Sinanan, The Richard Stockton College of New Jersey
Lisa Cox, The Richard Stockton College of New Jersey

301a PAPER
Location: Salon C
Date/Time: Friday, February 25th, 8:00 am – 9:15 am
Convener: Katherine Palazzolo-Miller, Ferris State University (PA)

Mixed-Methods Evaluation of a Peer-Assessment Exercise in a Social Work Research Course
Peer-assessment is a learning tool with the potential to provide formative assessment from fellow students. This evaluation of a peer assessment process included pretest and posttest questionnaires and written responses to open-ended questions from students. Findings suggest students have mixed feelings about peer-assessment and that technological barriers remain.

Presenter(s): Michael Lyman, Shippensburg University (PA)

301b PAPER
Location: Salon C
Date/Time: Friday, February 25th, 8:00 am – 9:15 am
Convener: Katherine Palazzolo-Miller, Ferris State University (PA)

“Prac-ademics”: Recruiting, Supporting, and Sustaining Second Career Social Work Faculty
This presentation discusses the transition of experienced social work practitioners to the full-time academic role – the “prac-ademic.” The presentation addresses the development and sustainability of second career social work faculty members. Using literature and personal experience, the elements of acknowledging, including, and mentoring new prac-ademics are explored.

Presenter(s): Larry W. Owens, Western Kentucky University
J. Dean May, Western Kentucky University
Teaching Sustainability in Social Work: Advocating for the Environment and Social Justice

This interactive panel will present and stimulate discussion on: 1) definitions of sustainability, 2) why social workers are well suited to teach sustainability and why we should do it, 3) identifying sustainability competencies and practice behaviors, 4) techniques and resources for teaching, and 5) how textbooks are incorporating sustainability issues.

Presenter(s): Craig Mosher, Luther College (IA)
Sarah Buila, Southern Illinois University Carbondale
David O’Malley, Bridgewater State College (MA)

The History of Competencies in Social Work Education: Federico et al

This session will review the history of competency based education for BSW level social work. The work of Federico and Baer for the SREB board will be presented along with a discussion of the Montana project. Comparisons of past efforts with the EPAS 2008 competencies will be presented.

Presenter(s): Peggy Pittman-Munke, Murray State University (KY)

I Hate Math: How to Make Statistics Fun for BSW Students

“I hate math,” is a common phrase heard by faculty as social work students enter statistics classes. This workshop will introduce interesting and fun teaching techniques and approaches to improve the knowledge and skills of BSW students in the area of statistics. Books, activities, and topic areas will be discussed.

Presenter(s): Michelle Scott, Monmouth University (NJ)

The BSW/MSW Field Internship Mentoring Model: An Example of Competency-Based Vertical Supervision

This paper discusses a program designed to enhance learning experiences of BSW practicum students while providing opportunities for MSW students to practice mentoring and supervising skills. This vertical supervision model acts as a ladder of learning for all involved as the MSW students also receive supervision of their supervisory experience.

Presenter(s): Nancy Meyer-Adams, California State University Long Beach
Marian Klemek, California State University, Long Beach
John Valenzuela, California State University, Long Beach
307b Paper

Location: Mayflower 3
Date/Time: Friday, February 25th, 8:00 am – 9:15 am
Convener: Glover E. Hopson, Benedict College (SC)

Safety Training for Social Work Students: How Are We Doing?
This presentation addresses national findings of social work students’ perceptions of receiving safety training in social work programs. Correlations of safety training with incidents of client violence will be presented. The need for more substantial safety training at various points in social work programs will be discussed.

Presenter(s): Pam Criss, Southeastern University (FL)

308 Workshop

Location: Julep
Date/Time: Friday, February 25th, 8:00 am – 9:15 am
Convener: Teri Kennedy, Arizona State University

“Out with the Old?”: Developing a Core Competency Review Process for Assignments
As part of the self-study process, one program reviewed existing learning assignments to determine which tools were teaching and measuring the 10 Core Competencies and Practice Behaviors. This interactive workshop will demonstrate how a method for reviewing each class assignment was developed, matching the assignment to appropriate core competencies.

Presenter(s): Jeannie Duke, University of Montevallo (AL)
Laurel Hitchcock, University of Montevallo (AL)

309 Workshop

Location: Salon C
Date/Time: Friday, February 25th, 9:30 am – 10:45 am
Convener: Kathryn Krase, Ramapo College of New Jersey

Core Competency Assessment: Implementing a Comprehensive Case Analysis Within a Baccalaureate Program
This workshop will describe the development, implementation, and evaluation of a comprehensive case analysis assignment designed to assess undergraduate social work students’ application of CSWE’s Core Competencies. Presenters will discuss the benefits and challenges associated with using a capstone assignment to assess social work competencies.

Presenter(s): Jason Dauenhauer, College at Brockport (NY)
Kristin Heffernan, College at Brockport State University of New York
Diane Dwyer, College at Brockport State University of New York

310 Workshop

Location: Salon E
Date/Time: Friday, February 25th, 9:30 am – 10:45 am
Convener: Michel Coconis, Wright State University (OH)

The Nuts and Bolts of Health Care Reform… Implications for Older Adults
An overview of Health Care Reform and implications for older adults will be examined, in particular the impact on Medicare programs and services. Implications for educators preparing social work students for effective practice and advocacy in accordance with EPAS 2008 will be explored.

Presenter(s): Barbara Johnson, Azusa Pacific University (CA)
Sally Alonzo-Bell, Azusa Pacific University (CA)
311 **Workshop**  
*Location: Salon F*  
*Date/Time: Friday, February 25th, 9:30 am – 10:45 am*  
*Convener: Barbara Conklin, Barton College (NC)*  
**On Becoming a Dean or Director**  
A panel of current deans and directors of social work will explore with colleagues various career pathways to become an academic dean or director in social work education, and provide ample time for participants to probe, present and respond to questions.  
**Presenter(s):** James “Ike” Adams, *University of Kentucky*  
Carol Boyd, *University of Mississippi*  
Terry Singer, *University of Louisville (KY)*

312 **Workshop**  
*Location: Salon G*  
*Date/Time: Friday, February 25th, 9:30 am – 10:45 am*  
*Convener: Elizabeth Twining Blue, University of Wisconsin-Superior*  
**Linking Advocacy with Practice: A Competence Based Approach**  
Using a contextual learning model can advance social work practice toward a mastery of the core competencies set forth by CSWE. Workshop participants will discuss and engage in activities used to provide real world context to abstract concepts around advocacy through contextual learning activities in light of the core competencies.  
**Presenter(s):** Jennifer Jewell, *Spalding University (KY)*  
Shannon Cambron, *Spalding University (KY)*  
Monique Jones, *Spalding University (KY)*

313 **Workshop**  
*Location: Salon H*  
*Date/Time: Friday, February 25th, 9:30 am – 10:45 am*  
*Convener: Christa Hogan, Monmouth University (NJ)*  
**Systematic Integration of Gerontology Content in BSW Policy and Practice Courses**  
This paper describes a tested example of infusing gerontology into four sequential BSW policy and practice courses. The presenter will describe and analyze sequential learning activities for introductory, policy, micro practice, and mezzo practice courses.  
**Presenter(s):** Heather Craig-Oldsen, *Briar Cliff University (IA)*

314 **Workshop**  
*Location: Salon I*  
*Date/Time: Friday, February 25th, 9:30 am – 10:45 am*  
*Convener: Kathi Trawver, University of Alaska Anchorage*  
**Building Competencies through Service Learning**  
The presentation describes a service learning community partnership with Mentoring Children of Promise, a program serving children of incarcerated parents. Practice competencies were built through students developing and implementing: 1) an extensive plan for marketing and recruiting adult mentors, 2) mentor and mentee orientation, 3) ongoing training for mentors.  
**Presenter(s):** Judith Gray, *Ball State University (IN)*

315a **Roundtable**  
*Location: Rookwood*  
*Date/Time: Friday, February 25th, 9:30 am – 10:45 am*  
**Promoting Student Reflection and Learning in Field Placements**  
Reflection is vital for learning but social work research in this area is scant. In contrast, the field of service learning has identified best practices for creating and implementing reflective assignments. Research will be presented and one BSW program’s attempt to promote student reflection will be described.  
**Presenter(s):** Andrea Judson, *University of Maryland-Baltimore County*  
Jayshree Jani, *University of Maryland-Baltimore County*

315b **Roundtable**  
*Location: Rookwood*  
*Date/Time: Friday, February 25th, 9:30 am – 10:45 am*  
**Social Networking in Field Education: An Invitation to the Future**  
This paper will explore the current literature regarding the use of technology, specifically social networking, as a communication tool to use with field instructors. This presenter will provide a plan for social network integration to be utilized with field instructors. Specific integration examples will also be included in the discussion.  
**Presenter(s):** Katherine Perone, *Western Illinois University*
315c  Roundtable

Re-Conceptualizing the Teaching of Eco-Mapping

The presenter will discuss the nuts and bolts of helping students develop eco maps. This will include how to ask questions and design the eco-map using an organizational framework that helps students categorize the information they receive to more easily understand the client’s system.

Presenter(s): Kelly Ward, Monmouth University (NJ)

316  Workshop

Wiring it Together: Demonstrating Competencies Using a New Practice Model and Method

This workshop introduces a transtheoretical empirically-supported practice model and critical thinking method for practice with individuals, families, and groups. When using the model and method, students demonstrate numerous behaviors across all 10 EPAS competencies. Participants will learn how to facilitate student learning and assignments that demonstrate competency behaviors.

Presenter(s): Elizabeth Keenan, Southern Connecticut State University

317  Workshop

Global Education: Creating a Context for Critical Practice in a Diverse Environment

International educational opportunities create a context that prepares graduates for practice in complex, diverse environments. Short-term faculty led study abroad opportunities and semester long study abroad student exchanges will be explored, along with models that use distance technologies to create connections that cross national boundaries.

Presenter(s): Lacey Sloan, Qatar University
Cathryne Schmitz, University of North Carolina Greensboro

318  Workshop

Effective Bilingual/Bicultural Education for Social Workers

The dramatic increase of Spanish-speaking peoples in the United States compels social work educators to prepare students for practice with Latino clients. This workshop offers a model for delivering a curriculum featuring required bilingual and bi-cultural instruction, including a cultural immersion in Mexico. Outcome measures that demonstrate program effectiveness will be presented.

Presenter(s): David Boyle, Dalton State College (GA)
Spencer Zeiger, Dalton State College (GA)

319  Paper

Turn It On: Cell Phone Technology a Tool to Enhance Student Learning

This paper reports the findings of a pilot project that incorporated mobile technology as a tool for engaging the generation tech social work students in classroom participation. Presenters will discuss the strengths and challenges of using cell phones as a teaching tool for enhancing students’ learning.

Presenter(s): Gertrude Jackson, North Carolina Central University
Larry Williams, North Carolina Central University
Felicia Ray, North Carolina Central University

320  Workshop

General Membership Meeting

The general meeting of the BPD membership.
### 321a  
**Paper**  
**Location:** Salon B  
**Date/Time:** Friday, February 25th, 1:45 pm – 3:00 pm  
Convener: Elaine Reed, Medger Evers College (NY)  

**Developing and Assessing Policy Practice in Partnership with a Domestic Violence Program**  
The instructors of two consecutive BSW courses partner with a domestic violence program where students undertake separate policy projects. The authors discuss the structure and assessment of this model and contrast it with a predecessor project in which students partnered with various human service organizations rather than just one.  

**Presenter(s):**  
David C. Droppa, Seton Hill University (PA)  
Marilyn Sullivan-Cosetti, Seton Hill University (PA)  

### 321b  
**Paper**  
**Location:** Salon B  
**Date/Time:** Friday, February 25th, 1:45 pm – 3:00 pm  
Convener: Elaine Reed, Medger Evers College (NY)  

**Rural University Partnerships for Establishing Peer Consultation/Supervision Groups**  
To address identified gaps in social work supervision, particularly in rural communities, social work departments are in a unique position to serve as liaisons and help establish peer social work consultation groups. This presentation proposes a model of peer consultation groups to address limited access to social work supervision.  

**Presenter(s):** Kathleen Walsh, Millersville University (PA)  

### 322  
**Workshop**  
**Location:** Salon C  
**Date/Time:** Friday, February 25th, 1:45 pm – 3:00 pm  
Convener: Lorri Glass, Governors State University (IL)  

**Teaching a Hybrid Course: The Nuts and Bolts**  
This workshop addresses the questions of new and seasoned instructors of hybrid courses regarding preparation of the course, syllabus development, faculty roles, managing activities, building community, and student issues. We present an overview and demonstration of strategies we currently employ and provide highlights of our successes and challenges.  

**Presenter(s):**  
Batya Hyman, Salisbury University (MD)  
Vicki Root, Salisbury University  

### 323a  
**Paper**  
**Location:** Salon D  
**Date/Time:** Friday, February 25th, 1:45 pm – 3:00 pm  
Convener: Ann-Marie Jones, Andrews University (MI)  

**Competency Assessment: Assessing Worldview Competence for Advisement and Program Development**  
EPAS 2008 doesn’t use the word “worldview,” yet requires ethical, cultural, diversity, and other competencies. Worldview forms a conceptual framework by which to assess student and program logical perceptual congruence with the core competencies. Discussed are the “what, why and how” of worldview competence, assessment tools, research, and application.  

**Presenter(s):** John Tracy, Western Illinois University  
Cindy Dadello, Western Illinois University  

### 323b  
**Paper**  
**Location:** Salon D  
**Date/Time:** Friday, February 25th, 1:45 pm – 3:00 pm  
Convener: Ann-Marie Jones, Andrews University (MI)  

**BSW Research Pedagogy and EPAS Competencies: Strengths and Limitations**  
This paper will present one program’s approach to assessing competencies, particularly those embedded in a single required BSW research methods class. It will discuss links between course objectives and specific EPAS competencies. The paper will explore options for assessment and review limitations; attendees will be invited to share their approaches.  

**Presenter(s):** Claire Dente, West Chester University of Pennsylvania
Celebrating Gridlock: A Sanity Saving Method for Documenting and Evaluating EPAS Competencies

Ideally, preparation for reaccreditation begins years prior to the event, engaging the wisdom and experience of the entire faculty. When utilizing whatever time available well, course content and student assessment become the tools of academic practice evaluation. The use of matrices/grids provide a user friendly vehicle to collect/compare critical data.

Presenter(s): Shannon Cambron, Spalding University (KY)  
Kevin Borders, Spalding University (KY)  
Rita Valade, Spalding University (KY)

Educating for Interventions with Limited English Proficient Clients: Bilingual Workers, Interpreters, and Translators

This paper addresses the preparation of students to provide services to limited English proficient (LEP) clients. Ethical issues and legal requirements mandating the provision of linguistically appropriate services to LEP clients; sources of interpreting and translation services, and practice guidelines for bilingual workers and those using interpreters and/or translators are explored.

Presenter(s): Graciela Castex, Lehman College (NY)

Teaching Statistics To Blind Students

For students who aren’t mathematically inclined, statistics is a challenging course. Once one can visualize a distribution, the course becomes more manageable. As a consequence, blind students have a distinct disadvantage in learning statistical basic concepts. This presentation addresses teaching strategies to create a level playing field for blind students.

Presenter(s): Stephen Marson, University of North Carolina at Pembroke  
Adam Walls, University of North Carolina at Pembroke

An Inclusive Model of Spirituality for Bachelor’s Level Social Work Education

A comprehensive set of practice skills regarding working with clients from a spiritual perspective, appropriate for bachelor’s level social work students, will be presented. This skill set is based on an inclusive definition of spirituality consonant with social work values and applicable to all clients.

Presenter(s): Evan Senreich, Lehman College (NY)
**Workshop 327**

**Location:** Salon H  
**Date/Time:** Friday, February 25th, 1:45 pm – 3:00 pm  
**Convener:** Cynthia Christy Baker, University of Southern Indiana

**From Snoring to Surfing: Cultivating Curiosity in a HBSE Hybrid Course**

This paper presents ideas on the use of technology to enhance student learning of HBSE course content and to support students in becoming active participants in their learning. Activities discussed will support instructors in encouraging students to observe aspects of their environment and actively participate in online discussions to facilitate the integration of theory and practice.

**Presenter(s):** Dana Schneider, Southern Connecticut State University  
Elizabeth Rodriguez-Keyes, Southern Connecticut State University

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**Workshop 328**

**Location:** Salon I  
**Date/Time:** Friday, February 25th, 1:45 pm – 3:00 pm  
**Convener:** Terry Cluse-Tolar, University of Toledo (OH)

**Creating a Social Work Response to Veterans: An Urgent Challenge in the Classroom**

There is a compelling need today for social workers who understand military culture, issues in community reintegration, and work with military families. These veterans are also appearing in our classrooms and often bring with them special needs. Adaptations to curriculum, field placement experiences, and the role of BSW programs in the university are needed.

**Presenter(s):** Anthony Hassan, University of Southern California

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**Roundtable 329a**

**Location:** Rookwood  
**Date/Time:** Friday, February 25th, 1:45 pm – 3:00 pm  
**Convener:** Pamela Twiss, California University of Pennsylvania

**Using Monthly Field Reports to Help Students Connect Theory to Practice**

Programs often depend on the work of the field liaison in order to demonstrate students’ competency of the CSWE mandated connection between theory and practice. Monthly student reflection reports may supplement traditional liaison mechanisms such as field visits and seminars in measuring students’ competency in connecting field and classroom learning.

**Presenter(s):** Jayshree Jani, University of Maryland-Baltimore County  
Andrea Judson, University of Maryland-Baltimore County

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**Roundtable 329b**

**Location:** Rookwood  
**Date/Time:** Friday, February 25th, 1:45 pm – 3:00 pm  
**Convener:** Pamela Twiss, California University of Pennsylvania

**Let’s Talk About Nothing: Social Work with Atheists, Agnostics, and Other Non-Believers**

This discussion will center on social work practice with people who do not believe in God. Fifteen percent of the population falls into this category, but little is known about how to effectively practice with population. This discussion will be an opportunity to learn what is known and, perhaps more importantly, what is not known about this population.

**Presenter(s):** Robin Allen, Boise State University (ID)
Congratulations

The Council on Social Work Education proudly recognizes its distinguished President, MILDRED JOYNER, for receiving the Association of Baccalaureate Social Work Program Directors’ 2011 Lifetime Achievement Award.

This award acknowledges Mit’s significant contributions to social work and undergraduate social work education throughout the course of her career. She has authored social work texts, served in leadership capacities within several social work organizations, and worked tirelessly in the community on causes dear to her. On behalf of the leadership and staff of CSWE—Congratulations Mit!
Attitudes about Mental Illness Among New Social Work and Other University Students

This presentation describes the results of a study that compared new social work students’ and other university students’ attitudes towards the social work profession and common social work clients. Significant differences were found between the groups. Implications for recruiting new social work students and understanding students’ attitudes will be discussed.

Presenter(s): Matthew T. Theriot, The University of Tennessee College of Social Work
Gayle Lodato, The University of Tennessee College of Social Work

Measuring a Student’s Readiness for the Field: Looking Beyond the Practice Behaviors

This informational workshop introduces social work educators to a competency-based model which evaluates a student’s readiness for a placement in a practicum setting. Educators will have the opportunity to learn how to assess for professional readiness both in and out of the classroom through the use of specific behavioral indicators, including the role of advisement and faculty feedback, and development/evaluation of the field performance plan.

Presenter(s): Jennifer Gervais, The College of St. Scholastica (MN)

Generativity & Guerilla Gerontology: Building Aging Infrastructure in Social Work Education

How can aging-infused curriculum and gero-enthused faculty outlive staff and program changes over time? The concepts of generativity and guerilla marketing will be applied to the process of building an aging infrastructure in social work education. Four conceptions of sustainability and practical strategies to foster sustainability will be explored.

Presenter(s): Teri Kennedy, Arizona State University

Using the Field Practicum to Achieve the EPAS 2008 Research Competency

As a field director/coordinator, you are cordially invited to participate in a focus group sponsored by the BPD Research Committee. We request your assistance in developing a national model to teach the EPAS 2008 research competency in the field practicum, the signature pedagogy. Please come and share your ideas.

Presenter(s): Frances B. Kominkiewicz, Saint Mary’s College (IN)
Elizabeth T. Blue, University of Wisconsin - Superior
Workshop

Location: Salon C
Date/Time: Friday, February 25th, 3:15 pm – 4:30 pm
Convener: Needha Boutté-Queen, Texas Southern University

This presentation will focus on upcoming content changes to the social work licensing examinations used across the United States and Canada. Presenters will provide information on the North American analysis of social work practice and discuss the “knowledge, skills and ability statements” that are used to develop test questions.

Presenter(s): Donna DeAngelis, Association of Social Work Boards
Dwight Hymans, Association of Social Work Boards

Workshop

Location: Salon D
Date/Time: Friday, February 25th, 3:15 pm – 4:30 pm

Implementing COEP’s Charge: Identifying Environmental Trends and Venues for Data Collection
As we enter the third year of implementation of EPAS 2008, the Commission will identify educational and professional trends to guide the advancement and innovation of social work education. Attendees will participate in identifying trends in their contexts to inform the Commission’s work and establish protocols for ongoing data collection.

Presenter(s): Alan J. Dettlaff; Chair, Commission on Educational Policy
Ann Myers, James Madison University (VA)
Mary Rawlings, Azusa Pacific University (CA)

Salon

Location: Salon B
Date/Time: Friday, February 25th, 6:00 pm – 7:00 pm

Retirement Bucket List: When Work is No Longer Your Primary Focus
This session will focus on strategies for a rewarding retirement from the Academy to pursuing your passions and turning your dreams into reality. The presenters will discuss retirement preparation, system negotiating and post retirement use of social work skills.

Presenter(s): Esther Langston, University of Nevada Las Vegas
Patricia Washington, Florida Gulf Coast University

Salon

Location: Salon C
Date/Time: Friday, February 25th, 6:00 pm – 7:00 pm

Child Welfare Partnerships: Sharing the Nuts and Bolts of Title IV-E
This salon will offer participants an opportunity to discuss best practices and innovations in recruitment and retention of child welfare workers as well as other related topics including models for developing competencies, challenges and future opportunities in delivery of Title IV-E programs.

Presenter(s): Jo Gottlieb, Marshall University (WV)
Carol Smith, Valdosta University (GA)
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28th annual bpd conference

the nuts and bolts of bsw education: from basics to competency assessment

saturday, february 26

schedule at a glance

6:45 am – 7:45 am
jim wahlberg health and wellness institute: pilates

7:00 am – 12:00 pm
conference registration
ron federico silent auction

8:00 am – 9:15 am
papers

400a introducing bsw students to gis:
from “gerontology is sweet” to “geographic information systems”
salon b

401a leadership in social work education:
sustaining collaboration and mission
salon c

401b the practice and ethics of social marketing

board sponsored session

402 disability and technology part 1
salon d

papers

403a social work educators teaching the net generation at hbcus
salon e

workshop

404 laughademics: if we’re not laughing, we’re not learning
salon f

papers

405a achieving our social and economic justice mission: assessing professional organizational competence, 1955 - 1970
salon g

405b emerging issues in undergraduate education: constructing multicultural curriculum for displaced older muslims

workshop

406 gatekeeping: identifying and addressing problem behaviors in the classroom
salon h

board sponsored session

407 the nuts and bolts of teaching undergraduate research:
surveying the landscape
salon i

electronic posters

408a developing a mental health training curriculum for partner violence

408b application of competency based curriculum: students provide leadership in education and advocacy

408c advocating and sustaining quality nursing home standards: a grassroots approach

408d safety first: the well-being of students in international service-learning programs

408e teaching sustainable social change: social work and business students join forces
rosewood

papers

409a bsu service-learning in field education

409b saving group work
mayflower 1

papers

410a cooperative learning in bsw education: piloting a transformed community context course

410b the foundation outcome assessment measure (foam): exploration and replication
mayflower 2

papers

411a undergraduate students with disabilities experience of social work field education

411b teaching field students to really work effectively across disciplines
mayflower 3

workshop

412 beyond powerpoint: creating a community of engaged learners
julep
9:30 am – 10:45 am

**Workshop**
413 The Social Work Values Inventory — Version 2: Instrument Development and Validation  
*Salon B*

**Workshop**
414 Developing Social Work Competency in Diverse Mind/Body/Spirit Health and Mental Health Practices  
*Salon C*

**Board Sponsored Session**
415 Disabilities and Technology Part 2  
*Salon D*

**Papers**
416a Research Students Experience and Evaluate a Cognitive-Behavioral Intervention to Moderate Academic Stress  
*Hall of Mirrors*

416b Evaluation of the Team Learning Approach for Teaching Social Work Research Courses  
*Salon E*

**Board Sponsored Session**
417 Closing the Gap Between Submit and Presentation: Getting From Submit to Accept  
*Salon F*

**Papers**
418a Developing and Sustaining Learning Communities in Baccalaureate Social Work Programs  

418b But They Don’t Read: Developing Intrinsic Motivation to Learn in BSW Students  
*Salon G*

**Workshop**
419 Infusing Information on LGBT Elders Into the BSW Curriculum  
*Salon H*

**Workshop**
420 From Research to Practice (Community) and Back: EBP throughout the Curriculum  
*Salon I*

10:00 am – 12:00 pm

**Student Poster Presentations**

**Workshop**
421 Developing Your Competency Based Curriculum: A Step by Step Model  
*Mayflower 1*

11:00 am – 12:15 pm

**Stand Alone Session**
425 Understanding Trends in Social Work Education and Practice: Yesterday, Today and Tomorrow

12:30 pm – 1:30 pm

**Lunch Break**

1:00 pm – 5:00 pm

**Conference Registration**
4th floor registration

1:45 pm – 3:00 pm

**Stand Alone Session**
427 Honing Skills for Rural Practice: If You’ve Seen One Rural Community, You’ve Seen One Rural Community

3:15 pm – 4:30 pm

**Papers**
428a Learning Leadership in Field Education  

428b Critical Thinking Engagement: Experiential Learning with Authentic Social Work Practice  
*Salon B*

**Workshop**
429 No Professor Left Behind  
*Salon C*

**Board Sponsored Session**
430 Developing Manuscripts for Publication: Developing Concept and Composition  
*Salon D*
Workshop 431 Lessons Learned from a Disabilities Accessible Study Abroad Trip
Salon E

Board Sponsored Session 432 The Nuts and Bolts of BSW Practice: The BSW Differentiated from Other Practitioners
Salon F

Papers 433a Integrating Oral Histories into the Social Work BSW Curriculum
433b Lives Rebuilt: The Stories of Older Holocaust Survivors
Salon G

Workshop 434 Human Sustainability in the Face of Incidents of Mass Violence
Salon H

Board Sponsored Session 435 Gatekeeping in the Field: Placement Challenges
Mayflower 1

Workshop 436 The Teaching Philosophy: A Guide and Assessment Tool for Teaching-Learning
Salon I

Workshop 437 Using CR Groups to Enhance Diversity Competence in a HBSE Course
Mayflower 2

Workshop 438 Teaching Students to Produce Research: Using Secondary Analysis in a Methods Course
Mayflower 3

Workshop 439 Assessing Students’ Mastery of Competencies through their Field Journals
Julep

6:00 pm
Banquet
JOIN US AS WE HONOR OUR

2011 AWARD RECIPIENTS
AND CELEBRATE ANOTHER SUCCESSFUL BPD ANNUAL CONFERENCE

SUNDAY, FEBRUARY 26, 2011
6:00 PM – 9:00 PM

Entertainment by:

CINCINNATI’S WOMEN’S CHOIR
Introducing BSW students to GIS: From “Gerontology is Sweet” to “Geographic Information Systems”

BSW students completed a hometown assessment that included community mapping using Geographic Information System (GIS) software with the help of a geography department faculty member. A pre/post test was completed and the project led to better understanding of what GIS is and how it could be helpful in social work.

**Presenter(s):** Liz Fisher, Shippensburg University (PA)
Janet Smith, Shippensburg University

**Leadership in Social Work Education: Sustaining Collaboration and Mission**

The academic leader’s role within social work education is varied and complex. This paper reports the results of a nationwide survey of the leadership style of heads of social work programs from a faculty perspective highlighting strengths and limitations and the relationship of leadership style to social work core values.

**Presenter(s):** Christine Call, University of St. Francis (IN)
Neil Vincent, DePaul University (IL)
Larry W. Owens, Western Kentucky University

**The Practice and Ethics of Social Marketing**

This session will explore social marketing, including the ways that social workers have utilized social marketing techniques, and how the practices of social marketing promote, or are to contrary to, social work values. The presenters will examine ethical issues that social marketing engenders.

**Presenter(s):** Debra Allwardt, Western Illinois University
Alexander Jasinski, Western Illinois University
Alecia Condie, Western Illinois University

**Disability and Technology Part I**

In seminar fashion, the combined sessions will provide an overview of some of the most current types of technology available to persons with a range of disabilities. Specifically, participants will be able to view cutting edge technology and an assessment of it by a Perlman Center graduate.

**Presenter(s):** Robin Kohn, University of Central Florida
Stephen Marson, University of North Carolina Pembroke
Social Work Educators Teaching the Net Generation at HBCUs

This paper presents findings from a qualitative study conducted on the perceptions, behaviors, and experiences of veteran social work educators who teach Net Generation students attending historically black colleges and universities (HBCU). Implications for professional development, social work education and practice are discussed.

Presenter(s): Larry Williams, North Carolina Central University
Gertrude Jackson, North Carolina Central University
Janet Burton, University of the District of Columbia

Emerging Issues in Undergraduate Education: Constructing Multicultural Curriculum for Displaced Older Muslims

While the minority aging literature has increased since the 1990’s there has not been much focus on older Muslim displaced populations living in the United States. The presenters introduce a framework to construct curriculum on displaced older Muslims that can be applied to other older immigrant populations.

Presenter(s): Irene Queiro-Tajalli, Indiana University
Khadija Khaja, Indiana University


Primary source data from the University of Minnesota Social Welfare History Archives were used to assess the efficacy of NASW social and economic justice activities during the period of 1955 - 1970. Research results are presented and used to assist in achieving EPAS competencies 2.1.5, 2.1.8, & 2.1.10.

Presenter(s): Joe Schriver, University of Arkansas
Developing a Mental Health Training Curriculum for Partner Violence
This study addresses BSW student anxiety when confronting intimate partner violence by offering a 5-hour comprehensive, cross-disciplinary, multi-modal, interactive evidence-based training as part of a social work practicum with families course. The secondary goal is to use the longitudinal, evidence-based data, as part of a comprehensive assessment plan.

Presenter(s): David Skiff, Roberts Wesleyan College (NY)

Application of Competency Based Curriculum: Students Provide Leadership in Education and Advocacy
Core competencies and practice behaviors frame the presentation. Students use foundational knowledge, apply what they have learned, and integrate and make connections within and among colleagues, campus, field and community as they plan and deliver a professional conference highlighting a social justice issue. Implicit curriculum is referenced.

Presenter(s): Mary Ann Ulevich, Anna Maria College (MA)

Advocating and Sustaining Quality Nursing Home Standards: A Grassroots Approach
This paper reports on an exploratory study on grassroots organizing for nursing home reform. Findings from a program evaluation are used to assess effectiveness and sustainability of a newly formed advocacy group. Implications for broader efforts on behalf of nursing home residents and staff are identified.

Presenter(s): Anne Peak, Spalding University (KY)

Safety First: The Well-Being of Students in International Service-Learning Programs
Social work faculty often experience problems of safety and risk management as they lead their students abroad in international service-learning courses. This paper reports the findings from a study of their safety concerns, recommendations, and collective wisdom.

Presenter(s): Barbara Rich, University of Southern Maine

Teaching Sustainable Social Change: Social Work and Business Students Join Forces
Social enterprises are a new breed of organizations that create sustainable societal change by combining the passion of social mission and the efficiency of a market-based approach. Teams of social work and business students analyzed a social problem and used entrepreneurial principles to create and manage a sustainable venture.

Presenter(s): Marlys Peck, University of Central Missouri

Saving Group Work
The 2008 EPAS requires competent in engaging, assessing, intervening, and evaluating with individuals, families, groups, organizations, and communities. To accomplish this, group work that emphasizes group process needs to be saved. A model that meets 2008 EPAS requirements using an ecosystems strengths approach to generalist social work practice is presented.

Presenter(s): Stephen Yanca, Saginaw Valley State University (MI)
410a

Location: Mayflower 2
Date/Time: Saturday, February 26th, 8:00 am – 9:15 am
Convener: Theresa Gordon, University of Central Missouri

Cooperative Learning in BSW Education: Piloting a Transformed Community Context Course
Efforts to more comprehensively engage students in a community context course involved an extensive transformation from a traditional lecture format to one including group work, student-team teaching, journaling, and multiple assessment components. This presentation will identify the various changes undertaken and provide explicit student process and course outcome feedback.

Presenter(s): Valerie Bryan, University of South Alabama

410b

Location: Mayflower 2
Date/Time: Saturday, February 26th, 8:00 am – 9:15 am
Convener: Theresa Gordon, University of Central Missouri

The Foundation Outcome Assessment Measure (FOAM): Exploration and Replication
This paper describes two studies focused on a new foundation outcomes measure. The measure uses scenario-based items soliciting student endorsement of worker interventions. Exploratory and replication studies of measure properties and ability to discriminate between incoming and exiting student cohorts are presented and discussed along with future directions.

Presenter(s): D. Mark Ragg, Eastern Michigan University
Mitch Kahn, Ramapo College of New Jersey
James C. Piers, Hope College of New Jersey

411a

Location: Mayflower 3
Date/Time: Saturday, February 26th, 8:00 am – 9:15 am
Convener: Bernadette Jeffrey, California University of Pennsylvania

Undergraduate Students with Disabilities Experience of Social Work Field Education
This presentation explores the processes through which undergraduate students with disabilities experience field education. These findings will enable field education faculty to more effectively motivate and support students with disabilities to engage in practice behaviors that successfully demonstrate the achievement of required program core competencies.

Presenter(s): Kathleen Hinga, Western Connecticut State University

411b

Location: Mayflower 3
Date/Time: Saturday, February 26th, 8:00 am – 9:15 am
Convener: Bernadette Jeffrey, California University of Pennsylvania

Teaching Field Students to Really Work Effectively Across Disciplines
This presentation highlights a multidisciplinary academic project involving social work, nursing, and medical students working jointly with medically compromised older adults as part of their field experiences. Demonstrated are strategies for teaching interdisciplinary collaboration skills and the issues to be addressed in developing, maintaining and enhancing inter-professional educational opportunities within academe.

Presenter(s): Jennifer Anderson, Indiana University Northwest
Darlene Lynch, Indiana University Northwest
Beyond PowerPoint: Creating a Community of Engaged Learners

Do your students arrive late or without having read the text? Do they email or Facebook under the pretense of “note taking?” Are PowerPoint slides putting your students to sleep? Workshop participants will gain 5 evidence-based strategies for engaging 21st century undergraduate social work students in the learning process.

Presenter(s): Amy Barsanti, University of North Carolina at Charlotte

The Social Work Values Inventory-Version 2: Instrument Development and Validation

This presentation will review the psychometric evaluation results for validation studies the revised Social Work Values Inventory. Participants will learn about changes to the instrument, discuss its uses in education assessment, learn about services to programs using the instrument, and ask questions about their programs’ needs in assessment.

Presenter(s): Cathy Pike, Indiana University
Corey Pfahler, Indiana University

Developing Social Work Competency in Diverse Mind/Body/Spirit Health and Mental Health Practices

This workshop will provide a framework of complementary and alternative medicine (CAM) for inclusion into the social work curriculum. Social work practitioners must develop competence in CAM to empower clients for responsible choices in healthcare. Relaxation, visualization, and mindfulness are examples of the behavioral practices compatible with social work values.

Presenter(s): Jeannie Falkner, Delta State University (MS)

Disability and Technology Part II

This joint presentation is co-sponsored by the Committee on Disability and Persons with Disabilities and the Technology and Distance Education Committee. Conducted in seminar fashion, we will offer an overview of some of the most current types of technology available to persons with a range of disabilities.

Presenter(s): Michael Berghoef, Ferris State University (MI)
Stephen Marson, University of North Carolina Pembroke
Darlene Lynch, Indiana University Northwest
Research Students Experience and Evaluate a Cognitive-Behavioral Intervention to Moderate Academic Stress

Student participants learned, employed and then, evaluated the impact of two cognitive behavioral strategies to cope with troubling feelings emerging in academic situations. In this brief intervention, undergraduate research students discovered that using disputation/cognitive restructuring was more effective than applying the relaxation response to increase positive affect about school work.

Presenter(s): Ronnie Mahler, Buffalo State College (NY)
Clifford Mahler, private practice

Evaluation of the Team Learning Approach for Teaching Social Work Research Courses

This paper presentation will review the findings from an exploratory study, which evaluates the effectiveness of team learning in teaching foundations research courses to social work students. Findings suggest that the team learning approach results in significantly greater improvements in research self-efficacy as compared to lecture and hybrid teaching methods.

Presenter(s): Caroline Macke, Northern Kentucky University

Closing the Gap Between Submit and Presentation: “Getting From Submit to Accept”

This workshop is designed to provide attendees with the tools necessary to improve submissions to professional organizations with the goal of acceptance for presentation. Step by step instructions for proposal writing will be provided along with examples of strong proposals and those where work is needed in various areas.

Presenter(s): Needha Boutté-Queen, Texas Southern University
Susan Mapp, Elizabethtown College (PA)

Developing and Sustaining Learning Communities in Baccalaureate Social Work Programs

Concepts of educational learning theory can be applied to facilitate an environment that promotes professional learning communities (PLC) within BSW programs. PLCs support mutual cooperation of faculty to provide support, opportunities for personal and professional growth, and cohesion around a common theme of inquiry that encourages a community of learners.

Presenter(s): Robert Karolich, Eastern Kentucky University

But They Don’t Read: Developing Intrinsic Motivation to Learn in BSW Students

Encouraging students to complete assigned readings and facilitating intrinsic learning will be the focus of this presentation. Students developed questions and answers from assigned readings. The student constructed questions then served as the basis for classroom exercises, discussions, and quizzes. Student feedback and evaluation will also be presented.

Presenter(s): Kateri Picard Ray, Lewis-Clark State College (ID)
Eleanor Pepi Downey, Lewis-Clark State College (ID)
Infusing Information on LGBT Elders Into the BSW Curriculum

LGBT issues and issues related to gerontology are increasingly being highlighted in the social science curriculum, often in specific courses on these topics. This paper urges the infusion of these topics into other courses in the curriculum as well, especially with a focus on LGBT elders. The presentation will include a brief literature review, examples of textbook and syllabus considerations, and suggested class activities for such infusion.

Presenter(s): Ginger Meyette, Luther College (GA)

From Research to Practice (Community) and Back: EBP throughout the Curriculum

One program’s three year journey from introducing a text emphasizing evidence-based practice in the field seminar to infusing EBP throughout research, HBSE, policy, and practice courses. Discusses decisions to include the practice community via the program’s field instructors, and how competencies in EBP were established hierarchically for sophomores through seniors.

Presenter(s): Denise Dedman, University of Michigan - Flint
   Susanne Chandler, University of Michigan - Flint
   Kathleen Woehrle, University of Michigan - Flint

Recruiting Male Social Work Students: A Primer for BSW Program Directors

This presentation details the results of a year-long qualitative study of one Midwestern university’s BSW program. The purpose of the study was to explore the recruitment efforts of male social work students. Possible recruitment sites include internship placements, admissions/career planning offices, and informal student supports. Recommendations for program directors are included.

Presenter(s): Mark Giesler, Saginaw Valley State University (MI)

Experiencing the Historical Impact of Injustice: A Social Work Alternative Spring Break

As students on campus increase their participation in alternative spring breaks (ASB) our social work program questioned the best way to give students a meaningful ASB experience that would capitalize on service-learning to reinforce social work competencies. This presentation provides a model of a service-learning alternative spring break trip.

Presenter(s): Nikki Bruna, Trinity Christian College (LA)
   Melisa Rodriguez, Trinity Christian College (LA)
The Use of Assessment of BSW Student Research To Meet EPAS Core Competencies

This presentation describes the use of assessment of the Senior Exit Project, original BSW student research designed and conducted at practicum settings, to meet EPAS Core Competencies. The assessment of specific competencies is described in detail. Presentation learning objectives: apply EPAS competencies to research project assessment, foster life-long learning.

Presenter(s): Marge Shirilla, Dalton State College (GA)
Jane Wimmer, Dalton State College (GA)

Contemplative Pedagogies and Practices to Enhance Sustainable Teaching and Learning

This workshop explores contemplative pedagogies and practices. These include meditation, journaling, music, movement, visual arts, mindfulness, guided imagery, reflective listening, and directed silence. Participants will have opportunities to experience a number of practices and to discuss how they might implement and evaluate these practices to enhance sustainable teaching and learning.

Presenter(s): David O’Malley, Bridgewater State College (MA)

Understanding Trends in Social Work Education and Practice: Yesterday, Today and Tomorrow

Times they are a’changing! Join us for this panel where conversations will center on such topics as the connection between policy, education, and practice; the multiple expectations and responsibilities of BSW practitioners and the implications of these shifts on education; the BSW/MSW disconnect; and challenges and opportunities facing BSW Educators.

Presenter(s): Heather Kanenberg, Elizabethtown College (PA)
Joan Zlotnik, Social Work Policy Institute, NASW Foundation
James “Ike” Adams, University of Kentucky

Honing Skills for Rural Practice: If You’ve Seen One Rural Community, You’ve Seen ONE Rural Community

The presenters will engage attendees in a discussion, “Is Rural Real?” while offering a motivating backdrop for the consideration of rural social work as a specialization. They will systematically explore the historic mission of the National Rural Social Work Caucus and the current NASW policy statement on rural practice.

Presenter(s): Virginia Majewski, Indiana University
Barbara Pierce-Cruise, Northwestern State University of Louisiana
Learning Leadership in Field Education
The CSWE standards indicate a purpose of social work is the “exercise of leadership within the community.” This case study engaged field students in practicing awareness of personal leadership. The leadership model used is presented along with a structure for applying the model in BSW field education.

Presenter(s): Karen Tapp, Northern Kentucky University

Critical Thinking Engagement: Experiential Learning with Authentic Social Work Practice
The overarching purpose of this presentation is to present the pilot results of the implementation of a senior BSW capstone project. The project was created with the primary goal of demonstrating well-cultivated critical thinking skills when engaging in authentic social work practice experiences. Evaluation methods of critical thinking are presented.

Presenter(s): Noell Rowan, University of Louisville (KY)
Lynetta Mathis, University of Louisville (KY)
Chelsea Jones, University of Louisville (KY)

No Professor Left Behind
Are you feeling lost and left behind with how to use technology in the classroom? This workshop exposes participants to an array of instructional technologies that are easily incorporated into both the classroom and course management system: video, avatars, audio, chatrooms, blogs, and interactive practice cases.

Presenter(s): Jane Peller, Northeastern Illinois University
Workshop

432

Location: Salon F
Date/Time: Saturday, February 26th, 3:15 pm – 4:30 pm
Convener: Mahasweta Banerjee, University of Kansas

The Nuts and Bolts of BSW Practice: The BSW Differentiated from Other Practitioners

This will be an interactive presentation focused on defining who BSW social workers are, what they do, and who they serve. The purpose will be to develop some workable ideas to differentiate BSWs from other human services professionals and to help the public understand the uniqueness of the BSW degree.

Presenter(s): Peggy Pittman-Munke, Murray State University (KY)
Sally Alonzo Bell, Azusa Pacific University (CA)
Andrea Stewart, University of Arkansas Pine Bluff

433a

Location: Salon G
Date/Time: Saturday, February 26th, 3:15 pm – 4:30 pm
Convener: Violet Horvath, University of Hawaii at Manoa

Integrating Oral Histories into the Social Work BSW Curriculum

As participants in the Gero-Ed Center BSW Experiential Learning (BEL) Program, oral history projects have been utilized to integrate gerontological content into an established undergraduate curriculum. Project findings related to increasing student interest in working with older adults, student and older adult participant experiences, and community partnerships will be discussed.

Presenter(s): Marlys Peck, University of Central Missouri
Theresa Gordon, University of Central Missouri

433b

Location: Salon G
Date/Time: Saturday, February 26th, 3:15 pm – 4:30 pm
Convener: Violet Horvath, University of Hawaii at Manoa

Lives Rebuilt: The Stories of Older Holocaust Survivors

A short documentary featuring two Holocaust survivors, who rebuilt their lives, contributed to their communities, and adapted to the challenges of older adulthood demonstrates life course perspective and healthy aging. The presentation will include theoretical frameworks and teaching strategies for integrating this content to achieve competencies.

Presenter(s): Harriet Cohen, Texas Christian University

Workshop

434

Location: Salon H
Date/Time: Saturday, February 26th, 3:15 pm – 4:30 pm
Convener: Wayne Evens, Bradley University (IL)

Human Sustainability in the Face of Incidents of Mass Violence

In the event of a mass violence attack, an Adult Psychological First Aid (PFA) model illustrating specific social work risk assessment techniques will be presented as a means of identifying and responding to critical stressors impacting emergency responders, traumatized survivor populations and their communities.

Presenter(s): Patricia Levy, Fort Hays State University (MI)

Workshop

435

Location: Mayflower 1
Date/Time: Saturday, February 26th, 3:15 pm – 4:30 pm
Convener: Lynn Kaersvang, Metropolitan State College of Denver

Gatekeeping in the Field: Placement Challenges

Field Directors are often confronted with legal and ethical issues regarding field placements for students with challenges. An understanding of the ADA, mental health, criminal backgrounds and other complex issues is required. This field committee panel presentation will provide legal and ethics discussion, and opportunities for problem solving with experienced field directors.

Presenter(s): Tanya Voss, University of Texas Austin
Patty Gibbs-Wahlberg, East Tennessee State University
Darryl Payne, Field Program
**Workshop**

**Location:** Salon I  
**Date/Time:** Saturday, February 26th, 3:15 pm – 4:30 pm

**The Teaching Philosophy: A Guide and Assessment Tool for Teaching-Learning**

This presentation demonstrates how to develop a comprehensive teaching philosophy from articulation through implementation to assessment. Using literature and teaching-learning experiences, we discuss pragmatic steps for using a teaching philosophy to inform, engage, and assess teaching-learning. We consider the value of a teaching philosophy for evidence-based practice in teaching-learning.

**Presenter(s):** Erlene Grise-Owens, Spalding University (KY)  
Larry W. Owens, Western Kentucky University

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**Workshop**

**Location:** Mayflower 2  
**Date/Time:** Saturday, February 26th, 3:15 pm – 4:30 pm

**Teaching Students to Produce Research: Using Secondary Analysis in a Methods Course**

Previous research and a growing emphasis on evidence-based practice have accentuated the need for social work students to be both producers and consumers of research. Secondary analysis is presented as an effective means of facilitating quality student research projects within the confines of a one-semester research methods course.

**Presenter(s):** Jody Van Laningham, University of Nebraska at Kearney

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**Workshop**

**Location:** Julep  
**Date/Time:** Saturday, February 26th, 3:15 pm – 4:30 pm

**Convener:** Cynthia Christy Baker, University of Southern Indiana

**Assessing Students’ Mastery of Competencies through their Field Journals**

This workshop examines the use of structured prompts and rubrics to assess students’ mastery of competencies as they discuss and reflect upon their activities in the field.

**Presenter(s):** Virginia Majewski, Indiana University School of Social Work

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Social Media. Social Networking. Social Workers are CONNECTED.

NASW is connecting social workers around the world via Twitter, Facebook, LinkedIn, YouTube and Blogs.

SocialWorkers.org/SocialMedia
SUNDAY, FEBRUARY 27

SCHEDULE AT A GLANCE

9:00 am – 11:00 am

Hot Topic
500 Social Work Advocacy: Federal and State Strategies
Julep

Hot Topic
501 Gatekeeping: A Programmatic Hot Potato
Rue Reolon

500

Workshop
Location: Julep
Date/Time: Sunday, February 27th, 9:00 am – 11:00 am
Convener: Kim Womack, Jacksonville State University (AL)

Social Work Advocacy: Federal and State Strategies
This Advocacy & Outreach Committee sponsored session will provide suggested strategies for engaging social work practitioners, educators, and students in the Social Work Reinvestment Initiative priorities. Advocacy action steps at the federal and state levels to support the social work profession and the people we serve will be explored.

Presenter(s): Joan Levy Zlotnik, Social Work Policy Institute, NASW Foundation (DC)
Susan Kosche Vallem, Wartburg College (IA)

501

Workshop
Location: Rue Reolon
Date/Time: Sunday, February 27th, 9:00 am – 11:00 am
Convener: Karen Badger, University of Kentucky

Gatekeeping: A Programmatic Hot Potato
Unlike other disciplines in higher education, social work faculty members are charged with gatekeeping responsibilities related to projected suitability for future professional practice. Yet there is little operational specificity and few available gatekeeping tools to guide faculty in carrying out that charge. This presentation will fill that gap.

Presenter: Patty Gibbs-Wahlberg, East Tennessee State University
school of social work

Nationally ranked.
Practice focused.
Community engaged.

Social work: A degree you can work with.

Bachelor’s Degree
- B.A. or B.S. with a Social Work major
- Generalist practice focus
- Weekday and weekend college formats

Master of Social Work Degree
- Clinical practice focus
- Evening and weekend cohort formats
- Regular and Advanced Standing options

St. Catherine University

University of St. Thomas
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<td>Riva Zeff</td>
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# Presenters

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<td>Debra Allwardt</td>
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The college faculty and staff would like to extend congratulations to

*Dr. Sherry Cummings,*

*Dr. David Dupper,* and

*Dr. Cynthia Rocha*

for receipt of promotion to Professor and

*Dr. J. Camille Hall*

for receipt of promotion to Associate Professor with tenure.

**Offering education at all degree levels**

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 Ranked among the top 50 schools of social work in the nation, Tulane offers a “clinical-community” education that prepares you to improve the lives of others through traditional therapy or community awareness. We offer several Master of Social Work Program options along with additional certificates:

- **Advanced Standing MSW Program**
  Enables students with an accredited BSW degree to earn an MSW degree in just 12 months or three consecutive semesters of study. Program begins each January.

- **Full-time and Part-time MSW Programs**
  Complete your MSW degree in 16 months over four consecutive semesters with our full-time program. Part-time students earn their degree over a three-year period or eight consecutive semesters.

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  Earn your Master of Public Health/MSW degree or Juris Doctor/MSW degree. We also offer certificates in Disaster Mental Health and International Social Work for those hoping to enhance their MSW degree with a specific area of concentration.

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Conference History and Future Locations

1983–Nazareth, KY
1984–Fort Collins, CO
1985–Indianapolis, IN
1986–San Antonio, TX
1987–Kansas City, MO
1988–New Orleans, LA
1989–San Diego, CA
1990–Minneapolis, MN
1991–Orlando, FL
1992–San Antonio, TX
1993–Baltimore, MD
1994–San Francisco, CA
1995–Nashville, TN
1996–Portland, OR
1997–Philadelphia, PA
1998–Albuquerque, NM
1999–St. Louis, MO
2000–Destin, FL
2001–Denver, CO
2002–Pittsburgh, PA
2003–Reno, NV
2004–Detroit, MI
2005–Austin, TX
2006–Los Angeles, CA
2007–No conference held
2008–Destin, FL
2009–Phoenix, AZ
2010–Atlanta, GA
2011–Cincinnati, OH
2012–Portland, OR
2013–Myrtle Beach, SC
2014–Louisville, KY
Exhibitors and Vendors

Alabama A&M University
Booth Number: 49
CSWE accredited Master’s Program with particular emphasis on students from historically oppressed populations becoming ethical competent advanced professional social workers assuming a wide range of roles with vulnerable clients, rural and urban communities. Offers full time (two years), part time, weekend and a one year advanced standing program.

Asbury College
Booth Number: 10
The Mission of the Asbury College MSW Program arises from a belief in the inherent worth and dignity of all persons. We have a particular concern for the poor, the vulnerable and the exploited, a passion to seek justice, and an understanding that God’s grace provides all persons with transforming potential.

Association of Social Work Boards
Booth Number: 9
ASWB develops and administers the social work licensing examinations and supports social work licensing boards in the protection of the public through regulation

Azusa Pacific University
Booth Number: 42
Azusa Pacific University is a Christian University located 26 miles northeast of Los Angeles. The MSW program offers advanced standing, full-time and part-time options in two concentrations: clinical practice with individuals and families; and community practice and partnerships. www.apu.edu/msw

Barry University School of Social Work
Booth Number: 25
Outstanding BSW and MSW Accelerated Clinical Program in a diverse campus setting in Miami, FL. Unique 7-month Advanced Standing MSW Program offered.

BCA Study Abroad
Booth Number: 44
Founded in the values of peace and social justice, BCA is one of the nation’s first organizations committed to promoting international understanding and academic excellence through college study abroad programs for US students.
Brooks/Cole Cengage Learning

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California University of Pennsylvania

_Booth Number: 4_

The MSW program at California University of Pennsylvania focuses on practice in rural areas and advanced generalist practice. The program offers evening courses; regular and advanced standing; and full or part-time admission.

Campbellsville University Carver School of Social Work and Counseling

_Booth Number: 39_

The mission of the Master of Social Work program is to expand career opportunities and prepare advanced generalist social service practitioners and administrators through advances social work academic preparation in a Christ-centered environment. Graduates apply advanced level professional social work skills in regional, national and international settings for the purposes of improving the quality of life.

Child Welfare Information Gateway

_Booth Number: 48_

Child Welfare Information Gateway provides access to timely, practical resources. Child Welfare Information Gateway promotes the safety, permanency, and well-being of children, youth, and families by connecting child welfare, adoption and related professionals as well as concerned citizens to timely, essential information.

Dominican University Graduate School of Social Work

_Booth Number: 37_

Dominican University’s GSSW, located in Illinois, is accredited by the Council on Social Work Education and is one of the first graduate schools in the nation to offer a globally focused, family-centered concentration. Dominican offers a nine month full-time or 2 year part-time MSW program for students with a BSW.

Eddie Bowers Publishing Company, Inc.

_Booth Number: 5_

Eddie Bowers publishes a list of textbooks for classroom use.

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Georgia State University School of Social Work

_Booth Number: 46_

Georgia State University School of Social Work offers an accredited BSW since 1981 and we began our cutting edge MSW program with its sole concentration in community partnerships in 1998.

Indiana University School of Social Work

_Booth Number: 38_

The Indiana University School of Social Work (IUSSW) has been preparing students for social work practice and leadership since 1911. The IUSSW offers BSW, MSW, and PhD degrees in social work and a BS in Labor Studies. Since 1911- Giving hope, changing lives.

John Wiley & Sons

_Booth Number: 24_

Wiley is a global publisher of print and electronic products, specializing in scientific, technical, medical and scholarly journals, encyclopedias, book, and online products and services; professional/trade books, subscription products, training materials, and online applications and websites; and educational materials for undergraduate and graduate students and lifelong learners.

Lyceum Books

_Booth Number: 6_

Lyceum books is an independent publishing house that selects books for the quality of their ideas, research, writing and their usefulness to social service practitioners and students.
Marywood University School of Social Work  
**Booth Number: 16**  
The School of Social Work at Marywood University has BSW and MSW programs and a social work track in the interdisciplinary PhD in Human Development. Both programs are CSWE accredited and the School has graduated over 4,500 social workers since 1969.

Michigan State University School of Social Work  
**Booth Number: 35**  
One of the largest universities in the US, Michigan State is a Land Grant University with vibrant BASW, MSW, and PhD programs. A proud member of the Big Ten, MSU takes pride in a personal commitment to each student’s learning and professional development.

NASW Assurance Services, Inc.  
**Booth Number: 27**  
Visit the NASW Assurance Services exhibit booth #27 for information on our new employee assistance program, “EAPrefer” and our insurance programs; professional liability/malpractice, term life, long-term disability, personal accident, hospital daily cash. Staff will be on hand to answer your questions and provide materials on all of our programs.

NASW Press  
**Booth Number: 29 and 30**

New Mexico State University School of Social Work  
**Booth Number: 17**  
Consistent with the overall mission of New Mexico State University- to benefit society through service, education and research– the Bachelor of Social Work (BSW) program provides academic and field work education to prepare undergraduate students for beginning level social work practice with an emphasis on the cultural diversity of the southwest.

Northern Kentucky University  
**Booth Number: 45**  
Northern Kentucky University is a public, four year institution granting associate, bachelors’, master’s and doctoral degrees. The university offers 70 undergraduate and over 20 graduate programs both on campus and online, including a bachelor’s and master’s degree in Social Work. Located six minutes from Cincinnati, NKU serves around 16,000 students.

Oxford University Press  
**Booth Number: 15**  
Visit the Oxford booth for special offers on our latest textbooks including Hardcastle: Community Practice, 3/e; Grinnell: Social Work Research and Evaluation, 9/e; van Wormer: Human Behavior and the Social Environment, Macro Level and Micro Level, 2/e; Greene: Solution-Oriented Social Work Practice; Turner: Social Work Treatment, 5/e, and many others.

Pearson Education  
**Booth Number: 7**  
Pearson is a leading education publisher. We are proud to sponsor the Touch the World Scholarship Program for social work students. We offer a wide range of printed textbooks and MySocialWorkLab – our website with a wealth of resources that help students develop and master the skills articulated in CSWE’s core competencies.

Phi Alpha National Honor Society  
**Booth Number: 8**  
Phi Alpha Honor Society for Social Work acknowledges academic excellence. Lifetime memberships are $20. Start a chapter for a one-time fee of $20 and take advantage of membership opportunities.

Religiously-Affiliated Social Work Groups  
**Booth Number: 40**  
The three religiously affiliated groups represented are the Catholic Deans, the Islamic Social Services Association, and the North American Association of Christians in Social Work.

Roberts Wesleyan College  
**Booth Number: 32**  
Roberts Wesleyan College is a Christian liberal arts college that offers an accredited Master of Social Work Program from a Christian Perspective.

Routledge  
**Booth Number: 13**  
Routledge is a leading academic publisher of journals and books in social work and related fields.

Rutgers, The State University of New Jersey  
**Booth Number: 47**  
Rutgers, The State University of New Jersey has a nationally recognized faculty known for exceptional research, while providing an outstanding education at one of the country’s oldest institutions of higher learning. We offer the PhD, MSW, MSW/JD, MSW/MDiv, and BASW Degrees. MSW concentrations include Clinical Social Work and Nonprofit and Public Management.
Saint Louis University

Booth Number: 26
Established in 1930 and ranked in the top 50 of MSW Programs, Saint Louis University School of Social Work offers a BSSW, MSW, 4 dual degrees, and 5 specializations.

Spalding University School of Social Work

Booth Number: 33
Spalding University, located in the heart of Louisville KY is a small private Catholic university offering CSWE-accredited undergraduate and graduate degrees in Social Work (BSSW/MSW), with an emphasis on social justice and critical thinking. Our BSSW program is offered in the evening; our MSW program is offered every-other weekend.

Springfield College School of Social Work

Booth Number: 14
Springfield College School of Social Work offers an Advanced Generalist Practice Curriculum which includes a generalist foundation year and an advanced generalist concentration year. Studies can be pursued in a 3 year weekday program. The MSW/JD program is provided jointly with Western New England College. Advanced Standing is offered to graduates of CSWE accredited programs.

St. Catherine University–University of St. Thomas

Booth Number: 20
The School of Social Work is sponsored jointly by St. Catherine University and the University of St. Thomas. Our nationally-ranked, accredited undergraduate (generalist) and graduate (clinical) programs prepare students for ethical social work practice and leadership in multiple settings with diverse populations in weekday and weekend formats.

The New Social Worker/White Hat Communications

Booth Number: 36
Social worker-owned publishing company. We have practical textbooks and other publications for students and professionals in social work and nonprofit management. We publish the free online publications, The New Social Worker magazine and Journal of Social Work Values and Ethics. Advertise your program with us. visit: www.socialworker.com, www.socialworkjobbank.com, and www.whitehatcommunications.com

The University of Chicago School of Social Service Administration

Booth Number: 41
For over a century, the University of Chicago School of Social Service Administration has strived to build a more just and humane society through research, teaching and service to the community. Today, we are one of the country’s leading graduate schools of clinical social work practice, social policy formulation, social welfare and human development, and social research and analysis. Our faculty’s work focuses on vital key areas of life that include building stable families; access to healthcare; community development; urban school reform; substance use; and child welfare. SSA prepares its students for clinical, management, and research leadership in clinical and policy careers and our graduates are having a global impact, working in 50 states and 32 countries.

The University of North Carolina at Chapel Hill

Booth Number: 1
MSW and PhD programs designed to provide leadership in addressing social problems and to develop and test knowledge that will strengthen individuals, families and communities.

The University of Tennessee College of Social Work

Booth Number: 21
The College of Social Work is committed to advancing the mission of The University of Tennessee as the state’s land-grant, flagship university, to provide a quality public education for the citizens of Tennessee through exemplary teaching, research, and service. The College of Social Work provides a professional social work education program that prepares undergraduate and graduate students for social work practice and doctoral level graduate students for social work research and academia.

Tulane University School of Social Work

Booth Number: 3
Tulane School of Social Work offers a clinical/community program which prepares students for advanced, relationship-centered practice with individuals, families, groups and communities.

University at Buffalo School of Social Work

Booth Number: 2
The University at Buffalo School of Social Work offers a Masters degree in Social Work and a PhD in social welfare. Dual degree programs are available including JD/ MSW, MPH/MSW and MBA/MSW. This nationally recognized and highly ranked graduate program offers competitive tuition rates- $4089/semester in state and $7694/ semester out of state (based on fall 2010 rates).
University of Cincinnati School of Social Work  
Booth Number: 43  
The University of Cincinnati School of Social Work offers the BSW and MSW degrees to a diverse student body of more than 500 students. Specialized programs include Child Welfare IV-E at the BSW and MSW levels; a joint MSW/JD program; and School Social Worker certification at the MSW level.

University of Illinois  
Booth Number: 31  
The School is dedicated to achieving excellence in professional education, research that informs social work practice and social policy, and public engagement. We emphasize three themes: research-based practice, a commitment to diversity, and a focus on the reciprocal interactions between people and their ecological systems. Our BSW program prepares students for generalist practice and leadership in diverse settings. We prepare MSW students for advanced practice in mental health, school social work, child welfare, and health. Our doctoral students assume leadership roles in social work research and education.

University of Kentucky  
Booth Number: 22  
The College of Social Work at the University of Kentucky, located in the heart of the bluegrass, offers BASW, MSW and PhD degree programs.

University of Michigan School of Social Work  
Booth Number: 18  
Reach Out, Raise Hope, Change Society! The University of Michigan Social Work Program is dedicated to the training of social workers for roles and careers that have centrality and leverage within social welfare systems. Explore options in the University of Michigan School of Social Work MSW and PhD programs.

University of North Carolina at Charlotte  
Booth Number: 28  
Offering BSW and MSW programs, UNC Charlotte is North Carolina’s urban research university, dedicated to vulnerable population groups with a commitment to a diverse, just and caring society. UNC Charlotte was recently voted one of the Top “10” National Up and Coming Universities by US News and World Report.

University of Pennsylvania School of Social Policy and Practice  
Booth Number: 34  
The University of Pennsylvania School of Social Policy and Practice offers one of the oldest and most respected MSW programs in the country. The advanced standing program is designed for exceptional BSW students. The program begins in the summer followed by two semesters of full-time study in the academic year.
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2012 Annual Conference
March 14-18, 2012

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Registration will be available for student volunteers and individuals paying by credit card (Visa, MasterCard, or Discover) or check.

Additional information regarding rates and deadlines will be available on the BPD website starting in April.

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The Hilton Portland and Executive Towers is offering the following room rates for the conference:

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Information regarding the method for room reservations will be placed on the BPD website in the coming months.

Call for proposals
BPD is proud to announce the launch of a new and improved online submission system for the 2012 Annual Conference. The call for proposals will open on March 1st and close on June 17th. Please stay tuned to the BPD website for submission instructions and a list of available tracks.
The University of North Carolina at Chapel Hill
School of Social Work

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Enables students with an accredited Bachelor of Social Work degree to earn the Master of Social Work degree in just 12 or 20 months, beginning in May each year.

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