Experience a different kind of learning in a small, personal program within South Carolina’s flagship university and capital city.

Field placements, internships, service learning, and student organizations offer countless opportunities to lead on campus and in the community.

You’ll be challenged to think creatively, impact profoundly, and advocate effectively.

We Offer:

- Fellowships, graduate and research assistantships
- Graduate certificates in drug and addiction studies, gerontology, and women’s studies
- Advanced standing, full-time, and part-time MSW options
- Dual master’s degrees with public health, public administration, and law

The University of South Carolina is an affirmative action/equal opportunity employer.
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WELCOME

Dear BPD Members and Friends:
Welcome to the 30th Annual BPD Conference in lovely Myrtle Beach, SC where we will embark upon our journey into Hands-On Social Work Education: Learning Beyond the Classroom. We assure you that our program has been designed with you in mind. Thus, this year’s conference promises to be lively, exciting, informative, and educational as we utilize various program opportunities to learn more about student and faculty learning outside of the traditional class setting.

As the walls of academia and social work practice take on new dimensions, students, faculty, and practitioners must be able to successfully engage in sound, educationally based, ethical practice across our new frontiers. With this in mind, your proposal reviewers and conference planning committee members have spent countless hours making recommendations about sessions they believe have the most to offer in terms of Hands-On Social Work Education. From the pre-conference sessions, to workshops, paper presentations, and board sponsored events there will be plenty for you to see, experience and take home that is designed to increase hands-on exchanges with and between students in your program(s) and between students and their social service community.

The BPD Conference property is designed with the attendee in mind. For those who desire, early morning offers plenty of opportunity for exercising on the beach prior to a day of learning and networking. The Exhibit Hall is positioned so that a short walk during your mid-morning, lunch, and even mid-day breaks will allow you to support our vendors and exhibitors. There are even areas for comfortably visiting with colleagues who have already taken advantage of what the Exhibit Hall has to offer. Evening hours have been designed to help increase networking opportunities as there are opportunities to attend salons where topic-based discussions are led by colleagues but driven by all in attendance. In addition, to wrap-up your day, there will be dancing, our banquet and even chances to get out and enjoy Myrtle Beach. In the event you need assistance or would like more information about any of these events, our Conference Planning Committee, BPD Board Members, and Association Director are here to assist you.

Thank you for joining BPD in Myrtle Beach! We hope you have a wonderful conference. See you in Louisville, KY in 2014!

Peg Pittman-Munke  
President, BPD  
Murray State University (KY)

Needha Boute-Queen  
2013 Conference Chair  
Texas Southern University
Greetings.

I extend to each of you a personal welcome to the state of South Carolina and thank you for selecting Myrtle Beach as the site for the 30th annual Association of Baccalaureate Social Work Program Directors conference. The theme, “Hands on Social Work Education: Learning Beyond the Classroom” is most appropriate for the continued development of social work practitioners to meet the challenges of today’s global society. As a fellow professional social worker and legislator, I am particularly interested in the integration of academic performance and preparation for effective practice associated with effecting change for the lives of the people we serve.

I commend the association for its continued efforts as a leader in representing the interests of undergraduate education and practice in social work for over the past three decades. My wish is that you will have a successful and productive conference and that your stay in South Carolina will be enjoyable.

Sincerely yours,

Gilda Cobb-Hunter, LMSW
**HOTEL INFORMATION**

**Accommodations**
Kingston Plantation features a 20-story, oceanfront Embassy Suites hotel. Each of the hotel’s 255 two-room suites feature sweeping Atlantic Ocean vistas, comfortable living areas and luxurious appointments. Plus, a 50,000 square foot Sport & Health Club, SPLASH! Caribbean Family Water Playground and Lazy River, 9 pools, 9 lighted tennis courts, 2 oceanfront restaurants which include an oceanfront seasonal outdoor Splash Café, and 70,000 sq. ft. of flexible meeting space.

Here at Kingston Plantation Condos by Hilton in north Myrtle Beach, four spectacular oceanfront condominium towers soar above the Atlantic coastline. Brighton, North Hampton, South Hampton and the luxurious new Margate Tower feature spacious one, two, three and four bedroom accommodations. Private balconies provide breathtaking views of the wide, sandy beaches and Kingston Plantation.

**Activities**
The resort features golf, tennis, pool access, a water park and a Sports and Health Club. Check with the hotel for hours and availability

**Business Center**
All registered guests of the Embassy Suites can enjoy complimentary access to the business center at the hotel. 24 hour access is available with your hotel room key.

**Meeting/Banquet Facilities**
The 14,500 square foot column-free Kensington Ballroom features 18’ ceilings and drive in access. The main ballroom can be subdivided into seven rooms. A smaller ballroom can be subdivided into 3 rooms. Seven breakouts and three pre-function areas complete this remarkable facility.

**Internet/WiFi**
Wireless Hi Speed Internet access is available at all properties for $9.95/day.

**Parking**
Complimentary self-parking is available for attendees. Valet parking is available for $15/day.
**WEEK AT A GLANCE**

<table>
<thead>
<tr>
<th>DATE AND ACTIVITY</th>
<th>TIMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wednesday, March 6th</strong></td>
<td></td>
</tr>
<tr>
<td>Exhibitor Set Up</td>
<td>8:00 am - 5:00 pm</td>
</tr>
<tr>
<td>Pre-Conference Workshops</td>
<td>8:00 am - 4:30 pm</td>
</tr>
<tr>
<td>New Attendee Orientation</td>
<td>4:45 pm - 5:30 pm</td>
</tr>
<tr>
<td>Opening Plenary</td>
<td>6:00 pm - 7:15 pm</td>
</tr>
<tr>
<td>Opening Reception</td>
<td>7:30 pm - 9:30 pm</td>
</tr>
<tr>
<td><strong>Thursday, March 7th</strong></td>
<td></td>
</tr>
<tr>
<td>Breakfast</td>
<td>8:30 am - 9:30 am</td>
</tr>
<tr>
<td>President’s Address</td>
<td>9:45 am - 11:00 am</td>
</tr>
<tr>
<td>Sessions</td>
<td>11:15 am - 12:30 pm</td>
</tr>
<tr>
<td>Sessions</td>
<td>1:45 pm - 3:00 pm</td>
</tr>
<tr>
<td>Sessions</td>
<td>3:15 pm - 4:30 pm</td>
</tr>
<tr>
<td>Salons, Receptions, etc.</td>
<td>5:00 pm - 10:00 pm</td>
</tr>
<tr>
<td><strong>Friday, March 8th</strong></td>
<td></td>
</tr>
<tr>
<td>Sessions</td>
<td>8:00 am - 9:15 am</td>
</tr>
<tr>
<td>General Membership Meeting</td>
<td>9:30 am - 10:45 am</td>
</tr>
<tr>
<td>Sessions</td>
<td>11:00 am - 12:15 pm</td>
</tr>
<tr>
<td>Sessions</td>
<td>1:45 pm - 3:00 pm</td>
</tr>
<tr>
<td>Sessions</td>
<td>3:15 pm - 4:30 pm</td>
</tr>
<tr>
<td>Salons, Receptions, etc.</td>
<td>5:00 pm - 10:00 pm</td>
</tr>
<tr>
<td><strong>Saturday, March 9th</strong></td>
<td></td>
</tr>
<tr>
<td>Sessions</td>
<td>8:00 am - 9:15 am</td>
</tr>
<tr>
<td>Sessions</td>
<td>9:30 am - 10:45 am</td>
</tr>
<tr>
<td>Sessions</td>
<td>11:00 am - 12:15 pm</td>
</tr>
<tr>
<td>Sessions</td>
<td>1:45 pm - 3:00 pm</td>
</tr>
<tr>
<td>Sessions</td>
<td>3:15 pm - 4:30 pm</td>
</tr>
<tr>
<td>Annual Banquet &amp; Awards Ceremony</td>
<td>5:30 pm - 9:00 pm</td>
</tr>
<tr>
<td><strong>Sunday, March 10th</strong></td>
<td></td>
</tr>
<tr>
<td>Sessions</td>
<td>8:00 am - 11:00 am</td>
</tr>
</tbody>
</table>
MEETING SPACE MAPS

The Conference Center

<table>
<thead>
<tr>
<th>Meeting Room Name</th>
<th>Sq. Ft.</th>
<th>Dimensions</th>
<th>Theatre</th>
<th>Classroom</th>
<th>Banquet</th>
<th>Conf.</th>
<th>Hollow Sq.</th>
<th>U-Shape</th>
<th>Reception</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kensington Ballroom</td>
<td>14,520</td>
<td>110’ x 132’ x 18’2’ H</td>
<td>2,100</td>
<td>1,150</td>
<td>1,200</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>1,800</td>
</tr>
<tr>
<td>Salons A,C,D,E (a)</td>
<td>1,452</td>
<td>35’ x 44’ x 18’2’ H</td>
<td>150</td>
<td>85</td>
<td>110</td>
<td>35</td>
<td>48</td>
<td>39</td>
<td>160</td>
</tr>
<tr>
<td>Salons B,E (ca)</td>
<td>1,936</td>
<td>44’ x 44’ x 18’2’ H</td>
<td>200</td>
<td>125</td>
<td>150</td>
<td>40</td>
<td>54</td>
<td>42</td>
<td>199</td>
</tr>
<tr>
<td>Salon G</td>
<td>4,940</td>
<td>110’ x 44’ x 18’2’ H</td>
<td>600</td>
<td>375</td>
<td>380</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>500</td>
</tr>
</tbody>
</table>

| Windsor Ballroom | 4,125 | 43’ x 96’ x 14’16’ H | 475 | 270 | 280 | -- | -- | -- | 400 |
| Salon A | 1,376 | 43’ x 32’ x 14’ H | 140 | 78 | 100 | 35 | 35 | 30 | 150 |
| Salon B | 1,189 | 37’ x 32’ x 14’ H | 125 | 72 | 80 | 35 | 35 | 30 | 100 |
| Salon C | 1,376 | 43’ x 32’ x 14’ H | 140 | 78 | 100 | 35 | 35 | 30 | 150 |

| Eton | 1,087 | 31’ x 34’ x 12’ H | 120 | 60 | 80 | 28 | 42 | 32 | 100 |
| Oxford | 960 | 30’ x 32’ x 12’ H | 120 | 60 | 80 | 28 | 42 | 32 | 100 |
| Winchester | 960 | 30’ x 32’ x 12’ H | 120 | 60 | 80 | 28 | 42 | 32 | 100 |
| Pembroke | 902 | 31’ x 32’ x 12’ H | 120 | 60 | 80 | 28 | 42 | 32 | 100 |
| Harrow | 549 | 27’ x 20’ x 12’ H | 50 | 24 | 40 | 22 | 28 | 23 | 50 |
| Hampton | 1,089 | 33’ x 35’ x 11’ H | 125 | 66 | 80 | 22 | 26 | 27 | 75 |
| Somerset | 1,353 | 33’ x 41’ x 11’ H | 160 | 75 | 100 | 34 | 42 | 33 | 100 |

Reception Area: Cambridge Hall (4,592 sq. ft.), Westminster Hall (2,820 sq. ft.), Balmoral Hall (2,180 sq. ft.)

<table>
<thead>
<tr>
<th>Palmettos Pavilion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sq. Ft.</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>9,200</td>
</tr>
</tbody>
</table>

Hands-On Social Work Education: Learning Beyond the Classroom
### Wednesday, March 6, 2013

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 am - 11:30 am; 1:00 pm - 5:00 pm</td>
<td>Conference Registration</td>
<td>Registration Foyer</td>
</tr>
<tr>
<td>7:30 pm - 9:30 pm</td>
<td>Exhibit Hall</td>
<td>Lakeside Pavilion</td>
</tr>
<tr>
<td>7:30 pm - 9:30 pm</td>
<td>Ron Federico Silent Auction and Vendors</td>
<td>Lakeside Pavilion</td>
</tr>
<tr>
<td>8:00 am - 12:00 pm</td>
<td>100 Pre Con: New Directors Training Workshop: Administering a Baccalaureate Program</td>
<td>Kensington A</td>
</tr>
<tr>
<td>8:00 am - 4:30 pm</td>
<td>101 Pre Con: Links to Leadership: The Lessons of Golf and Leadership</td>
<td>Eton</td>
</tr>
<tr>
<td>8:00 am - 4:30 pm</td>
<td>102 Pre Con: New Field Directors Workshops 1&amp;2</td>
<td>Kensington B</td>
</tr>
<tr>
<td>9:00 am - 4:00 pm</td>
<td>CSWE Candidacy Workshop: *Separate Registration through CSWE Required</td>
<td>Oxford</td>
</tr>
<tr>
<td>1:30 pm - 4:30 pm</td>
<td>103 Pre Con: BEAP and Beyond: Evaluating your Program for EPAS</td>
<td>Kensington C</td>
</tr>
<tr>
<td>1:30 pm - 4:30 pm</td>
<td>104 Pre Con: Everyday Peace Treaties: Theory and Skills for Mutually-Beneficial Conflict Resolution</td>
<td>Eton</td>
</tr>
<tr>
<td>4:45 pm - 5:30 pm</td>
<td>First Time Attendee Orientation</td>
<td>Pembroke</td>
</tr>
<tr>
<td>6:00 pm - 7:15 pm</td>
<td>Opening Plenary</td>
<td>Kensington G</td>
</tr>
<tr>
<td>7:30 pm - 10:00 pm</td>
<td>Welcome Reception</td>
<td>Lakeside Pavilion</td>
</tr>
</tbody>
</table>

### Thursday, March 7, 2013

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 am - 11:30 am; 1:00 pm - 5:00 pm</td>
<td>Conference Registration</td>
<td>Registration Foyer</td>
</tr>
<tr>
<td>8:00 am - 1:00 pm; 2:30 pm - 5:00 pm</td>
<td>Exhibit Hall</td>
<td>Lakeside Pavilion</td>
</tr>
<tr>
<td>8:00 am - 1:00 pm; 2:30 pm - 5:00 pm</td>
<td>Ron Federico Silent Auction and Vendors</td>
<td>Lakeside Pavilion</td>
</tr>
<tr>
<td>6:30 am - 7:30 am</td>
<td>Wahlberg Health &amp; Wellness</td>
<td>Lakeside Pavilion Area</td>
</tr>
<tr>
<td>8:30 am - 9:30 am</td>
<td>President’s Breakfast</td>
<td>Lakeside Pavilion</td>
</tr>
<tr>
<td>8:30 am - 9:30 am</td>
<td>Nominations Committee: Leadership Interest Meeting</td>
<td>Kensington A</td>
</tr>
<tr>
<td>9:45 am - 11:00 am</td>
<td>200 President’s Address and Award Ceremony</td>
<td>Kensington G</td>
</tr>
<tr>
<td>11:15 am - 12:30 pm</td>
<td>201 Board Sponsored Session: Field Education: Field Education in a Technological Age</td>
<td>Kensington A</td>
</tr>
<tr>
<td>11:15 am - 12:30 pm</td>
<td>202 Workshop: Advocacy 21st Century Competence in Policy Practice: A Model for BSW Education</td>
<td>Kensington B</td>
</tr>
<tr>
<td>11:15 am - 12:30 pm</td>
<td>203 Papers: Disabilities &amp; Persons with Disabilities: Teaching Students about Traumatic Brain Injury Social Work Education on Secondary Traumatic Stress</td>
<td>Kensington C</td>
</tr>
<tr>
<td>11:15 am - 12:30 pm</td>
<td>204 Papers: Faculty Development: Using Experiential Check-In Groups to Teach Practice: Student and Faculty Perspectives</td>
<td>Kensington D</td>
</tr>
<tr>
<td>11:15 am - 12:30 pm</td>
<td>205 Papers: Diverse Populations: Using NIH R15 Grants to Educate BSW Students about Health Disparities Research</td>
<td>Kensington E</td>
</tr>
<tr>
<td>11:15 am - 12:30 pm</td>
<td>207 Board Sponsored Session: Emerging Leaders: Leadership as Vision: Roundtable Discussions</td>
<td>Eton</td>
</tr>
<tr>
<td>11:15 am - 12:30 pm</td>
<td>209 Workshop: Aging/Gerontology: Becoming Comfortable with the “D” Words: Death and Dying</td>
<td>Winchester</td>
</tr>
<tr>
<td>11:15 am - 12:30 pm</td>
<td>210 Workshop: Core Competencies: A Partnership is Forged: BSW Students and Service Learning in Urban Communities</td>
<td>Pembroke</td>
</tr>
<tr>
<td>11:15 am - 12:30 pm</td>
<td>212 Workshop: Technology E-Learning: Best Practices in Hybrid and Online Course Delivery</td>
<td>Hampton</td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
<td>Location</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>11:15 am - 12:30 pm</td>
<td><strong>213 NASW Assurance Services Invited Workshop:</strong> Social Work Values/ Ethics: A Social Worker’s Best Defense Against Malpractice</td>
<td>Windsor A</td>
</tr>
<tr>
<td>12:30 pm - 1:30 pm</td>
<td>Constituency Group: Stand Alone Programs</td>
<td>Kensington A</td>
</tr>
<tr>
<td>12:30 pm - 1:30 pm</td>
<td>Constituency Group: Co-Located Programs</td>
<td>Kensington B</td>
</tr>
<tr>
<td>12:30 pm - 1:30 pm</td>
<td>Constituency Group: Large Programs</td>
<td>Kensington C</td>
</tr>
<tr>
<td>12:30 pm - 1:30 pm</td>
<td>Constituency Group: Small Programs</td>
<td>Kensington D</td>
</tr>
<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>216 Rural Caucus Invited Session:</strong> Providing and Sustaining Quality Rural Social Work Education and Practice</td>
<td>Kensington A</td>
</tr>
<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>217 Board Sponsored Session:</strong> Publications: Writing for Journals</td>
<td>Kensington B</td>
</tr>
<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>218 Papers:</strong> Aging/Gerontology, Diverse Populations: Resiliency to Trauma in a New Orleans Senior Center</td>
<td>Kensington C</td>
</tr>
<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>219 Papers:</strong> Core Competencies: Getting to Competency: A Dual Perspective for Understanding Student Learning Outcomes</td>
<td>Kensington D</td>
</tr>
<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>220 Papers:</strong> Faculty Development: Building Bridges Across the Generalist Curriculum Utilizing Knowledge, Skills and Abilities</td>
<td>Kensington E</td>
</tr>
<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>221 Papers:</strong> Human Rights and Social Justice</td>
<td>Kensington F</td>
</tr>
<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>222 Workshop:</strong> Social Work Values &amp; Ethics: The Ethics of Social Networking in Social Work Practice</td>
<td>Etan</td>
</tr>
<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>223 Workshop:</strong> Sustainability: Meeting Self, Meeting Other; Integrating Elements of Mindfulness in BSW Practice Classes</td>
<td>Oxford</td>
</tr>
<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>224 Board Sponsored Session:</strong> Advocacy and Outreach</td>
<td>Winchester</td>
</tr>
<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>225 Workshop:</strong> Core Competencies Integrating Community Voice in Identifying Social Work Practice Behaviors</td>
<td>Pembroke</td>
</tr>
<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>226 Roundtables:</strong> The Wisdom of Community Leaders: Learning Beyond the Classroom, Faculty Development Enhancing Social Work Competencies through Student Associations, Core Competencies Child Sexual Abuse and Persons with Disabilities Learning Styles and Integrating Technology Tools in Undergraduate Field Education, Disabilities and Persons with Disabilities</td>
<td>Somerset</td>
</tr>
<tr>
<td>1:45 pm - 6:00 pm</td>
<td><strong>Student Conference</strong></td>
<td>Windsor Ballroom</td>
</tr>
<tr>
<td>2:45 pm - 3:30 pm</td>
<td>Snack Break/ Prize Drawing</td>
<td>Lakeside Pavilion</td>
</tr>
<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>228 Workshop:</strong> Faculty Development Beyond the Classroom: Teaching Undergraduates to Write Book Reviews</td>
<td>Kensington A</td>
</tr>
<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>229 Workshop:</strong> Disabilities and Persons with Disabilities Challenging Injustice through Curricular Change: Access to Community Employment Project</td>
<td>Kensington B</td>
</tr>
<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>230 Board Sponsored Session:</strong> Research Evaluation of BSW Research Courses’ Impact on Research Competency: An Exploratory Study</td>
<td>Kensington C</td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
<td>Location</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>231 Workshop</strong>: Faculty Development War and Armed Conflict: Bringing International Humanitarian Law to Higher Education</td>
<td>Kensington D</td>
</tr>
<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>232 Workshop</strong>: Human Rights and Social Justice Promoting Social Justice: Preparing Culturally Diverse Students for the ASWB Licensing Exam</td>
<td>Kensington E</td>
</tr>
<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>233 Workshop</strong>: Technology Easy Peasy: Technology Tools that Enhance Teaching</td>
<td>Kensington F</td>
</tr>
<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>234 Workshop</strong>: International Social Work/Education The International Field Experience within a BSW Program</td>
<td>Eton</td>
</tr>
<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>235 Papers</strong>: Aging/Gerontology The Self Care Prescription: The Foundation of Health and Well-Being for Custodial Grandparents Protecting Vulnerable Older Adults: Application of Human Rights to Public Guardianship</td>
<td>Oxford</td>
</tr>
<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>236 Workshop</strong>: Advocacy Inspiring Passion: Using Service Learning Projects and Technology in an Advocacy Course</td>
<td>Winchester</td>
</tr>
<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>237 NADD Invited Session</strong>: Becoming a Dean or Director of A Social Work Program</td>
<td>Pembroke</td>
</tr>
<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>238 Roundtables</strong>: Playing in the Dirt: Building a Community Garden on a University Campus Interdisciplinary Teaching and Practice at A Community Health Clinic Preparing Social Work Students for Interdisciplinary Environmental Practice Challenges and Opportunities for Social Work Education through Service-Learning</td>
<td>Somerset</td>
</tr>
<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>239 Workshop</strong>: Faculty Development Educating Exceptional Generalist Social Work Practitioners</td>
<td>Hampton</td>
</tr>
<tr>
<td>4:45 pm - 6:00 pm</td>
<td><strong>240 Ron Federico Lecture</strong>: Social Justice in the Classroom: Never Forget our Students are Watching</td>
<td>Kensington G</td>
</tr>
<tr>
<td>6:00 pm - 7:30 pm</td>
<td>Gerontology Committee Meeting</td>
<td>Kensington D</td>
</tr>
<tr>
<td>6:00 pm - 7:30 pm</td>
<td><strong>241 Salon</strong>: Advocacy Creativity as the Vehicle for Transformation</td>
<td>Kensington A</td>
</tr>
<tr>
<td>6:00 pm - 7:30 pm</td>
<td>Accreditation Group Consultation with Joyce White</td>
<td>Kensington B</td>
</tr>
<tr>
<td>7:00 pm - 9:00 pm</td>
<td>North American Association of Christians in Social Work &amp; the CSWE Religion and Spirituality Work Group</td>
<td>Kensington C</td>
</tr>
<tr>
<td>7:00 am - 11:30 am; 1:00 pm - 5:00 pm</td>
<td>Conference Registration</td>
<td>Registration Foyer</td>
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<td>8:00 am - 1:00 pm</td>
<td>Exhibit Hall</td>
<td>Lakeside Pavilion</td>
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<td>Ron Federico Silent Auction and Vendors</td>
<td>Lakeside Pavilion</td>
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<td>6:30 am - 7:30 am</td>
<td>Wahlberg Health and Wellness</td>
<td>Lakeside Pavilion Area/Beach</td>
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<tr>
<td>8:00 am - 12:15 pm</td>
<td>Student Conference</td>
<td>Windsor Ballroom</td>
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<tr>
<td>8:00 am - 9:15 am</td>
<td><strong>300 Papers</strong>: Advocacy Preparing Undergraduates to Effectively Address Poverty: How do Programs Fare? Neoliberalism: A Critical Element of Economic Literacy for Social Workers</td>
<td>Kensington A</td>
</tr>
<tr>
<td>8:00 am - 9:15 am</td>
<td><strong>301 Papers</strong>: Advocacy, Social Work Values/Ethics Understanding Attitudes and Perceptions of BSW Students Attending College Kids These Days: Understanding Generational Cohorts and Implications for Education and Practice</td>
<td>Kensington B</td>
</tr>
<tr>
<td>8:00 am - 9:15 am</td>
<td><strong>302 Papers</strong>: Faculty Development, Diverse Populations Vivan Los Jornaleros: A Cross-Cultural Community Partnership Context Diversity: A Model for Transforming Program Culture</td>
<td>Kensington C</td>
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<tr>
<td>8:00 am - 9:15 am</td>
<td><strong>303 Papers</strong>: Faculty Development Addressing Community Health Needs: Engaging BSW Students Outside the Classroom Social Work Retreat for First-Year Students: Learning Outside the Classroom</td>
<td>Kensington D</td>
</tr>
<tr>
<td>8:00 am - 9:15 am</td>
<td><strong>304 Board Sponsored Session</strong>: Technology Cutting Edge Technology and BSW Education: What is Next?</td>
<td>Kensington E</td>
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<tr>
<td>8:00 am - 9:15 am</td>
<td><strong>305 Workshop</strong>: Exploring Innovative Experiential Learning Activities in Aging</td>
<td>Kensington F</td>
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<tr>
<td>Time</td>
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<tr>
<td>8:00 am - 9:15 am</td>
<td><strong>306 Workshop: Core Competencies</strong></td>
<td>Eton</td>
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<td></td>
<td>BSW Program Assessment: Generalist Curriculum Design. Outcome Data, and Use of Results</td>
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<tr>
<td>8:00 am - 9:15 am</td>
<td><strong>307 Papers: Faculty Development</strong></td>
<td>Oxford</td>
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<td>Maximizing our Abilities: Developing a Blended BSW Program</td>
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<tr>
<td>8:00 am - 9:15 am</td>
<td><strong>308 Workshop: Advocacy</strong></td>
<td>Winchester</td>
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<td></td>
<td>An Advocacy Model for Social Work: Definition, Application and Exercises</td>
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<td>8:00 am - 9:15 am</td>
<td><strong>309 Workshop: Faculty Development</strong></td>
<td>Pembroke</td>
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<td>Using Empathy to Tune Into the Classroom: A Connecting Approach to Teaching</td>
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<td>8:00 am - 9:15 am</td>
<td><strong>310 Papers: Field Education &amp; Instruction</strong></td>
<td>Hampton</td>
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<td></td>
<td>The Effects of Field Education on BSW Students’ Mental Illness Stigma</td>
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<td>8:00 am - 9:15 am</td>
<td><strong>Synthesizing a Workplace Readiness Model with BSW Field Education Competencies</strong></td>
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<td>8:00 am - 9:15 am</td>
<td><strong>Student Conference</strong></td>
<td>Windsor Ballroom</td>
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<tr>
<td>9:30 am - 10:45 am</td>
<td><strong>311 CSWE Invited Session:</strong> Updates on the Work of the CSWE Commissions and Councils</td>
<td>Kensington A</td>
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<tr>
<td>9:30 am - 10:45 am</td>
<td><strong>312 Board Sponsored Session:</strong> EFLAG</td>
<td>Kensington B</td>
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<td>What’s the Problem? The Unlikely Marriage Between Spirituality and the LGBT Community</td>
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<td>9:30 am - 10:45 am</td>
<td><strong>313 Papers: Field Education &amp; Instruction</strong></td>
<td>Kensington C</td>
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<td></td>
<td>Learning Together: Mindfulness Training for Social Work Instructors, Faculty and Students</td>
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<td>9:30 am - 10:45 am</td>
<td><strong>Beyond the Classroom: BSW Student Perceptions of the Field Experience</strong></td>
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<td>9:30 am - 10:45 am</td>
<td><strong>314 Workshop: Disabilities and Persons with Disabilities Parents Facing Change: News of Disability in a Child</strong></td>
<td>Kensington D</td>
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<tr>
<td>9:30 am - 10:45 am</td>
<td><strong>315 Workshop: Field Education &amp; Instruction</strong></td>
<td>Kensington E</td>
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<td>Safety Considerations for Practice: Implications for Students and Field Instructors</td>
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<tr>
<td>9:30 am - 10:45 am</td>
<td><strong>316 Workshop: Technology:</strong> Using Virtual World Stimulators (Second Life) in Social Work Course Assignments</td>
<td>Kensington F</td>
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<tr>
<td>9:30 am - 10:45 am</td>
<td><strong>317 Papers:</strong> International Social Work Field Education</td>
<td>Eton</td>
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<td>Taking Students Abroad to Study Social Work: Practical Lessons and Theoretical Perspectives</td>
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<tr>
<td>9:30 am - 10:45 am</td>
<td><strong>318 Workshop:</strong> Faculty Development</td>
<td>Oxford</td>
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<td>Increasing Hands-On Education of BSW Students: Bringing Practice to Life</td>
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<tr>
<td>9:30 am - 10:45 am</td>
<td><strong>319 Workshop:</strong> Service Learning</td>
<td>Pembroke</td>
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<td>Gateway to Social Justice Consciousness</td>
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<tr>
<td>9:30 am - 10:45 am</td>
<td><strong>320 Papers:</strong> Research</td>
<td>Hampton</td>
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<td>Experiential Learning for Child Welfare Supervisors: Implementing an Evidence-Informed and Case-Based Curriculum</td>
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<tr>
<td>9:30 am - 10:45 am</td>
<td><strong>321 Board Sponsored Session:</strong> Social Work Education Continuum</td>
<td>Kensington A</td>
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<td>Supporting Students as They Move Through the Continuum of Social Work Education</td>
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<td>11:00 am - 12:15 pm</td>
<td><strong>322 Papers:</strong> Faculty Development</td>
<td>Kensington B</td>
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<td>Mentoring Male Social Work Students: Maximizing Potential and Minimizing Pitfalls</td>
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<tr>
<td>11:00 am - 12:15 pm</td>
<td><strong>323 Papers:</strong> Sustainability</td>
<td>Kensington D</td>
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<td></td>
<td>A Shifting Paradigm: Where Does Environmental Justice Fit in the Curriculum?</td>
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<td>12:30 pm - 1:30 pm</td>
<td><strong>Constituency Group:</strong> Region 1</td>
<td>Kensington A</td>
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<tr>
<td>12:30 pm - 1:30 pm</td>
<td><strong>Constituency Group:</strong> Region 2</td>
<td>Kensington B</td>
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<td>12:30 pm - 1:30 pm</td>
<td><strong>Constituency Group:</strong> Region 3</td>
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<td>12:30 pm - 1:30 pm</td>
<td><strong>Constituency Group:</strong> Region 4</td>
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<td>12:30 pm - 1:30 pm</td>
<td><strong>Constituency Group:</strong> Region 5</td>
<td>Kensington E</td>
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<tr>
<td>12:30 pm - 1:30 pm</td>
<td><strong>Constituency Group:</strong> Region 6</td>
<td>Kensington F</td>
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<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>324 Papers:</strong> All Faculty Need Mentors: Learning Beyond the Classroom</td>
<td>Kensington A</td>
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<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>325 Papers:</strong> Sustainability</td>
<td>Kensington B</td>
</tr>
<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>326 Papers:</strong> Designing Innovative Field Placements Focusing on Social, Economic, and Environmental Justice</td>
<td>Kensington D</td>
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<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>327 Papers:</strong> A Shifting Paradigm: Where Does Environmental Justice Fit in the Curriculum?</td>
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</table>
### Friday, March 8, 2013 (Continued)

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>324 Workshop</strong>: Human Rights &amp; Social Justice From Spectator to Actor: Theatre of the Oppressed in Macro Practice Courses</td>
<td>Kensington E</td>
</tr>
<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>325 Workshop</strong>: Faculty Development So You Want to Be A Program Director?</td>
<td>Kensington F</td>
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<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>326 Papers</strong>: Diverse Populations LGBT Competence in Social Work Students: Developing a Competency Assessment Tool Using Out of Classroom Experiences to Teach Global Diversity</td>
<td>Eton</td>
</tr>
<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>327 Workshop</strong>: Social Work Values/Ethics Preparing Social Workers as Mandated Reporters</td>
<td>Oxford</td>
</tr>
<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>328 Workshop</strong>: Core Competencies Teaching Competency Based Generalist Social Work Practice with Veterans and Military Families</td>
<td>Winchester</td>
</tr>
<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>329 Roundtable Sessions</strong>: Core Competencies, Diverse Populations Cross Disciplinary Emergency Room Trauma Simulation Land: Enhancing Student Crisis Intervention Skills</td>
<td>Somerset</td>
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<tr>
<td>1:45 pm - 3:00 pm</td>
<td>The Latino Struggle: Contributing Factors to Latino Dropout Rates in Rural Communities</td>
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<tr>
<td>1:45 pm - 3:00 pm</td>
<td>A Service Learning Group Practice Course: Building Self-Efficacy and Mastery of Skills</td>
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<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>330 Mit Joyner Gerontology Award Session and Reception Sponsored by Age-SW</strong>: Drinking Patterns and Quality of Life Correlates Among Samples of American and Swedish Elders</td>
<td>Hampton</td>
</tr>
<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>331 Workshop</strong>: Advocacy Using Congressional Hearings Testimonies to Enrich Policy Education</td>
<td>Windsor A</td>
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<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>332 Workshop</strong>: Faculty Development Integrating Service Learning into the Social Work Curriculum</td>
<td>Windsor B</td>
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<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>333 Workshop</strong>: Technology How Do They Compare? Exploring Multiple Perspectives of Hybrid and On-Ground Learning</td>
<td>Windsor C</td>
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<tr>
<td>2:45 pm - 3:30 pm</td>
<td>Snack Break/ Prize Drawing</td>
<td>Lakeside Pavilion</td>
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<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>334 Workshop</strong>: Core Competencies BSW Assessment in the &quot;Signature Pedagogy&quot;: Micro to Mezzo-Macro Considerations</td>
<td>Kensington A</td>
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<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>335 Workshop</strong>: Core Competencies Teaching Students to Help Clients with Change</td>
<td>Kensington B</td>
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<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>336 Workshop</strong>: Field Education &amp; Instruction</td>
<td>Kensington C</td>
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<tr>
<td>3:15 pm - 4:30 pm</td>
<td>Using Skype to Evaluate Student Learning in the Field Education Setting</td>
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<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>337 Workshop</strong>: Field Education &amp; Instruction</td>
<td>Kensington E</td>
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<tr>
<td>3:15 pm - 4:30 pm</td>
<td>Learning Circles- A Model for Processing Service Learning in the Field</td>
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<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>338 Board Sponsored Session</strong>: Disabilities and Persons with Disabilities Issues Forum</td>
<td>Kensington F</td>
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<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>339 Workshop</strong>: Faculty Development Confessions of a Public Radio Junkie: NPR Assignments Across the BSW Curriculum</td>
<td>Eton</td>
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<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>340 Workshop</strong>: Field Education &amp; Instruction</td>
<td>Oxford</td>
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<tr>
<td>3:15 pm - 4:30 pm</td>
<td>Developing Field Instructor Competency: Problem Solving with Decision Cases</td>
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<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>341 Papers</strong>: Technology Using Second Life to Practice Interviewing Skills</td>
<td>Winchester</td>
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<tr>
<td>3:15 pm - 4:30 pm</td>
<td>Using Technology to Support Field Education</td>
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<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>342 Workshop</strong>: Core Competencies Utilizing Photo Voice as Pedagogical Tool in Undergraduate Macro Social Work Courses</td>
<td>Pembroke</td>
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<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>343 Workshop</strong>: Faculty Development Practice Curriculum Design for Significant Learning: Transforming Students Into Social Workers</td>
<td>Windsor A</td>
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<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>344 Workshop</strong>: Diverse Populations Approaching and Working Effectively with Diverse Indigenous Communities</td>
<td>Windsor B</td>
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<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>345 Workshop</strong>: Faculty Development Learning Diversity and Social Justice Through African American Voices: Video/Pictorial Documentaries</td>
<td>Windsor C</td>
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<tr>
<td>4:45 pm - 6:00 pm</td>
<td>Accreditation Group Consultation with Mary Kurfess</td>
<td>Kensington G</td>
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<tr>
<td>4:45 pm - 6:00 pm</td>
<td><strong>346 Salon</strong>: Diverse Populations Divided by Faith? Transforming our Discussions Regarding Faith-Based Schools of Social Work</td>
<td>Kensington C</td>
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<tr>
<td>4:45 pm - 6:00 pm</td>
<td><strong>347 Salon</strong>: Advocacy Child Welfare Partnerships: Promoting Learning Beyond the Classroom</td>
<td>Eton</td>
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<tr>
<td>4:45 pm - 5:45 pm</td>
<td><strong>348 Workshop</strong>: Field Education &amp; Instruction</td>
<td>Oxford</td>
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<tr>
<td>4:45 pm - 5:45 pm</td>
<td>Ad Hoc Meeting: Journal of Social Work Values and Ethics</td>
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**Hands-On Social Work Education: Learning Beyond the Classroom**
### Friday, March 8, 2013

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<tbody>
<tr>
<td>6:15 pm - 7:30 pm</td>
<td>348 Salon: International Social Work/ Education</td>
<td>Eton</td>
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<td>Social Work Education in Cuba: Professional Exchange and Study Abroad</td>
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<tr>
<td>6:15 pm - 7:30 pm</td>
<td>Catholic BSW Program Collaborative</td>
<td>Kensington G</td>
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<tr>
<td>6:15 pm - 8:30 pm</td>
<td>Craft In</td>
<td>Somerset</td>
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<tr>
<td>8:00 pm - 12:00 am</td>
<td>“Not so Shameless” Dance Party</td>
<td>Kensington G</td>
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### Saturday, March 8, 2013

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<td>Ron Federico Silent Auction and Vendors</td>
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<td>6:30 am - 7:30 am</td>
<td>Wahlberg Health and Wellness:</td>
<td>Lakeside Pavilion/Beach Area</td>
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<tr>
<td>8:00 am - 9:15 am</td>
<td>400 Board Sponsored Workshop: Gerontology</td>
<td>Kensington A</td>
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<td>Experiential Learning Approaches to Enhance Student Interest in Practice with Older Adults</td>
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<td>8:00 am - 9:15 am</td>
<td>401 Papers: Core Competencies</td>
<td>Kensington B</td>
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<td>Objective Structured Clinical Exams: Hands on Learning to Bridge Classroom and Field</td>
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<td>Measuring Practice Competencies Through a Service Learning Field Evaluation</td>
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<td>8:00 am - 9:15 am</td>
<td>402 Workshop: Field Education/ Instruction</td>
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<td>Mental Health Indigent Defense Field Internship: A Model Project</td>
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<td>8:00 am - 9:15 am</td>
<td>403 GADE Invited Workshop: Faculty Development</td>
<td>Kensington D</td>
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<td>Excellence in Social Work Doctoral Education Today and Tomorrow</td>
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<td>8:00 am - 9:15 am</td>
<td>404 Workshop: Human Rights and Social Justice</td>
<td>Kensington E</td>
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<td>Tapping the Economic, Political, and Social Power of Immigrants: A Strengths-Based Perspective</td>
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<td>8:00 am - 9:15 am</td>
<td>405 Workshop: Research Student Response to Community Based Research</td>
<td>Kensington F</td>
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<tr>
<td>8:00 am - 9:15 am</td>
<td>406 Workshop: Technology</td>
<td>Eton</td>
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<td>Follow, Comment, Like: Developing New Skills Using Social Media in the Classroom</td>
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<td>11:00 am - 12:15 pm</td>
<td><strong>419 Doctoral Showcase: Core Competencies</strong> Undergraduate Social Work Students: Learning Interviewing Skills in a Hybrid Practice Class Context and Beliefs: Integrating Social Justice Content into Teaching</td>
<td>Kensington C</td>
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<tr>
<td>11:00 am - 12:15 pm</td>
<td><strong>420 Papers: Disabilities &amp; Persons with Disabilities. Diverse Populations Using Popular Media to Reduce Millennial College Students’ Mental Illness Stigma</strong> Mental Illness and Self-Abuse: Moving beyond Unique Population</td>
<td>CANCELLED</td>
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<tr>
<td>11:00 am - 12:15 pm</td>
<td><strong>421 Workshop: Field Education/Instruction</strong> Exploring Safety Issues Present in Social Work Settings</td>
<td>Kensington D</td>
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<tr>
<td>11:00 am - 12:15 pm</td>
<td><strong>422 Workshop: Research: Social Workers as Civic Minded Professionals</strong></td>
<td>Kensington E</td>
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<tr>
<td>11:00 am - 12:15 pm</td>
<td><strong>423 Workshop: Aging/Gerontology Increasing Empathy: The Use of the Virtual Dementia Tour in the Classroom</strong></td>
<td>Eton</td>
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<tr>
<td>11:00 am - 12:15 pm</td>
<td><strong>424 Workshop: Core Competencies Improving Undergraduate Writing Skills: Challenges and Strategies for Educators</strong></td>
<td>Oxford</td>
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<tr>
<td>11:00 am - 12:15 pm</td>
<td><strong>425 ASWB Invited Sessions: A Changing Landscape: Trends in Social Work Regulation</strong></td>
<td>Winchester</td>
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<tr>
<td>11:00 am - 12:15 pm</td>
<td><strong>426 Workshop: Faculty Development Using Agency Research to Engage Students with Local Practitioners</strong></td>
<td>Windsor A</td>
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<tr>
<td>11:00 am - 12:15 pm</td>
<td><strong>427 Workshop: Core Competencies Bridging the Gap Between the Core Competencies and Social Work Regulation</strong></td>
<td>Windsor B</td>
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<tr>
<td>11:00 am - 12:15 pm</td>
<td><strong>428 Papers: Faculty Development “New” Coalitions to Address Homelessness: Program-Wide Project Based Service Learning New Ways of Thinking about Community-University Involvement: The Promise of Service Learning</strong></td>
<td>Windsor C</td>
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<tr>
<td>12:30 pm - 1:30 pm</td>
<td>Committee Meeting: Sustainability</td>
<td>Kensington A</td>
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<td>12:30 pm - 1:30 pm</td>
<td>Louisville Conference Planning Meeting</td>
<td>Kensington B</td>
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<tr>
<td>12:30 pm - 1:30 pm</td>
<td>Editorial Board Meeting</td>
<td>Kensington D</td>
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<tr>
<td><strong>429 Board Sponsored Session:</strong> Sustainability Learning In and Beyond the Classroom: Social, Environmental, and Economic Sustainability</td>
<td>Kensington A</td>
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<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>430 Papers: Advocacy Increasing Social Work Students’ Political Interest, Efficacy, and Advocacy</strong> Strengths-Based Collaboration to Enhance Student Teacher Self Care</td>
<td>Kensington B</td>
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<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>431 Papers: Social Work Values/Ethics, Faculty Development Teaching Values of Happiness, Resiliency, and Self-Care Through Hands-On Social Work Education</strong> Exploring Effective Teaching Strategies Integrating Ethical Practices with Students in Faith-Based Institutions</td>
<td>Kensington C</td>
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<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>432 Workshop: Field Education/Instruction</strong> Service Learning, Technology and Higher Education: A Local to International Perspective</td>
<td>Kensington D</td>
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<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>433 Workshop: Field Education/Instruction</strong> Field Testing the E-Field Program as a Vehicle for Task-Centered Educational Supervision</td>
<td>Kensington E</td>
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<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>434 Workshop: Field Education/Instruction</strong> Social Work Field Students and Student Teachers: An Interdisciplinary Focus</td>
<td>Kensington F</td>
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<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>435 Workshop: Core Competencies From Academy to Field: Translating 13 Theories for Practice</strong></td>
<td>Eton</td>
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<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>436 Workshop: Faculty Development Translating Curriculum to Practice: An Integral Approach</strong></td>
<td>Oxford</td>
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<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>437 SSWR Invited Session: Research Faculty and Student Research Capacity Building: Developing Community Based Participatory Action Research Projects</strong></td>
<td>Winchester</td>
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<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>438 Workshop: Advocacy How Much is Too Much? Social Policy Course Assignments Styles and Numbers</strong></td>
<td>Pembroke</td>
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<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>439 Workshop: Human Rights and Social Justice Incorporating Human Rights and Social Justice in HBSE: Bridging Theory with Practice</strong></td>
<td>Hampton</td>
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<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>440 Workshop: International Social Work/Education Language and Culture Immersion in Costa Rica, Mexico and Puerto Rico</strong></td>
<td>Windsor A</td>
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<tr>
<td>1:45 pm - 3:00 pm</td>
<td><strong>441 Workshop: Faculty Development Confronting Ineffective Interview Habits: Teaching Strategies for Replacing Habits with Skills</strong></td>
<td>Windsor B</td>
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<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>Papers</strong>: Research Service Learning in an Undergraduate Social Work Research Course</td>
<td>Kensington A</td>
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<tr>
<td>3:15 pm - 4:30 pm</td>
<td>Using Hands-On Experience to Improve Student Knowledge and Attitudes About Research</td>
<td>Kensington A</td>
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<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>Papers</strong>: Research Online vs. Face-to-Face Trainings: Is Human Contact Needed When Teaching Sensitive Material? “Sometimes It’s Dirty and Deviant”: Understanding Young Adults’ Constructions of Social Class</td>
<td>Kensington B</td>
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<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>Workshop</strong>: Advocacy Advancing Collaborative Services for Youth and Families: The Role of Strategic Planning</td>
<td>Kensington C</td>
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<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>Workshop</strong>: Faculty Development Toward A Comprehensive Signature Pedagogy in Social Work Education</td>
<td>Kensington D</td>
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<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>Workshop</strong>: Field Education/Instruction Track the Process, Use the Process: Field Advising and Domains of Difference</td>
<td>Kensington E</td>
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<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>Workshop</strong>: Field Education/Instruction Innovative Self-Care Strategies for BSW Students in Field Education and Internships</td>
<td>Kensington F</td>
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<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>Workshop</strong>: Core Competencies Case Management: From the Classroom to the Community</td>
<td>Eton</td>
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<tr>
<td>3:15 pm - 4:30 pm</td>
<td><strong>Workshop</strong>: Social Work Values/Ethics Digital Ethics: Risks, Benefits, Boundaries and Safeguards for Online Communications with Clients</td>
<td>Oxford</td>
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</tbody>
</table>
NATIONAL & LOCAL CONFERENCE PLANNING COMMITTEES

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Texas Southern University
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Wednesday

OPENING PLENIARY

The Reverend Honorable Clementa C. Pinckney
The Reverend Honorable Clementa C. Pinckney was born July 30, 1973 the son of Mr. John Pinckney and the late Theopia Stevenson Pinckney of Ridgeland, South Carolina. He was educated in the public schools of Jasper County. He is a magna cum laude graduate of Allen University with a degree in Business Administration. While there, Reverend Pinckney served as freshman class president, student body president, and senior class president. Ebony Magazine recognized Rev. Pinckney as one the “Top College Students in America.” During his junior year, he received a Princeton University’s Woodrow Wilson Summer Research Fellowship in the fields of public policy and international affairs. He received a graduate fellowship to the University of South Carolina where he earned a Master’s degree in public administration. He earned a Master’s of Divinity from the Lutheran Theological Southern Seminary.

Rev. Pinckney answered the call to preach at the age of thirteen and received his first appointment to pastor at the age of eighteen. He has served the following charges:

- Young’s’ Chapel-Irmo, The Port Royal Circuit, Mount Hor- Yorges Island, Presiding Elder of the Wateree District and Campbell Chapel, Bluffton. He serves as the pastor of historic Mother Emanuel A.M.E. in Charleston, South Carolina.

Rev. Pinckney was elected to the South Carolina House of Representatives in 1996 at the age of twenty-three. In 2000, he was elected to the State Senate at the age of twenty-seven. He is one of the youngest persons and the youngest African-American in South Carolina to be elected to the State Legislature. He represents Jasper, Beaufort, Charleston, Colleton, Allendale and Hampton Counties. His committee assignments include Senate Finance, Banking and Insurance, Transportation, Medical Affairs and Corrections and Penology. Washington Post columnist, David Broder, called Rev. Pinckney a “political spirit lifter for surprisingly not becoming cynical about politics.”

Rev. Pinckney has served in other capacities in the state to include a college trustee and corporate board member. In May 2010, he delivered the Commencement Address for the Lutheran Theological Southern Seminary.

He and his wife Jennifer have two children.

100 Pre Conference Workshop
Track: Faculty Development
Location: Kensington A
Date/Time: March 6th, 8:00 am - 12:00 pm

New Directors Training Workshop: Administering a Baccalaureate Program
This workshop will provide new program directors (less than two years experience) with an orientation to their new roles. Topics reviewed include accreditation, EPAS, program administration and governance, leadership, resource development, and student issues. The workshop will include breakout groups that focus on specific issues for large and small programs.

Presenter(s): Deborah Rubin, Chatham University (PA)
J. Dean May, Western Kentucky University (KY)
Emily Meyers, Auburn University (AL)

101 Pre Conference Workshop
Track: Faculty Development
Location: Eton
Date/Time: March 6th, 8:00 am - 4:30 pm

Links to Leadership: The Lessons of Golf and Leadership
This pre-conference workshop blends the lessons of leadership with the principles of golf. A morning presentation and interactive discussion on golf and leadership is followed by an afternoon round of golf. This hands-on workshop invites participants to infuse leadership, i.e. “the missing link”, into social work education. Note: Session includes lunch and CE Credit.

Presenter(s): Larry Owens, Western Kentucky University (KY)
**102 Pre Conference Workshop**

**Track: Field Education/Instruction**

**Location:** Kensington B

**Date/Time:** Wednesday, March 6th 8:00 am - 4:30 pm

**New Field Directors Pre-Conference Workshop I & II**

This workshop will introduce new Field Directors (less than two years experience) to the roles and responsibilities of field directors. The presenters will review the 2008 EPAS from the perspective of field director requirements and teach attendees models for evaluation of student competency.

In the afternoon continuation of the morning session, the topics of gate-keeping and integrative seminar will be presented. Following this, participants will create and manage their own agenda of parallel working sessions around a central theme of directing quality field programs.

**Presenter(s):** Martha Ellison, *Union College (KY)*

Terri Klemm, *Centenary College (NJ)*

Riva Zeff, *Seattle University (WA)*

Cindy Hunter, *James Madison University (VA)*

Julia Moen, *Bethel University (MN)*

---

**103 Pre Conference Workshop**

**Track: Core Competencies**

**Location:** Kensington C

**Date/Time:** Wednesday, March 6th 1:30 pm - 4:30 pm

**BEAP and Beyond: Evaluating Your Program for EPAS**

An overview of accreditation including discussion of direct and indirect measurements, addressing implicit curriculum and the need for multiple measures in program assessment will be presented. An organizational framework for program assessment, review of the BEAP instruments and overview of the BEAP website will be reviewed.

**Presenter(s):**

Tobi DeLong Hamilton, *Lewis-Clark State College (ID)*

Victoria Buchan, *Colorado State University (CO)*

Brian Christenson, *Lewis-Clark State College (ID)*

---

**104 Pre Conference Workshop**

**Track: Faculty Development**

**Location:** Eton

**Date/Time:** Wednesday, March 6th 1:30 pm - 4:30 pm

**Everyday Peace Treaties: Theory and Skills for Mutually-Beneficial Conflict Resolution**

This workshop provides directors and faculty with theories and skills for effective win-win conflict resolution in situations they may face in the normal course of academic life. Areas of conflict considered are student and faculty grievances, faculty disputes, administrative clashes, and community and student differences encountered in experiential learning.

**Presenter(s):** Virginia Majewski, *Indiana University (IN)*

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**105 First Time Attendee Orientation**

**Location:** Pembroke

**Date/Time:** Wednesday, March 6th 4:45 pm - 5:30 pm

The Annual Conference is full of opportunities to meet new colleagues, catch up with old ones, and learn new things. Join the BPD Conference Planning Committee and Leadership to learn how to make the best of your time here at the conference.

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**106 Opening Plenary**

**Location:** Pavilion Ballroom

**Date/Time:** Wednesday, March 6th, 6:00 pm - 7:15 pm

**Moving Beyond the Walls: Putting Policy and Practice to the Pavement**

**Presenter:** Senator Clemente Pinckney, *South Carolina*
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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 was 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).

RONALD CHARLES FEDERICO (1941-1992)

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RON FEDERICO MEMORIAL LECTURES

Past Lecturers:

- David Reichert (1995)
- Ruth Ylvisaker (1996)
- Linda Moore (1997)
- Wayne Johnson (1998)
- Stephen Aigner (1999)
- Lon Johnston (2001)
- Wayne Evens (2002)
- Dean Pierce (2003)
- Tina Hancock (2005)
- Paul Stuart (2006)
- Rich Furman (2008)
- William Powell (2009)
- Lori Messinger (2010)
- Mary Swigonski (2011)
- Susan Kosche-Vallem (2012)
- Eleanor Downey (2013)

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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.

In November 2012 the name of the Health and Wellness Institute was changed to also honor Jim’s wife, Patty Gibbs-Wahlberg for her contributions to undergraduate social work education and her tireless efforts to ensure the continued success of the Jim Wahlberg Memorial Scholarship and Institute.

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Thursday
6:30-7:30 am
Friday
6:30-7:30 am
3:15-4:30 pm Annual Walk/Run
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Best wishes for a successful conference!
Thursday

200 President’s Address and Award Ceremony

Location: Kensington G
Date/Time: Thursday, March 7th, 9:45 am - 11:00 am

Peg Munke has more than 40 years of experience in BSW level education. Join her as she discusses the future of higher education and BPD’s part in continuing to define the role of the BSW practitioner. This session is preceded by the President’s breakfast. All are welcome.

Presenter(s): Peg Pittman-Munke, BPD President, Murray State College (KY)

201 Board Sponsored Session

Track: Field Education/Instruction
Location: Kensington A
Date/Time: Thursday, March 7th, 11:15 am - 12:30 pm

Field Education in a Technological Age

In this session we will provide an overview of technology available to enhance field education. We will address current technology useful in field management, field seminar, field instructor training and field specific issues. This panel of Field Directors and techies will discuss how technology enhances and streamlines their programs.

Presenter(s): Lynn Kaersvang, Metropolitan State University of Denver (CO)
Robert Kersting, Westfield State College (MA)
Riva Zeff, Seattle University (WA)

202 Workshop

Track: Advocacy
Location: Kensington B
Date/Time: Thursday, March 7th, 11:15 am - 12:30 pm

21st Century Competence in Policy Practice: A Model for BSW Education

This session will introduce the audience to a pilot program between two universities designed to build competence in using social media to develop policy solutions and build advocacy skills in undergraduate social work students. The film Inside Job was the basis for this assignment.

Presenter(s): Stacey Borasky, St. Edward's University (TX)
Michael Wright, Tennessee State University

203 Papers

Track: Disabilities and Persons with Disabilities
Location: Kensington C
Date/Time: Thursday, March 7th, 11:15 am - 12:30 pm

Teaching Students about Traumatic Brain Injury

Traumatic Brain Injury is an increasingly common injury that social workers will encounter in their professional practice, particularly given the rise of military experiences, sports and automobile accidents. This session will provide an overview of the brain and what should be covered when teaching students within the Bio/Psycho/Social/Cultural/Spiritual assessment framework.

Presenter(s): Eli DeHope, West Chester University of Pennsylvania

Social Work Education on Secondary Traumatic Stress

Because experiencing secondary traumatic stress from exposure to traumatized victims of disaster is endemic for social workers, social work students need to learn ways to protect themselves from developing such traumatic stress. This paper examines the specific content for social work education on secondary traumatic stress.

Presenter(s): Hanae Kanno, Valdosta State University (GA)

204 Papers

Track: Faculty Development
Location: Kensington D
Date/Time: Thursday, March 7th, 11:15 am - 12:30 pm

What’s Going On? Awareness, Connections and Self-Reflection in BSW Practice Class

This presentation addresses techniques for faculty to create a safe holding environment in entry-level practice courses to build self-reflective and critically conscious bachelor’s level social workers. The intended outcome is students who can analyze their own biophysical, emotional and cognitive processes and relate these to reflective practice.

Presenter(s): Rie Kobayashi, Eastern Washington University
Mary Clute, Eastern Washington University

CANCELLED
Using Experiential Check-In Groups to Teach Practice: Student and Faculty Perspectives
This presentation describes the use of experiential, student-led “check-in” groups in a practice class to promote “hands on” acquisition of group facilitation skills. The assignment also promoted group cohesion, which deepened the learning environment. Student and faculty presenters articulate rationale for the assignment, implementation of groups, and learning outcomes.

**Presenter(s):** Erlene Grise-Owens, Spalding University (KY)
Leigh Madison, Spalding University (KY)
Amy Southerland, Spalding University (KY)

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**205 Papers**

**Track:** Diverse Populations
**Location:** Kensington E
**Date/Time:** Thursday, March 7th, 11:15 am - 12:30 pm

Using NIH R15 Grants to Educate BSW Students about Health Disparities Research
This session examines a curriculum for BSW students on health disparities research. Opportunities for BSW student learning about this topic will be identified. A successful NIH-funded model of educating and training social work students in health disparities will be discussed as an example.

**Presenter(s):** Teri Browne, University of South Carolina
Cassidy Shaver, University of South Carolina
Valerie Stiling, University of South Carolina

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The Assessment of Social Work Practice Behaviors: Evaluating the Field Assessment Tool
CSWE’s EPAS focus on student competency demonstration. This paper reports on two years of data collection using a new field tool that incorporates the 10 competencies. Factor analysis evaluated its effectiveness. In particular, the analysis looked at whether the practice behaviors grouped together as anticipated with the competencies.

**Presenter(s):** Ellen Thursby, Catholic University of America (DC)
Lynn Mayer, Catholic University of America (DC)
Karlynn Brintzenhofeszoc, Catholic University of America (DC)

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**206 Papers**

**Track:** Field Education/Instruction
**Location:** Kensington F
**Date/Time:** Thursday, March 7th, 11:15 am - 12:30 pm

Social Work Students’ Self-Efficacy Before and After Field Experience
This paper discusses the results of a two year study on social work juniors’ self-efficacy. It is very important for social work programs to understand the relationship between a student’s self-efficacy and their field experience. This study evaluates students’ confidence in their ability to perform social work tasks.

**Presenter(s):** Susan McDonald, Alvernia University (PA)
Joan Lewis, Alvernia University (PA)
John Lichtenwalner, Alvernia University (PA)

---

Inter-professional Collaboration: A Rural Group Intervention to Promote Chronic Disease Self-Management
Recent policies highlight the need for chronic disease self-management programs (CDSMP) and interdisciplinary care efforts. Such an effort was initiated in a rural community. This presentation will share data from the first four groups (N=38) that demonstrated participants’ perceived benefits and experience of a change in health outcomes.

**Presenter(s):** Kala Chakradhar, Murray State University (KY)
Kelly Rogers, Murray State University (KY)
Kathleen Farrell, Murray State University (KY)

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The 2nd Annual Emerging Leadership Forum: Leadership as Vision
This session invites early-career educators with eight or fewer years of experience and doctoral students to discuss the need for emergent leadership in the profession. Developing strategies on how to prepare the next generation of leaders by supporting current social work academics is the focus of these roundtable discussions.

**Presenter(s):** Valerie Bryan, University of South Alabama
Alicia McLaughlin, University of St. Francis (IL)
Nancy Meyer-Adams, California State University, Long Beach (CA)
208 Workshop

Track: Advocacy
Location: Oxford
Date/Time: Thursday, March 7th, 11:15 am - 12:30 pm

Let's Have Fun! Bringing Social Policy Analysis to Life: A Hands-on Approach
Practice-based hands-on classroom activities to enhance delivery of social policy instruction are presented. These exercises and activities are designed to improve student comprehension of policy-making decisions and processes that directly affect clients’ lives, thereby enhancing student ability to become effective practitioners and advocates at the macro level of social work.

Presenter(s): Melinda Lewis, University of West Florida
Janet Albury, University of West Florida

209 Workshop

Track: Aging/Gerontology
Location: Winchester
Date/Time: Thursday, March 7th, 11:15 am - 12:30 pm

Becoming Comfortable with the 'D' Words - Death and Dying
How individuals relate to death and dying have real consequences in everyday lives and how we live affects our beliefs and cultural expressions about death, the dying, and the dead. This workshop describes a course on Death and Dying and teaches techniques to make students comfortable with the topic.

Presenter(s): Gloria Aguilar, Florida A&M University
Cynthia Davis, Florida A&M University

210 Workshop

Track: Core Competencies
Location: Pembroke
Date/Time: Thursday, March 7th, 11:15 am - 12:30 pm

A Partnership is Forged: BSW Students and Service Learning in Urban Communities
This workshop will discuss a partnership established between BSW students attending a large, public urban university and community residents. Students were introduced to community engagement and used the PREPARE AND IMAGINE models for community projects. This presentation is organized around a competency-based approach for students to demonstrate social work practice behaviors.

Presenter(s): Belinda Smith, Morgan State University (MD)
Kevin Daniels, Morgan State University (MD)

211 Roundtables

Tracks: Advocacy, International Social Work/Education,
Location: Somerset
Date/Time: Thursday, March 7th, 11:15 am - 12:30 pm

International Social Work Field and Exchange –Initiatives and Barriers
This proposal is for a roundtable discussion allowing participants to share current initiatives of social work student exchange including outgoing, incoming and faculty- led projects. There will be opportunities to share strengths of current initiatives as well as to share barriers to creating and sustaining exchanges.

Presenter(s): Gayle Lodato, University of Tennessee

Break the Silence: Campus Activism as Pedagogy
It is critical that students preparing for engagement in macro social work practice gain hands on experience outside the classroom. This roundtable will describe a semester long project completed by students enrolled in three sections of an advanced macro social work course on a mid-sized New England campus.

Presenter(s): Kathleen Bailey, Bridgewater State University (MA)

The Occupy Movement: Where are all the Social Workers?
As social workers we come from a rich history of fighting for social justice through activism. Social justice is the core principle of the profession and the basic value of the Occupy Movement. We will explore social work’s historical activism and the relevancy of the Occupy Movement to social work.

Presenter(s): Jennie-Ann Cole, University of South Carolina-Columbia

212 Workshop

Track: Technology
Location: Hampton
Date/Time: Thursday, March 7th, 11:15 am - 12:30 pm

E-Learning: Best Practices in Hybrid and Online Course Delivery
This workshop presents research and philosophical perspectives on hybrid and online course delivery and experiences of seasoned instructors. Includes demonstration of pedagogical strategies (course/syllabus preparation, managing activities, building community, and student issues) and necessary resources for hybrid and online teaching.

Presenter(s): Vicki Root, Salisbury University (MD)
**213 NASW Assurance Services Invited Workshop**

**Track:** Social Work Values/Ethics  
**Location:** Windsor A  
**Date/Time:** Thursday, March 7th, 11:15 am - 12:30 pm  

**Ethical Practice: A Social Worker’s Best Defense Against Malpractice**  
This session, developed especially for social workers, is sponsored by the NASW Assurance Services of Frederick, MD, and describes the most significant malpractice risks in social work today and numerous methods of mitigating and reducing one’s risk of being sued for malpractice.  

**Presenter(s):** Bonnie Conti-Lawrence, NASW Assurance Services, Inc. (MD)

**214 Workshop**

**Track:** Core Competencies  
**Location:** Windsor B  
**Date/Time:** Thursday, March 7th, 11:15 am - 12:30 pm  

**Rituals and HBSE: Understanding Family Development**  
Family development models and charts although useful in teaching about families, often fail to capture the diverse experiences of family members. This workshop explores using the concept of ritual from the liberal arts foundation of social work to provide an additional perspective in understanding families.  

**Presenter(s):** Sandra Bauer, Eastern University (PA)

**215 Workshop**

**Track:** Research  
**Location:** Windsor C  
**Date/Time:** Thursday, March 7th, 11:15 am - 12:30 pm  

**Evaluating Your Practice: Teaching Research Competencies Through a Class Project**  
Many undergraduate social work students struggle with seeing the connection between research and practice. This workshop will share a single subject research project incorporated throughout the semester to demonstrate key research concepts; eliminate students’ fear of the subject; and foster active, engaged learning beyond the classroom.  

**Presenter(s):** Karen Rice, Millersville University (PA)

**216 Rural Caucus Board Invited Session**

**Track:** Diverse Populations  
**Date/Time:** Thursday, March 7th, 1:45 pm - 3:00 pm  

**Providing and Sustaining Quality Rural Social Work Education and Practice**  
Rural social work education and practice maintains a focus on a vibrant but challenged population in our country. Educating social work students to the current issues, including economic challenges, rural culture, ethnicity, technology and dual relationships will be presented. Current research and publications will also be reviewed.  

**Presenter:** Scott Sorenson, University of Utah  
Virginia Majewski, Indiana University

**217 Board Sponsored Session**

**Track:** Faculty Development  
**Location:** Kensington B  
**Date/Time:** Thursday, March 7th, 1:45 pm - 3:00 pm  

**Writing for Journals**  
A panel of editors will present information that will enhance an author’s chances to gain publication in a journal. Two primary questions will be addressed: 1) what are the general expectations all editors have? 2) what expectations are unique and not shared among publications?  

**Presenter(s):** Stephen Gorin, Plymouth State University (NH)  
Stephen Marson, University of North Carolina at Pembroke  
Linda Grobman, White Hat Publications (PA)
**218 Papers**

**Tracks:** Aging/Gerontology, Diverse Populations  
**Location:** Kensington C  
**Date/Time:** Thursday, March 7th, 1:45 pm - 3:00 pm

**Resiliency to Trauma in New Orleans Senior Center Among African American Elderly**  
This research study focused on attitudes towards aging and resiliency in a New Orleans African American senior center population. A model for assessment and intervention will examine the effects of intergenerational and individual gender-differentiated elder coping strategies.

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

**Utilization of the MAYSI-2 with a Southern, African American Adolescent Male Population**  
This paper examines strengths and limitations of utilizing the MAYSI-2, a commonly used screening instrument in the juvenile justice system, with a sample of Southern, African American adolescent males. The study explored the factor structure of the MAYSI-2 to determine utility of the instrument with this underserved population.

**Presenter(s):** Sarah Young, *The University of Alabama*  
Jeremiah Jaggers, *East Tennessee State University*  
Robert McKinney, *The University of Alabama*

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**219 Papers**

**Track:** Core Competencies  
**Location:** Kensington D  
**Date/Time:** Thursday, March 7th, 1:45 pm - 3:00 pm

**Getting to Competency: A Dual Perspective for Understanding Student Learning Outcomes**  
This presentation describes how one BSW Program utilized a case study approach combined with the field education evaluation to assess student mastery on the 10 core competencies and 41 practice behaviors from the junior year to the completion of the Program.

**Presenter(s):** Daria Hanssen, *Marist College (NY)*  
Margaret Calista, *Marist College (NY)*

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**220 Papers**

**Track:** Faculty Development  
**Location:** Kensington E  
**Date/Time:** Thursday, March 7th, 1:45 pm - 3:00 pm

**Building Bridges Across the Generalist Curriculum Utilizing Knowledge, Skills and Abilities**  
Knowledge, Skills and Abilities (KSAs) represent competencies deemed necessary for professional social work practice. KSAs are statements describing “discrete knowledge components” (Association of Social Work Boards, 2011, p. 1). Developing curricular assignments emphasizing macro practice, spanning across courses, and culminating with a capstone project presentation invites students to master KSAs.

**Presenter(s):** Kelly Reath, *East Tennessee State University*  
Mary Mullins, *East Tennessee State University*

**Forging the Three-Sided Coin: A Capstone Integrating Research, Practice, and Professional Foundations**  
The EPAS requires that social work students have opportunities to engage in research-informed practice and practice-informed research. This presentation explores the expansion of the senior capstone class with an advanced research course so as to integrate theory (research) and foundational values through direct agency-applied research.

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

Track: Human Rights and Social Justice
Location: Kensington F
Date/Time: Thursday, March 7th, 1:45 pm - 3:00 pm

The Transformational Power of Constructivist Learning Through Action-Based Activities in Immigrant Communities
This presentation describes a transformative learning model that constructs cultural knowledge and sensitivity through building community immersion experiences in urban and rural settings between teachers, students, and New American populations. The dynamic process and mutual benefit of scaffolding the learning experience is emphasized.

Presenter(s): Marcia Runnberg, The College of St. Scholastica (MN)
Tracy Jeremiason, The College of St. Scholastica (MN)

The Social Determinants of Health Framework: Putting the “E” Back into PIE
The person-in-environment perspective often locates intervention within individuals rather than systems. Conversely, the social determinants of health (SDOH) framework explains health inequities as the outcome of social oppression, locating intervention within the environment. We present SDOH as a pedagogical tool for action by describing community events organized by undergraduate students.

Presenter(s): Paul Clark, George Mason University (VA)
Emily Ihara, George Mason University (VA)

222 Workshop

Track: Social Work Values/Ethics
Location: Eton
Date/Time: Thursday, March 7th, 1:45 pm - 3:00 pm

The Ethics of Social Networking in Social Work Practice
As social work students and practitioners embrace new technologies (personally and professionally), it is vital that their knowledge of ethics keeps pace with ways in which such technologies can affect practice. This experiential workshop focuses on the ethics of one such realm of technology: social networking and social work practice.

Presenter(s): Dawn Hobdy, National Association of Social Workers (DC)
Allan Barsky, Florida Atlantic University

223 Workshop

Track: Sustainability
Location: Oxford
Date/Time: Thursday, March 7th, 1:45 pm - 3:00 pm

Meeting Self, Meeting Other: Integrating Elements of Mindfulness in BSW Practice Classes
Providing students with experiences that promote observation, deep listening, suspension of judgment and presence can augment more skills-based activities in practice classes. This presentation describes the use of mindfulness-based activities to teach practice, while emphasizing skills that promote wellbeing in oneself and relationships.

Presenter(s): Dana Schneider, Southern Connecticut State University
Liz Keenan, Southern Connecticut State University

224 Board Sponsored Session

Track: Advocacy
Location: Winchester
Date/Time: Thursday, March 7th, 1:45 pm - 3:00 pm

Promoting Social Work Advocacy at Federal and State Levels: Strategies for BSWs
Demographic changes and increasing attention to psychosocial needs have implications for investing in the social work workforce. Strategies for engaging social work practitioners, educators and students in advocacy efforts to promote investment in the recruitment, retention, education and professional recognition of social work will be explored.

Presenter(s): Joan Zlotnik, NASW (DC)
Susan Vallem, Wartburg College (IA)

225 Workshop

Track: Core Competencies
Location: Pembroke
Date/Time: Thursday, March 7th, 1:45 pm - 3:00 pm

Integrating Community Voice in Identifying Social Work Practice Behaviors
This workshop will introduce a method of incorporating community voice in identifying practice behaviors that operationalize CSWE’s core competencies. Attendees will explore through an experiential exercise the use of the nominal group technique to gather community input on what practice behaviors reflect community standards of social work practice competence.

Presenter(s): Sarah Bradley, Portland State University (OR)
226 Roundtables

Tracks: Disabilities and Persons with Disabilities, Field Education/Instruction, Core Competencies, Faculty Development
Location: Somerset
Date/Time: Thursday, March 7th, 1:45 pm - 3:00 pm
The Wisdom of Community Leaders: Learning Beyond the Classroom
BSW social workers will work in diverse neighborhoods with multiple stressors. Discovering the strengths of the community is found in discussions with long time community leaders who choose to work in poor neighborhoods. Empowering students to identify the strengths of poor communities will enhance their challenging work.

Presenter(s): Maureen Holland, Elms College (MA)

Enhancing Social Work Competencies through Student Associations
Considering the new EPAS, schools of social work are searching for new and innovative ways to teach knowledge, values and skills to fledgling social workers. Involvement in student associations can provide a real life, experiential way to connect classroom learning to practice; thus leading to enhanced social work competency.

Presenter(s): Marietta Scalise-Warnitsky, Bloomsburg University (PA)

Child Sexual Abuse and Persons with Disabilities: Expanding Content in BSW Programs.
Social work with very young, sexually abused children and persons with disabilities frequently takes the form of advocacy. Social workers need the knowledge, skills and values to be effective practitioners with less verbal clients. This discussion attends to the need for this content in BSW programs.

Presenter(s): Beverly Lovett, Bridgewater State University (MA)

Learning Styles and Integrating Technology Tools in Undergraduate Field Education
Students and field supervisors adapt to the use of technological tools in a variety of ways—usually related to their learning styles. A review of Kolb’s Learning Styles Model, the technological tools, and the issues in integrating the tools into field education will be provided.

Presenter(s): Kay Paris, Lincoln Memorial University (TN)
Rebecca Patterson, Lincoln Memorial University (TN)

227 Papers

Tracks: Technology, Core Competencies
Location: Hampton
Date/Time: Thursday, March 7th, 1:45 pm - 3:00 pm
Rethinking HBSE – A Course about Thinking and Thinking about Thinking
This paper presents an approach to HBSE designed to move away from a model that prioritizes content to a model that instead prioritizes process and locates content within it. This approach to HBSE recognizes the technological, “information-everywhere” global society and is focused on thinking, and thinking about thinking.

Presenter(s): Shari Miller, University of Georgia

Online Education and the Critical Thinking Competency: Learning Beyond the Classroom
With rapid advances in technology, BSW programs increased the number of technology-assisted education courses that are teaching critical thinking skills. This paper reports on a three-tier study of online courses and presents a format to assist faculty of online courses in teaching and assessing the CSWE competency of critical thinking.

Presenter(s): Frances Kominkiewicz, Saint Mary’s College, Notre Dame (IN)
Lauren Kominkiewicz, Outreach Coordinator (WA)

228 Workshop

Tracks: Faculty Development, Core Competencies
Location: Kensington A
Date/Time: Thursday, March 7th, 3:15 pm - 4:30 pm
Beyond the Classroom: Teaching Undergraduates to Write Book Reviews
This paper summarizes the author’s experience in teaching undergraduate social work students how to prepare publication-quality book reviews. The process of becoming a published book reviewer is consistent with the practice behaviors associated with career-long learning and the formation of a professional identity (EPAS 2.1.1).

Presenter(s): Peter Kindle, University of South Dakota
229 Workshop

Track: Disabilities and Persons with Disabilities  
Location: Kensington B  
Date/Time: Thursday, March 7th, 3:15 pm - 4:30 pm

Challenging Injustice through Curricular Change: Access to Community Employment Project

Social work programs are responsible for training social work students to work effectively with people with disabilities. Access to Community Employment, a community collaboration, developed to embed content related to the independent living movement in social work curriculum. In-depth modules were created for curricular areas and will be shared.

Presenter(s): Mimi Rappley-Larson, University of Wisconsin Superior  
Monica Roth Day, University of Wisconsin-Superior

230 Board Sponsored Workshop

Track: Research  
Location: Kensington C  
Date/Time: Thursday, March 7th, 3:15 pm - 4:30 pm

Evaluation of BSW Research Courses’ Impact on Research Competency: An Exploratory Study

BSW research curriculum should seek to develop practice behaviors of “research-informed practice and practice-informed research” among the students. Data reported to CSWE are analyzed to see the impact on practice behaviors vis-à-vis expectations. The authors will present the results as well as their perspectives on the implications of the results.

Presenter(s): Sudershan Pasupuleti, University of Toledo (OH)  
Marilyn Sullivan-Cosetti, Seton Hill University (PA)

231 Workshop

Track: Faculty Development  
Location: Kensington D  
Date/Time: Thursday, March 7th, 3:15 pm - 4:30 pm

War and Armed Conflict: Bringing International Humanitarian Law to Higher Education

This workshop is aimed to provide educators basic knowledge of international humanitarian law, the rules that ensure respect for life and human dignity in war. Hands-on tools, resources and materials will be reviewed for developing a course module or elective course suitable for undergraduate and graduate social work students.

Presenter(s): Michael Cronin, Monmouth University (NJ)

232 Workshop

Track: Human Rights and Social Justice  
Location: Kensington E  
Date/Time: Thursday, March 7th, 3:15 pm - 4:30 pm

Promoting Social Justice: Preparing Culturally Diverse Students for the ASWB Licensing Exams

Strategies for preparing social work students, particularly culturally and linguistically diverse students, for the ASWB licensing exams are presented. Responses to cultural and linguistic exam biases, and helping students distinguish between professional ideals and stark realities of agency practice, particularly in underserved urban areas, when evaluating test items are discussed.

Presenter(s): Graciela Castex, Lehman College, City University of New York  
Conard Miller, Lehman College, City University of New York  
Evan Senreich, Lehman College, City University of New York

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233 Workshop
Track: Technology
Location: Kensington F
Date/Time: Thursday, March 7th, 3:15 pm - 4:30 pm
Easy Peasy: Technology Tools that Enhance Teaching
An abundance of technology tools exist that claim to enhance teaching effectiveness and student learning. The array can be confusing, overwhelming and frustrating. This session will focus on easy-to-use technology tools that can be used in traditional, hybrid and online class delivery formats.
Presenter(s): Nancy Sidell, Mansfield University (PA)

234 Workshop
Track: International Social Work/Education
Location: Eton
Date/Time: Thursday, March 7th, 3:15 pm - 4:30 pm
The International Field Experience within a BSW Program
The concept of developing international social work field opportunities is growing among U.S. schools of social work. This workshop seeks to recognize the value of international field education, review the placement process using a CSWE described model, and give examples from placements in Romania, Brazil, Dominican Republic, Uganda and India.
Presenter(s): Judi Ravenhorst Meerman, Kuyper College (MI)

235 Papers
Track: Aging/Gerontology
Location: Oxford
Date/Time: Thursday, March 7th, 3:15 pm - 4:30 pm
The Self-Care Prescription: The Foundation of Health and Well-being for Custodial Grandparents
Given the multiple of physical, mental, financial, and social demands experienced by custodial grandparents, a universal suggestion is the incorporation of self-care. The purpose of this proposal is to explore the implementation of self-care in client case plans by way of a “self-care prescription” curriculum.
Presenter(s): Jacquelyn Lee, University of North Carolina Wilmington
Stacey Kolomer, University of North Carolina Wilmington

Protecting Vulnerable Older Adults: Application of a Human Rights to Public Guardianship
A core competency of social work practice is to advance human rights and social justice. This paper demonstrates how the application of a human rights framework can help students understand and work with older adults in the public guardianship system while at the same time developing this competency.
Presenter(s): Joy Ernst, Hood College (MD)

236 Workshop
Track: Advocacy
Location: Winchester
Date/Time: Thursday, March 7th, 3:15 pm - 4:30 pm
Inspiring Passion: Using Service Learning Projects and Technology in an Advocacy Course
Workshop participants will examine the development and implementation of a BSW course on advocacy for social and economic justice. Through a service-learning project and use of technology, students in this course demonstrated competency as advocates for vulnerable populations.
Presenter(s): Miriam Johnson, University of South Carolina
Susan Parlier, University of South Carolina

237 NADD Invited Session
Track: Faculty Development
Location: Pembroke
Date/Time: Thursday, March 7th, 3:15 pm - 4:30 pm
Becoming a Dean or Director of a Social Work Program
Have you ever thought about being a dean or director of a social work program? Two former BSW faculty will briefly share their pathways to becoming directors, and the challenges and rewards of being a director and advice for those considering an administrative role. There will be time for questions and discussion.
Presenters: Nancy Kropf, Georgia State University
Lois Pierce, University of Missouri-St. Louis
238 Roundtables

Track: Sustainability, Faculty Development, Sustainability, Diverse Populations
Location: Somerset
Date/Time: Thursday, March 7th, 3:15 pm - 4:30 pm

Playing in the Dirt: Building a Community Garden on a University Campus
Community gardens have grown in popularity in recent years. They can be found in many communities and are designed in a variety of ways. A university community garden, operating for three years, will be discussed in terms of its purpose, interdisciplinary work and ability to build community.

Presenter(s): Robin Mama, Monmouth University (NJ)

Interdisciplinary Teaching and Practice at a Community Health Clinic
A community clinic, a university and nonprofit partnership, has the opportunity to provide a “learning lab” for students and provide critical healthcare. This roundtable will discuss the challenges and strengths of this model and provide an opportunity for participants to critique and exchange ideas.

Presenter(s): Vanessa Robinson-Dooley, Kennesaw State University (GA)
Quenton Nichols, Kennesaw State University (GA)
Donna Chambers, Kennesaw State University (GA)

Preparing Social Work Students for Interdisciplinary Environmental Practice
The complexities of environmental practice are explored from a multidisciplinary perspective. After presentation of an interdisciplinary environmental course, participants engage in brainstorming. The inherent transformative potential at the nexus of the biophysical environment with human social and economic systems provides the platform for the development of communities that support sustainability.

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

Religion & Spirituality: Challenges and Opportunities for Social Work Education through Service-Learning
Religion and spirituality are significant and complex topics. Social work educators can help students develop knowledge, skills and self-awareness to engage this category of human identity. This presentation will explore theoretical and practical approaches to religious and spiritual diversity at the intersection of campus and community life through service-learning pedagogies.

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

239 Workshop

Track: Faculty Development
Location: Hampton
Date/Time: Thursday, March 7th, 3:15 pm - 4:30 pm

Educating Exceptional Generalist Social Work Practitioners
Ken Bain tells us what the best teachers do. He teaches us how to create a natural, critical learning environment in which our students can learn deeply. This presentation will examine some of the key factors in his approach and relate them specifically to teaching undergraduate social work.

Presenter(s): Carla Fagan, Methodist University (NC)

240 Ron Federico Memorial Lecture

Track: Human Rights and Social Justice
Location: Kensington G
Date/Time: Thursday, March 7th, 4:45 pm - 6:00 pm

Social Justice in the Classroom: Never Forget our Students are Watching
This presentation will focus on an approach to social work education that incorporates the principles of social justice into the classroom. It requires the educator to share power with and not power over students in a model of mutual exploration and learning.

Presenter: Eleanor Pepi Downey, Lewis Clark State College (ID)

241 Salon

Track: Advocacy
Location: Kensington A
Date/Time: Thursday, March 7th, 6:00 pm - 7:30 pm

Creativity as the Vehicle for Transformation
Recognizing that students and practitioners alike learn outside of the traditional classroom, this session employs a hands-on approach to accomplish two goals. First, participants will identify dominant thinking patterns that shape behaviors. Second, participants will experience their own dynamic creativity in a transformative way to empower and launch social advocacy.

Presenter(s): Joyous Bethel, Millersville University (PA)
Leonora Foels, Millersville University (PA)
### Friday

**300 Papers**

**Track:** Advocacy  
**Location:** Kensington A  
**Date/Time:** Friday, March 8th, 8:00 am - 9:15 am  

**Preparing Undergraduates to Effectively Address Poverty: How do Programs Fare?**  
This paper provides research findings that provide insight into how adequately undergraduate social work curriculum fosters values, knowledge and skill acquisition in regard to addressing poverty, assisting students in challenging their own stereotypes and biases, and preparing students to advocate for social change at the micro, macro and mezzo levels.  
**Presenter(s):** Laura Lewis, Mercyhurst University (PA)  
Peggy Black, Mercyhurst University (PA)

**Neoliberalism: A Critical Element of Economic Literacy for Social Workers**  
This presentation defines neoliberalism as a driving force in economic and social policy decision making both domestically and globally. It suggests that social work educators need to understand the far-reaching consequences of neoliberal approaches. Recommendations are provided for educators and practitioners to become more effective advocates by better understanding neoliberalism.  
**Presenter(s):** Joe Schriver, University of Arkansas

**301 Papers**

**Track:** Advocacy, Social Work Values/Ethics  
**Location:** Kensington B  
**Date/Time:** Friday, March 8th, 8:00 am - 9:15 am  

**Understanding Attitudes and Perceptions of BSW Students Attending College**  
This paper will present a case study conducted with 5 BSW students attending a large public urban institution. Using a guide, intensive interviews were conducted to understand internal and external protective factors leading to college enrollment. Implications for advocacy, university/child welfare partnerships, and better outcomes for youth aging out of care.  
**Presenter(s):** Belinda Smith, Morgan State University (MD)  
Dana Wilson, Morgan State University (MD)  
Tiffany Lane, Morgan State University (MD)

**Kids these Days: Understanding Generational Cohorts and Implications for Education and Practice**  
This presentation/discussion will review the literature on generational differences, their impact on the workplace, including the delivery of human services, and the implications for Social Work education and practice. Exploratory research regarding human service workers intergenerational experiences, career motivation, self-care practices and valued leadership characteristics will also be explored.  
**Presenter(s):** Kathleen Walsh, Millersville University (PA)

**302 Papers**

**Tracks:** Faculty Development, Diverse Populations  
**Location:** Kensington C  
**Date/Time:** Friday, March 8th, 8:00 am - 9:15 am  

**Vivan Los Jornaleros: A Cross-Cultural Community Partnership**  
This paper will present student reactions and experiences to participating in a cross-cultural/bi-lingual service learning partnership between BSW students and students enrolled in an advanced Spanish class. It will discuss the use of technology, collaboration and skills obtained by students.  
**Presenter(s):** Wilma Cordova, Stephen F. Austin State University (TX)  
Nora Vivas, Stephen F. Austin State University (TX)

**Context Diversity: A Model for Transforming Program Culture**  
Attracting and retaining diverse students and faculty is one challenge faced by many BSW programs. This presentation examines the notion of context diversity and shows how one BSW program uses faculty identities, interpersonal relationships, strategic planning and other strategies to build diversity in both explicit and explicit curricula.  
**Presenter(s):** Lucy Mercier, Saginaw Valley State University (MI)  
Vanessa Brooks Herd, Saginaw Valley State University (MI)
**303 Papers**

Track: Faculty Development  
Location: Kensington D  
Date/Time: Friday, March 8th, 8:00 am - 9:15 am  

Addressing Community Health Needs: Engaging BSW Students Outside the Classroom  
During a time when it is common for people to have many unmet health care needs, BSW students engage in a project outside the classroom to raise awareness and assist with community health care service. This session explores the process of creating and engaging students in a community health fair.  

Presenter(s): Noell Rowan, University of Louisville (KY)

Social Work Retreat for First-Year Students: Learning Outside the Classroom  
Retreats with first-year undergraduate social work students are not reported in the literature. A model retreat format is presented, designed to build bonds among students and with their professors, and to increase collaboration, classroom engagement, and retention. The authors share findings from post-retreat surveys and discuss lessons learned.  

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

**304 Board Sponsored Session**

Track: Technology  
Location: Kensington E  
Date/Time: Friday, March 8th, 8:00 am - 9:15 am

Cutting Edge Technology and BSW Education: What is Next?  
The Technology Committee of BPD will continue its theme from 2012 that explores new technology and it application to BSW Education. This session will be used to provide the attendees with demonstrations of some of the new technologies and will include a discussion between panelists and attendees.  

Presenter(s): Robert Kersting, Westfield State University (MA)

**305 Workshop**

Track: Aging/Gerontology  
Location: Kensington F  
Date/Time: Friday, March 8th, 8:00 am - 9:15 am

Exploring Innovative Experiential Learning Activities in Aging  
In this workshop, participants will explore the BSW Experiential Learning (BEL) Model and discuss ways in which gero-experiential activities can be implemented in their programs. Crystal Moore (Skidmore College), Anissa Rogers (University of Portland) and Jay Poole (University of North Carolina Greensboro) have implemented these activities in their respective programs and will be on hand to aid in the discussion and share best practices.  

Presenter(s): Kristina Hash, West Virginia University  
Melissa Floyd-Pickard, University of North Carolina at Greensboro  
Leslie Tower, West Virginia University

**306 Workshop**

Track: Core Competencies  
Location: Eton  
Date/Time: Friday, March 8th, 8:00 am - 9:15 am

BSW Program Assessment: Generalist Curriculum Design, Outcome Data, and Use of Results  
This workshop proposes to provide a brief overview of assessment and competency-based education. The primary focus is on assessment and the BSW Program explicit curriculum design, and assessment in the field practicum according to the 2008 Educational Policies and Accreditation Standards (EPAS). Use of results will also be presented.  

Presenter(s): Sharon Williams, Fayetteville State University (NC)
Maximizing our Abilities: Developing a Blended BSW Program
This presentation will discuss how a mixed-methods study maximized the ability of faculty to develop an innovative, blended-learning social work program and partner with tribal and community colleges. This curricular design fosters student learning and the development of the core social work competencies while addressing regional workforce disparities.

Presenter(s): Monica Roth Day, University of Wisconsin- Superior

Enhancing Diverse Student Learning and Experiences through an Environmental Scan
Diverse students need to experience learning environments that promote academic and personal development unimpeded by biased content, low expectations and ineffective methods of engagement. The current presentation is a mixed methods environmental scan regarding the experiences of diverse students, in a social work department, at a predominately white institution.

Presenter(s): Joshua Baldwin, James Madison University (VA)
BJ Bryson, James Madison University (VA)

An Advocacy Model for Social Work: Definition, Application, and Exercises
This workshop introduces a dynamic advocacy model comprised of four inter-linking components: political environments, environmental factors, social justice and human needs and rights. Through active learning exercises participants define and apply the model to demonstrate the role and centrality of advocacy and understand how social work practice supports social justice.

Presenter(s): Lisa Cox, Richard Stockton College of New Jersey
Carolyn Tice, University of Maryland, Baltimore County
Dennis Long, Xavier University (OH)

Using Empathy to ‘Tune Into’ the Classroom: A Connecting Approach to Teaching
What would happen if professors approached teaching with empathy? What impact might that make? In this workshop participants will consider “tuning into” the classroom. Through a shared discussion of stories and strategies, we will examine the impact that approaching students individually and collectively with empathy and mindfulness might make.

Presenter(s): Julie Hunt, Belmont University (TN)
Jennifer Crowell, Belmont University (TN)

The Effects of Field Education on BSW Students’ Mental Illness Stigma
This presentation describes the results of a study exploring the effects of field education on BSW student’s mental illness stigma. Compared to a control group, students did not show significant changes in stigma after their field placements yet data suggest that pre-existing attitudes may affect their choice of placement sites.

Presenter(s): Kim Denton, University of Tennessee
Matthew Theriot, University of Tennessee
Gayle Lodato, University of Tennessee

Synthesizing a Workplace Readiness Model with BSW Field Education Competencies
The purpose of this presentation is to demonstrate integrating EPAS field education competencies with assessment of workplace readiness of BSW students. In today’s economic climate with debt overload, many students seek employment over graduate school. Assessment of students’ social work skills as well as employability is vital.

Presenter(s): Geri Morgan, University of Louisville (K)
Lynetta Mathis, University of Louisville (KY)
311 CSWE Invited Workshop
Track: Faculty Development
Location: Kensington A
Date/Time: Friday, March 8th, 9:30 am - 10:45 am

Updates on the Work of the CSWE Commissions and Councils
This session will feature a panel of CSWE commission and council leaders to provide progress updates, goals and initiatives and to receive feedback from baccalaureate social work educators in order to identify additional ways to be responsive and engage the membership of BPD.
Presenter(s): Mit Joyner, Chair, CSWE Board of Directors
Darla Spence Coffey, President, CSWE

312 Board Sponsored Session
Track: Diverse Populations
Location: Kensington B
Date/Time: Friday, March 8th, 9:30 am - 10:45 am

What’s the Problem? The Unlikely Marriage between Spirituality and the LGBT Community
Traditionally, those in the LGBT community and those who espouse spiritual beliefs have been characterized as being diametrically opposed to one another, however, that is often not the case. The current panel discussion will address the merging of these two topics in terms of social work education.
Presenter(s): Joshua Baldwin, James Madison University (VA)
Noell Rowan, University of Louisville (KY)

313 Papers
Track: Field Education/Instruction
Location: Kensington C
Date/Time: Friday, March 8th, 9:30 am - 10:45 am

Learning Together: Mindfulness Training for Social Work Field Instructors, Faculty and Students.
This paper describes and evaluates a training presented to social work students, faculty and field instructors. Our presentation of the paper provides participants an opportunity to learn about mindfulness and experience a mindfulness exercise. Implications of training professionals, faculty and students in a shared experience are identified.
Presenter(s): Kielty Turner, Marywood University (PA)
Christine Kessen, Marywood University (PA)

314 Workshop
Track: Disabilities and Persons with Disabilities
Location: Kensington D
Date/Time: Friday, March 8th, 9:30 am - 10:45 am

Parents Facing Change: News of Disability in a Child
Upon learning of a child’s disability, parents face significant change. Their reactions may be confusing to them as well as to family, friends, and professionals. Understanding such reactions and providing “helpful” responses can assist the family to address well-being.
Presenter(s): Steven Wells, University of Oklahoma

Beyond the Classroom: BSW Student Perceptions of the Field Experience
The literature is sparse regarding student perceptions of their field experience. This paper reports perceptions of field using thematic analysis in one cohort of BSW students (N=18). Themes include perceptions of: learning, practice, professional self and agency. Strengths and weaknesses of the study and implications for practice are addressed.
Presenter(s): Barbara Pierce, Northwestern State University of Louisiana
315 Workshop
Track: Field Education/Instruction
Location: Kensington E
Date/Time: Friday, March 8th, 9:30 am - 10:45 am
Safety Considerations for Practice: Implications for Students and Field Instructors.
Field programs should provide Field Instructors information and skills to address safety proactively with students. This workshop didactically and experientially explores a range of safety and risk factors: personal, environmental safety factors and cyber technology considerations. Focus is on providing tools for field instructors to integrate safety precautions into Field Instructor training.
Presenter(s): Deirdre Spelman, Marywood University (PA)

316 Workshop
Track: Technology
Location: Kensington F
Date/Time: Friday, March 8th, 9:30 am - 10:45 am
Using Virtual World Stimulators (Second Life) in Social Work Course Assignments
This workshop will demonstrate a bridge assignment between Human Behavior in the Social Environment and Practice I using the virtual world of Second Life (SL) as a rich resource of the study of religious and cultural frameworks. The SL experience brings the assignment to life, increasing student engagement and sensitivity.
Presenter(s): Belinda Bruster, Florida Gulf Coast University
Scott Anstadt, Florida Gulf Coast University

317 Papers
Track: International Social Work/Education, Field Education
Location: Eton
Date/Time: Friday, March 8th, 9:30 am - 10:45 am
Taking Students Abroad to Study Social Work: Practical Lessons and Theoretical Perspectives
This paper discusses my experiences in taking students to Vietnam to study social work. I will discuss lessons about curriculum development, logistical preparation, partnership with foreign universities, and students’ experiences during the trip. Then, I will discuss theoretical issues regarding teaching students about cultural competence, diversity, and international social work.
Presenter(s): Huong Nguyen, San Jose State University (CA)

Field Education: Developing Successful Agency Partnerships During Challenging Economic Times.
Social service agencies endure financially difficult times and resource depletion. Field instructors are caught between conflicting sets of demands, making it difficult to devote the desired amount of time to students. This paper will discuss common organizational stressors social workers face and creative supervision strategies to promote quality field education.
Presenter(s): Christine Guzman, Azusa Pacific University (CA)

319 Workshop
Track: Human Rights and Social Justice
Location: Pembroke
Date/Time: Friday, March 8th, 9:30 am - 10:45 am
Service Learning: Gateway to Social Justice Consciousness
Facilitating the connection between abstract course concepts and the real world can be very challenging. Service learning trips provide a context by which students can gain first-hand knowledge regarding various social justice issues that plague our society. These experiences lead to increased social justice consciousness and build social work competencies.
Presenter(s): Hope Horowitz, Northampton Community College (PA)
Marietta Scalise-Warnitsky, Bloomsburg University (PA)
320 Papers

Track: Research
Location: Hampton
Date/Time: Friday, March 8th, 9:30 am - 10:45 am

Crossing the Bridge: Interdisciplinary Research across Campus
Interdisciplinary research teams are one way of translating education into practice. This can be a powerful tool for experiential learning. The goal of this presentation is to share information about interdisciplinary research, including my current experience on an interdisciplinary research team with social work, nursing, biology, psychology, and medicine.

Presenter(s): Lisa Quinn-Lee, University of Wisconsin-Eau Claire

321 Board Sponsored Session

Track: Core Competencies
Location: Kensington A
Date/Time: Friday, March 8th, 1:45 pm - 3:00 pm

Supporting Students as They Move through the Continuum of Social Work Education
The core competencies of the CSWE 2008 EPAS establish outcomes that must be achieved by graduates of BSW and MSW programs. This panel presentation will identify creative strategies to assist with barriers and challenges when students transition from 2 year to BSW and from BSW to MSW programs.

Presenter(s): Mary Ann Suppes, Mount Mary College (WI)
Mary Rawlings, Azusa Pacific University (CA)
Debra Daehn Zellmer, Viterbo University (WI)

322 Papers

Track: Faculty Development
Location: Kensington B
Date/Time: Friday, March 8th, 1:45 pm - 3:00 pm

All Faculty Need Mentors: Learning Beyond the Classroom
Programs are increasingly comprised of “bipolar” BSW faculty groups with multiple, sometimes widely divergent professional developmental needs. This paper reports professional developmental needs identified by BSW faculty at various points in their career paths – newer faculty, experienced faculty, directors, and field faculty. An integrative mentorship model is proposed.

Presenter(s): Elizabeth Blue, University of Wisconsin-Superior
Frances Kominkiewicz, Saint Mary’s College (IN)

Mentoring Male Social Work Students: Maximizing Potential and Minimizing Pitfalls
Male social work students are socialized into a profession that is female dominated. Younger male students often experience this socialization while they are attempting to master their own sense of masculinity. This paper explores the first-hand experiences of the professor/mentor - student/protege relationship.

Presenter(s): Carl Mazza, Lehman College of the City University of New York
Joseph Twumasi-Ankrah, Partnership with Children (NY)
A Shifting Paradigm: Where Does Environmental Justice Fit in the Curriculum?
Given the current ecological crisis, social work may need to move beyond its humanistic focus to a more holistic understanding of ‘environment.’ This study’s findings suggest social work students acknowledge the importance of environmental justice as an area of concern. Suggestions for integrating this content into the curriculum are presented.

Presenter(s): R. Anna Hayward, Stony Brook University (NY) Shari Miller, University of Georgia

Designing Innovative Field Placements Focusing on Social, Economic, and Environmental Sustainability
This session illustrates how sustainability concepts can be focused on through innovative field placements. Participants will have an opportunity to see, from the student perspective, how to create nontraditional field placements. Examples from former placements will explore the connection between social, economic, and environmental field activities and classroom concepts.

Presenter(s): Jessie Kadolph, Virginia Commonwealth University

From Spectator to Actor: Theatre of the Oppressed in Macro Practice Courses
Boal’s Theatre of the Oppressed has innovative application for the social work macro classroom. In this workshop, social work educators will learn how to use Boal’s techniques to inspire students toward oppression resistance practice. Participants will experience the techniques and discuss how they might be used in their classrooms.

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

So You want to be a Program Director?
Directing a BSW program may appear attractive to social work faculty members because it offers access to higher salary, more release time, greater prestige, and program control. The purpose of this workshop is to provide participants with a practical guide for preparing for the BSW director’s role.

Presenter(s): Michael Daley, University of South Alabama Peggy Pittman-Munke, Murray State University (KY)

LGBT Competence in Social Work Students: Developing a Competency Assessment Tool
This paper will describe the LGBT Competency Assessment Tool (LGBT CAT), a new tool for assessing social work students’ competence in working with lesbian, gay, bisexual, and transgender client populations. Implications for social work education and further research will be discussed.

Presenter(s): Lori Messinger, University of North Carolina Wilmington

Using Out of Classroom Experiences to Teach Global Diversity
Field trips and study abroad experiences are effective ways to expose students to diverse populations. This paper will describe how a BSW program uses a two-pronged approach that includes domestic and international experiences to teach students how to work with globally diverse populations.

Presenter(s): Susan Bowden, Michigan State University DeBrenna Agbenyiga, Michigan State University
327 Workshop
Track: Social Work Values/Ethics
Location: Oxford
Date/Time: Friday, March 8th, 1:45 pm - 3:00 pm
Preparing Social Workers as Mandated Reporters
Social workers are mandated reporters of child maltreatment in all 50 states, yet it is unclear how professional education prepares them for this role. This workshop will suggest how to embed relevant content into courses and provide extracurricular opportunities towards the end of supporting social workers as mandated reporters.
Presenter(s): Kathryn Krase, Long Island University-Brooklyn (NY)

328 Workshop
Track: Core Competencies
Location: Winchester
Date/Time: Friday, March 8th, 1:45 pm - 3:00 pm
Teaching Competency Based Generalist Social Work Practice with Veterans and Military Families
This skills workshop presents information regarding the psycho-social challenges faced by veterans and military families. Approaches to infusing content on veterans’ issues into generalist course offerings, including an interactive case study exercise, which can be used to assess student knowledge of social work competencies and practice behaviors are demonstrated.
Presenter(s): Jason Newell, University of Montevallo (AL)

329 Electronic Posters
Track: Core Competencies, Diverse Populations
Location: Somerset
Date/Time: Friday, March 8th, 1:45 pm - 3:00 pm
Cross Disciplinary Emergency Room Trauma Simulation Lab: Enhancing Student Crisis Intervention Skills
Interprofessional education is essential to prepare healthcare team members who are ready for effective collaboration and communication. This project used simulation as the strategy for bringing nursing and social work students together to develop their crisis intervention skills and to enhance interprofessional competence.
Presenter(s): David Skiff, Roberts Wesleyan College (NY)

■ The Latino Struggle: Contributing Factors to Latino Dropout Rates in Rural Communities
This poster presentation will cover the various factors that contribute to the alarmingly high Latino drop-out rates. Poverty, teenage pregnancy, gang involvement, and others are risk factors for Latinos. The factors presented will aid in the understanding of the Latino educational crisis in the United States.
Presenter(s): Jenifer Santos, Stephen F. Austin State University (TX)

■ A Service Learning Group Practice Course: Building Self-Efficacy and Mastery of Skills
Undergraduate social work students (N=39) responded positively to a differential scale after experiencing a service learning group practice course offering ‘direct’ practice opportunities. Qualitative data documented students’ perceptions of increased skill levels relating to self-efficacy understood as positively influencing performance outcomes. Certainly an asset to a competency based curriculum.
Presenter(s): Carolyn Hilarski, Buffalo State College (NY)

330 Mit Joyner Gerontology Award Session and Reception
Sponsored by Age-SW
Track: Aging/Gerontology
Location: Hampton
Date/Time: Friday, March 8th, 1:45 pm - 4:30 pm
Insert Mit Joyner Gerontology Award Session Title
Insert Abstract
Presenter(s): Crystal Moore, Skidmore College (NY)

331 Workshop
Track: Advocacy
Location: Windsor A
Date/Time: Friday, March 8th, 1:45 pm - 3:00 pm
Using Congressional Hearings Testimonies to Enrich Policy Education
This workshop will explore congressional testimonies as learning tools, and review methods for locating and retrieving electronic testimony. It will also feature an exploration of tools that can be used to analyze policymaking environments. Finally, workshop organizers will use their testimony research to provide guidance for developing advocacy strategies.
Presenter(s): Lara Pomnitz, Wayne State University (MI)
Heather Edwards, Wayne State University (MI)
332 Workshop
Track: Faculty Development
Location: Windsor B
Date/Time: Friday, March 8th, 1:45 pm - 3:00 pm

Integrating Service Learning into the Social Work Curriculum
Service learning has the potential to enhance social work education by creating opportunities for learning beyond the classroom and traditional field practica. Workshop will include a description of a student/faculty collaboration; resources for developing service learning opportunities; and small group activities designed to generate potential service learning projects.

Presenter(s): Tracy Marschall, University of Indianapolis (IN)

333 Workshop
Track: Technology
Location: Windsor C
Date/Time: Friday, March 8th, 1:45 pm - 3:00 pm

How do They Compare? Exploring Multiple Perspectives of Hybrid and On-ground Learning
This workshop presents findings from a study comparing effectiveness and experiences of hybrid and on-ground learning. Faculty and student data from six courses in practice, HBSE and research from 2011-2012 will be shared. Implications and recommendations for course design and suitability for various courses, students, and faculty will be addressed.

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

334 Workshop
Track: Core Competencies
Location: Kensington A
Date/Time: Friday, March 8th, 3:15 pm - 4:30 pm

BSW Assessment in the “Signature Pedagogy”: Micro to Mezzo-Macro Considerations
This paper will present three years of field assessment data for CSWE 2008 EPAS Competency 10, focusing on micro, mezzo and macro levels of intervention, assessment and engagement. Challenges in the assessment process, data collection and feedback loop will be reviewed, and intervention strategies utilized will be presented.

Presenter(s): Claire Dente, West Chester University of Pennsylvania

335 Workshop
Track: Core Competencies
Location: Kensington B
Date/Time: Friday, March 8th, 3:15 pm - 4:30 pm

Teaching Students to Help Clients with Change
Admitted baccalaureate students are ready to “help” but need assistance to develop knowledge and skills for “helping” people make change. Using the Transtheoretical Model of Change and Motivational Interviewing, students learn how people change as well as the skills needed to support it.

Presenter(s): Steven Wells, University of Oklahoma

336 Workshop
Track: Field Education/Instruction
Location: Kensington C
Date/Time: Friday, March 8th, 3:15 pm - 4:30 pm

Using Skype to Evaluate Student Learning in the Field Education Setting
CSWE Educational Policy and Accreditation Standards (EPAS) 2008 mandates that a program describe its policies, criteria, and procedures for monitoring students in field placement and maintaining contact with field liaisons. This workshop will show how a rural social work program used Skype to satisfy this requirement.

Presenter(s): Lisa Moon, Delta State University (MS)
Cora Jackson, Delta State University (MS)
Monique Busch, Delta State University (MS)

337 Workshop
Track: Field Education/Instruction
Location: Kensington E
Date/Time: Friday, March 8th, 3:15 pm - 4:30 pm

Learning Circles – A Model for Processing Service Learning in the Field
Learning circles, as part of field seminars, can serve as models for students as they learn to process and understand their experiences of service learning. Learning Circles encourage independent thought, critical thinking and enhance the benefit of the use of social work teams.

Presenter(s): Kathy Osborne, North Carolina State University
338 Board Sponsored Session
Track: Disabilities and Persons with Disabilities
Location: Kensington F
Date/Time: Friday, March 8th, 3:15 pm - 4:30 pm

Disabilities Issues Forum
Participants dialogue about disability from different vantage points including current work/academic experiences of faculty and students with disabilities and considerations pertaining to social work program environment (programmatic and curricula-related), and social injustices. How the Social Work education community can affirmatively support students with disabilities and disability-related matters will be discussed.

Presenter(s): Robin Kohn, University of Central Florida

339 Workshop
Track: Faculty Development
Location: Eton
Date/Time: Friday, March 8th, 3:15 pm - 4:30 pm

Confessions of a Public Radio Junkie: NPR Assignments Across the BSW Curriculum
Public radio provides a broad range of provocative and informative programming that can help stimulate students’ interest in the world around them and engage them in lifelong learning. This multimedia presentation will provide online resources and sample assignments using news reports, Story Corp, This I Believe, Intelligence Squared and more.

Presenter(s): Terri Klemm, Centenary College (NJ)

340 Workshop
Track: Field Education/Instruction
Location: Oxford
Date/Time: Friday, March 8th, 3:15 pm - 4:30 pm

Developing Field Instructor Competency: Problem Solving with Decision Cases
The workshop will provide a rationale and guidance for using the case method of teaching in field instructor orientation and education sessions, and offer a live demonstration. It will also provide resources for learning to use the case method, and introduce cases and teaching notes specifically designed for field instructors.

Presenter(s): Terry Wolfer, University of South Carolina
Melissa Reitmeier, University of South Carolina
Tamara Savage, University of South Carolina

341 Papers
Track: Technology
Location: Winchester
Date/Time: Friday, March 8th, 3:15 pm - 4:30 pm

Using Second Life to Practice Interviewing Skills
As social work programs shift to providing on-line course offerings, challenges arise as to how best to enhance practice skill content and engage students in practicing those skills. This presentation focuses on development and use of a Second Life virtual client for practicing interviewing skills in a BSW-level skills course.

Presenter(s): Amy TaylOR, University of Alabama
Javonda Williams, University of Alabama

Using Technology to Support Field Education
Technology can strengthen field education programs. This presentation examines a BSW field education program’s methods to engage, teach, and support students, field instructors, and field faculty; orient students to the standards for technology in practice; and prime students for technology in the workplace using Black Board platform technology.

Presenter(s): Lynetta Mathis, University of Louisville (KY)
Geri Morgan, University of Louisville (KY)

342 Workshop
Track: Core Competencies
Location: Pembroke
Date/Time: Friday, March 8th, 3:15 pm - 4:30 pm

Utilizing Photovoice as a Pedagogical Tool in Undergraduate Macro Social Work Courses
Photovoice is a participatory action research technique that uses photography to mobilize for social action and change. Photovoice can also be adopted as a pedagogical tool in undergraduate macro social work practice courses. The presenter will discuss the methods, implications, and recommendations for utilizing Photovoice.

Presenter(s): Michele Kelly, University of Mississippi
343 Workshop
Track: Faculty Development
Location: Windsor A
Date/Time: Friday, March 8th, 3:15 pm - 4:30 pm
Practice Curriculum Design for Significant Learning: Transforming Students into Social Workers
How do students learn to do the multifaceted activities of social work practice? Novice/expert research helps instructors create the conditions for professional development. This workshop first presents a BSW practice curriculum design, corresponding practice model/method and preliminary effectiveness data, then identifies curriculum design decisions that guide program and course revisions.
Presenter(s): Elizabeth Keenan, Southern Connecticut State University
Dana Schneider, Southern Connecticut State University
Elizabeth Rodriguez-Keyes, Southern Connecticut State University

344 Workshop
Track: Diverse Populations
Location: Windsor B
Date/Time: Friday, March 8th, 3:15 pm - 4:30 pm
Approaching and Working Effectively with Diverse Indigenous Communities
Indigenous communities are geographically, culturally, and structurally diverse. This discussion explores ways to partner with Indigenous organizations to help students understand how to respectfully approach, connect, and support Indigenous communities’ social and health services. This discussion will help faculty better prepare students to work with Indigenous communities.
Presenter(s): Andrea Tamburro, Indiana University Northwest Campus
Paul Tamburro, Sunrise Drum Consultation (IN)

345 Workshop
Track: Faculty Development
Location: Windsor C
Date/Time: Friday, March 8th, 3:15 pm - 4:30 pm
Learning Diversity and Social Justice through African American Voices: Video/Pictorial Documentaries
Experiential engagement for students provides a personal pathway to learning that will always be remembered. This paper will describe the use of Video /Pictorial documentary pedagogy to engage students within collaborative working relationships with an African-American community to create awareness and critical reflection on issues of social justice and diversity.
Presenter(s): Robert Blundo, University of North Carolina Wilmington

346 Salon
Track: Diverse Populations
Location: Kensington C
Date/Time: Friday, March 8th, 4:45 pm - 6:00 pm
Divided by Faith? Transforming Our Discussions Regarding Faith-Based Schools of Social Work
The role of “religion” in social work education and practice is often viewed as a controversial issue. This salon brings educators together for a dialogue designed to promote mutual understanding, respect, reflection of self and others, meaning making, and action. Experience a mediation model you can use in your classrooms.
Presenter(s): Allan Barsky, Florida Atlantic University

347 Salon
Track: Advocacy
Location: Eton
Date/Time: Friday, March 8th, 4:45 pm - 6:00 pm
Child Welfare Partnerships: Promoting Learning Beyond the Classroom
This Title IV-E Child Welfare Salon will provide an opportunity for faculty, practitioners, and students from universities around the country to discuss the elements of successful university-agency partnerships that promote learning beyond the classroom.
Presenter(s): Jo Gottlieb, Marshall University (WV)
Andrea Stewart, University of Arkansas at Pine Bluff

348 Salon
Track: International Social Work/Education
Location: Eton
Date/Time: Friday, March 8th, 6:15 pm - 7:30 pm
Social Work Education in Cuba: Professional Exchange and Study Abroad
This salon discussion describes the experience of an academic social work research delegation to Cuba in June 2012 sponsored by the Council on Social Work Education. Also featured are pedagogical reflections from participants in the first undergraduate social work study abroad course in Cuba in January 2013.
Presenter(s): Lucy Lawrence, Warren Wilson College (NC)
Barbara Conklin, Barton College (NC)
The Ashley Brooks-Danso Memorial Fund for Student Support

“Ashley cared deeply about a BSW workforce that is prepared for our aging society. To honor her commitment, CSWE started this fund to directly support students. Please join us in keeping Ashley’s legacy alive.”

— Nancy Hooyman, PhD, Co-Principal Investigator, CSWE Gero-Ed Center

The Ashley Brooks-Danso Memorial Fund for Student Support honors the life and legacy of Ashley Brooks-Danso, who died of a pulmonary embolism in June 2011, by supporting students with scholarship and stipend opportunities.

Ashley was a friend, mentor, and colleague to many and is deeply missed by all who knew her. From 2004–2008, Ashley co-directed the CSWE National Center for Gerontological Social Work Education (Gero-Ed Center). Among her many accomplishments, she started the Gero-Ed Track at CSWE’s Annual Program Meeting, developed the Gero-Ed Film Festival, and initiated the Anita Rosen student poster awards. She was an articulate advocate for baccalaureate social work education and helped to create the BSW Experiential Learning Program, which provides opportunities for students to interact directly with older adults.

Ashley was passionate about finding creative ways to recruit and support students to gerontological social work. Contributions to the Memorial Fund will be used to directly benefit students. Join us in honoring her with a gift to the Ashley Brooks-Danso Memorial Fund for Student Support.

To contribute to this fund, contact Suzanne St Peter, Gero-Ed Center Co-Director, at 206-543-7647 or ssstpeter@uw.edu or download a contribution form on www.gero-edcenter.org.
Saturday

400 Board Sponsored Session

**Track: Aging/Gerontology**  
**Location:** Kensington A  
**Date/Time:** Saturday, March 9th, 8:00 am - 9:15 am

**Experiential Learning Approaches to Enhance Student Interest in Practice with Older Adults**  
This session provides insight on incorporating experiential learning across the curriculum to promote students’ understanding, knowledge, and skills in working with older adults. Select social work programs address the impact of these activities on the students and older adults. Lessons learned and practice recommendations will also be addressed.

**Presenter(s):** Cecilia Thomas, *University of North Texas*  
Heather Craig-Oldsen, *Briar Cliff University (IA)*  
Catherine Tompkins, *George Mason University (VA)*

401 Papers

**Track: Core Competencies**  
**Location:** Kensington B  
**Date/Time:** Saturday, March 9th, 8:00 am - 9:15 am

**Objective Structured Clinical Exams: Hands on Learning to Bridge Classroom and Field**  
This paper presents research on four years of data utilizing OSCE exams with BSW students pre-field to prepare and assess student competency for direct practice. Data on reliability and validity, use of OSCE to predict performance in field education, and implications for student learning and curriculum development will be explored.

**Presenter(s):** Mary Rawlings, *Azusa Pacific University (CA)*  
Barbara Johnson, *Azusa Pacific University (CA)*

**Measuring Practice Competencies through a Service Learning Field Evaluation**  
Describes the development and implementation of a service learning experience field evaluation instrument in a senior level social work practice course. Includes a review of identified competencies, specific measures established, discusses the results of the assessment outcomes and competencies built. Student self-assessment through reflection and integrative discussions will be considered.

**Presenter(s):** Judith Gray, *Ball State University (IN)*

402 Workshop

**Track: Field Education/Instruction**  
**Location:** Kensington C  
**Date/Time:** Saturday, March 9th, 8:00 am - 9:15 am

**Mental Health Indigent Defense Field Internship: A Model Project**  
More Americans receive mental health services in jails and prisons than in treatment centers or hospitals. This project pairs social work interns with defense attorneys of indigent clients, helping attorneys provide better client representation. The internship goals, tasks, and outcomes are presented by BSW interns for participant discussion and assessment.

**Presenter(s):** Isaac Gusukuma, *University of Mary Hardin-Baylor (TX)*  
Anna Payne, *University of Mary Hardin-Baylor (TX)*  
Wendy Bettncourt, *University of Mary Hardin-Baylor (TX)*

403 Board Sponsored Session

**Track: Faculty Development**  
**Location:** Kensington D  
**Date/Time:** Saturday, March 9th, 8:00 am - 9:15 am

**Excellence in Social Work Doctoral Education Today and Tomorrow**  
This session provides updates, insights, and opportunities for dialogue and debate on a range of issues and controversies related to the current state of doctoral education in social work.

**Presenter(s):** Kia Bentley, GADE, *Virginia Commonwealth University*  
Theresa Early, GADE, *Ohio State University*
**Tapping the Economic, Political, and Social Power of Immigrants: A Strengths-Based Perspective**

The current backlash against immigrants makes it difficult to frame immigration issues using a strengths-based approach. This presentation encourages dialogue amongst educators, adopting a strengths-based perspective, while exploring the meaningful contributions of immigrant communities. Educators can help students challenge the pervasive deficit ideology and negative discursive depictions of immigrants.

**Presenter(s):** Susanna Jones, *Long Island University (NY)*  
Melody Loya, *West Texas A&M University*

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**Student Response to Community Based Research**

This workshop presents findings from a study that describes student perceptions of a community-based research project in the BSW curriculum. The study explores students’ perceived readiness for the research course, transition of skills from previous social work courses to research, research connections to practice, the group experience and practice preparedness.

**Presenter(s):** Rachel Venema, *Calvin College (MI)*  
Judi Ravenhorst Meerman, *Kuyper College (MI)*

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**Follow, Comment, Like: Developing New Skills Using Social Media in the Classroom**

This presentation reveals how social media is creating a new skill set through following, commenting, liking, and other activities on social networking sites. The application of this knowledge is evident in organizations and job descriptions seeking social media skills. Incorporating social media in the classroom will be demonstrated and discussed.

**Presenter(s):** Ananda Newmark, *Virginia Commonwealth University*  
Jimmy Young, *University of Nebraska at Kearney*  
Justin Lee, *Barton College (NC)*
409 Workshop
Track: Social Work Values/Ethics
Location: Hampton
Date/Time: Saturday, March 9th, 8:00 am - 9:15 am
Relevant, Rigourous and Radical: Sustaining Social Justice in Social Work Education
This experiential workshop will offer an exploration of a systems model of curriculum review as applied to social work education. The process intent is sustaining relevant, rigorous and radical social work education through a commitment to curriculum review designed to address the inherent biases in status quo programming.
Presenter(s): Shannon Cambron, Spalding University (KY)
Jennifer Jewell, Spalding University (KY)
Kevin Borders, Spalding University (KY)

410 Workshop
Track: Faculty Development
Location: Windsor A
Date/Time: Saturday, March 9th, 8:00 am - 9:15 am
Measuring Students’ EPAS Competencies with Service Learning Community Groups
This workshop explains a course instruction model of BSW students facilitating a group in the community as a service learning course requirement. The student’s hands-on experience enhances their learning and the experience can be used to measure EPAS competencies.
Presenter(s): Deb Baker, Azusa Pacific University (CA)

411 Workshop
Track: Faculty Development
Location: Windsor B
Date/Time: Saturday, March 9th, 8:00 am - 9:15 am
A Simple Approach to Teaching Loss and Mourning
Attendees will learn how to teach students to use Stroebe and Schut’s Dual Process Model to understand and address client-based losses beyond those associated with death and dying. These losses stem from situations such as divorce, entering or leaving foster care, the birth of a child with autism, and military deployment.
Presenter(s): Michael Sanger, Valdosta State University (GA)

412 Workshop
Track: Field Education/Instruction
Location: Kensington A
Date/Time: Saturday, March 9th, 9:30 am - 10:45 am
The Generalist Field Education Approach: Empowering Students for Best Practice in Field
This workshop presents the generalist field education approach. The approach defines generalist field education and integrates the elements of the approach with common tasks of field education. The approach empowers students to realize the vision of generalist practice while developing and demonstrating competence as social workers.
Presenter(s): Shelagh Larkin, Xavier University (OH)

413 Board Sponsored Session
Track: Core Competencies
Location: Kensington C
Date/Time: Saturday, March 9th, 9:30 am - 10:45 am
Beyond the Classroom: Using BEAP to Evaluate Your Program
The BEAP team will review and provide updates on all BEAP instruments and provide national comparison data for the previous year. Additional measurement examples will be discussed as well as how some of the BEAP instruments can also be used at the MSW level.
Presenter(s): Ruth Gerritsen-McKane, University of Utah
Roy Rodenhiser, Boise State University (ID)
Patrick Panos, University of Utah

414 Workshop
Track: Faculty Development
Location: Kensington E
Date/Time: Saturday, March 9th, 9:30 am - 10:45 am
Encounters in Human Diversity: A Hands-On Approach to Teaching Social Justice
The purpose of social justice education is to introduce participants to a socially responsible way of interacting with people regardless of self-identified social group categories through a process of self-exploration and social action. This workshop provides participants with an interactive method for delivering social justice education to promote learning.
Presenter(s): Leonora Foels, Millersville University (PA)
Karen Rice, Millersville University (PA)
Joyous Bethel, Millersville University (PA)
CSWE Invited Session

**Location:** Kensington F  
**Date/Time:** Saturday, March 9th, 9:30 am - 10:45 am

**Strengthening the relationship between CSWE and BPD**

This session will provide an opportunity for BPD members to hear from the CSWE President about future directions, goals and initiatives of CSWE, as well as for BPD members to share feedback to CSWE. The emphasis will be on what CSWE can do to support BPD and increasing cooperative and collaborative efforts between the two organizations.

**Presenter(s):** Darla Spence Coffey, President, CSWE

Workshop

**Track:** Core Competencies  
**Location:** Hampton  
**Date/Time:** Saturday, March 9th, 9:30 am - 10:45 am

**Assessing Student Competency Development and Program Quality via Survey Methodology**

The presenters will (1) provide an overview of the Keuka College Student Competency Development Scale survey, (2) explain how its implementation at regular intervals throughout the academic program assesses the developmental progression of individual students and program quality, and (3) discuss how this information meets CSWE assessment requirements.

**Presenter(s):** Doyle Pruitt, Keuka College (NY)  
Ed Silverman, Keuka College (NY)

**417 Papers**

**Track:** Technology, Sustainability  
**Location:** Windsor A  
**Date/Time:** Saturday, March 9th, 9:30 am - 10:45 am

**BSW Students’ Perceived Competency and Attitudes Toward Technology: A Pilot Study**

This study examined BSW students’ perceived confidence, knowledge, attitudes, and self-efficacy regarding technology before and after taking a social work and technology course. Significant differences were found in all factors except attitude. Age was significantly correlated with three of the four factors. Recommendations for education and future research were explored.

**Presenter(s):** Katherine Morris, University of Maryland, Baltimore County  
Marcela Sarmiento Mellinger, University of Maryland, Baltimore County  
Laura Ting, University of Maryland, Baltimore County

**Meta-Practice: A New Paradigm in Social Work Practice**

In response to increasing global changes, we propose that social work education add meta-practice to traditional micro, mezzo, and macro practice. This presentation offers initial articulation of how meta-practice uniquely addresses interdependent global concerns, particularly in relation to sustainability. The presentation describes a curricular example of “hands-on” implementation of meta-practice.

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

Board Sponsored Session

**Track:** Advocacy  
**Location:** Kensington A  
**Date/Time:** Saturday, March 9th, 11:00 am - 12:15 pm

**Strategies for Success: Mentoring and Networking Opportunities for Educators of Color**

Abstract: The author will present useful strategies to identify and obtain mentors from diverse social work professionals. The presentation will allow networking opportunities and exchanges of information. Recommendations and suggestions will be presented for participants’ input and feedback.

**Presenter(s):** Andrea Stewart, University of Arkansas at Pine Bluff
**419 Doctoral Showcase**

**Track: Core Competencies**

**Location:** Kensington B

**Date/Time:** Saturday, March 9th, 11:00 am - 12:15 pm

**Undergraduate Social Work Students: Learning Interviewing Skills in a Hybrid Practice Class**

An intentional instructional design was developed for this study utilizing multiple measures (pre and post quantitative and qualitative) and multiple perspectives (independent raters, student report) to evaluate students’ confidence and competency performing interviewing skills. Findings revealed increased confidence and competency in students’ performing interviewing skills learned in hybrid delivery.

**Presenter(s):** Barbara Barclay, Metropolitan State University of Denver (CO)

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**421 Workshop**

**Track: Field Education/Instruction**

**Location:** Kensington D

**Date/Time:** Saturday, March 9th, 11:00 am - 12:15 pm

**Exploring Safety Issues Present in Social Work Settings**

Safety is an important concern in social work and without proper training and implementation of safety prevention strategies, practitioners are at risk as they work with difficult populations. Social Work Programs have an obligation to develop course content on safety in the field to ensure student preparedness for the profession.

**Presenter(s):** Jeanne Wagner, University of Wisconsin Milwaukee

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**422 Workshop**

**Track: Research**

**Location:** Kensington E

**Date/Time:** Saturday, March 9th, 11:00 am - 12:15 pm

**Social Workers as Civic Minded Professionals**

This workshop will describe data from a research project on social workers’ civic-mindedness. Three groups (social work educators, community practitioners, and graduating students) were surveyed about their attitudes. Based on the research findings, participants will brainstorm ways to increase civic-mindedness in their programs and communities.

**Presenter(s):** Sarah Twill, Wright State University (OH)

Laura Lowe, Texas Tech University

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**423 Workshop**

**Track: Aging/Gerontology**

**Location:** Eton

**Date/Time:** Saturday, March 9th, 11:00 am - 12:15 pm

**Increasing Empathy: The Use of the Virtual Dementia Tour in the Classroom**

The number of people with dementia is increasing and more caregivers with empathy for their plight will be needed. This workshop explores the cost and value of using an educational tool, The Virtual Dementia Tour™ in the classroom and community.

**Presenter(s):** Lisa Moon, Delta State University (MS)

Jana Donahoe, Delta State University (MS)
Improving Undergraduate Writing Skills: Challenges and Strategies for Educators

Educators have long noted the erosion of student writing skills. Ways to better prepare students for the writing demands of professional practice are necessary. This session will report on research in two BSW programs related to writing skill development. It will offer concrete suggestions that encourage improved writing skills.

Presenter(s): Peggy Adams, Bowling Green State University (OH)
Nancy Sidell, Mansfield University (PA)

A Changing Landscape, Trends in Social Work Regulation

Find out where social work regulation is and where it’s going. Learn how licensing boards are addressing issues like supervision, continuing education, e-practice and social media and doing so in a political environment sometimes hostile to regulation. Also, what about a single national license?

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

Using Agency Research to Engage Students with Local Practitioners

This presentation describes a department’s endeavor into issuing a call to its field placement agencies and offering a gratis research project to be completed by students. Through the process, students developed a respect for research, and agency members gained tools for asking answerable questions, setting up research projects, and utilizing free online survey software.

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

Bridging the Gap between the Core Competencies and Social Work Regulation

Moving from education to practice often requires becoming credentialed as a social worker. This presentation explores the relationship between the core competencies and the knowledge, skills, and abilities tested in the examinations administered by the Association of Social Work Boards and identifies strategies for preparing students for the exam.

Presenter(s): Jean Brooks, Jackson State University (MS)

“New” Coalitions to Address Homelessness: Program-wide Project Based Service Learning

This session describes our service learning collaborative between multiple community agencies to address homelessness in the rural south. Participants will gain an overview of project-based service learning literature, a description of our activities, and examples on how to construct and assess the learning project, with a timeline for activities.

Presenter(s): Nancy Stewart, Jacksonville State University (AL)

New Ways of Thinking about Community-University Involvement: The Promise of Service Learning

Service learning is emerging as a vital trend in social work education. Bridging the university-community link in a novel way, it is uniquely distinguished from field education and volunteering. This paper presents the development of an upper division BSW course on service learning in the context of the EPAS.

Presenter(s): Mitch Rosenwald, Barry University (FL)
429 Board Sponsored Session
Track: Sustainability
Location: Kensington A
Date/Time: Saturday, March 9th, 1:45 pm - 3:00 pm

Learning in and Beyond the Classroom: Social, Environmental, and Economic Sustainability
This session will offer an introduction to the enriching intersections among sustainability, social work, service learning, and social justice. Presenters will share experiences integrating sustainability into the social work curriculum to benefit students, colleagues, and the university, while providing participants with resources and tools to utilize on their own campuses.

Presenter(s): Meryl Nadel, Iona College (NY)
Jessie Kadolph, Virginia Commonwealth University
Charlotte Goodluck, Portland State University (OR)

430 Papers
Track: Advocacy
Location: Kensington B
Date/Time: Saturday, March 9th, 1:45 pm - 3:00 pm

Increasing Social Work Students’ Political Interest, Efficacy, and Advocacy
Learn about a new model for social welfare policy instruction, developed to increase students’ political interest, internal political efficacy, and future political advocacy efforts. Based on a study of undergraduate social welfare policy students, the model includes 11 recommended teaching methods and 7 key aspects of the students’ learning experience.

Presenter(s): Christie Bernklau Halvor, Concordia University - Portland (OR)

431 Papers
Track: Social Work Values/Ethics, Faculty Development
Location: Kensington C
Date/Time: Saturday, March 9th, 1:45 pm - 3:00 pm

Teaching Values of Happiness, Resiliency, and Self-care through Hands-on Social Work Education
Self-care is an underpinning to best practice and a value that often receives minimal focus in social work education (NASW, 2009). This presentation shares a qualitative examination of the Happiness Project, a hands-on activity, that leads to lessons for future reflective practitioners who value self-care and happiness in life and work.

Presenter(s): Natalie Grant, Wichita State University (KS)

432 Workshop
Track: Faculty Development
Location: Kensington D
Date/Time: Saturday, March 9th, 1:45 pm - 3:00 pm

Service Learning, Technology and Higher Education: A Local to International Perspective
Service learning is an essential facet at this small university in the Mississippi Delta. This workshop explores aspects of project management and the use of technology in developing service learning projects. Phases involved in creating a study abroad program in Ethiopia for the summer of June 2013 will be discussed.

Presenter(s): Tracy Mims, Mississippi State Valley State University
Jerry Watson, University of Mississippi
**433 Workshop**

Track: Field Education/Instruction  
Location: Kensington E  
Date/Time: Saturday, March 9th, 1:45 pm - 3:00 pm  

Field Testing the E-Field Program as a Vehicle for Task-Centered Educational Supervision  
This workshop continues discussion of the E-Field Program and its utility as a vehicle for implementing Task-Centered Supervision. Preliminary findings of field testing modeled on that utilized by Caspi & Reid (2002) and conducted with undergraduate social work students will be presented for participants’ consideration.  
**Presenter(s):** Jeanne Matich-Maroney, Iona College (NY)

**434 Workshop**

Track: Field Education/Instruction  
Location: Kensington F  
Date/Time: Saturday, March 9th, 1:45 pm - 3:00 pm  

Social Work Field Students and Student Teachers: An Interdisciplinary Focus  
There is a need for students in professional programs to practice with an interdisciplinary focus. Currently, interdisciplinary teams are standard practice in agencies and institutions. This presentation will highlight the efforts of a partnership between an undergraduate social work and education program.  
**Presenter(s):** Isiah Marshall, Winston-Salem State University (NC)  
Deneise Johnson, Winston-Salem State University (NC)  
Sonja Harry, Winston-Salem State University (NC)

**435 Workshop**

Track: Core Competencies  
Location: Eton  
Date/Time: Saturday, March 9th, 1:45 pm - 3:00 pm  

From Academy to Field: Translating 13 Theories for Practice  
Scientific theorists use symbols that seem like foreign words to novices. Theory translation work enhances the teaching of 3 core competencies necessary for multi-theory literacy and fluency. This workshop will facilitate mastery of a translation meta-theory, 7 universal translators, and 13 theories translated to guide the planned change process.  
**Presenter(s):** James Forte, Salisbury University (MD)

**436 Workshop**

Track: Faculty Development  
Location: Oxford  
Date/Time: Saturday, March 9th, 1:45 pm - 3:00 pm  

Translating Curriculum to Practice: An Integral Approach  
Ensuring that students are able to translate the core competencies in the curriculum to professional practice can be challenging. Integral Theory offers a framework that is a transformative approach to learning. This framework serves as a template for analysis and parallels to Mary Richmond’s (1917) definition of professional practice.  
**Presenter(s):** Dawn Higgins, Salisbury University (MD)

**437 SSWR Invited Session**

Track: Research  
Location: Winchester  
Date/Time: Saturday, March 9th, 1:45 pm - 3:00 pm  

Faculty and Student Research Capacity Building: Developing Community-Based Participatory Action Research Projects  
Faculty and student research capacity building can occur in learning beyond the classroom through community engagement and community-based participatory action research projects. This session will review community-based participatory action research (CBPAR) method, discuss procedures used to involve undergraduate students in community engagement outside the classroom, and present examples of research studies done by undergraduate students using CBPAR in learning situations outside the classroom.  
**Presenter(s):** Rowena Fong, University of Texas at Austin

**438 Workshop**

Track: Advocacy  
Location: Pembroke  
Date/Time: Saturday, March 9th, 1:45 pm - 3:00 pm  

How Much is too Much?: Social Policy Course Assignments Styles and Numbers  
What are the best pedagogical practices for teaching policy practice skills? In this workshop, the presenter will discuss one recent course experience where multiple products were required for course completion rather than a culminating paper. Following, ‘next steps’ recommended for social justice policy practice will be presented.  
**Presenter(s):** Michel Coconis, Wright State University (OH)
439 Workshop
Track: Human Rights and Social Justice
Location: Hampton
Date/Time: Saturday, March 9th, 1:45 pm - 3:00 pm
Incorporating Human Rights and Social Justice in HBSE: Bridging Theory with Practice
This workshop presents a teaching module for incorporating human rights content and assessing EPAS competency in HBSE. In the module, students gain understanding of human rights, integrating macro theories, and applying a multi-systemic assessment for advancing social justice. Concrete strategies for implementation and resources to engage students are provided.
Presenter(s): Lynn Raine, Azusa Pacific University (CA) Mary Rawlings, Azusa Pacific University (CA)

440 Workshop
Track: International Social Work/Education
Location: Windsor A
Date/Time: Saturday, March 9th, 1:45 pm - 3:00 pm
Language and Culture Immersion in Costa Rica, Mexico, and Puerto Rico
The dramatic increase of Spanish-speaking persons in the United States, coupled with critical immigration issues, compels social workers educators to prepare students for practice with Latino clients. This workshop compares cultural and linguistic immersions in Costa Rica, Mexico, and Puerto Rico. Outcome measures demonstrating student learning will be presented.
Presenter(s): Spencer Zeiger, Dalton State College (GA)

441 Workshop
Track: Faculty Development
Location: Windsor B
Date/Time: Saturday, March 9th, 1:45 pm - 3:00 pm
Confronting Ineffective Interviewing Habits: Teaching Strategies for Replacing Habits with Skills.
Building on students’ life, work and early field experiences requires facing the bad habits that students develop in non-professional helping contexts. A model is presented that engages students in applying social work values as guides to skill choices, confronts blurring, and refines skills. Class exercises and curriculum issues are considered.
Presenter(s): William Anderson, Minnesota State University, Mankato

442 Papers
Track: Research
Location: Kensington A
Date/Time: Saturday, March 9th, 3:15 pm - 4:30 pm
Service Learning in an Undergraduate Social Work Research Course
This study examined student service learning (SL) experiences in a BSW research seminar. Student groups worked with local agencies to develop research plans. The SL project process is described and student feedback and teaching implications are discussed.
Presenter(s): Ariana Postlethwait, Middle Tennessee State University

“Using Hands-On Experience to Improve Student Knowledge and Attitudes About Research
Increasing students’ knowledge and attitudes about research is a concern in undergraduate education. A BSW program’s efforts to link students to professors’ research projects as assistants is one way to decrease students’ anxiety about research and subsequently increase their interest in pursuing research opportunities in their careers and/or master’s programs.
Presenter(s): Ellen Whipple, Michigan State University Susan Bowden, Michigan State University

443 Papers
Track: Research
Location: Kensington B
Date/Time: Saturday, March 9th, 3:15 pm - 4:30 pm
Online vs. Face-to-Face Trainings: Is Human Contact Needed when Teaching Sensitive Material?
Online learning has emerged as a new technology to reach more students. However, an important part of social work education includes learning sensitive material that can evoke an emotional response. This paper compares the effectiveness and satisfaction with face-to-face versus online training for suicide prevention among school personnel.
Presenter(s): Michelle Scott, Monmouth University (NJ)

“Sometimes it's Dirty and Deviant”: Understanding Young Adults’ Constructions of Social Class
To inspire students to seek social justice, we must understand how young adults construct social class and attribute causes of poverty. BSW students interviewed 55 college seniors, non-social work majors. Findings provide insight regarding how young adults understand class and poverty, and offers ideas for integrating findings into the curriculum.
Presenter(s): Sabrina Sullenberger, Indiana University Leila Wood, Indiana University
30th Annual
BPD CONFERENCE

SATURDAY, March 9

**444 Workshop**
- **Track:** Advocacy
- **Location:** Kensington C
- **Date/Time:** Saturday, March 9th, 3:15 pm - 4:30 pm

**Advancing Collaborative Services for Youth and Families: The Role of Strategic Planning.**
This workshop describes lessons learned from statewide strategic planning focused on strengthening interagency collaboration. Participants will learn barriers and facilitators of collaboration, the role of strategic planning in fostering collaboration, and the skills necessary to guide strategic planning. Benefits of social workers involvement in these processes also will be discussed.

**Presenter(s):**
- Stephanie Clone, University of South Carolina
- Robert Hock, University of South Carolina
- Aidyn Iachini, University of South Carolina

**445 Workshop**
- **Track:** Faculty Development
- **Location:** Kensington D
- **Date/Time:** Saturday, March 9th, 3:15 pm - 4:30 pm

**Toward a Comprehensive Signature Pedagogy in Social Work Education**
Signature pedagogy in social work is more comprehensive than field placement and encompasses three apprenticeships of learning that teach students habits of the mind, heart and hand of our discipline (Shulman, 2005). This workshop will provide participants an opportunity to learn about and apply all three apprenticeships to their curriculum and pedagogy.

**Presenter(s):**
- La Vonne Cornell-Swanson, University of Wisconsin

**446 Workshop**
- **Track:** Field Education/Instruction
- **Location:** Kensington E
- **Date/Time:** Saturday, March 9th, 3:15 pm - 4:30 pm

**Track the Process, Use the Process: Field Advising and Domains of Difference**
In this workshop, participants are invited to focus on the role of race, power, and privilege in field advising. Participants are encouraged to reflect on their advising experiences to identify challenges to on-going conversations about domains of difference with advisees and field instructors. Strategies for advisors are offered.

**Presenter(s):**
- Ann Marie Garran, University of Connecticut

**447 Workshop**
- **Track:** Field Education/Instruction
- **Location:** Kensington F
- **Date/Time:** Saturday, March 9th, 3:15 pm - 4:30 pm

**Innovative Self-care Strategies for BSW Students in Field Education and Internships**
This interactive workshop will provide field instructors and field faculty with tools to build structured, self-care trainings for BSW student interns. These tools can be used as students prepare for placement and throughout their educational experience. The parallel process of clients’ and field instructors’ self-care will be discussed.

**Presenter(s):**
- Lisa Jennings, California State University, Long Beach
- Nancy Meyer-Adams, California State University, Long Beach
- Judy Green, California State University, Long Beach

**448 Workshop**
- **Track:** Core Competencies
- **Location:** Eton
- **Date/Time:** Saturday, March 9th, 3:15 pm - 4:30 pm

**Case Management: From the Classroom to the Community**
Case management is an essential service for vulnerable populations in the community. An undergraduate social work curriculum was developed to provide classroom instruction and field experience for students in case management. Curriculum, barriers, outcomes, and future expansion for the program will be presented in this workshop.

**Presenter(s):**
- Catherine Breneman, Towson University (MD)
- Gayle Mallinger, Western Kentucky University
- Catherine Greeno, University of Pittsburgh (PA)

**449 Workshop**
- **Track:** Social Work Values/Ethics
- **Location:** Oxford
- **Date/Time:** Saturday, March 9th, 3:15 pm - 4:30 pm

**Digital Ethics: Risks, Benefits, Boundaries, & Safeguards for On-Line Communications with Clients**
As newer forms of electronic communication reshape traditional communication practices, the implications for social work practitioners are wide-reaching. This workshop will address the ethical principles and practices related to digital communications with clients. Ethical risks to client and worker confidentiality & privacy will be highlighted and clarified.

**Presenter(s):**
- Marian Mattison, Providence College (RI)
Visions of Collaboration: The GirlPower Photovoice Project

The GirlPower Photovoice Project joined two academic disciplines and an abuse prevention and treatment agency together with the goal of engaging girls in exploring their community’s health. The result was transformational and resulted in a campus-community collaboration while providing a platform for girls to share their vision with community leaders.

Presenter(s): Christina Miller, University of Oklahoma

Responsible Use of Social Networking in Social Work Education and Practice

Social networking is the new trend both personal and professional communication. We see many professionals such as doctors, lawyers and mental health providers use social networking and other social media as either a primary or secondary source of communicating with patients and clients.

Presenter(s): Cynthia Bundy, Keuka College (NY)

Service Learning for Social Work: Extending the Educational Experience Beyond Classroom Walls.

This presentation explores the benefits of a required service-learning assignment in an Introduction to Social Work course for students to explore social work as a viable career option. Student feedback indicated that this experience fostered changes that included greater participation in the course and further development of their career choice.

Presenter(s): Amy Doolittle, University of Tennessee Chattanooga

Ethics Competency through Virtue Ethics: Do BSW Students Use Virtues in Field?

BSW programs are challenged to use innovative approaches to learning beyond the classroom for ethics competency. Virtue ethics is one approach, but not much is known about how BSW students apply these concepts in field. This paper presents findings of a qualitative pilot study exploring this research question.

Presenter(s): Lynn Mayer, The Catholic University of America (DC)
Ellen Thursby, The Catholic University of America (DC)
Christine Sabatino, The Catholic University of America (DC)

Millennial Students = Millennial Faculty: Changing Teaching and Evidencing Scholarship

Millennial students bring new expectations for the use of technology, faculty engagement, and active real world problem solving. These expectations encourage faculty to innovate in pedagogy and scholarship, becoming Millennial Faculty. New strategies to document and assess faculty work also emerge in the millennial age, particularly promotion and tenure.

Presenter(s): Kathleen Woehrle, University of Michigan - Flint
Denise Dedman, University of Michigan-Flint
Susanne Chandler, University of Michigan-Flint
453 Workshop
Track: Faculty Development
Location: Windsor B
Date/Time: Saturday, March 9th, 3:15 pm - 4:30 pm

Teaching Inter-disciplinary Skills to Social Work Students
This workshop will address the importance of inter-disciplinary teamwork in health settings. Evidence-based research supporting inter-disciplinary teamwork for quality care and knowledge and skills necessary to prepare students for effective participation in teamwork will be presented. Participants will explore strategies to expose students to teamwork in their institutions.

Presenter(s): Mary Helen Hayden, Florida International University
Lourdes Martin, Florida International University

454 Papers
Track: Sustainability
Location: Windsor C
Date/Time: Saturday, March 9th, 3:15 pm - 4:30 pm

Sustaining Social Workers through Self-care
Research findings will be presented that illustrate the ways in which social workers cope cognitively with various forms of workplace stress, including exposure to client suffering and trauma. The presenter will discuss how she has incorporated her findings into theory, practice, and practicum courses, thus aiding students in effective self-care.

Presenter(s): Kathy Cox, California State University, Chico

This presentation reports results from the authors’ in-depth interviews on finding joy in social work practice (n=26), and explores implications for social work education. It also introduces research-based resources for helping students to find joy in their professional practice, to enrich and sustain their professional lives.

Presenter(s): David Pooler, Baylor University (TX)
Terry Wolfer, University of South Carolina
500 Workshop

Track: Advocacy
Location: Oxford
Date/Time: Sunday, March 10th, 8:00 am - 9:45 am

Generalist Skills and Policy Practice: Two Case Studies
Policy practice utilizes generalist social work skills. Two macro case studies will be presented: utilizing relationship building with conservative members of the community to achieve immigration reform and utilizing social exchange theory and relationship building to gain a resource that benefits both the host institution and the resident social work program.

Presenter(s): Peg Pittman-Munke, Murray State College (KY);
Susan Vallem, Wartburg College (IA)
### Abstract Reviewers

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Oxford University Press  
Phi Alpha International Honor Society  
Rutgers University  
St. Catherine University/University of St. Thomas  
Temple University  
Texas Christian University  
The University of Alabama  
The University of Denver  
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University of Southern California
The Association of Baccalaureate Social Work Program Directors
March 3-9, 2013
Kingston Plantation
Tent
Myrtle Beach, South Carolina
### Asbury MSW Program

**Booth 109**
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 300**
The Association of Social Work Boards (ASWB) develops and administers the social work licensing examinations and supports social work licensing boards in the protection of the public through legal regulation.

### Azusa Pacific University

**Booth 403**
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](http://www.apu.edu/msw).

### Baylor University

**Booth 304**
Baylor offers bachelor and master degrees, joint-degree with Hankamer School of Business, dual degrees with George E. Truett Theological Seminary, and now a PhD.

### BCA Study Abroad

**Booth 311**
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.

### Boston College Graduate School of Social Work

**Booth 409**
Boston College Graduate School of Social Work offers MSW and PhD degrees with an emphasis on social justice with an international perspective. Master’s students major in either clinical or macro social work practice and may concentrate in Global Practice, Children Youth & Families, Health & Mental Health, or Older Adults & Families.

### Brooks/Cole Cengage Learning

**Booth 204 & 206**
Brooks/Cole Cengage Learning is a leading provider of innovative teaching, learning and research solutions for the academic, professional, and library markets worldwide. The company’s products and services are designed to foster academic excellence and professional development, increase student engagement, and improve learning outcomes.

### Brown School- Washington University in St. Louis

**Booth 211**
Ranked number one in the country by US News and World Report, the George Warren Brown School of Social Work at Washington University in St. Louis creates positive social change through its path-breaking research and educational excellence. The Brown School’s international community of faculty, students, and graduates works throughout St. Louis, across the country, and worldwide to apply new knowledge and use the best available evidence to impact policy, practice, and service delivery. For more information, visit brownschool.wustl.edu.

### Campbellsville University

**Booth 411**
The Masters of Social Work Program at CU views social work as a helping profession sanctioned by society to assist in the elimination of human suffering. Social work evolved from natural helping networks into a profession designed to systematically address social problems and human needs.

### Child Welfare Information Gateway

**Booth 209**
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.
Genogram Analytics

Booth 404
Genogram Analytics develops and offers the finest clinical genogram and ecomap software. Available for students & schools. Free trial versions are available for evaluation.

Georgia State University School of Social Work

Booth 108
Located in downtown Atlanta, the school offers an accredited BSW program since 1981 and we began our leading edge MSW program with its sole concentration in Community Partnerships in 1998.

Howard University School of Social Work

Booth 213
Howard is nationally ranked and recognized for excellence in social work education. We offer the MSW and PhD. MSW practice method concentrations are Direct Practice and Community, Administration, and Policy Practice. Field of practice specializations include family & child welfare, mental health, health, social gerontology, displaced populations, and criminal justice.

Indiana University School of Social Work

Booth 310
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.

Lyceum Books, Inc.

Booth 302
Lyceum Books, a Chicago-based independent publisher, produces innovative books and journals that have earned us a reputation of excellence in social service education. Our published works are attuned to relevant social work issues and are carefully selected for the links established between practice, ethics, research and policy. www.lyceumbooks.com

Marywood University

Booth 407
Marywood University’s School of Social Work and Administrative Studies is a leading provider of social work education in Northeast Pennsylvania. We have CSWE accredited BSW and MSW programs and a social work specialization in our interdisciplinary PhD Program in Human Development.

Michigan State University School of Social Work

Booth 307
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

Booth 106
Visit the NASW Assurance Services booth #106 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.

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NASW Press

Booth 104
NASW Press is the publications division of the National Association of Social Workers. We are a leading scholarly press in the social sciences, serving faculty, practitioners, agencies, librarians, clinicians, and researchers in social work and in many related disciplines. NASW Press delivers professional information to readers throughout the United States and abroad through its scholarly books, reference works, and periodicals.

Oxford University Press

Booth 410

Phi Alpha Honor Society for Social Work

Booth 306
Phi Alpha Honor Society for Social Work supports academic excellence through the Patty Gibbs Wahlberg Phi Alpha Scholarship and encourages community service projects through the Chapter Service Awards. Phi Alpha provides travel grants to our advisor of the year and to students to attend the national meeting of the National Council in conjunction with CSWE-APM.
UNC Charlotte was recently voted one of the Top "10" National Up and Coming Universities by U.S. News and World Report.

Offering **BSW and MSW degree programs**, Social Work at UNC Charlotte is located in the beautiful College of Health and Human Services (pictured) and dedicated to vulnerable population groups with a commitment to a just and caring society.

The Graduate School of Social Work at the University of Denver offers:

- an innovative new MSW curriculum with concentrations in Child Welfare; Children & Youth: Risks & Positive Development; Family Systems Practice; Aging Services & Policy; Health & Wellness; Mental Health; Organizational Leadership & Policy Practice; and Sustainable Development & Global Practice
- a one-year advanced standing option for BSW graduates
- a specialized gerontology program and certificates in animal-assisted social work, couples and family therapy and social work with Latinos/as
- the Four Corners MSW program in Durango, Colorado, that includes a special focus on social work with Native American communities

Visit us online at [www.du.edu/socialwork](http://www.du.edu/socialwork)
Religiously Affiliated Social Work Groups

**Booth 406**
Our exhibit will have representatives from the Jewish Faculty Associates, the Association of Catholic Colleges and Universities and the North American Association of Christians in Social Work.

Roberts Wesleyan College

**Booth 113**
Founded in 1866, Roberts is situated in suburban Rochester, one of America’s most progressive cities. The Christian, service-minded approach at Roberts is reflected in its Master of Social Work (M.S.W.), a nationally accredited (by CSWE) graduate degree program, designed around specific community needs.

Routledge

**Booth 208**
Routledge is a global publisher of quality academic books, journals & online reference. We publish hundreds of journals and thousands of new books each year, from offices all over the world. Our current publishing program encompasses the liveliest texts, and the best in research, with over 35,000 books in print.

Routledge Journals

**Booth 210**
Routledge Journals is a leading academic publisher of many titles in the field of social work.

Rutgers, The State University of New Jersey

**Booth 111**
Our mission is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens individual, family, and community well-being in the diverse and increasingly global environment of New Jersey and beyond.

Saint Louis University

**Booth 107**
Established in 1930 and ranked in the top 25% of MSW Programs, Saint Louis University offers a BSSW, MSW, 7 dual degrees, and 5 specializations.

Springfield College School of Social Work

**Booth 400**
Springfield College School of Social Work offers an advanced generalist curriculum which includes a generalist foundation year and an advanced generalist concentration year. Studies can be pursued in a 3-year week end program or a 2-year weekday program. The MSW/JD program is provided jointly by SCSSW & Western New England University. Advanced standing is offered to qualifying students.

St. Catherine University/University of St. Thomas

**Booth 405**
In conjunction with the College of St. Catherine, the School of Social Work draws from the Judeo-Christian traditions of social caring, and prepares students to use social work knowledge, values and skills to demonstrate the intrinsic value of all humankind as they serve those in need and promote social justice and human rights.

Temple University School of Social Work

**Booth 212**
Explore Temple University School of Social Work MSW Program: several program options, flexible field placement, and opportunities for international study. Visit Temple.edu/socialwork and email marie.leonard@temple.edu.

The New Social Worker

**Booth 305**
Social worker-owned publishing company. We publish practical books, magazines, and websites for social workers and nonprofit managers. Our textbooks have been used in Intro to Social Work, gerontology, and other social work courses. We also seek articles from social work educators, students and practitioners. Visit us at http://www.socialworker.com and http://shopwhitehatcommunications.com

The University of Chicago

**Booth 114**
For over a century, the University of Chicago School of Social Service Administration (SSA) has strived to build a more just and humane society through research, teaching and service to the community. Graduates of one of the world’s leading graduate schools of social work and social welfare policy make a global impact.

The University of Tennessee College of Social Work

**Booth 201**
Offering baccalaureate through doctoral programs across the state of Tennessee.
Tulane School of Social Work

**Booth 205**
The School of Social Work’s mission is to promote individual and group learning about competent, ethical, clinical-community practices and support significant research that addresses the myriad and complex problems of modern society as well as disseminate this knowledge to advance the well-being of individuals, families and communities.

UNC Chapel Hill School of Social Work

**Booth 301**
As a leader in social work research and education, the UNC - Chapel Hill School of Social Work is ranked among the nation’s top five schools of social work. Our graduate programs prepare students for advanced practice and provide leadership for addressing social problems that strengthen individuals, families and communities.

UNC Charlotte

**Booth 110**
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.

Union University School of Social Work

**Booth 402**
Union University is a top-tier Christ-centered institution with the main campus located in Jackson and regional education centers in Hendersonville and Germantown, Tennessee. The BSW and MSW programs are accredited by CSWE and support the integration of faith and learning in students’ preparation for social work careers.

University at Buffalo School of Social Work

**Booth 102**
The University at Buffalo School of Social Work offers degree programs including: MSW, MSW/MPH, MSW/ JD, MSW/MBA, PhD, and advanced standing options. Tuition, scholarships, research stipends, and other means of financial support may be available to qualified students. Explore our top ranked school and trauma informed care and human rights curriculum at www.socialwork.buffalo.edu

University of Illinois at Urbana-Champaign

**Booth 202**
The SSW embraces the three-fold mission of the U of I at Urbana-Champaign: research, teaching and public engagement. The school is committed to developing and disseminating knowledge that contributes to responsive social welfare policies, programs and practice. The focus of curriculum delivery is through a student-centered, strengths-based educational model that fosters student development.

University of Kentucky

**Booth 309**
The University of Kentucky College of Social Work is located in the heart of the bluegrass and offers BASW, MSW, and PhD degree programs.

University of Maryland

**Booth 203**
The mission of the University of Maryland School of Social Work is to develop leaders and scholars to advance the well-being of populations and communities at risk. The school serves society through the development of knowledge for education, research, scholarship, service, innovation, and advocacy.

University of Michigan School of Social Work

**Booth 115**
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 Wilmington

**Booth 303**
Guided by a strengths-based perspective of practice, the UNCW School of Social Work offers both BSW and MSW programs. The BSW program prepares students for generalist practice with diverse populations, whereas the MSW program offers specialized clinical training in solution-focused, cognitive-behavioral, and motivational therapeutic approaches, among others.
University of Pennsylvania
School of Social Policy and Practice
Booth 308

University of Pittsburgh
School of Social Work
Booth 103
Offering MSW and PhD Programs. Full time and part time program options. Advanced standing available for BSW graduates

University of South Carolina
Booth 101
The University of South Carolina College of Social Work aims to promote social well-being and social justice with vulnerable populations through dynamic teaching, research, and service conducted in collaboration with diverse people of South Carolina, the nation, and the International community. The Bachelor of Social Work program began in fall 2009, however the University has had consistent high rankings for their Master in Social Work and Ph.D. in Social Work programs for many years. Students can also earn a certificate in Child Welfare.

University of Washington
School of Social Work
Booth 105
The University of Washington School of Social Work offers outstanding academic programs, leading edge research and a wide array of service opportunities to help you build professional expertise, hone investigative skills, and foster the ability to lead and serve in a multicultural world. Our programs are designed to connect knowledge with experience and scholarship with action so that you’re equipped to succeed when faced with the challenge of social change.

USC School of Social Work
Booth 200
The Mission of the USC School of Social Work is to improve the well being of vulnerable individuals and communities, advance social and economic justice, and eradicate pressing societal problems in complex and culturally diverse urban environments throughout southern California, the nation and the world.

Veritas: Romanian Studies
Booth 112
The Romanian Studies Program has been hosting American Students doing a practicum according to CSWE guidelines since 1993. Students work with the RSP in the context of Veritas, a Romanian social service agency. Located in the historic town of Sighisoara in the Transylvania region of Romania, the RSP was founded as a response to social, spiritual, and material needs of the country after the fall of communism.

Wiley
Booth 401
John Wiley & Sons publishes books, journals, and software for social work students and professionals. Visit our booth to review our latest releases including First Accounts of Mental Illness and Recovery by Craig Winston LeCroy and Jane Holschuh and the new edition of Practitioner’s Guide to Using Research for Evidence-Based Practice by Allen Rubin and Jennifer Bellamy!

Yeshiva University School of Social Work
Booth 408
The Wurzweiler School of Social Work offers a methods based curriculum and concentrations in social/clinical casework, social group work and community social work/administration. Our students come from over 60 countries. Students find that our individual attention and flexible programming help them succeed.
Engage as a contributor to the preeminent source of scholarship, networking, and faculty development for social work educators.

Interact and exchange ideas with a diverse group of 3,000 social work educators and professionals from across the globe, including practitioners and students.

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Visit the Exhibit Hall where more than 100 higher education programs, publishers, and resource providers display their latest curricula and products.

Use the onsite CSWE Career Center events to receive tips on becoming a stronger candidate for your dream job.

<table>
<thead>
<tr>
<th>IMPORTANT 2013 DATES</th>
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<tbody>
<tr>
<td><strong>Calls for Proposals</strong></td>
</tr>
<tr>
<td>• Peer-Reviewed Call Opens: Monday, January 7</td>
</tr>
<tr>
<td>• Invited Sessions Call* Opens: Monday, January 14</td>
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<tr>
<td>• All Calls Close: 11:59 pm (ET) on Monday, February 25</td>
</tr>
<tr>
<td><strong>Decision Deadlines</strong></td>
</tr>
<tr>
<td>• Proposal Acceptance Decisions Announced: Friday, April 26</td>
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<tr>
<td>• Accepted Presenter Compliance** Requirements: Friday, June 7</td>
</tr>
<tr>
<td><strong>External Function Request Submissions</strong></td>
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<tr>
<td>• Opens: Monday, April 8</td>
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<tr>
<td>• Closes: Monday, June 24</td>
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<tr>
<td><strong>Registration</strong></td>
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<tr>
<td>• Opens: Friday, May 10</td>
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<tr>
<td>• Early Bird Deadline: Friday, August 30</td>
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<tr>
<td><strong>Student Volunteer Registration Deadline</strong></td>
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<tr>
<td>• Monday, September 9</td>
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<tr>
<td><strong>Online Personal Scheduler</strong></td>
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<tr>
<td>• Opens: Friday, September 20</td>
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</tbody>
</table>

*Invited sessions for this proposal call include Integrated Media & Arts Social Work Education, CSWE Connect, Hot Topics, and Partnerships.

**Accepted presenter compliance requirements are APM preregistration and CSWE membership. They apply to all accepted peer-reviewed and invited session proposals.
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◆ **Certificates and Dual Degrees**
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The University of North Carolina at Chapel Hill
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The UNC-Chapel Hill School of Social Work is one of the nation’s leaders in social work research and education, and is ranked among the top five schools of social work in the country. We offer three MSW Program options and a Doctoral program:

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USC Social Work

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## Conference History and Future Locations

<table>
<thead>
<tr>
<th>Year</th>
<th>Location</th>
<th>Year</th>
<th>Location</th>
<th>Year</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1983</td>
<td>Nazareth, KY</td>
<td>1995</td>
<td>Nashville, TN</td>
<td>2007</td>
<td>No conference held</td>
</tr>
<tr>
<td>1984</td>
<td>Fort Collins, CO</td>
<td>1996</td>
<td>Portland, OR</td>
<td>2008</td>
<td>Destin, FL</td>
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<tr>
<td>1985</td>
<td>Indianapolis, IN</td>
<td>1997</td>
<td>Philadelphia, PA</td>
<td>2009</td>
<td>Phoenix, AZ</td>
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<tr>
<td>1986</td>
<td>San Antonio, TX</td>
<td>1998</td>
<td>Albuquerque, NM</td>
<td>2010</td>
<td>Atlanta, GA</td>
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<tr>
<td>1987</td>
<td>Kansas City, MO</td>
<td>1999</td>
<td>St. Louis, MO</td>
<td>2011</td>
<td>Cincinnati, OH</td>
</tr>
<tr>
<td>1988</td>
<td>New Orleans, LA</td>
<td>2000</td>
<td>Destin, FL</td>
<td>2012</td>
<td>Portland, OR</td>
</tr>
<tr>
<td>1989</td>
<td>San Diego, CA</td>
<td>2001</td>
<td>Denver, CO</td>
<td>2013</td>
<td>Myrtle Beach, SC</td>
</tr>
<tr>
<td>1990</td>
<td>Minneapolis, MN</td>
<td>2002</td>
<td>Pittsburgh, PA</td>
<td>2014</td>
<td>Louisville, KY</td>
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<tr>
<td>1992</td>
<td>San Antonio, TX</td>
<td>2004</td>
<td>Detroit, MI</td>
<td>2016</td>
<td>Dallas, TX</td>
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<td>1993</td>
<td>Baltimore, MD</td>
<td>2005</td>
<td>Austin, TX</td>
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<tr>
<td>1994</td>
<td>San Francisco, CA</td>
<td>2006</td>
<td>Los Angeles, CA</td>
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