

**CE Session Evaluation Form**

Please print your name here: \_\_\_\_\_

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**Track: Development Institutes**

**Session # 1**

**Data Analyses for Small Samples and Non-Normal Data: Nonparametric Methods**

Carl Siebert, Rutgers, The State University of New Jersey  
 Darcy Clay Siebert, Rutgers, The State University of New Jersey

**Date:** Thursday, October 23, 2014      **Time:** 9:00:00 AM      **Room:** Room 20 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Relate sample size, power, level of measurement, and variable distribution to parametric or nonparametric methods for statistical analyses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply various nonparametric tests for one variable, two or more independent groups, two or more related groups, and prediction to statistical analyses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply SPSS to their own analyses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Development Institutes**

**Session # 2**

**Designing Objective Structured Clinical Examinations (OSCE) to Assess Social Work Student Competencies**

Mary Rawlings, Azusa Pacific University  
 Marion Bogo, University of Toronto  
 Ellen Katz, University of Toronto  
 Barbara Johnson, Azusa Pacific University

**Date:** Thursday, October 23, 2014      **Time:** 9:00:00 AM      **Room:** Room 16 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe the OSCE methodology in health professions and social work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Articulate practice behaviors for assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Develop valid and reliable case scenarios.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Design rating scales to evaluate articulated student practice behaviors..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Articulate strategies for implementing OSCEs in their programs based on program assessment goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Development Institutes**

**Session # 3**

**From Flipcharts to the Flipped Classroom: Using Technology to Promote Clinical Skills**

Megan R. Holmes, Case Western Reserve University  
 Elizabeth M. Tracy, Case Western Reserve University  
 Lori Longs Painter, Case Western Reserve University

**Date:** Thursday, October 23, 2014      **Time:** 9:00:00 AM      **Room:** Room 7 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
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1. Articulate a theoretical and empirical rationale for use of academic technology in foundation and advanced direct practice courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrate use of Google Applications for Education (e.g., Hangouts, Google+, Drive, Documents, Presentations, and Forms) as an academic technology to promote the active learning of clinical skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Formulate methods for using academic technology in course design to enhance learning of clinical skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Development Institutes**

**Session # 4**

**Nuts and Bolts to Implement and Evaluate Sustainable Interprofessional Education**

Maureen Rubin, University of Nevada, Reno  
 Barbara Jones, University of Texas at Austin  
 Shelley Cohen Konrad, University of New England  
 Jayashree Nimmagadda, Rhode Island College  
 Anna Scheyett, University of South Carolina

**Date:** Thursday, October 23, 2014      **Time:** 9:00:00 AM      **Room:** Room 9 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Apply core interprofessional competencies for health practice to social work education and practice				
2. Articulate an understanding of approaches for conceptualizing, collaborating, implementing, evaluating, and sustaining IPE content and coursework.				
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
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**Track: Development Institutes**

**Session # 5**

**Orientation and Professional Development for New Directors/Administrators of Baccalaureate Social Work Programs**

Deborah B. Rubin, Chatham University  
 Rebecca Turner, Jacksonville State University  
 Emily Myers, Auburn University  
 Stephanie Valutis, Christopher Newport University

**Date:** Thursday, October 23, 2014      **Time:** 9:00:00 AM      **Room:** Room 18 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	1	2	3	4
1. Articulate the role and scope of the administration of an undergraduate social work program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply skills in managing and maximizing resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify approaches to establishing and maintaining governance in undergraduate baccalaureate programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Describe the relationship between CSWE accreditation and program administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Apply skills to areas such as relating to shifting constituents and using new technologies to promote social work education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Development Institutes**

**Session # 6**

**Engaging Students in the Social Work Classroom Through Team-Based Learning**

Julie Bach, Dominican University  
 Charlie Stoops, Dominican University  
 Jodi Cressman, Dominican University

**Date:** Thursday, October 23, 2014      **Time:** 1:30:00 PM      **Room:** Room 7 (Tampa Convention Center)

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1. Describe the way in which team-based learning promotes practice behaviors in social work education and increases student accountability for course preparation, critical thinking collaboration, and leadership				
2. Identify successful team-based projects from across the social work curriculum.				
3. Name the key features of effective collaborative learning: team formation, accountability for course preparation, effective assignments, and peer evaluation				
4. Adapt or redesign a course to incorporate team-based learning				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
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**Track: Development Institutes**

**Session # 7**

**Preparing Social Workers With Person-Centered and Participant-Directed Competencies**

Nancy Hooyman, University of Washington  
 Mark Sciegaj, The Pennsylvania State University  
 Anissa Rogers, University of Portland  
 Doreen Higgins, University of Wisconsin-Green Bay

**Date:** Thursday, October 23, 2014     **Time:** 1:30:00 PM     **Room:** Room 9 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	1	2	3	4
1. Articulate the person-centered and participant-directed (PC/PD) philosophy, competencies, and role in community-based long-term services and supports and implications for social work education and practice.				
2. Use the PC/PD Competencies Toolkit to select teaching resources for infusion into generalist social work courses				
3. Apply strategies that engage faculty members, administrators, and students in the process of infusing PC/PD competencies, content, and measures of student competency attainment into a generalist social work curriculum				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
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**Track: Development Institutes**

**Session # 8**

**Publishing in Social Work Journals: Lessons Learned From Editors-in-Chief**

Elizabeth C. Pomeroy, University of Texas at Austin  
 Hugh McLaughlin, Manchester Metropolitan University  
 Susan Robbins, University of Houston  
 Susan Mason, Yeshiva University  
 Noel Busch-Armendariz, University of Texas at Austin, School of Social Work

**Date:** Thursday, October 23, 2014     **Time:** 1:30:00 PM     **Room:** Room 18 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe the relationship between academic expectations and scholarly publication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Articulate an understanding of the editorial review process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Discuss the importance of acceptance rates and impact factors in manuscript submission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Prepare a manuscript for peer review that adheres to journal guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
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<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Development Institutes**

**Session # 9**

**Teaching DSM-5**

Lloyd L. Lyter, Marywood University  
Sharon C. Lyter, Kutztown University

**Date:** Thursday, October 23, 2014      **Time:** 1:30:00 PM      **Room:** Room 16 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Identify major DSM 5 revision principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Discuss the "spectra" approach introduced in DSM 5 for some diagnoses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify a number of major revisions to DSM 5 from DSM IV TR.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Implement teaching approaches using DSM 5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Development Institutes**

**Session # 10**

**Using Evidence-Based Practice to Teach MSW Students About Case Formulation for Trauma**

Virginia Strand  
Lyn K. Slater, Fordham University  
Ineke Way, Western Michigan University

**Date:** Thursday, October 23, 2014      **Time:** 1:30:00 PM      **Room:** Room 20 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
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1. Acquire problem-based learning skills for teaching an evidence-based approach to case formulation with traumatized children and their families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Implement a curriculum using trauma-informed clinical knowledge and reasoning skills to enhance intervention planning for MSW students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Prepare for certification to teach a Core Concepts in Trauma course at the MSW level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*

**CE Session Evaluation Form**

Please print your name here: \_\_\_\_\_

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**Track: Addictions**

**Session # 12**

**Building Opportunities for Employee Retention in Outpatient Treatment Programs for Substance Abuse**

Michael Clarkson-Hendrix, University at Albany, State University of New York  
 Yeongbin Kim, University at Albany, State University of New York

**Date:** Friday, October 24, 2014      **Time:** 7:45:00 AM      **Room:** Room 13 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Identify the components of a capability logic model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply a capability logic model to enhance employee retention in outpatient substance abuse treatment programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Evaluate the strengths and challenges in applying a capability logic model to intervene with employee retention difficulties in outpatient substance abuse treatment programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Clinical Practice**

**Session # 15**

**Finding Balance Through the Wobble: Mindfulness-Based Interventions With Children and Adolescents**

R. Lyle Cooper, University of Tennessee at Knoxville

**Date:** Friday, October 24, 2014

**Time:** 7:45:00 AM

**Room:** Room 18 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Apply different mindfulness techniques to students and clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Integrate mindfulness techniques into practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe mindfulness techniques that are useful with children and adolescents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Cultural Competence**

**Session # 17 Teaching About Race and Racism**

Joshua Miller, Smith College  
Ann Marie Garran, University of Connecticut

**Date:** Friday, October 24, 2014      **Time:** 7:45:00 AM      **Room:** Room 10 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Design and teach social work courses about racism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Facilitate and manage classroom discussions about race and racism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Appraise the effectiveness of teaching about race and racism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_  
Please submit any additional comments on the reverse side of this form.

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Please print your name here: \_\_\_\_\_

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**Track: Field Education**

**Session # 18**

**Advancing Field Education: Creating Applied Learning and Field Coordination Teams**

Cynthia Williams, Washington University in St. Louis  
 Nicole Brueggeman, Washington University in St. Louis

**Date:** Friday, October 24, 2014

**Time:** 7:45:00 AM

**Room:** Room 21 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Define the relationship of applied learning and field coordination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Develop timelines that outline strategic programming and communication and highlight field education touch points for faculty members, staff, students, and field instructors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Field Education**

**Session # 19**

**Workplace Internships: Can We Focus on Competence and Not Hours?**

Michele Sienkiewicz, University of Denver  
 Kim Yuskis, University of Denver  
 Wanda Ellingson, University of Denver  
 Ann Petrilu, University of Denver

**Date:** Friday, October 24, 2014

**Time:** 7:45:00 AM

**Room:** Meeting Room 12 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Articulate workplace internship requirements for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe factors that affect student success in field education internships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe new models of employment-based internships where students can develop competence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Health**

**Session # 20**

**Crossing Waters to Connect Our Professional "Divide": Lessons From Cuba's Health-Care System**

Nicole M. Dubus, Wheelock College  
 Darlyne Bailey, Bryn Mawr College  
 Lillian C. Wichinsky, University of Arkansas at Little Rock  
 Josephine A.V. Allen, Binghamton University, State University of New York

**Date:** Friday, October 24, 2014      **Time:** 7:45:00 AM      **Room:** Room 24 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Compare Cuba's approach to health care with that used in the United States.				
2. Describe differences in macro and micro practice in health care.				
3. Describe ways that an integrated macro-micro social work practice in health care can be developed.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Research and Program Evaluation**

**Session # 21**

**An Innovative Direct Practice Evaluation Course for the Real World**

Linda E. Jones  
Stacy Remke, University of Minnesota-Twin Cities

**Date:** Friday, October 24, 2014      **Time:** 7:45:00 AM      **Room:** Meeting Room 8 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe an innovative model for teaching direct practice evaluation that encourages evaluation-informed practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Articulate lessons learned and recommendations for implementation of this model in social work education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Teaching Methods and Learning Styles**

**Session # 22**

**Confronting Privilege: Continuing Constructive Conversations**

Tanya Greathouse, Metropolitan State University of Denver  
 Jo Daugherty Bailey, Metropolitan State University of Denver

**Date:** Friday, October 24, 2014

**Time:** 7:45:00 AM

**Room:** Room 20 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Define privilege and oppression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify at least two strategies for promoting student self-awareness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe at least two strategies for overcoming student resistance to acknowledging privilege.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Teaching Methods and Learning Styles**

**Session # 23**

**Integrating Sport Into Social Work Curricula and Advancing Social Work Education**

Emmett Lee Gill, University of Texas at San Antonio

**Date:** Friday, October 24, 2014

**Time:** 7:45:00 AM

**Room:** Meeting Room 6 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe student-athlete vulnerabilities and the way in which social work can assist in addressing these vulnerabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe social work ideologies that apply to athletics and potential strategies to integrate content related to student-athlete development and the college athletics environment into social work education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*

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**Track: Teaching Methods and Learning Styles**

**Session # 24**

**Teaching Macro Social Work: Models, Pedagogy, and Practical Applications**

Susan Roll, California State University, Chico  
 Rukshan Fernando, Azusa Pacific University  
 Margaret Sherraden, University of Missouri-St. Louis  
 Terry Mizrahi, Hunter College, City University of New York

**Date:** Friday, October 24, 2014

**Time:** 7:45:00 AM

**Room:** Meeting Room 1 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Articulate the challenges of connecting macro practice concepts in direct practice settings and strategies for student engagement in these topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe classroom exercises used by current macro faculty members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use practical tools for enhancing existing macro courses and integrating macro content into direct practice classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



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Please print your name here: \_\_\_\_\_

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**Track: Technology in Social Work Education and Practice**

**Session # 25**

**A Think Tank on the NASW Code of Ethics and Communication Technologies**

Dawn Hobdy, NASW  
Allan E. Barsky, Florida Atlantic University

**Date:** Friday, October 24, 2014

**Time:** 7:45:00 AM

**Room:** Room 12 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe ethical issues related to confidentiality, documentation, boundaries, and informed consent in the context of social work practice and the use of communication technologies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Develop ethical standards related to the use of communication technologies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Teach students how to manage ethical issues related to confidentiality, documentation, boundaries, and informed consent in the context of social work practice and the use of communication technologies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Technology in Social Work Education and Practice**

**Session # 26**

**Using Student-Created, Video PSAs to Facilitate Learning in an HBSE Course**

Yee Han Chu  
Andrew Quinn, University of North Dakota

**Date:** Friday, October 24, 2014      **Time:** 7:45:00 AM      **Room:** Meeting Room 11 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Apply theoretical and pedagogical underpinnings of using student produced video.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe how a project facilitates the learning of HBSE content related to EPAS competencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Implement and assess a student-produced video project in an HBSE course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Values and Ethics**

**Session # 27**

**Gatekeeping: A Continuing Challenge to Advancing the Social Work Profession**

Joanne Whelley  
Phyllis Black, Marywood University

**Date:** Friday, October 24, 2014

**Time:** 7:45:00 AM

**Room:** Room 14 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Formulate gatekeeping strategies to successfully preserve and promote the professional standing of social work education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe the effect on clients, students, faculty members, and the profession resulting from insufficient gatekeeping.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Design supports for termination efforts by faculty members and field instructors in the face of retention demands and increased litigation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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Please print your name here: \_\_\_\_\_

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**Track: Evidence-Based Practice**

**Session # 35**

**Clinical Trial Registration and Evidence-Based Practice**

Jeffrey R. Lacasse, Florida State University  
 Eileen Gambrill, University of California at Berkeley

**Date:** Friday, October 24, 2014      **Time:** 7:45:00 AM      **Room:** Meeting Room 9 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe forms of selective reporting and their impact on research and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe the purpose and utility of clinical trial registration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Register studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Interprofessional and Transdisciplinary Practice**

**Session # 39**

**Implementation of an Interprofessional Education Model Into Field Experiences**

Robin Huebner  
Leigh Ann Poole

**Date:** Friday, October 24, 2014

**Time:** 7:45:00 AM

**Room:** Room 19 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe strategies for integrating interprofessional education (IPE) core competencies into the field placement, clinical rotation, or practicum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe ways to use technology to support IPE student learning activities and outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe challenges and solutions in development and delivery of IPE content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



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Please print your name here: \_\_\_\_\_

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**Track: Lesbian/Gay/Bisexual/Transgender Issues**

**Session # 42**

**Social Environment Matters for LGBTQ People Across the Lifespan**

Michael R. Woodford, University of Michigan  
 Megan S. Paceley, University of Illinois at Urbana-Champaign  
 Elizabeth Holman, University of Illinois at Urbana-Champaign  
 Karen Fredriksen-Goldsen, University of Washington

**Date:** Friday, October 24, 2014

**Time:** 7:45:00 AM

**Room:** Grand Ballroom Salon A (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Define the meaning of institutional, community, and structural factors and describe their relationship with the well-being of LGBTQ people across the lifespan.				
2. Describe the differences between subjective and objective measures of climate for LGBTQ people.				
3. Identify ways in which social workers can promote health, well-being, and social justice for the LGBTQ community.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



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**Track: Child Welfare**

**Session # 52**

**Narrative Identity Formation in Child Welfare: Educating Future Social Workers**

Jessica Lo

**Date:** Friday, October 24, 2014

**Time:** 11:00:00 AM

**Room:** Room 12 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Articulate how narrative theory and structural symbolic interactionism influence the formation of identity narratives for children within the child welfare system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe how workers can engage with children to affect their identity development and identify appropriate interventions to promote healthy identity development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe the importance of applied theory in social work classrooms and articulate strategies to promote discussion and use of applied theory with future child welfare social workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*

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**Track: Clinical Practice**

**Session # 54**

**Developing a CBT Training Program for MSW Students: A University-Community Collaboration**

Jill L. Dickie, University of Akron  
 Timothy McCarragher, University of Akron  
 John Ellis

**Date:** Friday, October 24, 2014

**Time:** 11:00:00 AM

**Room:** Room 18 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Explain strategies employed in the implementation of a program for graduate students using cognitive behavioral training (CBT).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe elements of CBT courses and provide a rationale for their inclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Explain the role of a university-community partnership in the CBT training program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*

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**Track: Cultural Competence**

**Session # 56      Fostering Self-Awareness and Anti-Oppressive Practice: Utilizing the Hidden, Complex Social Identities of Faculty Members**

Ann Marie Garran, University of Connecticut

**Date:** Friday, October 24, 2014

**Time:** 11:00:00 AM    **Room:** Room 20 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe how hidden and complex identities can affect teaching and their relationship to teaching anti-oppressive practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Link concepts of clinical practice (transference, countertransference, use of self, self-awareness) to anti-oppressive practice material for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Challenge students' preconceptions and dismantle various "isms" in the classroom by focusing on self-awareness and use of self.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



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**Track: Disaster and Traumatic Stress**

**Session # 58**

**Preparing for the Zombie Apocalypse: Development of Disaster Preparedness and Response Curriculum**

Lisa Baker, University of Alabama at Birmingham  
Chris Walker, University of Alabama at Birmingham

**Date:** Friday, October 24, 2014

**Time:** 11:00:00 AM

**Room:** Meeting Room 1 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe the importance of introducing disaster preparedness and response curriculum in social work education within the framework of the EPAS competencies.				
2. Assess students' perceptions of change in knowledge and readiness for work with diverse populations and contexts.				
3. Apply faculty experiences working with students in disaster settings and recommendations for curriculum content.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

**Signature:** \_\_\_\_\_

Please submit any additional comments on the reverse side of this form.



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Please print your name here: \_\_\_\_\_

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**Track: Field Education**

**Session # 59**

**A Success-Based Approach to Managing Ethical Issues in the Field**

Arlene Faye Kaplan, Florida Atlantic University

Allan E. Barsky, Florida Atlantic University

**Date:** Friday, October 24, 2014      **Time:** 11:00:00 AM      **Room:** Meeting Room 12 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Develop an effective system for responding to ethical issues that arise in field education.				
2. Use a multi-perspective approach to analyzing ethical issues, taking individual, environmental, and political factors into account.				
3. Develop effective action plans to remediate ethical issues and foster student success.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Field Education**

**Session # 63**

**Student Engagement in Redesigning Field**

Shirley Moy, Temple University  
 Valarie Clemmons, Temple University / School of Social Work  
 Tammy Carson, Temple University

**Date:** Friday, October 24, 2014      **Time:** 11:00:00 AM      **Room:** Meeting Room 11 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Articulate student perspectives on field education such as views on task supervisors, field instructors, adjunct field liaisons, field staff, field sites and field experiences.				
2. Explain how student engagement strategies can address CSWE Accreditation Standard 3.2.9 on Student Participation and CSWE Educational Policy 2.1.10(a) Engagement standards.				
3. Explain how student engagement strategies influenced student satisfaction with the field office and changes to policies and procedures related to field				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Interprofessional and Transdisciplinary Practice**

**Session # 67**

**Writing and Research in Collaboration With Interdisciplinary Colleagues: Benefits, Pitfalls, and Guidelines**

Ronald Rooney, University of Minnesota-Twin Cities  
 Helen E. Petracchi, University of Pittsburgh; Elena Izaksonas  
 Nancy Rodenborg, Augsburg College

**Date:** Friday, October 24, 2014

**Time:** 11:00:00 AM

**Room:** Room 30B (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe pros and cons of research and writing collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Explain ways to seek potential interdisciplinary collaborators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe guidelines for constructive conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



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**Track: Research and Program Evaluation**

**Session # 68**

**Utilizing a Professional Development Model to Examine Career-Long Learning with Students**

Jennifer Luna-Idunate, University of Texas at Austin  
Andrew T. Marks, Texas State University-San Marcos

**Date:** Friday, October 24, 2014

**Time:** 11:00:00 AM

**Room:** Meeting Room 6 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe a model for the stages of a professional development cycle for social workers.				
2. Describe strategies that students can take in job searching, career change, and career advancement.				
3. Describe the connection between professional development and EPAS 2.1.1.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Social and Economic Justice**

**Session # 70**

**Social Justice by Design: Programmatic and Administrative Choices**

Page Walker Buck, West Chester University

Julie Tennille, West Chester University

**Date:** Friday, October 24, 2014

**Time:** 11:00:00 AM

**Room:** Room 21 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Define social justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Discuss the role played by social work programs in promoting social justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe examples of programmatic and administrative decisions that social work education can make to promote social justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*

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Please print your name here: \_\_\_\_\_

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**Track: Teaching Methods and Learning Styles**

**Session # 72**

**Knowledge for Practice Education: Theories of Donald Schon and Deliberate Practice Research**

Mark Cameron, Southern Connecticut State University  
 Josey Madison, Stonington Institute

**Date:** Friday, October 24, 2014

**Time:** 11:00:00 AM

**Room:** Room 9 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe the philosophical and theoretical bases of social work practice education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply the work of Donald Schön to social work practice education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Connect deliberate practice research to social work practice education in the classroom and in field instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



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Please print your name here: \_\_\_\_\_

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**Track: Child Welfare**

**Session # 82**

**Toward the Development of a National Board of Professional Child Welfare Standards**

Alberta Ellett, University of Georgia  
 Ruth McRoy, Boston College  
 Alice Lieberman, University of Kansas  
 Crystal Collins-Camargo, University of Louisville

**Date:** Friday, October 24, 2014

**Time:** 11:00:00 AM

**Room:** Meeting Room 9 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe the reasons why a National Board of Professional Child Welfare Standards (NBPCWS) is necessary.				
2. Describe benefits of receiving NBPCWS certification.				
3. Describe core issues involved in the development of the proposed national certification system.				
4. Describe how an initial conceptual framework and a study of child welfare professionals may be approached.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
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4. The presenter/s showed subject matter knowledge and expertise.				
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**Track: Community Organization and Social Administration**

**Session # 84**

**FUEL NKU: A Community-Organizing, Campus Hunger Initiative**

James Canfield, Northern Kentucky University

**Date:** Friday, October 24, 2014

**Time:** 11:00:00 AM

**Room:** Grand Ballroom Salon A (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Apply strategies to collaborate with students to increase awareness of an issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe challenges and strategies involved in community organizing on a college campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe innovative ways to conduct community organization and research activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*





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**Track: Educational Outcomes Assessment**

**Session # 94**

**Writing Skills for MSW Students: Assessment and Curricular Enhancement**

Ericka Deglau, Rutgers, The State University of New Jersey  
 Darcy Gioia, Rutgers, The State University of New Jersey  
 Fiona Conway, Rutgers, The State University of New Jersey

**Date:** Friday, October 24, 2014

**Time:** 11:00:00 AM

**Room:** Room 19 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Delineate three to four types of academic and professional writing that are important components of social work education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify one to two potential evaluative rubrics that can be used to assess students' writing skills and build writing competency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe two to three strategies to incorporate attention to student writing assessment and support in MSW courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*

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**Track: Gero-Ed (Aging and Gerontology)**

**Session # 96**

**Title: Gero-Ed Track Kick-Off Panel: Aging Your Way—Advancing Social Work Practice and Education**

Nicole Ruggiano  
 Stephen Golant, University of Florida  
 Emily Greenfield, Rutgers, The State University of New Jersey  
 Amanda Lehning

**Date:** Friday, October 24, 2014

**Time:** 11:00:00 AM

**Room:** Room 14 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Define the primary characteristics of age-friendly communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Define the primary characteristics of aging-friendly communities and identify specific models of supportive service provision within this context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify social work practice roles to promote aging in a healthy manner across the life course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*

**CE Session Evaluation Form**

Please print your name here: \_\_\_\_\_

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**Track: Human Behavior and the Social Environment**

**Session # 103**

**The Importance of Trauma-Informed Organizations in Human Services**

Sarah Yanosy, ANDRUS  
 Nina Esaki, ANDRUS  
 Joseph Benamati, ANDRUS  
 Landa Harrison, ANDRUS  
 Daniel Lawler, ANDRUS

**Date:** Friday, October 24, 2014      **Time:** 11:00:00 AM      **Room:** Meeting Room 8 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Apply a trauma-informed organizational change intervention to settings such as residential care, juvenile justice facilities, and schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe recent research findings related to trauma-informed organizational change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: International Issues**

**Session # 106**

**Global Social Work Learning: Deepening Students' Cultural Awareness and Humility**

Terry Koenig, University of Kansas  
 Kelley Macmillan, University of Maryland, Baltimore  
 Amy Cohen-Callow, University of Maryland, Baltimore

**Date:** Friday, October 24, 2014

**Time:** 11:00:00 AM

**Room:** Room 24 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Articulate theoretical concepts and perspectives for supporting students' cultural awareness, humility, and sensitivity around global social work issues.				
2. Identify activities and assignments for developing and/or expanding international coursework that enhances students' knowledge and critical thinking regarding global social work issues.				
3. Describe examples of course assignments and theoretical concepts that apply to the CSWE core competencies and behaviors.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

**Signature:** \_\_\_\_\_

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**Track: Technology in Social Work Education and Practice**

**Session # 125**

**Engaging Students in an Online Learning Environment**

Andrew Quinn, University of North Dakota  
 Dale Fitch, University of Missouri  
 Jimmy Young, University of Nebraska at Kearney  
 Melanie Sage

**Date:** Friday, October 24, 2014

**Time:** 11:00:00 AM

**Room:** Room 10 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Define engagement in an online environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify techniques to promote engagement in an online environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe tools for helping students model engagement with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Addictions**

**Session # 132**

**Teaching SBIRT, an Evidence-Based Approach to Working With Substance-Using Clients**

Lydia Ogden, Lehman College, City University of New York  
Evan Senreich

**Date:** Friday, October 24, 2014

**Time:** 1:45:00 PM

**Room:** Meeting Room 1 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. List the steps of SBIRT and its evidence base	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Use pedagogical strategies to teach SBIRT to BSW and MSW students and to field instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify strategies for integrating SBIRT into the core curricula of social work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



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**Track: African Americans and the African Diaspora**

**Session # 133**

**The Politics of Difference and the Disintegration of Families in Black America**

Sadye L. M. Logan, University of South Carolina  
 Ramona W. Denby-Brinson, University of Nevada, Las Vegas  
 Keith A. Alford, Syracuse University  
 Kendra P. DeLoach McCutcheon, Syracuse University

**Date:** Friday, October 24, 2014

**Time:** 1:45:00 PM

**Room:** Room 9 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Compare and analyze participants' responses and survey respondents' responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe resources that pertain to evidence-based practice and education with Black families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



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**Track: Field Education**

**Session # 135**

**A Pilot Integration of the Generalist Approach to Micro/Macro Practice in Field**

Rachel Allinson, California State University, San Bernardino

Shyra Harris

Sheree Summers, Riverside County Department of Mental Health

**Date:** Friday, October 24, 2014

**Time:** 1:45:00 PM

**Room:** Room 18 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe how the generalist model is implemented in a pilot field program, especially its relationship to micro and macro practice.				
2. Identify two tools that students can use when implementing generalist practice in field practicum.				
3. Describe at least two CSWE core competencies that are highlighted in the pilot program.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Field Education**

**Session # 136**

**How to Prepare Field Instructors to Use Research to Inform Practice**

Debra J. Moore, University of Mississippi

Latoya Brooks, University of Mississippi

**Date:** Friday, October 24, 2014      **Time:** 1:45:00 PM      **Room:** Meeting Room 11 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Identify barriers to field instructors accessing and utilizing research in the practicum setting.				
2. Facilitate the practical and applicable understanding of EPAS 2.1.6 for field instructors.				
3. Demonstrate approaches to developing tasks and activities that support the associated EPAS 2.1.6 practice behaviors.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Field Education**

**Session # 137**

**Maintaining Integrity in Field Education: The Role of the Field Liaison**

Tammy Carson, Temple University  
 Valarie Clemmons, Temple University / School of Social Work  
 Shirley Moy, Temple University

**Date:** Friday, October 24, 2014      **Time:** 1:45:00 PM      **Room:** Room 15 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Articulate methods for orienting, engaging, and supervising liaisons in various community types and different regions.				
2. Discuss the role of technology in field program administration.				
3. Describe the field liaison's role in gatekeeping.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

**Signature:** \_\_\_\_\_

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**Track: Group Work**

**Session # 139**

**How Group Work Knowledge and Skills Inform Academic and Organizational Leadership**

Carol S. Cohen, Adelphi University  
 Greg Tully, West Chester University

**Date:** Friday, October 24, 2014

**Time:** 1:45:00 PM

**Room:** Meeting Room 6 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Explain how group work knowledge and skills can apply to leadership approaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Articulate group dynamics in participatory learning and collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Immigrants, Refugees, and Displaced Populations**

**Session # 141**

**Undocu-competence: Training Social Workers to Become Active Safe Spaces for Undocumented Students**

Padraic D. Stanley, Loyola University Chicago  
 Laura Maria Bohórquez García, United We Dream  
 Xochitl De Anda, Loyola University Chicago

**Date:** Friday, October 24, 2014

**Time:** 1:45:00 PM

**Room:** Meeting Room 8 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Identify the stressors and barriers faced by undocumented immigrants in multiple settings.				
2. Articulate an understanding of immigration-related issues.				
3. Describe resources that can assist in service to undocumented immigrants.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

**Signature:** \_\_\_\_\_

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**Track: International Issues**

**Session # 142**

**Global Education: Intersections of Caribbean and North American Social Work Education**

Letnie Rock, University of the West Indies  
 Tamarah Moss-Knight, Columbia University  
 Sharron M. Singleton

**Date:** Friday, October 24, 2014

**Time:** 1:45:00 PM

**Room:** Meeting Room 12 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	1	2	3	4
1. Describe at least two effective strategies to administer university/college agreements relating to international partnerships and exchanges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Articulate two important considerations for adapting or developing curriculum at the bachelor's and master's levels to foster international student exchanges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify three core components of field education and the internship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*

**CE Session Evaluation Form**

Please print your name here: \_\_\_\_\_

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**Track: Lesbian/Gay/Bisexual/Transgender Issues**

**Session # 144**

**Techniques to Address Sexuality Social-Justice Issues in the Classroom**

Jayleen Galarza, Shippensburg University

Becky Anthony, Salisbury University

**Date:** Friday, October 24, 2014

**Time:** 1:45:00 PM

**Room:** Room 30B (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Facilitate discussions around sexuality social justice issues in the social work classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Deliver two teaching methods designed to address sexuality social justice issues with social work students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*

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**Track: Social and Economic Justice**

**Session # 146**

**Human Rights and Social Justice: Curricular Innovations**

Janice M Davis, Howard University  
Sandra Edmonds Crewe, Howard University

**Date:** Friday, October 24, 2014

**Time:** 1:45:00 PM

**Room:** Room 21 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe methods for infusing social justice into the curriculum, especially in field education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Discuss a multi-level platform for teaching social justice in real time across the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe and demonstrate course activities to provide integration of social justice materials resulting in cohort cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



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Please print your name here: \_\_\_\_\_

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**Track: Social Welfare Policy and Policy Practice**

**Session # 147**

**Keeping Social Welfare Policy Relevant: Experiences From a Young Social Work Educator**

David Lee Ferrell

**Date:** Friday, October 24, 2014

**Time:** 1:45:00 PM

**Room:** Meeting Room 10 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Apply policy practice to the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe strategies for engaging students in the call to action in policy practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Spirituality**

**Session # 148**

**The Integration of Religion and Spirituality Into Graduate Clinical Social Work Curriculum**

Jim Boyd, Walla Walla University

**Date:** Friday, October 24, 2014

**Time:** 1:45:00 PM

**Room:** Room 7 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Discuss the value of clinician and client religion/spirituality as resources in clinical practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe one approach to integrating spirituality and religion into the MSW curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Evaluate student responses to participation in a course on religion and spirituality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Teaching Methods and Learning Styles**

**Session # 150**

**Teaching Teaching, Learning Learning, and Writing Writing**

Bruce Friedman, California State University, Bakersfield

Karen Allen, Arkansas State University

**Date:** Friday, October 24, 2014

**Time:** 1:45:00 PM

**Room:** Room 20 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe techniques that assess student learning and maximize outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Articulate at least one new strategy for assessing student learning outcomes in relationship to EPAS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Articulate methods that assist social work students in critical thinking and writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



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Please print your name here: \_\_\_\_\_

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**Track: Technology in Social Work Education and Practice**

**Session # 152**

**Global Web-Based Learning: Designing a BSW Degree Program**

Lindsay Dianne Shepard, University of Utah  
 Kara Mileski, University of Utah  
 Angelea Panos, University of Utah

**Date:** Friday, October 24, 2014

**Time:** 1:45:00 PM

**Room:** Room 12 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Produce preliminary ideas and designs for transitioning the instruction of BSW core competencies and course objectives to an online format.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Discuss how Web-based communities and partnerships might be developed online and across domestic and international groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Values and Ethics**

**Session # 153**

**Discernment, Reflection, and Decision Making: Teaching Students How to Resolve Ethical Dilemmas**

Linda Reeser, Western Michigan University

**Date:** Friday, October 24, 2014

**Time:** 1:45:00 PM

**Room:** Room 13 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Teach students to develop ethical self-reflection, recognize ethical issues, and identify ethical dilemmas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Convey ethical decision-making models, apply them to practice, and tolerate the ambiguity and discomfort in making choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Child Welfare**

**Session # 157**

**Creating a Trauma-Informed System of Care: Partnerships, Facilitative Factors, Barriers, and Special Considerations**

Jennifer Middleton, University of Main  
 Nina Esaki, ANDRUS  
 Judith Josiah-Martin,  
 Lenard Kaye, University of Maine

**Date:** Friday, October 24, 2014      **Time:** 1:45:00 PM      **Room:** Meeting Room 9 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe an approach for cross-systems collaboration within child welfare that includes participatory action research.				
2. Identify the tenets of trauma-informed care and mechanisms for integrating this approach into collaborations involving systems of care.				
3. Describe factors affecting systems-level collaboration and trauma-informed care implementation based on project research.				
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

**Signature:** \_\_\_\_\_  
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**Track: Cultural Competence**

**Session # 167**

**Recognizing and Overcoming Barriers to Cross-Cultural Communication: A Social Work Perspective**

Louis Guardiola, Bowling Green State University  
 Mamta U. Ojha, Bowling Green State University  
 Margaret (Peggy) Adams, Bowling Green State University  
 Shay Bankston

**Date:** Friday, October 24, 2014

**Time:** 1:45:00 PM

**Room:** Room 24 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Identify effective methods, strategies, and techniques for unbiased communication in social work practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Discuss the importance of language use, interpretation needs, and communication style.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply increased self-awareness of one's own culture and other cultures to practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



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**Track: Immigrants, Refugees, and Displaced Populations**

**Session # 178**

**Migration and Child Well-Being: At the Border of Immigration and Child Welfare**

Thomas M. Crea, Boston College  
 Sunny Harris Rome  
 Robin Hernandez-Mekonnen, Richard Stockton College of New Jersey  
 Alan J. Dettlaff, University of Illinois at Chicago

**Date:** Friday, October 24, 2014

**Time:** 1:45:00 PM

**Room:** Grand Ballroom Salon A (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Articulate the relationship between the rapidly changing landscape of migration to the United States and its effect on social work practice and child welfare.				
2. Describe current federal policy related to immigration and its effects on family and child well-being.				
3. Identify areas where further research is needed to answer critical questions related to practices and outcomes for migrant children and families.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



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Please print your name here: \_\_\_\_\_

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**Track: Teaching Methods and Learning Styles**

**Session # 189**

**Conducting International and First Nations Doctoral Dissertations: Implications for Social Work Education**

Hollee McGinnis, Washington University in St. Louis  
 Sarah Myers-Tlapek, University of Washington in St. Louis  
 Jessica Black, Washington University in St. Louis  
 Lisa Reyes Mason, University of Tennessee at Knoxville

**Date:** Friday, October 24, 2014

**Time:** 1:45:00 PM

**Room:** Room 10 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Identify issues and barriers encountered by doctoral students considering primary data collection outside the United States or within First Nations.				
2. Describe a plan to conduct field research, including mixed-methods and qualitative study designs, in international and First Nations settings.				
3. Develop a feasible and high-quality dissertation proposal or funding request.				
4. Articulate ways to support doctoral students as they prepare for and conduct international or First Nations dissertations and seek an academic job.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Teaching Methods and Learning Styles**

**Session # 192**

**The Next Generation of Social Work Educators: Reflections From Doctoral Students**

Holly K. Oxhandler  
 Traber D. Giardina, University of Houston  
 Jacquelynn Duron, University of Houston

**Date:** Friday, October 24, 2014      **Time:** 1:45:00 PM      **Room:** Room 19 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Identify strategies that can assist PhD students to effectively educate social work students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe approaches to teaching that are based on educational opportunities, collaboration with faculty mentors, use of technology, and evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Articulate the relationship between doctoral student experiences in learning how to teach and the advancement of social work education for MSW students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Child Welfare**

**Session # 199**

**Transformation in Child Welfare: Leveraging IV-E Education Outcomes Using Organizational Effectiveness Strategies**

Helen Cahalane, University of Pittsburgh  
Liz Winter, University of Pittsburgh

**Date:** Friday, October 24, 2014

**Time:** 3:30:00 PM

**Room:** Room 13 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe the goals of federal Title IV-E educational partnership programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify the main factors associated with retention of IV-E graduates in child welfare.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify areas for organizational enhancement that can affect the retention of IV-E graduates in child welfare.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Cultural Competence**

**Session # 200**

**Meeting the Needs of Diverse Students in Rural MSW Programs**

Brittany Brown, Radford University

**Date:** Friday, October 24, 2014

**Time:** 3:30:00 PM

**Room:** Room 30B (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Discuss the critical role of diverse voices in social work classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Articulate strategies to recruit and retain diverse individuals in predominantly White institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe collaborative methods that can assist in dismantling policies and practices that support educational divides and inequalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Educational Outcomes Assessment**

**Session # 204**

**Using a Structured Clinical Examination to Assess the Practice Evaluation Competencies of Students**

Robert Hock, University of South Carolina  
Daniel B. Freedman, University of South Carolina

**Date:** Friday, October 24, 2014      **Time:** 3:30:00 PM      **Room:** Meeting Room 11 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Develop and implement a structured clinical examination in a master's-level practice evaluation class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe the implications for developing practice evaluation skills, assessing practice behaviors, and creating competency benchmarks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe practice evaluation strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Evidence-Based Practice**

**Session # 205**

**Using and Sharing Open Access Resources for Teaching Evidence-Based Practice**

Joanne Yaffe, University of Utah  
Lindsay Dianne Shepard, University of Utah

**Date:** Friday, October 24, 2014      **Time:** 3:30:00 PM      **Room:** Room 14 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Explain the role of open-access materials within a hybrid model of teaching evidence-based practice in social work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe the potential advantages of sharing open-access materials relevant to evidence-based practice in social work across programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Articulate ways to develop a consortium of educators to work toward development of a library of open-access educational resources for teaching evidence-based practice in social work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Field Education**

**Session # 208**

**Weaving Skills-Based Language Into the Fabric of the Practicum Experience**

Jason Eckker, Washington University in St. Louis

**Date:** Friday, October 24, 2014

**Time:** 3:30:00 PM

**Room:** Room 18 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe how the use of skills-based learning enriches students' perception of the overall field experience and opportunities for professional competency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Articulate benefits of initiating and supporting processes for structured reflection with students, field instructors, and field advisers..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe the importance of touch-points over the course of the practicum in shaping student reflection through skills-based language and work characteristics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Military Social Work**

**Session # 212**

**From Boots to Books: Promoting the Success of Students Who Are Veterans**

Vaughn DeCoster, University of Southern Indiana  
 Catherine A. Simmons, University of Memphis  
 David Bringhurst  
 Eugenia Weiss, University of Southern California

**Date:** Friday, October 24, 2014

**Time:** 3:30:00 PM

**Room:** Meeting Room 1 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Articulate strengths in military and civilian cultures and challenges in postcombat readjustment that can occur for student veterans.				
2. Describe strengths-based (resiliency-oriented) strategies to promote readjustment for student veterans and their families during and/or after a military deployment.				
3. Describe ways to promote academic and interpersonal growth for student veterans and their families.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
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**Track: Social Welfare Policy and Policy Practice**

**Session # 214**

**Reframing Poverty for Effective Policy Gains**

Lily K. French, University of Iowa

**Date:** Friday, October 24, 2014

**Time:** 3:30:00 PM

**Room:** Meeting Room 10 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Provide a more realistic and updated measurement of basic living expenses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Produce a localized cost-of-living estimate by applying methodology to state data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Create advocacy strategies appropriate to a particular policy context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Teaching Methods and Learning Styles**

**Session # 215**

**Inspiring Social Work Values: Enhancing Social Work Education Through Socialization and Gatekeeping**

Patricia Galan-Cisneros, Our Lady of the Lake University  
 Phyllis Thompson, Our Lady of the Lake University  
 Cynthia Medina, Our Lady of the Lake University  
 Rebecca Gomez, Our Lady of the Lake University

**Date:** Friday, October 24, 2014

**Time:** 3:30:00 PM

**Room:** Room 21 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe the types of student dispositions and temperaments that can affect effective social work practice.				
2. Describe the faculty role and responsibility in addressing student behavior that does not reflect professional standards in social work.				
3. Articulate socialization and gatekeeping interventions that address unprofessional behavior exhibited in the learning environment.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*

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Please print your name here: \_\_\_\_\_

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**Track: Teaching Methods and Learning Styles**

**Session # 216**

**Systematic Use of Simulation to Develop Competence in Social Work Students**

Marion Bogo, University of Toronto  
 Michael Saini  
 Shelley L. Craig, University of Toronto

**Date:** Friday, October 24, 2014

**Time:** 3:30:00 PM

**Room:** Room 24 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe a simulation that teaches specific EPAS competencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe case scenarios that simulate EPAS competencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use simulations to further identify and refine practice behaviors and skills associated with competencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Values and Ethics**

**Session # 218**

**Bridge to the Future: Preparing Students for Licensure and Prudent Careers**

Angela Ausbrooks, Texas State University-San Marcos  
 Dorinda Noble, Texas State University-San Marcos  
 Andrew T. Marks, Texas State University-San Marcos  
 Mary Jo Monahan, Association of Social Work Boards

**Date:** Friday, October 24, 2014

**Time:** 3:30:00 PM

**Room:** Meeting Room 12 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Create and use nontraditional educational methods to connect practice, ethics, and licensure.				
2. Describe a case brought before a state licensing board in which a social worker was accused of violating ethics.				
3. Describe ways to integrate faculty members as role models and resources as students navigate the licensure process.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Clinical Practice**

**Session # 224**

**Collective Trauma: Healing Souls in the Urban Church Through Social Work Practice**

Christine Wiley, Howard University  
 Richard Benson, Washington Hospital Center  
 Heather Stowe, Arlington County Social Services

**Date:** Friday, October 24, 2014

**Time:** 3:30:00 PM

**Room:** Grand Ballroom Salon A (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe the effect of historical trauma on African Americans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe three faith-based treatment modalities used to address historical trauma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Critically assess the potential effectiveness of the treatment modalities with other environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*





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**Track: Community Organization and Social Administration**

**Session # 225**

**Advancing Social Work Education With Financial Capability Practice**

Julie Birkenmaier, Saint Louis University  
 Sally A. Hageman, University of Maryland, Baltimore  
 Jason Castillo, University of Utah

**Date:** Friday, October 24, 2014      **Time:** 3:30:00 PM      **Room:** Room 19 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Identify the basic components of a curriculum on financial capability and asset development (FCAB) and evidence regarding factors that facilitate or impede the inclusion of FCAB content in professional social work education				
2. Describe the approach of undergraduate and graduate students to incorporating FCAB into their practice and their attitudes regarding the incorporation of FCAB content into the curriculum.				
3. Describe graduate social work students' level of financial literacy, self-efficacy, and comfort working with client finances.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Lesbian/Gay/Bisexual/Transgender Issues**

**Session # 250**

**Challenges and Opportunities in Teaching and Measuring LGBTQ Competencies With Students**

Megan E. Gandy, Virginia Commonwealth University  
 Lori Messinger, University of North Carolina at Wilmington  
 Elizabeth Paula Cramer, Virginia Commonwealth University

**Date:** Friday, October 24, 2014

**Time:** 3:30:00 PM

**Room:** Room 20 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Articulate the strengths and limitations of the idea of practice competencies related to LGBTQ individuals, couples, families, and communities.				
2. Describe social work practice with LGBTQ populations and issues within the competing frameworks of practice competencies, cultural humility, and culturally-informed practice.				
3. Identify complicated classroom dynamics, such as students' emotional triggers, that may affect student learning about practice with LGBTQ populations.				
4. Implement strategies to manage critical teaching moments that may hinder students' ability to learn about culturally appropriate practice with LGBTQ populations.				
5. Delineate the differences between tools used to assess student competence, predicted professional behaviors, values, knowledge, and skills as related to LGBTQ populations.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Research and Program Evaluation**

**Session # 258**

**Teaching Empowerment Evaluation: Concepts and Examples**

Larry Ortiz, Loma Linda University  
 Susanne Montgomery, Loma Linda University  
 Patricia Villa, Loma Linda University  
 Victoria Jackson

**Date:** Friday, October 24, 2014

**Time:** 3:30:00 PM

**Room:** Room 9 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe empowerment evaluation and its relevance and potential in the social work curriculum..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrate concepts of empowerment evaluation through case examples that connect community-based translational participant action research with empowerment evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify ways that empowerment evaluation fits into 2008 EPAS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Rural Issues**

**Session # 260**

**Infusing Rural Content Into Social Work Curriculum**

Larry G. Morton, Arkansas State University  
 Karen Allen, Arkansas State University  
 Robert Rickle

**Date:** Friday, October 24, 2014      **Time:** 3:30:00 PM      **Room:** Room 10 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Identify rewards and challenges faced by social workers in rural communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe the way in which resources such as fiction and nonfiction can help students explore their assumptions about rural communities and residents..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Articulate strategies for infusing content on rural-based social work into social work curricula and describe issues that may arise regarding curricula that may be too narrowly context bound	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: African Americans and the African Diaspora**

**Session # 267**

**Incorporating Afrocentric Perspectives in Teaching Social Work Practice With African-Descended Persons**

Leslie D. Hollingsworth, University of Michigan

**Date:** Saturday, October 25, 2014      **Time:** 8:00:00 AM      **Room:** Room 13 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Define Africentricity and explain its underlying history, principles, and values and its relevance as a framework for practice.				
2. Describe one tested Africentric model of practice and demonstrate its application in engaging, assessing, and intervening with African-descended individuals and families.				
3. Describe approaches and challenges to delivering and assessing an Africentric perspective in a an MSW program.				
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Community Organization and Social Administration**

**Session # 269**

**Teaching Volunteer Recruitment for Community Interventions: Applying Micro Skills in Complex Settings**

Donna Hardina, California State University, Fresno

**Date:** Saturday, October 25, 2014      **Time:** 8:00:00 AM      **Room:** Room 30B (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe three ways in which recruitment methods can be used in community practice..				
2. Identify at least five different recruitment strategies.				
3. Conduct a one-on-one recruitment interview				
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
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**Track: Group Work**

**Session # 272**

**Promoting Resilience Through Group Work: Teaching Strategies, Techniques, and Case Material**

Alex Gitterman

**Date:** Saturday, October 25, 2014

**Time:** 8:00:00 AM

**Room:** Meeting Room 1 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Identify core concepts of resilience theory and adversarial growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Articulate how group work promotes client empowerment and hardiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Engage in teaching strategies that promote students' understanding of resilience, adversarial growth, and the role of group work in these qualities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: International Issues**

**Session # 273**

**Eliciting Humility in the Cultural Competence of Students Engaged in International Activities**

Kathleen A. Kost, University at Buffalo, State University of New York

**Date:** Saturday, October 25, 2014      **Time:** 8:00:00 AM      **Room:** Meeting Room 10 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe the differences between cultural humility and culture competence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify strategies for reducing the paternalistic responses of students to situations outside their personal cultural context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Infuse content on humility in their respective curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



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Please print your name here: \_\_\_\_\_

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**Track: Lesbian/Gay/Bisexual/Transgender Issues**

**Session # 274**

**Integrating a Community-Based LGBTQ Youth Research Agenda in Social Work**

Megan S. Pacey, University of Illinois at Urbana-Champaign  
 Shelley L. Craig, University of Toronto  
 M. Alex Wagaman, Virginia Commonwealth University  
 Megan E. Gandy, Virginia Commonwealth University

**Date:** Saturday, October 25, 2014      **Time:** 8:00:00 AM      **Room:** Room 18 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe the value of research on community-based interventions and practices as a contribution to existing research knowledge on LGBTQ youth..				
2. Identify primary challenges to incorporating community-based research into a research agenda on LGBTQ youth.				
3. Describe strategies to overcoming the primary barriers to community-based research on LGBTQ youth				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Military Social Work**

**Session # 275**

**In Field and Classroom: Social Work Students Serving Student Veterans**

Roger Sherwood, Hunter College, City University of New York  
 Leora Shudofsky, Hunter College, City University of New York

**Date:** Saturday, October 25, 2014      **Time:** 8:00:00 AM      **Room:** Room 16 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Identify key components of PROVE, a resiliency-based model of service delivery.				
2. Present components of PROVE's biweekly trainings for graduate-level social work interns.				
3. Describe ways of introducing military cultural competency into social work curriculum.				
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Social Welfare Policy and Policy Practice**

**Session # 276**

**Integrating Comparative Social Welfare Theory Into Social Work Education**

Anupama Jacob, Azusa Pacific University  
 Mary Caplan, University of Georgia  
 Phyllis Jeroslow, University of California at Berkeley

**Date:** Saturday, October 25, 2014

**Time:** 8:00:00 AM

**Room:** Meeting Room 9 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Discuss how basic differences among welfare states can inform social work practice and education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify concrete ways for social work educators to integrate comparative welfare state education into their curricula across BSW and MSW programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe the way in which a comparative understanding of welfare states can strengthen advocacy for social and economic justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*

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**Track: Teaching Methods and Learning Styles**

**Session # 277**

**Using Solution-Focused Instruction Techniques in Online Course Delivery**

Denise Krause, University at Buffalo, State University of New York  
 Steve Sturman, University at Buffalo, State University of New York

**Date:** Saturday, October 25, 2014      **Time:** 8:00:00 AM      **Room:** Meeting Room 11 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Contrast a traditional teaching paradigm with a solution-focused paradigm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe solution-focused instruction assumptions and online solution-focused instruction skills..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe solution-focused teaching techniques in the online environment, apply these to a particular teaching style, and develop an action plan for implementing solution-focused skills online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Technology in Social Work Education and Practice**

**Session # 278**

**Continuing Education: Advancing Community, Faculty, and Student Engagement and Collaboration**

Andrew T. Marks, Texas State University-San Marcos  
 Theresa Kreif, University of Hawai'i at Manoa  
 Elizabeth Nowicki, University of Texas at Austin

**Date:** Saturday, October 25, 2014      **Time:** 8:00:00 AM      **Room:** Grand Ballroom Salon B (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe modalities for delivery of continuing professional education via traditional and digital methods and apply those to particular learning and technological environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe the transition from knowledge to competency in professional conduct and growth, including the role of technology in this process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe how collaboration between institutions of higher education and their larger communities can enrich scholarship, research, creative activity, curriculum, teaching, and career-long learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_  
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**Track: Technology in Social Work Education and Practice**

**Session # 279**

**Just a Link Away: Engaging Social Work Students Through Social Media**

Rebecca Gomez, Our Lady of the Lake University  
 Patricia Galan-Cisneros, Our Lady of the Lake University

**Date:** Saturday, October 25, 2014      **Time:** 8:00:00 AM      **Room:** Room 22 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Understand the role of social media in supporting social work education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify barriers to using social media in the classroom and tools for minimizing them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Create a class assignment using social media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Technology in Social Work Education and Practice**

**Session # 280**

**Retention Management Strategies in Online Social Work Education**

R. Paul Maiden, University of Southern California  
Brad Adams, 2U, Inc.

**Date:** Saturday, October 25, 2014      **Time:** 8:00:00 AM      **Room:** Room 15 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Articulate the differences between online students and traditional campus-based students and develop appropriate student support services to ensure academic success.				
2. Develop strategies for early engagement of students in online learning environments.				
3. Match intervention methods to measurable student needs and provide multiple access points to support services.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Values and Ethics**

**Session # 281**

**End-of-Life Decision Making: Preparing Students for Challenging Ethical Discussions**

Allan E. Barsky, Florida Atlantic University

**Date:** Saturday, October 25, 2014

**Time:** 8:00:00 AM

**Room:** Meeting Room 7 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Engage students in discussion of end-of-life issues using the "Five Wishes" framework.				
2. Articulate cultural, political, and legal factors affecting end-of-life decision making.				
3. Provide students with a process-oriented framework for engaging clients and family members in discussions of ethical issues arising from end-of-life decision-making situations.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*

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**Track: Addictions**

**Session # 283**

**Integrating Substance Abuse Assessment and Treatment Skills Into Social Work Curricula**

Kimberly H. McManama O'Brien, Simmons College  
 Jennifer Putney, Simmons College  
 Marianne Pugatch, Boston Children's Hospital

**Date:** Saturday, October 25, 2014      **Time:** 8:00:00 AM      **Room:** Room 20 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe the problem of the limited knowledge of substance abuse assessment and treatment skills in graduates of social work programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe how Motivational Interviewing courses and SBIRT training programs can incorporate substance abuse knowledge into social work curricula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe strategies for and challenges of integrating substance abuse assessment and treatment skills into social work education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



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**Track: Child Welfare**

**Session # 284**

**Field of Dreams to Reality: Evaluating Motivational Interviewing in Public Child Welfare Education**

Caroline Long Burry, University of Maryland, Baltimore  
 Debra Linsenmeyer, University of Maryland, Baltimore  
 Christopher Wirt, University of Maryland, Baltimore  
 Kevin Wade, University of Maryland, Baltimore

**Date:** Saturday, October 25, 2014      **Time:** 8:00:00 AM      **Room:** Room 14 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe the development of a random controlled trial on teaching Motivational Interviewing in public child welfare education field and classroom settings, including advantages of and barriers to the process.				
2. Describe the effect of the random-controlled trial on public child welfare students and public child welfare education.				
3. Employ a manualized curriculum, simulated clients, and live supervision to teach Motivational Interviewing skills and competencies.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



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Please print your name here: \_\_\_\_\_

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**Track: Child Welfare**

**Session # 298**

**Experiential Social Work Education for Child Welfare Supervisors: Learning Beyond the Classroom**

Pamela Weeks, University of Kentucky  
 Stephanie Ratliff, University of Kentucky  
 Dana Sullivan, Western Kentucky University

**Date:** Saturday, October 25, 2014      **Time:** 11:00:00 AM      **Room:** Room 13 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe a curriculum for child welfare supervisors that provides strategies and tools to support evidence-informed, trauma-focused casework practice in the field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe examples of experiential fieldwork and transfer of learning elements built into the curriculum to promote learning and application outside of the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe a hybrid course delivery method and findings from initial evaluation of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Cultural Competence**

**Session # 301**

**Beyond Practice "Tips": Emphasizing Sociocultural Theory in Practice Courses**

Rosalyn Denise Campbell, University of Georgia

Mary Kate Dennis, University of Kansas

**Date:** Saturday, October 25, 2014      **Time:** 11:00:00 AM      **Room:** Grand Ballroom Salon B (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Explain the importance of emphasizing sociocultural theory in social work practice courses.				
2. Identify sociological, cultural, and psychological theories to better understand diverse client populations.				
3. Modify curricula and syllabi to more explicitly reflect a theory-informing-practice orientation, thereby increasing students' cultural and practice competence.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Cultural Competence**

**Session # 302**

**Sign Language and Cultural Etiquette: Essential Skills for Working With Deaf People**

Angela M. Nonaka, School of Social Work  
Leah Geer, Department of Linguistics

**Date:** Saturday, October 25, 2014      **Time:** 11:00:00 AM      **Room:** Room 22 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Foster accessible and inclusive communicative environments for deaf individuals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Perform some basic words and expressions in American Sign Language such as manual alphabet, greetings, self-introductions, and words and expressions pertinent to social work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify and implement culturally appropriate strategies for working with signing deaf clients, students, and colleagues in social work education and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Educational Outcomes Assessment**

**Session # 303**

**A Model for Developing a Competency-Based Curriculum: Using an AGP Example**

Gloria Messick Svare, University of Nevada, Reno  
Denise Montcalm, University of Nevada, Reno

**Date:** Saturday, October 25, 2014      **Time:** 11:00:00 AM      **Room:** Room 11 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe an approach to curriculum development that may be useful for programs with a specialization in advanced generalist practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply this approach to an example of curriculum development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe strategies that may be applied to programs and encompass conceptualization, curriculum design, and course development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Field Education**

**Session # 305**

**Exploring an Operational Structure for Positioning Field Education as Signature Pedagogy**

Mindy Wertheimer, Georgia State University  
Mimi Sodhi, Salisbury University

**Date:** Saturday, October 25, 2014

**Time:** 11:00:00 AM

**Room:** Meeting Room 10 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Identify an operational structure to support field education as signature pedagogy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe innovative options that engage the field director in social work education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*

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**Track: Field Education**

**Session # 307**

**The Role of Field Education in Promoting Resiliency in Students**

Amy Bullas, California State University, Monterey Bay

**Date:** Saturday, October 25, 2014

**Time:** 11:00:00 AM

**Room:** Meeting Room 1 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Identify concrete ways of supporting student resiliency within the field curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe a developing field education model that promotes resiliency, self-care, and mindfulness among students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe the possible of expanded roles for field education programs in preparing social work students for the profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Field Education**

**Session # 308**

**Using a Simulated Client to Teach Evidence-Based Interventions: Keeping It Real**

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

**Date:** Saturday, October 25, 2014      **Time:** 11:00:00 AM      **Room:** Room 15 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Create a simulated client script that incorporates evidence-based clinical challenges.				
2. Apply a technique designed to minimize students' performance anxiety.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: International Issues**

**Session # 310**

**Ethical Decision Making and Considerations in International Internships and Experiential Service-Learning Programs**

Ann Petrla, University of Denver

**Date:** Saturday, October 25, 2014

**Time:** 11:00:00 AM

**Room:** Room 16 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Identify ethical issues involved in taking students to international locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Analyze ethical decision-making models as they relate to international social work experiences for students and faculty members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe a multidisciplinary model of ethical decision making and its relevance to social work education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Lesbian/Gay/Bisexual/Transgender Issues**

**Session # 312 Building a Gay-Affirmative Social Work Practice**

Erica Caton, University of Louisville

**Date:** Saturday, October 25, 2014      **Time:** 11:00:00 AM      **Room:** Meeting Room 8 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe the role of affirming terminology in interacting with LGBT youth and co-workers.				
2. Demonstrate at least three gay-affirmative practice skills or actions that can be incorporated into practice.				
3. Identify at least two strategies for evaluating the strength and/or effectiveness of gay-affirmative practice skills.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Teaching Methods and Learning Styles**

**Session # 314**

**“Say Cheese”: Social Work and Photography Students Collaborate Through Cultural Digital Storytelling**

Kendra P. DeLoach McCutcheon, Syracuse University  
 Karen Watkins, Georgia State University

**Date:** Saturday, October 25, 2014      **Time:** 11:00:00 AM      **Room:** Room 20 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Create and conduct a presentation using collaborative cultural digital storytelling with face-to-face oral presentation or voiceover formats.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Implement formulation and management tools for facilitating collaborative learning in cultural digital storytelling projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*

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**Track: Teaching Methods and Learning Styles**

**Session # 315**

**Using R to Build Research Skills and Research Capacity in Master's-Level Students**

Charles Auerbach, Yeshiva University  
 Wendy Zeitlin, Yeshiva University  
 Susan Mason, Yeshiva University

**Date:** Saturday, October 25, 2014

**Time:** 11:00:00 AM

**Room:** Meeting Room 11 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe the benefits of using R to build research capacity in social service agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Explain how to download R and other free resources related to R.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe how R can be used in educational settings such as face-to-face classes and distance-learning environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*

**CE Session Evaluation Form**

Please print your name here: \_\_\_\_\_

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**Track: Values and Ethics**

**Session # 316**

**Incivility Among Social Work Students: A Threat to the Implicit Curriculum**

Lynette V. Reed  
Phyllis Black, Marywood University  
Andrea Marcolla, Marywood University

**Date:** Saturday, October 25, 2014      **Time:** 11:00:00 AM      **Room:** Room 30B (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe the prevalence and types of incivility in social work programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Articulate factors that contribute to uncivil, disrespectful student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe initiatives for promoting civil discourse in social work programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Values and Ethics**

**Session # 317**

**Online Education in Clinical Social Work: Ethical Implications**

Dawn Higgins  
Gilbert Singletary, Walden University

**Date:** Saturday, October 25, 2014      **Time:** 11:00:00 AM      **Room:** Meeting Room 7 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe the pedagogical views of online learning in clinical social work programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe ethical obligations of social work educators related to online methodology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Articulate the values and principles pertaining to online education in clinical social work programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Cultural Competence**

**Session # 328**

**Intercultural Professional Workforce Implications for Effective Engagement With Traumatized African American Adolescent Males**

Ralph Belk, National Center for Children and Families (NCCF)  
 Dr. Sheryl Brissett Chapman, National Center for Children and Families

**Date:** Saturday, October 25, 2014      **Time:** 11:00:00 AM      **Room:** Room 10 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe youth and staff perspectives regarding trauma manifestations and methods of effective engagement of youth in out-of-home placement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Articulate qualitative and quantitative findings on the relationship between trauma and culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe the role of staff diversity in a treatment team serving African American male adolescents exhibiting complex trauma symptoms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Field Education**

**Session # 331**

**Developing and Mentoring Emerging Social Work Leaders**

Carroll Phelps, University of Alabama  
Alison Bramer, McKinley Advisors; Becky Corbett,

**Date:** Saturday, October 25, 2014      **Time:** 11:00:00 AM      **Room:** Room 14 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe a structured leadership program for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Prepare students for professional presence, assisting them in maximizing individual strengths, setting measurable and specific goals, developing a personal leadership style, understanding emotional intelligence, fostering positive traits, and managing weaknesses effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Establish partnerships between schools of social work and the social work community that provide students with leadership guidance of social workers and social work leaders in all levels of practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*

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**Track: Higher Education/Nonprofit Leadership**

**Session # 340**

**Cultivating a Pipeline for Women of Color Leaders and Administrators in Academia**

Halaevalu Vakalahi, Morgan State University  
 Cheryl Waites, Wayne State University  
 Anna McPhatter, Morgan State University

**Date:** Saturday, October 25, 2014      **Time:** 11:00:00 AM      **Room:** Meeting Room 9 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe frameworks and perspectives on womanist/feminist leadership and critical steps for developing a pipeline for women of color to enter decision-making positions in the academy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe interpersonal connections, mentorship, structural relationships, and logistics involved in advancing into leadership and administrative positions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe dynamics, issues, challenges, and strengths unique to leaders who are women of color and their implications for social and economic justice in leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_  
 Please submit any additional comments on the reverse side of this form.



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**Track: Interprofessional and Transdisciplinary Practice**

**Session # 348**

**Joining Forces: An Intercollegiate Approach to Teaching Interprofessional, Patient-Centered Military Health Care**

Alice K. Kim, University of Southern California  
 Carl Castro, School of Social Work  
 Madeleine Bruning,  
 Sherrie Wilcox

**Date:** Saturday, October 25, 2014      **Time:** 11:00:00 AM      **Room:** Meeting Room 4 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Identify ways in which a collaborative care approach can address unique characteristics and health-care needs of military clients.				
2. Identify the elements of a standardized patient case scenario that can be used to teach students from different disciplines about working with military clients.				
3. Describe strategies for teaching students from different disciplines to develop a collaborative health-care plan.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Research and Program Evaluation**

**Session # 358**

**Using Field Education as a Venue for Student Research at Nonresearch Institutions**

James Canfield, Northern Kentucky University  
 Callie Reed  
 Dashia Stantz  
 Danielle Durchholz, Northern Kentucky University  
 Renee Schwer

**Date:** Saturday, October 25, 2014      **Time:** 11:00:00 AM      **Room:** Grand Ballroom Salon A (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Apply strategies for implementing research projects during field placement.				
2. Describe strategies for expanding community capacity for research that involve student-led research studies.				
3. Address challenges to conducting research at a university that is not focused on research.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Child Welfare**

**Session # 376**

**Preparing Social Workers as Mandated Reporters Through Field Education/Instruction**

Kathryn S. Krase, Long Island University-Brooklyn Campus

**Date:** Saturday, October 25, 2014      **Time:** 1:45:00 PM      **Room:** Room 15 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Articulate the role of social workers as mandated reporters in the United States.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe the role of field education in preparing social workers to be mandated reporters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Integrate new content into programs and enhance existing content that ultimately improves reporting of suspected child abuse and neglect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Clinical Practice**

**Session # 377**

**Evidence-Based Treatment of Borderline Personality Disorder: Comparing Two Models of Treatment**

Melissa McCardle, Molloy College  
Susan B. Bliss, Molloy College

**Date:** Saturday, October 25, 2014      **Time:** 1:45:00 PM      **Room:** Room 11 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe the major tenets of two practice models for the treatment of borderline personality disorder: dialectical behavior therapy (DBT) and mentalization-based treatment (MBT).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe the current evidence supporting the efficacy of each treatment model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe treatment outcomes of DBT and MBT.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



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Please print your name here: \_\_\_\_\_

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**Track: Community Organization and Social Administration**

**Session # 378**

**Policy Change in Action: A Case Study in Building a Revenue Coalition**

Kristi L. Law, University of Wisconsin-Whitewater

Lily K. French, University of Iowa

**Date:** Saturday, October 25, 2014      **Time:** 1:45:00 PM      **Room:** Meeting Room 1 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Articulate the influences of coalitions on policy.				
2. Describe strategies that can nurture the successful action of a coalition.				
3. Convey to social work students how to effectively facilitate coalition building for policy change.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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*Please submit any additional comments on the reverse side of this form.*

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**Track: Educational Outcomes Assessment**

**Session # 379**

**Competencies and Their Assessment: What Educators Need to Consider**

James Drisko, Smith College

**Date:** Saturday, October 25, 2014      **Time:** 1:45:00 PM      **Room:** Room 16 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Identify, critically appraise, and apply several core concepts in competency outcome assessment.				
2. Identify, distinguish, and critically evaluate the strengths and limitations of several widely used measures of competency outcome assessment				
3. Apply different approaches to aggregating the yield of competency outcome measures, shifting from student-level assessment to aggregate program assessment.				
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
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**Track: Field Education**

**Session # 381**

**Helping Students Integrate Core Competencies: The Learning Portfolio**

Christine Ford, California State University, Fullerton  
 Marcella Mendez, California State University, Fullerton

**Date:** Saturday, October 25, 2014      **Time:** 1:45:00 PM      **Room:** Meeting Room 4 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Explain how the learning portfolio can be applied to field education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe how the learning portfolio can enhance mastery of the 10 competencies and integration of the educational sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*

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**Track: Field Education**

**Session # 382**

**Parallel Process in Field Education: An Important Component of the Implicit Curriculum**

Phyllis Black, Marywood University  
 Eric Stein, Marywood University  
 Christina C. Gigler, Marywood University

**Date:** Saturday, October 25, 2014      **Time:** 1:45:00 PM      **Room:** Room 13 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe the intuitive and intentional roles of the parallel process in field education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe possible effects on student learning that may result from the field instructor's implementation of parallel process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Field Education**

**Session # 384**

**The Benefits and Challenges of Nontraditional Field Placements in Social Work Education**

Susan Elswick, University of Memphis  
 Elena Delavega, University of Memphis  
 Steve Soifer, University of Memphis  
 Jeanine Claiborne

**Date:** Saturday, October 25, 2014      **Time:** 1:45:00 PM      **Room:** Meeting Room 10 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe new ways to view social work field placements that provide opportunities for collaborative work and engaged scholarship.				
2. Describe sample learning plans that meet CSWE requirements.				
3. Describe the benefits, costs, and challenges in the development and supervision of nontraditional field placements in social work education.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Health**

**Session # 386**

**DSM 5: Implications for Curriculum Development and Implementation**

Goutham Menon, University of Nevada, Reno

Maureen Rubin, University of Nevada, Reno

**Date:** Saturday, October 25, 2014

**Time:** 1:45:00 PM

**Room:** Room 30B (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe key changes in the Diagnostic and Statistical Manual 5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe new disorders added or shuffled in the DSM 5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe the relevance and significance of DSM 5 changes for social work practice and apply that knowledge to the classroom setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



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Please print your name here: \_\_\_\_\_

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**Track: Health**

**Session # 387**

**Integrated Care and the Future of Social Work Practice: Challenges and Opportunities**

Nicole M. Dubus, Wheelock College  
 Janna C. Heyman, Fordham University  
 Victoria Stanhope, New York University  
 Rebekah A Schiefer, Oregon Health Science University

**Date:** Saturday, October 25, 2014      **Time:** 1:45:00 PM      **Room:** Grand Ballroom Salon B (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe the effect of the Affordable Care Act on social work practice in integrated care within primary care and behavioral settings.				
2. Describe curriculum changes that can prepare students for an integrated primary care environment.				
3. Describe how sustainability for social work in integrated health care might be pursued.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: International Issues**

**Session # 388**

**Building Partnerships With China: Lessons Learned From Professional Training Program Collaborations**

Douglas Behan, Rutgers, The State University of New Jersey  
 Shuang Lu, Rutgers, The State University of New Jersey  
 Andrew J. Germak, Rutgers, The State University of New Jersey

**Date:** Saturday, October 25, 2014

**Time:** 1:45:00 PM

**Room:** Meeting Room 11 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Identify cultural factors that will affect a training program for Chinese participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe the role of mixed modalities in training programs and ways to overcome cultural differences in traditional learning styles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe two differences in U.S. and Chinese negotiating styles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*

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**Track: Military Social Work**

**Session # 391**

**Narrative Approaches (Warrior Writers, PhotoVoice) to Teaching and Practicing Military Social Work**

Lawrence Davidson, West Chester University  
Nadine M. Bean, West Chester University

**Date:** Saturday, October 25, 2014      **Time:** 1:45:00 PM      **Room:** Meeting Room 7 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe how narrative behavioral health approaches such as cognitive processing therapy, prolonged exposure therapy, Warrior Writers, and PhotoVoice can help service members, veterans, and their families (SMVF) affected by trauma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe the use of and efficacy of journaling and PhotoVoice in teaching and learning about the strengths and challenges of SMVF.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use narrative tools in social work education to better prepare those planning to work with SMVF.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



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**Track: Research and Program Evaluation**

**Session # 392**

**Community-Based Participatory Research Methods With Communities of Color: A Skills Workshop**

Shanondora Billiot, Washington University in St. Louis  
 Quenette Walton, University of Chicago  
 Lailea Noel

**Date:** Saturday, October 25, 2014

**Time:** 1:45:00 PM

**Room:** Meeting Room 8 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe case studies aimed at improving the delivery of interventions and/or services to populations of color.				
2. Identify mechanisms that incorporate community-based participatory research methods into practice.				
3. Identify, describe, and implement concepts that can be used in and outside of the social work classroom to assist engagement in community-based participatory research with communities of color.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Please submit any additional comments on the reverse side of this form.



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**Track: Social and Economic Justice**

**Session # 394**

**Building Financial Self-Efficacy With Social Work Students: Helping Themselves, Helping Others**

Christine Callahan, University of Maryland, Baltimore  
 Carolyn J. Tice, University of Maryland, Baltimore County  
 Sally A. Hageman, University of Maryland, Baltimore

**Date:** Saturday, October 25, 2014      **Time:** 1:45:00 PM      **Room:** Room 10 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Define financial self-efficacy and distinguish among terms pertaining to financial knowledge, financial capability, and financial self-efficacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Implement workshops or training sessions that address students' financial needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Discuss the latest measures and surveys on evaluating financial knowledge, and link macro and micro issues related to financial stability and financial capability in education and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



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Please print your name here: \_\_\_\_\_

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**Track: Teaching Methods and Learning Styles**

**Session # 397**

**Struggles and Strategies of Faculty of Color Teaching Diversity and Culture Courses**

Rosalyn Denise Campbell, University of Georgia  
 Jessuina Perez-Teran, University of Michigan  
 Mary Kate Dennis, University of Kansas  
 Paul G. Wright, California State University, Monterey Bay

**Date:** Saturday, October 25, 2014      **Time:** 1:45:00 PM      **Room:** Room 18 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe challenges that can occur when a faculty member of color teaches diversity and culture courses.				
2. Describe strategies for improving the instructor's classroom experience in teaching courses with diversity and culture content.				
3. Describe examples of teaching, pedagogy, and scholarship that pertain to diversity and culture courses offered by faculty members of color.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Technology in Social Work Education and Practice**

**Session # 399**

**Are Online Programs Compatible With Quality Social Work Education?**

David Stoesz, University of Illinois at Springfield  
Howard Karger

**Date:** Saturday, October 25, 2014      **Time:** 1:45:00 PM      **Room:** Room 20 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe the effect of online education for social work on traditional public and private institutions..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe "best practices" in online education for clinical classes and field instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe the implications of the entrance of commercial firms into online social work education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*

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**Track: Technology in Social Work Education and Practice**

**Session # 401**

**Something FISH\_E: Creating a Model of Flipped, Integrated, Shared, and Hybrid Learning Experiences**

Danielle Wozniak, University of New England  
 Kerry Dunn, University of New England  
 David Prichard

**Date:** Saturday, October 25, 2014      **Time:** 1:45:00 PM      **Room:** Room 22 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe the pedagogical benefits of a flipped classroom structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maximize the pedagogical usefulness of face-to-face education in hybrid classes and online learning experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Address obstacles and facilitate interprofessional learning experiences in a blended class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Baccalaureate Programs**

**Session # 407**

**Advancing Rural BSW Programs: Strengths and Challenges**

Lynette Reitz, Lock Haven University of Pennsylvania  
 Annjane Ross, Lock Haven University of Pennsylvania  
 Nancy Sidell, Mansfield University of Pennsylvania  
 Mary Daly, Mansfield University of Pennsylvania

**Date:** Saturday, October 25, 2014

**Time:** 1:45:00 PM

**Room:** Meeting Room 9 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe challenges associated with rural BSW programs that include curriculum, resources, and field education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe strengths of rural BSW programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply aspects of rural BSW programs to other social work programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



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Please print your name here: \_\_\_\_\_

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**Track: Gero-Ed (Aging and Gerontology)**

**Session # 425**

**Infusing Person-Centered and Participant-Directed Competencies Into Required Generalist Curriculum**

Mark Sciegaj, The Pennsylvania State University  
 Doreen Higgins, University of Wisconsin-Green Bay  
 Nancy Hooyman, University of Washington  
 Anissa Rogers, University of Portland

**Date:** Saturday, October 25, 2014      **Time:** 1:45:00 PM      **Room:** Room 14 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe the person-centered and participant-directed (PC/PD) philosophy, service delivery, competencies, and role in community-based long-term services and supports, and implications for social work education and practice.				
2. Use the PC/PD Competencies Toolkit to select teaching resources for infusion into generalist social work courses.				
3. Apply strategies to engage faculty members, administrators, and students and infuse PC/PD competencies, content, and measures of student competency attainment into a generalist social work curriculum.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Please submit any additional comments on the reverse side of this form.



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**Track: Baccalaureate Programs**

**Session # 451**

**Utilizing Boyer's Scholarship of Teaching to Build Knowledge in Social Work Education**

Kathleen Woehrle, University of Michigan-Flint

**Date:** Saturday, October 25, 2014      **Time:** 3:30:00 PM      **Room:** Room 13 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Identify the standards of scholarship within Boyer's Scholarship of Teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe teaching tasks that can assist in knowledge building and/or knowledge dissemination in social work education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply a rubric of Boyer's Scholarship of Teaching to a promotion and tenure portfolio.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*

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**Track: Cultural Competence**

**Session # 452**

**Responding to the Needs of the Growing Latino Population**

Martha Lucia Garcia, Pacific University

Spencer Zeiger, Pacific University

**Date:** Saturday, October 25, 2014

**Time:** 3:30:00 PM

**Room:** Room 16 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe changing demographics, needs of Latinos, and their effects on social work students in the 21st century.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Explain how curriculum choices in an MSW program can address Latino issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Integrate Latino issues for the development of a more culturally appropriate curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Field Education**

**Session # 454**

**An Innovative Approach to the Delivery of Foundation Field Education Seminars**

Andrea Carlin, California State University, Fresno  
Betty Garcia

**Date:** Saturday, October 25, 2014

**Time:** 3:30:00 PM

**Room:** Meeting Room 10 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe how field seminars can be an effective component of signature pedagogy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify common institutional barriers to field seminars and innovative curricula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe strategies for overcoming barriers and supporting an innovative approach to field seminars.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



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**Track: Field Education**

**Session # 456**

**Meeting Complex Challenges of Field Education: Evaluation of the Field Unit Model**

Ronni Zuckerman, University of North Carolina at Chapel Hill  
 Rebecca B. Brigham, UNC at Chapel Hill  
 Tonya B. VanDeinse, University of North Carolina at Chapel Hill

**Date:** Saturday, October 25, 2014      **Time:** 3:30:00 PM      **Room:** Room 15 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe the elements of the field unit model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe the benefits and challenges of the field unit model for students, field instructors, task supervisors, and field advisers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply the field unit model as a sustainability strategy to other field education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



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**Track: Field Education**

**Session # 457**

**Students Reflect on Their International Field Experience**

Judi Ravenhorst Meerman, Kuyper College

**Date:** Saturday, October 25, 2014      **Time:** 3:30:00 PM      **Room:** Room 18 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe how international field education can assist students in learning about human behavior, systems of social welfare, and ways to address social problems (Healy, 2001).				
2. Describe a placement process for international field.				
3. Describe results from a survey of students who completed international field.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



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**Track: Higher Education/Nonprofit Leadership**

**Session # 458**

**Scholarly Networking: The “How-To’s” of Making Professional Connections in the Academy**

Kia J. Bentley, Virginia Commonwealth University  
Cory Cummings, Virginia Commonwealth University

**Date:** Saturday, October 25, 2014

**Time:** 3:30:00 PM

**Room:** Meeting Room 11 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe the “why’s” and “who’s” of professional network building in academic social work and their relationship to social capital and career management.				
2. Craft a personalized “professional development matrix” that outlines traditional and innovative strategies and techniques for connecting with others who have mutual interests.				
3. Demonstrate competence in face-to-face professional networking, producing a compelling professional profile, and formulating critically informed questions useful in contacting scholars, researchers, and practitioners.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
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**Track: Human Behavior and the Social Environment**

**Session # 459**

**A New Biopsychosocial Model: Incorporating Neurodevelopmental Concepts Into Social Work Education**

Candace Killian-Farrell, University of North Carolina at Chapel Hill  
Jennifer E. O'Brien, University of North Carolina at Chapel Hill

**Date:** Saturday, October 25, 2014

**Time:** 3:30:00 PM

**Room:** Meeting Room 8 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe basic neurodevelopmental concepts applicable to a variety of social work practice areas.				
2. Integrate neurodevelopmental concepts into different parts of the social work curriculum.				
3. Demonstrate practical ways to teach neurodevelopmental concepts in the classroom.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
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**Track: Immigrants, Refugees, and Displaced Populations**

**Session # 460**

**Field Education in Refugee Mental Health as Social Innovation and Engaged Scholarship**

Josh Hinson, University of North Carolina at Chapel Hill  
 Laura Garlock, University of North Carolina at Chapel Hill

**Date:** Saturday, October 25, 2014      **Time:** 3:30:00 PM      **Room:** Room 11 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe the steps for developing a partnership with local refugee resettlement and interpreter agencies that will build student capacity to serve refugee populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe competencies for social work practice with refugee populations and translate these into field education learning objectives, activities, and measurable student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe implications for field education in mental health service delivery to refugee populations, research, replication, dissemination, professional training, and policy advocacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Research and Program Evaluation**

**Session # 464**

**Using G\*Power to Calculate Sample Size and Power in Social Work Research**

Soleman Abu-Bader, Howard University

**Date:** Saturday, October 25, 2014

**Time:** 3:30:00 PM

**Room:** Meeting Room 7 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe the importance of selecting an appropriate sample size.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe the factors that affect the sample size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use G*Power to compute the sample size needed for research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Track: Social Welfare Policy and Policy Practice**

**Session # 465**

**Well Fair: A Poverty Simulation for Policy Practice**

Stacey Borasky, St. Edward's University  
Miguel Ferguson, University of Texas at Austin

**Date:** Saturday, October 25, 2014      **Time:** 3:30:00 PM      **Room:** Meeting Room 1 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe the steps involved in running a poverty simulation as a class assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Engage in a poverty simulation and describe the academic benefits that occur when students serve as caseworkers in this simulation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Employ methods of evaluating student work in policy practice using a poverty simulation as an assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Track: Values and Ethics**

**Session # 468**

**One MSW Program's Approach to Gatekeeping: Challenges and Opportunities in Status Review**

Donna M. McLaughlin, Boston University  
Mark Gianino, Boston University

**Date:** Saturday, October 25, 2014      **Time:** 3:30:00 PM      **Room:** Room 30B (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Articulate the purpose and procedures that apply to an MSW program's gatekeeping function.				
2. Describe the role of a status review committee in strengthening social work programs and serving students.				
3. Identify strategies that can improve the capacity of social work programs to achieve successful gatekeeping and attend to ethics, confidentiality, diversity, due process, and reflection.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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**Track: Gero-Ed (Aging and Gerontology)**

**Session # 495**

**Educating Students to Work With Well and Frail Elders in Rural Communities**

Kristina Hash, West Virginia University  
Denise Gammonley, University of Central Florida  
Lenard Kaye, University of Maine

**Date:** Saturday, October 25, 2014      **Time:** 3:30:00 PM      **Room:** Room 14 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe challenges facing older adults, their informal support system, and their service providers in rural areas.				
2. Discuss best practices in educating students to work competently with rural elders in varying degrees of health as well as their families, friends, and neighbors.				
3. Apply competencies and standards to geriatric social work practice in rural areas.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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**Track: Higher Education/Nonprofit Leadership**

**Session # 501**

**From Idea to Accreditation: What Might Happen When You Leave the Room**

Amy Restorick Roberts, Miami University  
 Carl Brun, Wright State University  
 W. Sean Newsome, Miami University  
 Lindsey Houlihan, Miami University

**Date:** Saturday, October 25, 2014      **Time:** 3:30:00 PM      **Room:** Room 22 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe the political, administrative, and pedagogical reasons for two programs to collaborate on a joint program.				
2. Describe considerations involved in planning and implementing a joint program.				
3. Apply skills and strategies to developing strengths and overcoming challenges in newly established collaborative programs.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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**Track: International Issues**

**Session # 507**

**Study Abroad Timeline: Logistics and Safety—Beyond the Itinerary**

Andy Dunlap, Elizabethtown College  
 Pat Lager, Florida State University  
 Susan Mapp, Elizabethtown College  
 Sally Mathiesen, San Diego State University

**Date:** Saturday, October 25, 2014      **Time:** 3:30:00 PM      **Room:** Meeting Room 4 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Identify key issues to be addressed in developing social work study abroad programs.				
2. Describe a model of trip development that encompasses predeparture preparation, in-country implementation, and post-trip reflection.				
3. Describe factors that will lessen institutional and personal liability.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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**Track: University-Community Partnerships**

**Session # 518**

**Forging Sustainable Community-Academic Collaborations: Invoking the Power of Participatory Action Research**

Darlyne Bailey, Bryn Mawr College  
 Melissa S. Emmerson, Bryn Mawr College  
 Mariandl M. C. Hufford  
 Donna S. Lindner

**Date:** Saturday, October 25, 2014      **Time:** 3:30:00 PM      **Room:** Room 10 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Implement Participatory Action Research (PAR) within various community-based settings and course curricula, bridging "micro" and "macro" social work practice for effective service learning.				
2. Apply the skills and processes of PAR methodology.				
3. Apply social work knowledge, values, and skills to create a culture of transformation in PreK-12 school settings.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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**Track: Violence Against Women and Their Children**

**Session # 520**

**Research on Violence Against Women: Career Development and Classroom Applications**

Arlene Weisz, Wayne State University  
 Beverly Black  
 Noel Busch-Armendariz, University of Texas at Austin, School of Social Work  
 Nada Elias-Lambert, Texas Christian University

**Date:** Saturday, October 25, 2014      **Time:** 3:30:00 PM      **Room:** Room 20 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe how effective alliances may be formulated with practitioners who work in the field of violence against women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe at least three types of research projects that may be conducted in the field of violence against women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe how research pertaining to violence against women research can cause secondary traumatization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*

**CE Session Evaluation Form**

Please print your name here: \_\_\_\_\_

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**Track: African Americans and the African Diaspora**

**Session # 521**

**Traumatic Grief Among African American Soldiers Exposed to Combat**

Oliver Johnson, Fayetteville State University

**Date:** Sunday, October 26, 2014

**Time:** 8:00:00 AM

**Room:** Room 13 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Explain how grief and loss may manifest themselves among African American soldiers exposed to combat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe the way in which cultural nuances may frame or shape the processing of grief with African American populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe evidence-based approaches for effective clinical social work practice with this population.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Baccalaureate Programs**

**Session # 522**

**Promoting Positive Attitudes Toward Research Among Undergraduates Through a Noncredited Mentor-Mentee Partnership Class**

Liyun Wu, Norfolk State University

**Date:** Sunday, October 26, 2014

**Time:** 8:00:00 AM

**Room:** Room 14 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Convey a more positive approach to statistics to undergraduate students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Design a structured noncredited class that will promote retention and improve the graduate rate among undergraduate students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate classroom leadership skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Track: Cultural Competence**

**Session # 525**

**Concierge of the International Classroom: The Role of the Social Work Instructor**

Rebecca G. Judd, Texas A&M University-Commerce

**Date:** Sunday, October 26, 2014

**Time:** 8:00:00 AM

**Room:** Room 12 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Create a plan for developing a social work study-abroad course (addressing the coordination of travel).				
2. Design curriculum with experiential activities that increase self-awareness and cultural awareness.				
3. Identify at least three areas for risk management when traveling with students in a study abroad course.				
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Evidence-Based Practice**

**Session # 528**

**Translating EBP: How Do We Make Evidence-based Practice Relevant to Students?**

Susan B. Bliss, Molloy College  
Melissa McCardle, Molloy College

**Date:** Sunday, October 26, 2014      **Time:** 8:00:00 AM      **Room:** Room 30B (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Identify the steps of evidence-based practice, including the roles of clinical expertise, client needs, and practitioner resources in determining the best treatment plan for each client.				
2. Identify difficulties faced by students in applying evidence-supported treatments to clinical practice.				
3. Develop strategies that improve methods for teaching evidence-based practice to students.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Field Education**

**Session # 529**

**Best Practices in Developing and Supporting Agencies With a Non-MSW Preceptor**

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

**Date:** Sunday, October 26, 2014      **Time:** 8:00:00 AM      **Room:** Room 19 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Identify benefits and challenges of the Preceptor and External Field Instructor (EFI) Field Placement model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Develop a Preceptor training program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply the Preceptor/EFI model to multidisciplinary, rural, and urban environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Field Education**

**Session # 531**

**Leniency Bias: Strategies to Support Accuracy and Consistency in Field Performance Evaluations**

Susan Marchetti, University of North Carolina at Charlotte  
 Nancy Pierson  
 Rebecca B. Brigham, UNC at Chapel Hill  
 Amy Barsanti, University of North Carolina at Charlotte

**Date:** Sunday, October 26, 2014

**Time:** 8:00:00 AM

**Room:** Meeting Room 12 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe "leniency bias" in field education and its potential impact on accurate assessment of student competencies.				
2. Describe two approaches to address "leniency bias" and consistency in grading.				
3. Describe generalist field rubrics, assessment of aggregate data, and suggested content changes to field instructor training.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Field Education**

**Session # 532**

**Practice Setting Safety: Students, Field Agencies and Social Work Field Education Partnership**

Toni-Marie Ciarfella, Marist College  
Janet K. Acker, College of Saint Rose

**Date:** Sunday, October 26, 2014      **Time:** 8:00:00 AM      **Room:** Room 20 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Define workplace safety as it pertains to the field placement setting and the populations served.				
2. Develop proactive strategies to address student fears of safety risks and client violence prior to the field experience and develop strategies to assist students in developing their own safety plans.				
3. Develop strategies to build partnerships; improve communication among students, programs, and field agencies; and produce recommendations for collaboration, debriefing, and notification if an incident occurs.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: International Issues**

**Session # 534**

**Teaching Beyond the Universal Declaration of Human Rights**

Kathryn Libal, University of Connecticut

Lynne Healy, University of Connecticut

**Date:** Sunday, October 26, 2014

**Time:** 8:00:00 AM

**Room:** Room 16 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe international human rights documents that can assist in integrating human rights-based principles into education about social work practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe resources from international and regional human rights institutions that can be used in the social work classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify learning objectives and potential course assignments that link human rights principles from documents to social work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Islam and Muslims**

**Session # 536**

**A Religious-Spiritual Framework for Understanding Acculturation Among Muslims**

Altaf Husain, Howard University

**Date:** Sunday, October 26, 2014

**Time:** 8:00:00 AM

**Room:** Room 10 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe a religious-spiritual framework used by Muslim immigrants in negotiating day-to-day transactions with the host society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe this framework's relationship to utilization of mental health services by Muslim clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply scenarios and practice principles to working with Muslim populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Track: Military Social Work**

**Session # 537**

**Preparing Social Workers to Conduct Suicide Assessments With Military Members and Veterans**

James Whitworth, Saint Leo University

**Date:** Sunday, October 26, 2014

**Time:** 8:00:00 AM

**Room:** Meeting Room 8 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe steps for conducting assessments of suicidal military members and veterans that are culturally sensitive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify and assess risk and protective factors for suicide among military members and veterans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe a five-step assessment and response model with a military or veteran case scenario that can be used in teaching social work students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Social Welfare Policy and Policy Practice**

**Session # 539**

**Using Recent Court Cases as a Tool to Teach Social Policy**

Sunny Harris Rome

**Date:** Sunday, October 26, 2014

**Time:** 8:00:00 AM

**Room:** Meeting Room 4 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe recent U.S. Supreme Court decisions that have implications for social policy and social work practice.				
2. Describe differences in policy made by the judiciary versus that made by legislatures.				
3. Develop strategies for introducing cases into the social work curriculum.				
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*

**CE Session Evaluation Form**

Please print your name here: \_\_\_\_\_

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**Track: Teaching Methods and Learning Styles**

**Session # 542**

**Technology and Social Work Education: Transforming Pedagogy or Efficiency?**

Deb Willis  
Tana Bridge, Eastern Michigan University  
Jennifer Fritz, Eastern Michigan University

**Date:** Sunday, October 26, 2014      **Time:** 8:00:00 AM      **Room:** Room 21 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe the differences between the use of technology to enhance education and a pedagogical transformation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Articulate opportunities to conceptualize and make changes in curriculum that use current technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify issues and possible solutions in the integration of technology at multiple levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: University-Community Partnerships**

**Session # 543**

**Community-Engaged Participatory Action Research as an Integral Part of MSW Research Curricula**

Jennifer Middleton, University of Maine  
 Sarah Harvey, University of Maine  
 Alison Mitchell, University of Maine  
 Nina Esaki, ANDRUS

**Date:** Sunday, October 26, 2014

**Time:** 8:00:00 AM

**Room:** Meeting Room 10 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe differences among community-based research, service- learning programs, and "community-engaged" participatory action research..				
2. Integrate community-engaged participatory action research approaches into the MSW research curricula.				
3. Describe the challenges of engaging communities and apply strategies to address those obstacles				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Clinical Practice**

**Session # 547**

**Normalizing Sexual Health and Sexuality in Clinical Practice and Social Work Education**

Elizabeth B. Russell, Nazareth College of Rochester  
 Trevor G. Gates, College at Brockport, State University of New York  
 Brian Kelly, Loyola University Chicago  
 Michael P. Dentato, School of Social Work

**Date:** Sunday, October 26, 2014      **Time:** 8:00:00 AM      **Room:** Room 18 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Provide definitions of sexual health and sexuality and describe assessment tools and treatment resources for practitioners and educators.				
2. Describe sample elective courses, course assignments, and suggestions for inclusion of sexual health assignments in practice courses.				
3. Describe models and client-driven assignments for better understanding of sexual health in clinical practice.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Community Organization and Social Administration**

**Session # 548**

**Place-Based Community Organizing: Implications for Social Work Education**

Lorraine Gutierrez, University of Michigan  
 Amy Krings, University of Michigan  
 Caroline A. Lanza, University of Washington  
 Susan Kemp

**Date:** Sunday, October 26, 2014

**Time:** 8:00:00 AM

**Room:** Meeting Room 9 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe the strengths and limitations of place-based local organizing within a globalized world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe skills required to do effective place-based interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe teaching methods for educating students to engage in place-based community practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Field Education**

**Session # 554**

**Supporting Field Education in an Online Environment**

M. Sebrina Jackson, Walden University  
 Donna McElveen, Walden University  
 Pete Meagher, Walden University

**Date:** Sunday, October 26, 2014

**Time:** 8:00:00 AM

**Room:** Meeting Room 6 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe trends in online social work education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe challenges of field education in an online environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe key components of a successful online field education program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



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**Track: Health**

**Session # 555**

**Teaching Sexuality to Social Work Students: Sixty Years In a Contact Zone**

Susan Ekberg Stiritz, Washington University in St. Louis  
 George Turner, University of Kansas  
 Sabitha Pillai-Friedman, Widener University

**Date:** Sunday, October 26, 2014      **Time:** 8:00:00 AM      **Room:** Room 22 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. List at least six reasons why social workers must be able to address clients' sexual issues at micro, mezzo, and/or macro levels.				
2. Demonstrate PLISSET and RECOGNITION Models (Couldrick, 2010) for addressing clients' sexual issues.				
3. Describe at least three gaps in sexual health preparation and three paths to addressing them.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
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<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
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**Track: Research and Program Evaluation**

**Session # 561**

**Teaching Implementation and Quality Science to Integrate Social Work Practice and Research**

Enola K Proctor  
Curtis McMillen, University of Chicago  
Leopoldo J. Cabassa,

**Date:** Sunday, October 26, 2014      **Time:** 8:00:00 AM      **Room:** Room 15 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe the basics of implementation and quality improvement sciences and their application to social work practice in social service agencies.				
2. Describe new roles for social workers who integrate implementation and quality improvement sciences into agency practice.				
3. Describe options for presenting this content to social work students.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
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**Track: Baccalaureate Programs**

**Session # 565**

**Gatekeeping and the Implicit Curriculum: A Model for Developing Behaviorally Specific Policies**

Mary Hylton  
 Jill Manit, University of Nevada, Reno  
 Gloria Messick Svare, University of Nevada, Reno

**Date:** Sunday, October 26, 2014      **Time:** 11:00:00 AM      **Room:** Room 30B (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Articulate the legal, organizational, and cultural barriers to professional gatekeeping within social work education programs.				
2. Describe the steps used within this model to develop gatekeeping policies.				
3. Apply the four-step model to develop behaviorally specific gatekeeping policies relevant to particular organizational contexts.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
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**Track: Child Welfare**

**Session # 566**

**The Lōkahi Wheel: A Culturally Sensitive Assessment Tool for Child Welfare Professionals**

Tammy Kaho`olemana Martin, University of Hawai`i at Manoa

**Date:** Sunday, October 26, 2014

**Time:** 11:00:00 AM

**Room:** Room 13 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Apply pedagogical strategies to train students in culturally sensitive assessments with child welfare clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Train students to use the Lōkahi wheel for identifying issues, formulating goals, and monitoring progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify interview skills that promote safety, engagement, and client-centered practice for involuntary clients to share their life perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Clinical Practice**

**Session # 567**

**Relationship Is the Key: Common Factors and Clinical Supervision**

Marilyn Ghezzi, University of North Carolina at Chapel Hill

**Date:** Sunday, October 26, 2014

**Time:** 11:00:00 AM

**Room:** Meeting Room 10 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe implications of the common factors research for social work practice and clinical supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe how relational supervision promotes supervisee self-understanding and professional growth and teaches supervisees how to leverage the relationship as a key element in the change process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Discuss the basics of a relational approach to supervision and its concordance with social work values and ethics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*

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**Track: Cultural Competence**

**Session # 568.5**

**Social Work Educators of Color and Antiracist Commitment: Turning Challenges Into Opportunities**

Melissa Redmond, Carleton University  
 Kenta Asakura, University of Toronto  
 Steven Solomon, Ryerson University

**Date:** Sunday, October 26, 2014      **Time:** 11:00:00 AM      **Room:** Room 11 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe the current classroom and academic climates for faculty of color.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe case studies that highlight opportunities and/or challenges commonly experienced by social work educators of color.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe challenges and opportunities in the advancement of structural integration of antiracist, social justice frameworks within schools of social work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



**CE Session Evaluation Form**

Please print your name here: \_\_\_\_\_

*The Council on Social Work Education, provider # 1163, is approved as a provider for social work continuing education by the Association of Social Work Boards (ASWB) [www.aswb.org](http://www.aswb.org), through the Approved Continuing Education (ACE) Program. The Council on Social Work Education maintains responsibility for the program. You are required to submit this completed evaluation form to obtain CE credit for this session.*

**Track: Educational Outcomes Assessment**

**Session # 569**

**Enhancing Program Assessment Through SWEAP**

Tobi A. DeLong Hamilton, Lewis-Clark State College

Roy Rodenhiser, Boise State University

Kathryn S. Krase, Long Island University-Brooklyn Campus

**Date:** Sunday, October 26, 2014

**Time:** 11:00:00 AM

**Room:** Room 20 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Identify and explain EPAS assessment requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe the differences between direct and indirect measurements for program assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe how SWEAP instruments can be utilized in assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



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**Track: Field Education**

**Session # 570**

**Developing a Student-Centered Advising System for a National Online MSW Program**

Diane Crowley, Boston University  
 Reeve Goldhaber, Boston University  
 Kristina Whiton-O'Brien, Boston University

**Date:** Sunday, October 26, 2014

**Time:** 11:00:00 AM

**Room:** Meeting Room 6 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe advantages and challenges of a student-centered advising model for a national online MSW program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe the supports and services required by students in an online MSW program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe the supports needed by regional advisers in an online MSW program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

Please submit any additional comments on the reverse side of this form.

**CE Session Evaluation Form**

Please print your name here: \_\_\_\_\_

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**Track: Interprofessional and Transdisciplinary Practice**

**Session # 574**

**Interprofessional Education: Working With the Three Es (Expectations, Egos, and Experiences)**

Genesia Kilgore-Bowling, University of Pikeville  
Canda Byrne, University of Pikeville

**Date:** Sunday, October 26, 2014

**Time:** 11:00:00 AM

**Room:** Meeting Room 8 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Identify and describe the core competencies for interprofessional education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrate the task group skills that are necessary in collaboration to develop interprofessional education projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe difficulties and successes in interprofessional education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Research and Program Evaluation**

**Session # 576**

**Applied Multilevel Modeling**

John G. Orme, University of Tennessee at Knoxville

Nathaniel J. Williams, College of Social Work

**Date:** Sunday, October 26, 2014

**Time:** 11:00:00 AM

**Room:** Room 16 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Develop an introductory applied multilevel modeling course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe strategies for creating an engaging, safe, and meaningful classroom experience in which students learn and apply complex multilevel modeling methods to social work research areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe how cross-sectional and longitudinal multilevel linear regression can be used to examine questions about human behavior within a dynamic person-in-environment framework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Social and Economic Justice**

**Session # 577**

**Seeking Justice: Teaching Social and Economic Justice in the Micro Curriculum**

Jennifer E. Harrison, Western Michigan University  
 Ineke Way, Western Michigan University  
 Karen VanDeusen, Western Michigan University

**Date:** Sunday, October 26, 2014

**Time:** 11:00:00 AM

**Room:** Room 12 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe the historical debate about the role of social and economic justice (SEJ) in micro practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify the unique contributions of micro approaches that advance SEJ in social work practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe three teaching strategies and assignments to integrate into micro social work curricula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Teaching Methods and Learning Styles**

**Session # 579**

**“I’m Not a Feminist”: Teaching Feminist Theory to Skeptical Social Work Students**

Diane Hodge, School of Social Work

**Date:** Sunday, October 26, 2014

**Time:** 11:00:00 AM

**Room:** Room 14 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe examples of feminist theoretical concepts and practice modalities for use in social work practice that can help students relate theory to practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply feminist pedagogical principles, particularly the use of collaborative work and consciousness-raising, to encourage and enhance the use of feminist theory in students’ social work practice skills and knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe ways to use popular media, online discussions of recent news, and collaborative in-class and online presentations to help students understand and articulate the usefulness of feminist theory in their social work practice work and the lives of their clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Technology in Social Work Education and Practice**

**Session # 580**

**Technology-Enhanced Practice Courses and Collaborative Learning in Distance Education**

M. Diane Calloway-Graham, Utah State University  
 Carl J. Sorenson, Utah State University

**Date:** Sunday, October 26, 2014      **Time:** 11:00:00 AM      **Room:** Room 19 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Identify and define course content involved in an innovative technology-based teaching model that can enhance the interaction of learner with instructor, learner with learner, and learner with content.				
2. Demonstrate technology-based and collaborative learning methods used to increase student conceptualization and proficiency in individual and group leadership skill development.				
3. Describe course outlines and resources that help faculty members to integrate technology-based teaching and collaborative learning applications into individual and group-work practice syllabi.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

**Signature:** \_\_\_\_\_

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**Track: Technology in Social Work Education and Practice**

**Session # 581**

**Using Social Media in the Classroom: Not Just for Geeks**

Jimmy Young, University of Nebraska at Kearne  
 Melanie Sage  
 Jonathan Singer, Temple University

**Date:** Sunday, October 26, 2014      **Time:** 11:00:00 AM      **Room:** Room 21 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe the ways that at least five social media platforms can be used in social work education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe strengths and limitations of social media platforms for social work education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify assignments well suited to social media enhancement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Signature:** \_\_\_\_\_

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**Track: Child Welfare**

**Session # 582**

**What's in an MSW? Career Trajectories and Practice Outcomes for PCW Employees**

Anasuya Ray, Rutgers, The State University of New Jersey  
 Ayse Akincigil, Rutgers, The State University of New Jersey  
 Ericka Deglau, Rutgers, The State University of New Jersey

**Date:** Sunday, October 26, 2014      **Time:** 11:00:00 AM      **Room:** Room 10 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Identify three contextual factors that may influence retention and career paths of MSW public child welfare employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe two to three ways in which professional social work education can contribute to sustaining reform and improved practice in public child welfare.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify potential organizational barriers that affect promotional opportunities for public child welfare workers with an MSW and strategies to assist students/graduates in addressing these barriers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



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**Track: Clinical Practice**

**Session # 583**

**Clinical Practice in Times of Economic Stress: The Narrative of Poverty**

Janice Edwards  
Linda Openshaw, Texas A&M University-Commerce  
Michael Schock, Augsburg College

**Date:** Sunday, October 26, 2014      **Time:** 11:00:00 AM      **Room:** Room 15 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe how poverty affects an individual's self-respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Use client strengths and cognitive therapy in clinical practice to undermine the effects of poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply the narrative of poverty to social work education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Clinical Practice**

**Session # 584**

**Strength-Based Social Work: A Meta-Theory to Guide Social Work Research and Practice**

Catherine A. Simmons, University of Memphis  
 Valerie Shapiro, University of California at Berkeley  
 Sarah Accomazzo, University of California at Berkeley  
 Trevor Matheny

**Date:** Sunday, October 26, 2014      **Time:** 11:00:00 AM      **Room:** Meeting Room 4 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	1	2	3	4
1. Describe the historical developments of strengths-based practice in the social work profession, the current state of strength-based social work practice, and a conceptual framework and justification for strength-based social work as a meta-theory.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe four clinical practice models that draw upon the meta-theory of strength-based social works.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe teaching tools and assessment strategies related to EPAS practice behaviors for strength-based social work within clinical/direct practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Community Organization and Social Administration**

**Session # 585**

**Macro Practice in Social Work Education: Poised for a Comeback?**

Margaret Sherraden, University of Missouri-St. Louis  
 Sunny Harris Rome  
 Mark S. Homan, Retired  
 Andrew Calderaro, Hunter College, City University of New York

**Date:** Sunday, October 26, 2014      **Time:** 11:00:00 AM      **Room:** Room 22 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe the current state of macro practice in social work education and understand its implications for the social work profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe initiatives and innovations that advance the role of macro practice both within the academy and in the social work profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe creative strategies and roles for social workers to advance and sustain the profession's historical role in both micro and macro practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Cultural Competence**

**Session # 592**

**Promoting an Antiracism Commitment for 20 Years: Strategies, Lessons Learned, and Future Directions**

Peggy O'Neill, Smith College  
 Kathryn Basham, Smith College  
 Joshua Miller, Smith College  
 Irene Rodriguez Martin

**Date:** Sunday, October 26, 2014      **Time:** 11:00:00 AM      **Room:** Room 18 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Implement antiracism initiatives that highlight institutional structures in need of change.				
2. Describe reciprocal change dynamics that accompany an antiracism commitment across and between curriculum, administrative structures, faculty, staff, students, and the broader community, including field.				
3. Plan and implement steps required to sustain and advance an organization's antiracism commitment in ever-changing practice environments and clinical social work education.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
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2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
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**Track: International Issues**

**Session # 599**

**What Social Work Educators Can Learn From Cuba: Aging, Health Care, LGBTQ, and Women's Issues**

Patricia O'Brien, University of Illinois at Chicago

Cassandra Bransford

Josephine A.V. Allen, Binghamton University, State University of New York

Kamilah Majied, Howard University

**Date:** Sunday, October 26, 2014

**Time:** 11:00:00 AM

**Room:** Meeting Room 9 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe distinctions of practice with populations such as older adults, LGBT individuals, and women.				
2. Describe practice approaches of Cuba and the United States that respond to needs within these populations.				
3. Describe how approaches embedded in the Cuban social/political system may build practice in the United States and contribute to curriculum.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Addictions**

**Session # 603**

**Funding, Implementing, and Integrating Addiction Counselor Licensing Training in an MSW Program**

Darcy Clay Siebert, Rutgers, The State University of New Jersey  
 Heidi K. Rodrick, Wichita State University  
 Carl Siebert, Rutgers, The State University of New Jersey

**Date:** Sunday, October 26, 2014      **Time:** 1:45:00 PM      **Room:** Room 13 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe practical and political issues involved in securing funding and institutional support for an addiction counselor training program that prepares graduate students for clinical licensing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe curricular issues and factors to consider in integrating requirements of CSWE, state licensing boards, MSW faculty members, field personnel, and field agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Develop a competency-based curriculum that combines the requirements for clinical licensing in addictions and the evidence-based knowledge and skills needed by students to practice in an integrated mental health and addictions environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Baccalaureate Programs**

**Session # 604**

**Social Work Education at Regional Campuses**

Larry W. Owens, Western Kentucky University  
 Dana Sullivan, Western Kentucky University  
 Simon Funge, Western Kentucky University

**Date:** Sunday, October 26, 2014      **Time:** 1:45:00 PM      **Room:** Room 22 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Identify factors that must be considered in establishing a social work program at regional campuses.				
2. Describe advantages and challenges of social work education at regional campuses.				
3. Describe benefits and challenges for faculty members at regional campuses.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
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**Track: Field Education**

**Session # 605**

**A Framework for Remediating Performance Issues in Field Education**

Carol Wilson-Smith, University of Illinois at Urbana-Champaign

Mary Maurer, University of Illinois at Urbana-Champaign

**Date:** Sunday, October 26, 2014

**Time:** 1:45:00 PM

**Room:** Room 19 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Develop remediation plans that assist struggling students with connecting their behaviors with the CSWE competencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe the process used to engage students in the development of the remediation plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Field Education**

**Session # 606**

**Inclusion: Ongoing Collaboration Between the Field Education Office and the Office of Disability Resources and Services**

Valarie Clemmons, Temple University / School of Social Work  
 Shirley Moy, Temple University  
 Tammy Carson, Temple University

**Date:** Sunday, October 26, 2014      **Time:** 1:45:00 PM      **Room:** Meeting Room 6 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Engage and collaborate with an Office of Disability Services in field internships for social work students with documented and undocumented disabilities.				
2. Develop and modify field policies, procedures, and materials to meet the needs of students with disabilities.				
3. Engage field agencies in a collaborative process that will provide better opportunities for students with disabilities.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
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**Track: Field Education**

**Session # 607**

**Preparing Field Students to Support Parents Suffering the Traumatic Loss of a Child**

Pamella S. Franzwa, University of Southern California  
Ruth A. Supranovich, University of Southern California

**Date:** Sunday, October 26, 2014      **Time:** 1:45:00 PM      **Room:** Room 14 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe the DSM 5 diagnosis of Persistent Complex Bereavement Disorder (PCBD) and how students can support the natural healing process.				
2. Apply the experience of traumatic loss, facilitate discussions around sensitive issues, and assist field students in managing the anxiety inherent in working with bereaved individuals.				
3. Design a role play that can lessen the anxiety of field students in working with bereaved parents.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
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<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*



**CE Session Evaluation Form**

Please print your name here: \_\_\_\_\_

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**Track: Health**

**Session # 609**

**Preparing Future Leaders: Developing and Implementing an Interprofessional Health-Care Education Camp**

Julie Alter-Kay  
Takisha LaShore, Wayne State University  
Kristen Carney, Wayne State University

**Date:** Sunday, October 26, 2014      **Time:** 1:45:00 PM      **Room:** Room 30B (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Create a residential summer camp focused on involving multiple disciplines, working in teams, and exploring health-care careers.				
2. Describe how to develop a curriculum that focuses on social work careers and engages high school juniors and seniors.				
3. Describe lesson plans across fieldwork, practice, research, policy, and human behavior for a high school health-care career camp focusing on diabetes.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

**Signature:** \_\_\_\_\_

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**Track: Research and Program Evaluation**

**Session # 611**

**Keeping It Real: Program Evaluation Projects for an Undergraduate Research Class**

Aesha J John

**Date:** Sunday, October 26, 2014

**Time:** 1:45:00 PM

**Room:** Room 16 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Develop program evaluation projects for an undergraduate research class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provide hands-on learning opportunities to undergraduate social work students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Develop research collaborations with local social service agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Social and Economic Justice**

**Session # 612**

**Teaching First Principles of Social Justice: Building the Foundation for Policy Practice**

Jonathan Lukens  
Monica Leisey, Salem State University

**Date:** Sunday, October 26, 2014      **Time:** 1:45:00 PM      **Room:** Room 12 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Facilitate the exploration of students' first principles necessary for decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Implement critical-thinking strategies that engage students in enhancing their ability to make ethical decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Understand and consider the importance of epistemic levels and facilitating student growth among them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Spirituality**

**Session # 613**

**Spirituality's Place in the Curriculum: Are We Listening to Practitioners?**

Michaela M. Rinkel, Hawai'i Pacific University

Kelli M. Larsen, Hawai'i Pacific University

**Date:** Sunday, October 26, 2014      **Time:** 1:45:00 PM      **Room:** Meeting Room 4 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe spiritually-derived interventions used by social workers and identify where social workers are learning about these practices				
2. Describe the role of social work education in the development of spiritually culturally competent practice.				
3. Identify concrete measures taken by social work programs to lessen the training gap around religious and spiritual practice.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Technology in Social Work Education and Practice**

**Session # 614**

**Connections: The Honey That Smooths Online Education**

Dorinda Noble, Texas State University-San Marcos

Amy Russell, Texas State University-San Marcos

**Date:** Sunday, October 26, 2014

**Time:** 1:45:00 PM

**Room:** Room 21 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe how connectivity and relationship building can enhance student learning, satisfaction, and outcomes in an online environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify techniques for increasing connectivity through case scenarios and online student and faculty video reports and will extrapolate these findings to a broader application of how students seek greater instructor connectivity and interaction, as well as enhancement of these interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe how instructors can face challenges in online learning environments such as student learning, student satisfaction, and time investment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Values and Ethics**

**Session # 615**

**Ethics, Values, and Theories: Thinking Critically About Useful Knowledge**

James Forte, Salisbury University

**Date:** Sunday, October 26, 2014

**Time:** 1:45:00 PM

**Room:** Meeting Room 8 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe a critical thinking approach to borrowed and created theory and the responsible and effective use of such theories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply skills in six areas that use the profession's core ethical guidelines and core value preferences as standards for judging and using theories in helping situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use knowledge across roles and helping situations to affirm professional values, comply with ethical guidelines, and adhere to scientific ideals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Child Welfare**

**Session # 617**

**Orphan Volunteerism: Altruism, Exploitation, and Considerations for the Children's Best Interest**

Jini Roby, Brigham Young University  
 Kelley McCreery Bunkers, Maestral International  
 Severine Chevrel

**Date:** Sunday, October 26, 2014      **Time:** 1:45:00 PM      **Room:** Room 10 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe orphan tourism and orphan volunteerism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe the short- and long-term impact of orphan volunteerism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe the policy, practice, and research implications of orphan tourism/volunteerism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Cultural Competence**

**Session # 618**

**"School's Interfering With My Education!": Bibliotherapy to Intervene in Cultural Competence Failures**

Susan Ekberg Stiritz, Washington University in St. Louis  
 Rory O'Brien  
 Dalychia Saah, Washington University in St. Louis

**Date:** Sunday, October 26, 2014

**Time:** 1:45:00 PM

**Room:** Meeting Room 12 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Demonstrate bibliotherapeutic tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Analyze fiction about minority groups using relevant lenses drawn from critical theory.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Articulate at least three new insights about muted groups' experiences that could hamper identity development, interpersonal relationships between minority and majority students, and social work practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Evidence-Based Practice**

**Session # 619**

**Evidence Based Practice in North American MSW Curricula: Results and Questions**

Rosalyn M. Bertram, University of Missouri-Kansas City  
 Eileen Gambrill, University of California at Berkeley  
 Danielle Parrish, University of Houston

**Date:** Sunday, October 26, 2014      **Time:** 1:45:00 PM      **Room:** Room 15 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe the differences among evidence-informed or evidence-based practice, research-supported treatments, and research supported interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify supports and barriers to integrating evidence-based practice or research-supported treatments within MSW curricula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe the relationship among critical thinking, social work values, and social work ethics in evidence-based practice and research-supported treatment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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Please print your name here: \_\_\_\_\_

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**Track: Research and Program Evaluation**

**Session # 630**

**Collecting MSW Employment Data: New Challenges and Increasing Expectations**

Michelle Woods, University of Michigan  
 Jennifer Luna-Idunate, University of Texas at Austin  
 Michael Jogerst, University of Chicago  
 Carol Doelling, Washington University in St. Louis

**Date:** Sunday, October 26, 2014

**Time:** 1:45:00 PM

**Room:** Meeting Room 9 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe the value and challenges of standard guidelines for reporting employment data.				
2. Describe the importance of first-destination data for institutions and the profession.				
3. Describe approaches used by four schools to report first-destination data on MSW graduates.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*

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Please print your name here: \_\_\_\_\_

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**Track: Social and Economic Justice**

**Session # 631**

**Thinking Through the United Nations Convention on the Rights of the Child**

Ann P. Rall, Eastern Michigan University  
 Katie Richards-Schuster, University of Michigan  
 Ken Saldanha, Eastern Michigan University  
 Janet L. Finn, University of Montana

**Date:** Sunday, October 26, 2014

**Time:** 1:45:00 PM

**Room:** Room 20 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe the international framework of rights outlined in the UN Convention on the Rights of the Child (CRC).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe strategies for using the CRC as a framework for critical reflection and action in social work education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe examples for the integration of human rights in social work education and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Addictions**

**Session # 637**

**Integrating Screening, Brief Intervention, and Referral to Treatment (SBIRT) Into Field Education**

Jill Russett, Christopher Newport University

**Date:** Sunday, October 26, 2014

**Time:** 3:30:00 PM

**Room:** Meeting Room 6 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Convey the relevance of SBIRT for students entering the field and agency instructors who are providing supervision.				
2. Provide training on evidence-based SBIRT practices, including direct skills.				
3. Integrate SBIRT into field education for students and field agency instructors.				
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
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**Track: Cultural Competence**

**Session # 638**

**Discovering Cultural Bias: An Innovative Methodology for Understanding What Students Really Believe**

Scott Wilkes, Jack, Joseph and Morton Mandel School of Applied Social Sciences

**Date:** Sunday, October 26, 2014

**Time:** 3:30:00 PM

**Room:** Room 30B (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe the implementation of the methodology concerning cultural bias.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe the pedagogical and theoretical rationale for the methodology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe the implementation challenges and ethical issues of the methodology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Field Education**

**Session # 640**

**Options for Learning: Virtual Training for Field Instructors**

Sandy E. Speier, New York University  
Lydia Franco, Rutgers, The State University of New Jersey

**Date:** Sunday, October 26, 2014      **Time:** 3:30:00 PM      **Room:** Room 19 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe the concepts behind virtual education for field instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify ways to implement a virtual model to support staff development of field instructors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use the virtual model of training to support field instructors in supervision with their social work students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Field Education**

**Session # 641**

**The Spark: Engaging Online Students With a Completely Online Field Seminar**

Sarah Keiser, University of Tennessee at Knoxville

**Date:** Sunday, October 26, 2014

**Time:** 3:30:00 PM

**Room:** Room 14 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Develop an effective online field seminar.				
2. Apply skills to engage students.				
3. Apply materials to fit program needs within a particular online environment.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Higher Education/Nonprofit Leadership**

**Session # 643**

**A Crisis in Social Work Continuing Professional Education? A Faculty Conversation**

Betty J. Ruth, School of Social Work  
 Mark Gianino, Boston University  
 Deborah Sheehan, School of Social Work

**Date:** Sunday, October 26, 2014      **Time:** 3:30:00 PM      **Room:** Room 12 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe intersecting issues and the dynamic changes associated with continuing professional education in social work (CPE).				
2. Describe factors that affect CPE quality and effectiveness.				
3. Develop action steps for increasing the visibility of and conversation about CPE within social work higher education.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
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**Track: Interprofessional and Transdisciplinary Practice**

**Session # 644**

**Advancing Social Work Education Through Interprofessional Education and Practice**

Teri Kennedy, Arizona State University  
Robin Bonifas, School of Social Work

**Date:** Sunday, October 26, 2014

**Time:** 3:30:00 PM

**Room:** Meeting Room 8 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe at least three diverse models of interprofessional education to prepare allied health-care professionals for collaborative practice.				
2. Provide curricular examples that demonstrate four competency domains for interprofessional education and practice.				
3. Describe challenges and strategies to foster the success of interprofessional education and practice initiatives for allied professionals.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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**Track: Research and Program Evaluation**

**Session # 645**

**The Logical Way: Planning and Evaluating Social Work Programs**

Doyle Pruitt, Keuka College  
 Ed Silverman, Keuka College  
 Jason McKinney, Keuka College  
 Stephanie Craig, Keuka College

**Date:** Sunday, October 26, 2014      **Time:** 3:30:00 PM      **Room:** Room 16 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe logic models and their application to a social work program's evaluation and strategic plan.				
2. Create a logic model that integrates various stakeholder requirements and apply it to a strategic plan.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
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6. The presenter/s were well prepared and attentive to questions				
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**Track: Rural Issues**

**Session # 646**

**MSW Training Grant in Rural Mental and Behavioral Health Practice: Lessons Learned**

Carrie Rishel, West Virginia University  
Helen Hartnett, West Virginia University

**Date:** Sunday, October 26, 2014      **Time:** 3:30:00 PM      **Room:** Meeting Room 10 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe the development and implementation of a HRSA-funded specialized training program for MSW students in rural mental and behavioral health practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe evaluation results and apply them to program development and implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply evaluation results to other social work program and training grant contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Track: Social Welfare Policy and Policy Practice**

**Session # 647**

**Teaching Policy Change Through Team-Based Learning: Utilizing a Nursing Home Simulation**

Denise E. Dedman, Saginaw Valley State University  
 Catherine A. Macomber, Saginaw Valley State University

**Date:** Sunday, October 26, 2014      **Time:** 3:30:00 PM      **Room:** Meeting Room 12 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe activities in team-based learning (TBL) for engaging students in acquiring EPAS competencies 2.1.8 and 2.1.9..				
2. Describe TBL in the social service agency context.				
3. Describe the need for infusion of gerontological content in the core social work curriculum				
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
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**Track: Technology in Social Work Education and Practice**

**Session # 649**

**Advocacy Skills Reconsidered: Digital Self-Advocacy and Social Media**

Dennis Long, Xavier University  
 Carolyn J. Tice, University of Maryland, Baltimore County  
 Lisa Cox

**Date:** Sunday, October 26, 2014      **Time:** 3:30:00 PM      **Room:** Room 15 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Identify skills in social media to advocate for client systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe knowledge about technology for practicing advocacy skills and strategies with clients and client systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe advocacy as a link between micro and macro levels of social work practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*





**CE Session Evaluation Form**

Please print your name here: \_\_\_\_\_

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**Track: Technology in Social Work Education and Practice**

**Session # 650**

**Harnessing Social Media: Developing Ethical Student Engagement Guidelines for Social Work Education**

David Axlyn McLeod, University of Oklahoma  
 Jimmy Young, University of Nebraska at Kearney  
 Shane R. Brady, University of Oklahoma

**Date:** Sunday, October 26, 2014      **Time:** 3:30:00 PM      **Room:** Room 20 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Compare and contrast positions, attitudes, and perspectives on the appropriateness of educational engagement with students in social media venues.				
2. Describe at least three examples of policies that address student and faculty privacy, methods of interaction, and pedagogy considerations in educational social media interactions.				
3. Develop potential considerations, values, and strategies related to ethical practice and conduct in digital spaces.				
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*

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**Track: Technology in Social Work Education and Practice**

**Session # 651**

**Teaching Social Work Writing Practice Skills in an Online Course**

Patricia Desrosiers, Western Kentucky University  
 Wesley Gabbard, Western Kentucky University  
 Erlene Grise-Owens, Spalding University

**Date:** Sunday, October 26, 2014

**Time:** 3:30:00 PM

**Room:** Room 21 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe the utility of a systematic approach to address writing challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Articulate strategies that can improve writing practice skills of social work students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: University-Community Partnerships**

**Session # 652**

**Field Education-Community Collaboration: Response to Capacity Building and Enhanced Field-Practicum Learning**

Vivien Villaverde, University of Southern California  
 Shu Chen Hsiao, University of Southern California

**Date:** Sunday, October 26, 2014      **Time:** 3:30:00 PM      **Room:** Room 22 (Tampa Convention Center)

<b>Part 1: Learning Objectives</b>				
Please evaluate whether objectives were met. After this session, participants will be able to:				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
1. Describe the evolution of university-community collaboration within field education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe a model used in creating and formalizing field education-community collaboration that integrates micro, mezzo, and macro levels of practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe two pilot field agency sites that have micro-mezzo and mezzo-macro foci.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***	1	2	3	4
<b>Program Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

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**Track: Values and Ethics**

**Session # 653**

**Human Rights and Social Work Values/Ethics: Connecting Across Content**

Catherine Hawkins, Texas State University  
 Karen Knox, Texas State University-San Marcos

**Date:** Sunday, October 26, 2014      **Time:** 3:30:00 PM      **Room:** Meeting Room 4 (Marriott Tampa Bay Waterside Hotel)

<b>Part 1: Learning Objectives</b>				
<b>Please evaluate whether objectives were met. After this session, participants will be able to:</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Describe an instructional framework and teaching strategies for connecting human rights and social work values and ethics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Articulate methods that emphasize ethical practice and can be used in applying universal human rights to redress social injustice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe case examples featuring conflicts in values and ethical dilemmas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: Program Content/Presenters</b>				
<b>***Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree***</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program Content</b>				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenters</b>				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Signature:** \_\_\_\_\_

*Please submit any additional comments on the reverse side of this form.*