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Advancing Social Work Education  
**the APM @**

60

**2014 APM Final Program**

60th ANNUAL PROGRAM MEETING • OCT. 23-26, 2014 • TAMPA, FLORIDA



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Please visit exhibit booth #400 for information about our School and join us for our reception in Room 10 in the Tampa Convention Center on Friday from 6:30 to 8:00 p.m.

# Welcome

## *From the CSWE Chair and President*



**Barbara W. Shank**  
*Chair, CSWE Board  
of Directors*

According to the April 1953 *Social Work Education* newsletter, 400 people attended CSWE's first Annual Program Meeting (APM) in St. Louis in January 1953—including representatives of agencies, professional membership associations, higher education institutions, undergraduate and graduate departments of social work, and the public. "Reports reaching the Council have been enthusiastic," the newsletter added, "as to the cohesiveness of the program, the quality of the papers presented, and the stimulating and enthusiastic discussions which took place in the various meetings."

As CSWE celebrates its 60th Annual Program Meeting with more than 2,000 attendees in sunny Tampa, it is clear that those words are as true today as they were all those years ago. Although the meeting has grown and evolved to meet the demands of the profession, it continues to offer thought-provoking presenters such as Special Plenary speaker Jared Bernstein and Hokenstad International Lecturer Asher Ben-Arieh, who follow in the footsteps of the 1954 APM speakers Eleanor Roosevelt, Mordecai Johnson (president, Howard University), and Buell G. Gallagher (president, City University of New York). The early programming organization of two Tracks—workshops and general sessions—may have blossomed into 40 Tracks and special preconference workshops, but now, as then, the sessions assist in enhancing the development of social work professionals and building the knowledge base for social work. The achievements of social work educators remain a particular point of pride through initiatives such as the CSWE Professional Recognition Awards, the SAGE/CSWE Award for Innovative Teaching in Social Work, the Feminist Manuscript Award, the JSWE Best Article and Best Reviewer Awards, the Partners in International Education Awards, the Sexual Orientation and Gender Identity and Expression Scholarship Award, and the inaugural Disability Manuscript Award.

We hope you will enjoy the richness of the program for our 60th annual meeting as we build on our history and look forward to future APMs and their crucial role in advancing social work education.



**Darla Spence Coffey**  
*CSWE President and  
Chief Executive Officer*

# Congratulations

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## 2014 SAGE/CSWE Award for Innovative Teaching in Social Work Education Recipients

This award was established in February 2012 to honor and recognize innovative teaching in social work education. Two recipients (or teams) will be awarded and recognized each year for outstanding contributions to social work education. The three themes identified for the 2014 awards follow.

1. Educating social work students for behavioral health and/or the changing environment of health care
2. Education for practice with vulnerable and marginalized populations
3. Teaching students to be effective research consumers and researchers

Learn more about the 2014 recipients and their innovations during the workshops they will conduct at the 2014 APM.



**Leslie D. Hollingsworth**  
University of Michigan

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

Workshop Type: Skills Workshop

**Overview:** Evidence exists that current methods of social work education are not sufficient to prepare students for effective practice with African American families. This presentation will use a case-study method to frame the problem, provide support for Afrocentric curricular content and methods, and demonstrate their application and integration.

Final Program Number 267  
Saturday, October 25, 2014: 8:00 am–9:00 am, Tampa Convention Center, Room 13



**Track:** African Americans and the African Diaspora  
Award Theme Category: Education for Practice With Vulnerable and Marginalized Populations



**Christine McKenna Lok**  
Regis College

**Workshop Title:**  
**Capturing Student Thought Processes: Screencasts in a Research Methods Course**

Workshop Type: Curriculum or Administrative Workshop

**Overview:** This workshop explores a new approach to assessing students' skills at finding and evaluating relevant research studies. Screencasts allow faculty members to listen in as students narrate their choices while using electronic journal databases. Professors can offer individualized feedback to improve students' approaches to the search process, making research more efficient and rewarding.

Final Program Number 467  
Saturday, October 25, 2014: 3:30 pm–4:30 pm, Marriott Tampa Bay Waterside Hotel, Grand Ballroom Salon B



**Track:** Teaching Methods and Learning Styles  
Award Theme Category: Teaching Students to be Effective Research Consumers and Researchers

# Greetings

## *From the 2014 APM Regional Planning Committee Chair and Co-Chair*



**Bonnie L. Yegidis**  
Chair  
*University of  
Central Florida*

The 14 members of the Regional Planning Committee welcome you to sunny Tampa, a nexus of cultural life particularly well-suited to those in the social work community. The historic Ybor City, a former home to cigar industry workers and mutual aid societies, reminds us of the invaluable contribution of immigrants to the nation and the roots of social work in serving vulnerable populations. Tampa's waterfront locale highlights the crucial relationship of people with their environment, as it presents the interconnectedness of sea, sky, sun, sand, and soil.

This year's theme, "Advancing Social Work Education: The APM at 60," offers an opportunity to reflect on our past and look to our future. The APM's original two Tracks of programming in 1953 have evolved into 40, and new features continue to be added each year to address emerging and continuing concerns. For example, this year's Summit on Field Education provides a venue for field directors, deans, and program directors to contemplate big-picture issues in field education and devote equal attention to individual program needs. New networking and other services such as the Exhibitor/Student X-Change and Career Center can assist students and others contemplating the next steps in furthering their education, pursuing licensure, finding a job, or considering options such as international social work.

Regular programs, too, further professional development. Preconference workshops assist faculty members and administrators in enhancing their skills in specialized content areas. From CSWE's annual Film Festival that highlights issues across the broad spectrum of social work and offers multimedia possibilities for the classroom, to 12 Hot Topic sessions on subjects such as sexual assault in military and campus settings, the APM seeks to explore best practices and equip social work professionals to best serve their multiple constituencies.

Producing an APM with more than 600 sessions is a team effort, and we are grateful to the many volunteers, partners, and exhibitors who make it possible. The generous support of the following sponsors provides important services at the APM:

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We hope you will enjoy your time in Tampa and the many opportunities at the APM to advance our role as change agents.



**Belinda E. Bruster**  
Co-Chair  
*Florida Gulf  
Coast University*



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Friday, October 24 at  
6:30-7:30 p.m. in  
Meeting Room 7 of  
the Tampa Bay  
Waterside Hotel.

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# Congratulations

## 2014 CSWE Summer Leadership Scholarship Programs Recipients

The 2014 CSWE Summer Leadership Scholarship Program is an initiative of the CSWE Leadership Institute. CSWE is proud to recognize the six recipients of these 2014 scholarships. They will be honored at the Thursday, October 23 CSWE Leadership Networking Reception 5:00 pm– 6:00 pm (Tampa Convention Center, Room 14–15).

### Harvard Institutes of Higher Education (HIHE)

This program is a joint effort with HIHE for the participation of CSWE-recommended persons in HIHE summer residential sessions.

Program Opportunity: The Harvard Management Development Program (MDP), held June 1–13, is designed for deans, associate deans, directors, program directors, and other administrators.

### 2014 CSWE Summer Leadership Scholarship Recipients



**Karen Bullock**  
North Carolina State  
University



**Stephen Kapp**  
University of Kansas



**Halaevalu F. Vakalahi**  
Morgan State University



**Florencia Velazquez**  
Pontifical University of  
Puerto Rico



**Dina J. Wilke**  
Florida State University

### HERS Bryn Mawr Summer Institute for Women in Higher Education Administration

This program is a joint effort with the 2014 HERS Bryn Mawr Summer Institute for the participation of CSWE-recommended persons. That program was held July 6–19, 2014.

Program Opportunity: Each summer since 1976 the HERS Bryn Mawr Summer Institute for Women in Higher Education Administration has provided a residential program with an intensive leadership and management curriculum for approximately 70 women faculty and administrators on the Bryn Mawr College campus.

### 2014 CSWE Summer Leadership Scholarship Recipient



**Angela Ausbrooks**  
Texas State University

Join the recipients at the CSWE Connect session, Learn More: CSWE Leadership Institute Scholarship Program. It will be held on Friday, October 24, 2014, from 11:00 am–12:30 pm, Tampa Convention Center, Room 23.

# Registration

## Registration Area

The Registration area is located in the Tampa Convention Center, West Registration Level. The official registration name badge must be displayed for admission to all APM sessions and the Exhibit Hall. APM attendees' spouses and partners who are not social work educators, students, or practitioners may purchase a special badge onsite for \$50 that will allow them admission to sessions and the Exhibit Hall. In addition, a special Exhibit Hall-only badge will be available for \$50.

## Registration Hours

Thursday, October 23	7:00 am–9:30 pm
Friday, October 24	8:00 am–5:00 pm
Saturday, October 25	8:00 am–5:00 pm
Sunday, October 26	8:00 am–12:00 pm

## CSWE Staff Assistance

CSWE staff members are available at the APM Registration counters. They are also working throughout the meeting and can be identified by the CSWE staff badge each employee is wearing.

## Name Badge Ribbons Counter

APM attendees serving on committees or having a special role in CSWE operations should pick up their name badge ribbons at the ribbons counter in the Registration area.

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# Schedule at a Glance

## Wednesday, October 22, 2014

Title	Start Time	End Time	Location
National Association of Deans and Directors Fall 2014 Meeting (Members Only)	7:00 am	5:00 pm	Rooms 13–16 (Tampa Convention Center)
CSWE Council on Racial, Ethnic, and Cultural Diversity Meeting, Day 1 (Council Members Only)	1:00 pm	5:00 pm	Room 2 (Tampa Convention Center)
CSWE Minority Fellowship Program New Fellows Meeting (Invitation Only)	4:00 pm	5:30 pm	Rooms 37–38 (Tampa Convention Center)
CSWE Minority Fellowship Program Networking Meeting (Invitation Only)	6:00 pm	8:00 pm	Room 37–38 (Tampa Convention Center)

## Thursday, October 23, 2014

Field Education Innovator's Showcase	7:00 am	8:30 am	Ballroom A (Tampa Convention Center)
Registration Open	7:00 am	9:30 pm	West Registration Level (Tampa Convention Center)
Commission for Diversity and Social and Economic Justice: Meeting of Commission Chairs, Council Chairs, and Affiliated Group Presidents (Members Only)	7:45 am	8:45 am	Room 15 (Tampa Convention Center)
CSWE Minority Fellowship Program Current Fellows Meeting (Invitation Only)	8:00 am	5:00 pm	Room 19 (Tampa Convention Center)
NCWWI Leadership Academy for Deans and Child Welfare Directors (Members Only)	8:00 am	5:00 pm	Room 12 (Marriott Tampa Bay Waterside Hotel)
CSWE Summit on Field Education 2014	8:30 am	4:30 pm	Ballroom D (Tampa Convention Center)
American Indian Alaska Native Social Work Educators' Association Meeting (Open to All Attendees)	9:00 am	4:30 pm	Meeting Room 8 (Marriott Tampa Bay Waterside Hotel)
Association for Community Organizations and Social Administration— <i>Journal of Community Practice</i> Editorial Board Meeting (Members Only)	9:00 am	12:00 pm	Room 32 (Tampa Convention Center)
CSWE Accreditation Group Consultation: Anna R. Holster	9:00 am	10:30 am	Room 13 (Tampa Convention Center)
CSWE Council on Disability and Persons With Disabilities (Council Members Only)	9:00 am	12:00 pm	Meeting Room 5 (Marriott Tampa Bay Waterside Hotel)

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– *Dr. Barbara Shank, dean of the  
School of Social Work and CSWE Board Chair*

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**Thursday, October 23, 2014 continued**

<b>Title</b>	<b>Start Time</b>	<b>End Time</b>	<b>Location</b>
CSWE Council on External Relations (Council Members Only)	9:00 am	12:00 pm	Meeting Room 1 (Marriott Tampa Bay Waterside Hotel)
CSWE Council on Global Learning, Research, and Practice (Council Members Only)	9:00 am	12:00 pm	Meeting Room 4 (Marriott Tampa Bay Waterside Hotel)
CSWE Council on Leadership Development (Council Members Only)	9:00 am	12:00 pm	Meeting Room 7 (Marriott Tampa Bay Waterside Hotel)
CSWE Council on Practice Methods and Specializations (Council Members Only)	9:00 am	12:00 pm	Room 1 (Tampa Convention Center)
CSWE Council on Publications (Council Members Only)	9:00 am	12:00 pm	Room 38 (Tampa Convention Center)
CSWE Council on Racial, Ethnic, and Cultural Diversity Meeting, Day 2 (Council Members Only)	9:00 am	12:00 pm	Room 15 (Tampa Convention Center)
CSWE Council on Sexual Orientation and Gender Identity and Expression (Council Members Only)	9:00 am	12:00 pm	Meeting Room 6 (Marriott Tampa Bay Waterside Hotel)
CSWE Council on the Role and Status of Women in Social Work Education (Council Members Only)	9:00 am	12:00 pm	Room 10 (Tampa Convention Center)
CSWE National Nominating Committee	9:00 am	12:00 pm	Room 14 (Tampa Convention Center)
Child Welfare Track Meeting: Business Meeting— Strengthening Our National Network (Members Only)	9:00 am	10:30 am	Florida Ballroom Salons V–VI (Marriott Tampa Bay Waterside Hotel)
National Deans and Directors of Graduate Social Work Admissions (NDDSWA) Annual Professional Development Training (Members Only)	9:00 am	12:00 pm	Meeting Room 9 (Marriott Tampa Bay Waterside Hotel)
National Social Work Librarians Group (Members Only)	9:00 am	4:30 pm	Room 8 (Tampa Convention Center)
Special Commission to Advance Macro Practice in Social Work Meeting (Invitation Only)	9:00 am	12:00 pm	Florida Ballroom Salon IV (Marriott Tampa Bay Waterside Hotel)
Child Welfare Track Meeting: The Vision of the Children’s Bureau for Moving Child Welfare Partnerships Forward—Ask a Fed (Open to All Attendees)	10:45 am	12:00 pm	Florida Ballroom Salons V–VI (Marriott Tampa Bay Waterside Hotel)

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**Thursday, October 23, 2014 continued**

<b>Title</b>	<b>Start Time</b>	<b>End Time</b>	<b>Location</b>
CSWE Accreditation Group Consultation: Lynne Taylor	10:45 am	12:15 pm	Room 13 (Tampa Convention Center)
LUNCH BREAK	12:00 pm	1:30 pm	
CSWE Commissions Meeting With CSWE President and Chair of Board (Invitation Only)	1:00 pm	2:00 pm	Meeting Room 14 (Marriott Tampa Bay Waterside Hotel)
Association for Community Organizations and Social Administration Board Meeting (Members Only)	1:30 pm	4:30 pm	Room 32 (Tampa Convention Center)
Child Welfare Track Meeting: Nuts and Bolts of CW Education Programs—Shared Practices From Multiple Programs (Open to All Attendees)	1:30 pm	3:00 pm	Florida Ballroom Salons V–VI (Marriott Tampa Bay Waterside Hotel)
CSWE Accreditation Group Consultation: Mary Deffley Kurfess	1:30 pm	3:00 pm	Room 13 (Tampa Convention Center)
Creating Spaces of Possibility (Open to All Attendees)	1:30 pm	4:30 pm	Room 1 (Tampa Convention Center)
Financial Capability and Asset Building (FCAB) Social Work Research Consortium (Invitation Only)	1:30 pm	4:30 pm	Meeting Room 5 (Marriott Tampa Bay Waterside Hotel)
Military Social Work Track Meeting (Open to All Attendees)	1:30 pm	4:30 pm	Room 38 (Tampa Convention Center)
National Deans and Directors of Graduate Social Work Admissions (NDDSWA): Annual Business Meeting (Members Only)	1:30 pm	4:30 pm	Meeting Room 9 (Marriott Tampa Bay Waterside Hotel)
CSWE Commission for Diversity and Social and Economic Justice (Commission Members Only)	2:00 pm	5:00 pm	Room 10 (Tampa Convention Center)
CSWE Commission on Educational Policy (Commission Members Only)	2:00 pm	5:00 pm	Meeting Room 6 (Marriott Tampa Bay Waterside Hotel)
CSWE Commission on Global Social Work Education (Commission Members Only)	2:00 pm	4:00 pm	Meeting Room 4 (Marriott Tampa Bay Waterside Hotel)
CSWE Commission on Membership and Professional Development (Commission Members Only)	2:00 pm	5:00 pm	Meeting Room 7 (Marriott Tampa Bay Waterside Hotel)
CSWE Commission on Research (Commission Members Only)	2:00 pm	5:00 pm	Room 2 (Tampa Convention Center)

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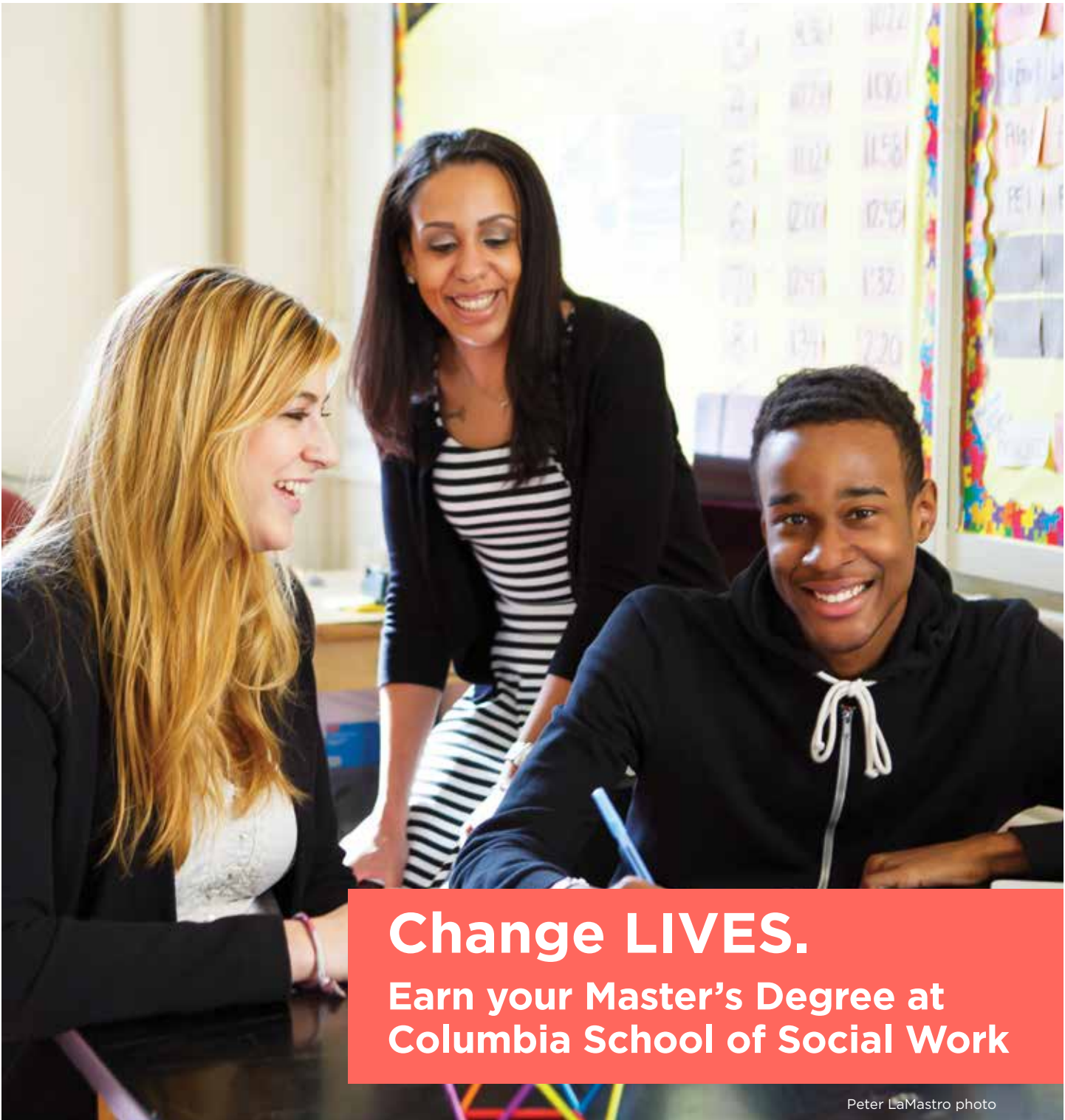
In each of the past several years, approximately 1,000 social work students have been placed for field education internships in community agencies, hospitals, schools, shelters and every viable non-profit setting to learn from other professional social workers.

**Thursday, October 23, 2014 continued**

Title	Start Time	End Time	Location
CSWE Accreditation Group Consultation: Megan Fujita	3:15 pm	4:45 pm	Room 13 (Tampa Convention Center)
Child Welfare Track: The New CFSR—What Is It and What Does It Mean for Us and Our Programs (Open to All Attendees)	3:15 pm	4:30 pm	Florida Ballroom Salons V–VI (Marriott Tampa Bay Waterside Hotel)
CSWE Global Commission, Councils, and Katherine Kendall Institute Meeting	4:00 pm	5:00 pm	Meeting Room 10 (Marriott Tampa Bay Waterside Hotel)
2014 APM Newcomer Orientation	5:00 pm	6:00 pm	Room 12 (Tampa Convention Center)
CSWE Leadership Networking Reception	5:00 pm	6:00 pm	Rooms 14–15 (Tampa Convention Center)
CSWE 60th Annual Program Meeting Opening Ceremony and Awards Presentation	6:30 pm	8:00 pm	Ballrooms A–B (Tampa Convention Center)
CSWE Press Bookstore Open	7:30 pm	9:30 pm	West Registration Level (Tampa Convention Center)
CSWE Opening Night Reception (Open to All Attendees)	8:00 pm	9:30 pm	West Hall (Tampa Convention Center)
Exhibit Hall Open	8:00 pm	9:30 pm	West Hall (Tampa Convention Center)

**Friday, October 24, 2014**

Daily Orientation for APM Student Volunteers	7:00 am	7:45 am	Ballroom B (Tampa Convention Center)
Doctoral Student Connection Breakfast (Doctoral Students Only)	7:00 am	8:00 am	Ballroom A (Tampa Convention Center)
Mid-Atlantic Deans and Directors Annual Breakfast Gathering (Open to All Attendees)	7:00 am	8:00 am	Room 16 (Tampa Convention Center)
Education Session 1 of 12	7:45 am	9:15 am	Various Locations
CSWE Film Festival	7:45 am	5:00 pm	Rooms 1–2 (Tampa Convention Center)
Registration Open	8:00 am	5:00 pm	West Registration Level (Tampa Convention Center)
CSWE Press Bookstore Open	8:30 am	5:00 pm	West Registration Level (Tampa Convention Center)
Exhibit Hall Open	9:00 am	5:00 pm	West Hall (Tampa Convention Center)
SAGE/CSWE Award Presentation (Open to All Attendees)	9:30 am	9:45 am	Ballroom B (Tampa Convention Center)
Special Plenary Lecture: Jared Bernstein	9:45 am	10:45 am	Ballroom B (Tampa Convention Center)
Education Session 2 of 12	11:00 am	12:30 pm	Various Locations
Finding A Job: Getting Hired in Academia— A Primer for Doctoral Students	11:00 am	12:15 pm	West Hall, CSWE Career Center (Tampa Convention Center)



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**Friday, October 24, 2014 continued**

<b>Title</b>	<b>Start Time</b>	<b>End Time</b>	<b>Location</b>
Gero-Ed Track Kick-Off Panel: Aging Your Way— Advancing Social Work Practice and Education	11:00 am	12:30 pm	Room 14 (Tampa Convention Center)
Finding a Job: How Can Leadership Qualities Support the Job Search?	12:15 pm	1:30 pm	West Hall, CSWE Career Center (Tampa Convention Center)
APM Track Lunch-Break X-change (Tracks 1–20) (Open to All Attendees)	12:30 pm	1:30 pm	Ballroom A (Tampa Convention Center)
LUNCH BREAK	12:30 pm	1:30 pm	
CSWE Press, Coffee and Cookies With the Authors (Open to All Attendees)	1:30 pm	2:30 pm	CSWE Press Bookstore, West Registration Level (Tampa Convention Center)
Education Session 3 of 12	1:45 pm	3:15 pm	Various Locations
Writing Workshops: Research Statement Writing— Defining Direction	1:45 pm	3:00 pm	West Hall, CSWE Career Center (Tampa Convention Center)
Education Session 4 of 12	3:30 pm	5:00 pm	Various Locations
Finding a Job: From ASWB—Understanding Social Work Regulation and Licensing	3:30 pm	4:45 pm	West Hall, CSWE Career Center (Tampa Convention Center)
Military Sexual Assault Program Evaluation: A Roadmap for Military and Academic Partnership	3:30 pm	5:00 pm	Room 7 (Tampa Convention Center)
CSWE Membership Meeting	5:00 pm	6:00 pm	Room 15 (Tampa Convention Center)
NACASSW General Body Meeting	5:00 pm	6:30 pm	Meeting Room 8 (Marriott Tampa Bay Waterside Hotel)
North American Editorial Advisory Board: <i>Social Work Education, the International Journal</i> (Invitation Only)	5:00 pm	6:30 pm	Room 30A (Tampa Convention Center)
Training HPPAE Students in Health Care Settings: Looking Back and Moving Forward (Open to All Attendees)	5:00 pm	6:30 pm	Room 24 (Tampa Convention Center)
Association of Baccalaureate Social Work Program Directors General Membership Meeting (Members Only)	6:00 pm	7:00 pm	Ballroom B (Tampa Convention Center)
CSWE Minority Fellowship Program Reception (Invitation Only)	6:00 pm	8:00 pm	Room 9 (Tampa Convention Center)
CSWE Site Visitors Reception (Invitation Only)	6:00 pm	7:30 pm	Room 20 (Tampa Convention Center)
Asian Pacific Islander Social Work Educator Association Annual Meeting and Award Ceremony (Members Only)	6:30 pm	8:30 pm	Room 30B (Tampa Convention Center)

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**Friday, October 24, 2014 continued**

<b>Title</b>	<b>Start Time</b>	<b>End Time</b>	<b>Location</b>
Black Social Work Educators (Open to All Attendees)	6:30 pm	7:30 pm	Room 2 (Tampa Convention Center)
Boston University School of Social Work Reception (Open to All Attendees)	6:30 pm	8:00 pm	Room 10 (Tampa Convention Center)
Brown School at Washington University in St. Louis Alumni Reception (Invitation Only)	6:30 pm	7:30 pm	Meeting Room 7 (Marriott Tampa Bay Waterside Hotel)
Caucus of LGBT Faculty and Students in Social Work (Open to All Attendees)	6:30 pm	7:30 pm	Room 25 (Tampa Convention Center)
Clinical Practice Track Business Meeting (Open to All Attendees)	6:30 pm	7:30 pm	Room 8 (Tampa Convention Center)
Columbia School of Social Work Reception (Open to All Attendees)	6:30 pm	8:00 pm	Room 12 (Tampa Convention Center)
Global Commission Partners in Advancing International Education (PIE) Awards and NACASSW Networking Reception (Open to All Attendees)	6:30 pm	8:30 pm	Meeting Rooms 5–6 (Marriott Tampa Bay Waterside Hotel)
Influencing State Policy Annual Meeting (Open to All Attendees)	6:30 pm	7:30 pm	Room 37 (Tampa Convention Center)
Interprofessional Integrated Health Care: Putting Social Work on the Forefront of Integrated Care (Open to All Attendees)	6:30 pm	7:30 pm	Room 22 (Tampa Convention Center)
<i>Journal of Baccalaureate Social Work</i> Editorial Board Meeting (Members Only)	6:30 pm	7:30 pm	Room 32 (Tampa Convention Center)
<i>Journal of Social Work Education</i> Reviewers 50th Anniversary Reception (Open to All Attendees)	6:30 pm	8:00 pm	Meeting Room 4 (Marriott Tampa Bay Waterside Hotel)
Korean American Social Work Educators Association Business Meeting (Members Only)	6:30 pm	8:30 pm	Room 23 (Tampa Convention Center)
Simmons School of Social Work Reception (Open to All Attendees)	6:30 pm	8:00 pm	Room 11 (Tampa Convention Center)
University of California Berkeley Social Welfare Alumni Reception (Members Only)	6:30 pm	7:30 pm	Meeting Room 1 (Marriott Tampa Bay Waterside Hotel)
University of Kansas Reception (Open to All Attendees)	6:30 pm	8:00 pm	Room 7 (Tampa Convention Center)
University of Tennessee Reception (Open to All Attendees)	6:30 pm	7:30 pm	Meeting Rooms 9–10 (Marriott Tampa Bay Waterside Hotel)

A photograph of two young children sitting on a large, light-colored rock in a garden. The child on the left is a young girl with blonde hair, wearing a blue and white striped short-sleeved shirt and shorts, and white sneakers. She has a small bandage on her right arm. The child on the right is a young girl with dark hair, wearing a white t-shirt, pink shorts, and red shoes. She is looking towards the other child. The background is filled with lush green foliage.

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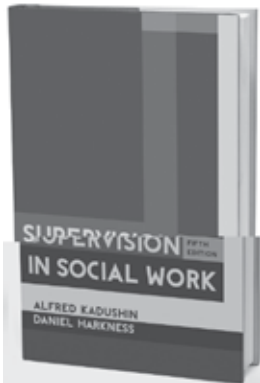
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Chicago, Illinois

**Friday, October 24, 2014 continued**

Title	Start Time	End Time	Location
Virginia Commonwealth University School of Social Work Alumni and Friends Gathering (Invitation Only)	6:30 pm	8:00 pm	Room 21 (Tampa Convention Center)
Addiction Track Meeting (Open to All Attendees)	6:45 pm	7:45 pm	Room 30A (Tampa Convention Center)
Association for Gerontology Education in Social Work Reception (Open to All Attendees)	7:00 pm	8:30 pm	Florida Ballroom Salons I, II, III (Marriott Tampa Bay Waterside Hotel)
Violence Against Women and Children Track Meeting (Open to All Attendees)	7:00 pm	8:00 pm	Room 38 (Tampa Convention Center)
University of Georgia School of Social Work's 50th Anniversary Dessert Reception (Open to All Attendees)	7:00 pm	8:00 pm	Grand Ballroom Salons A–D (Marriott Tampa Bay Waterside Hotel)
University of Pittsburgh and Boston College Joint Reception for Alumni and Friends (Invitation Only)	7:00 pm	8:30 pm	Grand Ballroom Salons G–J (Marriott Tampa Bay Waterside Hotel)
University of Southern California School of Social Work Reception (Open to All Attendees)	7:00 pm	9:30 pm	Grand Ballroom Salon E (Marriott Tampa Bay Waterside Hotel)
University of Texas at Austin (Open to All Attendees)	7:00 pm	8:30 pm	Room 15–16 (Tampa Convention Center)
University of Washington Reception (Open to All Attendees)	7:00 pm	9:00 pm	Grand Ballroom Salon F (Marriott Tampa Bay Waterside Hotel)
Florida Association of Deans and Directors Reception (Open to All Attendees)	7:30 pm	8:30 pm	Florida Ballroom Salon IV (Marriott Tampa Bay Waterside Hotel)
LGBT Caucus and Council on Sexual Orientation and Gender Identity and Expression (Members Only)	7:30 pm	9:00 pm	Room 14 (Tampa Convention Center)
Association of Baccalaureate Social Work Program Directors (BPD) Cabaret (Open to All Attendees)	8:00 pm	11:30 pm	Florida Ballroom Salons V–VI (Marriott Tampa Bay Waterside Hotel)
University of Utah Ice Cream Social (Open to All Attendees)	8:00 pm	9:30 pm	Rooms 18–19 (Tampa Convention Center)

**Saturday, October 25, 2014**

Daily Orientation for APM Student Volunteers	7:00 am	7:45 am	Ballroom B (Tampa Convention Center)
Jewish Faculty Associates Torah Study (Open to All Attendees)	7:00 am	8:00 am	Room 30A (Tampa Convention Center)
Women's Council Networking Breakfast	7:00 am	8:45 am	Ballroom A (Tampa Convention Center)
CSWE Film Festival	8:00 am	5:00 pm	Rooms 1–2 (Tampa Convention Center)



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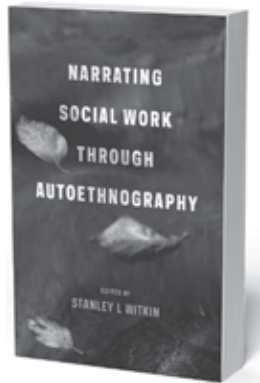
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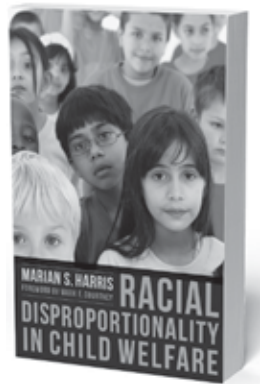
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*Foreword by Mark E. Courtney*

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**Baby Boomers of Color**

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*Melvin Delgado*

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**Saturday, October 25, 2014 continued**

<b>Title</b>	<b>Start Time</b>	<b>End Time</b>	<b>Location</b>
Education Session 5 of 12	8:00 am	9:30 am	Various Locations
Registration Open	8:00 am	5:00 pm	West Registration Level (Tampa Convention Center)
CSWE Press Bookstore Open	8:30 am	5:00 pm	West Registration Level (Tampa Convention Center)
Exhibit Hall Open	9:00 am	5:00 pm	West Hall (Tampa Convention Center)
<i>Journal of Social Work Education</i>			
Editorial Advisory Board Meeting (Members Only)	9:00 am	12:00 pm	Room 30A (Tampa Convention Center)
2014 Carl A. Scott Memorial Lecture: Michael Spencer	9:30 am	10:45 am	Ballroom B (Tampa Convention Center)
Education Session 6 of 12	11:00 am	12:30 pm	Various Locations
Finding a Job: Preparing Social Work Students for International Careers	11:00 am	12:15 pm	West Hall, CSWE Career Center (Tampa Convention Center)
Writing Workshops: Teaching Statement Writing	12:15 pm	1:30 pm	West Hall, CSWE Career Center (Tampa Convention Center)
APM Track Lunch-Break X-change (Tracks 21–40)	12:30 pm	1:30 pm	Ballroom A (Tampa Convention Center)
LUNCH BREAK	12:30 pm	1:30 pm	
Education Session 7 of 12	1:45 pm	3:15 pm	Various Locations
Finding a Job: Diversity in Mental Health, Health, and Substance Abuse	1:45 pm	3:00 pm	West Hall, CSWE Career Center (Tampa Convention Center)
Education Session 8 of 12	3:30 pm	5:00 pm	Various Locations
Writing Workshops: Résumés—Translating Skills, Knowledge, and Competencies for Careers	3:30 pm	4:45 pm	West Hall, CSWE Career Center (Tampa Convention Center)
Association of Baccalaureate Social Work Program Directors (BPD) Committee Chairs Training (Members Only)	5:30 pm	7:30 pm	Room 32 (Tampa Convention Center)
Technology in Social Work Education and Practice Track Meeting (Open to All Attendees)	6:00 pm	7:00 pm	Room 30A (Tampa Convention Center)
American Academy of Social Work & Social Welfare (AASWSW) 2014 Induction Ceremony (Invitation Only)	6:30 pm	9:00 pm	Grand Ballroom Salons C–D (Marriott Tampa Bay Waterside Hotel)
Association for Community Organizations and Social Administration Reception (Open to All Attendees)	6:30 pm	8:00 pm	Meeting Room 9 (Marriott Tampa Bay Waterside Hotel)
Association of Latina and Latino Social Work Educators (Open to All Attendees)	6:30 pm	9:00 pm	Grand Ballroom Salons H–I (Marriott Tampa Bay Waterside Hotel)

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**Saturday, October 25, 2014 continued**

<b>Title</b>	<b>Start Time</b>	<b>End Time</b>	<b>Location</b>
Criminal and Juvenile Justice Track Meeting (Open to All Attendees)	6:30 pm	7:30 pm	Room 38 (Tampa Convention Center)
Fordham/Hunter: National Center for Social Work Trauma Education and Workforce Development Faculty Collaborative (Members Only)	6:30 pm	8:00 pm	Meeting Room 4 (Marriott Tampa Bay Waterside Hotel)
Howard University School of Social Work Alumni, Special Guests, and Friends (Members Only)	6:30 pm	7:30 pm	Grand Ballroom Salon E (Marriott Tampa Bay Waterside Hotel)
North American Network of Field Educators and Directors (NANFED) Business Meeting (Open to All Attendees)	6:30 pm	7:30 pm	Meeting Rooms 5–6 (Marriott Tampa Bay Waterside Hotel)
Smith College School for Social Work Reception (Open to All Attendees)	6:30 pm	9:00 pm	Meeting Room 10 (Marriott Tampa Bay Waterside Hotel)
Social Welfare History Group (Open to All Attendees)	6:30 pm	7:00 pm	Room 37 (Tampa Convention Center)
University of Alabama Reception (Open to All Attendees)	6:30 pm	8:00 pm	Florida Ballroom Salons I, II, III (Marriott Tampa Bay Waterside Hotel)
University of Illinois School of Social Work Reception (Open to All Attendees)	6:30 pm	8:30 pm	Meeting Room 8 (Marriott Tampa Bay Waterside Hotel)
University of Texas at Arlington School of Social Work Dean’s Reception (Open to All Attendees)	6:30 pm	8:00 pm	Grand Ballroom Salon A (Marriott Tampa Bay Waterside Hotel)
WE-Crones (Women’s Ex-Commission, Rotated Off, Now Elders in Solidarity) Meeting (Members Only)	6:30 pm	7:30 pm	Room 36 (Tampa Convention Center)
All California Schools of Social Work Reception (Open to All Attendees)	7:00 pm	9:00 pm	Florida Ballroom Salon V (Marriott Tampa Bay Waterside Hotel)
Ohio State University College of Social Work Annual Buckeye Social (Open to All Attendees)	7:00 pm	9:00 pm	Florida Ballroom Salon VI (Marriott Tampa Bay Waterside Hotel)
Phi Alpha Honor Society for Social Work (Open to All Attendees)	7:00 pm	8:30 pm	Grand Ballroom Salon B (Marriott Tampa Bay Waterside Hotel)
Jewish Faculty Associates Havdallah (Members Only)	7:30 pm	8:30 pm	Room 30A (Tampa Convention Center)
NANFED, Heart of Social Work Award and Reception (Open to All Attendees)	7:30 pm	8:30 pm	Meeting Rooms 5–6 (Marriott Tampa Bay Waterside Hotel)

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**Sunday, October 26, 2014**

Title	Start Time	End Time	Location
CSWE Film Festival	8:00 am	12:30 pm	Rooms 1–2 (Tampa Convention Center)
CSWE Press Bookstore Open	8:00 am	12:00 pm	West Registration Level (Tampa Convention Center)
Education Session 9 of 12	8:00 am	9:30 am	Various Locations
Exhibitor/Student X-Change (Students and Exhibitors Only)	8:00 am	10:00 am	West Hall (Tampa Convention Center)
Registration Open	8:00 am	12:00 pm	West Registration Level (Tampa Convention Center)
Current Site-Visitor Meeting	9:00 am	12:00 pm	Room 24 (Tampa Convention Center)
Hokenstad International Lecture: Asher Ben-Arieh	9:30 am	10:45 am	Ballroom B (Tampa Convention Center)
Exhibit Hall Open	10:00 am	12:00 pm	West Hall (Tampa Convention Center)
Education Session 10 of 12	11:00 am	12:30 pm	Various Locations
APM Track Chair Lunch Meeting (Invitation Only)	12:30 pm	1:30 pm	Ballroom A (Tampa Convention Center)
LUNCH BREAK	12:30 pm	1:30 pm	
Education Session 11 of 12	1:45 pm	3:15 pm	Various Locations
Education Session 12 of 12	3:30 pm	5:00 pm	Various Locations

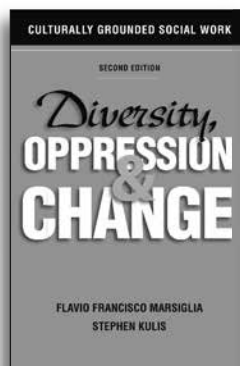
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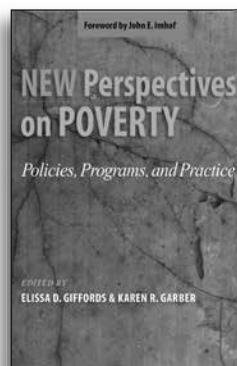
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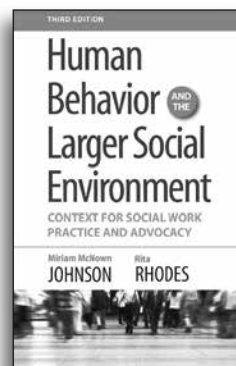
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social  
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## FULL- AND PART-TIME DEGREE PROGRAM OPTIONS

### **BSW**

BSW graduates are equipped to practice generalist social work in a variety of public and private social services agencies.

### **MSW**

MSW graduates are prepared to enter the workforce as advanced social work practitioners in their work with individuals, families and communities.

### **Program Options**

#### *Athens Campus*

Full-time, two-year program or one-year advanced standing program.

#### *Gwinnett Campus*

Part-time, three-year program.

### **Dual Degree Programs**

MSW/JD  
MSW/MPH

### **PH.D.**

The Ph.D. program prepares social work professionals for careers in academic research settings and for practice in program evaluation and other forms of scientific research in the public and private sectors.

### **Master of Arts in Nonprofit Organizations (MNPO)**

The MNPO program prepares leaders who will strengthen the effectiveness of nonprofit organizations throughout Georgia, the nation and abroad.

### **New SDS Program**

*New!*

Visit our website to learn more about the new *SDS Program (Scholarships for Disadvantaged Students)* being offered by the US. Dept. of Health and Human Services to students interested in behavioral and mental health practice (includes clinical psychology, clinical social work, professional counseling, or marriage and family therapy)

[ssw.uga.edu/academics/scholarships.html](http://ssw.uga.edu/academics/scholarships.html)

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For more information, visit our Web site at [www.ssw.uga.edu](http://www.ssw.uga.edu).



# Opening Events

## Opening Ceremony

Thursday, October 23, 2014

6:30 pm–8:00 pm

Tampa Convention Center, Ballrooms A–B

During the Opening Ceremony CSWE will welcome APM attendees and highlight events of the conference. The recipients of the Significant Lifetime Achievement in Social Work Education Award and the Distinguished Recent Contributions in Social Work Education Award will be honored.

## CSWE 2014 President's Award

This year's President's Award recognizes significant contributions to the health of older adults and their families by Corinne H. Rieder. Dr. Rieder is executive director and treasurer at the John A. Hartford Foundation, where she has served for 15 years. In that time she has strengthened the capacity of social work education at all levels to respond to our aging society and better understand and care for older adults. Through the John A. Hartford Foundation, Dr. Rieder provided crucial support for social work education through more than \$80 million in funding for projects such as Geriatric Social Work Scholars program, the CSWE Gero-Ed Center, the Hartford Partnership Program for Aging Education, the Doctoral Fellows Program, the Leadership Academy for Social Work Deans and Directors, and the Centers of Excellence in Geriatric Social Work. The results of her efforts can be seen through the new research centers, certificate programs, and concentrations that have been developed in schools of social work as well as in the number of students and faculty members who have decided to specialize in aging after encountering one of these programs. Further, her influence has broadened to reach all students, because social work curricula have been almost universally infused with the knowledge, values, and skills needed to ensure students are competent to work with older adults and their caregivers.



Rieder

## CSWE 2014 Professional Recognition Awards

Opening Ceremony and Awards Presentation

Thursday, October 23

6:30–8:00 pm

Tampa Convention Center, Ballroom A–B

Three CSWE members were selected for CSWE 2014 Professional Recognition Awards.

## Significant Lifetime Achievement in Social Work Education Award

This award recognizes a social work educator's achievements over his or her entire career.

Michael Reisch—the Daniel Thursz Distinguished Professor of Social Justice at the University of Maryland, Baltimore—is being recognized for his consistent and ongoing professional achievements and contributions to social work education, research, service, and practice. Beginning in 1965 with his editorship of New York University's *Heights Daily News*, his dedication to scholarship and service has continued into the present with his 2014 publication, *Social Policy and Social Justice*. A former Woodrow Wilson fellow and Fulbright senior scholar, Reisch has authored or edited more than 25 books and monographs and published more than 100 articles and book chapters. He has played leadership roles in national and state advocacy and in professional and social-change organizations that focus on the needs of low-income families, welfare recipients, and unemployed or homeless persons. His passion for international history, political theory, and social work knowledge has brought unique perspectives to students and advanced the goals of social work education and the profession.



Reisch

## EDUCATORS & FIELD PLACEMENT OFFICERS:

# let your students know...



**Establish your relationship with the National Association of Social Workers now to reap benefits throughout your career.**

**GET TO KNOW THE ISSUES** affecting the profession and specific client populations—and be a part of the solution by applying what you learn.

- » **JOIN** a Specialty Practice Section.
- » **READ** the *NASW News*.
- » **SEARCH** the *Social Work* journal online.
- » **REFERENCE** legal issues of the month and legal briefs.
- » **LEARN** what's happening in multiple areas of practice through free and discounted courses.
- » **PARTICIPATE** in your chapter's activities, including Lobby Day—student membership automatically includes membership in your NASW state chapter.

**PREPARE FOR POTENTIAL CHALLENGES** during your field placement and first job.

- » **SIGN UP** for student liability insurance—students can be sued; you may not have enough coverage through your school, if at all.
- » **TAKE FREE** online risk management and ethics courses.
- » **TALK** with NASW ethics, legal, and practice staff about your concerns or questions.
- » **ACCESS** the NASW *Code of Ethics* and professional practice standards to guide professional conduct and practice.

**STEP INTO YOUR CAREER** with confidence with support from the NASW Career Center.

- » **EXPLORE** the different career paths in social work.
- » **VIEW** sample résumés, cover letters, and job interview questions.
- » **SEARCH** NASW's social work job database.
- » **POST** your résumé to NASW's exclusive employer database for increased visibility of your skills and experience.

**Learn more about the value of NASW membership at [SocialWorkers.org/membership](http://SocialWorkers.org/membership).**

Or, call 800.742.4089 M-F, 9am-9pm ET to speak with an NASW member services representative.

**CSWE 2014 Professional Recognition Awards (continued)**

Lawrence Shulman—professor and dean emeritus at the School of Social Work, University at Buffalo, SUNY—is being recognized for his dedication to excellence in scholarship and research, pedagogy and curriculum development, and organizational leadership. Well-known for the development of the interactional model of supervision and for articulating the concepts of William Schwartz’s mutual aid, as well as for his books *A Casebook of Social Work With Groups* and *The Skills of Helping Individuals, Families, Groups, and Communities*, Shulman continues to influence social work education and practice. The effects of his pro-bono work with students and parents with histories of violence or drug use, persons with HIV/AIDS, and vulnerable and resilient clients has been immeasurable. Also notable are his community service and political activism, his past leadership positions with CSWE and the Association for the Advancement of Social Work with Groups, and his roles as founder and co-chair of the International and Interdisciplinary Conference on Clinical Supervision and as co-editor of *The Clinical Supervisor*.



Shulman

**Distinguished Recent Contributions in Social Work Education Award**

This award recognizes a social work educator’s achievements within the last 10 years.

William Elliott III—associate professor in the School of Social Welfare at the University of Kansas—is being honored for his high level of scholarly productivity, pioneering research that has had a major effect on social policy, and inspirational example to students. His research concerning asset accounts for young children has advanced their educational outcomes. His work for low-income and minority families mobilized the Mott Foundation and Gavin Newsom, then mayor of San Francisco, to create college savings accounts for San Francisco kindergartners. Elliott’s multifaceted roles as teacher, mentor, role model, and advocate have fostered the ongoing development of students as authors, scholars, and researchers.



Elliott



and



present

**Social Work Distance Education Conference**

April 15-17, 2015 • At the Crowne Plaza Hotel, Downtown Indianapolis, IN

- Developing online or hybrid/blended programs
- Teaching and learning social work online
- Field issues and distance placements
- Administrative strategies and issues
- Online practice issues

Technology has opened the door to new possibilities for online education, but we need to think carefully and strategically about how to maintain quality social work education. Learn from colleagues their successes and challenges in creating innovative and engaging learning environments through distance education. You will find this conference to be both practical and thought provoking as we search for ways to best harness technology to address the special needs of social work education.

Darla Spence Coffey, President and CEO, CSWE

Michael Patchner, Dean, IU School of Social Work

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# Headlining Events

## Special Plenary

**Getting Back on Offense: Diagnoses and Prescriptions—  
What’s Gone Wrong and What Social Workers Can Do  
About It**

**Jared Bernstein, PhD**  
Economist and Author  
**Friday, October 24, 2014**  
**9:45 am–10:45 am**

Tampa Convention Center, Ballroom B



Bernstein

Jared Bernstein began his career as a social worker helping low-income people in New York City. He believes that most economists and politicians have not spent enough time in neighborhoods where people are just trying to get by. Social workers do just that, and therefore they understand the context in which economic problems exist. Bernstein will argue that inequality has been caused by increased globalization, diminished unionization, technological changes, the decline in the real value of the minimum wage, regressive changes in the tax code, and financial deregulation—and that nearly all of these are policy issues, which means that changing the situation will require changing policy. He believes that it will take a movement, which George Packer defines as “an idea of the future that’s genuinely shared by large numbers of people.” Bernstein will encourage social workers to go on the offensive by using their unique skills to mobilize groups of people into an economic rights movement and to lobby and advocate for increased educational opportunities for all, raising not just the minimum but also the median wage, pursuing a Full Employment Act, and developing a national policy that promotes accountability and opportunity for all.

## Hokenstad International Lecture

**From Child Welfare to Children’s Well-Being: What Can  
We Learn From Children?**

**Asher Ben-Arieh**  
Professor of Social Work, Hebrew  
University of Jerusalem  
Director, Haruv Institute in Jerusalem  
**Sunday, October 26, 2014**  
**9:30 am–10:45 am**

Tampa Convention Center, Ballroom B



Ben-Arieh

Children’s well-being is a multifaceted phenomenon. The speaker will argue that the concept of well-being is changing and, as a consequence, the way we measure it and the goals we set for society and social work are shifting. One major change is the growing voice of children and the need to include their perspectives in any effort to understand and promote well-being. Findings from 15 countries on the subjective well-being of children aged 8–12 will be presented, and their implications for social work will be discussed.

## Carl A. Scott Memorial Lecture

**Power, Privilege, Intersectionality, and Action in Social  
Work Education and Practice**

**Michael Spencer**  
Associate Dean and Professor of Social  
Work, University of Michigan  
**Saturday, October 25, 2014**  
**9:30 am–10:45 am**

Tampa Convention Center, Ballroom B



Spencer

In recognition of Carl Scott’s groundbreaking contributions to CSWE and the profession of social work, the Carl A. Scott Memorial Lecture was established to continue the legacy of equity and social justice in social work through building knowledge and furthering the well-being of individuals and their communities. Dr. Spencer will discuss the growing trend toward implicit and subtle forms of discrimination, such as micro aggressions, color blindness, and postracial attitudes that perpetuate inequality and limit opportunity. Methods for taking social action will also be discussed, along with strategies for incorporating these issues and forms of social action into social work education and practice.



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Visit our booth #112 in the Exhibitors Hall

*U.S. News & World Report 2012*





**CSWE Summit on Field Education 2014**

The CSWE Summit on Field Education will be held as a preconference event on **Thursday, October 23, 2014, from 8:30 am–4:30 pm**. A separate group registration by CSWE accredited program is required.

The Summit will focus on improving the quality of field education, expanding the capacity for exemplary sites, and enhancing training and resources for field educators. Engaging social work leaders in a unique planning process, this event will use proven innovation and creativity techniques to develop prioritized strategies that will achieve breakthrough solutions in field education. Preceding this full-day event, CSWE will also host a Field Education Innovators Showcase on **October 23 from 7:00 am–8:30 am** (Tampa Convention Center, Ballroom A; open to all attendees).

The nature of the planned activities and available funding make it necessary for CSWE to limit on-site participation to 100 attendees. Broad input from all interested stakeholders was solicited through a survey instrument in July 2014 to actively solicit and guide all aspects of planning and implementation of the Summit.

Outcomes of the summit will be widely disseminated to ensure timely access to the key discussion points, action plans, and strategic implementation priorities. This report will be made available to CSWE members via the CSWE website, and its availability will be announced in an e-mail blast to all members and in the *CSWE Full Circle* e-newsletter. The Field Summit Planning Committee (composed of the Council on Field Education; the Council on Conferences and Faculty Development; and a team of field directors, program directors, and deans) worked to bring this unique opportunity to the APM for 2014.


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- **Interdisciplinary PhD in Health Services Research**



## 2014 APM Preconference Workshops

### Thursday, October 23

Preconference workshops give participants the opportunity to develop or enhance their knowledge and skills in specialized content areas. Experienced social work educators and practitioners serve as teachers who bring fresh perspectives on emerging and core issues in social work education.

- You may register for one workshop in the morning and one in the afternoon. The member rate for each registration is \$110; the nonmember rate is \$175. These fees are in addition to the APM registration fee.

- Preregistration is required; workshops are expected to fill quickly. Tickets are nontransferable and nonrefundable.
- Continuing education (CE) credits (3.0 hours) will be offered for those registering for CEs.
- Attendance will be limited to 35 participants per workshop to best accommodate the presentation format.

## Quick Reference

### October 23, 9:00 am–12:00 pm

### October 23, 1:30 pm–4:30 pm

Faculty Development Institutes	
A. Data Analyses for Small Samples and Non-normal Data: Nonparametric Methods	F. Engaging Students in the Social Work Classroom Through Team-Based Learning
B. Designing Objective Structured Clinical Examinations (OSCE) to Assess Social Work Student Competencies	G. Preparing Social Workers With Person-Centered and Participant-Directed Competencies
C. From Flipcharts to the Flipped Classroom: Using Technology to Promote Clinical Skills	H. Publishing in Social Work Journals: Lessons Learned From Editors in Chief
D. Nuts and Bolts to Implement and Evaluate Sustainable Interprofessional Education	I. Teaching DSM-5
	J. Using Evidence-Based Practice to Teach MSW Students About Case Formulation for Trauma
Leadership Development Institute	
E. Orientation and Professional Development for New Baccalaureate Social Work Program Directors/Administrators	



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# Exhibit Hall

## Exhibit Hall

Attendees are urged to visit the APM Exhibit Hall during their busy conference schedule. The Exhibit Hall will feature displays by more than 100 universities, publishers, and organizations exhibiting cutting-edge products and programs. An Opening Reception will be held in the Exhibit Hall immediately following the Opening Ceremony on Thursday, October 23. Regular Exhibit Hall hours are as follows:

Thursday, October 23	7:30 pm–10:00 pm
Friday, October 24	9:00 am–5:00 pm
Saturday, October 25	9:00 am–5:00 pm
Sunday, October 26	8:00 am–10:00 pm (Open for students only)
Sunday, October 26	10:00 am–12:00 pm (Open to all attendees)

## Scavenger Hunt

Participate in the 2014 Exhibit Hall Scavenger Hunt for a chance to win a complimentary 2015 APM registration! Simply take the game card found in your tote bag and visit 10 different exhibitors who match a description listed on the card. Exhibitors will verify your visit by placing a stamp, sticker, or signature on the applicable game card space. Have fun, gather valuable resources, and become acquainted with the latest information in the social work education field as you visit the exhibitors in the hall.

## iPad Giveaway

On Saturday, October 25 and Sunday, October 26, CSWE will be giving away an iPad in the Exhibit Hall. To claim the prize, the winner must be present. Details will be printed on 2014 APM registration ticket sheets (one ticket per registered attendee).

## Ph.D. PROGRAM



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According to *US News & World Report*, our graduate program is ranked 15<sup>th</sup> amongst the nation's public universities.

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## Exhibitor/Student X-Change

The Exhibit Hall will be open on **Sunday, October 26, from 8:00 am–10:00 am** to students only. During this time students will have a special opportunity to meet and network with the exhibitors in attendance, including publishers, nonprofits, and colleges and universities. Exhibitors may offer free items or information during this time or have special opportunities available for students. Breakfast will be available.



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Center  
*Strengthening  
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see research

see engagement

see opportunity

see  
change

see blue.



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## List of Exhibitors by Booth Number

100	University of Southern California	327	Roberts Wesleyan College
101, 103	Washington University in St. Louis	400	Boston University
102	Simmons College	401	Rutgers, the State University of New Jersey
104	Loyola University Chicago	402	Cengage Learning
105	Columbia University	403	Tulane University
108	Saint Louis University	404	Florida State University
109	Monmouth University	405	Virginia Commonwealth University
110	University at Buffalo	416	University at Albany
111	University of Central Florida	417, 419	SAGE Publications
112	University of Washington	418	Our Lady of the Lake University
113	Texas State University	420	Georgia State University
116	On the Avenue Marketing	421	University of Texas at Arlington
117	University of Missouri	425	University of Georgia
118	CSWE Minority Fellowship Program	426	Arizona State University
119	Springer Publishing Company	500	TK-20
120	<i>Social Work Today</i>	501	Licensing Examination Preparation Services
121	NASW Florida	502	University of Connecticut
124	Child Welfare Gateway	503	University of Denver
125	University of Illinois Chicago	504	Case Western Reserve University
126	University of Houston	505	University of Texas at Austin
127	New Mexico Highlands University	509	Yeshiva University
200	Routledge Books	511	Erickson Institute
202, 204	Routledge Journals	513	The Writer's Toolkit
201	Phi Alpha Honor Society	516, 518	NASW Press
203	Indiana University	517	University of Oklahoma
205	ACOSA	520	NASW Assurance Services
208	Oxford University Press	519, 521	Lyceum Books
210	University of Kentucky	600	University of South Florida
212	National Organization of Forensic Social Work	601	University of Alabama
216	University of Maryland, Baltimore	602	International Consortium for Social Development
217	University of Utah	603	University of North Carolina at Chapel Hill
218	White Hat Communications	604	Columbia University Press
219	Catholic University of America	605	Texas Christian University
220	University of North Carolina at Charlotte	607	Wayne State University
221	University of California at Berkeley	608	Smith College
224	Michigan State University	609	Springer Science and Business Media, LLC
225	University of New England	610	Fordham University
300	Binghamton University	611	University of Illinois – Urbana-Champaign
301	Boston College	612	International Association for Social Work with Groups
302	Association of Social Work Boards	613	Pearson
303	University of Tennessee at Knoxville	615	University of Michigan
304	University of Pittsburgh	616	LiveText
305	Temple University	617	University of South Carolina
316	University of Chicago	618	University of Pennsylvania
317	Howard University	619	Behavioral Health of the Palm Beaches
318	Planet Software	620	Valdosta State University
319	Barry University	621	Lehman College
320	Syracuse University	623	St. Catherine University – University of St. Thomas
321	Love Publishing	626	Westlove Color and Culture
		627	University of Akron

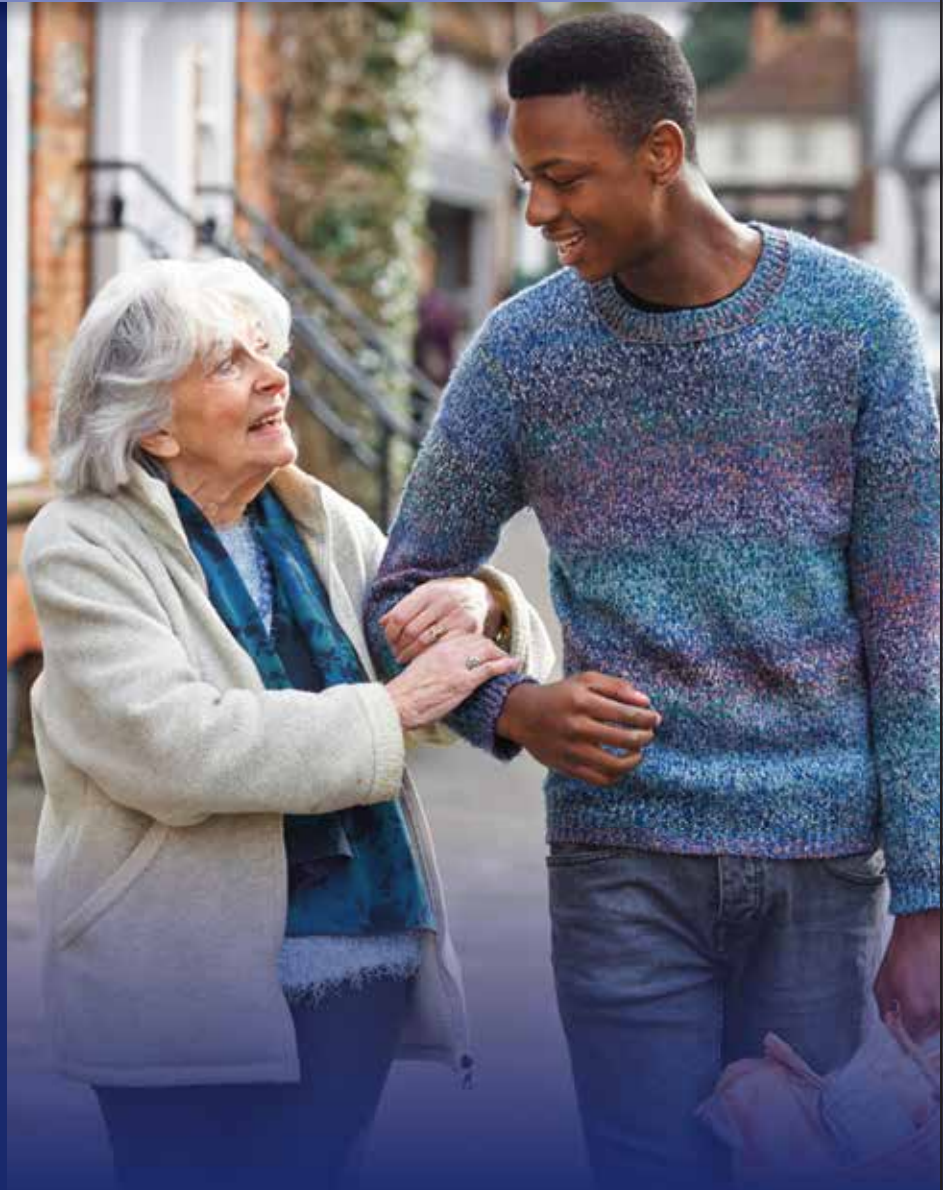
# GERO-ED TRACK KICK-OFF PANEL

## Aging Your Way

*Advancing  
Social Work Education  
and Practice*

### **Gero-Ed Track Social Work's Role in the New Era of Aging Events:**

- Gero-Ed Kick-Off Panel on age-friendly community-based initiatives
- The Association for Gerontology Education in Social Work (AGESW) reception
- Numerous educational sessions on current issues and recent research



Community-based initiatives have emerged in response to a growing desire to age in place. These initiatives are reshaping local communities, redefining how we age across the life course, and changing our care delivery systems. The **Gero-Ed Kick-Off** explores this change and places it within the broader context of social work education on aging services. Join us for ***Aging Your Way***—whether you are a gerontological social worker, interested in community innovations that benefit people of all ages, or simply eager to learn how to age in a healthy manner.

**The panel will be held Friday, October 24 from 11:00 am-12:30 pm, with 1.5 CE hours available through the Approved Continuing Education (ACE) Program offered by CSWE (CE registration required).**

CSWE  
**Gero-Ed Center**



**AGESW**  
Association for Gerontology Education in Social Work

Visit [www.Gero-EdCenter.org](http://www.Gero-EdCenter.org) to learn more about our initiatives and to access free teaching resources.

## Alphabetical Listing of Exhibitors With Descriptions

### ACOSA

Booth 205

The Association for Community Organization and Social Administration is a membership organization for community organizers, activists, nonprofit administrators, community builders, policy practitioners, students and educators.

### Arizona State University

Booth 426

ASU provides high quality BSW, MSW, and PhD educations with focus on preparing culturally competent practitioners, teachers, and researchers. Three locations (Phoenix, Tucson, and Flagstaff).

### Association of Social Work Board

Booth 302

ASWB develops and administers the licensing exam for social workers in the United States and Canada .

### Barry University

Booth 319

Introducing a new trauma-informed, resiliency-focused MSW curriculum and a PhD in social work designed to train leaders, who will serve as stewards for the profession.

### Behavioral Health of Palm Beaches

Booth 619

Behavioral Health of the Palm Beaches offers a complete menu of addiction and mental health treatment services including medical detox, inpatient, discharge and aftercare planning.

### Binghamton University

Booth 300

Binghamton University's MSW program prepares social workers for autonomous, knowledge-based, advanced generalist practice within an integrated community of scholars, practitioners, and learners.

### Boston College

Booth 301

Offering full and part-time programs. Concentrations in children, youth & families, health/mental health, older adults, global practice. Combined MSW/PhD. Fully funded PhD program.

### Boston University

Booth 400

The Boston University School of Social Work is a dynamic urban-based graduate program offering MSW and PhD degrees and continuing professional education.

### Case Western Reserve University

Booth 504

The Mandel School is committed to innovative research, professional social work education, and delivery of the best in social work practice.

### Catholic University of America

Booth 219

Offering BSW, MSW (on campus and online), MSW/JD, and PhD programs. MSW program offers three concentrations: clinical, social change, and combined clinical/macro practice.

### Cengage Learning

Booth 402

A leading educational content, technology, and services company for the higher education and K-12, professional and library markets worldwide. For more information, visit [www.cengage.com](http://www.cengage.com).


### Child Welfare Information Gateway

Booth 124

Child Welfare Information Gateway connects child welfare and related professionals to information and resources to help protect children and strengthen families.

Developing leaders for  
service  
social justice  
social change  
evidence-informed and  
competency-based practice

# Berkeley Social Welfare



Berkeley Social Welfare  
CSWE APM Alumni Reception  
Friday, October 24  
6:30 pm - 7:30 pm  
Marriott Tampa Waterside  
Meeting Room 1, Second Floor

## Alphabetical Listing of Exhibitors With Descriptions (continued)

### Columbia University

Booth 105

The school of social work offers doctoral degree and full-time, advanced standing, reduced residency, online and other master's degree options along with professional continuing education.

### Columbia University Press

Booth 604

Columbia University Press

### CSWE Minority Fellowship Program (MFP)

Booth 118

The Minority Fellowship Program offers a fellowship for minority doctoral social work students with career interests related to behavioral health services to underserved populations.

### Erikson Institute

Booth 511

Learn about our developmentally informed MSW program with a concentration in children and families.

### Florida State University

Booth 404

Florida State University College of Social Work offers BSW, MSW (clinical and policy/administration), PhD, and dual degrees. Leader in distance education, international, and certified programs.

### Fordham University

Booth 610

Fordham University's Graduate School of Social Service advances human rights and social justice through its four degree programs in social work and nonprofit leadership.

### Georgia State University

Booth 420

Georgia State University School of Social Work offers accredited BSW and MSW programs. The MSW program with its sole concentration in community partnerships.

### Howard University

Booth 317

Emphasizing social justice, equality, and poverty reduction worldwide, HUSSW offers the MSW, with direct practice, and community administration and policy practice; the PhD; and the MSW/PhD.

### Indiana University

Booth 203

Offering BSW, MSW, and PhD programs for more than 100 years; new online MSW program.

### International Association for Social Work Groups

Booth 612

As group workers, IASWG believes that our common ground unites us and our differences enrich us. Collaborative group work learning makes ISAWG an invaluable resource.

### International Consortium for Social Development

Booth 602

International Consortium for Social Development is a membership organization promoting social development worldwide.

### Lehman College/City University of New York

Booth 621

Lehman College/City University of New York offers accredited baccalaureate and Advanced Generalist MSW programs whose emphasis is urban social work.



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- ◆ Social Gerontology

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Email [socialworkadmission@howard.edu](mailto:socialworkadmission@howard.edu)

[WWW.SOCIALWORK.HOWARD.EDU](http://WWW.SOCIALWORK.HOWARD.EDU)

## Alphabetical Listing of Exhibitors With Descriptions (continued)

### Licensing Exam Preparation Services

Booth 501

LEAP offers licensing exam preparation for universities and students. LEAP's high pass rates are calculated by an independent company. Materials are written by social workers!

### LiveText

Booth 616

LiveText provides e-Portfolio, assessment, and accreditation management solutions with expert consulting services and broad support.

### Love Publishing Company

Booth 321

Love Publishing is a worldwide academic publisher in social work, special education, counseling, and gifted education. Textbook proposals are welcome. Stop by our booth today.

### Loyola University Chicago

Booth 104

Celebrating 100 years of cultivating innovative, cutting edge clinical practice, research, and leadership in the social services.

### Lyceum Books

Booth 519 & 521

Lyceum Books, a Chicago-based independent publishing house, produces innovative books and journals that have earned a reputation of excellence in social services education.

### Michigan State University

Booth 224

Learn about our BSW, MSW, regular/advanced standing, and PhD programs. Four Michigan campus sites plus statewide blended program; extensive online and weekend courses. <http://socialwork.msu.edu/>

### Monmouth University

Booth 109

The school offers BSW and MSW programs. The MSW program has two concentrations: clinical practice with families and children and international and community development.

### NASW Assurance Services

Booth 520

Visit the NASW Assurance Services booth #520. Find out how we protect you professionally and personally. From malpractice to life insurance, we have you covered.

### NASW Florida

Booth 121

NASW-FL provides practice advancement, workforce advocacy, and continuing education for professional workers in Florida.

### NASW Press

Booth 516 & 518

NASW Press is the publications division of the National Association of Social Workers. We are a leading scholarly press in the social sciences.

### National Organization of Forensic Social Workers

Booth 212

NOFSW endeavors to advance social justice through the interprofessional collaboration of human services and legal systems.

### New Mexico Highlands University

Booth 127

Join us in helping to educate social workers to serve and conduct research with the unique Hispanic and Native American communities of the Southwest.



School of Social Work

# Challenging Minds Leading Change Transforming Lives

## **B.S.W.**

Traditional on-campus program *or*  
BSW WOW! Where Online Works, a fully **ONLINE** program utilizing cutting edge technology

## **M.S.W.**

Innovation in Community, Policy, and Leadership with three platforms to choose from *or*  
Interpersonal Practice concentration, with three clinical theory and practice specializations

## **Ph.D.**

Offering full-time or **PART-TIME** Social Work Ph.D. program options  
Ph.D. in Social Work including a Clinical Scholarship concentration option  
Dual-title Ph.D. in Social Work and Gerontology, or Social Work and Infant Mental Health  
**NEW in 2014 "SWAN"** Ph.D. in Social Work and Anthropology

## **Graduate Certificates**

Alcohol and Drug Abuse Studies, Infant Mental Health, Gerontology,  
Developmental Disabilities, and post-masters Social Welfare Research and Evaluation.

## **Center for Social Work Research**

Focusing on community engagement and faculty research  
in the premier urban research institution in Detroit, Michigan.



From the Detroit classroom to the community, learn  
how you can become a Wayne State Warrior at  
[www.socialwork.wayne.edu](http://www.socialwork.wayne.edu)





## Alphabetical Listing of Exhibitors With Descriptions (continued)

### On the Avenue Marketing

Booth 116

We will be selling discounted *New York Times* subscriptions with a complimentary gift at purchase.

### Our Lady of the Lake University

Booth 418

Promote OLLU Worden School of Social Service and advertise and interview for a faculty position available next academic year.

### Oxford University Press

Booth 208

Oxford University Press publishes some of the most respected books and journals in the world. Visit our booth or online at [www.oup.com](http://www.oup.com) for more information.

### Pearson

Booth 613

Pearson Embanet ([www.pearsonembanet.com](http://www.pearsonembanet.com)) partners with traditional not-for-profit universities to help them finance, launch, and operate online degree programs, serving more than 130 programs.

### Phi Alpha Honor Society

Booth 201

Phi Alpha supports and promotes community service and individual scholarship opportunities. Individual lifetime scholarships are \$20.

### Planet Software

Booth 118

Manage placements with Sonia: Find out why Sonia is the No. 1 student placement software in the world. Organization-wide internships and field placement tracking.

### Roberts Wesleyan College

Booth 327

Roberts Wesleyan College prepares students, in a Christian context, for effective and compassionate, agency-based, advanced social work direct practice.

### Routledge Books

Booth 200

Routledge will offer a 20% discount on book purchases to CSWE attendees.

### Routledge Journals

Booth 202 & 204

Routledge Journals is a leading publisher of social work research. Routledge has partnered with CSWE and now publishes the *Journal of Social Work Education*.

### Rutgers, the State University of New Jersey

Booth 401

Rutgers wants to disseminate knowledge through social work education, research, and training that promotes social and economic justice while strengthening the individual and community.

### SAGE Publications

Booth 417 & 419

SAGE is a leading international publisher of journals, books, and electronic media for academic, educational, and professional markets. Visit us at [www.sagepub.com](http://www.sagepub.com).

### Saint Catherine University-University of St. Thomas

Booth 623

Celebrating a year of milestones: BSW – 40 years, MSW in clinical social work practice – 25 years, and our DSW launch: *Education as Practice*.

### Saint Louis University

Booth 108

Saint Louis University School of Social Work is a top 25% ranked program by *US News and World Report*. Offering a BSSW, MSW, seven dual degrees, and five specializations.

**You're passionate  
about your field,  
you believe that Social Work  
is not a static endeavor,  
you strive to think, do, grow,  
and advocate for change,  
you learn that Barry looks at  
things much the same way,  
with an innovative  
curriculum that combines  
clinical training with  
policy practice and  
administrative leadership,  
you learn we also set other  
benchmarks, including a  
7-month Advanced Standing  
MSW program,  
you like the sound of all that,  
you also like the sound of  
palm fronds in the breeze,  
and waves lapping the sand,  
you think to yourself: this is a  
school I should be paying  
close attention to.**



**Barry University**

# **Live a Barry Life.**

Ellen Whiteside McDonnell School of Social Work Visit us at [barry.edu/social-work](http://barry.edu/social-work)

Follow us  

## Alphabetical Listing of Exhibitors With Descriptions (continued)

### Simmons College

Booth 102

Simmons offers BSW, MSW and PhD degrees and a rigorous education in clinical social work, through a progressive, hands-on curriculum that infuses education and practice with social justice values and multicultural perspectives.

### Smith College

Booth 608

Clinical training toward an MSW or PhD, including field internships around the country/internationally. Advance standing for BSW graduates available. Several advanced certificate programs offered.

### Social Work Today

Booth 120

An essential resource for professionals for more than 10 years. *Social Work Today* is the only national trade publication committed to exploring issues concerning this profession.

### Springer Publishing Company

Booth 119

A pioneer since 1950, Springer Publishing Company is known as an innovative social work, counseling, nursing, and psychology publisher.

### Springer Science and Business Media, LLC

Booth 220

Springer is a leading publisher of books, journals, and electronic products. Visit the Springer booth to browse their latest social work publications, or visit [www.springer.com](http://www.springer.com).

### Syracuse University

Booth 320

With more than 50 years of experience educating social work professionals the School of Social Work offers the BSSW and MSW degrees.

### Temple University

Booth 305

Temple University School of Social Work BSW/MSW Program: Advanced Standing option available; three concentrations, specializations options and flexible field placement. [Temple.edu/socialwork](http://Temple.edu/socialwork) and e-mail [marie.leonard@temple.edu](mailto:marie.leonard@temple.edu); 215.204.1832.

### Texas Christian University

Booth 605

TCU offers BSW and MSW programs and a dual-degree option with Brite Divinity School located in the thriving and progressive Dallas/Fort Worth area.

### Texas State University

Booth 113

Texas State School of Social Work boasts more than 600 BSW and MSW students. Come learn about our excellent on campus and online degree programs!

### TK-20

Booth 500

Tk20's comprehensive assessment system offers portfolios, field experience management, course assessments, data imports, and advising, providing a view of student data for reporting and accreditation.

### Tulane University

Booth 403

TSSW's mission is to promote individual and group learning about competent, ethical clinical-community practice and support significant research that addresses the myriad and complex problems of modern society.

### University at Albany, State University of New York

Booth 416

A top-ranked school with global reach, vibrant research centers, and institutes that address children and families, addictions, mental health, health disparities, homelessness, workforce development, and aging.

# BC SOCIAL WORK



Boston College welcomed 94 new American citizens at a Naturalization Ceremony hosted by BC School of Social Work.

---

## BC IMMIGRANT INTEGRATION LAB

AN APPLIED RESEARCH LAB EXPLORING THE  
INTERSECTION OF SOCIAL WORK, SOCIAL POLICY,  
AND IMMIGRANT INCLUSION

---

BOSTON COLLEGE SCHOOL OF SOCIAL WORK

WHERE TRANSFORMATION HAPPENS

[WWW.BC.EDU/SOCIALWORK](http://WWW.BC.EDU/SOCIALWORK)

## Alphabetical Listing of Exhibitors With Descriptions (continued)

### University at Buffalo, State University of New York

Booth 110

A top-ranked school of social work offering MSW, PhD, and dual degrees. New in 2013: a MSW/PhD dual degree and an online MSW (hybrid).

### University of Akron

Booth 627

The University of Akron offers the BSW program at three sites in Northeast Ohio and a joint MSW program with Cleveland State University.

### University of Alabama

Booth 601

Comprehensive School of Social Work with PhD, BSW, BSW Honors, on-campus and primarily online MSW programs; international field education; JD/MSW and MPH/MSW dual degrees.

### University of California at Berkeley

Booth 221

Berkeley Social Welfare is creating the next generation of social workers, scholars, and advocates dedicated to serving the most vulnerable members of society.

### University of Central Florida

Booth 111

The School of Social Work at the University of Central Florida is located in diverse Central Florida. The school offers accredited BSW & MSW programs.

### University of Chicago

Booth 316

SSA prepares students for clinical, management, and research leadership while having a global impact working in 50 states and 32 countries.

### University of Connecticut

Booth 502

The UConn SSW offers an MSW program that emphasizes the preparation of advanced practitioners including Advanced Standing and a research based PhD program.

### University of Denver

Booth 503

The University of Denver Graduate School of Social Work includes three specialized institutes, a top-ranked MSW and one of the nation's oldest social work doctorates.

### University of Georgia

Booth 425

The University of Georgia School of Social Work—exhibiting the excellence of faculty, students, and alumni.

### University of Houston

Booth 126

University of Houston offers MSW and PhD degrees. The MSW program offers clinical or MACRO practice concentrations, a number of specializations, and dual degree options.

### University of Illinois at Urbana-Champaign

Booth 611

The Illinois School of Social Work is committed to developing and disseminating innovations that contribute to responsive social welfare policies, programs, and practices.

### University of Illinois at Chicago

Booth 125

The Jane Addams College of Social Work is a vibrant urban college committed to diversity and social justice. We bridge teaching, research, and public service.

**CSWE's new webinar series**

# Integrating Mental Health Recovery into Social Work Practice

**NEW!**  
for FACULTY  
FIELD  
INSTRUCTORS  
STUDENTS

**CSWE now offers a FREE** on-demand webinar series that introduces social workers to recovery model practices and earns them up to **3 FREE CE credits!**

## **INTRODUCTION TO MENTAL HEALTH RECOVERY IN SOCIAL WORK**

- defines mental health recovery
- tracks origins and development
- aligns the recovery model to social work practice

## **MENTAL HEALTH RECOVERY COMPETENCIES IN SOCIAL WORK**

- introduces recovery-oriented practice competencies
- how to achieve recovery-oriented outcomes using the strengths model
- ways to collaborate with mental health service recipients

## **INFUSING RECOVERY IN PRACTICE AND FIELD INSTRUCTION**

- applies recovery methods to personal practice, agencies, and field instruction
- how individual change, organizational transformation, and cultural humility can promote recovery

**FOR MORE information or questions** about these courses and access to all our on-demand content, visit **[www.cswe.org/Recovery](http://www.cswe.org/Recovery)**.



COUNCIL ON SOCIAL WORK EDUCATION

### **JOIN OUR RECOVERY LEARNING NETWORK**

CSWE now has a Recovery Learning Network with a listserv and virtual events. Connect, share, and discuss challenges and successes implementing recovery in practice.

If you'd like to join, e-mail CSWE at [recovery@cswe.org](mailto:recovery@cswe.org).

## Alphabetical Listing of Exhibitors With Descriptions (continued)

### University of Kentucky

Booth 210

Located in the heart of bluegrass, the College of Social Work at the University of Kentucky offers BASW, MSW, and PhD degree programs.

### University of Maryland, Baltimore

Booth 216

Our mission is to develop practitioners, leaders, and scholars to advance the well-being of people and communities and to promote social justice.

### University of Michigan

Booth 615

Reach out, Raise Hope, Change Society! Explore options in the University of Michigan School of Social Work MSW and PhD programs.

### University of Missouri

Booth 117

University of Missouri School of Social Work – Compassionate – Committed – Connected

### University of New England

Booth 225

Earn your MSW online from the University of New England. Our 100% online program is CSWE accredited and offers both traditional and advanced standing tracks.

### University of North Carolina at Chapel Hill

Booth 603

MSW and PhD programs designed to provide leadership addressing social problems and test knowledge that will strengthen individuals, families, and communities.

### University of North Carolina at Charlotte

Booth 220

UNC-Charlotte's social work programs are dedicated to vulnerable populations groups with a commitment to a just and caring society.

### University of Oklahoma

Booth 517

University of Oklahoma Anne and Henry Zarrow School of Social Work offers a BSW program and part/full-time and Advanced Standing MSW programs across two campuses.

### University of Pennsylvania

Booth 618

In pursuit of social justice, SP2 contributes to advancing more effective and humane services at micro and macro levels through education, research, and civic engagement.

### University of Pittsburgh

Booth 304

Ranked as one of the top 5% of all graduate schools of social work in the country, the school offers both PhD and MSW programs.

### University of South Carolina

Booth 617

Promoting positive social change everywhere through dynamic teaching, research service, and practice.

### University of South Florida

Booth 600

The University of South Florida has a strong tradition of providing social work education (BSW, MSW and dual MSW/PhD) to the beautiful Tampa Bay area.

### University of Southern California

Booth 100

Our mission is to improve the well-being of vulnerable individuals and communities, advance social and economic justice, and eradicate pressing societal problems.



32ND ANNUAL BPD CONFERENCE

***Social Work:  
Educating  
the Masses***

2015 BPD Annual Conference / Kansas City, MO / March 4-8, 2015

BPD

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SOCIAL WORK PROGRAM DIRECTORS

[www.bpdonline.org](http://www.bpdonline.org)



## Alphabetical Listing of Exhibitors With Descriptions (continued)

### University of Tennessee at Knoxville

Booth 303

The University of Tennessee College of Social Work provides comprehensive and cutting-edge social work education, preparing individuals for careers in social work practice and leadership.

### University of Texas at Arlington

Booth 421

The School of Social Work is ranked top in the nation. Both classroom and online BSW, MSW, and PhD educational opportunities are available.

### University of Texas at Austin

Booth 505

Consistently ranked among the top U.S. schools, UT Austin prepares students for advanced professional clinical practice and administrative leadership. Learn about new programs and internships!

### University of Utah

Booth 217

University of Utah College of Social Work offers BSW, MSW, PhD, and dual degree programs and has practicum opportunities with more than 300 practicum agencies.

### University of Washington

Booth 112

Redefining what's possible. It's the Washington way. Offering BASE, MSW, PhD, and concurrent degrees and continuing education in the stunningly beautiful Pacific Northwest.

### Valdosta State University

Booth 620

Social Work at Valdosta State University...Where the future is in your hands!

### Virginia Commonwealth University

Booth 405

Virginia Commonwealth University School of Social Work is a leader in providing excellence in social work education, research, and facilitating student and alumni success

### Washington University in St. Louis

Booth 101, 103

Ranked number one by *U.S. News and World Report*, School of Social Work at creates positive social change through its path-breaking research and educational excellence.

### Wayne State University

Booth 607

Wayne State University of School of Social Work

### WestLove Color and Culture

Booth 626

The premiere community artisan visual arts exhibitor of linen and silk cultural artwear and textiles for the purpose of enhancing cultural awareness and diversity.

### White Hat Communications

Booth 228

Social worker owned. Publishing practical books, websites, and magazines for social workers. *The New Social Worker Magazine* in its 20th year. Winner – 2013 NASW Media Award.

### Yeshiva University

Booth 509

MSW & PhD degrees; fulltime, part-time, advanced standing, 16 month accelerated, Summer Block Programs; MSW/PhD, MSW/JD, MSW/MDiv - Concentrations: Advanced Clinical Practice w/individuals & families.

The Group for the Advancement of Doctoral Education in Social Work

**GADE**

Is proud to congratulate

*Ning Tang*

School of Social Work, University of Alabama

**Winner of the 2014 GADE  
Student Award for Leadership  
and Service**



The GADE Student Award for Leadership and Service is given to a social work doctoral student or group of students who, through on-going or time-limited actions, activities or projects, have shown significant leadership in service to their School, University, or professional or academic associations.

The Group for the Advancement of Doctoral Education in Social Work

**GADE**

Is proud to congratulate

*Kenta Asakura*

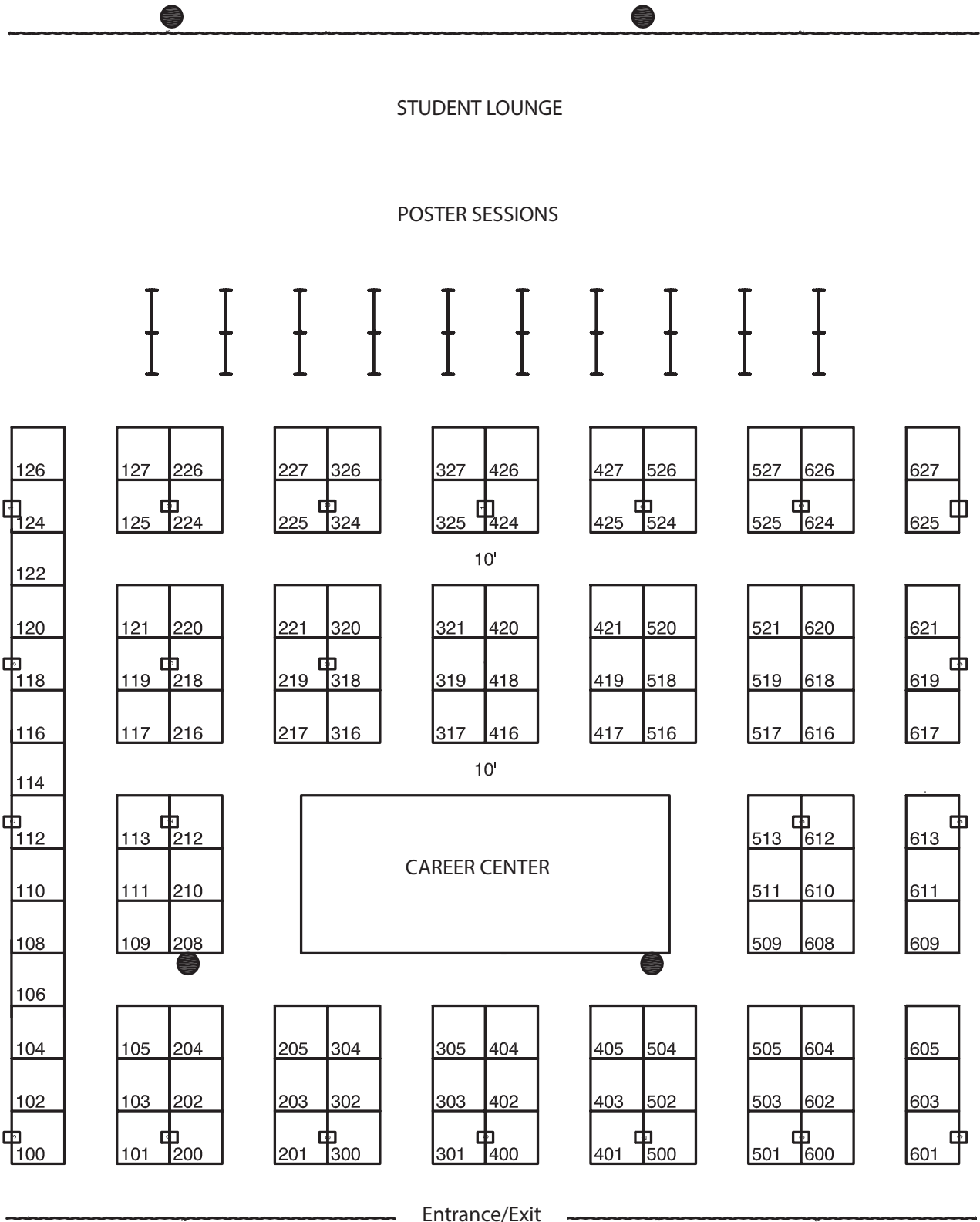
University of Toronto, Factor-Inwentash Faculty of Social Work

**Winner of the 2014 GADE  
Student Award for Teaching in  
Social Work**



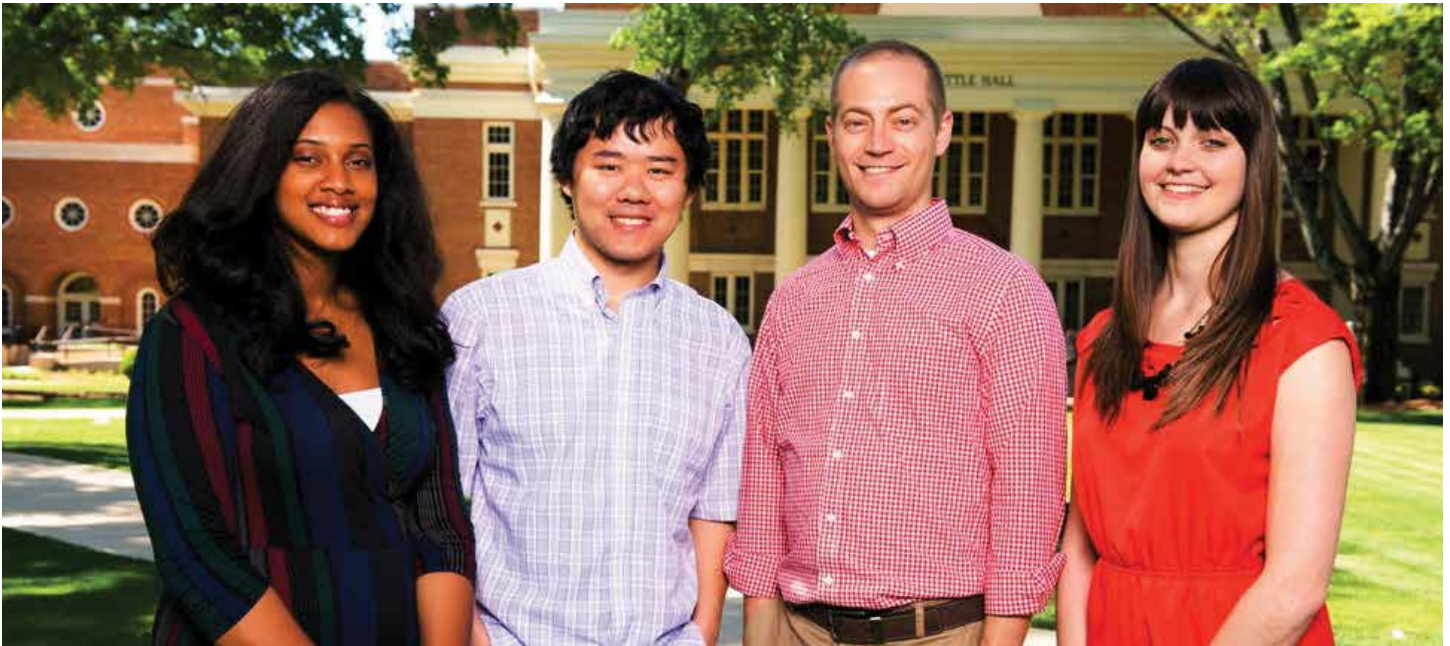
The GADE Student Award for Teaching in Social Work is given to an individual doctoral student who has demonstrated outstanding qualities as a social work educator. The student's record evidences impact, creativity, and overall effectiveness as an instructor.

Exhibit Hall Map





## THE UNIVERSITY OF ALABAMA SCHOOL OF SOCIAL WORK



### ALABAMA'S ONLY COMPREHENSIVE SCHOOL OF SOCIAL WORK:

- BSW, MSW and PhD programs
- Dual MSW/MPH and MSW/JD degree programs
- Primarily online MSW program
- Focus on professional development allowing online and advanced-standing MSW study options
- Honors program for BSW students
- Outstanding, innovative field education experiences preparing students for compassionate, informed practice
- Research-based PhD program providing a challenging, supportive academic environment
- Internationally acclaimed cadre of faculty engaging in cutting-edge social work research



Call or write today.  
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205-348-7027 • [www.socialwork.ua.edu](http://www.socialwork.ua.edu)

THE UNIVERSITY OF  
**ALABAMA**  
S O C I A L   W O R K

# APM Session Overview

## Competitive Peer-Reviewed Sessions

The majority of the conference program consists of competitively selected presentations in a variety of educational formats. These presentations were selected through a blind peer-review process from more than 1,100 proposals submitted in response to the 2014 APM Calls for Proposals. They were chosen on the basis of their timeliness, relevance to social work education, and contribution to new knowledge. Competitive papers are presented in one of eight educational formats.

1. Curriculum or administrative workshop (60 minutes)
2. Electronic poster (90 minutes)
3. Panel (90 minutes)
4. Paper (90 minutes: three separate 20-minute presentations)
5. Poster (90 minutes)
6. Roundtable (60 minutes)
7. Skills workshop (60 minutes)
8. Think tank (60 minutes)

## Session Formats Overview

### Proposal Presentation Formats

There are 10 peer-reviewed presentation formats.

- Curriculum or administrative workshops (60 minutes)
- Electronic posters (90 minutes)
- Faculty Development Institutes (3 hours)
- Leadership Development Institutes (3 hours)
- Papers (90 minutes)
- Panels (90 minutes)
- Posters (90 minutes)
- Roundtables (60 minutes)
- Skills workshops (60 minutes)
- Think tanks (60 minutes)

## Curriculum or Administrative Workshops

### CE Credits Available!

Curriculum workshops focus on curriculum content and instructional methods. They are intended to enhance faculty knowledge and skills in the development, design, and implementation of the social work curriculum. Administrative workshops focus on program administrative concerns and provide administrators with knowledge and skills to enhance program development and implementation.



## Electronic posters

Seating is limited to 10 participants per presentation.

## Faculty Development Institutes

### CE Credits Available!

These preconference workshops allow individuals with special expertise share information to enhance the knowledge and skills of social work educators. They focus on topics in social work education with a broad appeal for the development of knowledge and skills.



## Leadership Development Institutes

### CE Credits Available!

These preconference workshops allow senior faculty members or administrators with special expertise to share knowledge to promote leadership roles and enhance leadership skills.



## Papers

Each paper session consists of three 20-minute presentations, with time built in for questions.

## Panels

### CE Credits Available!

These formal thematic presentations focus on issues facing the profession. Panelists offer coordinated presentations on a specific topic.



## Posters

All poster sessions are located in the Exhibit Hall, and attendees may browse all posters during these session times.

## Roundtables

Seating is limited to 10 participants per presentation.

## Skills workshops

### CE Credits Available!

These are 60-minute sessions. Workshops teach a specific skill needed by many practitioners and educators and include one or more exercises that let attendees practice using this skill. This session differs from a faculty development institute in that it takes place during the conference, is significantly shorter in length and thus does not allow for as much breadth or depth in exploring the topic, and may be presented by someone



# Visit the CSWE Press Bookstore at the 2014 APM

The CSWE Press Bookstore at the 2014 APM has all the latest CSWE publications, plus many important classics and specialty books for you and your students. As a special during APM, purchasers receive free shipping on all publications ordered on-site (U.S. addresses only). CSWE members receive a 10% discount off retail prices.

Have a book idea yourself? Members of the CSWE Council on Publications will be on hand to answer your questions about partnering with CSWE Press to publish your work.

## Coffee and Cookies With CSWE Press Authors

Plan to come by the CSWE Press Bookstore for Coffee and Cookies With the Authors on **Friday, October 24, 1:30 pm–2:30 pm**. Authors of some of the newest and most popular books will be available to answer your questions and discuss their work. Members of the CSWE Council on Publications will answer questions about book proposal ideas. CSWE Press titles published in 2013 and 2014 will be discounted 20% during this event.

## Join in the Celebration of JSWE's 50th Year!

The *Journal of Social Work Education*, the quarterly publication of CSWE, celebrates the publication of its 50th volume in 2014. Stop by the Reviewers 50th Anniversary Reception Friday evening, October 24, 6:30 pm–8:00 pm, in Meeting Room 4 at the Marriot Tampa Bay Waterside Hotel for hors d'oeuvres, cash bar, and networking with authors, JSWE award winners, and members of the Council on Publications.



[www.cswe.org](http://www.cswe.org)

## Bookstore Hours

Thursday, October 23: 7:30 pm–9:30 pm  
Friday, October 24: 8:30 am–5:00 pm  
Saturday, October 25: 8:30 am–5:00 pm  
Sunday, October 26: 8:00 am–12:30 pm

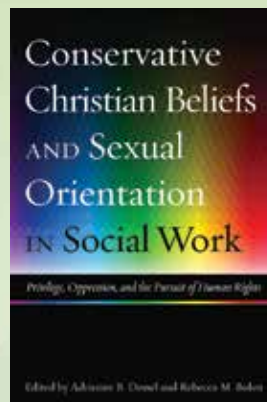
## New Books AVAILABLE FOR PURCHASE OR ON-SITE ORDERS



### Advancing Human Rights in Social Work Education

Edited by Kathryn R. Libal, S. Megan Berthold, Rebecca L. Thomas, and Lynne M. Healy

ISBN 978-0-87293-173-2  
\$55.00 (retail price)  
**\$49.50 (CSWE member price)**

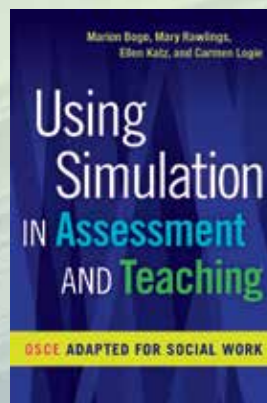


### Conservative Christian Beliefs and Sexual Orientation in Social Work

*Privilege, Oppression, and the Pursuit of Human Rights*

Edited by Adrienne B. Dessel and Rebecca M. Bolen

ISBN 978-0-87293-148-0  
\$48.00 (retail price)  
**\$43.20 (CSWE member price)**



### Using Simulation in Assessment and Teaching

*OSCE for Social Work*

By Marion Bogo, Mary A. Rawlings, Ellen Katz, and Carmen Logie

ISBN 978-0-87293-171-8  
\$42.00 (retail price)  
**\$37.80 (CSWE member price)**

with less facilitation experience than that expected for the preconference workshops.

**Think tanks**

**CE Credits Available!**

Think tanks focus on a single issue or question. Initially, a chairperson orients attendees to the topic and relevant context. Then attendees break into small groups to explore the topic. They reconvene to share their enhanced understanding through a discussion facilitated by the chairperson.



**Track Structure**

All presentations are scheduled into Tracks so meeting participants can quickly locate and gauge their interest in a session. Track chairs and co-chairs review scores and comments submitted by proposal reviewers and provide recommendations for the selection of presentations to the Council on Conferences and Faculty Development, which makes the final acceptance decisions.

**For the 2014 APM the following 40 Tracks will be used.**

1. Addictions
2. African Americans and the African Diaspora
3. Asian Americans and Pacific Islanders
4. Baccalaureate Programs
5. Child Welfare
6. Clinical Practice
7. Community Organization and Social Administration
8. Cultural Competence
9. Criminal and Juvenile Justice
10. Disability Issues
11. Disaster and Traumatic Stress
12. Educational Outcomes Assessment
13. Evidence-Based Practice
14. Feminist Scholarship
15. Field Education
16. First Nations and Native Americans
17. Gero-Ed (Aging and Gerontology)
18. Group Work
19. Health
20. Higher Education/Nonprofit Leadership
21. Human Behavior and the Social Environment
22. Immigrants, Refugees, and Displaced Populations
23. International Issues
24. Interprofessional and Transdisciplinary Practice

25. Islam and Muslims
26. Latina/Latino Issues
27. Lesbian/Gay/Bisexual/Transgender Issues
28. Military Social Work
29. Research and Program Evaluation
30. Rural Issues
31. Social and Economic Justice
32. Social Welfare History
33. Social Welfare Policy and Policy Practice
34. Spanish Language Paper Presentation
35. Spirituality
36. Teaching Methods and Learning Styles
37. Technology in Social Work Education and Practice
38. University–Community Partnerships
39. Values and Ethics
40. Violence Against Women and Their Children

**Continuing Education Credits**

*The Council on Social Work Education (CSWE), 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. CSWE maintains responsibility for the program.*

As an ACE provider, CSWE offers continuing education (CE) credits on six of its 10 educational session formats. Each session must meet strict standards to be approved for CE credits. Sessions must be at least 1 hour in length, with clearly defined and outlined learning objectives, ending with an evaluative measure. CSWE’s status as an ACE provider is contingent on adhering to the standards and requirements of the ASWB. The following six educational session formats meet the ASWB’s ACE standards for CE eligibility.



**October 23 CE-Eligible Preconference Workshops**

- Faculty Development Institute (3.0 CE credits)
- Leadership Development Institute (3.0 CE credits)

**October 24–26 CE-Eligible Educational Session Formats**

- Curriculum or Administrative Workshop (1.0 CE credit)
- Panel (1.5 CE credits)
- Skills Workshop (1.0 CE credit)
- Think Tank (1.0 CE credit)

## APM Session Overview

Credit is awarded at 1.0 CE credit per 60-minute session (50 minutes of uninterrupted instruction).

Please note that although ACE provider CE credits are accepted by most U.S. state licensing boards, the final authority for approving any continuing education activity rests with the social work board of the state where you are licensed. Even those states that accept ACE approval may have exceptions in terms of the courses they accept.

### Processing Fee

An additional fee of \$65 is assessed for CE credit processing. This fee covers collecting and organizing session data, registering and tracking participants, and administering certificates after the APM. Without the CE Passport documentation, your state may not acknowledge your CE credits earned at the APM.

### Attendance Tracking

Attendance is tracked at the beginning and end of each session. To receive proof of attendance, CE participants must scan the bar code (located on each name badge) as they ENTER and EXIT CE session rooms. Participant data is stored and used later with the evaluation forms to tabulate CE credits earned and to create the CE certificate. Participants must arrive at the sessions on time and complete the required session evaluation forms, or they will not be eligible for CE credit. CSWE cannot provide verification of attendance after the conference is over.

### Certificate Issuance

Those planning to earn CE credits at the 2014 APM may download the session evaluation forms from CSWE's website and complete them after attending a CE-eligible session. CE registrants will receive the link to these forms 2 weeks prior to the meeting. Completed CE session evaluation forms can be e-mailed to [apm@cswe.org](mailto:apm@cswe.org) or mailed to Council on Social Work Education, 1701 Duke Street, Suite 200, Alexandria, VA 22314. CE certificates will be transmitted electronically within 30 days of APM.

### Hot Topic Showcase

The 2014 APM includes 12 Hot Topic sessions with a wide range of content areas. Following are overviews of these 90-minute sessions listed by date and time.

### Conservative Christian Beliefs and Sexual Orientation in Social Work

Drawing on a recent book, the presenters will discuss the question of self-determination that can arise for some conservative religious Christians and LGBT people, exploring how research, policy, and practice can inform the development of social work skills to address this issue as well as the basic human rights and diversity espoused by the social work profession.

**Friday, October 24, 2014: 8:00 am–9:30 am**, Marriott Tampa Bay Waterside Hotel, Meeting Room 4

### Military Sexual Assault Program Evaluation: A Road Map for Military and Academic Partnerships

Presenters will provide a blueprint for the creation of academic and military partnerships that can leverage research capabilities. Preliminary results from a training program evaluation for military sexual assault prevention will be presented. Discussions with military and academic experts on program evaluation and sexual assault will be included.

**Friday, October 24, 2014: 3:30 pm–5:00 pm**, Tampa Convention Center, Room 7

### Market Dialogue on Social Entrepreneurship: What Social Work Educators Need to Know

Social workers need knowledge of market-based interventions and practices if they intend to explore creative solutions to social problems. The presenters will discuss the background of social entrepreneurship in social work, pedagogies for social work curricula, and specific business practices.

**Saturday, October 25, 2014: 8:00 am–9:30 am**, Marriott Tampa Bay Waterside Hotel, Meeting Room 5

### Moving at the Speed of Sound: Lessons Learned From an Online MSW Program

A school of social work in New England has seen significant expansion of its online MSW program. With 900 students and 5 years of exponential growth, the program has experienced many successes and faced many obstacles. The presenters will discuss data from student assessments, share insights on quality versus quantity, and reflect on challenges and emerging opportunities.

**Saturday, October 25, 2014: 11:00 am–12:30 pm**, Marriott Tampa Bay Waterside Hotel, Meeting Room 12



### **Pathways to Social Work Education: Articulation Agreements, Transfer Students, and Emerging Issues in Accreditation**

A panel of programmatic and accreditation experts will address concerns frequently brought to CSWE's Office of Social Work Accreditation and Commission on Accreditation related to articulation agreements, pathways to social work education, and building cooperative partnerships with community colleges and programs in human services.

**Saturday, October 25, 2014: 11:00 am–12:30 pm**, Tampa Convention Center, Room 24

### **U.S.–China Social Work Collaborative: Year 2**

Social work educators in the United States and China are developing a graduate exchange program to enhance social work education in mainland China and advance the Chinese government's goal of training 2 million social workers by 2020. Activities in Year 2 of the collaborative will be discussed.

**Saturday, October 25, 2014: 11:00 am–12:30 pm**, Tampa Convention Center, Room 38

### **Engaging Student Educational Experiences Through Collaborative Living-Learning Communities**

Living-learning communities have proven to be an effective method to enhance the educational experience of students and promote retention. Social work faculty members and student affairs collaborators will provide an interactive discussion that encompasses faculty development, student recruitment, engagement, and outcome evaluation of living-learning communities at a Southern university.

**Saturday, October 25, 2014: 3:30 pm–5:00 pm**, Marriott Tampa Bay Waterside Hotel, Meeting Room 12

### **Addressing Homelessness: Building a Social Work Agenda for the 21st Century**

The NASW Code of Ethics (2008) prioritizes disadvantaged populations, yet the social work profession could do much more in response to homelessness. This can be framed as an initiative similar to child welfare or aging, with opportunities to influence CSWE such as curriculum and competency requirements for training social workers.

**Sunday, October 26, 2014: 8:00 am–9:30 am**, Marriott Tampa Bay Waterside Hotel, Meeting Room 8



**Racial and ethnic minority populations in the U.S. carry higher burdens of poverty, poor health, and behavioral health outcomes  
BUT  
are underrepresented among social work professionals.**



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## APM Session Overview

### **Addressing Racial and Ethnic Disparities: Implications for Social Work Education**

Social work programs must focus more attention on the dynamics of racism and respond to research findings, data, and outcomes on racial and ethnic populations in multiple systems. This presentation will offer teaching suggestions and advocacy skills for faculty members and students to address disproportionality and contribute to reducing disparities.

**Sunday, October 26, 2014: 11:00 am–12:30 pm**, Tampa Convention Center, Room 38

### **A Humanitarian Mission to the Philippines: Capacity Building, Best Practices, Learning Opportunities**

This presentation will discuss how an international disaster inspired a social work response focused on building a stronger community and building a foundation for sustainable empowered recovery. The social work perspective moves beyond physical reparations of disaster relief and addresses issues of trauma, community building, child protection, and intergenerational needs.

**Sunday, October 26, 2014: 1:45 pm–3:15 pm**, Marriott Tampa Bay Waterside Hotel, Meeting Room 6

### **Social Work Education's Response to New Federal Initiatives in Interpersonal Violence**

New policies established by the White House Task Force to Protect Students From Sexual Assault require colleges and universities to develop policies and practices in the areas of sexual assault, dating violence, domestic violence, and stalking. This session will outline new federal requirements and recommend ways for social work education to help ensure compliance by the 2016 deadline.

**Sunday, October 26, 2014: 1:45 pm–3:15 pm**, Marriott Tampa Bay Waterside Hotel, Meeting Room 7

### **Educating Social Workers to Maximize the Profession's Role in Health Care**

This session will present approaches for educating social workers to play roles in the implementation of health-care reform and the Affordable Care Act, including community-based prevention, patient navigation, care coordination, health behavior change intervention, care transition management, and behavioral health treatment.

**Sunday, October 26, 2014: 1:45 pm–3:15 pm**, Marriott Tampa Bay Waterside Hotel, Meeting Room 1

# Special Events

## APM Track Lunch-Break X-Change

The APM offers 40 content tracks, allowing for variety and providing a framework for presentations. The tracks also offer a logical way for attendees to plan their time around specific content areas. Learn more and affiliate yourself with one of the 40 APM content tracks by meeting the track chair at the 2014 APM.

Track chairs and co-chairs work with CSWE and the Council on Conferences and Faculty Development (CCFD) to solicit submission proposals and reviewers and to ensure deadlines are met. Members affiliated with a track will most likely be future chairs and co-chairs, because they will become familiar with the CCFD's process of running parts of the APM via the track structure. Volunteering for an assignment as chair or co-chair is an excellent opportunity not only to serve but also to make important connections with other scholars in your content area.

To support track operations, encourage networking among CSWE members affiliated with the various tracks, and help involve more members, track representatives will meet during two APM lunch breaks. Representatives from 20 of the 40 tracks will be available each day. A listing of the 40 tracks is located on page 69.

**Friday, October 24 from 12:30 pm–1:30 pm**  
Tampa Convention Center, Ballroom B  
Tracks 1–20

**Saturday, October 25 from 12:30 pm–1:30 pm**  
Tampa Convention Center, Ballroom A  
Tracks 21–40

All APM attendees are welcome to stop by and learn more about becoming affiliated with tracks in their particular interest areas.

## CSWE 2014 Film Festival: Schedule and Film Descriptions

The CSWE Film Festival showcases films that can assist social work educators and students in teaching and learning social work concepts. Films will be screened twice to provide maximum flexibility for APM attendees, and the Sunday “Audience Selection” provides another opportunity to see the films.



*Your vote matters! APM attendees who see the films will cast their vote for the Audience Choice Award via their ratings of the films.*

### Film Schedule at a Glance • Tampa Convention Center • Rooms 1 and 2

#### Friday, October 24

Time	Room 1	Room 2
7:45 am–9:15 am	<i>Kids' Rights: The Business of Adoption</i>	<i>Cyber-Seniors A Civil Remedy</i>
11:00 am–12:30 pm	<i>Homegoings</i>	<i>My Name Was Bette: The Life and Death of an Alcoholic</i>
	<i>The New Black</i>	<i>Prison Terminal</i> (followed by Q&A with Edgar Barends, director)
1:45 pm–3:15 pm	<i>The Invisible War</i>	<i>Humble Beauty: Skid Row Artists</i>
3:30 pm–5:00 pm	<i>The Sunnyboy</i> (U.S. premiere)	<i>Our Fires Still Burn: The Native American Experience</i>

# A Century of Social Work Education Excellence

## World-Renowned Faculty

Sarah S. Andrews  
David E. Biegel  
Mark G. Chupp  
Claudia L. Coulton  
David Crampton  
Kathleen J. Farkas  
Robert L. Fischer  
Daniel J. Flannery  
Mark S. Fleisher  
Grover C. Gilmore  
Victor K. Groza  
M.C. "Terry" Hokenstad, Jr.  
Megan R. Holmes  
David Hussey  
Deborah R. Jacobson  
Mark L. Joseph  
Jeffrey M. Kretschmar  
Gerald Mahoney  
Gillian L. Marshall  
David B. Miller  
Sharon E. Milligan  
Meeyoung Oh Min  
Sonia Minnes  
G. Regina Nixon  
Anna Maria Santiago  
Mark I. Singer  
Gerald A. Strom  
Aloen L. Townsend  
Elizabeth M. Tracy  
Scott A. Wilkes  
Zoe Breen Wood



### Building Upon the Evolution of Social Change

- \$9.2 million school renovation campaign underway
- 58% increase in research and training grant funding in 2013-2014
- 8:1 student/faculty ratio
- 37% of faculty engaged in international activity
- 10 endowed professorships
- 7,000+ alumni in 50 states and 41 countries



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Alumni: Please stop by booth #504 to receive a special gift.

Saturday, October 25

Time	Room 1	Room 2
8:00 am–9:30 am	<i>The Invisible War</i>	<i>The Sunnyboy</i>
11:00 am–12:30 pm	<i>American Heart</i>	<i>Kids' Rights: The Business of Adoption</i>
1:45 pm–3:15 pm	<i>Prison Terminal</i> (followed by Q&A with Edgar Barens, director)  <i>A Civil Remedy</i>	<i>Our Fires Still Burn:</i> <i>The Native American Experience</i>
3:30 pm–5:00 pm	<i>The New Black</i>  <i>Homegoings</i>	<i>Humble Beauty: Skid Row Artists</i>  <i>Cyber-Seniors</i>

Sunday, October 26

Time	Room 1	Room 2
8:00 am–9:30 am	<i>American Heart</i>	<i>My Name Was Bette:</i> <i>The Life and Death of an Alcoholic</i>
11:00 am–12:30 pm	Audience Selection	Audience Selection

**Film Descriptions**

***American Heart* (dir. Chris Newberry) 96 min.**

Seven years in the making, this award-winning documentary takes viewers on an intimate journey into the lives of three refugees who now call America home. Each of them confronts life-threatening health emergencies, and their trajectories prove surprising even to their doctors.

***A Civil Remedy* (dir. Kate Nace Day, Film and Law Productions) 24 min.**

Tens of thousands of girls are trafficked for sex each year in the United States. In the shadow of the law, traffickers, pimps, and “johns” commit brutal crimes, while victims are treated as criminals. *A Civil Remedy*—from the legal term for a civil action for money damages—may empower survivors and hold perpetrators accountable.

***Cyber-Seniors* (dir. Saffron Cassaday; distrib. Kirt Eftekhari/Area 23a) 52 min.**

The film *Cyber-Seniors* chronicles the extraordinary journey of a group of senior citizens as they discover the world of the Internet through the guidance of teenage mentors.

***Homegoings* (dir. Christine Turner; distrib. California Newsreel) 56 min.**

African American funeral rites draw on a rich palette of tradition, history, and celebration. These rites are examined in *Homegoings*. The film will resonate with those familiar with the traditions as well as move and inform the uninitiated who want to understand how specific cultures deal with death and mourning.

***Humble Beauty: Skid Row Artists* (Humble Productions) 57 min.**

*Humble Beauty: Skid Row Artists* is the true story of how art saved the lives of talented homeless and indigent fine-arts painters in the worst area of LA, America's homeless capital. They were mentored by artists/social workers in free workshops, transforming their lives in empowering and inspirational ways through the process of making art.

# CSWE Gero-Ed Center

## 2014 GERO-ED TRACK: Social Work's Role in the New Era of Aging

Check the  
APM Final Program  
for the entire list  
of gero education  
sessions!

Join your colleagues at these informative and noteworthy events:

### Gero-Ed Track Kick-Off Panel

#### *Aging Your Way: Advancing Social Work Education and Practice*

Friday, October 24, 11:00 am-12:30 pm  
Tampa Convention Center, Room 14

An expert panel will describe emerging "aging in place" community-based initiatives, positioning them within the broader context of aging services social work education. Such initiatives are reshaping local communities, redefining how we age across the life course, and changing our care delivery system. Panelists include moderator Stephen Golant (University of Florida) and presenters Emily Greenfield (Rutgers University), Amanda Lehning (University of Maryland, Baltimore), and Nicole Ruggiano (Florida International University). **1.5 Continuing Education (CE) hours available through the Approved Continuing Education (ACE) Program offered by CSWE (CE registration required).**

### Training HPPAE Students in Health Care Settings: Looking Back and Moving Forward

Friday, October 24, 5:00 pm-6:30 pm  
Tampa Convention Center, Room 24

The Affordable Care Act emphasizes the need for effective and efficient health care. Current research confirms that social work interventions can significantly reduce health care service use and costs and improve older adults' quality of life. Presenters will explore the preparation of Hartford Partnership Program in Aging Education (HPPAE) students to work in these changing health care settings. Panelists include moderator Victoria Rizzo (Binghamton University) and presenters Robyn Golden (Rush University Medical Center), Paul Gould (Binghamton University), and Marilyn Luptak (University of Utah).

### AGESW Annual Reception

Friday, October 24, 7:00 pm-8:30 pm  
Marriot Tampa Bay Waterside Hotel, Florida Ballroom Salons I, II, III

Groove and bop to Tampa's local Carrollwood Cultural Center's intergenerational New Horizons Band at the annual Association for Gerontology Education in Social Work (AGESW) reception. Join your fellow colleagues and meet with gerontology educators, researchers, and practitioners.

### Person-Centered and Participant-Directed Competencies Learning Opportunities

Social work graduates need person-centered and participant-directed (PC/PD) competencies to work in community-based services for older adults and persons with disabilities. A preconference Faculty Development Institute (FDI) and a Gero-Ed Track panel session will present the PC/PD philosophy and demonstrate strategies to infuse PC/PD competencies and content, beginning with generalist curriculum. Attendees will receive a toolkit with infusion strategies and teaching resources:

- **PRECONFERENCE FDI: Preparing Social Workers With PC/PD Competencies**  
Thursday, October 23, 1:30 pm-4:30 pm  
Tampa Convention Center, Room 9
- **GERO-ED TRACK PANEL: Infusing PC/PD Competencies Into Required Generalist Curriculum**  
Saturday, October 25, 1:45 pm-3:15 pm  
Tampa Convention Center, Room 14



Visit [www.Gero-EdCenter.org](http://www.Gero-EdCenter.org) to learn more about our initiatives and to access free teaching resources.

## Film Descriptions (continued)

### *The Invisible War* (dir. Kirby Dick; distrib. Ro\*co Films Educational) 55 min.

A groundbreaking investigative documentary about one of the United States' most shameful and best-kept secrets: the epidemic of rape in the U.S. military. Focusing on the powerfully emotional stories of several young women, the film reveals the systemic cover-up of the crimes against them and follows their struggles to rebuild their lives and fight for justice.

### *Kids' Rights: The Business of Adoption* (Cinema Libre Studio) 94 min.

In *Kids' Rights*, a husband and wife ask themselves if they are fit for parenthood after they personally witness Elton John's failure to adopt. They speak with experts around the world and learn there is a flawed system in place that deprives children of basic human rights.

### *My Name Was Bette: The Life and Death of an Alcoholic* (prod. Sherri VandenAkker and Josh Hays) 60 min.

This award-winning documentary examines women's risk factors for developing alcoholism, the barriers to their treatment, and risk factors for their relapse by chronicling the progression of the disease in Bette—the filmmaker's mother who died in 2007—through interviews with Bette's friends and family, her medical and arrest records, and family photographs.

### *The New Black* (dir. Yoruba Richen; distrib. California Newsreel) 53 min.

*The New Black* analyzes the changing attitudes about LGBT issues in African American communities. The particular role of the Black church in shaping beliefs is considered along with the legacy of stigmatization of Black sexuality. Familial conflicts and affirmations, as well as same-gender marriage, are examined.

### *Our Fires Still Burn: The Native American Experience* (dir. Audrey Geyer) 57 min.

This 1-hour documentary by an MSW graduate dispels the myth that American Indians have disappeared from the American horizon and reveals how they persist, heal from the past, confront the challenges of today, keep their

culture alive, and make significant contributions to society. Their experiences may deeply touch both Natives and non-Natives and help build bridges of understanding, respect, and communication.

### *Prison Terminal: The Last Days of Private Jack Hall* (dir. Edgar Barends) 40 min.

This Oscar-nominated film breaks through the walls of one of America's oldest maximum security prisons to tell the story of the final months in the life of a terminally ill prisoner and the hospice volunteers, prisoners themselves, who care for him.

### *The Sunnyboy* (dir. Kaye Harrison) 91 min.

The Australian film *The Sunnyboy*, which will have its U.S. premiere at the Film Festival, follows 50-year-old Jeremy Oxley, enigmatic front man of the much-lauded 1980s band The Sunnyboys, as he emerges from a 30-year battle with schizophrenia. An enlightening exploration of one man's experience of a misunderstood and stigmatized condition, *The Sunnyboy* is an inspiring story of hope and survival.

## Current Site-Visitor Meeting

A meeting on **Sunday, October 26 from 9:00 am–12:00 pm** will be held for current CSWE site visitors trained in the 2008 Educational Policy and Accreditation Standards (EPAS) to discuss training for the 2015 EPAS. Focus groups will be conducted to solicit feedback on the site visit process and ideas for training new and current site visitors to work with the 2015 EPAS. Only current site visitors who were invited to this session may attend.

There will be no APM site-visitor training this year because the new EPAS is scheduled to be approved in 2015. However, if you are interested in becoming a site visitor for the 2015 EPAS, please plan to attend APM Session 88, So You Want to Be a Site Visitor (**Friday, October 24 at 11:00 am–12:30 pm, Tampa Convention Center, Room 22**). Also, walk-in times on Thursday, Friday, and Sunday afternoon will be available on-site for individual members to meet with Shelia Bell, site visitor coordinator, to discuss questions about becoming a site visitor.

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**Doctoral Student Connection**

Introduced at the 2011 APM, this invitation-only breakfast event for doctoral students hosted by GADE members will be held **Friday, October 24 from 7:00 am–8:00 am**. Dean Jacqueline B. Mondros of Silberman School of Social Work at Hunter College, City University of New York, will speak about “What Deans and Directors Are Looking for in Faculty Candidates.” Doctoral student winners of the GADE Leadership and Service Award also will be recognized. The heart of the event, however, is networking among doctoral students from all over the country. CSWE thanks GADE and Howard University for their co-sponsorship of this event.



**Gero-Ed Track Kick-Off Panel**

Ageing Your Way: Advancing Social Work Education and Practice  
 Friday, October 24  
 11:00 am–12:30 pm  
 Tampa Convention Center, Room 14

Community-based initiatives have emerged in response to a growing desire to age in place. These initiatives are reshaping local communities, redefining how we age across the life course, and changing our care delivery systems. An expert panel will explore this change and place it within the broader context of social work education on aging services. Expert panelists include Stephen Golant (moderator), University of Florida; Emily Greenfield, Rutgers, The State University of New Jersey; Amanda Lehning, University of Maryland, Baltimore; and Nicole Ruggiano, Florida International University. Continuing Education (CE) credits (1.5) are available through the Approved Continuing Education (ACE) Program offered by CSWE (CE registration required).

**CSWE Leadership Networking Reception**

Thursday, October 23: 5:00 pm–6:00 pm  
 Tampa Convention Center, Rooms 14–15

The CSWE Leadership Networking Reception is one of three CSWE Leadership Institute initiatives and provides an opportunity for current, new, and future social work leaders to network at APM. Launched at the 2008 APM, this event honors

new leadership in the profession and serves as a forum for discussing topics significant to social work education.

Among those to be honored at this year’s reception are the six 2014 CSWE Summer Leadership Scholarship Program recipients. Read more about them on page 12.

**2014 CSWE Summer Leadership Scholarship Program Harvard Institutes of Higher Education (HIHE) Participants**

- Karen Bullock, North Carolina State University
- Stephen Kapp, University of Kansas
- Halavalu F. Vakalahi, Morgan State University
- Florencia Velazquez, Pontifical University of Puerto Rico
- Dina J. Wilke, Florida State University

**2014 CSWE Summer Leadership Scholarship Program HERS Bryn Mawr Summer Institute for Women in Higher Education Administration Participant**

- Angela Ausbrooks, Texas State University



**Women’s Council Networking Breakfast**

Saturday, October 25  
 7:00 am–8:45 am

This year’s annual breakfast hosted by the CSWE Council on the Role and Status of Women in Social Work Education is co-sponsored by the Diane Bernard Women’s Networking Breakfast Fund, Boston College, the University of Denver, and the University of Connecticut.

This event is free and open to all APM attendees. It will not be ticketed this year, so please plan to arrive early because seating will be first-come, first-served.

The Feminist Scholar Award winner Noël Bridget Busch-Armendariz and Feminist Manuscript Award winner Elithet Silva-Martinez will be presented at the breakfast.



Associate Professor Marilyn Luptak & PhD Student Kara Mileski

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Criminal justice

Juvenile Justice

Domestic violence

International women's issues

Sex work

Transnational reproductive assistance

Older adults: health & wellbeing

Home caregivers

Veteran's issues

Attachment dynamics

Wilderness therapy & residential programs

Mental health practice

Military mental health

Intergroup dialogue practice

Cancer survivors: resilience, wellbeing

Social media & health behaviors

LGBTQ processes

Mindfulness: stress, addictions, chronic pain

Neuroscience methods in social work

Mindfulness-Oriented Recovery

Enhancement therapy (MORE)

Motivational Interviewing

Parent training

Clinical intervention research

3. **Research method specialization in:** randomized control trials, quantitative, qualitative, mixed methods, systematic reviews, meta-analyses, photovoice, psychophysiology, neurocognitive measures, community-based research, program evaluation, interdisciplinary research (family medicine, psychiatry, neurology, anesthesiology, psychology, oncology)

4. **Engaged Faculty:** NIH-funded researchers, Hartford scholars, developer of MORE, multidisciplinary Utah Criminal Justice Center, Title IV-E training, Social Research Institute, links to Huntsman Cancer Institute, in-house training clinic, and more: [www.socwk.utah.edu/phd/prospective](http://www.socwk.utah.edu/phd/prospective).

Exhibit hall booth #217

Ice Cream Social • Friday, October 24 • 8:00 – 9:30 pm • Tampa Convention Center

[www.socwk.utah.edu](http://www.socwk.utah.edu)

# Awards

## Ashley Brooks-Danso Memorial Fund

Friday, October 24  
11:00 am–12:30 pm  
Tampa Convention Center, Room 14

This award recognizes baccalaureate- or master's-level social work students who have demonstrated an exemplary interest in aging. Award recipients receive a travel stipend to attend the APM. The Memorial Fund was started in 2011 in recognition of Ashley Brooks-Danso (1979–2011), former co-director of the Gero-Ed Center, for her passion and dedication to recruiting students to gerontological social work. This year's award winners are Kathryn Fox (University at Albany, SUNY), Olaide Wolfe (University of Alaska Anchorage), and Charlie Bouverette (Ferris State University). They will be honored at the Gero-Ed Track Kick-Off Panel on **Friday, October 24, at 11:00 am–12:30 pm.**

## Disability Manuscript Award

Friday, October 24  
11:00 am–12:30 pm  
Tampa Convention Center, Room 25

The inaugural Disability Manuscript Award will be presented this year by the CSWE Council on Disability and Persons With Disabilities (CDPD). The award recognizes scholarship that contributes to the knowledge base about disability and persons with disabilities; provides innovative educational materials; encourages full participation; and addresses social, political, and economic issues affecting persons with disabilities. The winner of the award and the recipients of the Honorable Mention will be recognized at CSWE Connect Session 87, Race, Class, and Disability: Implications for Families.

The 2014 winner of the Disability Manuscript Award is Silviya P. Nikolova (University of Texas at Arlington). Her submission for the award, "Geo-Social and Health Disparities Among Persons With Disabilities Living in Monterrey, Nuevo," is associated with a paper presentation that will be featured in the Health Track at the APM, "Spatial Variation and Hotspot Identification of Sexually Transmitted Diseases in Texas" (Session 596c, Sunday, October 26, 11:00 am–12:30 pm, Marriott Tampa Bay Waterside Hotel, Meeting Room 5). The 2013 Honorable Mention recipients are Phillip Hong (Loyola University Chicago), Hayley Stokar (Loyola University

Chicago), and Sangmi Choi (Soongsil University, Seoul, Korea). Their submission for the award was based on the paper "Employment Hope and Economic Self-Sufficiency Among Low-Income Job-Seekers With Disabilities," which will be featured in the Disability Issues Track at the APM (Poster Session 418, Saturday, October 25, 1:45 pm–3:15 pm, Tampa Convention Center, West Hall).

## Feminist Manuscript Award

Saturday, October 25  
7:00 am–8:45 am

Elithet Silva-Martínez, assistant professor in the Graduate School of Social Work at the University of Puerto Rico, Rio Piedras campus, has been chosen as the 2014 Feminist Manuscript Award recipient. Silva-Martínez's paper, "Permítanme Hablar": Historias de Valentía de Latinas Migrantes Sobrevivientes de Violencia ("Allow Me to Speak": Histories of Bravery Among Latina Survivors of Violence), presents the results of a critical ethnography conducted with Spanish-speaking Latinas in the Midwest. This study sought to examine the perceptions of Latinas who survived intimate partner violence regarding help-seeking and to facilitate the empowerment of Latinas and their communities. The award will be presented at the Women's Council Networking Breakfast.



Silva-Martínez

## Feminist Scholar Award

Saturday, October 25  
7:00 am–8:45 am

The 2014 Feminist Scholar Award winner is Noël Bridget Busch-Armendariz, professor and associate dean of social work research at the University of Texas at Austin, director of the university's Institute on Domestic Violence and Sexual Assault, and the editor-in-chief of *Affilia: Journal of Women and Social Work*. Busch-Armendariz has more than 20 years of experience working to end interpersonal violence. Her areas of specialization are domestic violence, sexual assault, refugees, asylum seekers, victims of human trafficking, and international social work. Busch-Armendariz is regularly called as an expert witness in criminal, civil, and immigration cases and directs national



Busch-Armendariz

## Awards

training courses on the topic. She is well-published and has been recognized by her colleagues and students with many teaching awards and other honors. The award will be presented at the Women's Council Breakfast.

### JSWE Awards for Volume 49

Congratulations to Joseph R. Merighi, associate professor, University of Minnesota; and Carol T. Tully, emerita professor of social work, University of Louisville, who were chosen by the JSWE Editorial Advisory Board as this year's Best Reviewers. Editorial Advisory Board members praised Tully and Merighi for providing timely reviews that were thorough and thoughtful, constructive comments that helped the editor-in-chief make final decisions, and concrete and helpful suggestions about improving manuscripts. Dr. Merighi and Dr. Tully will be honored at the annual JSWE Reviewers Reception, 6:30 pm–8:00 pm, Friday, October 24, Meeting Room 4 (Marriott Tampa Bay Waterside Hotel).



Merighi



Tully

The criteria for choosing the Best Articles published in the *Journal of Social Work Education* include the importance and timeliness of the content, originality of thought, innovative conceptualization of the topic, and presentation of conclusions and/or recommendations that add significantly to the professional knowledge base and to social work education. The award winners for this year will be honored at the JSWE Reviewers Reception.

### Best Research Article for Volume 49

Kimberly Bundy-Fazioli, Louise M. Quijano, & Roe Bubar. "Graduate Students' Perceptions of Professional Power in Social Work Practice"

Honorable Mention—Research Article

- Nicole Dehan. "Case Study: The First Israeli BSW Program for Haredi Women Students"
- Shari E. Miller. "Professional Socialization: A Bridge Between Explicit and Implicit Curricula"

- Carmen Logie, Marion Bogo, Cheryl Regehr, & Glenn Regehr. "A Critical Appraisal of the Use of Standardized Client Simulations in Social Work Education"

### Best Conceptual Article for Volume 49

Tara Earls Larrison & Wynne S. Korr. "Does Social Work Have a Signature Pedagogy?"

Honorable Mention—Conceptual Article

- Ben Anderson-Nathe, Christina Gringeri, & Stéphanie Wahab. "Nurturing 'Critical Hope' in Teaching Feminist Social Work Research"
- Evan Senreich. "An Inclusive Definition of Spirituality for Social Work Education and Practice"

### Best Teaching Note for Volume 49

Susan C. Mapp. "Teaching Note—Integrating a Social Justice Assignment Into a Research Methods Course"

Honorable Mention—Teaching Note

- Megan Moore, Kya Fawley-King, Susan I. Stone, & Sarah M. Accomazzo. "Teaching Note—Incorporating Journal Clubs Into Social Work Education: An Exploratory Model"

### Partners in International Education (PIE) Awards

The Partners in International Education (PIE) Awards recognize the contributions of individuals, degree-granting social work education programs, and organizations as partners in advancing education for international social work. The PIE awards are given in recognition of conceptual, curricular, and programmatic innovations in education for international social work. Recipients will be honored **Friday, October 24: 6:30 pm–8:30 pm, in Meeting Rooms 5 and 6, Marriott Tampa Bay Waterside Hotel.**

#### Individual

Susan C. Mapp, professor and chair of the Department of Social Work at Elizabethtown College (PA), is being honored for her scholarship in advancing international social work in human rights, social justice, and child welfare.



Mapp

## UCONN | SCHOOL OF SOCIAL WORK

### Program

The University of Connecticut Center for International Social Work Studies is being recognized for its 22 years of internationally focused programming, curricula, and partnerships that address topics such as human rights, immigrants and refugees, war, militarism, and peace.

### Organization

Gulf Coast Jewish Family & Community Services, Refugee Services (Clearwater, FL), is being honored for its services to refugees, asylum seekers, and survivors of torture and genocide, and also for its role as a field placement site for internationally focused social work students.



**2014 AWARD** for Innovative Teaching  
in Social Work Education

SAGE

CSWE

### SAGE/CSWE Award for Innovative Teaching in Social Work Education

This award recognizes innovative teaching in social work education. Two recipients (or teams) are recognized each year for outstanding contributions to social work education. The three themes identified for the 2014 award are (1) educating social work students for behavioral health and/or the changing environment of health care; (2) education for practice with vulnerable and marginalized populations; and (3) teaching students to be effective research consumers and researchers.

These awards will be presented on **Friday, October 24 at 9:30 am** before the 2014 APM Special Plenary begins. See p. 4 for information about the recipients and the workshops they will present.

### Sexual Orientation and Gender Identity and Expression (SOGIE) Scholarship Award

The third annual SOGIE Scholarship Award will be presented by the CSWE Council on Sexual Orientation and Gender Identity and Expression (CSOGIE).

The 2014 recipients are David Pollio (University of Alabama), Christopher Rapisarda (Vincentian Institute for Social Action, St. John's University), Ian Fields Stewart (Illinois Wesleyan University), and Sarah R. Young (University of Alabama). Their submission for the SOGIE Scholarship Award, "LGBTQ Organizing Beyond 'Low-Hanging Fruit': A Qualitative Examination of Safe Schools Coalitions in the South," is associated with a paper presentation, *Southern Safe Schools Coalitions: A Community-Based Response to LGBTQ+ Youth Needs* (Session 660, Sunday, October 26, 3:30 pm–5:00 pm Marriott Tampa Bay Waterside Hotel, Meeting Room 7). The SOGIE Award recognizes scholarship that contributes to knowledge about sexual orientation and gender identity and expression; individual and systemic concerns; the development of social work curriculum materials and faculty growth opportunities relevant to sexual orientation and gender identity and expression; and the experiences of individuals who are gay, lesbian, bisexual, transgender, and/or two-spirit. The winners of the 2014 SOGIE Scholarship Award will be recognized at the LGBT Caucus/CSOGIE Reception, which will be held **Friday, October 24 from 7:30 pm–9:00 pm, Tampa Convention Center, Room 14.**



Pollio



Rapisarda



Stewart



Young

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For more information, visit us at [www.naswassurance.org](http://www.naswassurance.org).

The group insurance programs are underwritten by Hartford Life and Accident Insurance Company, Simsbury, CT 06089. CPH and Associates administers the professional liability insurance. Auto, home and renter's insurance coverage is provided and underwritten by Liberty Mutual Insurance Company and its affiliates and subsidiaries, 175 Berkeley Street, Boston MA. To the extent permitted by law, applicants are individually underwritten; not all applicants may qualify for insurance. NASW Assurance Services programs are endorsed by the National Association of Social Workers. © 2013 National Association of Social Workers. All Rights Reserved.

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# General Information

## Accreditation Services

CSWE program member representatives are encouraged to participate in 90-minute group consultations focused on the reaffirmation process with their accreditation specialist or associate from the Office of Social Work Accreditation on **Thursday, October 23, 2014**. Program

## Group Consultations

Thursday, October 23	Accreditation Specialist	Location
9:00 am–10:30 am	Anna R. Holster	Tampa Convention Center, Room 13
10:45 am–12:15 pm	Lynne Taylor	Tampa Convention Center, Room 13
1:30 pm–3:00 pm	Mary Deffley Kurfess	Tampa Convention Center, Room 13
3:15 pm–4:45 pm	Megan Fujita	Tampa Convention Center, Room 13

member representatives may attend any of the sessions; no registration is required. After the group consultations are held, accreditation specialists and associates are available by appointment to consult with individual programs regarding specific concerns.

## Business Center

The Tampa Convention Center Business Center offers services such as laser and color printing, document scanning, and ground/air shipping. Individual Internet and computer workstations are also available. Additionally, the Business Center can accommodate simultaneous listening devices for the hearing impaired.

The Business Center is located on the third floor, outside the West Hall. Hours are Monday through Friday, 8:00 am–5:00 pm; additional hours are available on advance request (telephone +1.813.272.7840 or e-mail [businesscenter@tampaconventioncenter.com](mailto:businesscenter@tampaconventioncenter.com) for further information).

## Child Care

Daycare services are available and can be arranged by contacting the hotel concierge.

## Convention Center Parking

The Tampa Convention Center garage is a 465-space parking structure for the convention center and nearby businesses. Enter the garage via Franklin Street. Daily rates range from \$5.00 to \$12.00. Payment can be made in cash or by credit card. Clearance is a maximum height of 6 feet, 6 inches. Further details can be found at [https://www.tampagov.net/dept\\_parking/](https://www.tampagov.net/dept_parking/).

## CSWE Press Bookstore

Visit the CSWE Press Bookstore to browse all current CSWE publications, including *Learning to Teach, Teaching to Learn: A*

*Guide for Social Work Field Education* (2nd edition); *Conservative Christian Belief and Sexual Orientation in Social Work*; *Using Simulation in Assessment and Teaching: OSCE for Social Work*;



and *Advancing Human Rights in Social Work Education*.

Free shipping is available for all publications ordered onsite (shipping to U.S. addresses only), and CSWE members receive a 10% discount on purchases.

Have a book idea yourself? Members of the CSWE Council on Publications will be on hand to answer your questions about partnering with CSWE Press to publish your work.

## Coffee and Cookies With CSWE Press Authors

Plan to come by the CSWE Press Bookstore for Coffee and Cookies With the Authors on **Friday, October 24, 1:30 pm–2:30 pm**. Authors of the newest and most popular books will be available to answer your questions and discuss their work. Members of the CSWE Council on Publications will answer questions about book proposal ideas. CSWE Press titles published in 2013 and 2014 will be discounted 20% during this event.

## Bookstore Hours

Thursday, October 23: 7:30 pm–9:30 pm  
 Friday, October 24: 8:30 am–5:00 pm  
 Saturday, October 25: 8:30 am–5:00 pm  
 Sunday, October 26: 8:00 am–12:30 pm



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### CSWE Annual Membership Meeting

The annual CSWE Membership Meeting offers members an opportunity to meet many of those involved in CSWE leadership positions. Those representatives will provide updates concerning CSWE activities and will be available to answer questions related to CSWE membership on **Saturday, October 25: 5:00 pm–6:00 pm, Tampa Convention Center, Room 15.**

### Housing Assistance

The Housing desk is located in the Tampa Convention Center, West registration; second floor.

### Internet/Wi-Fi

Complimentary Internet is available at the Sail Pavilion and the Bay Bistro area of the convention center. The Wi-Fi speed is 128kbps upload/256kbps download. Instant Internet is available in the lobby and meeting-room spaces, with the exception of the Exhibit Hall. The speed is 256kbps upload/512kbps download, and pricing is per device: \$12.95 per 24 clock hours.

### Lost and Found

Items left in the convention center must be turned in to the information desk on the second floor (between the East and West registration areas). Neither CSWE nor the Tampa Convention Center can be held responsible for items left in session rooms. Attendees are reminded to take all personal items and belongings with them when leaving sessions.

### Medical Emergencies/First Aid

First Aid is located on the third floor at the back of the East Hall.

For medical emergencies contact the convention services manager on duty by cell phone/radio or use a white house phone to report the medical emergency. Describe the exact location of the incident and the nature of the emergency (for example, chest pains, ankle injury).

When a paramedic is on duty, he or she can be dispatched to the location via Tampa Convention Center (TCC) radio. If there is no paramedic on duty, 911 will be called to respond if needed. TCC Security Command will be notified to complete an incident report. The designated contact for the event will be notified of the incident; TCC cannot share its incident reports.

### Mobile Application

To assist you in planning your APM schedule, CSWE offers a mobile application that can be downloaded to your smart phone or iPad through the iTunes and Android stores. The application includes hotel floor plans, a listing of exhibitors, a schedule of events and sessions, and much more.

### Newcomers APM Orientation

First- or second-time attendees are invited to participate in the orientation session and overview of the APM Final Program on **Thursday, October 23, from 4:30 pm–5:30 pm in Room 12 of the Tampa Convention Center.** Newcomers will also be able to meet CSWE Board Chair Barbara Shank, CSWE President and CEO Darla Spence Coffey, members of the Council on Conferences and Faculty Development, and members of the 2014 APM Regional Planning Committee.

### Poster Sessions

Poster sessions are held in the Tampa Convention Center in the West Hall (CSWE Exhibit Hall). Badges will be required for entry.

### Special Needs

If you have a disability and require assistance, please mention this to the hotel front-desk attendant when you check in. Each hotel maintains a list of people with special needs in case of an emergency.

### Security

The Tampa Convention Center provides 24-hour building security coverage to monitor fire alarm, surveillance, and other essential systems.

### Student Volunteers

Approximately 100 student volunteers support APM operations! These volunteers can be seen throughout APM wearing designated t-shirts (provided courtesy of Rutgers University). They will be available to answer your questions during APM. Students can assist with questions about Registration, the CSWE Career Center, the Exhibit Hall, and general directions. The student volunteer program is an excellent resource for attendees and is a great way for students to further their connections in the social work community.

**CSWE's new webinar series**

# Integrating Mental Health Recovery into Social Work Practice

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**CSWE now offers a FREE** on-demand webinar series that introduces social workers to recovery model practices and earns them up to **3 FREE CE credits!**

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- defines mental health recovery
- tracks origins and development
- aligns the recovery model to social work practice

## **MENTAL HEALTH RECOVERY COMPETENCIES IN SOCIAL WORK**

- introduces recovery-oriented practice competencies
- how to achieve recovery-oriented outcomes using the strengths model
- ways to collaborate with mental health service recipients

## **INFUSING RECOVERY IN PRACTICE AND FIELD INSTRUCTION**

- applies recovery methods to personal practice, agencies, and field instruction
- how individual change, organizational transformation, and cultural humility can promote recovery

**FOR MORE information or questions** about these courses and access to all our on-demand content, visit **[www.cswe.org/Recovery](http://www.cswe.org/Recovery)**.



COUNCIL ON SOCIAL WORK EDUCATION

### **JOIN OUR RECOVERY LEARNING NETWORK**

CSWE now has a Recovery Learning Network with a listserv and virtual events. Connect, share, and discuss challenges and successes implementing recovery in practice.

If you'd like to join, e-mail CSWE at [recovery@cswe.org](mailto:recovery@cswe.org).

# CSWE Career Center

## *Exhibit Hall (Tampa Convention Center, West Hall)*

### **Finding a Job Panels**

These 75-minute informal question-and-answer sessions give participants the opportunity to engage in discussion forums on various job-hunting topics. After a brief introduction by presenters, participants will have the opportunity to ask any question related to that session's topic. Presenters will answer based on personal experience and general guidance from the session moderator.

### **Getting Hired in Academia:**

#### **A Primer for Doctoral Students**

Friday, October 24

11:00 am–12:15 pm

If you a doctoral student who will be seeking a faculty position in the near future, attend this session to learn more about hiring processes and what to expect during your job search. Presenters will walk you through each step of the faculty search process and share tips for success, from assembling your application to campus visits and interviews.

Moderator:

Caroll Doelling

*Washington University in St. Louis*

Presenters:

Nikki Wooten

*University of South Carolina*

Melissa Hensley

*Augsburg College*

#### **How Can Leadership Qualities Support the Job Search?**

Friday, October 24

12:15 pm–1:30 pm

Higher education students can acquire meaningful leadership experience at all degree levels. This panel will discuss qualities of a good leader, ways to secure leadership positions as a student, and continuing development as a stronger leader throughout your career in academia or in practice.

Presenters:

David Jenkins

*Texas Christian University*

Linda S. Moore

*Texas Christian University*

Cara Wallace

*University of Texas at Arlington*

### **Understanding Social Work Regulation and Licensing**

Friday, October 24

3:30 pm–4:45 pm

Confused about licensing requirements? Want to know more about the licensing exam? Come to this session and get answers to your questions. Representatives from the Association of Social Work Boards and the Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling will discuss social work licensing laws and regulations and the licensing exams required to become a professional social worker. Join us for this informative session that will help ease your mind as you prepare for a professional career in social work.

Presenters:

Dwight Hymans

*Association of Social Work Boards*

Dee Ramer

*Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling*

Jamie Buller

*Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling*

### **Preparing Social Work Students for International Careers**

Saturday, October 25

11:00 am–12:15 pm

This session will explore what skill sets social work graduates need to compete for international jobs. Research and analysis of international job descriptions will provide the basis for this presentation along with job hunting tips and networking advice.

Presenters:

Mark Rodgers

*Marywood University*

Marciana L. Popescu

*Fordham University*

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**Diversity in Mental Health, Health, and Substance Abuse**

Saturday, October 25

1:45 pm–3:00 pm

Learn how understanding diversity and intersectionality of diversity can enhance your client interactions with members of diverse and traditionally underrepresented groups. Experts in the mental health, health, and substance abuse fields will be available to discuss skills, theories, and emerging opportunities.

Presenters:

Esther Langston

*University of Nevada, Las Vegas*

Ramona Denby-Brinson

*University of Nevada, Las Vegas***Writing Workshops**

The CSWE Career Center offers writing workshops to help you stand out during the job search. Learn how to obtain a tenured faculty position, showcase your research, or translate academic experiential learning into eye-catching practical qualifications. Attend any combination of these writing workshops to meet your job search needs.

**Research Statement Writing: Defining Direction**

Friday, October 24

1:45 pm–3:00 pm

Position yourself for tenure or a research position by writing a powerful statement of your research agenda and accomplishments. Make your research stand out while incorporating the standard components that every research statement should have. Learn to write a compelling and effective statement, featuring promising lines of inquiry, research methodology, and more.

Presenters:

Jennifer Luna-Idunata

*University of Texas at Austin*

Michael Jogerst

*University of Chicago***Teaching Statement Writing**

Saturday, October 25

12:15 pm–1:30 pm

Teaching philosophy statements are prepared for a variety of reasons including as part of the academic job search, promotion for tenure, or a teaching award. A teaching philosophy is a self-reflective statement that provides a clear, concise overview of your beliefs about teaching, methods, and expertise. It includes concrete examples of what you do or anticipate doing in the classroom. This workshop will provide a framework for creating a unique and interesting statement by covering four basic questions: Why do you teach, what do you teach, how do you teach, and how do you measure your effectiveness?

Presenters:

Jennifer Luna-Idunata

*University of Texas at Austin*

Michael Jogerst

*University of Chicago***Résumés: Translating Skills, Knowledge, and Competencies for Careers**

Saturday, October 25

3:30 pm–4:45 pm

Social work career services specialists will lead a discussion on best practices for preparing students to compete in the marketplace. Presenters will share specific tools and content guidelines that build confidence in writing résumés that maximize social work assets. Faculty, field, and advising staff members who coach students entering the job market are encouraged to attend.

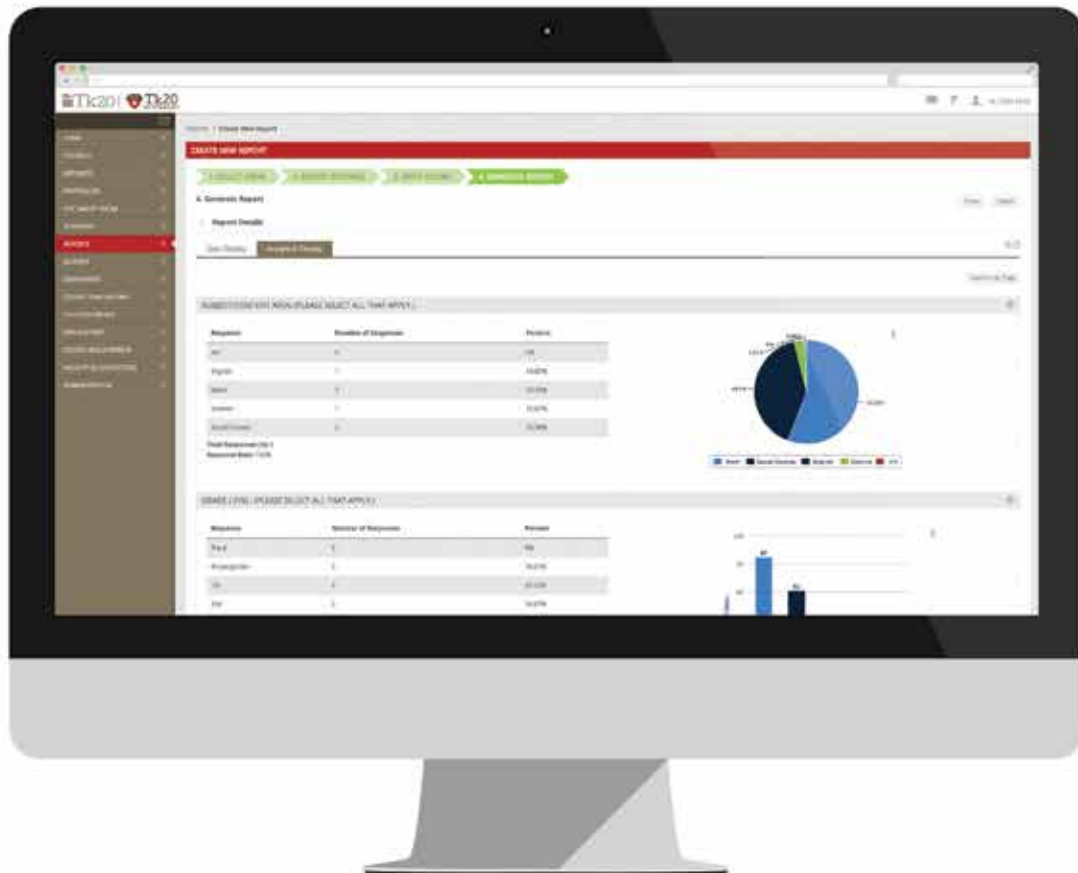
Presenters:

Caroll Doelling

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# Education Sessions

Thursday, October 23, 2014

## 1 Data Analyses for Small Samples and Nonnormal Data: Nonparametric Methods

Faculty Development Institute (FDI)

9:00 am–12:00 pm

Tampa Convention Center, Room 20



Frequently researchers face small sample sizes that do not provide enough power, or nonnormal data that do not meet the assumptions for commonly used parametric techniques. The authors of a new nonparametrics book will present practical examples using SPSS to demonstrate the ease and usefulness of these methods.

**Carl Siebert**

*Rutgers, The State University of New Jersey*

**Darcy Clay Siebert**

*Rutgers, The State University of New Jersey*

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

Faculty Development Institute (FDI)

9:00 am–12:00 pm

Tampa Convention Center, Room 16



Social work educators need standardized, valid, and reliable methods for assessment of students' practice competence. This FDI will provide an overview of OSCE methodology; examine issues of reliability and validity; and offer pragmatic guidelines for adapting, designing, implementing, and testing of OSCEs for social work.

**Mary Rawlings**

*Azusa Pacific University*

**Marion Bogo**

*University of Toronto*

**Ellen Katz**

*University of Toronto*

**Barbara Johnson**

*Azusa Pacific University*

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

Faculty Development Institute (FDI)

9:00 am–12:00 pm

Tampa Convention Center, Room 7



In this workshop the presenters will demonstrate and have participants practice the use of Google Applications for Education for the purpose of extending instruction and teaching clinical skills. Due to the digital record of all class exercises, these documents can be used to enhance and more effectively document achievement of EPAS competencies.

**Megan R. Holmes**

*Case Western Reserve University*

**Elizabeth M. Tracy**

*Case Western Reserve University*

**Lori Longs Painter**

*Case Western Reserve University*

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#### 4 Nuts and Bolts to Implement and Evaluate Sustainable Interprofessional Education

Faculty Development Institute (FDI)

9:00 am–12:00 pm

Tampa Convention Center, Room 9



Social work educators offer leadership in preparing students for the emerging collaborative health workforce. This institute will concentrate on how to conceptualize, collaborate, implement, evaluate, and sustain interprofessional education. The presenters will address a range of methods to build a collaborative learning culture, engaging champions and upper administration from other disciplines.

**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*

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

Leadership Development Institute (LDI)

9:00 am–12:00 pm

Tampa Convention Center, Room 18



This workshop is designed for undergraduate program administrators who have less than 3 years of experience. Experienced baccalaureate social work program directors will present and discuss material on the role and scope of administering an undergraduate social work program, program governance, academic leadership, fiscal and human resource management, environmental scanning, and accreditation.

**Deborah B. Rubin**

*Chatham University*

**Rebecca Turner**

*Jacksonville State University*

**Emily Myers**

*Auburn University*

**Stephanie Valutis**

*Christopher Newport University*

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

Faculty Development Institute (FDI)

1:30 pm–4:30 pm

Tampa Convention Center, Room 7



In this interactive workshop, participants will discover the value of team-based learning for developing key social work competencies such as critical thinking, engaging difference, and demonstrating professionalism; identify the essential elements of successful student collaborations; and redesign their courses to incorporate effective team processes and assignments.

**Julie Bach**

*Dominican University*

**Charlie Stoops**

*Dominican University*

**Jodi Cressman**

*Dominican University*

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#### 7 Preparing Social Workers With Person-Centered and Participant-Directed Competencies

Faculty Development Institute (FDI)

1:30 pm–4:30 pm

Tampa Convention Center, Room 9



Social work graduates need person-centered and participant-directed (PC/PD) competencies to work in community-based services for older adults and persons with disabilities. This workshop will provide the PC/PD philosophy and demonstrate strategies to infuse PC/PD competencies and content into generalist curriculum. Attendees will receive a toolkit with infusion strategies and teaching resources.

**Nancy Hooyman**

*University of Washington*

**Doreen Higgins**

*University of Wisconsin-Green Bay*

**Anissa Rogers**

*University of Portland*

**Mark Sciegaj**

*Pennsylvania State University*



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

Faculty Development Institute (FDI)  
1:30 pm–4:30 pm  
Tampa Convention Center, Room 18



As academic institutions continue to raise the bar regarding research and publication, dissemination of knowledge has become an increasingly competitive endeavor. This faculty development workshop will highlight the major skills needed to successfully develop a manuscript and navigate the editorial review process from submission to acceptance.

**Elizabeth C. Pomeroy**  
*University of Texas at Austin*

**Susan Robbins**  
*University of Houston*

**Susan Mason**  
*Yeshiva University*

**Noel Busch-Armendariz**  
*University of Texas at Austin*

**Hugh McLaughlin**  
*Manchester Metropolitan University*

**9 Teaching DSM-5**

Faculty Development Institute (FDI)  
1:30 pm–4:30 pm  
Tampa Convention Center, Room 16



With approximately 30 years of combined experience teaching psychopathology using the DSM as text and 5 years following the development of DSM-5, the presenters will offer their scholarship, course assignments, and approaches to teaching this content to social work students.

**Lloyd L. Lyter**  
*Marywood University*

**Sharon C. Lyter**  
*Kutztown University*

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

Faculty Development Institute (FDI)  
1:30 pm–4:30 pm  
Tampa Convention Center, Room 20



Social work educators will be introduced to curriculum materials designed to enhance an evidence-based approach to practice regarding case formulation and intervention planning with traumatized children, adolescents, and their families. Faculty members will have hands-on experience practicing the use of a case-based approach.

**Virginia Strand**  
*Fordham University*

**Lyn K. Slater**  
*Fordham University*

**Ineke Way**  
*Western Michigan University*

**CSWE Connect**

**11 2014 APM Newcomer Orientation**

5:00 pm–6:00 pm  
Tampa Convention Center, Room 12  
Group: Council on Conferences and Faculty Development

Presented by members of the Council on Conferences and Faculty Development, this session is designed to provide insight into the education and networking opportunities available during the 4-day Annual Program Meeting.

**Stacey Borasky**  
*St. Edward's University*

**David Jenkins**  
*Texas Christian University*



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# Education Sessions

Friday, October 24, 2014

## Addictions

### 12 Building Opportunities for Employee Retention in Outpatient Treatment Programs for Substance Abuse

#### Curriculum or Administrative Workshop

7:45 am–8:45 am

Tampa Convention Center, Room 13



Accepted

How do we build capacities to retain desirable employees within outpatient substance abuse treatment programs? In this workshop, participants will address this question by integrating knowledge from a capability perspective with an activity that applies it to enhance employee retention. Implications for social work practice and education will be discussed.

**Michael Clarkson-Hendrix**

*University at Albany, State University of New York*

**Yeongbin Kim**

*University at Albany, State University of New York*

## Asian Americans and Pacific Islanders

### 13 Asian Mental Health

#### Paper Session

7:45 am–8:45 am

Tampa Convention Center, Room 11

#### 13a Subjective Needs for Mental Health Help-Seeking Among Asian Americans

This study, using a notationally representative sample of Asian Americans and White Americans, examined help-seeking behaviors for mental health problems. Asian Americans were less likely to report unmet needs for mental health treatment when they perceived symptoms of mental disorders, even after controlling for other predisposing and enabling factors.

**Jungyai Ko**

*University of Maryland*

### 13b Impact of Health and Immigration Issues on

#### Depressive Symptoms Among Vietnamese Americans

In a community survey of 691 Vietnamese Americans, a logistic regression analysis showed that gender, health, and immigration issues had a significant relationship with the respondents' depressive symptoms ( $X^2=50.65$ ;  $df=6$ ,  $p<.001$ ;  $R^2=.341$ ). Females were 115.9% more likely than males ( $p=.036$ ) to have depressive symptoms. Implications relate to service use.

**Peter Nguyen**

*Virginia Commonwealth University*

**Patrick Leung**

*University of Houston*

**Monit Cheung**

*University of Houston*

## Child Welfare

### 14 Early Intervention for Young Children

#### Paper Session

7:45 am–8:45 am

Tampa Convention Center, Room 9

#### 14a Building a Sustainable Early Education Infrastructure for Young Children in Foster Care

This presentation will describe the use of sustainability theory in the development of a quality early education infrastructure for young children living in foster care. A grant-funded university/community collaboration resulted in a system that was more informed and responsive to the needs of young children and families.

**Elisa Kawam**

*Arizona State University*

**Judy Krysik**

*Arizona State University*

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### **14b Child Welfare Workers' Perceptions of Mental Health Problems in Early Childhood**

In this study, focus groups were conducted with child welfare caseworkers to identify their perceptions of early childhood mental health (ECMH) problems. Caseworkers discussed the importance of early identification and intervention and the causes of ECMH problems. Implications for including ECMH content in social work curricula will be discussed.

**Jill Hoffman**

*Ohio State University*

**Alicia Bungler**

*Ohio State University*

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### **Clinical Practice**

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

**Skills Workshop**

7:45 am–8:45 am

Tampa Convention Center, Room 18



Accepted

The practice of mindfulness is becoming more widespread. This session will explore mindfulness and discuss specific methods of mindfulness that can engage children and adolescents in these techniques. Participants also will learn about methods to teach these interventions in the classroom.

**R. Lyle Cooper**

*University of Tennessee at Knoxville*

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### **Cultural Competence**

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

**Curriculum or Administrative Workshop**

7:45 am–8:45 am

Tampa Convention Center, Room 10



Accepted

Participants will learn how to teach a focused, discrete course on racism in the United States and the implications for social work practice. Topics will include planning and implementing the course, developing effective ways to discuss racism and manage classroom dynamics, and dealing with common challenges and impasses.

**Joshua Miller**

*Smith College*

**Ann Marie Garran**

*University of Connecticut*

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### **Field Education**

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

**Curriculum or Administrative Workshop**

7:45 am–8:45 am

Tampa Convention Center, Room 21



Accepted

This session will discuss how one school is advancing field education by creating applied learning and field coordination teams. Using a team-based model, field education is offering a new level of student and field instructor engagement, support, and learning.

**Cynthia Williams**

*Washington University in St. Louis*

**Nicole Brueggeman**

*Washington University in St. Louis*

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### **Field Education**

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

**Think Tank**

7:45 am–8:45 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 12



Accepted

Field education programs seem to resist change because “we have always done it this way.” Is it possible to view employment-based internships through a new lens, to relax some of our rigid requirements while still maintaining the integrity of the student’s learning experience and helping him or her to achieve competence?

**Kim Yuskis**

*University of Denver*

**Michele Sienkiewicz**

*University of Denver*

**Wanda Ellingson**

*University of Denver*

**Ann Petrila**

*University of Denver*

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## Health

### 20 Crossing Waters to Connect Our Professional “Divide”: Lessons From Cuba’s Health-Care System

#### Think Tank

7:45 am–8:45 am

Tampa Convention Center, Room 24



Accepted

The presentation will explore the marginalization of community-based social work practice in the United States through an examination of Cuba’s community-based social work practice in health care. The ways that social work in the United States can move forward with an integrated macro-micro approach will be explored.

**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*

## Research and Program Evaluation

### 21 An Innovative Direct Practice Evaluation Course for the Real World

#### Curriculum or Administrative Workshop

7:45 am–8:45 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 8



Accepted

This presentation will describe an innovative, year-long direct practice evaluation course using single-system methods. Taken simultaneously with advanced field instruction, the course requires students to think critically about assessment and interventions and to carry out systematic, logical evaluations of their direct practice. This contributes to the development of an evaluation-informed practice ethic.

**Linda E. Jones**

*University of Minnesota-Twin Cities*

**Stacy Remke**

*University of Minnesota-Twin Cities*

## Teaching Methods and Learning Styles

### 22 Confronting Privilege: Continuing Constructive Conversations

#### Think Tank

7:45 am–8:45 am

Tampa Convention Center, Room 20



Accepted

Attendees will explore and share strategies for promoting student self-awareness around issues of privilege and oppression.

**Tanya Greathouse**

*Metropolitan State University of Denver*

**Jo Daugherty Bailey**

*Metropolitan State University of Denver*

## Teaching Methods and Learning Styles

### 23 Integrating Sport Into Social Work Curricula and Advancing Social Work Education

#### Curriculum or Administrative Workshop

7:45 am–8:45 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 6



Accepted

Local and national news stories involving student athletes often pertain to an issue covered in social work education. This session will explore social work strategies in college athletics, social work education content areas, student-athlete vulnerabilities, the integration of sport into social work curricula, and the benefits for social work education.

**Emmett Lee Gill, Jr.**

*University of Texas at San Antonio*



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## Teaching Methods and Learning Styles

### 24 Teaching Macro Social Work: Models, Pedagogy, and Practical Applications

#### Skills Workshop

7:45 am–8:45 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 1



Accepted

This practical and experiential session will include proven pedagogy from seasoned faculty members on teaching macro social work topics, including policy practice, community organizing, and organizational management and leadership. Tools for enhancing existing macro courses and integrating macro content into direct practice classrooms will be discussed.

#### 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*

## Technology in Social Work Education and Practice

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

#### Think Tank

7:45 am–8:45 am

Tampa Convention Center, Room 12



Accepted

The last major revision of the NASW Code of Ethics was in 1996, long before the advent of smartphones, instant messaging, and other communication technologies. This think tank will invite participants to consider how well the NASW Code of Ethics addresses these technologies and to offer suggestions for improvements.

#### Dawn Hobdy

NASW

#### Allan E. Barsky

*Florida Atlantic University*

## Technology in Social Work Education and Practice

### 26 Using Student-Created Video PSAs to Facilitate Learning in an HBSE Course

#### Curriculum or Administrative Workshop

7:45 am–8:45 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 11



Accepted

This curriculum workshop will describe a student-produced video assignment in an undergraduate human behavior and the social environment course. The pedagogical rationale for the project, how it promotes EPAS competencies, the assignment and grading rubrics, the challenges that were faced, and the benefits of the project will be discussed.

#### Yee Han Chu

*University of North Dakota*

#### Andrew Quinn

*University of North Dakota*

## Values and Ethics

### 27 Gatekeeping: A Continuing Challenge to Advancing the Social Work Profession

#### Think Tank

7:45 am–8:45 am

Tampa Convention Center, Room 14



Accepted

Gatekeeping has been recognized as a fundamental responsibility since the beginning of professional social work education. Ways of maintaining ethical integrity while mitigating risks are of continued concern. To advance the profession, methods of assuring effective gatekeeping must be developed. Discussion of this decades-old dilemma continues.

#### Joanne Whelley

*Barry University*

#### Phyllis Black

*Marywood University*

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## African Americans and the African Diaspora

### 28 Paper Session 1

#### Paper Session

7:45 am–9:15 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 7

#### 28a Persevering Despite Adversity: Relational and Co-Parenting Experiences of African American Parents in the Inner City

Using data from a 3-month psychoeducation group intervention focused on honing relationship and co-parenting skills in a sample of low-income, unmarried Black parents, this study investigated how they manage their co-parenting. Qualitative methods were used to explore how they ascribe meaning to their interactions with each other and their environments.

#### Ioana D. Schmidt

*University of California at Los Angeles*

#### 28b A Multifaceted Analysis of Out-of-School Suspensions: Experiences of Black Students, Caregivers, and Educators

Racial disproportionality in out-of-school suspensions is a persistent and multifaceted social justice problem. The presenters examined the distinct and diverse voices of Black students, their caregivers, and their educators at a public secondary school to generate a comprehensive understanding of the issue. Implications for social work education and practice will be discussed.

#### Misa Kayama

*University of Minnesota-Twin Cities*

#### Wendy Haight

*University of Minnesota-Twin Cities*

#### Priscilla Gibson

*University of Minnesota-Twin Cities*

#### 28c The Social Construction of Black Students' Behaviors That Lead to Out-of-School Suspensions

Using critical-race theory in a study of suspended students, caregivers, and educators revealed that students' normative behaviors are stereotyped and pathologized into suspendable acts. Educators' negative labeling of student behaviors coincided with students and peers self-ascribing to such characteristics. Implications for social work education and practice will be discussed.

#### Robert Wilson

*University of Minnesota-Twin Cities*

#### Priscilla Gibson

*University of Minnesota-Twin Cities*

#### Wendy Haight

*University of Minnesota-Twin Cities*

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## Criminal and Juvenile Justice

### 29 Practice Implications

#### Paper Session

7:45 am–9:15 am

Tampa Convention Center, Room 37

#### 29a Drug Court Versus Probation: A Mixed-Methods Study Comparing Criminal Recidivism

Mixed methods were used to compare recidivism patterns among drug court and probation and to explore the effectiveness of key components of drug court. Drug court was more effective than probation at reducing recidivism, and the most helpful key components were frequent contact with the judge and random drug testing.

#### John Robert Gallagher

*Indiana University*

#### 29b Views From the Streets: Perspectives of Chicago Gang Members on Violence Reduction

This presentation will offer findings from a research study that explored the experiences of Chicago gang members with various community efforts to reduce violence. It also solicited their perspectives on the best means by which such violence might be reduced.

#### Roberto R. Aspholm

*University of Illinois at Chicago*

#### 29c Inside the Black Box: Mechanisms of Action for an In-Prison Treatment Program

This presentation will discuss the results of a mixed-methods study on mechanisms of action in an in-prison group treatment program. Participant interactions and crime narratives generate cognitive dissonance in self-concept, social identity, and motivation leading to self-system change. Lessons for clinicians and social work educators will be examined.

#### Marilyn Armour

*University of Texas at Austin*

#### Shannon M. Sliva

*University of Texas at Arlington*



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## CSWE Connect

### 30 CSWE, a White House Briefing, and a Feminist Voice

7:45 am–9:15 am

Tampa Convention Center, Room 25

Group: Council on the Role and Status of Women in Social Work Education

CSWE, in conjunction with the White House Office of Public Engagement, hosted a briefing in September 2013 on advancing collaborations to address the complex health-care needs of Americans. The CSWE Council on the Role and Status of Women in Social Work Education centers the discussion in women's voice and focuses on the implications for social workers in addressing health disparities, equity, and diversity.

**Denise McLane-Davison**

*Morgan State University*

**Victoria Anyikwa**

*Saint Leo University*

**Anne Deepak**

*Monmouth University*

**Shirley McClerklin-Motley**

*Coker College*

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## CSWE Film Festival

### 31 A Civil Remedy

Film

7:45 am–9:15 am

Tampa Convention Center, Room 2

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## CSWE Film Festival

### 32 Cyber-Seniors

Film

7:45 am–9:15 am

Tampa Convention Center, Room 2

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## CSWE Film Festival

### 33 Kids' Rights: The Business of Adoption

Film

7:45 am–9:15 am

Tampa Convention Center, Room 1

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## Cultural Competence

### 33.5 Sexual Violence Victim Advocacy: White Women's Negotiation of Race and Gender

Roundtable

7:45 am–8:45 pm

Tampa Convention Center, Room 8

This session will explore how sexual violence victim advocates who are White women navigate their paradoxical locations of race and gender in their provision of advocacy to survivors who are women of color. Because White women dominate the field of advocacy, it is critical to interrogate their methods of engagement in advocacy to enhance inclusive practice.

**Lisa Jane Ingarfield**

*University of Denver*

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## Disability Issues

### 34 Diversity and Disability

Paper Session

7:45 am–9:15 am

Tampa Convention Center, Room 38

#### 34a Sexual Identity and Coming Out Among LGBTQ Individuals With and Without Autism

This qualitative study compared experiences of sexual identity formation and coming out among self-identified lesbian, gay, bisexual, transgender, or queer people with ( $n=82$ ) and without autism ( $n=135$ ). Findings highlight how autistic characteristics affected the experience of sexual identity formation and coming out among people with autism.

**Kristen F. Linton**

*University of Hawai'i at Manoa*

#### 34b Neoliberalism and Disablement: Perspectives From Disability and Development Research in India

This presentation will provide a critical disability perspective to examine a microfinance approach that is globally upheld as a neoliberal panacea for socioeconomic development. Drawing on an ethnographic study of a disability microfinance project in India, the detrimental effects of this microfinance approach on the material, relational, and intersectional lives of disabled people will be discussed.

**Vandana Chaudhry**

*College of Staten Island*



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### 34c The Complexities of Intersectionality: Exploring the Lived Experiences of Black Deaf Women

The goal of this study was to examine the lived experiences of Black deaf women on a college campus. It specifically focused on identity and intersectionality, responses to instances of microaggressions and discrimination on campus, and resilience.

**Reshawna Chapple**

*Bridgewater State University*

## Evidence-Based Practice

### 35 Clinical Trial Registration and Evidence-Based Practice

**Panel**

7:45 am–9:15 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 9



Accepted

Selective reporting has been identified as an important problem within randomized clinical trials. Clinical trial registration, a potential remedy used in medical science, has yet to be adopted widely by social work researchers. This presentation will discuss the case for and pragmatics of clinical trial registration.

**Eileen Gambrill**

*University of California at Berkeley*

**Jeffrey R. Lacasse**

*Florida State University*

## Health

### 36 Paper Session 4

**Paper Session**

7:45 am–9:15 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 5

#### 36a A Review on Contextual Characteristics Associated With Mental Health Service Use

This presentation will identify significant contextual characteristics to explain mental health service use among racial and ethnic minority older adults by synthesizing existing literature. Four main components—geographic areas, neighborhood characteristics, facility characteristics, and characteristics related to health-care policy—will be discussed.

**Kyeongmo Kim**

*University of Maryland*

### 36b Parenting in Young-Onset Alzheimer's Disease Families: Social Work's Multiple Roles

The presenters will discuss qualitative study findings of well-parents with partners with young-onset Alzheimer's disease. Because children may experience a parent's deterioration throughout crucial developmental years and may wish to protect well-parents, very complex family dynamics arise. Implications for social work training, practice, policy, and research also will be discussed.

**Kate Rhames**

*Hunter College, City University of New York*

### 36c Bullies in Our Midst: An Emerging Concern in Public Health

Survey results from 152 long-term care social workers in a Southeastern state will be reported. Findings reveal a third were exposed to bullying perpetrated by employees, and a quarter were exposed to bullying from clients. Characteristics associated with bullying include gender, race, age, facility size, profit status, engagement, and burnout.

**Kimberly Cassie**

*Ohio State University*

## Hot Topic

### 37 Conservative Christian Beliefs and Sexual Orientation in Social Work

7:45 am–9:15 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 4

Group: Council on Conferences and Faculty Development

The presenters will discuss the question of self-determination that can arise for some conservative religious Christians and LGBT people, exploring how research, policy, and practice can inform the development of social work skills to address this issue as well as the basic human rights and diversity espoused by the social work profession.

**Adrienne B. Dessel**

*University of Michigan*

**Rebecca M. Bolen**

*University of Tennessee at Knoxville*

**Denise L. Levy**

*Appalachian State University*

**Jill Chonody**

*Indiana University*

**N. Eugene Walls**

*University of Denver*



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## Immigrants, Refugees, and Displaced Populations

### 38 Social Capital and Employment Among Immigrants and Refugees

#### Paper Session

7:45 am–9:15 am

Tampa Convention Center, Room 36

#### 38a Social Capital: A Tool for Practice With Immigrants and Refugees

This presentation will discuss the evaluation of a project focused on immigrant and refugee civic engagement and will feature an educator, doctoral students, and master's-level students. They will focus on integrative ways to use social capital in social work practice with immigrants and refugees to foster civic engagement and community integration.

#### Rebecca Thomas

*University of Connecticut*

#### 38b Transnational Immigrants: Economic Obligations Back Home

Latin American immigrants exist in transnational families, thus often carrying a dual burden of settling into the United States while supporting family back home. This presentation will offer demographic data on transnational immigrants and their financial responsibilities for their families. Implications for social work education and practice will be discussed.

#### Mary Lehman Held

*University of Tennessee at Knoxville*

#### Yolanda C. Padilla

*University of Texas at Austin*

#### 38c Working Hard at Getting By: Family Economics of Undocumented Latinos in the South

Deconstructing how low-income families mobilize and supplement low-wage work to get by, this study explores the economic practices of undocumented Latino parents in two cities in the South. The presenters will discuss findings from a recent exploratory study, offering ways to craft policy based on collective practices so that poverty eradication goals are advanced.

#### Jennifer L. Scott

*University of Texas at Austin*

## Interprofessional and Transdisciplinary Practice

### 39 Implementation of an Interprofessional Education Model Into Field Experiences

#### Panel

7:45 am–9:15 am

Tampa Convention Center, Room 19



Accepted

An interprofessional faculty panel will demonstrate two specific interprofessional education (IPE) learning experiences integrated into field placement for advanced-degree students in social work, medicine, nursing, and nutrition. These experiences are delivered in a blended format, focusing on the process, pedagogy, and integration of the IPE competencies into the learning activities and outcomes.

#### Robin Huebner

*University of Alabama*

#### Leigh Ann Poole

*University of Alabama at Birmingham*

## Islam and Muslims

### 40 Paper Session 1

#### Paper Session

7:45 am–9:15 am

Marriott Tampa Bay Waterside Hotel, Grand Ballroom Salon B

#### 40a Predictors of Resiliency Among Palestinian Adolescents Living Under Occupation

This study examined the prevalence and predictors of depression and anxiety (resiliency) among a sample of 335 Palestinian adolescents living under occupation in the Gaza Strip.

#### Soleman Abu-Bader

*Howard University*

#### Rozanna Aitcheson

*Howard University*

#### 40b Muslims in Ontario, Canada: A Qualitative Research Study

This presentation will share findings of a qualitative research study that examined the social service needs of Muslims living in Ontario, Canada. It will address the complex interplay among faith, culture, and service delivery.

#### Khadija Khaja

*Indiana University*

#### **40c Finding a Balance in Multiple Worlds: Muslim Youth Identity Development**

As a religious and ethnic minority, immigrant Muslim youths in the United States have unique yet understudied experiences. This mixed-methods exploratory study explored American, ethnic, and religious identity among a diverse sample of immigrant Muslim youths.

**Mohammad Taqi Tirmazi**  
*Morgan State University*

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### **Latina/Latino Issues**

#### **41 Emerging Issues**

##### **Paper Session**

7:45 am–9:15 am

Tampa Convention Center, Room 30A

##### **41a Teen Dating Violence: Help-Seeking and Help-Offering Among Acculturating Mexican American Adolescents**

Focus groups were used to make within- and across-group comparisons by gender and level of acculturation concerning the help-seeking and help-offering experiences associated with teen dating violence among diverse Mexican American middle adolescents. Findings underscored developmental and cultural considerations essential to effective practice and program design.

**Julie L. Nagoshi**  
*University of Texas at Arlington*

##### **41b Accompaniment in a Mexican Immigrant Community: Conceptualization and Identification of Biopsychosocial Outcomes**

The community-based agency Taller de Jose (TDJ) offers “accompaniment” services, helping people navigate the often complicated health, judicial, and social service systems. This study sought to conceptualize the accompaniment services provided by TDJ and to identify relevant biopsychosocial outcomes.

**Leticia Villarreal Sosa**  
*Dominican University*

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### **Lesbian/Gay/Bisexual/Transgender Issues**

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

##### **Panel**

7:45 am–9:15 am

Marriott Tampa Bay Waterside Hotel, Grand Ballroom Salon A



Accepted

Research highlights the negative effects of interpersonal discrimination on LGBTQ people’s well-being. Little is known about the effects of institutional, community, and structural factors. To inform practice, teaching, and research, the presenters will discuss their research—specifically studies involving LGBTQ youths, college students, adults, and older adults.

**Michael R. Woodford**  
*University of Michigan*

**Megan S. Pacey**  
*University of Illinois at Urbana-Champaign*

**Elizabeth Holman**  
*University of Illinois at Urbana-Champaign*

**Karen Fredriksen-Goldsen**  
*University of Washington*

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### **Partnership**

#### **43 Providing Quality Rural Social Work Education and Practice**

7:45 am–9:15 am

Tampa Convention Center, Room 7

Group: National Rural Social Work Caucus

Rural social work education has maintained a focus on one of the most vibrant but challenged populations in America. Most rural communities face some similar difficulties. Ways in which the Rural Social Work Caucus has been involved in meeting those educational and practice needs will be presented.

**Scott Sorensen**  
*University of Utah*

**Joanne Riebschleger**  
*Michigan State University*

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## Research and Program Evaluation

### 44 Program Outcomes and Vulnerable Populations

#### Paper Session

7:45 am–8:45 am

Tampa Convention Center, Room 15

#### 44a Being Heard: Qualitative Research Conundrums With Individuals With Developmental Disabilities

This presentation will explore research conundrums using qualitative interviews with individuals with cognitive and speech impairments. Findings from a qualitative study with this population indicated that participants benefit from the experience. Recommendations for using qualitative interviews will be presented. Implications for social work practice and education will be discussed.

#### Bonnie Fader Wilkenfeld

*Rutgers, The State University of New Jersey*

#### 44b Collaborating to Develop Outcome Measures: A Case Study in Generative Research

This case study will describe the use of generative qualitative evaluation methods to collaboratively explore key stakeholders' perceptions regarding the functioning and effects of an innovative antihunger program. Results include proposed outcome measures for future evaluation based on the stakeholders' perceptions of the agency.

#### Stacia West

*University of Kansas*

#### Edward Scanlon

*University of Kansas*

#### 44c Using the Behavior Analytic Model to Explore Services for Former Foster Youths

The behavior analytic model provides an ecological approach to explaining behavior by examining challenges and strategies in a sequential exploratory method. This presentation will define the model and discuss its application in the field of social work through a study of mental health service experiences for former foster care youths.

#### Megan Hayes

*Arizona State University*

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## Research and Program Evaluation

### 44.5 Paper Session 1

#### Paper Session

7:45 am –8:45 am

Tampa Convention Center, Room 33

#### 44.5a Building a Paradigm for Social Work and Social Justice: A Systematic Review

Although the social work literature has addressed definitional challenges of social justice extensively, gaps remain in terms of conceptual consensus. Literature also has largely overlooked the operationalization and measurement issues of the social justice construct. The presenters will examine both conceptual and methodological measures of social justice from the social work perspective.

#### Youn Kyoung Kim

*University of Texas at Arlington*

#### 44.5b Challenges Conducting a Drug-Court Program Evaluation: Implications for Service Delivery

This presentation will focus on the challenges of conducting a 3-year program evaluation of a postconviction drug-court program. Lessons learned to improve agency–evaluator communication and data collection strategies, with the result of effecting service delivery, will be shared.

#### Helen Miltiades

*California State University, Fresno*

#### Virginia Rondero Hernandez

*California State University, Fresno*

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## Teaching Methods and Learning Styles

### 45 Engaging Students Through Experiential Learning Activities

#### Paper Session

7:45 am–9:15 am

Tampa Convention Center, Room 22

#### 45a Creating Meaningful Learning Experiences Through Social Work Electives

An innovative course project engaged students to apply and integrate social work and substance abuse knowledge, in collaboration with college administrators, in revising the college's substance use prevention plan. This presentation will draw on research in higher education, EPAS competencies, and substance abuse knowledge to support the project's aims.

#### Stephanie Elias Sarabia

*Ramapo College*

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#### 45b Qualitative Study Through the Classroom: Benefits and Challenges of Experiential Learning

Learning qualitative methods is essential to prepare doctoral students to explore in-depth human behaviors. This presentation will explore the process of learning qualitative methods experientially by exploring a doctoral project using semistructured interviews on job-seeking experiences among homeless women. Implications for social work practice and education will be offered.

**Danielle Groton**

*Florida State University*

**Annelise Mennicke**

*Florida State University*

**Jungup Lee**

*Florida State University*

#### 45c Using Service-Learning Pedagogy to Teach

##### Undergraduate Macro Practice: A Perfect Match

This presentation will introduce an innovative approach to teaching macro practice using service-learning pedagogy. Partnerships were developed with agencies and students engaged in community-organizing projects at these organizations. This approach builds foundation knowledge and practice skills and enhances student ability to implement macro change strategies.

**Margaret (Peggy) Adams**

*Bowling Green State University*

**Mamta U. Ojha**

*Bowling Green State University*

**Louis Guardiola, Jr.**

*Bowling Green State University*

### University–Community Partnerships

#### 46 Organized Around Health and Mental Health Topics

##### Paper Session

7:45 am–9:15 am

Marriott Tampa Bay Waterside Hotel, Grand Ballroom Salon C

#### 46a Challenges and Strategies in Community-Engaged Research on Mental Health Services

This presentation will describe challenges and strategies involved in a collaborative planning approach that capitalized on the knowledge and skills of researchers and community

stakeholders. This informed the development of a mixed-methods pilot study aimed at exploring the concept of engagement in the program of assertive community treatment.

**Jennifer I. Manuel**

*Virginia Commonwealth University*

**Megan E. Gandy**

*Virginia Commonwealth University*

**Shenee McCray**

*Richmond Behavioral Health Authority*

#### 46b Advancing a National Initiative to Become Trauma-Informed Through University–Community Partnerships

Founded on the strengths of clinical and research faculty members, the initiative described in this session advances a nationwide call for providers to become trauma-informed through a reciprocal process of education, training, and research. Exemplifying a model for successful and sustainable collaboration, it is an asset and resource for the higher education institution and numerous organizations.

**John Keesler**

*University at Buffalo, State University of New York*

**Susan Green**

*University at Buffalo, State University of New York*

#### 46c Improving Rural Health: Sustainability Strategies After the End of a 5-Year Federal Grant

Strategies for sustainability of grant-funded programs are mandatory for the continuation of project goals, principles, and efforts devoted to project outcomes. Many times, postgrant programs look different than grant programs. Strategies for program continuation will be explained and lessons learned will be shared from a community-based, 5-year, CDC grant of \$2.5 million.

**Pamela Yankeelov**

*University of Louisville*

**Anna C. Faul**

*University of Louisville*

**Joseph G. D'Ambrosio**

*University of Louisville*



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## Technology in Social Work Education and Practice

### 47 Paper Session 1

#### Paper Session

7:45 am–9:15 am

Tampa Convention Center, Room 23

#### 47a Flipping the Practice Class: Adapting for Competence Development

The shift to competency-based education requires retooling. University settings, however, inhibit some of the adaptations necessary for competence-based learning. This presentation will explore challenges, solutions, and outcomes associated with flipping classes to increase competence development in students.

#### D. Mark Ragg

*Eastern Michigan University*

#### Paul Majeske

*Eastern Michigan University*

#### 47b Advancing Social Work Education: Innovations in Technology and Social Work Education

Social work educators often are skeptical of fully online social work programs. This presentation will focus on the use of innovative technologies to enhance the learning experience so that students can be provided with the interaction that is critical to social work graduate education.

#### Mary Mann

*University of Central Florida*

#### Shawn A. Lawrence

*University of Central Florida*

#### Bonnie Yegidis

*University of Central Florida*

#### 47c Building Competencies and Professional Connections With ICTs in a Multischool Training Program

This presentation will describe a unique Web-based platform designed to reinforce the competency-based practicum education of MSW students in a six-school, federally funded training program. Challenges and successes related to using technology in a multischool collaboration, as well as students' engagement and satisfaction with synchronous and asynchronous activities, will be discussed.

#### Lynn A Warner

*University at Albany, State University of New York*

#### Paul R. Gould

*Binghamton University, State University of New York*

#### Debra Fromm Faria

*College at Brockport, State University of New York*

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## Addictions

### 48 When "Just Say No" Is Not Enough: Strategies for Teaching Harm Reduction

#### Electronic Poster

7:45 am–9:15 am

Tampa Convention Center, Room 8

Harm reduction is a strengths-based and client-centered helping strategy used in a variety of social work settings. Several parallels exist between social work practice and harm reduction, including the recognition of the importance of social justice, dignity and worth, self-determination, and the need to seek strengths amid adversity.

#### Cayce Watson

*Lipscomb University*

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## Special Events

### 49 SAGE/CSWE Award Presentation (Open to All Attendees)

#### General Session

9:30 am–9:45 am

Tampa Convention Center, Ballroom B

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## Special Events

### 50 Special Plenary Lecture: Jared Bernstein

#### General Session

9:45 am–10:45 am

Tampa Convention Center, Ballroom B

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## Baccalaureate Programs

### 51 Paper Session 1

#### Paper Session

11:00 am–12:00 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 4

#### 51a Understanding the Impact of Clients' Experiences on Social Work Students at the Bachelor's Level

This session will present results of a quantitative study in which bachelor-level social work students were given the professional quality of life and Holmes-Rahe stress scales to measure stress, compassion satisfaction, burnout, and secondary trauma during field. Key results and implications for social work education will be identified and discussed.

**Sarah Hessenauer**

*University of Wisconsin-Whitewater*

**Kristi L. Law**

*University of Wisconsin-Whitewater*

#### 51b Social Workers and Community Organizers of Tomorrow: Using CBPR to Teach and Learn

The presentation will review a community-based participatory research project with minority youths that sought to build youths' capacity, community engagement, and altruism. Participatory research will be discussed as a means of training and recruiting youths—especially from minority groups—to become the social workers, community organizers, and leaders of tomorrow.

**Benjamin R. Malczyk**

*University at Albany, State University of New York*

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## Child Welfare

### 52 Narrative Identity Formation in Child Welfare: Educating Future Social Workers

#### Curriculum or Administrative Workshop

11:00 am–12:00 pm

Tampa Convention Center, Room 12



Accepted

In this session, the presenters will discuss narrative theory, structural symbolic interactionism, and their influences on narrative identity development. Specifically, the formation of identity narratives for children within the child welfare system, its implications, and the importance of applied theory inside and outside of the classroom will be described.

**Jessica Lo**

*University of Denver*

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## Clinical Practice

### 53 Advancing Social Work Education: Using Simulation to Develop Practice

#### Roundtable

11:00 am–12:00 pm

Tampa Convention Center, Ballroom B

As use of simulated/standardized clients is gaining momentum in social work education, this roundtable will discuss effective uses of this modality for the development, implementation, and assessment of social work competencies. Opportunities for and barriers to effective use of standardized/simulated clients will be explored.

**Barbara Johnson**

*Azusa Pacific University*

**Mary Rawlings**

*Azusa Pacific University*

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## Clinical Practice

### 54 Developing a CBT Training Program for MSW Students: A University–Community Collaboration

#### Curriculum or Administrative Workshop

11:00 am–12:00 pm

Tampa Convention Center, Room 18



Accepted

This workshop will focus on the development of a MSW cognitive behavioral training (CBT) program in collaboration with a mental health board, community agencies, and multidisciplinary departments/schools at the university. Curriculum content, challenges, the process of building collaborative relationships, and future directions will be discussed.

**Jill L. Dickie**

*University of Akron*

**Timothy McCarragher**

*University of Akron*

**John Ellis**

*Alcohol, Drug Addiction, and Mental Health Services Board of Summit County*

## Community Organization and Social Administration

### 55 Social Work and Pedagogy: Macro Practice Issues, Skills, and Strategies

#### Paper Session

11:00 am–12:00 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 7

#### 55a Finding Jobs and Using Macro Skills: Results From Recent MSW Graduates

Studies find that social work educators and practitioners may foster beliefs that discredit macro skills, employment prospects, and salary potential for macro students as they start their careers. Based on a survey of recent MSW alumni ( $n=182$ ), this presentation will discuss the validity of these beliefs and related findings.

#### Mathieu Despard

*University of North Carolina at Chapel Hill*

#### Lisa D. Zerden

*University of North Carolina at Chapel Hill*

#### 55b Youths as Civic Change Agents: Exploring a Conceptual Model for Social Work

Social work lags behind other disciplines in viewing youths as civic change agents. This presentation will reconceptualize young people within a social work context by developing a comprehensive framework for engaging youths as assets within communities. Practice implications and research questions to address gaps in the empirical literature will be discussed.

#### Katie Richards-Schuster

*University of Michigan*

#### Suzanne R. Pritzker

*University of Houston*

## Cultural Competence

### 56 Fostering Self-Awareness and Antioppressive Practice: Using the Hidden Complex Social Identities of Faculty Members

#### Skills Workshop

11:00 am–12:00 pm

Tampa Convention Center, Room 20



Accepted

Participants will explore the meaning of instructors' hidden and complex social identities and the influence of these factors on students' development as antioppressive practitioners. Themes to be examined include the role of intersectionality, contemporary identity development models, self-awareness, and use of self as tools to broaden student perspectives.

#### Ann Marie Garran

*University of Connecticut*

## Disaster and Traumatic Stress

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

#### Curriculum or Administrative Workshop

11:00 am–12:00 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 1



Accepted

Disaster volunteerism is a growing area in social work. This presentation will describe the evolution of an online undergraduate course equipping students with necessary preliminary skills and knowledge about preparedness and response. Curriculum, EPAS linkage, assessments, and materials will be provided, along with discussion of observed learning outcomes and field experiences.

#### Lisa Baker

*University of Alabama at Birmingham*

#### Chris Walker

*University of Alabama at Birmingham*

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## Field Education

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

#### Skills Workshop

11:00 am–12:00 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 12



Accepted

This workshop will demonstrate a success-based approach to responding to ethical issues arising in the field (e.g., boundary violations, value conflicts, personal impairments). It will feature conflict resolution approaches to managing ethical issues, fostering student success, and responding to environmental issues affecting student behavior and field instructor responses.

**Arlene Faye Kaplan**

*Florida Atlantic University*

**Allan E. Barsky**

*Florida Atlantic University*

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## Field Education

### 60 Grading and Gatekeeping in Competency-Based Field Education: How Much Progress Is Enough?

#### Roundtable

11:00 am–12:00 pm

Tampa Convention Center, Ballroom B

Students of all levels enter field with varying degrees of preparation, professional experience, and practice knowledge. Given the variation in readiness, how much consideration should be given to students who make significant progress but do not achieve mastery of each competency after completion of a field course?

**Stephanie G. Odera**

*Virginia Commonwealth University*

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## Field Education

### 61 Group International Placements: Lessons Learned

#### Roundtable

11:00 am–12:00 pm

Tampa Convention Center, Ballroom A

This presentation will articulate qualitative information gained from international group practica, student, and in-country experiences. Approaches to developing a sustainable relationship with a host country, a focus on strengths and empowerment, and acts of reciprocity will be offered as the key elements for successful student outcomes.

**Cathy J. Harner**

*Taylor University*

**Suzanne R. Black**

*Taylor University*

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## Field Education

### 62 Identifying Trends in Field Advisement: Meeting the Needs of the Millennial Generation

#### Roundtable

11:00 am–12:00 pm

Tampa Convention Center, Ballroom B

This roundtable will examine challenges facing field education departments as approaches to field advisement change, affecting field placement options for the millennial generation. What is our collective understanding of the unique characteristics of these students (particularly in their collaborative use of technology), and how have departments evolved?

**Gabriel Carrillo**

*Washington University in St. Louis*

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## Field Education

### 63 Student Engagement in Redesigning Field

#### Curriculum or Administrative Workshop

11:00 am–12:00 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 11



Accepted

The CSWE accreditation standard on student participation requires social work programs to describe its policies and procedures specifying students' rights and responsibilities in formulating and modifying policies affecting academic and student affairs. Student feedback, engagement strategies, and the effects of such strategies within a social work field context will be discussed.

**Shirley Moy**

*Temple University*

**Valarie Clemmons**

*Temple University*

**Tammy Carson**

*Temple University*

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## First Nations and Native Americans

### 64 Paper Session 1

#### Paper Session

11:00 am–12:00 pm

Tampa Convention Center, Room 37

#### 64a Consequences of Intimate Partner Violence on Indigenous Women, Children, and Families

This presentation will analyze the consequences of intimate partner violence (IPV) across multiple levels from a theoretical framework that is holistic and ecosystemic. Drawing from in-depth, ethnographic research, the consequences of IPV on U.S. indigenous women—and the effects of IPV on their relationships, children, and families—are identified and applied to social work practice.

**Catherine Burnette**

*Tulane University*

#### 64b Native American Tools for Wellness: Enhancing Self-Care for Social Work Students

Indigenous teachings such as the Good Mind and Medicine Wheel provide guidance for cultivating wellness. This presentation will describe how indigenous concepts can be incorporated into the classroom, teaching the importance of self-care and assisting students with the development of their own wellness plans.

**Hilary Weaver**

*University at Buffalo, State University of New York*

#### 64c Understanding and Reducing Traumatic Injury in Indigenous Communities

Vehicle-related accidents are the leading cause of injury and death of North American indigenous people under age 25. Through the use of a Social Return on Investment analysis to measure the extra-financial—or social—value of stakeholder activities relative to the resources invested, community-based strategies to reduce risk are highlighted.

**Brent Angell**

*University of Windsor*

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## Health

### 65 Health Equity and the Practice Classroom

#### Roundtable

11:00 am–12:00 pm

Tampa Convention Center, Ballroom A

This roundtable for social work educators involved with foundation and advanced practice curriculum will explore strategies that integrate health equity as a social justice issue in the classroom. The aim is to exchange ideas and activities that will encourage equity-oriented thinking and behaviors.

**Cory Cummings**

*Virginia Commonwealth University*

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## Immigrants, Refugees, and Displaced Populations

### 66 Settlement Processes Among Immigrants and Refugees

#### Paper Session

11:00 am–12:00 pm

Marriott Tampa Bay Waterside Hotel, Grand Ballroom Salon B

#### 66a Moving Stories: Learning About Immigrants and Refugees Using Oral Histories

This presentation will discuss an oral history project that partnered MSW students with community-dwelling diverse older adults. This study used a comparison group with a pretest–posttest design and 74 MSW students. The project increased students' confidence and competencies with working with diverse older adults. The implications for social work education and practice will be discussed.

**Akanksha Anand**

*Fordham University*

#### 66b Factors Affecting Congolese Refugee Resettlement in a U.S. Southeastern Rural State

This presentation of a qualitative study of the refugee and resettlement process of Congolese refugees who moved to a state in the Southeast is the result of a university and high school partnership to engage high school students in research. Findings suggest Congolese men and women experience resettlement differently.

**Carlton David Craig**

*University of Kentucky*

**Patricia G. Cook-Craig**

*University of Kentucky*

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## Interprofessional and Transdisciplinary Practice

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

#### Think Tank

11:00 am–12:00 pm

Tampa Convention Center, Room 30B



Accepted

Collaborating with interdisciplinary colleagues in research and writing makes possible projects beyond the capacity or expertise of any one person or discipline, yet can contain perils and headaches. This think tank will present guidelines for conflict resolution, credit, identity, approaches when tasks are not completed, and management of long-distance relationships.

**Ronald Rooney**

*University of Minnesota-Twin Cities*

**Helen E. Petracchi**

*University of Pittsburgh*

**Elena Izaksonas**

*University of Wisconsin-Eau Claire*

**Nancy Rodenborg**

*Augsburg College*

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## Research and Program Evaluation

### 68 Using a Professional Development Model to Examine Career-Long Learning With Students

#### Curriculum or Administrative Workshop

11:00 am–12:00 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 6



Accepted

Today's economy makes it imperative that students market their skills and reinvent themselves for traditional and nontraditional roles in social work. Social workers must be more strategic about the approach they use in their own career management. This workshop will focus on strategies supporting long-range career achievement for students.

**Jennifer Luna-Idunate**

*University of Texas at Austin*

**Andrew T. Marks**

*Texas State University*

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## Rural Issues

### 69 Rural Social Services Delivery: Implications of Past History for Current Social Services

#### Roundtable

11:00 am–12:00 pm

Tampa Convention Center, Ballroom B

Rural social work as a field of practice differs in several ways from its urban counterpart. Some of these differences can be traced to the historical development in the differing contexts. This roundtable will discuss the development of rural social work and its implications for current practice.

**Michael R. Daley**

*University of South Alabama*

**Peggy Pittman-Munke**

*Murray State University*



## Social and Economic Justice

### 70 Social Justice by Design: Programmatic and Administrative Choices

#### Curriculum or Administrative Workshop

11:00 am–12:00 pm

Tampa Convention Center, Room 21



Social work programs serve as an important vehicle of social justice for students and their future clients. Beyond curriculum development, programs can make administrative decisions that have a significant effect on the promotion of social justice in admissions, field education, and other areas.

#### Page Walker Buck

*West Chester University*

#### Julie Tennille

*West Chester University*

## Spirituality

### 71 Religion and Spirituality in Social Work: Changing Rhetoric to Practice

#### Roundtable

11:00 am–12:00 pm

Tampa Convention Center, Ballroom A

For more than 20 years social work research has supported the idea that practitioners, students, and clients agree on the importance of spirituality and religion in their lives. To protect clients from proselytization, discrimination, and ineffectual interventions, educators need to measure the competency of practitioners on spiritual assessments and spiritual interventions.

#### Kelli M. Larsen

*Hawai'i Pacific University*

#### Michaela M. Rinkel

*Hawai'i Pacific University*

## Teaching Methods and Learning Styles

### 72 Knowledge for Practice Education: Theories of Donald Schön and Deliberate Practice Research

#### Curriculum or Administrative Workshop

11:00 am–12:00 pm

Tampa Convention Center, Room 9



The history of social work's knowledge base has assumed its learnability and use. Recent theory and research challenge these assumptions. This presentation will discuss the knowledge base of practice education and implications of the scholarship of Donald Schön and research on deliberate practice: the science of the development of professional competencies.

#### Mark Cameron

*Southern Connecticut State University*

#### Josey Madison

*Stonington Institute*

## Technology in Social Work Education and Practice

### 73 Using Twitter as a Complementary Learning Tool in a Social Work Classroom

#### Roundtable

11:00 am–12:00 pm

Tampa Convention Center, Ballroom A

Hitchcock and Battista (2013) suggested that Twitter is an important tool for professional social workers. This roundtable will provide the opportunity for social work educators to discuss their experiences in using Twitter within the social work classroom. The benefits of and drawbacks of using Twitter also will be discussed.

#### Becky Anthony

*Salisbury University*

#### Bobbie Arrington

*Monmouth University*

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## University–Community Partnerships

### 74 University–Community Partnerships in an MSW Research Course

#### Skills Workshop

11:00 am–12:00 pm

Tampa Convention Center, Room 13



Accepted

Social work students have a need for real-world experience in applying their skills and knowledge to benefit others. Research can be taught using methods that fulfill those needs by providing students with content and then focusing their efforts on applying that content in a research project in their local community.

**Elizabeth Fisher**

*Shippensburg University*

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## CSWE Career Center Learning Lab

### 75 Finding A Job: Getting Hired in Academia—A Primer for Doctoral Students

#### Panel

11:00 am–12:15 pm

Tampa Convention Center, West Hall, CSWE Career Center

Are you a doctoral student who will be seeking a faculty position in the near future? Attend this session to learn more about hiring processes and what to expect during your job search. Presenters will walk you through each step of the faculty search process and share tips for success, from putting together your application to campus visits and interviews.

**Carol Doelling (Moderator)**

*Washington University in St. Louis*

**Melissa Hensley**

*Augsburg College*

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## Addictions

### 76 Working With Diverse Populations

#### Paper Session

11:00 am–12:30 pm

Tampa Convention Center, Room 7

#### 76a CADC Student, Alumni, and Provider Perceptions: Preparedness to Work With LGBTQ Populations

Online surveys examined the preparedness of MSW-certified alcohol and drug counselor (CADC) students to work in the field of addictions with members of the LGBT community.

Results will be presented from three perspectives: (1) current social work students studying to become CADC counselors, (2) MSW/CADC alumni, and (3) service providers.

**Michael P. Dentato**

*Loyola University Chicago*

**Brian Kelly**

*Loyola University Chicago*

### 76b Exploring the Predictors of Alcohol Use Among Ukrainian Women

The presenters examined the relationships among alcohol use, family variables, and individual variables among 278 Ukrainian mothers of school-age children. Higher exposure to intimate partner violence, lower education, unemployment, single status, and an unbalanced family cohesion and flexibility were associated with a higher level of alcohol consumption.

**Viktor Burlaka**

*University of Michigan*

### 76c Effectiveness of “Seeking Safety” Among Urban American Indians

This presentation will report on findings from a pilot study on the effectiveness of the Seeking Safety protocol in a sample of urban American Indians. The participants’ experience of posttraumatic stress disorder, other trauma-related symptoms, shame, substance abuse, drug refusal self-efficacy, functioning, and historical trauma symptoms across three time intervals will be examined.

**Shelly A. Wiechelt**

*University of Maryland*

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## African Americans and the African Diaspora

### 77 Relations With Parents and Social Functioning Among Black Youths From Diverse Backgrounds

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This presentation will provide findings from a research study that assessed perceptions of parent–child relationships among Black adolescents of diverse ethnic backgrounds, their self-perceptions of their relationship with their parents, attitudes toward school, and social functioning (for example, their involvement with crime and delinquency).

**Beverly C. Sealey**

*Simmons College*

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## Child Welfare

### 78 An Undergraduate Child Welfare Core Program for Case Aides in Child Protective Services

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This poster will demonstrate a strategy for facilitating employee retention within child protective services (CPS) through specialized curriculum, supportive services, and a case management model targeting experienced CPS aides.

#### Melanie Reyes

*Arizona State University*

#### Teri Kennedy

*Arizona State University*

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## Child Welfare

### 79 Ethnic and Familial Issues

#### Paper Session

11:00 am–12:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 10

#### 79a Sibling Violence, Child Abuse, and Child Neglect: A Consideration for Social Work

Results from a case study examining sibling violence and child maltreatment will be discussed in conjunction with a secondary data analysis examining predictors of sibling violence. This study highlights the need for including the intersection of sibling violence and child maltreatment in the social work curriculum focusing on family and interpersonal violence.

#### Nathan H. Perkins

*Virginia Commonwealth University*

#### Jennifer A. Shadik

*Virginia Commonwealth University*

#### 79b Fathering and Child Maltreatment: Building Theory to Enhance Treatment Interventions

Current gaps in the knowledge base concerning fathers who have maltreated a child affect the ability to provide effective services. Increasing information regarding the challenges and strengths of these fathers and father figures as well as relevant contexts is essential. Results of a grounded theory study will be discussed.

#### Jennifer A. Shadik

*Virginia Commonwealth University*

#### 79c Immigrant-Related Factors Influencing the Service Use by Parents Involved in Physical Assault

This study examined and analyzed immigrant-related factors such as age at immigration, number of years in the United States, state residence, English proficiency, and immigration status that influence service use among immigrant families with children who have been physically maltreated.

#### Pamela Pei-Ling Chiang

*University of Illinois at Urbana-Champaign*

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## Child Welfare

### 80 How Family Centered Are We? Perceptions of Key Constituents

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

The family-centered practice (FCP) approach is relatively new, therefore, little is known about its reception among social workers and the families they serve. This study sought to examine the perceptions of those involved regarding the process of FCP implementation.

#### Berenice R. Rushovich

*University of Maryland*

#### Haksoon Ahn

*University of Maryland*

#### Sarah Reiman

*University of Maryland*

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## Child Welfare

### 81 Leveraging the Experiences of Foster Care Alumni: A Mixed-Method Model for Organizing

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

Incorporating the insights of foster care alumni is imperative to foster care practices and research, yet models for organizing alumni groups are absent in the literature. This presentation will report on the use of concept mapping, a mixed-method participatory research approach, to organize and evaluate a statewide foster care alumni association.

#### Larry W. Owens

*Western Kentucky University*

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## Child Welfare

### 82 Toward the Development of a National Board of Professional Child Welfare Standards

#### Panel

11:00 am–12:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 9



This presentation will discuss a proposed National Board of Professional Child Welfare Standards as well as the development and implementation of mixed-methods, performance-based assessments of evidence-based practices reflecting what accomplished child welfare professionals ought to know and be able to do.

#### Alberta Ellett

*University of Georgia*

#### Ruth McRoy

*Boston College*

#### Alice Lieberman

*University of Kansas*

#### Crystal Collins-Camargo

*University of Louisville*

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## Clinical Practice

### 83 Teacher Interventions in Bullying: Opportunities for Collaboration Between Teachers and Social Workers

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

The presentation will explore how a macro approach to school social work practice can be used to address the problem of bullying. Data from a mixed-methods study highlight opportunities for school social workers to collaborate with teachers and advocate for programs and policies that build teacher capacity and skill.

#### Sarah VanZoeren

*Wayne State University*

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## Community Organization and Social Administration

### 84 FUEL NKU: A Community-Organizing, Campus Hunger Initiative

#### Skills Workshop

11:00 am–12:30 pm

Marriott Tampa Bay Waterside Hotel, Grand Ballroom Salon A



Students and faculty members created an on-campus food bank for members of a university community. A campus-wide hunger survey was distributed to more than 15,000 students. Social work faculty members and students also organized an awareness flash mob, a donation drive, and a fund-raising event.

#### James Canfield

*University of Cincinnati*

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## Criminal and Juvenile Justice

### 85 Attitudes of Social Work Students Toward the Death Penalty: Pedagogical Opportunities

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This presentation will describe social work students' knowledge about and attitudes toward the death penalty. In vignettes, students suggested shorter sentences, restitution, and counseling over the death penalty. As social workers engage persons disproportionately affected by capital crime, pedagogical opportunities for introducing students to current and alternative justice methods are identified.

#### Stephanie C. Kennedy

*Florida State University*

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## CSWE Connect

### 86 Learn More: CSWE Leadership Institute Scholarship Program

11:00 am–12:30 pm

Tampa Convention Center, Room 23

Group: Council on Leadership Development

Learn about opportunities to enhance leadership skills from the 2014 recipients of CSWE's two Summer Leadership Scholarship programs. One is the Harvard Institutes of Higher Education program, and the other is the Higher Education Resource Services Bryn Mawr Summer Institute for Women in Higher Education Administration.

**Susan Egan**

*Fordham University*

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## CSWE Connect

### 87 Race, Class, and Disability: Implications for Families

11:00 am–12:30 pm

Tampa Convention Center, Room 25

Group: Council on Disability and Persons with Disabilities

Approximately 20% of the U.S. population has a disability, but disability is not a unitary concept. When disability intersects with race and class, it is experienced differently. This session will review research on intersectionality in education and health, its effects on family, and strategies for curricular infusion.

**Susan Neely-Barnes**

*University of Memphis*

**Kristen F. Linton**

*University of Hawai'i at Manoa*

**Carl L. Algood**

*Bowie State University*

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## CSWE Connect

### 88 So You Want to Be a Site Visitor

11:00 am–12:30 pm

Tampa Convention Center, Room 22

Group: Commission on Accreditation

**Jo Ann Regan**

*Council on Social Work Education*

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## CSWE Film Festival

### 89 Homegoings

Film

11:00 am–12:30 pm

Tampa Convention Center, Room 1

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## CSWE Film Festival

### 89.5 *The New Black*

Film

11:00 am–12:30 pm

Tampa Convention Center, Room 1

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## CSWE Film Festival

### 90 *Prison Terminal*

Film

11:00 am–12:30 pm

Tampa Convention Center, Room 2

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## CSWE Film Festival

### 91 *My Name Was Bette: The Life and Death of an Alcoholic*

Film

11:00 am–12:30 pm

Tampa Convention Center, Room 2

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## Cultural Competence

### 92 Addressing the Needs of Military Children: Implications for Social Work Education

Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This presentation will examine how social workers can be prepared to address the multiple needs of the growing military child population through the inclusion of the military as a distinct cultural group in the social work curriculum. Existing initiatives in social work education enhancement regarding military children will be discussed.

**Patricia C. Lewis**

*Virginia Commonwealth University*

**Lisa A. Gray**

*Virginia Commonwealth University*

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## Educational Outcomes Assessment

### 93 A Comparison of BSW and MSW Student Engagement With NSSE Findings

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

Research shows that student engagement significantly influences educational and personal development. This study investigated BSW and MSW student engagement, comparing results with findings from the National Survey of Student Engagement. This presentation will discuss these and additional findings as well as the implications for social work education.

#### Vaughn DeCoster

*University of Southern Indiana*

#### Staci Atkinson

*University of Southern Indiana*

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## Educational Outcomes Assessment

### 94 Writing Skills for MSW Students: Assessment and Curricular Enhancement

#### Panel

11:00 am–12:30 pm

Tampa Convention Center, Room 19



Accepted

The use of student assessment and skill building in an innovative writing program will be examined. The program aims to foster progress in writing essential for graduate-level social workers, both academically and professionally, among nontraditional social work students

#### 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*

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## Field Education

### 95 “Why Is This Not Social Work?”: Are Nontraditional Placements Second Best?

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This UK evaluation considered whether nontraditional social work student placements should be considered as second best. In so doing, the evaluation raised the need for social work academics to resist the view that social work can be defined as the sum of activities undertaken by state-employed social workers.

#### Hugh McLaughlin

*Manchester Metropolitan University*

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## Gero-Ed (Aging and Gerontology)

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

#### Panel

11:00 am–12:30 pm

Tampa Convention Center, Room 14



Accepted

Community-based initiatives have emerged in response to a growing desire to age in place. These initiatives are reshaping local communities, redefining how we age, and changing our care delivery systems. This session will explore this change and place it within the broader context of social work education on aging services.

#### Emily Greenfield

*Rutgers, The State University of New Jersey*

#### Stephen Golant

*University of Florida*

#### Amanda Lehning

*University of Maryland*

#### Nicole Ruggiano

*Florida International University*

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## Group Work

### 97 Client Feedback With Involuntary Groups: A Changing Paradigm in Practice?

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This presentation will examine the literature on involuntary groups and the way in which group-member feedback is used by facilitators to engage group members and improve outcomes. Research findings will be presented on the utility of client feedback measures with involuntary groups. Implications for group-work education, practice, and research will be offered.

**Michael G. Chovanec**

*St. Catherine University and University of Saint Thomas Collaborative*

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## Health

### 98 Advancing Social Work Education: Preparing Students to Work in the Reform Environment

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This presentation will explore and analyze social work students' perceptions of the Affordable Care Act and demographic factors that influence perception so that reform knowledge may be implemented in the curriculum.

**Yvichess Goddard**

*University of Central Florida*

**Mary Ann Burg**

*University of Central Florida*

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## Health

### 99 Friendship and Encouragement of Safe-Sex Practices Among African American College Women

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This study explored HIV prevention and prevalence knowledge, awareness, and use of testing services; factors encouraging testing; perceptions of risk for HIV/AIDS; and the degree to which friends discuss and encourage safe-sex practices. Respondents were African American women ( $n=176$ ) at a historically Black university.

**Michele Rountree**

*University of Texas at Austin*

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## Health

### 100 Paper Session 5

#### Paper Session

11:00 am–12:30 pm

Tampa Convention Center, Room 38

#### 100a Development of an Adaptation Model for Health Interventions for Sexual Minorities

This research explored the process and cultural elements involved in systematic adaptations to health interventions for sexual and gender minorities. The results offer implications for practice, research, and policy by culminating in a testable adaptation model; and contribute to the social justice discourse on disrupting privilege in a heteronormative society.

**Pamela Hancock Bowers**

*University of Alaska, Anchorage*

#### 100b Mindfulness Intervention With Homeless Youths

Mindfulness interventions may aid homeless youths in developing risk detection skills so that street victimization, including robbery and assault, may be avoided. This study analyzes qualitative transcripts from a mindfulness group intervention to enhance risk detection among six cohorts of homeless youths, exploring youths' understanding and application of mindfulness concepts.

**Badiah Haffejee**

*University of Denver*

**Jessica Hathaway**

*University of Denver*

### **100c Childhood Victimization, Health Behaviors, and Health Outcomes in Adulthood: A Mediated Relationship**

This study explored the health behaviors that are mediators between childhood victimization and health outcomes in a sample of female survivors. Using the conceptual pathway models of Kendall-Tackett, empirical evidence will be discussed. Health behaviors have been linked to childhood victimization and health outcomes in adulthood.

**Tanya Renn**

*University of Louisville*

**Katherine M. Winham**

*University of Louisville*

**Amanda Dishon Brown**

*University of Louisville*

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## **Higher Education/Nonprofit Leadership**

### **101 Paper Session 1**

#### **Paper Session**

11:00 am–12:30 pm

Tampa Convention Center, Room 11

#### **101a Teaching Doctoral Students How to Teach at GADE Doctoral Programs**

The master's degree is the terminal degree needed for social work practice, whereas for teaching, the doctoral degree often is the pinnacle of social work education. Drawing on responses from heads of doctoral programs, this study examined the extent to which programs focus on teaching doctoral students how to teach.

**Sylvester Lamin**

*St. Cloud State University*

#### **101b The Relationship Between Leadership Practices and the Psychological Empowerment of Social Workers**

Strong leadership skills promoting increased psychological empowerment may reduce or prevent social worker burnout. Analyses of social workers' perceptions showed that higher leadership scores predicted higher psychological empowerment scores. Two of the four components of psychological empowerment—impact and self-determination—accounted for most of the explained variance.

**S. Colby Peters**

*University of Maryland*

**Anusha Chatterjee**

*University of Maryland*

### **101c Considering Diversity Experience as a Predictor for Success of Graduate Social Work Students**

Graduate social work programs struggle with identifying useful admissions criteria beyond undergraduate GPA. Research has shown that students who have exposure to diversity in college have stronger critical thinking and pluralistic orientation outcomes. This presentation will consider students' undergraduate diversity experiences as a predictor of their success in an MSW program.

**Amber Mollhagen**

*University of Houston*

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## **Human Behavior and the Social Environment**

### **102 Biological Father Involvement as a Protective Factor for Sexually Active Female Adolescents**

#### **Poster**

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This study explored the effect of biological father involvement on reducing dating violence and sexual risk among a national sample of female adolescents. This study also evaluated the mediating effect of dating violence on the relationship between biological father involvement and sexual risk behaviors. Group differences (White/non-White) were also considered.

**Claudette L. Grinnell-Davis**

*University of Michigan*

**Binta Alleyne-Green**

*Fordham University*



## Human Behavior and the Social Environment

### 103 The Importance of Trauma-Informed Organizations in Human Services

#### Panel

11:00 am–12:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 8



Accepted

Research suggests that social work may attract individuals with histories of trauma; thus, it is important to create trauma-informed organizations that inform staff of the effects of trauma on themselves and clients. Implementation and research of a trauma-informed organizational intervention in residential care, juvenile justice facilities, and schools will be discussed.

**Sarah Yanosy**

*ANDRUS*

**Nina Esaki**

*ANDRUS*

**Joseph Benamati**

*ANDRUS*

**Landa Harrison**

*ANDRUS*

**Daniel Lawler**

*ANDRUS*

## Immigrants, Refugees, and Displaced Populations

### 104 Adolescent Latino Immigrants: Understanding the Effects of Migration on Psychological Development

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

Adolescent Latino immigrants are the nation's fastest growing population. During the migratory journey, they encounter trauma and migration-related factors that affect psychological well-being and development. This presentation will explore the literature and theory on this topic and discuss implications for social work education, practice, and research.

**Matthew James Cuellar**

*University of Tennessee at Knoxville*

**Mary Lehman Held**

*University of Tennessee at Knoxville*

## Immigrants, Refugees, and Displaced Populations

### 105 Quality of Life and Community Integration of Chinese, Korean, and Vietnamese Americans

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This study examined the multifaceted dimensions of community integration (physical, social, and psychological integration) and their effects on quality of life among Chinese, Korean, and Vietnamese Americans.

**Sunha Choi**

*University of Tennessee at Knoxville*

**Sungkyu Lee**

*University of Tennessee at Knoxville*

## International Issues

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

#### Panel

11:00 am–12:30 pm

Tampa Convention Center, Room 24



Accepted

Presenters will describe international courses that provide opportunities for students to deepen cultural awareness. Emphasized will be reflective exercises such as journal writing, other critical thinking and experiential activities such as comparative analyses of social programs/policies and agency site visits, coursework development with various professions, and integration of EPAS standards.

**Terry Koenig**

*University of Kansas*

**Kelley Macmillan**

*University of Maryland*

**Amy Cohen-Callow**

*University of Maryland*

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## International Issues

### 107 The Process of Partnerships: Understanding Collaborative Research in a Postcolonial Context

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

It is essential to educate social workers to identify the ways in which postcolonial community-based processes unfold and their potential to affect individuals, families, and communities. Global social work initiatives should (re)conceptualize the environment to include the family, especially when working with populations that have been labeled “at-risk.”

**Samira Ali**

*New York University*

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## Interprofessional and Transdisciplinary Practice

### 108 Improving Mental Health and Criminal Justice Collaboration: Implications From a Qualitative Study

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This poster will present the results of a qualitative study that examined the perceptions of mental health and criminal justice professionals toward each other. The themes that emerged from the research and implications will be discussed with relevant recommendations to improve educational practices in social work.

**Barrett Albert Troy Bonella**

*Weber State University*

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## Islam and Muslims

### 109 Exploration of Social and Recreational Drug Use Among Muslim Emerging Adults

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

There is modest literature addressing drug use among Muslim youths from immigrant backgrounds. However, recent trends suggest that recreational drug use may be increasing among this population. This qualitative study explored tobacco, alcohol, and marijuana use among a sample of Muslim adolescent and emerging adult males.

**Takisha Carter**

*Howard University*

**Mohammad Taqi Tirmazi**

*Morgan State University*

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## Lesbian/Gay/Bisexual/Transgender Issues

### 110 Does Cultural Competence Include LGBTQ? A Review of Measures for Social Work

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This poster will present the results of a systematic review of measures used to assess cultural competence with practitioners and students in social work and related professions. Specifically, it will examine inclusion of items related to practice with lesbian, gay, bisexual, transgender, and queer (LGBTQ) individuals, discussing implications for research and practice.

**Shawyn C. Lee**

*University of Minnesota-Twin Cities*

**Colleen M. Fisher**

*University of Minnesota-Twin Cities*

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## Lesbian/Gay/Bisexual/Transgender Issues

### 111 Pathways of LGBT Youths

#### Paper Session

11:00 am–12:30 pm

Tampa Convention Center, Room 30A

#### 111a Social Identity Transitioning: Moving Between Labels Within Heteronormative Close Relationships

This presentation will offer a new conceptualization of the LGBTQ coming-out process, viewing it as social identity transitioning in the context of heteronormative close relationships. Redefining the coming-out process as one between externally assigned labels challenges the assumption that LGBTQ individuals transition between sexual orientations starting from heterosexuality.

#### Tee R. Tyler

*University of Texas at Austin*

#### Marilyn Armour

*University of Texas at Austin*

#### 111b What Is Success? LGBTQ Emerging Adults Transitioning Out of Youth Services

This presentation will explore perspectives of LGBTQ emerging adults and service organization staff regarding their experiences with aging-out of youth services. Narratives dealing with definitions of success and self-defined needs associated with the transition from youth to adulthood provide considerations for theoretical orientations and social work practice with LGBTQ young people.

#### M. Alex Wagaman

*Virginia Commonwealth University*

#### Melissa Foushee Keller

*Arizona State University*

#### 111c Overrepresented, Underserved: Experiences of LGBTQ Youths in Girls' Juvenile Justice Facilities

This presentation will explore findings from a community-based participatory research study with LGBTQ young adults who experienced incarceration in girls' juvenile justice facilities in a northeastern state. Interviews revealed themes related to participants' experiences of systemic and interpersonal violence, resilience, survival and wellness, activism, and identity processes.

#### Sarah Mountz

*California State University, Northridge*

## Lesbian/Gay/Bisexual/Transgender Issues

### 112 Sexual Risk and MSM (Men Who Have Sex With Men)

#### Paper Session

11:00 am–12:30 pm

Marriott Tampa Bay Waterside Hotel, Grand Ballroom Salon C

#### 112a Alcohol Use Patterns and HIV Risk Behaviors Among Black and Latino MSM

Self-report surveys were used to explore alcohol use and HIV-risk behaviors among Black and Latino MSM ( $N=203$ ) in Los Angeles County. Higher-risk drinking was associated with unprotected insertive anal intercourse (UIAI), and perceptions of alcohol-related HIV risk. Interventions should consider the synergy among UIAI, risky drinking patterns, and HIV risk.

#### Jo Brocato

*California State University, Long Beach*

#### Thomas Alex Washington

*California State University, Long Beach*

#### 112b Online Sexual Partner Seeking and Sexual Risk Among Gay and Bisexual Men

This study examined the online and sexual risk behaviors of men who use the Internet to find sex with other men (MISM) in Ontario, Canada. MISM are frequently looking for sexual partners online, with 71.4% being aware of their partner's HIV status. Implications for social work practice/education will be discussed.

#### David J. Brennan

*University of Toronto*

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## **Military Social Work**

### **113 Blending Missions: Serving University Student Veterans While Training Social Work Students**

#### **Poster**

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This presentation will report on the outcomes of a holistic, transitional, veteran-centered model implemented since 2008 that includes services to campus student veterans, a faculty-supervised field unit for social work students to serve campus veterans, and a 3-year federal training grant from the Health Resources Services Administration (HRSA).

#### **Katherine Selber**

*Texas State University*

#### **Nancy Chavkin**

*Texas State University*

#### **Mary Jo Garcia Biggs**

*Texas State University*

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## **Research and Program Evaluation**

### **114 A Strategy for Incorporating Qualitative Data Analysis Software Into Research Studies**

#### **Poster**

11:00 am–12:30 pm

Tampa Convention Center, West Hall

Increasingly, scholars use qualitative data-analysis software (QDAS) to manage and analyze data. Financial costs and time required to master QDAS may deter scholars from using QDAS. However, scholars can adopt an approach in which research team members use software at different levels and for different purposes. The presenters will offer an example using NVivo10.

#### **Anna Yelick**

*Florida State University*

#### **Danielle Groton**

*Florida State University*

#### **Karen A. Randolph**

*Florida State University*

#### **Leah P. Cheatham**

*Florida State University*

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## **Social and Economic Justice**

### **115 Advancing Social Work Education Through the Integration of Human Rights**

#### **Poster**

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This session will focus on findings from exploratory qualitative research on social work educators' efforts to incorporate human rights perspectives into the curriculum. Ways that social work education can be expanded to address educational mandates will be discussed. Areas for further study will be suggested in foundational education, field education, and faculty development.

#### **Christina Chiarelli-Helminiak**

*Westchester University*

#### **Kathryn Libal**

*University of Connecticut*

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## **Social and Economic Justice**

### **116 Research and Evaluation (Social and Economic Justice)**

#### **Paper Session**

11:00 am–12:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 5

#### **116a Living on the Street: A Qualitative Exploration of Unsheltered Homelessness**

This presentation will offer findings from a qualitative exploration of unsheltered homelessness. It included 13 resident participants and 5 transient, train-riding participants. Results indicated that homelessness was the result of multiple factors. Participants also differentiated themselves from shelter-dwelling people who are homeless and avoided shelters, and they considered assistance services to be largely ineffective.

#### **James Petrovich**

*Texas Christian University*

#### **Courtney Cronley**

*University of Texas at Arlington*

### 116b Student Researchers Meeting People at the Margins: Implications for Social Work Education

Research interviews were conducted by BSW students with clients at emergency relief agencies. The findings revealed how people in poverty construct social class and understand poverty, and provided faculty members with the opportunity to assess student interviewing and engaging skills in authentic contexts. Implications for curriculum development in practice and research courses will be shared.

**Sabrina Sullenberger**  
*Belmont University*

**Leila Wood**  
*Indiana University*

### 116c Reexamining Policy and Programmatic Responses to Poverty and the Great Recession

This study will critically review recent programmatic and policy responses of the U.S. social safety net for economically disadvantaged people at state and federal levels. Cross-disciplinary perspectives on policy designs and social and economic justice will be discussed. Implications for social work education, policy practice, and research will be offered.

**Yu-Ling Chang**  
*University of Washington*

## Social Welfare History

### 117 The Historical Trajectory of U.S. Immigration Policies

**Electronic Poster**  
11:00 am–12:30 pm  
Tampa Convention Center, Room 16

This presentation will address the historical trajectory of U.S. immigration policies and its effect on illegal immigrants. Using qualitative content analysis, the presenters analyzed nine major federal-level immigration laws and acts from 1840 to 2011. Based on the findings, they will discuss policy implications of current immigration reform for illegal immigrants.

**Eun Kyung Lee**  
*Adelphi University*

## Social Welfare Policy and Policy Practice

### 118 Decision Making for Unbefriended Adults: A Value-Committed Policy Analysis

**Poster**  
11:00 am–12:30 pm  
Tampa Convention Center, West Hall

This presentation will propose a model for a comparative state analysis that focuses on the role that power, values, and social justice play in the development and implementation of social policy. A value-committed comparative analysis of the statutes in Texas and Florida that address adults with no medical decision-making capacity will be evaluated.

**Gail Adorno**  
*University of Texas at Arlington*

**Rupal Parekh**  
*University of Texas at Arlington*

## Spanish Language Paper Presentation

### 119 Language and Cultural Immersion in Three Latin American Countries

**Poster**  
11:00 am–12:30 pm  
Tampa Convention Center, West Hall

The increasing number of Spanish speaking populations in the United States suggests there is a need to prepare social work students to serve Latino communities. Immersion programs in Latin America can help achieve this aim. This presentation will compare immersion experiences in Costa Rica, Mexico, and Puerto Rico.

El aumento de personas hispanoparlantes en Estados Unidos demuestran la necesidad de preparar estudiantes de trabajo social para poder servir a la comunidad de latinos. Programas de inmersión en Latinoamérica pueden ser una útil estrategia. Esta presentación comparará las experiencias de inmersión en Costa Rica, México, y Puerto Rico.

**Spencer Zeiger**  
*Pacific University*

**Martha Lucia Garcia**  
*Pacific University*

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## Spirituality

### 120 After Hurricane Katrina: The Rebuilding of the New Orleans Religious Community

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

Seventy-six churches in New Orleans completed an extensive survey between January and July 2008 regarding outreach and rebuilding efforts immediately after Hurricane Katrina and long term (2.5 years post-Katrina). Responses include information regarding religious service restoration postdisaster, social service provision, rebuilding efforts, and spiritual interpretations of the disaster.

#### Daphne Cain

*Louisiana State University*

#### Juan J. Barthelemy

*Louisiana State University*

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## Teaching Methods and Learning Styles

### 121 Advance Directives and College Students: An Experiential-Learning Approach to Death Education

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This presentation will describe the reactions of students experientially engaged in advance care planning (ACP) as part of a death and dying course. Student reflection papers ( $n=80$ ) were analyzed to determine the students' attitudes toward death, the ACP process, and the approach for sharing their wishes with family. Findings from these student papers will be discussed.

#### Erin Linn Robinson

*University of Iowa*

#### Sara Sanders

*University of Iowa*

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## Teaching Methods and Learning Styles

### 122 Developing and Promoting Social Work Student Writing Skills

#### Electronic Poster

11:00 am–12:30 pm

Tampa Convention Center, Room 16

This presentation will review the development of a research writing clinic from the perspective of social work educators. Concerns and needs of faculty members, administrators, and related educators will be discussed, as well as the identification of problematic writing, its effect on students, and methods for addressing these issues.

#### Corinne Warrenner

*Clark Atlanta University*

#### Seok Won Jin

*Georgia State University*

#### Mustapha Alhassan

*Georgia State University*

#### Kenya C. Jones

*Clark Atlanta University*

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## Teaching Methods and Learning Styles

### 123 E-Social Work: Transitioning a "Lackluster" Research Paper Into an "Extraordinary" Collaborative E-Portfolio Experience

#### Electronic Poster

11:00 am–12:30 pm

Tampa Convention Center, Room 16

In this session the presenters will discuss how to transform a traditional research paper assignment into a collaborative e-portfolio project for undergraduate social work students to explore a variety of social strengths and challenges that may influence biological, psychological, and social development of young, middle, and older adults.

#### Terri Lewinson

*Georgia State University*

#### Karen Watkins

*Georgia State University*

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## Teaching Methods and Learning Styles

### 124 Preparing Students to Address Clients' Needs Through Social Capital Building

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

Social capital is an important predictor in mental health and public welfare outcomes. Given its relevance, social capital should be emphasized in social work education as a tool for improving mental health and welfare outcomes among clients. The presenters will provide social capital-building strategies to enhance well-being.

#### Monique Constance-Huggins

*Winthrop University*

#### Yoon Mi Kim

*Kutztown University*

## Technology in Social Work Education and Practice

### 125 Engaging Students in an Online Learning Environment

#### Panel

11:00 am–12:30 pm

Tampa Convention Center, Room 10



Accepted

The shift from the classroom to the online environment comes with engagement challenges. Three educators who have online teaching expertise will draw from their personal experiences teaching online practice, theory, and research courses, and offer examples of promising practices for engaging and teaching students in an online environment.

#### Andrew Quinn

*University of North Dakota*

#### Dale Fitch

*University of Missouri*

#### Jimmy Young

*University of Nebraska at Kearney*

#### Melanie Sage

*University of North Dakota*

## University–Community Partnerships

### 126 Entering the Arena: Social Work's Contribution to University Athletics

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

After the events at Penn State, social work educators have a unique opportunity to engage with athletics departments at their institutions, as they grapple with providing a safe setting for all participants in their programs. This presentation will discuss the results of such an effort at a Research 1, NCAA Division 1 university.

#### Rena D. Harold

*Michigan State University*

#### JoAnn McFall

*Michigan State University*

## University–Community Partnerships

### 127 Losing History: Digital Ethnography of the Historic Dunbar Community

#### Electronic Poster

11:00 am–12:30 pm

Tampa Convention Center, Room 16

This session will share a professor–student digital ethnography of a historic theater community. Stories from people who experienced this thriving African American community will be offered to support and maintain its history and significance. Social work implications and strategies will be shared.

#### Natalie Grant

*Wichita State University*

#### Lindsey Stillwell

*Wichita State University*

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## University-Community Partnerships

### 127.5 In the Community, for the Community: An SSW Training Program in Medically Underserved Communities

#### Poster

11:00 am - 12:30 pm

Tampa Convention Center, West Hall

A school of social work's off-campus program, in collaboration with six behavioral health treatment centers located in medically underserved communities, implemented a program to train master's-level social work graduates in empirically supported assessment and intervention methods.

**Taylor L. Hall**

*Boston University*

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## Values and Ethics

### 128 Faculty Conceptualizations of Poverty and Congruence With the NASW Code of Ethics

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This poster will address attributions for poverty, social welfare policy preferences, and level of congruence with the mission and goals of social work among social work faculty members.

**Stephen W. Stoeffler**

*Widener University*

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## Violence Against Women and Their Children

### 129 Domestic Violence Shelters: Preventing Teen Dating Violence at Micro and Macro Levels

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This presentation will report on the micro and macro efforts of domestic violence shelters to prevent teen dating violence (TDV). More than three quarters of shelters reported presenting TDV prevention programs at schools in their communities. One third of the shelters use public awareness campaigns, and more than half work through coalitions contacting decision makers to prevent TDV.

**Tracey M. Barnett**

*University of Texas at Arlington*

**Alicia C. Hawley**

*University of Texas at Arlington*

**Beverly Black**

*University of Texas at Arlington*

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## Violence Against Women and Their Children

### 130 Surviving Sexual Violence and Trafficking

#### Paper Session

11:00 am–12:30 pm

Tampa Convention Center, Room 15

#### 130a College Students' Perspectives on Human Trafficking

This presentation will discuss the findings of a mixed-method research study that assessed college students' knowledge and perceptions of human trafficking before and after completing a course on domestic minor sex-trafficking for 1 credit hour. The effect of antitrafficking education on students from a variety of disciplines will be explored.

**Bailey Patton**

*Wichita State University*

**Karen Countryman-Roswrum**

*Wichita State University*

#### 130b Violence Against Female Street Children in Bangladesh and Their Survival Strategies

This presentation will report on a qualitative phenomenological study of the experiences of 21 female street children. They ran away from their homes to avoid poverty and physical abuse but encountered much worse conditions in the streets, such as physical and sexual violence from multiple sources.

**Elma Kaiser**

*Howard University*

#### 130c Uncovering Transferable Skills: Lessons Learned in "the Life" of Prostitution

Prostituted women are naturally resilient as they adapt to environments characterized by exploitation and victimization. Lessons learned from "the life" are, at their core, protective factors transferable to conventional life. This session will identify adaptive habits so that practitioners unfamiliar with this population can highlight natural strengths possessed by these women.

**Rosalind Evans**

*University of Texas at Arlington*

**Andrea N. Cimino**

*University of Texas at Arlington*



## CSWE Career Center Learning Lab

### 131 Finding a Job: How Can Leadership Qualities Support the Job Search?

#### Panel

12:15 pm–1:30 pm

Tampa Convention Center, West Hall, CSWE Career Center

Higher education students can acquire meaningful leadership experience at all degree levels. This panel will discuss qualities of a good leader, ways to secure leadership positions as a student, and how to continue to develop as a stronger leader throughout your career in academia or in practice

#### David Jenkins

*Texas Christian University*

#### Linda S. Moore

*Texas Christian University*

#### Cara L. Wallace

*University of Texas at Arlington*

## Additions

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

#### Skills Workshop

1:45 pm–2:45 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 1



Accepted

Screening, brief intervention, and referral to treatment (SBIRT) is an evidence-based practice rooted in motivational interviewing that reduces harmful substance use. An in-depth overview of SBIRT will be provided through the modeling of pedagogical strategies. Discussion will focus on strategies for the integration of SBIRT into the core curricula for social work.

#### Lydia Ogden

*Lehman College, City University of New York*

#### Evan Senreich

*Lehman College, City University of New York*

## African Americans and the African Diaspora

### 133 The Politics of Difference and the Disintegration of Families in Black America

#### Think Tank

1:45 pm–2:45 pm

Tampa Convention Center, Room 9



Accepted

The current belief is that the politics of difference is eroding social work's progressive stance of justice and equality in its practice with Black families. It is the intention of this think tank to contextualize this conception of difference and propose more effective equity and justice strategies for educators.

#### 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*

## Cultural Competence

### 134 Using Qualitative Methods to Teach Cultural Competency and Promote Social Justice

#### Roundtable

1:45 pm–2:45 pm

Tampa Convention Center, Ballroom B

This presentation will explore case-study development, thematic analysis, and other qualitative methods that provide social work faculty members with the tools to teach cultural competency and promote social justice to vulnerable populations with health and behavioral health-care needs.

#### Frances Nedjat-Haiem

*New Mexico State University*

#### Iraida V. Carrion

*University of South Florida*

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## Field Education

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

#### Curriculum or Administrative Workshop

1:45 pm–2:45 pm

Tampa Convention Center, Room 18



This presentation will describe an innovative pilot project that features collaboration between a university and a county department of mental health where students are required to demonstrate expertise in delivering micro and macro practice within a generalist perspective.

#### Rachel Allinson

*California State University, San Bernardino*

#### Shyra Harris

*California State University, San Bernardino*

#### Sheree Summers

*Riverside County Department of Mental Health*

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## Field Education

### 137 Maintaining Integrity in Field Education: The Role of the Field Liaison

#### Curriculum or Administrative Workshop

1:45 pm–2:45 pm

Tampa Convention Center, Room 15



This workshop will address methods for maintaining the integrity of a field education program that uses adjunct field liaisons to address its needs. The discussion will include topics such as building and maintaining an effective field team, supervising part-time liaisons, and gatekeeping.

#### Tammy Carson

*Temple University*

#### Valarie Clemmons

*Temple University*

#### Shirley Moy

*Temple University*

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## Field Education

### 136 How to Prepare Field Instructors to Use Research to Inform Practice

#### Skills Workshop

1:45 pm–2:45 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 11



This presentation will present the results of a study of field instructors' use of research to inform their practice and their use of practice to inform scientific inquiry. It also will identify strategies to increase field instructors' understanding and application of EPAS 2.1.6 in the practicum.

#### Debra J. Moore

*University of Mississippi*

#### Latoya Brooks

*University of Mississippi*

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## Field Education

### 138 Writing as Advocacy: Students' Readiness as Assessed by Field Instructors

#### Roundtable

1:45 pm–2:45 pm

Tampa Convention Center, Ballroom B

Effective written communication is essential for social work practice, yet students struggle with writing even in field. Presenters will share results from an exploratory study that addressed field instructors' perceptions on student writing, common writing issues seen in field, and strategies to improve students' writing for social work practice.

#### Adrienne Ekas-Mueting

*University of Maryland*

#### Marcela Sarmiento Mellinger

*University of Maryland*

## Group Work

### 139 How Group Work Knowledge and Skills Inform Academic and Organizational Leadership

#### Think Tank

1:45 pm–2:45 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 6



This session will gather reflections of social work educators as they explore the following focal question: How do group work knowledge and skills inform your academic and organizational leadership?

#### Carol S. Cohen

*Adelphi University*

#### Greg Tully

*West Chester University*

## Higher Education/Nonprofit Leadership

### 140 Social Work Education and the Stranger: Advancing Social Work Education

#### Roundtable

1:45 pm–2:45 pm

Tampa Convention Center, Ballroom B

This roundtable discussion will address social work education from the perspective of Georg Simmel's "The Stranger." Recommendations for advancing social work education's leadership and visibility role in the university setting will be provided. Presenters will focus on increasing social work engagement at institutions, in communities, and in an international context.

#### Brien Bolin

*Wichita State University*

#### Douglas Crews

*Wichita State University*

## Immigrants, Refugees, and Displaced Populations

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

#### Skills Workshop

1:45 pm–2:45 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 8



The United States is home to 11.9 million undocumented immigrants, and the need for adaptation of practice and policy is crucial. Social work educators and practitioners must remain aware of the issues faced by this population to better inform competent practice and to advocate for social change.

#### Padraic D. Stanley

*Loyola University Chicago*

#### Laura Maria Bohórquez García

*United We Dream*

#### Xochitl De Anda

*Loyola University Chicago*

## International Issues

### 142 Global Education: Intersections of Caribbean and North American Social Work Education

#### Think Tank

1:45 pm–2:45 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 12



Because the global environment has tremendous effects on the social work profession, internationalization will be analyzed in this session as a model of development to advance social work education and practice. Programs between North America and the English-speaking Caribbean will be highlighted.

#### Letnie Rock

*University of the West Indies*

#### Tamarah Moss-Knight

*University of New England*

#### Sharron M. Singleton

*Barry University*

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## Latina/Latino Issues

### 143 Focus Groups With Puerto Rican Males: Cultural Competence in Social Work Research

#### Roundtable

1:45 pm–2:45 pm

Tampa Convention Center, Ballroom B

This roundtable discussion will explore how cultural competence can be applied to research methods—specifically focus groups—to engage marginalized and underserved urban populations. The focus groups to be discussed were conducted with Puerto Rican males in a predominantly Latino neighborhood in Hartford, CT.

#### Reinaldo Rojas

*University of Connecticut*

#### Cristina Mogro-Wilson

*University of Connecticut*

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## Lesbian/Gay/Bisexual/Transgender Issues

### 144 Techniques to Address Sexuality Social-Justice Issues in the Classroom

#### Skills Workshop

1:45 pm–2:45 pm

Tampa Convention Center, Room 30B



Accepted

Sexuality social-justice issues have become a main focus of national news and social media campaigns. This workshop will focus on how to create teachable moments and address sexuality social-justice issues in a creative, interactive, and knowledgeable way within the social work classroom.

#### Jayleen Galarza

*Shippensburg University*

#### Becky Anthony

*Salisbury University*

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## Military Social Work

### 144.5a Bridging the Gap Between Academia and Practice: A Military Social Work Course

#### Paper

1:45 pm–2:15 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 5

This session will discuss the creation of a course in military social work offered to graduate and undergraduate social work students.

#### Dana Sullivan

*Western Kentucky University*

#### Amy Cappiccie

*Western Kentucky University*

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## Research and Program Evaluation

### 145 Research Partnerships With Domestic Violence Service Agencies

#### Roundtable

1:45 pm–2:45 pm

Tampa Convention Center, Ballroom B

This session will focus on partnership essentials between a domestic violence services agency and social work department. The session will focus on interinstitutional challenges that arise in these partnerships, measurement concerns, and potential solutions. A social work researcher and director of the partner agency will lead the discussion.

#### Robert Herman-Smith

*University of North Carolina at Charlotte*

#### Marie White

*Mecklenburg County Community Support Services, Women's Commission*

## Social and Economic Justice

### 146 Human Rights and Social Justice: Curricular Innovations

#### Skills Workshop

1:45 pm–2:45 pm

Tampa Convention Center, Room 21



Accepted

Social justice is a core value of the profession. This workshop will present a successful initiative that was developed around social justice and the commemoration of the 50th anniversary of the civil rights March on Washington. The initiative provides a framework for developing experiential content around human and civil rights.

**Janice M Davis**

*Howard University*

**Sandra Edmonds Crewe**

*Howard University*

## Social Welfare Policy and Policy Practice

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

#### Curriculum or Administrative Workshop

1:45 pm–2:45 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 10



Accepted

This workshop will provide educators with innovative ways of teaching and reflecting on social welfare policy. A relatively new instructor will share experiences from the classroom and successes in making policy relevant. Additionally, the presenter will offer relevant ideas for calling social work students to engage in policy practice.

**David Lee Ferrell**

*University of Kentucky*

## Spirituality

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

#### Curriculum or Administrative Workshop

1:45 pm–2:45 pm

Tampa Convention Center, Room 7



Accepted

This presentation will discuss the development of a course integrating spirituality and religion into social work practice. Attention will be paid to pedagogy and modalities used in the course as well as preliminary research into course effectiveness regarding student attitudes toward spirituality and/or religion as a clinical resource.

**Jim Boyd**

*Walla Walla University*

## Teaching Methods and Learning Styles

### 149 Programs and Teaching Approaches that Consider Students' Off-Campus Lives

#### Paper Session

1:45 pm–2:45 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 7

### 149a Diversifying the PhD Pathway: Strategies at an Urban Research University

This presentation will address the challenges of inclusivity and rigor in an urban social work PhD program. A university in the Midwest is diversifying the pathway to the PhD by including full- and part-time programs, a certificate in research, a clinical doctoral program, and dual-title programs in gerontology and infant mental health.

**Faith Pratt Hopp**

*Wayne State University*

**Arlene Weisz**

*Wayne State University*

### 149b Measuring the Convergence of Perspectives on Student Writing Tasks and Processes

This presentation will report the results of a survey comparing student ( $n=244$ ) and educator ( $n=44$ ) perspectives on writing. Statistically significant differences in perspectives were found regarding writing tasks and processes, which suggest that this slippage may contribute to student challenges and impede use of support resources.

**Christopher D. Kilgore**

*University of Texas at Arlington*

**Courtney Cronley**

*University of Texas at Arlington*

### 149c Exploring the Risks of Emotional Trauma in Social Work Pedagogy

This presentation will describe a recent national study of experiences of more than 400 social work students regarding emotional stress related to social work education. It will also provide recommendations from the students and the literature about how educators might help minimize the risk of emotional stress.

**Ankita Deka**

*Augsburg College*

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## Teaching Methods and Learning Styles

### 150 Teaching Teaching, Learning Learning, and Writing Writing

**Curriculum or Administrative Workshop**

1:45 pm–2:45 pm

Tampa Convention Center, Room 20



Accepted

Professors are challenged to engage students in learning social work and to communicate their knowledge effectively in writing. This session will provide teaching techniques to assist students with learning and communicating what has been learned both orally and in written form. Techniques for assessing student learning also will be covered.

**Bruce Friedman**

*California State University, Bakersfield*

**Karen Allen**

*Arkansas State University*

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## Technology in Social Work Education and Practice

### 151 Advancing Social Work Education in Online Environments: Integrating Classroom and Field

**Roundtable**

1:45 pm–2:45 pm

Tampa Convention Center, Ballroom B

Educational approaches for employing packaged curriculum modules, live sessions, small-group break-out activities, case analysis, and class/field discussions in the virtual environment will be described. Emphasis will be given to demonstrating various strategies for employing technology to support curriculum competencies and signature pedagogy while advancing graduate social work education.

**Eileen Mazur Abel**

*University of Southern California*

**Laurel Davis**

*University of Southern California*

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## Technology in Social Work Education and Practice

### 152 Global Web-Based Learning: Designing a BSW Degree Program

**Think Tank**

1:45 pm–2:45 pm

Tampa Convention Center, Room 12



Accepted

This think tank explores the question: How do we negotiate and participate in taking BSW education online and to global settings and communities? Web-based learning terminology, research, and theories will be explored. Participants will engage in design exercises for an online BSW program in the development stage.

**Lindsay Dianne Shepard**

*University of Utah*

**Kara Mileski**

*University of Utah*

**Angelea Panos**

*University of Utah*

## Values and Ethics

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

#### Skills Workshop

1:45 pm–2:45 pm

Tampa Convention Center, Room 13



Accepted

CSWE includes ethical decision making as one of its 10 EPAS competencies. This skills workshop will assist faculty members in teaching students to recognize ethical issues, become more ethically self-aware, apply ethical decision-making models to cases, and enhance their skills in resolving ethical dilemmas while tolerating ambiguity.

**Linda Reeser**

*Western Michigan University*

## CSWE Career Center Learning Lab

### 154 Writing Workshops: Research Statement Writing—Defining Direction

#### Panel

1:45 pm–3:00 pm

Tampa Convention Center, West Hall, CSWE Career Center

Position yourself for tenure or a research position by writing a powerful statement of your research agenda and accomplishments. Make your research stand out while incorporating the standard components that every research statement should have. Learn to write a compelling and effective statement, featuring promising lines of inquiry, research methodology, and more.

**Jennifer Luna-Idunate**

*University of Texas at Austin*

**Michael Jogerst**

*University of Chicago*

## Asian Americans and Pacific Islanders

### 155 Decision Making and Quality of Life Among Chinese and Korean American Breast Cancer Survivors

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

The presentation will describe a study that investigated the relationship among decision making, self-efficacy in decision making, and quality of life among Chinese and Korean American breast cancer survivors. Implications for social work practice and education will be discussed.

**Min-So Paek**

*Wake Forest University*

## Baccalaureate Programs

### 156 Facilitative and Restrictive Factors Related to Involvement in Social Work Student Organizations

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

A cross-sectional sample of 482 undergraduate social work students, representing 15 programs, was collected from the 26 CSWE-accredited BSW programs in a Midwestern state. Results will better equip social work programs to engage social work students in student organization activities that promote the core values of the profession.

**Dorothy G. Martindale**

*NASW-Ohio Chapter*

**Rene D. Olate**

*Ohio State University*

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## Child Welfare

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

#### Panel

1:45 pm–3:15 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 9



Accepted

Successful child welfare practice entails collaboration and integration across providers, disciplines, and systems. Using a trauma-informed, participatory action approach, one regional partnership is working to improve the system of care. This presentation will share early lessons learned from multiple stakeholder perspectives.

**Nina Esaki**

*ANDRUS*

**Jennifer Middleton**

*University of Maine*

**Judith Josiah-Martin**

*Families and Children Together*

**Lenard Kaye**

*University of Maine*

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## Child Welfare

### 158 I Love My Job, but... Job Satisfaction and Burnout Among Forensic Interviewers

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

Social workers lead the field of child welfare, and forensic interviewing is a growing specialty. Although the findings of this research indicate forensic interviewers are satisfied with their work, a substantial number are experiencing burnout. This research has implications for social work education and practice with abused children.

**Christina Chiarelli-Helminiak**

*Westchester University*

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## Child Welfare

### 159 Predictors of Child Welfare Workers' Retention Intention: Competency-Based Internship Experience

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

Surveys of pre- and postfield placements ( $N=125$ ) were conducted to examine the relationship between retention intention and perceived competence among Title IV-E child welfare students. Students who had perceived competence were more likely to desire to continue their careers in child welfare. The importance of competency curriculum will be discussed.

**Barbara Pierce**

*Indiana University*

**Taekyung Park**

*Indiana University*

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## Clinical Practice

### 160 Intrinsic and Organizational Predictors of Secondary Traumatic Stress: Licensed Social Workers

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

Social workers are often placed at risk for secondary traumatic stress (STS), which may influence their ability to practice. Psychological empowerment and practice sector were found to be predictors of STS. Implications are provided for social workers, administrators, and educators to protect against the risk of STS.

**Brittany R. Schuler**

*University of Maryland*

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## Community Organization and Social Administration

### 161 Community Change in the Real World: Assessing Experiences of Students After Graduation

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

This presentation will explore the findings from a pilot study of graduates ( $N=100$ ) from a social justice-focused minor located within a school of social work. Discussed will be the challenges faced by the respondents as they begin new careers and pursue ways to continue engagement in community work.

**Mary C. Ruffolo**

*University of Michigan*

**Katie Richards-Schuster**

*University of Michigan*

**Kerri Nicholl**

*University of Michigan*

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## Criminal and Juvenile Justice

### 162 Attitudes Toward Prisoners Held by Graduate Social Work Students and Law Students

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

There is a dearth of research comparing the attitudes held toward prisoners by those pursuing a major that may involve student interaction with prisoners. This study examined the attitudes held toward prisoners and their rehabilitation by graduate-level social work students and law students.

**Charlotte Alison McCullagh**

*Columbia University*

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## Criminal and Juvenile Justice

### 163 Racial Disparities in Mental Health Services Among People With a Criminal History

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

Using a nationally representative sample, this study examined racial disparities in mental health service use among people with major mood disorders and a criminal history. Findings indicate racial disparities in use of specialty mental health services. Providers should identify methods for facilitating involvement among vulnerable subgroups in needed services.

**Sungkyu Lee**

*University of Tennessee at Knoxville*

**Woojae Han**

*University at Albany, State University of New York*

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## CSWE Film Festival

### 164 *Humble Beauty: Skid Row Artists*

#### Film

1:45 pm–3:15 pm

Tampa Convention Center, Room 2

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## CSWE Film Festival

### 165 *The Invisible War*

#### Film

1:45 pm–3:15 pm

Tampa Convention Center, Room 1

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## Cultural Competence

### 166 An Evaluation of Cultural Competence Training for Resident Advisers

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

This presentation will describe the evaluation, findings, and implementation of a cultural competence training program for resident advisers in a university setting. This session may interest those providing cultural competence training and researchers who wish to evaluate the effectiveness of a nationally known model for cultural competence.

**Motier Haskins**

*University of Iowa*

**Bhawana Koirala**

*University of Iowa*

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## Cultural Competence

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

#### Panel

1:45 pm–3:15 pm

Tampa Convention Center, Room 24



Accepted

Cross-cultural conflict often is seen in the communication between nonminority and minority individuals. This session will address “isms” and highlight other cross-cultural barriers to better understand and communicate with those from other cultures. Presenters will provide insight and narratives based on their own ethnic and cultural perspectives.

**Louis Guardiola, Jr.**

*Bowling Green State University*

**Mamta U. Ojha**

*Bowling Green State University*

**Margaret (Peggy) Adams**

*Bowling Green State University*

**Shay Bankston**

*Bowling Green State University*

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## Disability Issues

### 168 Diversity Culture and Climate: Implications for Economic Oppression of Persons With Disabilities

#### Electronic Poster

1:45 pm–3:15 pm

Tampa Convention Center, Room 16

This presentation will explore the economic status of persons with disabilities; describe a conceptual model useful for understanding the relationships of diversity culture, diversity climate, and employer attitudes to hiring decisions; and provide specific actions for social work practitioners, researchers, and educators.

**Shannon M. Trecartin**

*University of Tennessee at Knoxville*

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## Feminist Scholarship

### 169 Paper Session 1

#### Paper Session

1:45 pm–3:15 pm

Tampa Convention Center, Room 11

#### 169a Advancing the Lives of Immigrant Women: (Re) Conceiving Citizenship

This presentation will examine the intersection of social work and feminist political theory around basic definitions of citizenship. Social workers and feminist theorists attempt to eradicate women’s oppression. Immigrant women often experience profoundly challenging conditions before, during, and after migration. Social workers can be leaders in the immigrant women’s rights movement.

**Susanna Jones**

*Long Island University-Brooklyn Campus*

#### 169b Mentoring Feminist Social Work Academics: The CSWE Women’s Council and Relational Cultural Theory

Feminist application of relational cultural theory—a model of reciprocal mentoring—is discussed in the context of CSWE’s Council on the Role and Status of Women in Social Work Education, which works toward improved equality and opportunities. Implications for research and use in other contexts will be considered.

**Ann Rosegrant Alvarez**

*Wayne State University*

**Marceline Lazzari**

*University of Washington*

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## Field Education

### 170 Community-Engaged Field Education: A Case Study of an Interdisciplinary Project

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

This poster will use a case-study methodology to examine a field education model that pairs social work students with faith-based community nurses in congregational settings, as they work with people who are underserved. The poster will examine elements of the model, outcomes, and lessons learned.

#### Kelly Jay Poole

*University of North Carolina at Greensboro*

#### Anne Fran Pearson

*University of North Carolina at Greensboro*

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## Field Education

### 171 Research, Diversity and Global Engagement in Field Education

#### Paper Session

1:45 pm–3:15 pm

Tampa Convention Center, Room 14

#### 171a Global Engagement: Developing Best Practices for Student Field-Based Experiences

Recognizing that the world is increasingly interconnected, many colleges and universities are committed to producing globally minded students. Global field-based experiences allow students to make substantial contributions internationally while becoming more globally competent. This session will include an overview of guiding principles, partnership models, risk management, and models for student preparation and debriefing.

#### Elizabeth H. Voshel

*University of Michigan*

#### Kathleen L. Lopez

*University of Michigan*

### 171b Exploring Field Instructors' Perspectives on Macro Practice and Diversity in Social Work

Contemporary social work education (in both classroom and field) focuses most on working with individual clients, with macro practice and diversity/social justice issues receiving less attention. This project explores how field instructors understand and integrate these issues in practice and student supervision. Implications for social work education will be discussed.

#### Gita R. Mehrotra

*University of Utah*

#### Lindsay B. Gezinski

*University of Utah*

### 171c Increasing Community Research Capacity Through MSW Field Placements

This presentation will focus on a process implemented to increase community research capacity through the capstone projects of MSW students. Social work research professors collaborated with students, field instructors, field liaisons, and agencies to design and implement year-long evaluation research projects that are completed and presented during the advanced year of field placement.

#### Jodi K. Hall

*North Carolina State University*

#### Marcie Fisher-Borne

*North Carolina State University*

#### Willa Casstevens

*North Carolina State University*

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## Gero-Ed (Aging and Gerontology)

### 172 Caregiving by Older Adults: Findings From the Ghana Study on Global Aging

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

There is a growing increase worldwide in older adults who are providing informal caregiving to disabled or ill relatives. Understanding the unique needs of this emerging subgroup of caregivers is needed to inform policy and program development.

#### Josphine Chaumba

*University of North Carolina at Pembroke*

#### Yale Kodwo Nyameazea

*University of North Carolina at Pembroke*

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## **Gero-Ed (Aging and Gerontology)**

### **173 Services and Programs for Underserved Older Adults**

#### **Paper Session**

1:45 pm–3:15 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 4

#### **173a Outcomes of In-Home Substance Misuse and Mental Health Intervention for Older Adults**

This presentation will review the outcomes of a combined motivational interviewing and a cognitive behavioral therapy intervention with older adults that misuse drugs or alcohol and/or suffer from mental illness.

**Sherry M. Cummings**

*University of Tennessee at Knoxville*

**R. Lyle Cooper**

*University of Tennessee at Knoxville*

**Lauren Brown**

*University of Tennessee at Knoxville*

#### **173b The Willingness of Diverse Older Adults to Use Hospice: Social Work Practice Implications**

This presentation will provide the findings from the Survey of Older Floridians on the willingness of racially and ethnically diverse older adults to use hospice services. Implications for social work practice will be discussed.

**Nan Sook Park**

*University of South Florida*

#### **173c In Their Own Words: Family Caregiving Experience in Later Life**

This qualitative study sought to obtain a better understanding of the meaning and interpretation of family caregiving in later life. Drawing on the experiences of 46 older family caregivers, this study reflects many changes in social life, emotional experience, and meaning of aging and retirement as results of family caregiving. Implications will be discussed.

**Lihua Huang**

*Grand Valley State University*

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## **Health**

### **174 A Naturalistic Study of Psychiatric Treatment for Bereavement: Ramifications for Social Work**

#### **Electronic Poster**

1:45 pm–3:15 pm

Tampa Convention Center, Room 16

This naturalistic study of bereaved parents who recently experienced a perinatal/neonatal death found that antidepressant prescriptions are frequently written shortly after the loss of a child. The lack of connection between the evidence base and these prescribing practices will be highlighted, along with a proposed model that prioritizes psychosocial treatment by social workers.

**Jeffrey R. Lacasse**

*Florida State University*

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## **Health**

### **175 Examining Comorbid Mental Health and Polycystic Ovary Syndrome in U.S. Medical Visits**

#### **Poster**

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

This descriptive study compared patient demographic and medical visit characteristics associated with polycystic ovary syndrome (PCOS,  $N=159$ ) using 2007–2010 National Ambulatory Medical Care Surveys (NAMCS/NHAMCS). Potential underdiagnoses of depression and disparities in age, race, ethnicity, payment type, and type of health education ordered or provided will be discussed.

**Ninive Sanchez**

*University of Michigan*

## Health

### 176 Health Literacy Among Underserved Immigrant Population: New Directions for Achieving Health Equity

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

Health literacy critically affects health and mental health disparity. Studies have demonstrated that low health literacy negatively affects timely access to, and use of, existing health services. This study investigated levels of health literacy and cultural factors associated with health literacy among 407 Korean American immigrants in New York City.

#### Hee Yun Lee

*University of Minnesota-Twin Cities*

#### Jeehoon Kim

*Idaho State University*

## Immigrants, Refugees, and Displaced Populations

### 177 Building Capacity: A Collaborative Partnership Between an Immigrant-Led Organization and a Social Work School

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

African immigrants represent one of the fastest growing groups in the United States. This presentation will discuss the implementation and evaluation of a collaborative partnership between a Somali immigrant-led organization and a school of social work, which includes an MSW field internship. Recommendations for practice, field education, and curriculum development will be presented.

#### Abbie K. Frost

*Simmons College*

#### Hugo Kamya

*Simmons College*

## Immigrants, Refugees, and Displaced Populations

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

#### Panel

1:45 pm–3:15 pm

Marriott Tampa Bay Waterside Hotel, Grand Ballroom Salon A



Accepted

This session will present challenges related to the intersection of immigration and child welfare, with an emphasis on children of undocumented parents and the emerging crisis of unaccompanied minors. The presenters will focus on social work practice, immigration and child welfare policy, and research and evaluation.

#### Thomas M. Crea

*Boston College*

#### Sunny Harris Rome

*George Mason University*

#### Robin Hernandez-Mekonnen

*Richard Stockton College of New Jersey*

#### Alan J. Dettlaff

*University of Illinois at Chicago*

## International Issues

### 179 A Comparison of School Social Worker Roles in South Korea and the United States

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

This study broadens the conversation about school social worker roles by examining differences between South Korean and United States in collaboration, training, responsibilities, and strategies. Data were analyzed using cross-tab analyses, *t*-tests, and analysis of covariance. Results showed significant differences and similarities in training and practice. Implications for global schools of social work will be addressed.

#### C. Anne Broussard

*University of New Hampshire*

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## International Issues

### 180 Paper Session 5

#### Paper Session

1:45 pm–3:15 pm

Tampa Convention Center, Room 25

#### 180a Kinship Care and Child Labor in Sub-Saharan Africa

This presentation will use large data sets to explore the labor patterns of children in kinship care in Burkina Faso and Rwanda, and their risk of exposure to exploitation, loss of educational opportunities, and psychosocial harm. Social work research, policy and practice implications will be discussed in a human rights framework.

#### Lauren Allred

*Brigham Young University*

#### 180b Spiritual Homelessness: A Phenomenological Examination Among International Students in the United States

International students are a growing segment of the U.S higher education population. The presenters will explore spiritual homelessness, a phenomenon of unsettled experience among international students while navigating intersecting identities of adjustment and belonging between home and host cultures. Implications for social work research, practice, and education will be provided.

#### Arati Maleku

*University of Texas at Arlington*

#### 180c Using an Empowerment Model for Indian Women's Reproductive Health

Women's reproductive health plays an important role in the future labor force. This presentation will use structural equation modeling to examine the effect of social and economic factors on women's reproductive health. Results show that income, education, social capital, spousal communication, autonomy, and accessibility have a significant impact on women's reproductive health.

#### FangHsun Wei

*Kutztown University*

#### Vijayan Pillai

*University of Texas at Arlington*

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## Interprofessional and Transdisciplinary Practice

### 181 Influences on Interdisciplinary Collaboration Among Students in Social Work and Health Sciences

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

Interdisciplinary collaboration (IDC) in social work and health-care settings is both expected and commonplace in today's complex work environments, yet research of IDC among graduate students is sparse. This poster will present the findings from a study conducted among graduate students currently working on an interdisciplinary team.

#### Stacey L. Shipe

*University of Maryland*

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## Islam and Muslims

### 182 Paper Session 2

#### Paper Session

1:45 pm–3:15 pm

Tampa Convention Center, Room 38

#### 182a The Many Facets of Combat: Muslims Serving in the U.S. Armed Forces

The internal conflict of Muslim soldiers can increase when they identify with the civilian population on intrinsic values such as religion or ethnicity. Most literature focuses on other minority bicultural identification, and it remains unclear how such an issue affects Muslim military personnel in the performance of their duties. This study sought to obtain an answer to this question.

#### Mohammad Hoque

*Mississippi Valley State University*

#### 182b Strengths and Challenges in Raising Muslim Adolescents in America: The Narrative of Fathers

This qualitative study used in-depth interviews to explore the strengths and challenges of Muslim fathers in parenting Muslim adolescents. Findings revealed that Muslim fathers rely on their culture and faith to address intergenerational conflict. Additionally, their primary concerns revolve around their children's faith, education, and family.

#### Fariyal Ross-Sheriff

*Howard University*

#### Mohammad Taqi Tirmazi

*Morgan State University*

### 182c Restorative Justice and Islam: Building Bridges of Understanding

Little is known about the convergence of Islam and restorative justice practices to resolve conflicts between Muslims and non-Muslims. This presentation will describe research that explored traditional methods of community conflict resolution in Muslim immigrant communities, applying the strengths of traditional practices in a culturally congruent, restorative dialogue process.

**Jennifer K. Blevins**

*University of Minnesota-Twin Cities*

### Latina/Latino Issues

#### 183 Latino Suicide: Identifying Risk Factors Among Young Males

##### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

There is a need for a better understanding of the correlates of suicidal behavior among young Latino males. For years, epidemiological studies have revealed that this group has the highest rate of suicidal behavior among their non-Latino counterparts. If identified, these risk factors can inform suicide prevention efforts that are culturally competent.

**Erika Ruiz**

*University of Texas at Arlington*

**Marcella T. Smith**

*University of Texas at Arlington*

### Military Social Work

#### 184 Improving Postcombat Readjustment Using a Client-Directed Phototherapy Activity

##### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

This pilot project developed and tested a client-directed phototherapy activity to promote postcombat readjustment. Undergraduate social work and photography students assisted veterans in creating a photographic depiction of life after combat. Participants responded positively with improvements in general well-being and posttraumatic stress, demonstrating the potential of this photographic activity.

**Staci Atkinson**

*University of Southern Indiana*

**Vaughn DeCoster**

*University of Southern Indiana*

### Military Social Work

#### 185 Paper Session 3

##### Paper Session

1:45 pm–3:15 pm

Tampa Convention Center, Room 37

#### 185a Military Spouses: The Key to Strengthening the Military Family

The well-being of military spouses has received minimal attention in the social work literature despite social work's long-standing relationship with the provision of services to military families. This presentation will use an ecological systems framework to discuss the multisystemic stressors, challenges, and strengths of military spouses.

**Lisa A. Gray**

*Virginia Commonwealth University*

**Patricia C. Lewis**

*Virginia Commonwealth University*

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**185b Effects of Parental Deployment on Young Children: A Qualitative Study**

Young children (from birth to age 5) compose the largest demographic group of military-connected children. This presentation will focus on the emotional and behavioral reactions of young children to parental deployment, based on interviews with military-connected parents of young children. Implications for social work practice, field education, and curriculum development will be presented.

**Samantha Schneider**  
*Simmons College*

**185c Joining Forces: The Formation of a Community Coalition of Student Veteran Groups**

This presentation will discuss the formation of a coalition of student veteran groups to educate student veterans about available resources, encourage reintegration, and increase retention. Presenters also will share preliminary results aimed at supporting veterans as they move into higher education.

**Jennifer Crowell**  
*Belmont University*

**Matthew Thompson**  
*Belmont University*

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**Research and Program Evaluation**

**186 Building Bridges: A Mentoring Program for MSW Students**

**Poster**  
1:45 pm–3:15 pm  
Tampa Convention Center, West Hall

Building Bridges, a mentoring program that is part of the implicit curriculum, was developed in response to incoming students' expressed need for support. This student services/ student organization initiative links incoming students (peer partners) with returning students (ambassadors) to foster supportive relationships and ease the transition of new students into the MSW program.

**Milagros Marrero-Johnson**  
*University of Connecticut*

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**Social and Economic Justice**

**187 Building Emergency Savings: The Experiences of People With Very Low Incomes**

**Poster**  
1:45 pm–3:15 pm  
Tampa Convention Center, West Hall

This mixed-methods study was designed to lend insight into an emergency savings program for people with very low incomes. Results from a pre- and postsurvey and focus groups reveal that participants face job and housing instability, as well as financial fragility, but have hope about building a more secure financial future

**Deborah Adams**  
*University of Kansas*

**Stacia West**  
*University of Kansas*

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**Social Welfare History**

**188 The Erasure of Child Poverty: Sheltering Arms Children's Services, 1929–1946**

**Poster**  
1:45 pm–3:15 pm  
Tampa Convention Center, West Hall

This qualitative historical study will examine the practices of Sheltering Arms Children's Services, a New York City foster-care agency in the early 20th century. A discussion of child poverty and economic inequality was ironically absent in agency-based discourse, despite the agency's deep familiarity with its effects.

**Laura Curran**  
*Rutgers, The State University of New Jersey*



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## Teaching Methods and Learning Styles

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

#### Panel

1:45 pm–3:15 pm

Tampa Convention Center, Room 10



Accepted

Students collecting primary doctoral dissertation data in international or First Nation settings gain valuable experience that is critical for the globalization of social work. Panelists will present dissertation experiences in the Philippines, Rwanda, South Korea, and Alaskan Native communities. Opportunities, barriers, and implications for social work education will be discussed.

#### Hollee McGinnis

*Washington University in St. Louis*

#### Sarah Myers-Tlapek

*Washington University in St. Louis*

#### Jessica Black

*Washington University in St. Louis*

#### Lisa Reyes Mason

*University of Tennessee at Knoxville*

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## Teaching Methods and Learning Styles

### 190 Developing Student Competence

#### Paper Session

1:45 pm–3:15 pm

Tampa Convention Center, Room 22

#### 190a How Are Social Work Educators Responding to the 2008 EPAS? A Systematic Review

A systematic review was conducted to understand how social work educators are responding to CSWE's 2008 Educational Policy and Accreditation Standards. Review findings will help educators learn about novel, competency-based curricular/ pedagogical practices. This presentation also will offer educational strategies for addressing and assessing student competencies.

#### Qi Wu

*University of North Carolina at Chapel Hill*

#### Rebecca J. Macy

*University of North Carolina at Chapel Hill*

#### 190b Advancing Social Work Education: Promoting Professionalism Through Linking Implicit and Explicit Curricula

This presentation will feature a teaching-learning tool for promoting professionalism, ethical conduct, critical thinking, and evaluation. A self-report, Indicators of Professionalism, is used throughout one MSW curriculum. This ongoing assignment engenders an empowering implicit curriculum that reinforces professional accountability in the classroom and in broader professional practice.

#### Erlene Grise-Owens

*Spalding University*

#### Mindy Eaves

*Spalding University*

#### 190c Scholarship From the Heart: Transforming Social Work and Community Participatory Pedagogical Engagement

The Scholarship from the Heart series democratizes education, bringing community members, social work students, faculty members, and authors together to engage their published scholarship. The series underscores cultural humility, transformative complicity, and empowerment as theoretical bases to enhance critical thinking, writing, and public presentation skills that decrease university/community hierarchies of knowledge.

#### Roxanna Duntley-Matos

*Western Michigan University*

#### Robert Ortega

*University of Michigan*

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## Teaching Methods and Learning Styles

### 191 Indirect Measures of Student Competencies: Diversity in Practice, Human Rights, and Justice

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

This study explored using the book of Michelle Alexander, *The New Jim Crow* (2012), in a social welfare policy course as a catalyst for promoting attitudinal changes that reflect increased proficiency in two seminal CSWE competencies. Differences were found at pretest and posttest, and between BSW and MSW populations.

**Elena Delavega**

*University of Memphis*

**Peter A. Kindle**

*University of South Dakota*

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## Teaching Methods and Learning Styles

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

#### Panel

1:45 pm–3:15 pm

Tampa Convention Center, Room 19



Accepted

A panel of doctoral students will discuss their experiences of transitioning from student to instructor through multiple learning methods. The discussion will focus on learning the art and science of teaching through teaching opportunities, mentorship with faculty members, formal instruction, and evaluation. Implications for advancing social work education will be addressed.

**Traber D. Giardina**

*University of Houston*

**Holly K. Oxhandler**

*Baylor University*

**Jacquelynn Duron**

*University of Houston*

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## Teaching Methods and Learning Styles

### 193 What Do Students (and Community Agencies) Really Think About Doing Research?

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

This presentation will explore student responses to community-based learning in the BSW research course, including perceptions of satisfaction, learning gains, and application to social work practice. It will also explore benefits and challenges of using this experiential, community-based learning approach from the perspective of students, agency staff, and teaching faculty members.

**Kristin Hossink**

*Calvin College*

**Rachel Venema**

*Calvin College*

**Judi Ravenhorst Meerman**

*Kuyper College*

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## Technology in Social Work Education and Practice

### 194 Digital Storytelling in Social Work Education: Enhancing Critical Thinking and Assessment Skills

#### Electronic Poster

1:45 pm–3:15 pm

Tampa Convention Center, Room 16

This presentation will discuss the use of digital storytelling as a way to augment traditional pedagogical methods in social work education, particularly the teaching of assessment skills. The presentation will address the steps involved in creating a digital story, the application to social work, and the potential to engage students in critical thinking.

**Jayshree S. Jani**

*University of Maryland*

## Technology in Social Work Education and Practice

### 195 Teaching Geographic Information Services (GIS) to MSW Students: Lessons From Faculty Interviews

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

This presentation will provide a rationale for teaching GIS skills to MSW students and specific ideas for how social work instructors can successfully integrate GIS-related content into their MSW classrooms. Feedback from interviews with social work faculty members who teach GIS will be provided, including their views on perceived benefits, challenges, and teaching approaches.

#### Sacha Klein

*Michigan State University*

#### Gina L. Fedock

*University of Michigan*

#### Kaity Kapnick

*Michigan State University*

## University–Community Partnerships

### 196 Evaluating and Refining a University’s Seed-Grant Program for Community Engagement

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

Community–university partnerships are a critical component of social work education and a public mission. Findings from an impact assessment of a community-engagement seed grant program will be presented. Methodological challenges will be identified, and recommendations will be shared to inform the future development and evaluation of similar programs.

#### Jennifer F. Jettner

*Virginia Commonwealth University*

## Violence Against Women and Their Children

### 197 Defining Trauma After DSM-5: Theoretical Perspectives on Trauma Exposure in Childbearing Women

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

This presentation will address the comorbidity of trauma, posttraumatic stress, and depression in a large childbearing sample ( $n=1581$ ); describe the type of traumas endorsed by childbearing women; and examine competing theoretical and nosological perspectives on trauma and stress in light of DSM-5 diagnostic criteria and the development of psychopathology/psychological challenge.

#### Mickey Sperlich

*Wayne State University*

## Spanish Language Paper Presentation

### 198 Paper Session 1

#### Paper Session

1:45 pm–5:00 pm

Tampa Convention Center, Room 36

#### 198a “Allow Me To Speak”: Stories of Courage Among Migrant Latinas Who Are Violence Survivors

This study explores the help-seeking experiences of Latina migrants who are violence survivors. A *mujerista* perspective was used to analyze these experiences. Highlighted are the courage and solidarity with other women that are critical elements for the development of innovative interventions and public policies in social work.

#### “Permítanme hablar”: Historias de valentía de Latinas migrantes sobrevivientes de violencia

En este estudio se exploraron experiencias de búsqueda de ayuda en Latinas migrantes sobrevivientes de violencia. Se utilizó una perspectiva *mujerista* para analizar dichas experiencias. Resaltan historias de valentía y solidaridad con otras mujeres, las cuales son cruciales en el desarrollo de prácticas innovadoras y políticas públicas en trabajo social.

#### Elithet Silva-Martinez

*University of Puerto Rico, Rio Piedras Campus*

### **198b Patriarchal Discourse and the Experiences of Women Who Live With HIV/AIDS**

This work seeks to understand how patriarchal discourse may influence the stigmatization processes among Puerto Rican women who live with HIV/AIDS and how this may negatively affect treatment adherence. Results contribute to future efforts to prevent HIV/AIDS among women.

### **Discurso patriarcal y las experiencias de mujeres que viven con VIH/SIDA**

Este trabajo busca comprender cómo el discurso patriarcal pudiera matizar los procesos de estigmatización en las mujeres puertorriqueñas que viven con VIH/SIDA y como ello pudiera incidir negativamente en la adherencia al tratamiento. Los resultados contribuyen a futuros esfuerzos para prevenir el VIH/SIDA en las mujeres.

**Marinilda Rivera-Diaz**

*University of Puerto Rico, Rio Piedras Campus*

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## **Child Welfare**

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

**Curriculum or Administrative Workshop**

**3:30 pm–4:30 pm**

Tampa Convention Center, Room 13



Accepted

This workshop will explore retention of IV-E graduates using organizational (OE) enhancement strategies in a long-standing statewide IV-E educational partnership program. OE strategies answer the “Now what?” question following analysis of IV-E stakeholder surveys and analyses of retention time in the child welfare workforce and associated factors.

**Helen Cahalane**

*University of Pittsburgh*

**Liz Winter**

*University of Pittsburgh*

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## **Cultural Competence**

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

**Curriculum or Administrative Workshop**

**3:30 pm–4:30 pm**

Tampa Convention Center, Room 30B



Accepted

Social work programs have a long-standing commitment to recruiting and retaining racially diverse students. However, predominantly White universities in rural settings struggle with reaching these goals. This presentation will discuss strategies used by a rural school of social work to recruit and retain African American students and students from Uganda.

**Brittany Brown**

*Radford University*

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## **Cultural Competence**

### **201 Unpacking the Invisible Knapsack of Microaggression**

**Roundtable**

**3:30 pm–4:30 pm**

Tampa Convention Center, Ballroom B

Microaggressions send discriminatory and denigrating messages, often unintentional or subconscious, to members of marginalized groups. Teaching about microaggression can be transformative in helping students examine their own experiences relative to privilege and disadvantage. This roundtable will explore the challenges and benefits of this concept as a powerful teaching tool.

**M. Theresa Palmer**

*Winston Salem State University*

## Disability Issues

### 202 Using Critical Pedagogy to Reduce Ableism in Social Work Classroom Settings

#### Roundtable

3:30 pm–4:30 pm

Tampa Convention Center, Ballroom B

Able-bodied privilege exists in society and within social work programs. This roundtable will examine able-bodied privilege and how it manifests in the classroom to foster an ableist implicit curriculum. Critical pedagogical methods through which the field can reduce ableism in social work classrooms will be explored.

**Shanna Katz Kattari**

*University of Denver*

## Educational Outcomes Assessment

### 203 Beyond Benchmarks: Ideas for Advancing Scholarship on Assessment in Social Work Education

#### Roundtable

3:30 pm–4:30 pm

Tampa Convention Center, Ballroom B

The presenters will review research on assessment in social work education, and discuss new research questions and directions to advance scholarship on social work education. They will offer examples of research examining methodological issues related to the explicit curriculum and examples of the ways that the implicit curriculum has been measured.

**Emiko Tajima**

*University of Washington*

## Educational Outcomes Assessment

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

#### Curriculum or Administrative Workshop

3:30 pm–4:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 11



Accepted

An applied competency assessment was piloted to help MSW students develop practice evaluation skills. Students in a practice evaluation course participated in a videotaped client interview, then wrote a critical analysis and reflection paper. The project also had implications for assessing practice behaviors and creating competency benchmarks.

**Robert Hock**

*University of South Carolina*

**Daniel B. Freedman**

*University of South Carolina*

## Evidence-Based Practice

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

#### Curriculum or Administrative Workshop

3:30 pm–4:30 pm

Tampa Convention Center, Room 14



Accepted

This curriculum workshop will focus on using and sharing open access educational resources to teach evidence-based practice in social work. Examples will be offered of presenter-developed and freely accessible modules available elsewhere on the Internet. Possibilities of developing a library of shared open resources for teaching evidence-based practice will be discussed.

**Joanne Yaffe**

*University of Utah*

**Lindsay Dianne Shepard**

*University of Utah*

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## Evidence-Based Practice

### 205.5 Assessing the Heart of Helping People: Measuring Helping Relationship With Involuntary Clients

#### Paper Session

3:30 pm - 4:00 pm

Tampa Convention Center, Room 38

Current measures of the helping relationship were built on a theoretical framework that does not account for social control using samples that excluded involuntary clients. Without a valid instrument to assess the helping relationship with involuntary clients in social work practice, models may not accurately capture the significance of the helping relationship.

**M. K. Jones-Peterman**

*University of Kansas*

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## Field Education

### 206 Exploring Innovative Directions for Hospital Social Work and Field Education Opportunities

#### Roundtable

3:30 pm–4:30 pm

Tampa Convention Center, Ballroom B

Rapid changes in the organization of health care have a dramatic effect on the role of social work. As such, the changing role of social work in health care has implications for social work education, especially field education.

**Dana Katz**

*University of Toronto*

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## Field Education

### 207 Online Training for Field Instructors: The Demand for Creativity and Flexibility

#### Roundtable

3:30 pm–4:30 pm

Tampa Convention Center, Ballroom B

The effective delivery of required field instructor training for a fully online MSW program poses unique challenges and opportunities. This roundtable will engage participants in a discussion of resources and tools used for the training of field instructors at a distance.

**Donna McElveen**

*Walden University*

**M. Sebreana Jackson**

*Walden University*

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## Field Education

### 208 Weaving Skills-Based Language Into the Fabric of the Practicum Experience

#### Curriculum or Administrative Workshop

3:30 pm–4:30 pm

Tampa Convention Center, Room 18



Accepted

Advancement of applied learning in the field requires an evolving process of evaluation and support. Whereas classroom learning can be measured with traditional methods, research contends that hands-on growth is best charted through reflection. Reinforcing student use of skills-based language strengthens a robust structure with which to contemplate their experience.

**Jason Eccker**

*Washington University in St. Louis*

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## First Nations and Native Americans

### 209 Why Must Social Workers Understand a Client's Tribal Sovereign Status?

#### Roundtable

3:30 pm–4:30 pm

Tampa Convention Center, Ballroom B

American Indian/Alaska Native clients have unique resources available to them such as social and health services as well as tribal benefits. If social workers are to work effectively with this population, they must have a thorough understanding of the method of access to these services, the process of tribal citizenship (enrollment), and the content of the Indian Child Welfare Act. This presentation will seek to advance knowledge of these areas.

**Andrea Tamburro**

*Indiana University*

**Susan Smalling**

*St. Olaf College*

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## Interprofessional and Transdisciplinary Practice

### 210 EPIC: Empowering Patients Through Interprofessional Care

#### Roundtable

3:30 pm–4:30 pm

Tampa Convention Center, Ballroom B

Social work students have limited opportunities to learn in interprofessional teams. The EPIC program is an initiative that brings together faculty members and students from medicine, dentistry, allied health, nursing, public health, pharmacy, and social work to learn and provide health care as a team.

#### Christina R. Miller

*University of Oklahoma*

#### Terrie Fritz

*University of Oklahoma*

## Interprofessional and Transdisciplinary Practice

### 211 Just Outside the Social Work Silo, There Is an Exciting World

#### Roundtable

3:30 pm–4:30 pm

Tampa Convention Center, Ballroom B

This roundtable will explore strategies to integrate social work research into the larger research community. It will focus on what social work brings to the table and how to persuade other researchers that social work has much to offer. It will emphasize bringing social work knowledge to other fields.

#### Wayne C. Evens

*Bradley University*

## Military Social Work

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

#### Think Tank

3:30 pm–4:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 1



Accepted

For many military veterans the transition from combat back to civilian life can be challenging, sometimes more so than war itself. A panel of experts will help social work educators distinguish strengths from military versus civilian cultures, readjustment milestones, and approaches for promoting academic and interpersonal growth for student veterans.

#### David Bringhurst

*University of Southern California*

#### Vaughn DeCoster

*University of Southern Indiana*

#### Catherine A. Simmons

*University of Memphis*

#### Eugenia Weiss

*University of Southern California*

## Rural Issues

### 213 Addressing Scarcity and Sowing Seeds: Rural Interprofessional Clinical Expansion in the RICE Project

#### Roundtable

3:30 pm–4:30 pm

Tampa Convention Center, Ballroom B

The RICE Project (Rural Interprofessional Clinical Expansion), an initiative funded by the Health Resources and Services Administration, is designed to address the scarcity of master's-level social work professionals working in health and human service organizations in medically underserved areas. This roundtable will explore the development, implementation, and outcomes of RICE and directions for the future.

#### Shelley Cohen Konrad

*University of New England*

#### Danielle Wozniak

*University of New England*

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## Social Welfare Policy and Policy Practice

### 214 Reframing Poverty for Effective Policy Gains

#### Skills Workshop

3:30 pm–4:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 10



This workshop will showcase the use of cost-of-living data to shift public discourse from poverty to livable wages and generate the political will necessary for policy reforms that support low-income families. Participants will be able to replicate the research and develop related advocacy strategies in their own states.

**Lily K. French**

*University of Iowa*

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## Teaching Methods and Learning Styles

### 215 Inspiring Social Work Values: Enhancing Social Work Education Through Socialization and Gatekeeping

#### Skills Workshop

3:30 pm–4:30 pm

Tampa Convention Center, Room 21



The responsibility to the profession remains imperative as student dispositions, temperaments, and understanding of social work become varied. The importance of educators to continually address student behaviors ensures accountability and suitability for the profession. This skills workshop will provide faculty members with relative examples and methods of reinforcing gatekeeping interventions.

**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*

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## Teaching Methods and Learning Styles

### 216 Systematic Use of Simulation to Develop Competence in Social Work Students

#### Curriculum or Administrative Workshop

3:30 pm–4:30 pm

Tampa Convention Center, Room 24



Simulation is a powerful tool that can be used to design and offer learning activities to develop social work students' competence. Drawing on classroom examples, this workshop will provide information about a systematic process for using a competence framework and simulation for teaching generic and specialized content and skills.

**Marion Bogo**

*University of Toronto*

**Michael Saini**

*University of Toronto*

**Shelley L. Craig**

*University of Toronto*

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## Technology in Social Work Education and Practice

### 217 Preparing Students for Online Education: The Orientation Process

#### Roundtable

3:30 pm–4:30 pm

Tampa Convention Center, Ballroom B

As online education has evolved, it has become apparent that an engaging system is needed to orient students to this delivery system. A successful orientation can improve program outcomes and retention.

**Sherry M. Cummings**

*University of Tennessee at Knoxville*

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## Values and Ethics

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

#### Curriculum or Administrative Workshop

3:30 pm–4:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 12



Accepted

This presentation will offer a lively way to discuss how faculty members can bridge ethical practice, education, and licensure while forging a path to a future career that is regulated and accountable. Presenters will show and discuss several provocative videos based on true ethics case examples.

#### Angela Ausbrooks

*Texas State University*

#### Dorinda Noble

*Texas State University*

#### Andrew T. Marks

*Texas State University*

#### Mary Jo Monahan

*Association of Social Work Boards*

## CSWE Career Center Learning Lab

### 219 Finding a Job: From ASWB—Understanding Social Work Regulation and Licensing

#### Panel

3:30 pm–4:45 pm

Tampa Convention Center, West Hall, CSWE Career Center

Confused about licensing requirements? Want to know more about the licensing exam? Come to this session and get answers to your questions! Representatives from the Association of Social Work Boards (ASWB) and the Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling will discuss social work licensing laws and regulations as well as the licensing exams required to become a professional social worker.

#### Dwight Hymans

*Association of Social Work Boards*

#### Dee Ramer

*Florida Board of Clinical Social Work, Marriage & Family Therapy and Mental Health Counseling*

#### Jamie Buller

*Florida Board of Clinical Social Work, Marriage & Family Therapy and Mental Health Counseling*

## Baccalaureate Programs

### 220 Applying Concepts of Resilience Theory to Strengthen BSW Education

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

This presentation will demonstrate the use of resilience theory to monitor BSW programs for risk factors and address methods for enhancing protective factors. This can be applied to create programmatic adaptations in the wake of disruptions and crisis situations.

#### Daria Hanssen

*Marist College*

## Child Welfare

### 221 “Communication, Communication, Communication”: Case-Study Analysis in Child Welfare Evaluation Research

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

As part of an evaluation of a Title IV-E waiver demonstration in a Midwestern state, researchers conducted semistructured interviews with regional and executive managers. Findings revealed consistent themes in their perceptions of significant service needs, unique rural challenges, and communication and knowledge gaps between central administration and field staff.

#### Kori R. Bloomquist

*Indiana University*

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## Child Welfare

### 222 How Do Social Work Students and Clinicians Respond to Potential Child Neglect?

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

This study used the Objective Structured Clinical Examination (OSCE) to assess the ability of novice and experienced social workers to recognize and respond to a vignette of potential child neglect. Results showed participants' difficulty and discomfort in detecting and responding to potential child neglect. Implications for social work education will be suggested.

**Kenta Asakura**

*University of Toronto*

**Lea Tufford**

*Laurentian University*

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## Child Welfare

### 223 The Association of CASA Intervention and Permanency Outcomes of Children in Foster Care

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

Using a systematic random sample, this study examined the association of CASA intervention and permanency outcomes of children in foster care. This study found that children who received the CASA intervention were more likely to be adopted, compared to those who did not receive the CASA intervention.

**Stefanie R. Pilkay**

*University of Tennessee at Knoxville*

**Sungkyu Lee**

*University of Tennessee at Knoxville*

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## Clinical Practice

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

#### Panel

3:30 pm–5:00 pm

Marriott Tampa Bay Waterside Hotel, Grand Ballroom Salon A



Accepted

An African American church conducted community-based participatory research that sought to identify the needs of a historically traumatized and poverty-stricken neighborhood. Practitioner church members developed a model for physical and mental wellness employing social work practice. Implications for integrating social work practice into the faith community environment will be discussed.

**Christine Wiley**

*Howard University*

**Richard Benson**

*Washington Hospital Center*

**Heather Stowe**

*Arlington County Social Services*

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## Community Organization and Social Administration

### 225 Advancing Social Work Education With Financial Capability Practice

#### Panel

3:30 pm–5:00 pm

Tampa Convention Center, Room 19



Accepted

Social work students have identified the need for education on financial capability and asset development (FCAB). Curricular resources in FCAB that can assist faculty members in shaping FCAB education efforts, the ability of new students to work with finances, and the FCAB abilities of graduating students will be explored in this session.

**Julie Birkenmaier**

*Saint Louis University*

**Sally A. Hageman**

*University of Maryland*

**Jason Castillo**

*University of Utah*

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## Criminal and Juvenile Justice

### 226 Mental Health Stigma and the Sandy Hook Shooting: Implications for Social Work

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

This presentation will discuss an original research study ( $N=220$ ) that examined the perception of persons with serious mental illness after the shooting at Sandy Hook Elementary School. Findings suggest increased stigma toward individuals with serious mental illness after the incident. Implications for social work practice and policy will be provided.

#### Samuel Julio Rosenberg

*Ramapo College*

#### Jessica Rosenberg

*Long Island University-Brooklyn Campus*

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## CSWE Connect

### 227 Feedback Session 1 on the Developing Draft of the 2015 EPAS

3:30 pm–5:00 pm

Tampa Convention Center, Ballroom A

Group: Commission on Educational Policy

The chairs of the Commission on Educational Policy and the Commission on Accreditation will present information on the developing draft of EPAS 2015. Feedback on this developing draft is invited to further inform commission efforts.

#### Alan J. Dettlaff

*University of Illinois at Chicago*

#### Carmen Ortiz Hendricks

*Yeshiva University*

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## CSWE Connect

### 228 The Dance of Multiple Identities: Intersectionality in Social Work Education

3:30 pm–5:00 pm

Tampa Convention Center, Room 25

Group: Council on Racial, Ethnic, and Cultural Diversity

This session will provide a framework for the shifting paradigm of intersectionality in social work education. This framework will be offered as an alternative to multiculturalism and cultural competence. Multifaceted approaches to dismantling power and privilege while addressing systems of oppression also will be discussed.

#### Billie Terrell

*University of Saint Francis*

#### Lisa M. Werkmeister Rozas

*University of Connecticut*

#### Michael A. Robinson

*East Carolina University*

#### Rhea Almeida

*Institute for Family Services*

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## CSWE Film Festival

### 229 *Our Fires Still Burn: The Native American Experience*

#### Film

3:30 pm–5:00 pm

Tampa Convention Center, Room 2

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## CSWE Film Festival

### 230 *The Sunnyboy*

#### Film

3:30 pm–5:00 pm

Tampa Convention Center, Room 1

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## Cultural Competence

### 231 Paper Session 1

Paper Session

3:30 pm–5:00 pm

Tampa Convention Center, Room 37

#### 231a A Deeper Analysis of Culturally Competent Practice: Delving Beneath White Privilege

This qualitative study examined the perceptions of 72 licensed social workers and their views on the level of importance of their own racial and ethnic identity in working with clients. A three-level coding analysis was used to determine themes. The results emphasized the importance of integrating racial and ethnic identity formation.

**Ebony L. Hall**

*Tarleton State University*

#### 231b Using Peer Role-Plays in a Diversity Course to Teach Cultural Competence

The presentation will demonstrate how one faculty member used peer role-plays in an MSW diversity course to teach concepts related to cultural competence. The results will be discussed. Also offered will be ways that faculty members can use this method to assist students in applying knowledge on diversity to clients from various cultures.

**Alison Arendt**

*Aurora University*

**Henry Kronner**

*Aurora University*

#### 231c Developing Cultural Competence in the Provision of Acculturation Models

Acculturation and healthy identity development have become more challenging for Chicano youths within an anti-immigrant atmosphere. This presentation will emphasize the concepts of bidimensional acculturation theory to understand biculturalism and acculturative stress among Chicano youths.

**Yoon Mi Kim**

*Kutztown University*

**Monique Constance-Huggins**

*Winthrop University*

**Hyun A. Song**

*University of Pittsburgh*

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## Disaster and Traumatic Stress

### 232 Reports by School Social Workers of Major Crisis Events

Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

School social workers often are on the frontline of response when major school crises occur. This research used a Web-based survey to explore school social workers' perceptions of crisis preparedness and their experience of major crisis events. The results may be useful in informing preparation and training so that response effectiveness may be enhanced.

**Danilea W. Werner**

*Auburn University*

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## Educational Outcomes Assessment

### 233 Advancing Social Work Education: Preparing Students for Social Work Licensure

Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

In the current professional context, social work academic programs are compelled to prepare graduates to pass social work licensing examinations. Scholarship examining curricular innovations designed for this preparation is limited. This presentation will report on the development and evaluation of an initiative implemented by a MSW program to address licensing preparedness.

**Laura Escobar-Ratliff**

*Spalding University*

**Erlene Grise-Owens**

*Spalding University*

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## Educational Outcomes Assessment

### 234 Advancing Social Work Education: Strengthening the Bridge Between Theory and Practice

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

Using mixed methods, the investigators assessed field instructors' perceptions of MSW student readiness for placement in a clinical concentration setting ( $n=76$ ). Outcomes suggest that development of clinical skills among students was enhanced by the addition of a clinical theory class prior to entering the second year of field education.

**Shawn A. Lawrence**

*University of Central Florida*

**Mary Ann Burg**

*University of Central Florida*

**Eileen Mazur Abel**

*University of Southern California*

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## Educational Outcomes Assessment

### 235 The Efficacy of Training Programs: From the Perspectives of Directors and Supervisors

#### Electronic Poster

3:30 pm–5:00 pm

Tampa Convention Center, Room 16

This presentation will report on Part 2 of a study concerning the efficacy of two training programs at a social service agency. Part 1 reported reactions of training participants. Part 2 reports perceptions of the agency's directors and supervisors. Administrative benefits and informal learning benefits were the most valued training aspects.

**Helen Crohn**

*Fordham University*

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## Evidence-Based Practice

### 236 The Evidence-Based Practice Process in Social Work Practice and Education

#### Paper Session

3:30 pm–5:00 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 8

#### 236a Teaching Evidence-Based Practice: A Serendipitous Experience

This presentation will describe the serendipitous creation of a collaborative learning environment informing instruction in an empirical social work practice capstone course for MSW students, taught by faculty members from three affiliated universities. Dialogue around content created a unique community context for reciprocal faculty learning and extending this process to the classroom.

**Kathleen H. Darby**

*Mid-Tennessee Collaborative*

**Michelle Emery Blake**

*Austin Peay State University*

**Rebecca Maldonado Moore**

*Mid-Tennessee Collaborative*

#### 236b Evidence-Based Balance: What Program Enhancements Can Contribute to Social Work's Future

Program enhancements are additions to or developments of existing social programs that improve the existing program's outcomes or effectiveness. They can help social workers meet their work where it is at—with some treatments required or ubiquitous—while still working to improve outcomes for clients in the future.

**Stephen Edward McMillin**

*Saint Louis University*

#### 236c Training Social Work Graduate Students in the Evidence-Based Practice Process

This study tested the effects of integrating evidence-based practice process material into a research curriculum for MSW students.

**Jamie Yoder**

*Ohio State University*

**Danielle Parrish**

*University of Houston*

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## Feminist Scholarship

### 237 “Are Women Asked Why DID They Have Children?”: Midlife and Childfree

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

This presentation will address social and cultural awareness regarding distinct social stressors for women who are at midlife and childfree. The focus will be on assessment and service delivery and end-of-life care for couples or individuals who may not have children as a family resource. Intergenerational services and policy implications will be discussed.

#### Lake Dziengel

*University of Minnesota-Duluth*

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## Field Education

### 238 High-Touch Pedagogy and Field: Extending Support for Students via Web-Based Tools

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

This presentation will explore the relevance of high-touch pedagogy, borrowing principles from online instruction, for social work field education. The field portion of social work curricula can be anxiety-provoking for students. The introduction of Web-based tools can extend traditional supports and enhance student engagement.

#### Laura A. Lewis

*University at Buffalo, State University of New York*

#### Zoe Koston

*University at Buffalo, State University of New York*

#### Margorie Quartley

*University at Buffalo, State University of New York*

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## Field Education

### 239 Web-Based Technology: Integrating Learning Contracts, Assessments, and Program-Level Data

#### Electronic Poster

3:30 pm–5:00 pm

Tampa Convention Center, Room 16

This poster will focus on leveraging Web-based technology to integrate field learning contracts with assessment. The model assists students in choosing competency-relevant learning activities and helps field instructors identify evidence of competence in their students. It streamlines data collection to enable reporting on competency achievement for ongoing program assessment.

#### Andrea Judson

*University of Maryland*

#### Amy Cohen-Callow

*University of Maryland*

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## Gero-Ed (Aging and Gerontology)

### 240 Aging and Innovative Education

#### Paper Session

3:30 pm–5:00 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 5

#### 240a Continuing Education Among Social Workers Serving Nursing Homes

The presenters will discuss the continuing education (CE) practices and interests of 120 nursing-home social workers. Social workers participated in an annual average of 18 CE hours. Regression analysis revealed three characteristics associated with CE: race, time, and experience. Future CE is needed on behavior management, dementia, depression, and mental illness.

#### Kimberly Cassie

*Ohio State University*

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### 240b Practicing Gero Competencies and Teamwork Skills: Interprofessional Critical Care End-of-Life Simulation

An interprofessional gerontologic simulation provides nursing and social work students a critical-care experience with advance care planning and end-of life interventions and teamwork opportunities. The case scenario, as well as clinical and psychosocial contexts and competencies, will be described along with discussion of an interprofessional approach to student preparation and postsimulation processing.

**Debra Fromm Faria**

*College at Brockport, State University of New York*

**Jenna Tandle**

*College at Brockport, State University of New York*

### 240c Developing Community-Based Nutrition Interventions for Older Adults: A Pilot Study

This presentation will feature the results from six focus groups ( $n=58$ ) compiled during a pilot study of a community-based nutrition intervention in senior centers. Participant feedback from these initial sessions will be used to develop the remaining lesson plans for implementation in community-based settings.

**Jan Ivery**

*Georgia State University*

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## Gero-Ed (Aging and Gerontology)

### 241 Students Get SAASSY (SAAS: Student Alliance for an Aging Society)

**Poster**

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

As the cohort of adults aged 65 and older continues to grow, social work will face unprecedented challenges in addressing the needs of this population. Students at a public school of social work have found that a peer-led student alliance has been an effective model in engaging students in issues of aging.

**Anrielle George**

*Hunter College, City University of New York*

**Alana Hartman**

*Hunter College, City University of New York*

**Harvey Weissman**

*Hunter College, City University of New York*

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## Health

### 242 The Effect of Fathers in Reducing Dating Violence and Sexual Risk Behaviors Among Black Adolescents

**Poster**

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

This study explored the impact of the involvement of father figures on reducing both dating violence and sexual risk among a national sample of Black American adolescents of both genders. The possible mediating effect of dating violence on the relationship between father-figure involvement and sexual risk behaviors also was examined.

**Binta Alleyne-Green**

*Fordham University*

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## Higher Education/Nonprofit Leadership

### 243 An Analysis of Digital Content Involving International Focus in Social Work Education

**Poster**

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

This presentation will summarize findings from content analysis of digital media produced by CSWE-accredited programs as a measure of commitment to international social work and global perspectives. Website and social media content informs and recruits potential students, as well as contributes to the body of knowledge that shapes public views of the social work field.

**Cristy E. Cummings**

*Michigan State University*

**Staci T. Hines**

*Michigan State University*

**Edita Milanovic**

*Michigan State University*

**Daria P. Shamrova**

*Michigan State University*

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## Hot Topic

### 244 Military Sexual Assault Program Evaluation: A Roadmap for Military and Academic Partnership

3:30 pm–5:00 pm

Tampa Convention Center, Room 7

Group: Council on Conferences and Faculty Development

Presenters will provide an initial blueprint for the creation of academic and military partnerships that can leverage research capabilities. Preliminary results from a training program evaluation for military sexual assault prevention will be presented. Discussions with military and academic experts on program evaluation and sexual assault will be included.

**Chris Gedney**

*University of Utah*

**Robert Butters**

*University of Utah*

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## Human Behavior and the Social Environment

### 245 Fathers' Reflection of Their Fathers: Finding Meaning in Narratives Using Text Mining

Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

This study used an underused research technique to analyze qualitative data detailing personal reflections of fathers about their own fathers. Through methods such as text mining, wordcloud, and sentiment analysis, personal narratives were analyzed to determine how fathers viewed their experiences and relationship with their own father.

**Lauren Carter**

*North Carolina A&T State University / University of North Carolina at Greensboro Collaborative*

**Jeffrey Shears**

*North Carolina A&T State University / University of North Carolina at Greensboro Collaborative*

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## Immigrants, Refugees, and Displaced Populations

### 246 Factors Associated With Psychological Well-Being of Korean Immigrants

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

Adopting acculturative stress and coping framework, this study examines the factors enhancing psychological well-being of Korean immigrants. Multiple regression analyses were performed using the data collected from 242 participants. Findings suggest that living with a spouse, family cohesion, social support, and self-esteem are associated with psychological well-being of Korean immigrants.

#### Jonghyun Lee

*Bridgewater State University*

#### Anna Martin-Jearld

*Bridgewater State University*

## Immigrants, Refugees, and Displaced Populations

### 247 The Continuity of Risk: Congolese Women Refugees Resettled in the United States

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

More than 10,000 refugees from the Democratic Republic of Congo have been resettled in the United States since 2001. The UN high commissioner for refugees anticipates another 50,000 over the next 5 years, including single mothers and their children who experienced trauma and sexual violence. This multisite qualitative study explored challenges and strengths of this resettlement endeavor.

#### Laurie Cook Heffron

*University of Texas at Austin*

#### Karin Wachter

*University of Texas at Austin*

#### Maura Nsonwu

*North Carolina A&T State University*

#### Noel Busch-Armendariz

*University of Texas at Austin*

## International Issues

### 248 Exploring Female Students' Experiences With Gender-Based Violence in Liberian Universities

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

This study used a mixed-methods approach to explore women's experiences with gender-based violence, including sexual coercion, transactional sex, and sexual violation, since joining an agricultural program or an engineering program at universities in Liberia.

#### Samantha Winter

*Rutgers, The State University of New Jersey*

#### Laura Johnson

*Rutgers, The State University of New Jersey*

## Interprofessional and Transdisciplinary Practice

### 248.5 Paper Session 1

#### Paper Session

3:30 pm–4:30 pm

Friday, October 24, 2014

Tampa Convention Center, Room 11

#### 248.5a Exploring Interprofessional Collaboration Through the Town Square for Aging

This study examined the role played by interprofessional collaboration in the design and implementation of the Town Square for Aging, an innovative service model aimed at enabling frail seniors to continue to live independently in the community and outside a formal umbrella of care.

#### Diane R Bessel

*Daemen College*

#### 248.5b Screening, Brief Intervention, and Referral to Treatment (SBIRT): A Multidisciplinary Approach

A school of social work and a school of nursing were awarded a government grant to educate graduate students and practitioners in the theory and practice of the approach known as SBIRT. This presentation will share the experiences of developing a multidisciplinary training and research project and will present the initial evaluation data.

#### Karlynn BrintzenhofeSzoc

*Catholic University of America*

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## Latina/Latino Issues

### 249 Complementary and Alternative Medicine Among Latinos: A New Dialogue for Mental Health

Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

Discussions about mental health care for Latinos focus primarily on access and neglect the consideration of what

those services should entail (such as the inclusion of complementary and alternative medicine). This presentation will explore these issues using the 2007 National Health Survey.

**Leticia Villarreal Sosa**

*Dominican University*

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## Lesbian/Gay/Bisexual/Transgender Issues

### 250 Challenges and Opportunities in Teaching and Measuring LGBTQ Competencies With Students

Panel

3:30 pm–5:00 pm

Tampa Convention Center, Room 20



Accepted

This presentation will offer insights and strategies about identifying, teaching, and measuring competence of students related to LGBTQ issues in social work practice. Emotional, pedagogical, and practical challenges of presenting this material in required and elective courses will be discussed. A recent LGBTQ-competency assessment tool also will be reviewed.

**Megan E. Gandy**

*Virginia Commonwealth University*

**Lori Messinger**

*University of North Carolina at Wilmington*

**Elizabeth Paula Cramer**

*Virginia Commonwealth University*



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## Lesbian/Gay/Bisexual/Transgender Issues

### 251 Exploring the Campus Climate for LGBT Staff and Faculty Members

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

The LGBT campus climate is important to staff and faculty members, but most studies have been about students. A survey of LGBT staff and faculty members found uncertainty and a perception of a tolerant, but not affirming, campus. Recommendations for improving the campus climate will be offered.

**Greg L. Pugh**

*Portland State University*

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## Military Social Work

### 252 Psychosocial Correlates of Recovery Among Post-9/11 Veteran and Military College Students

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

This study examined psychosocial correlates of recovery among 133 college students who are veterans and attend a large, urban, state university. Particularly, military students' adjustment to school, symptoms of PTSD, alcohol abuse, stress, and level of social support and coping were measured. Implications will be suggested that can facilitate recovery on college campuses.

**Amy Levin**

*California State University, Northridge*

**Hyun-Sun Park**

*California State University, Northridge*

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## Partnership

### 253 Addressing Grand Challenges and Advancing Social Work Education Through Research Capacity Building

3:30 pm–5:00 pm

Tampa Convention Center, Room 22

Group: Society for Social Work and Research (SSWR)

The Grand Challenges for Social Work Initiative (GCSWI) fosters the intersection of research, practice, and policy that advances social work education. Using a transformative theoretical framework, this session will review the history and impact model of GCSWI and offer research capacity-building strategies in mentoring, curriculum development, community partnerships, and policy implementation.

**Rowena Fong**

*University of Texas at Austin*

**Ruth McRoy**

*Boston College*

**Sean Joe**

*University of Michigan*

**Paula Nurius**

*University of Washington*

**Sarah Gehlert**

*Washington University in St. Louis*

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## Partnership

### 254 Global Agenda Update and the Construction of Social Work Discussion

3:30 pm–5:00 pm

Tampa Convention Center, Room 15

Group: North American and Caribbean Association of Schools of Social Work (NACASSW)

NACASSW representatives from Canada, the Caribbean, and the United States will hold a panel discussing regional activities including the implementation the North American and Caribbean Global Observatory for the Global Social Work Agenda, regional data collection, and the differential construction of social work.

**Mark Rodgers**

*Marywood University*

**Dixon Sookraj**

*University of British Columbia*

**Letnie Rock**

*University of the West Indies*

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## Partnership

### 255 Phi Alpha Honor Society

3:30 pm–5:00 pm

Tampa Convention Center, Room 23

Group: Phi Alpha Honor Society for Social Work

The Phi Alpha Honor Society is social work's largest and most active honor society. The session will describe benefits of membership; student awards, grants, and scholarship programs; presentation opportunities; processes for starting and enhancing a chapter; and service-learning activities of chapters.

**Paul Baggett**

*East Tennessee State University*

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## Partnership

### 256 Social Work's Grand Challenges in the Next Decade: Bringing a Latino Perspective

3:30 pm–5:00 pm

Tampa Convention Center, Room 30A

Group: Association of Latina and Latino Social Work Educators

Panelists will explore how Latino research and practice can illuminate on the national Grand Challenges for Social Work Initiative, an agenda to guide the profession for the next decade. Participants will share ideas both on the most pressing issues facing the United States and the strategies to address them.

**Sylvia Romero**

*Dominican University*

**Yolanda C. Padilla**

*University of Texas at Austin*

**Robert Ortega**

*University of Michigan*

**Noe Ramirez**

*University of Texas-Pan American*

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## Research and Program Evaluation

### 258 Teaching Empowerment Evaluation: Concepts and Examples

Panel

3:30 pm–5:00 pm

Tampa Convention Center, Room 9



Accepted

Empowerment evaluation is an inclusionary approach that fits well into a community-based translational participatory research paradigm. It is an effective means of creating shared ownership of the evaluation process and data collection by incorporating program staff, service users, and community stakeholders in the assessment process.

**Larry Ortiz**

*Loma Linda University*

**Susanne Montgomery**

*Loma Linda University*

**Patricia Villa**

*SHIELDS for Families*

**Victoria Jackson**

*Loma Linda University*

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## Research and Program Evaluation

### 259 What Are the Factors That Affect Paternity Establishment Among Nonmarital Couples?

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

Many studies have examined the effects of child support on families, income, and paternal involvement, but relatively little focus has been placed on paternity establishment, which is a prerequisite for child support. It is important to learn more about what may hinder or promote paternity establishment using a large, longitudinal data.

#### Yookyong Lee

*University of Alabama at Birmingham*

## Rural Issues

### 260 Infusing Rural Content Into Social Work Curriculum

#### Panel

3:30 pm–5:00 pm

Tampa Convention Center, Room 10



Accepted

This presentation will examine the development of rural social work courses and discuss the infusion of rural, fictional case studies into courses. Strategies for including content on rural communities and organizations in classes will be described. The presenters will seek to facilitate student understanding of the importance of rural social work policy, theory, and practice.

#### Larry G. Morton, II

*Arkansas State University*

#### Karen Allen

*Arkansas State University*

#### Robert Rickle

*Western New Mexico University*

## Social Welfare Policy and Policy Practice

### 261 How Can Social Welfare Policy Practitioners Promote Effectiveness of Government Antipoverty Programs?

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

This presentation will examine how the community participation level and household income level of local residents influence the residents' evaluation for antipoverty programs implemented by local government. By building on statistical models, this study will address the importance of promoting middle- and high-income residents' interest in antipoverty programs to enhance program effectiveness.

#### HyunSoo Kwon

*University of California at Berkeley*

## Spirituality

### 262 Grief, Spiritual Experience, and Depression Among Older Adults in Assisted-Living Settings

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

The presenters will discuss the roles of grief, social support, and spiritual experience on the depression symptoms of 316 older adults in assisted-living settings. The grief of bereavement was significantly related to the increase of depression, but spiritual experience was significantly associated with the decrease of depression among older adults.

#### Dong Yoon

*University of Missouri*

#### Kyoung Hag Lee

*Wichita State University*

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## Teaching Methods and Learning Styles

### 263 Introduction to Urban Mental Health: A Street-First Approach

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

This presentation will explore the effect of a novel experiential-learning course designed to orient students to community mental health practice in severely austere urban environments. A model of learning from service recipients in community environments will be presented and illustrated with qualitative and quantitative findings.

**Janet Okagbue-Reaves**

*Eastern Michigan University*

**D. Mark Ragg**

*Eastern Michigan University*

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## Teaching Methods and Learning Styles

### 264 Student Experiences of Couple and Family Practice Pedagogy Aimed at Improving Competency

#### Electronic Poster

3:30 pm–5:00 pm

Tampa Convention Center, Room 16

In this session, participants will identify pedagogy that students find helpful in competency development for practice with couples and families, understand student competency development of couples and families clinical practice before and after course instruction, and learn a specific pedagogical strategy to help students notice process in couples and family practice.

**Lance T. Peterson**

*St. Catherine University and University of Saint Thomas Collaborative*

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## Technology in Social Work Education and Practice

### 265 Technology-Mediated Case Management Implemented With Vulnerable Populations at Risk for Health Disparities

#### Electronic Poster

3:30 pm–5:00 pm

Tampa Convention Center, Room 16

Teleherence, an information and communication technology tool, has shown promising results in enhancing treatment engagement and adherence. However, there is a need for investigation of this tool to support service delivery to vulnerable populations at-risk for health disparities. Much work remains to develop effective interventions for these vulnerable groups.

**D. Crystal Coles**

*Virginia Commonwealth University*

**Tracey M. Barnett**

*University of Texas at Arlington*

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## Violence Against Women and Their Children

### 266 Health, Substance Abuse, and Violence Against Women

#### Paper Session

3:30 pm–5:00 pm

Marriott Tampa Bay Waterside Hotel, Grand Ballroom Salon B

#### 266a Sociostructural Correlates of IPV Before and After Women's Diagnosis of HIV/AIDS

This presentation will report the findings of a study examining the effect of socio-structural factors on intimate partner violence (IPV) experienced by women before and after the diagnosis of their HIV/AIDS. Age was positively and significantly associated with the experience of IPV, and social support was negatively and significantly associated with IPV levels.

**Yasoda Sharma**

*Kutztown University*

**Vijayan Pillai**

*University of Texas at Arlington*

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**266b Substance Use Among Justice- and/or CPS-Involved  
IPV Survivors: A Qualitative Study**

This study investigated the perspectives of justice- and/or CPS-involved female survivors of intimate partner violence on the personal impact of substance use by either their current or former intimate partner. Major themes included patterns of participant substance use, patterns of partner substance use, and the relationship between substance use and violence.

**Cynthia Fraga Rizo**

*University of North Carolina at Chapel Hill*

**Jennifer E. O'Brien**

*University of North Carolina at Chapel Hill*

**Natalie Ziemba**

*University of North Carolina at Chapel Hill*

**266c Effects of Alcohol Consumption on Social Worker  
Levels of Rape Myth Acceptance**

This study explored levels of rape myth acceptance and the particular rape myths endorsed by social work students after reading a vignette depicting a date rape scenario. Differences in rape-supported beliefs were examined based on alcohol consumption by the victim and/or perpetrator.

**Adrienne J. M. Baldwin**

*Arizona State University*



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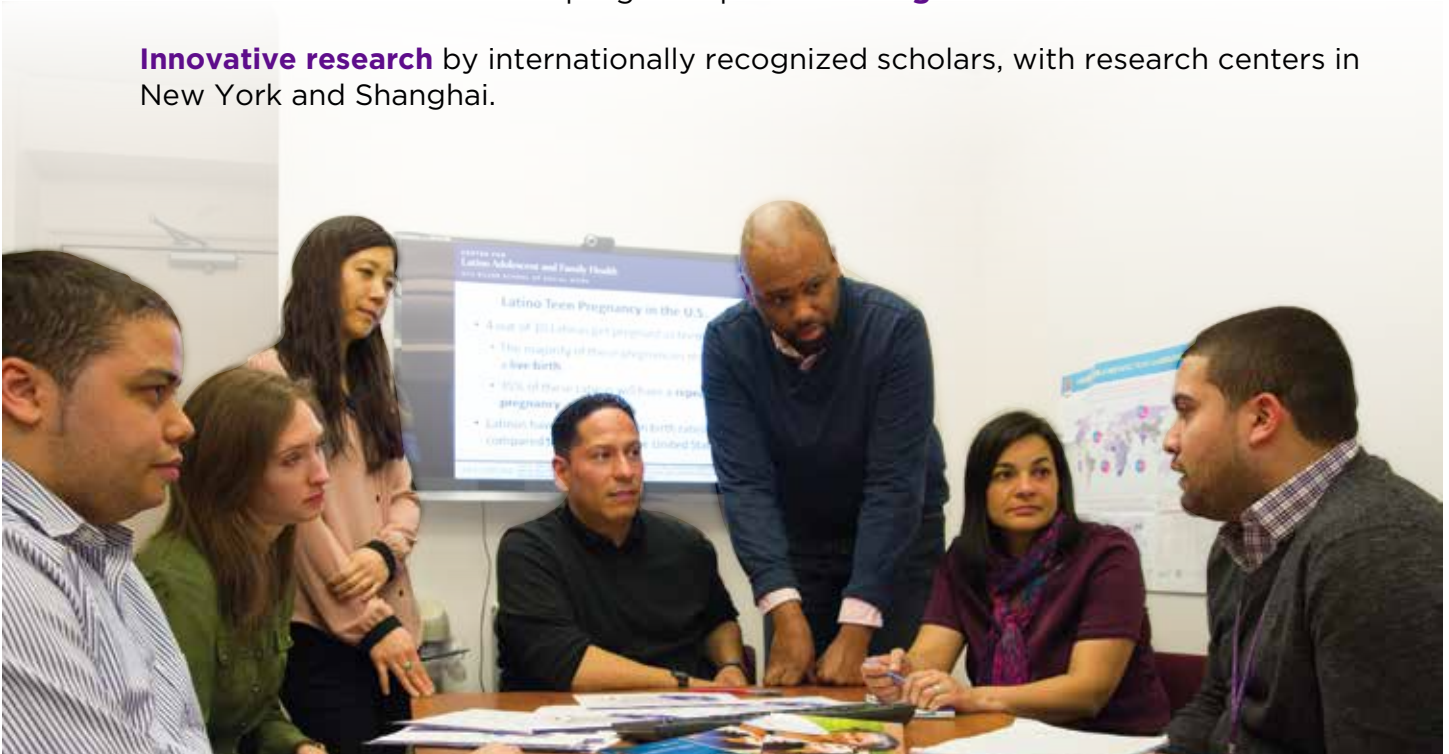
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# Education Sessions

*Saturday, October 25, 2014*

## **African Americans and the African Diaspora**

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

#### **Skills Workshop**

8:00 am–9:00 am

Tampa Convention Center, Room 13



Accepted

Evidence exists that current methods of social work education are not sufficient to prepare students for effective practice with African American families. This presentation will use a case-study method to frame the problem, provide support for Afrocentric curricular content and methods, and demonstrate their application and integration.

**Leslie D. Hollingsworth**

*University of Michigan*

## **Child Welfare**

### **268 Foster Youths and Family Perspectives**

#### **Paper Session**

8:00 am–9:00 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 6

#### **268a The Attitudes and Perceptions of Foster Care Youths About Their Relationships With Agency Staff**

The nature and quality of youths' relationships with formal networks of support have been underexplored. This presentation will describe a study that examined foster care youths' attitudes and perceptions of their relationships with child welfare staff. Factors identified by youths as important in developing supportive relationships will be presented through case illustrations and examples.

**Astraea Augsberger**

*Boston University*

### **268b Foster Parent Satisfaction With Behavioral and Medical Health Services**

Foster parents serve a critical role in the child welfare system, caring for children who may have many medical and behavioral health needs. This presentation will highlight important aspects of foster parents' experiences and level of satisfaction with delivery, quality, and availability of services for the children in their care.

**Cynthia A. Lietz**

*Arizona State University*

**Megan Hayes**

*Arizona State University*

## **Community Organization and Social Administration**

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

#### **Skills Workshop**

8:00 am–9:00 am

Tampa Convention Center, Room 30B



Accepted

The ability to recruit volunteers for community interventions requires that practitioners have excellent relationship-building skills. However, these skills are seldom taught in community organization classes. In this workshop, theories and skills related to recruitment will be examined, and specific methods for integrating this content into social work curriculum will be described.

**Donna Hardina**

*California State University, Fresno*

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## Disability Issues

### 270 Disabilities

#### Paper Session

8:00 am–9:00 am

Tampa Convention Center, Room 38

#### 270a Competency-Based Training for Enhancing the Workforce Supporting People With Intellectual/Developmental Disabilities

Turnover among direct support professionals is a problem facing disability services. This presentation will summarize a group randomized controlled study in which service sites for intellectual and developmental disabilities participated in a 1-year training intervention. Results suggest a reduction in turnover among intervention sites, whereas control sites experienced an increase (when multiple factors were controlled).

**Matthew Bogenschutz**

*Virginia Commonwealth University*

#### 270b Abuse Awareness Among Survivors of Brain Injury: A Roundtable Discussion Approach

Brain injury survivors participated in structured conversations to increase awareness about healthy relationships, unhealthy relationships, and community resources. A unique feature of this group training was discussion of what to do if the particular individual was the perpetrator of abuse. To the presenters' knowledge, no other similar trainings have been conducted and evaluated.

**Jacqueline Brigitte Robinson**

*Partnership for People with Disabilities*

**Avina Ross**

*Virginia Commonwealth University*

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## Disaster and Traumatic Stress

### 271 Crisis Response and Trauma

#### Paper Session

8:00 am–9:00 am

Tampa Convention Center, Room 9

#### 271a Community, Solidarity, and Vicarious Resilience After Disaster

After large natural disasters, focus is placed on issues related to trauma and suffering. However, there also are incredible acts of solidarity and resilience that are common after disaster. This presentation will discuss community, solidarity, and vicarious resilience in the aftermath of the 2010 earthquake in Chile.

**Rosemary Barbera**

*La Salle University*

### 271b Predictive Factors of Compassion Fatigue and Secondary Traumatic Stress for Social Workers

Because experiencing compassion fatigue (CF) and secondary traumatic stress (STS) similar to PTSD symptoms from exposure to traumatized disaster victims is endemic for social workers, social workers need to learn ways to protect themselves from developing such traumatic stress. This presentation will examine specific content for education on CF and STS.

**Hanae Kanno**

*Valdosta State University*

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## Group Work

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

#### Curriculum or Administrative Workshop

8:00 am–9:00 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 1



Accepted

The group modality, with its emphasis on mutual aid, is a natural medium through which client strengths can be enhanced. Resilience theory explains the unique benefits of group work for promoting empowerment. This model, along with the related concept of adversarial growth, will be presented. Appropriate teaching strategies will be discussed.

**Alex Gitterman**

*University of Connecticut*

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## International Issues

### 273 Eliciting Humility in the Cultural Competence of Students Engaged in International Activities

#### Think Tank

8:00 am–9:00 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 10



Accepted

Access to technology has increased students' ability to enrich their social work education through participation in study abroad programs and international field placements. These activities challenge previous perceptions of competence, power, and privilege in unanticipated ways. The inclusion of humility in discussions of cultural competence is invaluable to student success.

**Kathleen A. Kost**

*University at Buffalo, State University of New York*

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## Lesbian/Gay/Bisexual/Transgender Issues

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

#### Think Tank

8:00 am–9:00 am

Tampa Convention Center, Room 18



Accepted

Social work scholars will discuss the benefits of including a deliberate effort to integrate community-based interventions into an LGBTQ youth research agenda. This session will address ways to move social work LGBTQ youth research toward a community-based focus with an understanding of the challenges and limitations inherent in such an approach.

#### 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*

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## Military Social Work

### 275 In Field and Classroom: Social Work Students Serving Student Veterans

#### Curriculum or Administrative Workshop

8:00 am–9:00 am

Tampa Convention Center, Room 16



Accepted

The resiliency-based model of Project for Return and Opportunity in Veterans Education, in combination with a military social work course, serves veterans by integrating graduate social work interns, field instructors, student veteran mentors, and campus staff. The model is easily replicable and can assist in preparing social workers to work with the military/veteran population.

#### Roger Sherwood

*Hunter College, City University of New York*

#### Leora Shudofsky

*Hunter College, City University of New York*

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## Social Welfare Policy and Policy Practice

### 276 Integrating Comparative Social Welfare Theory Into Social Work Education

#### Think Tank

8:00 am–9:00 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 9



Accepted

Social work students' understandings of comparative welfare states can enhance professional education and influence social work practice, but approaches to teaching this content are crucial. This think tank will provide the opportunity for social work educators to discuss how comparative welfare-state theory can be integrated into their curricula.

#### Mary Caplan

*University of Georgia*

#### Anupama Jacob

*Azusa Pacific University*

#### Phyllis Jeroslow

*University of California at Berkeley*

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## Teaching Methods and Learning Styles

### 277 Using Solution-Focused Instruction Techniques in Online Course Delivery

#### Skills Workshop

8:00 am–9:00 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 11



Accepted

Creating learning environments focused on the learner's relationship with content allows instructors to securely build on knowledge. This skills workshop will demonstrate how social work educators can use solution-focused techniques in an online environment to engage students in the learning process while maintaining their commitment to course objectives.

#### Denise Krause

*University at Buffalo, State University of New York*

#### Steve Sturman

*University at Buffalo, State University of New York*

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## Technology in Social Work Education and Practice

### 278 Continuing Education: Advancing Community, Faculty, and Student Engagement and Collaboration

#### Curriculum or Administrative Workshop

8:00 am–9:00 am

Marriott Tampa Bay Waterside Hotel, Grand Ballroom Salon B



Accepted

The workshop will present the approaches of three social work programs in continuing professional education (CPE) that are designed to enhance the career learning of students, alumni, and social work professionals. Presented will be discussions and demonstrations of CPE offerings that use a variety of pedagogical methods and are delivered via traditional methods and digital technology.

**Andrew T. Marks**

*Texas State University*

**Theresa Kreif**

*University of Hawai'i at Manoa*

**Elizabeth Nowicki**

*University of Texas at Austin*

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## Technology in Social Work Education and Practice

### 279 Just a Link Away: Engaging Social Work Students Through Social Media

#### Skills Workshop

8:00 am–9:00 am

Tampa Convention Center, Room 22



Accepted

Social media is used by 90% of college students, whereas it is used by only 41% of faculty members in the classroom. Research supports social media as a pedagogical tool with the potential to increase student engagement and learning outcomes. This workshop will provide faculty members with the knowledge and tools to implement social media in curricula.

**Rebecca Gomez**

*Our Lady of the Lake University*

**Patricia Galan-Cisneros**

*Our Lady of the Lake University*

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## Technology in Social Work Education and Practice

### 280 Retention Management Strategies in Online Social Work Education

#### Curriculum or Administrative Workshop

8:00 am–9:00 am

Tampa Convention Center, Room 15



Accepted

Online education is often characterized by early attrition and low retention. This presentation will focus on one school's comprehensive strategy of student engagement in an effort to substantially decrease attrition, increase retention and ensure graduation rates that matches their campus based MSW program.

**R. Paul Maiden**

*University of Southern California*

**Brad Adams**

*2U, Inc.*

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## Values and Ethics

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

#### Skills Workshop

8:00 am–9:00 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 7



Accepted

Discussing death may be difficult for students, social workers, clients, and family members. This experiential workshop will model in-class exercises designed to teach students how to engage clients and others in end-of-life discussions (e.g., managing ethical issues regarding self-determination, protection of life, value conflicts, changing political-legal contexts, and religious beliefs).

**Allan E. Barsky**

*Florida Atlantic University*

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## Violence Against Women and Their Children

### 282 Social Work Practice and Violence Against Women

#### Paper Session

8:00 am–9:00 am

Tampa Convention Center, Room 25

#### 282a How Adult Intimate Partner Violence Affects Child Access to Mental Health Services

Mothers ( $N=30$ ) in domestic violence shelters described the role of intimate partner violence (IPV) in obtaining formal help (prior to shelter entry) for their children's emotional and behavioral needs. IPV was overwhelmingly experienced as influential, usually as a complex barrier. Five themes emerged portraying how IPV influenced help-seeking and attainment.

#### Amy Chanmugam

*University of Texas at San Antonio*

#### 282b “I Look Across From Me and I See Me”: Survivors as Advocates

Peer support is an important part of intimate partner violence (IPV) services, although little is known about the experience of survivors who become professionals. Findings will be shared from a qualitative study about the process of IPV advocacy, the experience of survivors who become professional advocates, and implications for social work education.

#### Leila Wood

*Indiana University*

#### 282c Services for Survivors of Sexual Violence:

##### Contributions of Crisis Theory

Sexual-assault hotlines function in a state of limited theoretical guidance or empirical evaluation. Using practice guidelines as a point of analysis, crisis theory will be applied and critiqued for its utility in advancing a theoretical framework for service provision, with recommendations for bridging the gap between theory and practice.

#### Stephen M. Young

*University of Georgia*

#### Jana A. Pruett

*University of Georgia*

#### Marianna L. Colvin

*University of Georgia*

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## Addictions

### 283 Integrating Substance Abuse Assessment and Treatment Skills Into Social Work Curricula

#### Panel

8:00 am–9:30 am

Tampa Convention Center, Room 20



Accepted

This panel will address the problem of limited knowledge of substance abuse assessment and treatment skills in graduates of social work programs. Skill-based courses and training programs will be presented as opportunities for incorporation of substance abuse knowledge into curricula. Integration strategies and challenges also will be discussed.

#### Kimberly H. McManama O'Brien

*Simmons College*

#### Jennifer Putney

*Simmons College*

#### Marianne Pugatch

*Brandies University*

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## Child Welfare

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

#### Panel

8:00 am–9:30 am

Tampa Convention Center, Room 14



Accepted

Preparing competent practitioners includes teaching evidence-informed practices such as motivational interviewing. The panelists will present innovative research evaluating teaching methods for enhancing motivational interviewing proficiency in child welfare students. Participants will learn strengths of and barriers to conducting an RCT in social work education settings. Video clips will be shown.

#### Caroline Long Burry

*University of Maryland*

#### Debra Linsenmeyer

*University of Maryland*

#### Christopher Wirt

*University of Maryland*

#### Kevin Wade

*University of Maryland*

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## Clinical Practice

### 285 Paper Session 2

#### Paper Session

8:00 am–9:30 am

Marriott Tampa Bay Waterside Hotel, Grand Ballroom Salon A

#### 285a Repairing Relationship Ruptures When Reporting Child Maltreatment: Implications for Social Work Education

This presentation will offer the results of an online survey of registered social workers ( $n=2,533$ ). Participants outlined their strategies for maintaining the relationship with clients when reporting suspected child maltreatment. Strategies were grouped into six themes: prevention, reporting, information, affect regulation, advocacy, and resource. Implications for social work education will be provided.

#### Lea Tufford

*Laurentian University*

#### 285b Compromised Empathy: MSW Students' Perceptions of Challenges and Methods for Empathic Enhancement

This qualitative study examines social work students' perceptions of challenges regarding empathy toward clients and the consequences for themselves, their clients, and their relationship with clients. It then identifies methods that assist students in enhancing their feelings of empathy and its expression toward clients in challenging situations.

#### Michal Sela-Amit

*University of Southern California*

#### Jennifer Lewis

*University of Southern California*

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## CSWE Connect

### 286 Connecting With Field Education: Sharing Best Practices

8:00 am–9:30 am

Tampa Convention Center, Room 10-12

Group: Council on Field Education

This session is designed to provide on-the-spot consultation on best practices in field education. Hosted by the Council on Field Education, roundtable stations will be set up by topic, offering information on a range of issues critical to the field director role. Both new and experienced field educators are welcome.

#### Lisa Richardson

*St. Catherine University and University of Saint Thomas  
Collaborative*

#### Sandra Ealy

*Arizona State University*

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## CSWE Film Festival

### 287 *The Sunnyboy*

#### Film

8:00 am–9:30 am

Tampa Convention Center, Room 2

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## CSWE Film Festival

### 288 *The Invisible War*

#### Film

8:00 am–9:30 am

Tampa Convention Center, Room 1

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## Cultural Competence

### 289 Paper Session 2

#### Paper Session

8:00 am–9:30 am

Marriott Tampa Bay Waterside Hotel, Grand Ballroom Salon C

#### 289a Microaggression: Manifestations Across Oppressed Populations and Implications for Social Work Practitioners

Microaggressions are small, often subtle and unintended, verbal and nonverbal acts of discrimination experienced in the daily lives of oppressed populations. The concept will be defined and explored through examples for various oppressed groups. Social work practitioners will be inspired by practical implications for promoting cultural competence and social justice.

#### Shandra Forrest-Bank

*University of Tennessee at Knoxville*

#### Shannon M. Trecartin

*University of Tennessee at Knoxville*

#### Andrew Calderaro

*Hunter College, City University of New York*

#### 289b Race-Ethnic Discrimination and Mental Illness: Testing the Moderating Relationships of Cultural Factors

Using a nationally representative sample, this study compared race-ethnic groups across U.S.-born and immigrant populations to understand the impact of discrimination on two DSM-IV disorders and explored the moderating roles of social-cultural risk/protective factors. Findings demonstrated a consistent, strong, and positive relationship between discrimination and mental health outcomes.

#### Amy Kapadia

*New York State Psychiatric Institute*

#### 289c Assessing Cultural Competence in a BSW Student Population

As populations accessing social services diversify, social work education must respond to the populations served. The presenters assessed the cultural competence of 77 BSW students. Results indicated that cultural competence significantly improved over the course, but significant differences were found between groups (main campus, community college) for subscale scores.

#### Azadeh Block

*Youngstown State University*

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## Health

### 290 Paper Session 2

#### Paper Session

8:00 am–9:30 am

Tampa Convention Center, Room 23

#### 290a Coping With Uncertainty: Understanding a Primary Concern of Patients With Multiple Sclerosis

Using content analysis, the study discussed in this session examined 750 qualitative responses from a national mixed-methods needs assessment survey of patients living with multiple sclerosis. The majority of respondents reported that living and coping with uncertainty related to their disease was their greatest concern.

#### Shrivridhi Shukla

*Rutgers, The State University of New Jersey*

#### Donna Van Alst

*Rutgers, The State University of New Jersey*

#### 290b The Intersection of Health Care and Race: Best Practices for Sickle Cell Disease

This presentation will describe best practices for adults with sickle cell disease based on the findings of a qualitative study of 23 individuals. Themes that emerged included issues of racism and lack of compassionate quality health care, which resulted in increased pain and suffering. Implications for social work practice and education will be presented.

#### Brenda Williams-Gray

*Lehman College, City University of New York*

#### Evan Senreich

*Lehman College, City University of New York*

#### 290c Improving Physical and Mental Health Through Compassionate Love Actions

This presentation will report on a study focused on the development of a better understanding of how positive inner thoughts (such as self-esteem, self-compassion, self-forgiveness, and spirituality) and prosocial behaviors (such as forgiveness, empathy, sympathy, altruism, compassion, and compassionate love) can improve perceived health and mental health of individuals.

#### Anna C. Faul

*University of Louisville*

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## Hot Topic

### 291 Market Dialogue on Social Entrepreneurship: What Social Work Educators Need to Know

8:00 am–9:30 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 5

Group: Council on Conferences and Faculty Development

Social workers need to know about market-based interventions and practices if they intend to explore creative solutions to social problems. The presenters will discuss the background of social entrepreneurship in social work, pedagogies for social work curricula, and specific business practices.

**Rukshan Fernando**

*Azusa Pacific University*

**Stephen Edward McMillin**

*Saint Louis University*

**Andrew J. Germak**

*Rutgers, The State University of New Jersey*

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## Human Behavior and the Social Environment

### 292 New Research

**Paper Session**

8:00 am–9:30 am

Tampa Convention Center, Room 7

#### 292a Intergenerational Transmission of Interpersonal Violence Perpetration: Testing the Dose-Response Hypothesis

This presentation will examine the dose-response hypothesis of intergenerational transmission of interpersonal violence. Advanced statistical methods were applied to test severity and frequency of incidence exposure to child abuse and interpartner violence in adolescence as predictive of young-adult intimate partner violence perpetration. The dose-response hypothesis was not supported.

**Katherine Maurer**

*New York University*

#### 292b Mediating Factors Between Bonding Systems and Violent Behavior Among Female Youths

This presentation will report findings of a study that examined how selected bonding systems around female youths influence violent behavior through the mediating effects of several bonding systems, extracurricular activities, and substance use. A satisfactory model fit and a mediating effect of several variables were confirmed with the model.

**Chie Noyori-Corbett**

*University of Oklahoma*

**Yasoda Sharma**

*Kutztown University*

#### 292c The “Mark” of Treatment on Persons With Anxiety/ Mood Disorders: Reevaluating Labeling Theory

Modified labeling theory of mental illness posits that being in treatment “marks” an individual as tainted. Once marked, individuals use information about their status to interact with the world. This research project reevaluated the basic tenets of modified labeling theory. The results suggest partial support for this theory.

**David C. Kondrat**

*University of South Florida*

**Brittany Wilkins**

*East Tennessee State University*

**Jill Chonody**

*Indiana University*

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## International Issues

### 293 Paper Session 1

**Paper Session**

8:00 am–9:30 am

Tampa Convention Center, Room 24

#### 293a Education for Orphans in Africa: Predictors Affecting School Attendance

The presenters investigated the effects of orphanhood on school attendance in 10 Sub-Saharan African countries using Demographic and Health Survey data for 222,199 children aged 6–14. The most significant predictors of school attendance rates were wealth, age, and relationship to the caregiver, whereas gender had a nonsignificant effect.

**Chanel Nagaishi**

*Brigham Young University*

**Jini Roby**

*Brigham Young University*



### **293b Internationalizing Social Work Education: How Do Educators Really Feel?**

Internationalizing curricula is emphasized as social work education responds to changing global contexts and the need to prepare graduates with the tools necessary to work within diverse settings. Faculty involvement remains at the epicenter of this transformative movement, and knowledge of educators' attitudes toward internationalization is essential to successful implementation.

**Lucinda Acquaye**  
*Howard University*

### **293c Women, Water, and Well-Being in the Philippines: Unexpected Outcomes?**

This mixed-methods study examined women's water security in urban areas in the Philippines. Although gender equality was observed for some individual water measures, gender inequalities related to women's role as water managers persist. Implications for social work education and practice on problems at the nexus of gender, water, and development will be discussed.

**Lisa Reyes Mason**  
*University of Tennessee at Knoxville*

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## **Partnership**

### **294 Integrating International Social Work Within an Online Social Policy Course**

8:00 am–9:30 am  
Tampa Convention Center, Room 21  
Group: Katherine A. Kendall Institute for International Social Work Education

This session will provide guidance to educators interested in developing a module on international social work and human rights for an online, master's-level, foundation social policy course. The structure of the course, the approach to operationalization of EPAS objectives in the course development process, and lessons learned will be discussed.

**M. C. Hokenstad**  
*Case Western Reserve University*

**Amy Restorick Roberts**  
*Miami University*

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## **Social and Economic Justice**

### **295 Social Work Curriculum and Pedagogy (Poverty and Community Service)**

**Paper Session**  
8:00 am–9:30 am  
Tampa Convention Center, Room 33

#### **295a Rethinking How We Conceptualize and Teach About Social Justice in Social Work**

This presentation will explore various perspectives of social justice in an attempt to move away from focusing on universal outcomes of a just society and toward discovering a socially just process for engaging societies in a dialogue about social justice that is bound in a social constructivist paradigm.

**Shane R. Brady**  
*University of Oklahoma*

#### **295b Promoting Social and Economic Justice Through Community Gardens: A Systematic Review**

This extensive systematic review offers an in-depth understanding of the ways in which community gardens can foster improved physical and mental health as well as community safety and social well-being. Recommendations from the available reviewed literature also are provided for social work educators, researchers, clinical practitioners, and community planners.

**Michelle Hand**  
*Ohio State University*

**Michelle Kaiser**  
*Ohio State University*

#### **295c Teaching Strategies for Addressing Poverty Awareness With Social Work Students**

The presenters will describe the use of experiential learning experiences to expose students, professionals, and community members to challenges and discrimination associated with living in poverty. Pre- and posttest data collected during a three-part poverty series and qualitative analysis of online responses to each poverty series event will be discussed.

**Mary Ann Priester**  
*University of South Carolina*

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## Teaching Methods and Learning Styles

### 296 Infusing Key Content Across the Curriculum: Mental Illness, Homelessness, and Social Neurology

#### Paper Session

8:00 am–9:30 am

Tampa Convention Center, Room 19

#### 296a Teaching Students About Homelessness: A Discussion of Curriculum Infusion and Integration

People experiencing homelessness have complex needs and access services through both mainstream and homeless service providers. Because social workers commonly work in service settings accessed by homeless individuals/families, social work programs must cultivate interests in homeless services and prepare students to work effectively with clients who are homeless or at risk.

#### Amanda L. Aykanian

*University at Albany, State University of New York*

#### Lara Bowen

*University at Albany, State University of New York*

#### Heather Larkin

*University at Albany, State University of New York*

#### 296b Infusing Neuro-Bio and Social-Neurology Content Into the Social Work Curriculum

Social work values an understanding the entire person—the bio/psycho/social/spiritual/cultural aspects of individuals. In education and practice, social workers often lack an understanding of the “bio.” This affects workers as they engage in practice within a neuro-bio world. This presentation will propose ways to infuse neuro-bio content into the curriculum.

#### Eli DeHope

*West Chester University*

#### Page Walker Buck

*West Chester University*

#### 296c Integrating Mental Health Content Across the BSW Curriculum

This presentation will address the implementation of three mental health curriculum modules in a BSW social work program. Infusing mental health content across the BSW curriculum better prepares students for effective generalist practice. The content, activities, strengths, and challenges of the modules will be reviewed.

#### Donna M. Aguiniga

*University of Alaska, Anchorage*

#### Karen Zellmann

*Western Illinois University*

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## Technology in Social Work Education and Practice

### 296.5 Paper Session 4

#### Paper Session

Saturday, October 25, 2014

8:00 am–9:30 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 12

#### 296.5a Teaching and Tweeting: Social Media and Social Work Education

Social media can effectively facilitate students’ acquisition of social work knowledge. The epistemic foundations of social work education are compatible with the integration of social media applications into teaching and learning. Several types of social media will be explored, and implications for social work educators will be discussed.

#### Bethany Good

*University of Toronto*

#### Lauren B. McInroy

*University of Toronto*

#### 296.5b Social Media Policy in Social Work Education: A Review and Recommendations

This presentation will offer a content analysis of the few available social media policies from schools of social work, identify key policy needs and issues in this area, and offer recommendations for best practices in the development of social media policies based on existing policies and collected case examples.

#### Hannah Karpman

*Smith College*

#### James Drisko

*Smith College*

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## Special Events

### 297 2014 Carl A. Scott Memorial Lecture: Michael Spencer

#### General Session

9:30 am–10:45 am

Tampa Convention Center, Ballroom B

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## Child Welfare

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

#### Curriculum or Administrative Workshop

11:00 am–12:00 pm

Tampa Convention Center, Room 13



Accepted

This presentation will focus on the development and implementation of an evidence-informed, trauma-focused, and case-based curriculum for supervisors in child welfare. Featured will be the curriculum design, the hybrid delivery method, specific knowledge transfer elements built into the design, and initial evaluation findings.

#### Pamela Weeks

*University of Kentucky*

#### Stephanie Ratliff

*University of Kentucky*

#### Dana Sullivan

*Western Kentucky University*

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## Clinical Practice

### 299 Application of Motivational Interviewing With Trauma-Informed Care for Women and Children

#### Roundtable

11:00 am–12:00 pm

Tampa Convention Center, Ballroom A

Motivational interviewing is a counseling style used to help clients explore their ambivalence toward change. Trauma-informed care is an approach that focuses on trauma as a central component for most client problems. This roundtable will help educators to combine these evidence-based practices with a focus on women and children.

#### Mallory Williams

*University of Memphis*

#### Wendi Albert

*University of Memphis*

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## Criminal and Juvenile Justice

### 300 Time Served Is a Life Sentence: Discrimination Against Students With Criminal Backgrounds

#### Roundtable

11:00 am–12:00 pm

Tampa Convention Center, Ballroom A

The U.S. judicial system rests on the concepts of blind justice and of paying one's debt to society. Both the legal system and schools of social work struggle to combat discrimination against people with criminal backgrounds. This roundtable will explore strategies for honoring gatekeeping while supporting students with criminal histories.

#### Barbara Walters

*Eastern Michigan University*

#### Marjorie Ziefert

*Eastern Michigan University*

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## Cultural Competence

### 301 Beyond Practice “Tips”: Emphasizing Sociocultural Theory in Practice Courses

#### Curriculum or Administrative Workshop

11:00 am–12:00 pm

Marriott Tampa Bay Waterside Hotel, Grand Ballroom Salon B



Many social work practice courses have become spaces where students learn general and/or simple tips instead of theory-informed strategies for working with racial/ethnic/cultural client populations. The presenters will discuss the importance of emphasizing theory in practice courses and highlight strategies for improving classroom instruction and students' cultural competence.

**Rosalyn Denise Campbell**

*University of Georgia*

**Mary Kate Dennis**

*University of Kansas*

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## Cultural Competence

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

#### Skills Workshop

11:00 am–12:00 pm

Tampa Convention Center, Room 22



Promoting linguistic and cultural competence among social work professionals, this skills workshop will review essential etiquette for interacting with signing deaf people. In this applied session about American Sign Language (ASL) and U.S. deaf culture, attendees will experience (in)accessibility, learn some basic ASL, and role-play appropriate communication strategies with deaf signers.

**Angela M. Nonaka**

*University of Texas at Austin*

**Leah Geer**

*University of Texas at Austin*

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## Educational Outcomes Assessment

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

#### Curriculum or Administrative Workshop

11:00 am–12:00 pm

Tampa Convention Center, Room 11



This workshop will present an approach to curriculum development that can be applied broadly but may be particularly applicable to programs with a specialization in advanced generalist practice (AGP). From the presenters' experience and review of AGP Web sites and literature, they will discuss five elements as key to this process.

**Gloria Messick Svare**

*University of Nevada, Reno*

**Denise Montcalm**

*University of Nevada, Reno*

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## Field Education

### 304 Employment-Based Field Education Under Siege

#### Roundtable

11:00 am–12:00 pm

Tampa Convention Center, Ballroom A

Employment-based field education has offered part-time, fully employed social work students supportive opportunities to obtain professional education while meeting other obligations. Unfortunately, such opportunities are diminishing. This roundtable will consider the demand for such flexible field opportunities and will focus on ways to meet them.

**Laura F. Davis**

*Eastern Michigan University*

**Claudette Braxton**

*Eastern Michigan University*

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## Field Education

### 305 Exploring an Operational Structure for Positioning Field Education as Signature Pedagogy

#### Curriculum or Administrative Workshop

11:00 am–12:00 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 10



Accepted

This session will explore administrative options for structuring a field office to support its mandate of implementing field as the signature pedagogy. To do so requires a definition of the field director's role that expands its siloed focus to embrace the capacity for broader leadership in social work education.

**Mindy Wertheimer**

*Georgia State University*

**Mimi Sodhi**

*Salisbury University*

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## Field Education

### 306 Service Learning in Field Education: An Alternate Practicum Option for BSW Juniors

#### Roundtable

11:00 am–12:00 pm

Tampa Convention Center, Ballroom A

A large urban school of social work piloted a service-learning model for the BSW junior-level field education practicum. This workshop will compare and contrast the pedagogical approaches between the traditional field practicum and the service-learning model that was piloted. Implications for social work field curricula will be explored.

**Daryl V. Fraser**

*Virginia Commonwealth University*

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## Field Education

### 307 The Role of Field Education in Promoting Resiliency in Students

#### Think Tank

11:00 am–12:00 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 1



Accepted

This presentation will explore the role of field education in promoting resiliency in students. A field education model that supports resiliency and self-care will be offered. An opportunity to share ideas that support student resiliency within field education will be provided.

**Amy Bullas**

*California State University, Monterey Bay*

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## Field Education

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

#### Curriculum or Administrative Workshop

11:00 am–12:00 pm

Tampa Convention Center, Room 15



Accepted

Training students in evidence-based interventions prior to agency placement promises to reduce risk of client harm, and increase students' proficiency and feelings of confidence. The presenters will describe a semester-long teaching model that uses a simulated client to facilitate the learning of motivational interviewing, problem-solving therapy, and cognitive behavioral therapy.

**Elizabeth S. Phillips**

*University of Southern California*

**Gary Wood**

*2U, Inc.*

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## Higher Education/Nonprofit Leadership

### 309 How to Succeed in Reaffirmation or Candidacy: Tips and Strategies

#### Roundtable

11:00 am–12:00 pm

Tampa Convention Center, Ballroom A

The process of maintaining accreditation involves a large commitment of program resources. Social work faculty members often find it a struggle to balance the demands of accreditation with teaching loads and research agendas. This roundtable will focus on tips and strategies for balancing accreditation with teaching, research, and service.

**Susan Neely-Barnes**

*University of Memphis*

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## International Issues

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

#### Curriculum or Administrative Workshop

11:00 am–12:00 pm

Tampa Convention Center, Room 16



Accepted

Ethical decision making must be considered on the global stage. In international settings, what is ethical in our work? How do we guide students in their own ethical decision-making internationally? Interviews were conducted in a postwar region examining ethical questions through a multidisciplinary lens. Results of these interviews will be presented.

**Ann Petrila**

*University of Denver*

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## Interprofessional and Transdisciplinary Practice

### 311 Preparing Social Work Graduates for a Prevention-Focused Interprofessional Approach to Practice

#### Roundtable

11:00 am–12:00 pm

Tampa Convention Center, Ballroom A

A federal mandate requires health and behavioral health-care providers to promote interprofessional, prevention-focused care, yet social work programs are currently limited in prevention-focused content. To produce graduates competent in prevention practice, social work educators need to generate and share ideas on how to best integrate a prevention focus into the curriculum.

**Emily L. McCave**

*Quinnipiac University*

**Carrie Rishel**

*West Virginia University*

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## Lesbian/Gay/Bisexual/Transgender Issues

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

#### Skills Workshop

11:00 am–12:00 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 8



Accepted

Using Crisp and McCave's (2007) model of gay affirmative practice (GAP) in social work, this skills workshop will seek to provide attendees with an understanding of GAP theory and assist in developing the skills necessary to work effectively with members of the LGBT community.

**Erica Caton**

*University of Louisville*

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## Social Welfare Policy and Policy Practice

### 313 Recruiting Social Work Students Into Electoral Participation

#### Roundtable

11:00 am–12:00 pm

Tampa Convention Center, Ballroom A

Social work education offers an opportune time to shape patterns of electoral participation among social workers. Drawing on a study of student electoral participation and social work program support for election-related policy practice during the 2012 presidential election, specific strategies to stimulate student electoral participation will be discussed.

**Suzanne R. Pritzker**

*University of Houston*

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## Social Welfare Policy and Policy Practice

### 313.5 Program Knowledge and Savings Outcomes: Evidence From Statewide Child Development Accounts

#### Poster

11:00 am–12:30 pm

Saturday, October 25, 2014

Tampa Convention Center, West Hall

Presenters will examine the roles of participants' program knowledge in savings outcomes in child development accounts (CDA), with a focus on racial disparities using data from a statewide experiment of CDA, SEED for Oklahoma Kids. Analyses show that knowledge about program incentives and rules improves savings outcomes for children's futures.

**Yunju Nam**

*University at Buffalo, State University of New York*

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## Teaching Methods and Learning Styles

### 314 "Say Cheese": Social Work and Photography Students Collaborate Through Cultural Digital Storytelling

#### Skills Workshop

11:00 am–12:00 pm

Tampa Convention Center, Room 20



Accepted

This workshop will aim to teach attendees how to create, implement, and integrate cultural immersion plunge activities and cultural digital storytelling that features collaboration between social work students and students from other disciplines.

**Kendra P. DeLoach McCutcheon**

*Syracuse University*

**Karen Watkins**

*Georgia State University*

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## Teaching Methods and Learning Styles

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

#### Skills Workshop

11:00 am–12:00 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 11



Accepted

This skills workshop will demonstrate how the presenters use R, a free statistical package, to teach master's-level students in two research courses. Presenters will share how to download R, demonstrate its use, illustrate how students have used R, and discuss how R is used in classrooms and for distance learning.

**Charles Auerbach**

*Yeshiva University*

**Wendy Zeitlin**

*Yeshiva University*

**Susan Mason**

*Yeshiva University*

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## Values and Ethics

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

#### Think Tank

11:00 am–12:00 pm

Tampa Convention Center, Room 30B



Accepted

In a study of social work academics, widespread student incivility was reported, including disruptive classroom behaviors and grade harassment. Few programs have initiated approaches to mitigate the problem. Results of this study prompt the need for social work programs to develop corrective strategies that reflect the ethos of the profession.

**Lynette V. Reed**

*Penn Foundation*

**Phyllis Black**

*Marywood University*

**Andrea Marcolla**

*Marywood University*

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## Values and Ethics

### 317 Online Education in Clinical Social Work: Ethical Implications

#### Think Tank

11:00 am–12:00 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 7



Accepted

A pedagogical divide has developed within the profession of social work regarding the ability of online learning to sufficiently prepare students for clinical practice. However, online education methodology has implications of an ethical obligation for social work educators. An ethical decision-making model will be presented for discussion.

**Dawn Higgins**

*Walden University*

**Gilbert Singletary**

*Walden University*

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## CSWE Career Center Learning Lab

### 318 Finding a Job: Preparing Social Work Students for International Careers

#### Panel

11:00 am–12:15 pm

Tampa Convention Center, West Hall, CSWE Career Center

This session will explore what skill sets social work graduates need to compete for international jobs. Research and analysis of international job descriptions will provide the basis for this presentation along with job hunting tips and networking advice.

**Mark Rodgers**

*Marywood University*

**Marciana L. Popescu**

*Fordham University*

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## Addictions

### 319 Hispanic National Groups and Cultural Differences in Substance Abuse Treatment Outcomes

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This study examined Hispanic national group differences and the relationship of cultural characteristics to substance use treatment outcomes. Results showed national subgroup and cultural differences in treatment retention and substance use abstinence. Results may help inform the tailoring of substance abuse treatment practices for Hispanic subgroups.

*Mary B. Stebbins*

*Virginia Commonwealth University*

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## Asian Americans and Pacific Islanders

### 320 Moderation Effects of Social Support on Stress Among Bullied Transracial Asian Adoptees

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This presentation will focus on the effects of school bullying on stress among Asian adoptees in transracial families. The moderating effects of social support by teachers and peers will be explored.

**Eun-Jun Bang**

*Northeastern State University*

**Kathlyn Shahan**

*Northeastern State University*

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## Baccalaureate Programs

### 321 Improving Research and Writing Skills Among Social Work Students

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This presentation will review an empirical, systematic approach to improving research and writing skills of social work students attending a historically Black college or university. The development of a writing assessment manual for educators and its usage for a research and writing clinic address implications for social work education.

#### Seok Won Jin

*Georgia State University*

#### Kenya C. Jones

*Clark Atlanta University*

#### Mustapha Alhassan

*Georgia State University*

#### Tiffanie-Victoria Jones

*Georgia State University*

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## Child Welfare

### 322 Social Media Use in the Child Welfare Workplace: Implications for Educators

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This presentation will report on the social media use of child welfare workers. The workers surveyed searched for clients online but did not know agency guidelines, and less than half received specific training. Generational and educational differences, as well as implications for educators, will be discussed. Training scenarios will be presented that illustrate social media risks and benefits.

#### Melanie Sage

*University of North Dakota*

#### Todd Sage

*University of North Dakota*

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## Clinical Practice

### 323 The Financial Burden Among U.S. Households Affected by Cancer at the End of Life

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This study explored relationships among care, provider interactions, disease effects, coverage, and financial burden among family members of deceased cancer patients. The presenters also examined the relationship between financial stress and financial strain.

#### Seokho Hong

*University of Maryland*

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## CSWE Connect

### 324 Challenges and Strengths of Studying Abroad for Students From Traditionally Marginalized Communities

11:00 am–12:30 pm

Tampa Convention Center, Room 23

Group: Commission for Diversity and Social and Economic Justice

Studying abroad is an opportunity that expands the value of social work education. Care must be taken to prepare students for involvement in new and unique environments—especially students from traditionally marginalized communities. Perspectives on the benefits and challenges of study abroad will be offered.

#### Cathryne Schmitz

*University of North Carolina at Greensboro*

#### Johnnie Hamilton-Mason

*Simmons College*

#### Jean Emily Balestrery

*University of Michigan*

#### Marcie Fisher-Borne

*North Carolina State University*

#### Mary Maurer

*University of Illinois at Urbana-Champaign*

#### Christina Chiarelli-Helminiak

*Westchester University*

#### Billie Terrell

*University of Saint Francis*

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## CSWE Film Festival

### 325 *American Heart*

Film

11:00 am–12:30 pm

Tampa Convention Center, Room 1

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## CSWE Film Festival

### 326 *Kids' Rights: The Business of Adoption*

Film

11:00 am–12:30 pm

Tampa Convention Center, Room 2

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## Cultural Competence

### 327 **Complex Inequality: A Contextual Parenting Framework for Latino Infants**

Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This presentation will offer a contextual parenting framework for Latino families with young children. The framework emphasizes the interrelated relationship among culture, environment, and parenting. The deleterious effects of ethnic glossing present in research and practice will be emphasized. The needs of Latino families involved in the child welfare system will be highlighted.

**Jessica Rodriguez-JenKins**

*University of Washington*

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## Cultural Competence

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

Panel

11:00 am–12:30 pm

Tampa Convention Center, Room 10



Accepted

This research study explored effective trauma-informed best practices and intercultural workforce development among multiethnic social workers serving African American male youths in out-of-home care. Strategies will be recommended for managing competing visceral and intercultural responses to complex trauma manifestations in urban African American adolescent males whose treatment requires sophisticated engagement.

**Ralph Belk**

*National Center for Children and Families*

**Sheryl Brissett Chapman**

*National Center for Children and Families*

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## Educational Outcomes Assessment

### 329 **Development and Use of a New Self-Assessment Measure**

Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

A 2014 study investigated the perceptions of graduate social work students of their competency resulting from a case-based capstone course. This presentation will offer an overview of the development, use, and analysis of a retrospective pre/post instrument and lends understanding to response bias in self-efficacy measures.

**Terry Wolfer**

*University of South Carolina*

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## Feminist Scholarship

### 330 Best Practices in Work-Life Satisfaction Policy in Higher Education

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

An important strategy to improve work-life policies is to show that one's institution lags behind its peers. What types of policies are prevalent at the National Science Foundation's ADVANCE universities? A systematic review of websites ( $N=124$ ) evaluated nine categories of work-life policies (dual career support, tenure clock extension, and tuition remission for dependents).

**Leslie E. Tower**

*West Virginia University*

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## Field Education

### 331 Developing and Mentoring Emerging Social Work Leaders

#### Panel

11:00 am–12:30 pm

Tampa Convention Center, Room 14



Accepted

Students trained in all aspects of personal and professional growth bring excellence to social work practice. The students educated today are the emerging leaders of the profession, and training these students will guarantee their success in creating meaningful changes in the lives of their clients.

**Carroll Phelps**

*University of Alabama*

**Alison Bramer**

*McKinley Advisors*

**Becky Corbett**

*BSCorbett Consulting, LLC*

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## Field Education

### 332 No Mo' Money Technology: A Hawaiian Distance Education Experience

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This presentation will discuss the preparation and process of incorporating and integrating technology into a distance education field program that has a limited budget for technology. The planning, training, and implementing stages will be explored. Benefits, challenges, and implications for practice of the model also will be offered.

**Cheri Tarutani**

*University of Hawai'i at Manoa*

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## First Nations and Native Americans

### 333 Teaching Students to Work With American Indian Communities Using Developmental Assets

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

Social work coursework must teach students how to work collaboratively with American Indian people using community strengths. A significant challenge to learning is students' biased beliefs about Indigenous people developed due to societal stereotypes. This poster will demonstrate how the inclusion of content on developmental assets intentionally promotes a strengths-based perspective.

**Monica L. Roth Day**

*University of Wisconsin-Superior*

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## Gero-Ed (Aging and Gerontology)

### 334 Evaluating an Evidence-Based Training Program for Improving Advance Care Planning

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This poster will explain the process of and results from a training program for staff in nursing homes, including social workers, which aimed to improve practice in completing advance care-planning conversations, documenting them, and routinely using advance care-planning forms and orders to promote palliative care and well-being.

**Elizabeth Mulvaney**

*University of Pittsburgh*

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## Gero-Ed (Aging and Gerontology)

### 335 The Posttraumatic Experience of Older Adults in China Who Lost Their Only Child

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This study explored the posttraumatic experience among elders in China who had lost their only child, using data from 201 older adults whose child had died. The results of regression analysis indicated that the elders whose child had died in an accident reported a significantly lower level of posttraumatic symptoms than elders whose child's death could be attributed to another cause.

**Jinyu Liu**

*University of Michigan*

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## Group Work

### 336 Results From the Grandfamilies Outcome Workgroup (GrOW) Support Group Survey Pilot

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

Support groups are the most widely used intervention with grandparents and other relatives raising children. Although such groups are popular and inexpensive, very few measures exist to examine support-group effectiveness. This presentation will showcase the development, implementation, and results of the GrOW Support Group Survey.

**Larry Cooper**

*Children's Home, Inc.*

**Kerry Anne Littlewood**

*East Carolina University*

**Anne Strozier**

*University of South Florida*

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## Health

### 337 Impact of Information Communication Technology Use on Older Adults' Depression and Health Status

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

Using the data from 2011 National Health and Aging Trend Study, this study ( $N=5,100$ ) examined the effect of information communication technology (ICT) use on health outcomes of community-dwelling older adults. The study found that older adults' ICT use was negatively associated with depression but positively associated with self-reported health status.

**Jeehoon Kim**

*Idaho State University*

**Hee Yun Lee**

*University of Minnesota-Twin Cities*

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## Health

### 338 The Role of Self-Rated Mental Health in Mental Health Service Use

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

The unmet need of mental health care for racial/ethnic minorities has been a major public health concern. Given the importance of self-recognition of mental problems in help-seeking process, this study explored the role of self-rated mental health in reducing the gap between mental health needs and service use.

**Hyunwoo Yoon**

*University of Texas at Austin*

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## Higher Education/Nonprofit Leadership

### 339 Creating a Culture of Student Philanthropy to Address Financial Challenges in Universities

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

As the level of student debt rises, universities must make education more affordable. The presenters will offer an innovative approach to developing a culture of philanthropy through a student-led grassroots campaign that advances social work and social work education by helping to unburden future social workers and improving the sense of community among students and alumni.

#### Kathleen J. Pottick

*Rutgers, The State University of New Jersey*

#### Stephanie Giordano

*Rutgers, The State University of New Jersey*

#### Danielle E. Chirico

*Rutgers, The State University of New Jersey*

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## Higher Education/Nonprofit Leadership

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

#### Panel

11:00 am–12:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 9



Accepted

The phenomenal contributions of women of color leaders and administrators have transformed the structures of the academy as well as those who have traditionally occupied positions of power. A pipeline of promising leaders and administrators who are women of color is imperative for maintaining this transformative movement.

#### Halaevalu Vakalahi

*Morgan State University*

#### Cheryl Waites

*Wayne State University*

#### Anna McPhatter

*Morgan State University*

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## Hot Topic

### 341 Moving at the Speed of Sound: Lessons Learned From an Online MSW

11:00 am–12:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 12

Group: Council on Conferences and Faculty Development

An online MSW program with 900 students and 5 years of exponential growth has experienced many successes and obstacles. The presenters will share data from student assessments, offer insights on quality versus quantity, and reflect on challenges and emerging opportunities.

#### Cynthia Amato

*University of New England*

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## Hot Topic

### 342 Pathways to Social Work Education: Articulation Agreements, Transfer Students, and Emerging Issues in Accreditation

11:00 am–12:30 pm

Tampa Convention Center, Room 24

Group: Council on Conferences and Faculty Development

A panel of programmatic and accreditation experts will address concerns related to articulation agreements, pathways to social work education, and approaches to building cooperative partnerships with community colleges and programs in human services.

#### Angela Pharris

*Middle Tennessee State University*

#### Jo Ann Regan

*Council on Social Work Education*

#### Sam Copeland

*Stephen F. Austin State University*

#### Mary Rawlings

*Azusa Pacific University*

#### Anthony Natale

*University of Oklahoma*

#### Rebecca Smith

*Middle Tennessee State University*

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## Hot Topic

### 343 U.S.-China Social Work Collaborative: Perspectives From China

11:00 am–12:30 pm

Tampa Convention Center, Room 38

Group: Katherine A. Kendall Institute for International Social Work Education

Chinese collaborative members will discuss their research on the use of social theories in traditional Chinese Communist Party schools. Modern methods of teaching these principles and a case study of sexual health peer education with university students will be analyzed.

#### Shouchui Zeng

*East China University of Science & Technology*

#### Ma Xiheng

*Shanghai Administration Institute*

#### Yuhong Wang

*Nanjing University of Science and Technology*

#### Gao Wanhong

*Yunnan University*

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## Human Behavior and the Social Environment

### 344 Gender Differences in Help-Seeking Attitudes and Their Implications for Social Work

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

Gender differences in help-seeking behavior for mental and physical are well established. However, little research has addressed why such differences exist. Using the 2006 General Social Survey, the presenters will show that men are more likely to endorse informal help-seeking or no help-seeking at all. Differences among men also will be identified. Implications will be discussed.

#### Douglas M. Wendt

*Brigham Young University*

#### Kevin Shafer

*Brigham Young University*

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## Immigrants, Refugees, and Displaced Populations

### 345 Food Access and Ethnic Identity Among Recent Immigrants and Refugees

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

Food culture shapes individual and community identity. Despite the desire of immigrants and refugees to continue their traditional ethnic dietary practice, structural and personal factors can result in the replacement of traditional foods by American foods. This mixed-method study explored the ways that immigration experiences influence views about food, eating practices, and food access.

#### Sachi Ando

*Widener University*

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## International Issues

### 346 HIV Prevention Among Kenyan Women: Application of Communication Privacy Management Theory

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

A questionnaire from a demographic and health survey administered to women in Kenya was used to explore the relevance of communication privacy management theory in assessing risks and protective factors of HIV/AIDS prevention. Findings showed that a significant number of women did not discuss with their partners ways to prevent HIV/AIDS.

#### Bonita Sharma

*University of Texas at Arlington*

#### Heather Peterson

*University of Texas at Arlington*

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## International Issues

### 347 Migrant and Left-Behind Children in China: Well-Being and Welfare Response

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

Over decades of urbanization and industrialization, China has encountered mass migration of the labor force from rural to urban areas. Consequently, two populations have increased dramatically: migrant children and left-behind children. This study will examine the effects of parental migration and residency status on left-behind and migrant children, and discuss implications for relevant welfare development.

#### Shuang Lu

*Rutgers, The State University of New Jersey*

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## Interprofessional and Transdisciplinary Practice

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

#### Panel

11:00 am–12:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 4



Accepted

This panel will present an approach to increasing learner readiness in interprofessional education (IPE) to promote a holistic continuum of care for military clients. Key factors will include the development of an IPE-focused, military standardized patient case scenario and a team-based case-planning exercise for social work, nursing, physician assistant, and medical students.

#### Alice K. Kim

*University of Southern California*

#### Carl Castro

*University of Southern California*

#### Madeleine Bruning

*Mount St. Mary's College*

#### Sherrie Wilcox

*University of Southern California*

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## Interprofessional and Transdisciplinary Practice

### 349 Social Work Practice

#### Paper Session

11:00 am–12:30 pm

Tampa Convention Center, Room 7

#### 349a Goals and Roles: Institutional, Organizational, and Individual Influences on Social Worker-Lawyer Collaboration

This presentation will extend the previous conceptual literature on the collaboration between social workers and lawyers, as it is driven by theory and empirical data. The major theme that emerged from these data is that the collaboration between social workers and lawyers in these legal settings is fraught with ambiguity.

#### Jane E. Barden

*Valparaiso University*

#### 349b Engaging Transdisciplinary Resources to Reduce Harm in Environmentally Contaminated Communities

This case study of one LCSW's engagement with community members; local and national officials; and environmental scientists, attorneys, and advocates illustrates the intersection of practice, service and research, and the application of core social work competencies in the rapidly developing, inherently interdisciplinary context of environmental social work.

#### T. Celeste Agan

*University of Tennessee at Knoxville*

#### Mary Rogge

*University of Tennessee at Knoxville*

#### 349c Interprofessional Education as an Innovative Social Change Strategy for Curriculum and Practice

There is a need to examine social work's role and leadership in the deliberate teaching, practice, and evaluation of interprofessional education within learning networks. This goal will ultimately prepare a team-based, practice-ready workforce that can contribute to the quality of care for all people.

#### Rebecca Maldonado Moore

*Mid-Tennessee Collaborative*

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## **Interprofessional and Transdisciplinary Practice**

### **350 Ten Years of Social Work Practice in a Veterinary Setting**

#### **Poster**

11:00 am–12:30 pm

Tampa Convention Center, West Hall

Social work in veterinary settings has been a topic in the social work literature since the 1980s. This presentation will demonstrate the wide variety of human needs that arise in veterinary medical and educational settings by presenting quantitative and qualitative data collected over 10 years.

#### **Bethanie Poe**

*University of Tennessee at Knoxville*

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## **Islam and Muslims**

### **351 Understanding Resiliency Through Vulnerability: Cultural Meaning and Religious Practice Among Muslim Military Personnel**

#### **Poster**

11:00 am–12:30 pm

Tampa Convention Center, West Hall

Studies show that religion and spirituality protect military personnel from stress, trauma, and suicidality; support coping; and build resilience. Most relevant literature on resiliency focuses on mainstream populations' definitions of healthy functioning, and it remains unclear how such strategies apply to nonmainstream populations and religions such as Muslims and Islam. This study sought to ascertain the relationship between religion/spirituality and Muslim military personnel.

#### **Altaf Husain**

*Howard University*

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## **Latina/Latino Issues**

### **352 Operationalizing EPAS Practice Behaviors in Advanced-Level Field Activities: The Strength of Collaboration**

#### **Poster**

11:00 am–12:30 pm

Tampa Convention Center, West Hall

Using focus groups with social work field instructors and two additional data sources, research methodology yielded a conceptual framework and training resources helpful in bridging learning activities of advanced field education students with the 10 competencies and 27 practice behaviors required by the CSWE Educational Policy and Accreditation Standards.

#### **Cynthia Medina**

*Our Lady of the Lake University*

#### **Phyllis Thompson**

*Our Lady of the Lake University*

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## **Lesbian/Gay/Bisexual/Transgender Issues**

### **353 Gay and Bisexual Men's Experiences of Online Outreach Services in Ontario, Canada**

#### **Poster**

11:00 am–12:30 pm

Tampa Convention Center, West Hall

The experiences of online outreach services delivered to gay/bisexual and other men who have sex with men (MSM) through socio-sexual Internet sites/mobile applications in Ontario, Canada, was examined. Recommendations will be offered for social work practice on how to provide online outreach services and engage MSM in sexual health education.

#### **David J. Brennan**

*University of Toronto*

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## Military Social Work

### 354 Sexual and Gender Minority Student Veterans: A Primer for Social Work Education

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

Sexual and gender minority (SGM) veterans are enrolling in college in large numbers. With increased reporting of student veteran outcomes, social work education can serve as a model. The presenters will review data on SGM military and veterans and explore factors for faculty members, advisers, and administrators to consider as they work to meet the needs of SGM student veterans.

**Michael D. Pelts**

*University of Missouri*

**David L. Albright**

*University of Missouri*

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## Military Social Work

### 355 The Effect of Military Involvement on Adult Attachment: A Stepfamily Perspective

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This study examined the effect of military involvement on the relationship between childhood attachment with a biological parent and adult attachment style. Whereas a strong childhood attachment reduced the likelihood of anxious attachment style in adulthood, military involvement made anxious attachment more likely in spite of a strong childhood attachment.

**D. Aaron Parks**

*Brigham Young University*

**David S. Wood**

*Brigham Young University*

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## Research and Program Evaluation

### 356 Community Partnership Research and Evaluation Tools

#### Paper Session

11:00 am–12:30 pm

Tampa Convention Center, Room 12

#### 356a “If She Had Been More Willing to Listen”: Developing Equitable Community-Research Partnerships

Community-engaged research methods are increasingly being implemented in social work. However, understanding of factors promoting equitable research–community partnerships is limited. This presentation will report on a series of interviews between researchers and their community partners. Findings provide insight into the key barriers and catalysts to equitable community–university partnerships.

**Jaime Booth**

*Arizona State University*

**M. Alex Wagaman**

*Virginia Commonwealth University*

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#### 356b Public Participation GIS and Intersectionality: Using Spatial Research Tools to Build Theory

This presentation will discuss how GIS tools increase the ability to comprehend and visualize intersectional theory. The presenters will offer a sample of PPGIS research and describe wave-2 PPGIS as mixed-methods research and qualitative research, looking at creative ways to engage through the use of maps.

**Sarah B. Garlington**

*Boston University*

**Samantha Teixeira**

*University of Pittsburgh*

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#### 356c Using Social Network Analysis to Evaluate Child Welfare-Early Childhood Collaboration

This presentation will offer evaluation findings from two early childhood-child welfare collaboratives created to improve service coordination and increase access to high-quality early education services for foster children. Social network analysis will be highlighted as a useful and adaptable tool for researchers interested in measuring outcomes of multiorganization partnerships.

**Samantha Brown**

*University of Denver*

**Sacha Klein**

*Michigan State University*

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## Research and Program Evaluation

### 357 Quality Indicators and Expected Outcomes for Social Work PhD Programs

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This presentation will discuss the results of a national survey of social work PhD students, faculty members, and administrators ( $n=416$ ), conducted by the Group for the Advancement of Doctoral Education in Social Work in December 2012.

**Christopher G. Petr**

*University of Kansas*

**Donna Harrington**

*University of Maryland*

**Kyeongmo Kim**

*University of Maryland*

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## Research and Program Evaluation

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

#### Panel

11:00 am–12:30 pm

Marriott Tampa Bay Waterside Hotel, Grand Ballroom Salon A



Accepted

Student research opportunities can be difficult to offer at higher education institutions that are not focused on research. This panel discussion will highlight the strategies and challenges in creating research opportunities within MSW field education. The panel will provide insight into the strategies and challenges of implementing research studies, highlighting several research projects led by MSW students.

**James Canfield**

*University of Cincinnati*

**Callie Reed**

*Northern Kentucky University*

**Dashia Stantz**

*Northern Kentucky University*

**Danielle Durchholz**

*Northern Kentucky University*

**Renee Schwer**

*Northern Kentucky University*

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## Rural Issues

### 359 Paper Session 1

#### Paper Session

11:00 am–12:30 pm

Tampa Convention Center, Room 9

#### 359a Rural Field Education: A Model for Development, Delivery, and Evaluation

Information and ideas will be shared that focus on the contextual realities of distance field education as delivered in the rural context. Challenges and strategies will be identified, as well as methods for use-focused evaluation. Lessons learned and applied in an ongoing improvement effort will be discussed.

**Susan Egbert**

*Utah State University*

**M. Diane Calloway-Graham**

*Utah State University*

#### 359b Advancing Rural MSW Educational Opportunities: Promoting Workforce Development and Enhancing Professional Retention

This presentation will discuss a program promoting social work education through a multipartner collaboration between institutions of higher education and rural social service agencies to produce indigenous MSW professionals and to build community and agency capacity. Data measuring the impact on individuals, agencies, and frontier communities will be disseminated and discussed.

**Kendal Carswell**

*University of Kansas*

**Timothy Davis**

*Fort Hays State University*

**Stephen Kapp**

*University of Kansas*

#### 359c The Changing Landscape of Oil-Producing Communities: Engaging Community Capacity

This presentation will provide a model for engaging community capacity to respond to mental health service needs in oil-producing communities. How data were used to drive best practices, educate the community, and build additional partnerships will be described.

**Thomasine Heitkamp**

*University of North Dakota*

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## Social and Economic Justice

### 360 Financial Literacy (Research and Evaluation)

#### Paper Session

11:00 am–12:30 pm

Tampa Convention Center, Room 21

#### 360a Training Human Service Providers to Address the Complex Financial Needs of Clients

This study evaluated a training for providers employed in seven human services agencies in a large Midatlantic city. Measured were providers' knowledge, attitudes, and practice behaviors regarding the financial well-being of clients as well as themselves. Results indicated positive training outcomes.

#### Karen Hopkins

*University of Maryland*

#### Christine Callahan

*University of Maryland*

#### 360b Perceptions of Success and Self-Sustainability Among Low-Income Women

This study explored the constructs of success and self-sustainability from the viewpoint of research participants through the use of grounded theory and PhotoVoice research methods. Perceptions of success and self-sustainability were connected to social support, tangible means of support, spirituality and religion, skills development, self-care, inner resources, and positive reinforcers.

#### Dana Harley

*Northern Kentucky University*

#### Sakina Grome

*Northern Kentucky University*

#### 360c "Silent Auction for Social Justice": Supporting Innovative, Student-Driven Projects in Community Service

This presentation will discuss, from the student's perspective, the process of advocating for a nontraditional thesis: planning a community service trip. Suggestions will be provided for ways to support students' interests and energy for creating innovative methods to experience social and economic justice in action, contributing to an enriched educational experience.

#### Jessie Kadolph

*Virginia Commonwealth University*

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## Social and Economic Justice

### 361 Financial Video Games: A Financial Capability Tool for Social Workers

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

New financial capability venues for social workers providing financial education services are presented. The presenters will share background information regarding the role of video games and education, current digital game-based literature, and video games and other technological advances available for practitioners to share with clients as a financial literacy tool.

#### Jaclyn M Williams

*Florida State University*

#### Kristin V. Richards

*Florida State University*

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## Social Welfare History

### 362 Paper Session 1

#### Paper Session

11:00 am–12:30 pm

Tampa Convention Center, Room 33

#### 362a Ideas Concerning Public Aid and Reproduction in the Progressive Era and 1920s

This presentation will review ideas of social work leaders and others in the Progressive Era and 1920s, concerning the presumed relationship between the provision of public assistance benefits and reproduction by the recipients of such aid. The effects of these ideas on policies developed during this period will be analyzed.

#### Stephen Monroe Tomczak

*Southern Connecticut State University*

#### 362b The End of Social Welfare History: Implications for Social Work Education

This presentation will report on a study of the teaching of social welfare history in social work programs in the United States and on the implications of its findings for social work education and practice.

#### Michael Reisch

*University of Maryland*

### **362c Social Work and Legal Aid: History, Justice, and Collaborative Potential**

The professions of social work and legal aid have histories that shed light on important possibilities for future collaboration. In addition to sharing an emphasis on system change and a balance between micro and macro intervention, their values, ethical standards, and relationships to government regulation suggest compatibility and overlapping interests.

**Andrew Schoeneman**

*Virginia Commonwealth University*

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## **Social Welfare Policy and Policy Practice**

### **363 Policy Outcomes and Processes**

#### **Paper Session**

11:00 am–12:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 5

#### **363a The Dynamic Welfare State**

A new era in American social welfare, the Dynamic Welfare State emphasizes the influence of health and human service corporations, the role of ideologically oriented think tanks, and evidence-based programs in social welfare.

**David Stoesz**

*University of Illinois at Springfield*

#### **363b Determinants of Screening Outcomes for Domestic Violence Among TANF Applicants**

This study will describe an up-to-date prevalence of screening behaviors for domestic violence in TANF and examine the impact of frontline caseworkers' screening behaviors on TANF applicants' decisions to disclose abuse and/or receive good-cause waivers. Social work practice and policy implications will be discussed.

**Soonok An**

*University of Georgia*

#### **363c Social Work, Education Policy, and the School Dropout Rate: Working in Concert or Solo?**

To effectively address the school dropout rate, school social workers need to understand and straddle the realms of policy, research, and practice. This presentation will provide a historical overview of the federal education policy, review the empirical research on the school dropout rate, and discuss the implications for social workers.

**Caren L. Putzu**

*Virginia Commonwealth University*

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## **Social Welfare Policy and Policy Practice**

### **364 The Role of NASW in Preparing Social Workers to Engage in Policy Practice**

#### **Poster**

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This study examined the role of NASW chapters ( $N=40$ ) in preparing social workers for policy practice, with particular emphasis on the engagement of social work students. Findings suggest that chapters are very active in connecting professional social workers and students to advocacy opportunities. Implications for social work education will be discussed.

**David Beimers**

*Minnesota State University, Mankato*

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## **Spirituality**

### **365 Religious Congregations: Opportunities for Field Education and Professional Leadership**

#### **Poster**

11:00 am–12:30 pm

Tampa Convention Center, West Hall

Congregational social work has been around since the beginning of the social work profession, but there is scant professional literature describing it. A qualitative research project with a convenience sample of 51 social workers describes social work in this field of professional practice.

**Diana Garland**

*Baylor University*

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## Teaching Methods and Learning Styles

### 366 Creative and Collaborative Instructional Methods

#### Paper Session

11:00 am–12:30 pm

Tampa Convention Center, Room 25

#### 366a Student Assessment of Self-Efficacy and Practice

##### Readiness Following Simulated Client-Based Instruction

The use of simulated learning labs and standardized clients is a growing trend in social work education. This study examined the extent to which this innovative instructional method improves students' sense of self-efficacy and readiness to enter professional practice settings. Students reported readiness across a number of practice domains.

#### Kimberly Carter

*Southern Illinois University Edwardsville*

#### Jayne Swanke

*Southern Illinois University Edwardsville*

#### Jill Schreiber

*Southern Illinois University Edwardsville*

#### 366b Tomáto, Tomäto: Reconciling Different Teaching Styles in a Team-Taught Course

This presentation will describe the process used by two instructors to develop, prepare, and deliver a team-taught graduate research course when it was clear their individual instructional styles were quite different. Grade distributions, quantitative and qualitative student opinions of instruction, and instructor insights about the experience will be presented.

#### Laura M. Hopson

*University of Alabama*

#### Gordon MacNeil

*University of Alabama*

#### 366c Many Heads Are Better Than One: Teaching an Interdisciplinary Aging Policy Course

Interdisciplinary collaboration has been advocated in social work education for decades, but teaching in an interdisciplinary classroom brings unique benefits and challenges. Drawing on the experiences of social work instructors, this presentation will address these issues, providing strategies and techniques to foster student success in the interdisciplinary classroom.

#### Kate M. Wegmann

*University of North Carolina at Chapel Hill*

#### Tiffany Washington

*University of Georgia*

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## Teaching Methods and Learning Styles

### 367 Reactance Theory and Social Work Education: Implications for Resistance in the Classroom

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This presentation will introduce the concept of reactance and explore its application to social work education. Implications for managing resistance in BSW and MSW classrooms will be discussed.

#### Rebecca G. Mirick

*Salem State University*

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## Teaching Methods and Learning Styles

### 368 Reimagining Social Work Education

#### Paper Session

11:00 am–12:30 pm

Tampa Convention Center, Ballroom B

#### 368a Critical Social Work Education: Teaching to the Liberated Self

A case study will be presented of an alternative approach to social work education, showing how the use of alternative pedagogy in the classroom promotes learning by doing and liberating the creative self. The discussion will be supported with analysis of the recent advances in the neuroscience of learning.

#### Juliana Svistova

*University at Albany, State University of New York*

#### Lara Bowen

*University at Albany, State University of New York*

#### 368b Deconstructing and Reconstructing HBSE: Evaluation of a Process-Centric Teaching Model

This presentation will offer a process-centric approach to teaching HBSE that prioritizes process and locates content within it. This approach recognizes the technological, “information-everywhere” global society and is focused on thinking and thinking about thinking. Findings from a qualitative study evaluating the approach will be presented along with implications for teaching HBSE.

#### Shari Miller

*University of Georgia*

#### Trasie Topple

*University of Georgia*

#### Jessica Nobile

*University of Georgia*

**368c Revisioning the MSW Concentration Curriculum:  
A Recovery, Resiliency, and Capacity-Building  
Framework**

CSWE, through its Recovery to Practice Initiative (funded by SAMHSA), and NIMH have called for a recovery-oriented approach to social work/behavioral health education. The first year's outcomes of a MSW program's revision of its direct practice concentration curriculum to a recovery, resiliency, and capacity-building framework will be explored.

**Nadine M. Bean**

*West Chester University*

**Victoria McDonald**

*West Chester University*

**Bridget E. McGovern**

*West Chester University*

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**Technology in Social Work Education and Practice**

**369 Enhancing Student Critical Thinking and  
Scientific Understanding Through an Online  
Psychopathology Course**

**Poster**

11:00 am–12:30 pm

Tampa Convention Center, West Hall

Online social work programs have been proliferating. Mental health practice is one of the key areas of social work practice. This presentation will detail the research that found that an online psychopathology class can improve the scientific knowledge and critical thinking skills of students in the area of mental health.

**Tomi Gomory**

*Florida State University*

**Sara Groff**

*Florida State University*

**Craig Stanley**

*Florida State University*

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**Technology in Social Work Education and Practice**

**370 Paper Session 2**

**Paper Session**

11:00 am–12:30 pm

Marriott Tampa Bay Waterside Hotel, Grand Ballroom Salon C

**370a Case by Case: Developing a Case-Based, Online Social  
Work Curriculum**

This presentation will describe an innovative approach to developing an online social work curriculum using a case-study approach.

**Sally Brocksen**

*Walden University*

**Sara Plummer**

*Walden University*

**Lauren Mason Carris**

*Laureate Education, Inc.*

**370b Developing an Online MSW Program: A Case Study**

This case study will review and analyze the development of a fully online MSW program within a well-established school of social work. Drawing on systems theory and change management literature, this presentation will consider the multiple and unique challenges characterizing the development of such programs, including faculty, student, pedagogical, and administrative issues.

**Laura Curran**

*Rutgers, The State University of New Jersey*

**Rachel Schwartz**

*Rutgers, The State University of New Jersey*

**370c Lessons Learned From an Online BSW Program:  
Where Online Works! (WOW!)**

Presenters will describe and discuss the development, implementation, and outcomes of an entirely online BSW program, Where Online Works! (WOW!). Program modifications following a review of student satisfaction and learning outcomes will be discussed. Lessons learned and implications for future research and revisions to curriculum, process, and modality will be considered.

**Cassandra Bowers**

*Wayne State University*

**Ann Rosegrant Alvarez**

*Wayne State University*

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## Technology in Social Work Education and Practice

### 371 Technology-Enhanced Active Learning Classrooms: New Directions for Social Work Education

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

Active-learning classrooms employ multiple technological tools to enhance student learning. The experiences of students ( $n=125$ ) and faculty members ( $N=12$ ) assigned to an active-learning classroom will be presented, and strategies to enhance social work education in such an environment will be discussed.

**Holly Dabelko-Schoeny**

*Ohio State University*

**Denise Bronson**

*Ohio State University*

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## University–Community Partnerships

### 372 Organized Around Economic Exclusion, Poverty and Homelessness

#### Paper Session

11:00 am–12:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 6

#### 372a Project Homeless Connect: Integrating Service, Practice, and Research

The academy is capable of playing a pivotal role in confronting social problems. Too often, however, higher education's involvement in the community is limited in scope or cannot be sustained. Project Homeless Connect facilitates synergy among practice, service, and research and represents a comprehensive, sustainable approach to confronting homelessness.

**Leanne Wood Charlesworth**

*Nazareth College of Rochester*

#### 372b Homelessness Research Inside and Outside the Classroom: PIT Count and HMIS

This session will describe ways to connect research, practice, and education through the example of homelessness research. It will describe ways that students, faculty members, and schools can become involved in community-level research. These partnerships can benefit students, strengthen university/community relationships, and give social workers a role in research and policy.

**Shannon R. Lane**

*Adelphi University*

**Jennifer McClendon**

*University of Nevada, Reno*

**Natalie Matthews**

*Abt Associates*

#### 372c Renewing University–Community Partnerships: Lessons From Collaborations in a Postindustrial Region

The presenters will document and assess the results of an interdisciplinary seminar aimed at strengthening a university's engagement in an iconic, postindustrial metropolitan region at a transformative moment in the region's history.

**Lynn Nybell**

*Eastern Michigan University*

**Sylvia Sims Gray**

*Eastern Michigan University*

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## University–Community Partnerships

### 373 Social Work Development of a Campus-Wide Pantry: Lessons Learned

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

The presentation will discuss how to implement an effective, institution-wide pantry within a campus community. The example of an existing pantry from conceptualization to implementation provides insight into how to best serve student needs.

**Jennie Sette**

*University of Akron*

**Timothy McCarragher**

*University of Akron*

**Naomi White**

*University of Akron*

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## University–Community Partnerships

### 374 The Community Partner Recruitment Program: Evaluation of a University-Community Partnership

#### Poster

11:00 am–12:30 pm

Tampa Convention Center, West Hall

This presentation will offer the initial evaluative findings of a university–state partnership to recruit community partners to support online applications for federal food security programs and resources. In addition to reporting outcome data, it will discuss implementation efficacy and issues, and the recommendations for improving implementation.

**Johnny Jones**

*Baylor University*

**Kathy Krey**

*Baylor University*

**Andrew Sayers**

*Baylor University*

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## CSWE Career Center Learning Lab

### 375 Writing Workshops: Teaching Statement Writing

#### Panel

12:15 pm–1:30 pm

Tampa Convention Center, West Hall, CSWE Career Center

Teaching philosophy statements are prepared for a variety of reasons. A teaching philosophy is a self-reflective statement that provides a clear, concise overview of your beliefs about teaching, methods, and expertise. This workshop will provide a framework for creating a unique and interesting statement by covering four basic components: why you teach, what you teach, how you teach, and how you measure your effectiveness.

**Jennifer Luna-Idunata**

*University of Texas at Austin*

**Michael Jogerst**

*University of Chicago*

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## Child Welfare

### 376 Preparing Social Workers as Mandated Reporters Through Field Education/Instruction

#### Curriculum or Administrative Workshop

1:45 pm–2:45 pm

Tampa Convention Center, Room 15



Accepted

This workshop will offer guidance to undergraduate and graduate social work programs about how to use field education to prepare students for their professional role as mandated reporters. Additional suggestions will be outlined. Opportunities to evaluate competency in this practice area will be highlighted.

**Kathryn S. Krase**

*Long Island University-Brooklyn Campus*

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## Clinical Practice

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

#### Skills Workshop

1:45 pm–2:45 pm

Tampa Convention Center, Room 11



Accepted

This workshop will discuss current evidence for best practices in the treatment of borderline personality disorder. The presentation will briefly review the structure and the empirical evidence for dialectical behavior therapy and mentalization-based treatment. Implications for clinical practice through case example and areas for future research will be addressed.

**Melissa McCardle**

*Molloy College*

**Susan B. Bliss**

*Molloy College*



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## Community Organization and Social Administration

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

#### Skills Workshop

1:45 pm–2:45 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 1



Accepted

Coalition building is an effective method of gathering resources to attain power and influence in today's political process. This workshop will showcase the successful development and management of a statewide revenue coalition, from preformation to campaign strategies. A case study will offer practice methods applicable to a variety of policy areas.

**Kristi L. Law**

*University of Wisconsin-Whitewater*

**Lily K. French**

*University of Iowa*

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## Educational Outcomes Assessment

### 379 Competencies and Their Assessment: What Educators Need to Consider

#### Curriculum or Administrative Workshop

1:45 pm–2:45 pm

Tampa Convention Center, Room 16



Accepted

Assessing competencies, the performance of real-world relevant outcomes, is central to EPAS standards but has proven challenging to implement. This workshop will explore how competencies are conceptualized and examine the strengths and limitations of several approaches to their measurement. Participants will gain perspectives and tools for student and program outcome assessment.

**James Drisko**

*Smith College*

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## Field Education

### 380 Blurred Lines: When Students' Personal Lives and Professional Lives Intersect

#### Roundtable

1:45 pm–2:45 pm

Tampa Convention Center, Ballroom B

When social workers' personal lives and professional lives intersect, ethical dilemmas or other issues that can affect their professional reputation can arise. Using case scenarios, this roundtable will explore strategies that students can employ when lines become blurred and preventative measures that can be taken to decrease the likelihood of this intersection.

**Amy Barsanti**

*University of North Carolina at Charlotte*

**Susan Marchetti**

*University of North Carolina at Charlotte*

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## Field Education

### 381 Helping Students Integrate Core Competencies: The Learning Portfolio

#### Curriculum or Administrative Workshop

1:45 pm–2:45 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 4



Accepted

MSW students often struggle to integrate the 10 competencies as transferable skills. The learning portfolio is a rich, adaptable method of measuring mastery of each competency. Produced by each student as a culminating project in field education, the learning portfolio promotes individualization and self-determination in learning outcomes.

**Christine Ford**

*California State University, Fullerton*

**Marcella Mendez**

*California State University, Fullerton*

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## Field Education

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

#### Skills Workshop

1:45 pm–2:45 pm

Tampa Convention Center, Room 13



Accepted

Parallel process, whereby the student re-enacts the dynamic supervisory interplay in practice with clients, is viewed as a powerful supervisory strategy in promoting student learning in field education. A study suggests moderate awareness among field instructors of parallel process but minimal implementation, prompting the need for additional training of field supervisors.

#### Phyllis Black

*Marywood University*

#### Eric Stein

*Marywood University*

#### Christina C. Gigler

*Marywood University*

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## Field Education

### 383 R U Professional? Teaching Professionalism in Field Seminar

#### Roundtable

1:45 pm–2:45 pm

Tampa Convention Center, Ballroom B

This roundtable will focus on the challenges related to student professionalism in the field setting. Participants will identify emerging issues related to professionalism among students, and the presenters will share methods for incorporating professionalism training into both a face-to-face and online field seminar.

#### Kim Crane Mallory

*University of Tennessee at Knoxville*

#### Sarah Keiser

*University of Tennessee at Knoxville*

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## Field Education

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

#### Think Tank

1:45 pm–2:45 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 10



Accepted

This think tank will feature nontraditional field placements that have been implemented in a public urban university and explore the benefits and challenges of innovative field placement opportunities for students. Specifically, the group will seek to understand how to identify, create, and sustain effective nontraditional social work field internships.

#### Susan Elswick

*University of Memphis*

#### Elena Delavega

*University of Memphis*

#### Steve Soifer

*University of Memphis*

#### Jeanine Claiborne

*University of Memphis*

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## Group Work

### 385 Infusing Diversity and Social Justice Into Graduate Group Course Curriculum

#### Roundtable

1:45 pm–2:45 pm

Tampa Convention Center, Ballroom B

Social justice and cultural awareness is at the heart of group social work. The presenters will offer an example of infusing culturally inclusive pedagogy and social justice perspectives into a graduate group-work course. Going beyond diverse case scenarios, they will probe diversity influences on group members' engagement and interactions, and address application.

#### Judith S. Willison

*Bridgewater State University*

#### Barbara E. Bond

*Bridgewater State University*

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## Health

### 386 DSM 5: Implications for Curriculum Development and Implementation

#### Curriculum or Administrative Workshop

1:45 pm–2:45 pm

Tampa Convention Center, Room 30B



The DSM 5 has brought with it a debate about the relevance and importance of the manual for social workers engaged in clinical practice. This workshop will present the changes made to the DSM 5 and address how social work educators could infuse the DSM in the curriculum.

#### Goutham Menon

*University of Nevada, Reno*

#### Maureen Rubin

*University of Nevada, Reno*

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## Health

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

#### Think Tank

1:45 pm–2:45 pm

Marriott Tampa Bay Waterside Hotel, Grand Ballroom Salon B



This think tank seeks to encourage critical discussions on integrated health care that focus on three key integrated components. These components will be discussed from the perspective of the changes, including challenges and solutions, that need to take place in curriculum, field placement settings, and sustainability efforts.

#### Janna C. Heyman

*Fordham University*

#### Nicole M. Dubus

*Wheelock College*

#### Victoria Stanhope

*New York University*

#### Rebekah A. Schiefer

*Oregon Health & Science University*

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## International Issues

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

#### Curriculum or Administrative Workshop

1:45 pm–2:45 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 11



An opportunity exists for U.S.-based social work schools to collaborate with counterparts in China to provide social service training. This presentation will describe the lessons learned from three such programs that were conducted by an American school of social work in conjunction with a Chinese university and the government of a Chinese province.

#### 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*

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## Interprofessional and Transdisciplinary Practice

### 389 Social Work and College Athletics: Unlikely Partners or Natural Fit?

#### Roundtable

1:45 pm–2:45 pm

Tampa Convention Center, Ballroom B

This roundtable will explore ways in which social work education is partnering with college athletics departments, how these partnerships could be expanded, and what curricular and research questions can be explored at the intersection of social work and college athletics.

#### Laura Lein

*University of Michigan*

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## Interprofessional and Transdisciplinary Practice

### 390 Social Work Curriculum and Pedagogy

#### Paper Session

1:45 pm–2:45 pm

Tampa Convention Center, Room 7

#### 390a Building Competencies for Collaborative Practice: Qualitative Evaluation of an Undergraduate IPE Course

Interprofessional education (IPE) is an essential component in preparing students for collaborative practice in health care. This presentation will provide information about an IPE course for undergraduate social work, nursing, and other preprofessional health students on ethical decision making in health care. Qualitative assessment data demonstrating competency building for interprofessional collaborative practice will be included.

**Lisa McGuire**

*James Madison University*

#### 390b Consensus Through Diverse Lenses: Interdisciplinary Approaches to Teaching, Research, and Practice

Interprofessional collaboration involves the integration of the knowledge, values, and skills from two or more disciplines. This presentation will focus on the development, implementation, and evaluation of interprofessional collaborations in three settings: clinical work with children, classrooms of social work and nursing students, and research focused on palliative care.

**Leah J. Olson-McBride**

*University of Wisconsin-Eau Claire*

**Lisa Quinn-Lee**

*University of Wisconsin-Eau Claire*

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## Military Social Work

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

#### Skills Workshop

1:45 pm–2:45 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 7



Narrative approaches in healing from traumatic experiences such as exposure to combat are time honored and evidence-based (Warrior Writers, PhotoVoice, CPT). Findings will be shared from two research projects involving expressive arts and PhotoVoice techniques for teaching/practice of military social work. Participants will gain experience in these techniques.

**Nadine M. Bean**

*West Chester University*

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## Research and Program Evaluation

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

#### Skills Workshop

1:45 pm–2:45 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 8



Drawing on key principles of community-based participatory research methods, this skills workshop will share experiences of partnering with communities of color to affect mental health/health disparities. Through case studies, role-play exercises, and discussion, participants will learn how to develop equitable partnerships in doing research that is beneficial to communities of color.

**Shanondora Billiot**

*Washington University in St. Louis*

**Quenette Walton**

*University of Chicago*

**Lailea Noel**

*Washington University in St. Louis*

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## Rural Issues

### 393 Does Distance Matter for Distance Social Work Education in Rural Areas?

#### Roundtable

1:45 pm–2:45 pm

Tampa Convention Center, Ballroom B

Distance social work education programs are growing, and instructional technologies make it possible for universities without a physical presence in a state to offer distance education to rural students. This roundtable will explore whether the physical presence of the university within the state matters in rural distance social work education.

**Mary Dallas Allen**

*University of Alaska, Anchorage*

**Elizabeth Sirles**

*University of Alaska, Anchorage*

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## Social and Economic Justice

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

#### Think Tank

1:45 pm–2:45 pm

Tampa Convention Center, Room 10



Accepted

This think tank will instruct attendees on how to incorporate and evaluate a workshop series on financial stability and financial self-efficacy for social work students. The workshop content will help students with their financial issues and also will guide them as they begin working with clients with complex financial problems.

**Christine Callahan**

*University of Maryland*

**Carolyn J. Tice**

*University of Maryland*

**Sally A. Hageman**

*University of Maryland*

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## Social Welfare Policy and Policy Practice

### 395 “A Bill Becomes a...?”: Teaching Strategies to Combat Growing Civic Illiteracy

#### Roundtable

1:45 pm–2:45 pm

Tampa Convention Center, Ballroom B

This roundtable session aims to foster a discussion related to the concept of civic literacy, including its importance as a foundation for effective policy practice and ways in which it can be supported within an undergraduate curriculum. Discussion will include specific strategies for increasing student understanding of the topic.

**Jennifer Crowell**

*Belmont University*

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## Teaching Methods and Learning Styles

### 396 Integrating Art and Storytelling into Social Work Pedagogy

#### Paper Session

1:45 pm–2:45 pm

Marriott Tampa Bay Waterside Hotel, Grand Ballroom Salon C

### 396a MSW Students’ Experiences With Digital Storytelling Using the Educreations iPad App

Twenty-four students in a social justice course used Educreations, an iPad app, to create multimedia presentations about a Holocaust Museum field trip. Analysis of student self-assessments and Educreations indicates that this project was positive and innovative. Students conveyed their experience in a creative way that was not possible in a written assignment.

**Elizabeth Paula Cramer**

*Virginia Commonwealth University*

**Kate Agnelli**

*Virginia Commonwealth University*

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### 396b Using Art and Multimodal Learning to Enhance Student Processing of Client Experiences

Advances in cognitive neuroscience suggest learning to be far more dynamic process than traditionally thought. This presentation will detail the findings of student perspectives when visual art, experiential exchanges, and language-based exercises are layered to infuse multiple learning styles and enhance student processing of the differential effects of clinical decisions.

**David Axlyn McLeod**

*University of Oklahoma*

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## Teaching Methods and Learning Styles

### 397 Struggles and Strategies of Faculty of Color Teaching Diversity and Culture Courses

#### Think Tank

1:45 pm–2:45 pm

Tampa Convention Center, Room 18



Faculty of Color (FOC) experience many challenges during their time in the academy, including in the classroom. These struggles are particularly stark when teaching diversity and culture courses. This think tank will allow FOC the space to discuss these challenges and share strategies to improve their experiences in the classroom.

#### Paul G. Wright

*California State University, Monterey Bay*

#### Rosalyn Denise Campbell

*University of Georgia*

#### Jessuina Perez-Teran

*University of Michigan*

#### Mary Kate Dennis

*University of Kansas*

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## Teaching Methods and Learning Styles

### 398 Using Trauma-Informed Principles and Practices to Enhance Classroom Emotional Safety

#### Roundtable

1:45 pm–2:45 pm

Tampa Convention Center, Ballroom B

This roundtable discussion will focus on ways to use trauma-informed principles and practices to enhance classroom emotional safety in clinical training, particularly in courses that teach about trauma.

#### Lisa D. Butler

*University at Buffalo, State University of New York*

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## Technology in Social Work Education and Practice

### 399 Are Online Programs Compatible With Quality Social Work Education?

#### Think Tank

1:45 pm–2:45 pm

Tampa Convention Center, Room 20



This think tank will question whether fully online programs are compatible with high-quality social work education. Two online programs will present a combined 10-minute summary of appropriateness, whereas two opponents will argue the opposite. Small groups will summarize the discussion for the larger group.

#### Howard Karger

*University of Queensland*

#### David Stoesz

*University of Illinois at Springfield*

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## Technology in Social Work Education and Practice

### 400 Field Education and Technology for Small to Midsize Programs

#### Roundtable

1:45 pm–2:45 pm

Tampa Convention Center, Ballroom B

The range of technology in social work programs is vast, particularly related to field education. This session will feature ways to integrate technology into a small or midsize field program and approaches that address time and funding limitations. Attendees at all levels of technology usage are welcome.

#### Elizabeth Fisher

*Shippensburg University*

#### Jennifer Clements

*Shippensburg University*

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## Technology in Social Work Education and Practice

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

#### Curriculum or Administrative Workshop

1:45 pm–2:45 pm

Tampa Convention Center, Room 22



Educators today often feel pressured to adopt existing hybrid and flipped models into their curriculum. A new approach designed to meet program needs was developed. The design process, obstacles faced, and ways to integrate existing pedagogies in new ways will be described.

**Danielle Wozniak**

*University of New England*

**Kerry Dunn**

*University of New England*

**David Prichard**

*University of New England*

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## Technology in Social Work Education and Practice

### 402 Technological Professional Development Through Distance Field Instruction

#### Roundtable

1:45 pm–2:45 pm

Tampa Convention Center, Ballroom B

Social workers have an ethical responsibility to integrate technology into practice. This roundtable will discuss the results of a survey developed to gauge field supervisors' experience on the use of technology in a distance education modality. Results showed that many liked using technology, whereas a few preferred face-to-face communication.

**Marty Oliphant**

*University of Hawai'i at Manoa*

**Cheri Tarutani**

*University of Hawai'i at Manoa*

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## Values and Ethics

### 403 Paper Session 1

#### Paper Session

1:45 pm–2:45 pm

Tampa Convention Center, Room 33

### 403a Moral Distress in Social Work Practitioners: Analysis and Educational Recommendations

Moral distress, occurring when one knows the ethically correct action to take but feels powerless to take that action, was examined in a probability sample of NASW members. Hierarchical linear regression analysis provided the personal and occupational variables, including moral distress, associated with professional impairment. Potential educational interventions will be described.

**Fiona Conway**

*Rutgers, The State University of New Jersey*

**Darcy Clay Siebert**

*Rutgers, The State University of New Jersey*

**Carl Siebert**

*Rutgers, The State University of New Jersey*

*Rutgers, The State University of New Jersey*

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### 403b Pedagogy of Global Moral Theories for Professional Ethical Decision Making

Classroom exposure to global theories of moral philosophy can provide social workers with knowledge to guide ethical decision-making in practice environments. Understanding by social work students of these conceptual frameworks facilitates skill development in drawing from knowledge and values for ethical practice in our contemporary global society.

**Jacqueline Lynch**

*Cabrini College*

**Cynthia Bisman**

*Bryn Mawr College*

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## CSWE Career Center Learning Lab

### 404 Finding a Job: Diversity in Mental Health, Health, and Substance Abuse

#### Panel

1:45 pm–3:00 pm

Tampa Convention Center, West Hall, CSWE Career Center

Learn how understanding diversity and intersectionality of diversity can enhance your client interactions with members of diverse and traditionally underrepresented groups. Experts in the mental health, health, and substance abuse fields will be available to discuss skills, theories, and emerging opportunities.

#### Esther Langston

*University of Nevada, Las Vegas*

#### Ramona W. Denby-Brinson

*University of Nevada, Las Vegas*

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## African Americans and the African Diaspora

### 405 African American Youths Who Age-Out: Factors Contributing to Their Enrollment Into College

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

This presentation will discuss a qualitative study that examined the experiences of African Americans who aged out of foster care and transitioned into college. Findings revealed the factors contributing to their enrollment and progression in college. Implications for social policy, social work practice, and social work education will be recommended.

#### Tiffany Lane

*West Chester University*

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## African Americans and the African Diaspora

### 406 Mentoring Attributes and Selected Characteristics of African American Doctoral Students in Social Work

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

This presentation will provide results of a quantitative study that examined ideal mentor attributes and their relationship to selected characteristics, including sociodemographic, institutional, and mentor relationships among African American social work doctoral students and recent graduates. Results indicated that the most significant relationships occurred on the integrity subscale rather than the guidance or relationship subscale.

#### Kenya C. Jones

*Clark Atlanta University*

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## Baccalaureate Programs

### 407 Advancing Rural BSW Programs: Strengths and Challenges

#### Panel

1:45 pm–3:15 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 9

 Accepted

Rural BSW programs face many challenges and provide unique opportunities that strengthen student learning. This presentation will describe approaches to dealing with curricular issues, shrinking resources, and field education. Presenters from two state schools with medium-size, rural, BSW-only social work programs will share their insights.

#### 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*

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## Child Welfare

### 408 Connection and Permanency

#### Paper Session

1:45 pm–3:15 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 6

#### 408a Is Intensive Family Finding Effective for Youths Previously in Group Care?

The presenters will examine the effectiveness of an intensive family finding service in increasing family connections and relative placements with youths in group care and present findings from a qualitative case review highlighting strategies to engage families/natural supports. Results support family finding as effective in helping youth achieve relational (but not physical) permanency.

**Shamra M. Boel-Studt**

*University of Iowa*

**Miriam J. Landsman**

*University of Iowa*

#### 408b Permanency-Focused Supervision and Workers' Self-Efficacy in Decision Making: Exploring the Link

This session will present an exploratory study examining the relationship between permanency-focused supervision and workers' perceived self-efficacy in making permanency decisions. This study tested the hypothesis that an increased focus on permanency in supervision sessions would result in workers reporting a higher feeling of self-efficacy in making permanency decisions.

**Francie Julien-Chinn**

*Arizona State University*

**Cynthia A. Lietz**

*Arizona State University*

#### 408c Conversations With Children About Permanency: Caseworker Perspectives on Challenges and Best Practices

This study used focus group methodology ( $N=27$ ) to understand the nature of caseworkers' conversations with children in foster care. Findings on the ecology of permanency conversations and caseworker-identified challenges reinforce the importance of curricular content on child development, direct practice with children, comprehension of complex organizations, and interprofessional collaboration.

**Elissa E. Madden**

*University of Texas at Arlington*

**Amy Chanmugam**

*University of Texas at San Antonio*

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## Child Welfare

### 409 Validating a Measure of Organizational Climate in Voluntary Child Welfare

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

This poster will focus on a psychometric study of the Psychological Climate Survey (PCS) in private child welfare workers. The PCS was developed to assess various facets of organizational climate in human services organizations. Strong models were developed for each of the four dimensions of the PCS.

**Charles Auerbach**

*Yeshiva University*

**Wendy Zeitlin**

*Yeshiva University*

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## Community Organization and Social Administration

### 410 Social Work and Pedagogy: Macro Issues of Diversity

#### Paper Session

1:45 pm–3:15 pm

Tampa Convention Center, Room 25

#### 410a Predicting Success in Social-Change Coalitions: A 25-Year History of Leader Experience

Participant responses from a recent study are compared to responses from 25 years ago. This refined model of coalition success and failure suggests that success is defined subjectively, that indicators of success and failure are multilayered, and that social capital informs our understanding of the conditions under which coalitions succeed.

**Jessica C. Greenawalt**

*Boston University*

**Terry Mizrahi**

*Hunter College, City University of New York*

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#### **410b Gendered Capabilities for Work and Income in India: Challenges and Opportunities**

This presentation will focus on gendered capabilities for work among 92 low-income individuals. A mixed-methods study will provide insight on differential abilities, skills, resources, and opportunities for work. Implications of the study will be discussed regarding approaches to involving women in community settings.

**Mahasweta M. Banerjee**  
*University of Kansas*

#### **410c Greening Social Work Education: Teaching Environmental Rights and Sustainability in Community Practice**

Environmental issues such as protecting environmental rights and promoting environmental sustainability are growing in importance to social work practice but are ignored in social work curricula. Comparative case studies of three student-led projects demonstrate how environmental issues can be incorporated into social work education in a community practice course.

**David K. Androff**  
*Arizona State University*

**D. Christopher Fike**  
*Arizona State University*

**John Rorke**  
*Arizona State University*

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### **Community Organization and Social Administration**

#### **411 Teaching Students to Be Consumer-Centered Administrators: What We Do and Don't Know**

**Poster**

1:45 pm–3:15 pm  
Tampa Convention Center, West Hall

Despite the popularity of consumer-centered services, the existing literature fails to identify administrative supports (organizational climate, leadership, supervision, and evaluation) that promote a consumer-centered agency. This creates a challenge for social work educators preparing social work students to be effective, consumer-centered administrators.

**Virginia Ramseyer Winter**  
*University of Kansas*

**Stephen Kapp**  
*University of Kansas*

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### **CSWE Connect**

#### **412 “Glocal” (Global/Local) Social Work: Transforming Social Work Education Through International Experiences**

1:45 pm–3:15 pm  
Tampa Convention Center, Room 21  
Group: Council on Global Learning, Research, and Practice

Increasingly, social workers negotiate the complexities of diversity as the global meets local. International opportunities for faculty members and students allow for competency development in this area. Learning during each stage of the process (such as predeparture, in-country, and posttrip) can be enhanced, promoting global practices across multiple systems.

**Angela Kim**  
*Marywood University*

**Lucinda Acquaye**  
*Howard University*

**Roxanna Duntley-Matos**  
*Western Michigan University*

**Emily L. McCave**  
*Quinnipiac University*

**Josephine Olsen**  
*University of Maryland*

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### **CSWE Connect**

#### **413 Demystifying the Book-Writing Process**

1:45 pm–3:15 pm  
Tampa Convention Center, Room 23  
Group: Council on Publications

This session will focus on the necessary steps to publishing a book, including developing a timely idea, writing a successful proposal, exploring competition, sticking to a deadline, and marketing the book. These topics will be discussed by members of the CSWE Council on Publications and representatives from academic publishers.

**Elaine Congress**  
*Fordham University*

**Susan Robbins**  
*University of Houston*

**Jonathan Singer**  
*Temple University*

Stephanie Drew  
*Springer Publishing Company*

Jennifer Perillo  
*Columbia University Press*

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### CSWE Connect

#### 414 Feedback Session 2 on the Developing Draft of the 2015 EPAS

1:45 pm–3:15 pm  
Tampa Convention Center, Ballroom A  
Group: Commission on Accreditation

Members of the Commission on Educational Policy and the Commission on Accreditation will present information on the developing draft of EPAS 2015. Feedback is invited on this developing draft to further inform commission efforts.

Carmen Ortiz Hendricks  
*Yeshiva University*

Jo Ann Regan  
*Council on Social Work Education*

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### CSWE Film Festival

#### 415 *Our Fires Still Burn: The Native American Experience*

Film  
1:45 pm–3:15 pm  
Tampa Convention Center, Room 2

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### CSWE Film Festival

#### 416 *A Civil Remedy*

Film  
1:45 pm–3:15 pm  
Tampa Convention Center, Room 1

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### CSWE Film Festival

#### 417 *Prison Terminal: The Last Days of Private Jack Hall*

Film  
1:45 pm–3:15 pm  
Tampa Convention Center, Room 1

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### Disability Issues

#### 418 Employment Hope and Economic Self-Sufficiency Among Low-Income Job-Seekers With Disabilities

Poster  
1:45 pm–3:15 pm  
Tampa Convention Center, West Hall

This study used structural equation modeling to analyze 1,450 surveys completed by low-income job-seekers in Chicago about the effects of physical disability and employment hope on economic self-sufficiency. Results suggest that disability is an important factor of economic self-sufficiency and that employment hope is a mitigating mediating factor.

Hayley Stokar  
*Loyola University Chicago*

Philip Young P. Hong  
*Loyola University Chicago*

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### Disaster and Traumatic Stress

#### 419 A Qualitative Study of Teen Pregnancy Following the January 2010 Haiti Earthquake

Poster  
1:45 pm–3:15 pm  
Tampa Convention Center, West Hall

After the January 2010 Port-au-Prince earthquake, teen pregnancy rates increased dramatically. This qualitative research project explored the relationship between posttraumatic stress disorder and the decision to engage in unprotected sex. It also furthers understanding of the effect of unplanned parenthood on adolescents.

Marie Bettie Pierre  
*Institute of Social Work and Social Science*

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## Educational Outcomes Assessment

### 420 Do Parent–Child Discussions Mediate the Association Between College Savings and College Attendance?

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

This study pays special attention to the direct and indirect effect of parent–child discussions about college to address how college savings affect youths' college attendance. The pathways were tested with separate socioeconomic groups. Findings support policies that focus on asset-building for solutions to improving educational outcomes particularly for low-income students.

Hyun A. Song

*University of Pittsburgh*

Yoon Mi Kim

*Kutztown University*

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## Educational Outcomes Assessment

### 421 Professional Skills Development

#### Paper Session

1:45 pm–3:15 pm

Tampa Convention Center, Room 30A

#### 421a Virtual Patient OSCEs: Innovation in Clinical Social Work Education and Assessment

A recent feasibility study evaluated the use of virtual patient technology as a teaching and assessment tool for clinical social work education. Results suggest that virtual patients may be used in place of standard actor clients for clinical assessments using the objective structured clinical examinations (OSCEs).

Michelle Washburn

*University of Houston*

#### 421b Using Simulation to Teach and Assess Competence Using Mindfulness in Clinical Practice

This presentation will describe and evaluate how simulation is a useful educational outcomes assessment method in an MSW course on using mindfulness in clinical practice. Based on an OSCE adapted for social work, modifications in structure and content were made to that assessment measure for use with this specific teaching situation.

Ellen Katz

*University of Toronto*

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### 421c Examining Factor Structure of the Modified International Experiences Survey Among Professional Students

Exploratory and confirmatory factor analyses were conducted to assess the underlying factor structure of a modified version of the International Education Survey used to measure the effect of students' international experiences on their personal and professional life. The implications of how impact is conceptualized and measured will be discussed.

Anusha Chatterjee

*University of Maryland*

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## Feminist Scholarship

### 422 Awkward Silences: A Qualitative Exploration of Family Planning Topics in Social Work

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

Social workers are commonly employed in settings in which they encounter sensitive family planning topics, whereas such topics are infrequently examined through social work research. This qualitative study explored how reproductive health and decision-making themes appear in social work practice and how social workers are educated to assist clients accordingly.

Stephanie Begun

*University of Denver*

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## Field Education

### 423 Field Education: Evaluation and Assessment

#### Paper Session

1:45 pm–3:15 pm

Tampa Convention Center, Room 19

#### 423a Addressing Inflation, Improving Outcomes: Using Vignette-Based Assessments to Measure Field Progression

The presenters will describe the development, implementation, and outcomes of a vignette-based assessment tool designed to evaluate student competencies during their field placement experience. The discussion will identify benefits of using this assessment tool to augment the field instructor evaluation, resulting in a more robust feedback process.

Kimberly A. Setterlund

*Azusa Pacific University*

Catherine C. Fisher

*Azusa Pacific University*

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#### **423b Rubric-Assisted Competency Evaluations: Increased Accuracy and Objectivity in Field Assessment**

This presentation will discuss the effectiveness of a competency-based rubric in assessing student field performance. The rubric outlines behaviorally based descriptors for each competency level and provides field instructors with clear guidelines for evaluating student performance. The results indicate that this rubric facilitates more accurate and objective assessment of practice competency.

**Kristen Carr**

*Brigham Young University*

**Kevin Shafer**

*Brigham Young University*

**Wendy W. Sheffield**

*Brigham Young University*

#### **423c School-Based Internships Needs Assessment: Perspectives of Students, Field Instructors, and Faculty Liaisons**

This session will offer a needs assessment of social work field internships in school-based placements for a graduate MSW program. Also discussed will be a system's approach in educating students to apply research-based knowledge and practice in their work with culturally diverse adolescents at risk.

**Diane Mirabito**

*New York University*

**Virge Luce**

*New York University*

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### **Field Education**

#### **424 Student Engagement in Self-Care Reflection: A Professional Socialization Strategy for Field Education**

**Poster**

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

Field education socializes students to the profession and engages students in demonstrations of professional use-of-self and self-regulation practice behaviors. This presentation will discuss a self-care in field education mindfulness project that uses a self-care planning process and reflective journaling assignments in integrated field seminars.

**Pamela Viggiani**

*College at Brockport, State University of New York*

**Debra Fromm Faria**

*College at Brockport, State University of New York*

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### **Gero-Ed (Aging and Gerontology)**

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

**Panel**

1:45 pm–3:15 pm

Tampa Convention Center, Room 14



Accepted

Social work graduates need person-centered and participant-directed (PC/PD) competencies to work in community-based services for older adults and persons with disabilities. This session will discuss the PC/PD philosophy, demonstrate strategies to infuse PC/PD competencies and content into generalist curriculum, and feature a toolkit with infusion strategies and teaching resources.

**Mark Sciegaj**

*Pennsylvania State University*

**Doreen Higgins**

*University of Wisconsin-Green Bay*

**Nancy Hooyman**

*University of Washington*

**Anissa Rogers**

*University of Portland*

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## **Gero-Ed (Aging and Gerontology)**

### **426 Predictors of Mental Health Service Use by Diverse Groups of Alzheimer's Caregivers**

#### **Poster**

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

The aim of this study is to identify predictors of the mental health service use by Alzheimer's caregivers who are at high risk of developing depressive symptoms. Employing Anderson's model of health service use, predictors contributing to mental health service use were examined across the group and by different ethnicity.

#### **Sang Ah Chun**

*University at Albany, State University of New York*

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## **Health**

### **427 Sustaining the Role of Social Work in Hospice and Palliative Care**

#### **Poster**

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

Social work has long been considered an essential component of the hospice interdisciplinary team. This presentation will examine the historical perspective of social work in hospice care and current and future challenges for social work education and the next generation of hospice social workers.

#### **Suzanne Marmo**

*Fordham University*

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## **Health**

### **428 Why Involve Clients of Female Sex Workers in HIV Prevention Programs?**

#### **Poster**

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

Drawing on data from a pilot study conducted among clients of female sex workers in Kolkata, India, this presentation will explore how the social context and institutional structures sustain and reproduce risky behaviors among clients of female sex workers. Implications for HIV prevention programs and social work practice will be discussed.

Sunny Sinha

*Marywood University*

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## **Immigrants, Refugees, and Displaced Populations**

### **429 Parental Health Literacy and Children's Health Outcomes Among Immigrants and Refugees**

#### **Poster**

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

Low health literacy of parents has been linked with negative health outcomes for children. This study examined parental health literacy from the perspective of health-care providers working with immigrant and refugee populations. Findings revealed the link between parental health literacy and children's health consequences. Implications for training and practice will be provided.

#### **Belle K. Khuu**

*University of Minnesota-Twin Cities*

#### **Hee Yun Lee**

*University of Minnesota-Twin Cities*

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## **Integrated Media & Arts Social Work Education**

### **430 Photography as a Teaching Tool in a Research Course**

1:45 pm–3:15 pm

Tampa Convention Center, Room 8

Group: Integrated Media and Arts in Social Work Education

PhotoVoice, or participatory photography, can be a powerful tool for social action. Students in a research methods class were asked to take photographs that represent how they felt in the middle of the semester. Later the photographs were compiled for in-class analysis and discussion. Implications of such an activity for social work will be examined.

#### **Sachi Ando**

*Widener University*

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## Interprofessional and Transdisciplinary Practice

### 431 The International Classification of Functioning (ICF) as a Unifying Assessment Tool

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

A challenge of preparing social work students for interprofessional and transdisciplinary practice is the lack of an assessment tool that can be taught universally yet incorporates unique contributions of each discipline. This presentation will provide an overview of the International Classification of Functioning, Disability, and Health as a unifying tool for interprofessional practice.

**Laurie Smith**

*California State University, San Bernardino*

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## Latina/Latino Issues

### 432 Strength of Latino/Latina Youths Internalizing Behaviors on Locus of Control and Self-Concept

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

This study explored the relationship between Spanish-language retention, country-of-origin effects, and child internalizing behaviors on child locus of control and self-concept among Latino/Latina youths. The results indicated that internalization behavior and socioeconomic status were significantly related to self-concept and locus of control. Research and practice implications will be discussed.

**Rose M. Perez**

*Fordham University*

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## Lesbian/Gay/Bisexual/Transgender Issues

### 433 Social Workers' Perspective on Proposed Legislation That Discriminates Against LGBT Equality

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

This study aimed to identify attitudes of social workers and future social workers in a Southern state toward anti-LGBT legislation. Significant differences were found among subgroups based on minority status, religious affiliation, political affiliation, and interaction with the LGBT community. Results suggest that some may not recognize the damaging effects of discriminatory initiatives.

**Robin Lennon-Dearing**

*University of Memphis*

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## Military Social Work

### 434 Suicide in the Army: Applying and Expanding the Bioecological Perspective

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

Applying bioecological systems theory and the person-process-context-time model to suicide of army personnel, this research will describe the use of a chronosystems-based research paradigm for studying this social problem. By applying bioecological systems theory, social work educators can construct a framework for enhancing curriculum and research related to military social work.

**Donna L. Schuman**

*University of Texas at Arlington*

**Noelle Fields**

*University of Texas at Arlington*

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## Partnership

### 435 Globalization and International Partnerships: Service, Education, and Research in the Context of Power

1:45 pm–3:15 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 5

Group: Globalization and International Partnerships

The informal network Globalization and International Partnerships is composed of more than 30 social work

educators, social development practitioners, and community organizers from 17 countries with a common interest in building and examining global North-South and South-South service, education, and research partnerships that focus on gender and women's empowerment.

**Anne Deepak**  
*Monmouth University*

**Dorlisa Minnick**  
*Shippensburg University*

**Jane McPherson**  
*Florida State University*

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## Partnership

### 436 Health Problems and Social Service Needs of Korean Immigrants

1:45 pm–3:15 pm  
Marriott Tampa Bay Waterside Hotel, Grand Ballroom Salon A  
Group: Korean American Social Work Educators Association

This presentation will report findings from a study on the moderating effect of religious support between social network support and depressive symptoms among older Korean Americans. The study sought to address a gap in knowledge in research on depression among this population.

**Kyoung Hag Lee**  
*Wichita State University*

**So-Young Park**  
*New York University*

**Youseung Kim**  
*Clark Atlanta University*

**Yi Jin Kim**  
*University of Texas at Arlington*

**Jonghyun Lee**  
*Bridgewater State University*

**Dong Yoon**  
*University of Missouri*

**Soonhee Roh**  
*University of South Dakota*

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## Partnership

### 437 Southeast Europe Academic Women's Leadership Initiative

1:45 pm–3:15 pm  
Tampa Convention Center, Room 24  
Group: International Consortium for Social Development

This initiative focuses on leadership transition in the academy and applies it to transitional societies where obstacles to change emanate from structures outside and within the academy based on traditions of hierarchy, corruption, and exploitation of academics who attempt to bring new ways of thinking to their professional work.

**Darja Zavirsek**  
*University of Ljubljana*

**Gordana Berc**  
*University of Zagreb*

**Ana M. Sobocan**  
*University of Ljubljana*

**Sanela Sadic**  
*University of Sarajevo*

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## Research and Program Evaluation

### 438 Child Welfare Instrumentation

Paper Session  
1:45 pm–3:15 pm  
Tampa Convention Center, Room 9

#### 438a Development of Measurement for Research and Evaluation of Child Welfare Policy and Practice

One state implemented a statewide measurement, Local Supervisory Review Instrument (LSRI), to provide feedback to workers and to monitor indicators of child safety, permanency, and well-being. The purpose of this study was to review the LSRI and to examine a reliability analysis of the instrument.

**Haksoon Ahn**  
*University of Maryland*



### **438b Program Evaluation of a Community College Support Program for Former Foster Youths**

This presentation will provide results of an evaluation of a community-based program to promote postsecondary education among former foster youths. Data are semi-structured interviews with 32 stakeholders. Findings suggest systems theory informs current program operations (e.g., boundaries, roles) and can be used to structure recommendations for program development and evaluation.

**Anna Yelick**

*Florida State University*

**Leah P. Cheatham**

*Florida State University*

**Karen A. Randolph**

*Florida State University*

### **438c Assessing Foster Youths' Perception of Condition With the Essential Youth Experience Instrument**

The Essential Youth Experience instrument is a measurement instrument designed to assess various critical domains of a foster child's experience in the child welfare system. Reliability and validity statistics will be presented with discussion of implications for its use among social work practitioners and researchers interested in foster child well-being.

**Paul Eric Sorenson**

*Portland State University*

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## **Research and Program Evaluation**

### **439 Reflective Practice in Infant Mental Health Programs: Evaluation of a Training Model**

**Poster**

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

The goals of this project were to design, implement, and refine a training curriculum for infant mental health (IMH) supervisors and supervisees who want to expand their reflective practice and supervisory skills. The findings suggest that such training can ultimately benefit the families, infants, and toddlers who receive IMH services.

**Sarah E. Shea**

*Eastern Michigan University*

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## **Social and Economic Justice**

### **440 Social Workers' Perceptions of Training Preparedness and Social Justice on Workplace Empowerment**

**Poster**

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

Perceived competency and organizational characteristics can influence the workplace empowerment of social workers. Social workers' sense of training preparedness and social justice norms at work were found to be predictors of workplace empowerment. Implications for social work education and organizational initiatives related to improving social workers' workplace empowerment will be discussed.

**Melissa L. Bessaha**

*University of Maryland*

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## **Social Welfare Policy and Policy Practice**

### **441 Impact of Targeted Regulation of Abortion Providers (TRAP) on Women's Reproductive Health**

**Poster**

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

This presentation will investigate the effects of TRAP policies on women's reproductive health. It will examine the relationship between the degree of stringency of TRAP policies and several policy-relevant variables such as women's employment opportunity and state political culture.

**Mashooq Salehin**

*Radford University*

**Christina Gardner**

*Radford University*

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## Spirituality

### 442 Social Workers' Integration in Practice of the Religion/Spirituality of Clients: A National Survey

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

This presentation will describe a national survey of the attitudes, behaviors, perceived feasibility, and self-efficacy of social work practitioners around integrating clients' religion and spirituality into practice. Based on these findings, implications and suggestions for advancing social work education (both in the classroom and in field education) will be offered.

**Holly K. Oxhandler**

*Baylor University*

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## Teaching Methods and Learning Styles

### 443 Learning About Stuff: A Unique MSW Seminar to Enhance Intervention Capacity

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

Hoarding, as a mental health and social problem, requires an intervention response that social workers are well positioned to lead. A social work curriculum developed to educate students in the nation's first graduate seminar on hoarding will be presented.

**Christiana Bratiotis**

*University of Nebraska at Omaha*

**Jennifer A. Baker**

*University of Nebraska at Omaha*

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## Teaching Methods and Learning Styles

### 444 The Intersection of Research, Service, and Practice: Positive Youth Development Training Program

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

This presentation will provide a case study of an MSW training program that seeks to combine research, service, and practice. This training program enhances MSW students' capacity to implement evidence-based practices related to positive youth development in field placements and creates opportunities for doctoral students and faculty members to engage in implementation science research.

**Rebecca Durbahn**

*University of Denver*

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## Technology in Social Work Education and Practice

### 445 Developing Leaders Against Human Trafficking: Enhancing the Social Work Curriculum

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

Social workers are key professionals in confronting human trafficking. This poster presentation will outline an introductory social work course about human trafficking for graduate students. Structured in a distance-education format, the course learning modules include child trafficking and systemic influences, evidence-based assessment and interventions, and developing anti-human trafficking community efforts.

**Veronica Hardy**

*University of North Carolina at Pembroke*

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## Technology in Social Work Education and Practice

### 446 Paper Session 3

#### Paper Session

1:45 pm–3:15 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 12

#### 446a The Perspectives of Child Welfare Workers on Video-Assisted Visitation to Support Family Reunification

This presentation will offer findings about the experiences of child welfare workers with video-assisted visitation in the family reunification process. *Video-assisted visitation* refers to the use of products such as Skype and FaceTime as a way of connecting a child in protective care to friends and family members.

**Kristofer Sage**

*University of North Dakota*

**Andrew Quinn**

*University of North Dakota*

#### 446b Using Technology to Enhance Social Work Education: A Review of Recent Literature

The presenters examined the evidence for technology-based instructional methods within social work education. Comprehensive methods found 38 relevant articles, with 84.2% reporting that technology-based pedagogical methods produced academic outcomes equivalent or superior to traditional methods. Based on this review, the presenters will offer evidence-based strategies for future technology use in social work education.

**Christopher Wretman**

*University of North Carolina at Chapel Hill*

**Rebecca J. Macy**

*University of North Carolina at Chapel Hill*

#### 446c MSW Student Research Proficiency in the Online Versus Traditional Classroom

This research compares a completely asynchronous MSW-level online research methods class with its traditional face-to-face counterpart using standardized measures of practice evaluation knowledge and research self-efficacy. Results indicate that students' knowledge and research self-efficacy improved between pretest and posttest, with no significant difference between online learners and traditional face-to-face students.

**Jodi Constantine Brown**

*California State University, Northridge*

**Hyun-Sun Park**

*California State University, Northridge*

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## University–Community Partnerships

### 447 Student–Alumni Mentoring: Enhancing University–Community Partnerships

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

Engaging alumni as mentors for graduate-level social work students provides a unique opportunity to strengthen university-community partnerships. This presentation will report the preliminary results of a 2-year evaluation of an alumni–student mentoring program and will offer recommendations for implementing, strengthening, and improving mentoring programs within schools of social work.

**Dana M. Horne**

*University at Buffalo, State University of New York*

**Kathleen A. Knaak**

*University at Buffalo, State University of New York*

**Denise Krause**

*University at Buffalo, State University of New York*

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## Values and Ethics

### 448 Enhancing the Social Justice Competency Through Field Education: Addressing Supports and Barriers

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

Empowered social workers have the ability to contribute to client empowerment and to affect practice and social environments. This study explored social workers' perceptions of perceived supports and barriers, both internal and external, to the promotion of social justice by practitioners providing field instruction.

**Kirsten Havig**

*University of Oklahoma*

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## Violence Against Women and Their Children

### 449 Help, Lord! Illuminating Barriers to Black Women's Help-Seeking Within Informal Networks

#### Poster

1:45 pm–3:15 pm

Tampa Convention Center, West Hall

Black women have the poorest outcomes related to intimate partner violence, yet there is a dearth of resources available to meet their help-seeking needs. This presentation will identify the needs unique to this population, illuminate barriers, and recommend ways to build more culturally competent services and supports.

**Bernadine Y. Waller**

*Adelphi University*

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## African Americans and the African Diaspora

### 450 Paper Session 2

#### Paper Session

3:30 pm–4:30 pm

Tampa Convention Center, Room 9

#### 450a Social Work's Democratic Concern: Alexander's *New Jim Crow*

This presentation will analyze the state of African American men's citizenship through the narrative of Michelle Alexander's *The New Jim Crow* (2012), using the citizenship social work framework of civil, political, social, and economic rights and obligations as a way for educators to more fully explore social injustice and possible reenfranchisement.

**Jessica Toft**

*St. Catherine University/University of Saint Thomas*

#### 450b The Influence of Coping on Depressive Symptoms for African Americans Posttrauma

This study examined trauma and the influence of coping strategies employed by older African Americans on psychological distress. This presentation will seek to examine prominent coping mechanisms employed by this population in dealing with trauma and to determine which coping subscales negatively influence depressive symptoms.

**Cecilia Thomas**

*University of North Texas*

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## Baccalaureate Programs

### 451 Using Boyer's Scholarship of Teaching to Build Knowledge in Social Work Education

#### Curriculum or Administrative Workshop

3:30 pm–4:30 pm

Tampa Convention Center, Room 13



Accepted

Teaching expertise will become more valuable to academe as accountability to student learning grows, experienced instructors retire, and the number of BSW programs increases. Boyer's Scholarship of Teaching provides an avenue to legitimate knowledge building regarding best teaching practices that inform doctoral education and the development of junior faculty.

**Kathleen Woehrle**

*Independent*

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## Cultural Competence

### 452 Responding to the Needs of the Growing Latino Population

#### Curriculum or Administrative Workshop

3:30 pm–4:30 pm

Tampa Convention Center, Room 16



Accepted

Social work is dedicated to meeting the needs of diverse populations. But meeting the needs of Latinos—the nation's largest and rapidly increasing minority group—remains an area to be addressed. This workshop will address this gap, presenting innovative curriculum that will prepare social workers to effectively serve Latino communities.

**Martha Lucia Garcia**

*Pacific University*

**Spencer Zeiger**

*Pacific University*

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## Educational Outcomes Assessment

### 453 Developing, Teaching, and Assessing Outcomes of Diversity/Multicultural Content

#### Roundtable

3:30 pm–4:30 pm

Tampa Convention Center, Ballroom B

This roundtable is directed toward teachers of diversity content and program directors responsible for assessing student learning outcomes. The presenters will discuss how to develop and assess learning outcomes in diversity/multicultural courses, sharing what they have used for assessment tools and learning about the tools used by participants.

**Kay Young McChesney**

*University of Illinois at Springfield*

**Philip Osteen**

*University of Maryland*

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## Field Education

### 454 An Innovative Approach to the Delivery of Foundation Field Education Seminars

#### Curriculum or Administrative Workshop

3:30 pm–4:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 10



Accepted

Field seminars are an important component of field education as signature pedagogy of the profession. An innovative approach to the design and delivery of graduate field seminars will be presented as a method for socializing first-year graduate students and providing second-year graduate students with valuable group facilitation experience.

**Andrea Carlin**

*California State University, Fresno*

**Betty Garcia**

*California State University, Fresno*

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## Field Education

### 455 Field Seminars as Communities of Practice: Best Facilitation Practices

#### Roundtable

3:30 pm–4:30 pm

Tampa Convention Center, Ballroom B

Field seminars are neither fish (lengthy, unstructured check-ins) nor fowl (traditional, content-driven courses). Consequently, they require complex facilitation skills to enhance competency-based learning. This roundtable will present and elicit models as well as best practices for creating a focused, supportive, and challenging community of practice among learners.

**Greg Merrill**

*University of California at Berkeley*

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## Field Education

### 456 Meeting Complex Challenges of Field Education: Evaluation of the Field Unit Model

#### Curriculum or Administrative Workshop

3:30 pm–4:30 pm

Tampa Convention Center, Room 15



Accepted

Complex changes in social, political, and demographic contexts are challenging the quality and sustainability of social work field education. In response to these challenges, the presenters developed an alternate model using field units. The design, development, and implementation of this innovative model will be explored, and evaluation results will be discussed.

**Tonya B. VanDeinse**

*University of North Carolina at Chapel Hill*

**Ronni Zuckerman**

*University of North Carolina at Chapel Hill*

**Rebecca B. Brigham**

*University of North Carolina at Chapel Hill*

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## Field Education

### 457 Students Reflect on Their International Field Experience

#### Skills Workshop

3:30 pm–4:30 pm

Tampa Convention Center, Room 18



Students are gung-ho about completing social work field placements in international settings, but what are their thoughts as they reflect after the experience? This workshop will describe one BSW program's experience with international field placements, highlighting student surveys and life after the placement.

**Judi Ravenhorst Meerman**

*Kuyper College*

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## Higher Education/Nonprofit Leadership

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

#### Skills Workshop

3:30 pm–4:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 11



This skills workshop is designed for social work academics and doctoral students who are at an early stage in their career and are seeking instruction in strategic planning and hands-on communication training related to building professional connections. The approach will center on using in-person, social media, and Web-based networking strategies to further development as scholars and lifelong learners.

**Kia J. Bentley**

*Virginia Commonwealth University*

**Cory Cummings**

*Virginia Commonwealth University*

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## Human Behavior and the Social Environment

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

#### Curriculum or Administrative Workshop

3:30 pm–4:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 8



Neurodevelopmental research has produced substantial knowledge crucial to understanding, assessing, and intervening effectively with clients. Nevertheless, the gap between this knowledge and social work practice remains substantial. This workshop will bridge this gap by providing information on neurodevelopmental concepts and ways to integrate these into the social work curriculum.

**Candace Killian-Farrell**

*University of North Carolina at Chapel Hill*

**Jennifer E. O'Brien**

*University of North Carolina at Chapel Hill*

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## Immigrants, Refugees, and Displaced Populations

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

#### Curriculum or Administrative Workshop

3:30 pm–4:30 pm

Tampa Convention Center, Room 11



This workshop will describe the implementation by a school of social work of a field unit to prepare students for culturally competent clinical practice with refugees resettled in the United States. Procedures, community partnerships, training, research design, data collection, evaluation, and future directions will be discussed.

**Josh Hinson**

*University of North Carolina at Chapel Hill*

**Laura Garlock**

*University of North Carolina at Chapel Hill*

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## International Issues

### 461 Fulbright Senior Specialists Awards in Social Work: Lessons Learned

#### Roundtable

3:30 pm–4:30 pm

Tampa Convention Center, Ballroom B

This roundtable discussion will provide guidance and information to social work faculty members interested in learning about and applying for a Fulbright Senior Specialist Award. The presenter served 5 years on the roster for this program and completed two Fulbright Senior Specialist Awards in Australia and Borneo.

#### Cindy Davis

*University of Tennessee at Knoxville*

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## International Issues

### 462 Paper Session 3

#### Paper Session

3:30 pm–4:30 pm

Tampa Convention Center, Room 12

### 462a Integrating Study Abroad in Mexico With Local Social Work Practice and Recruitment

Due to the vulnerability of the Latino population in the United States, a Midwestern school of social work developed a study abroad program in Mexico with a domestic social welfare focus.

#### Marcia Lampen

*Michigan State University*

#### Karen Newman

*Michigan State University*

#### Jose Daniel Garcia

*Michigan State University*

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### 462b Integrating an International Short Course Into a Student's Subsequent Work: An Experience From El Salvador

Three cycles of a graduate course that involves an experience in El Salvador highlight the evolution of incorporating contextual theoretical frameworks and wrapping significant academic content around the in-country experience. Ways to maximize the value of that experience and its integration into subsequent internships, course content, and domestic or global professional careers will be discussed.

#### Amy Cohen-Callow

*University of Maryland*

#### Ali-Sha Alleman

*University of Maryland*

#### Josephine Olsen

*University of Maryland*

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## Lesbian/Gay/Bisexual/Transgender Issues

### 463 LGBT Issues-HIV

#### Paper Session

3:30 pm–4:30 pm

Tampa Convention Center, Room 25

### 463a Mediatizing HIV: Networking Queer Publics, Lifestyles, and Viruses

HIV and multimedia are enduring parts of young people's lives. This presentation will discuss a research project in social work that critically analyzed "infotainment" media that cultivates a young queer lifestyle. This study reorients evaluation methods and expands opportunities for transdisciplinary collaborations when constructing interventions targeting high-risk populations.

#### Tyler M. Arguello

*California State University, Sacramento*

### 463b From Their Voices: Recommendations for Motivating HIV Testing Uptake Among Black MSM

The goal of this exploratory study was to explore (from the perspective of Black MSM) barriers and challenges to HIV testing uptake and ways to motivate and encourage HIV testing uptake. Recommendations from young Black MSM to motivate HIV testing uptake among young Black MSM also will be offered.

#### Thomas Alex Washington

*California State University, Long Beach*

#### Nancy Meyer-Adams

*University of Southern California*

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## Research and Program Evaluation

### 464 Using G\*Power to Calculate Sample Size and Power in Social Work Research

#### Skills Workshop

3:30 pm–4:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 7



Accepted

Sample size has a direct effect on research findings, statistical power, and generalizability. This workshop will discuss the importance of choosing the appropriate sample size, factors affecting the size of the sample, and the procedure for calculating the sample required for a research project using the G\*Power program.

**Soleman Abu-Bader**

*Howard University*

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## Research and Program Evaluation

### 464.5 Linking Ethical Principles to Research Ethics: A Community-Based Research Training Series

#### Electronic Poster

3:30 pm–5:00 pm

Tampa Convention Center, Room 16

Addressing the need for specialized training on responsible conduct of research (RCR) topics, the presenter developed a training series linking social work ethical principles with key RCR topics. With a focus on community-based research, this professionally and scientifically relevant series addresses the unique needs of community and campus partners.

**Sharon Foreman Kready**

*Lynchburg College*

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## Social Welfare Policy and Policy Practice

### 465 Well Fair: A Poverty Simulation for Policy Practice

#### Curriculum or Administrative Workshop

3:30 pm–4:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 1



Accepted

This workshop will provide an overview of a poverty simulation assignment and the tools necessary to create a similar experience on a campus. A model simulation will be demonstrated, and the impact of the Well Fair on student learning related to social policy and policy practice will be discussed.

**Stacey Borasky**

*St. Edward's University*

**Miguel Ferguson**

*University of Texas at Austin*

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## Spirituality

### 466 Teaching Spiritual Competence: Complexities, Challenges, and Ethical Issues

#### Roundtable

3:30 pm–4:30 pm

Tampa Convention Center, Ballroom B

CSWE standards broadly define competency expectations related to spirituality and religion. Therefore, social work educators need to continue to identify and clarify expectations and tensions related to spirituality. Roundtable discussions will focus on topics related to spirituality to best prepare students to be culturally competent.

**Charles R. Seitz, Jr.**

*Messiah College*

**Michelle D. George**

*Messiah College*



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## Teaching Methods and Learning Styles

### 467 Capturing Student Thought Processes: Screencasts in a Research Methods Course

#### Curriculum or Administrative Workshop

3:30 pm–4:30 pm

Marriott Tampa Bay Waterside Hotel, Grand Ballroom Salon B



Accepted

This workshop explores a new approach to assessing students' skills at finding and evaluating relevant research studies. Screencasts allow faculty members to listen in as students narrate their choices while using electronic journal databases. Professors can offer individualized feedback to improve students' approaches to the search process, making research more efficient and rewarding.

**Christine McKenna Lok**

*Regis College*

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## University-Community Partnerships

### 467.5 Training and Retaining: An MSW Partnership Between a University and a Nonprofit

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

Participants will distinguish key components of program model, funding structure, and employee recruitment and retention strategies related to the USC/Seneca MSW partnership.

**Melissa Martin-Mollard**

*Seneca Family of Agencies*

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## Values and Ethics

### 468 One MSW Program's Approach to Gatekeeping: Challenges and Opportunities in Status Review

#### Think Tank

3:30 pm–4:30 pm

Tampa Convention Center, Room 30B



Accepted

This think tank will explore how gatekeeping processes challenge MSW programs in domains such as ethics, due process, confidentiality, diversity, and self-reflection when students with academic or behavioral troubles come before a status review committee. Procedures, processes, and outcomes for the school, the student, and the profession will be examined.

**Donna M. McLaughlin**

*Boston University*

**Mark Gianino**

*Boston University*

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## Violence Against Women and Their Children

### 469 Intimate Partner Violence in the Criminal Justice Context

#### Paper Session

3:30 pm–4:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 5

#### 469a Police Officer Attitudes Toward Intimate Partner Violence and Social Work Collaboration

Police officer attitudes are important to the police response to survivors of intimate partner violence (IPV). Police officers ( $n=277$ ) were surveyed about attitudes toward IPV, specifically collaboration with social workers and use of risk assessment. Findings revealed that education about IPV may lead to attitudes conducive to collaboration.

**Allison Ward Lasher**

*Arizona State University*

#### 469b The Relationship Between Individual Batterer Characteristics and Their Program Outcomes

This presentation will review the literature on batterer intervention program (BIP) effectiveness highlighting the dissonance between current practices and emerging research. A study evaluating perpetrator characteristics and BIP program outcomes will be used to illustrate opportunities to address risk factors for the perpetration of intimate partner violence, improve BIP outcomes, and increase victim safety.

**Mary Ann Priester**

*University of South Carolina*

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## CSWE Career Center Learning Lab

### 470 Writing Workshops: Resumes—Translating Skills, Knowledge, and Competencies for Careers

#### Panel

3:30 pm–4:45 pm

Tampa Convention Center, West Hall, CSWE Career Center

Social Work Career Services Specialists will lead a discussion on best practices for preparing students to compete in the marketplace. Presenters will share specific tools and content guidelines that build confidence in writing resumes that maximize social work assets. Faculty, field, and advising staff members who coach students entering the job market are encouraged to attend.

#### Carol Doelling

*Washington University in St. Louis*

#### Emerald Templeton

*University of California at Berkeley*

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## Addictions

### 471 Mental Health Correlatives of High Pornography Use

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

One tool used by addiction therapists is the understanding and treatment of contributing mental health conditions. This research explored the mental health condition correlated with high pornography use in an effort to provide similar tools for treatments.

#### Benjamin K Thornell

*Brigham Young University*

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## Asian Americans and Pacific Islanders

### 472 Mental Health Among Chinese Students in Korea

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

This presentation will examine how acculturative stress links to mental health, exploring the role of social support and resilience in mediating this association among Chinese students in Korea. Results showed that the association between acculturative stress and mental health was fully mediated through social support and resilience.

#### Youn Kyoung Kim

*University of Texas at Arlington*

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## Child Welfare

### 473 Studies of Homeless Adolescents and Resiliency: A Systematic Review

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

This systematic review documents empirical manuscripts published in English-language, refereed journals since 1980 addressing youths' homelessness and resiliency ( $N=25$ ). Results show a growing number of longitudinal and experimental studies. Findings suggest that youths rely on informal social networks and that spirituality, mental health, and creativity are associated with improved coping.

#### Courtney Cronley

*University of Texas at Arlington*

#### Rosalind Evans

*University of Texas at Arlington*

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## Child Welfare

### 474 Testing of a Sibling Intervention for Preadolescent and Adolescent Foster Youths

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

Supporting Siblings in Foster Care (SIBS-FC) is an intervention designed for foster youths aged 11–15 and their siblings. The intervention aims to enhance critical interpersonal skills of the participants. Results suggest efficacy in terms of improved sibling relationships. Implications for social work education and research will be discussed.

#### Paul Eric Sorenson

*Portland State University*

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## Child Welfare

### 475 Theory Usage in Child Welfare Research: An Exploratory Analysis

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

Child welfare research has been criticized for being an atheoretical target of social science inquiry. This pilot study empirically examined the explicit use of theory in child welfare research.

#### Jennifer Lawson

*University of California at Berkeley*

## **476 Transitions in Kinship Care: The Influence of Social Policies and Family Conflicts**

### **Poster**

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

Social policies mandate relative placement yet are silent on maintaining it. Transitions—movements of children in placements—occur frequently, despite their absence from kinship-care literature. Conflicts with birth parents, children's behaviors, and concerns of child protection are contributors. Implications for social work education and practice will be discussed.

**Priscilla Gibson**

*University of Minnesota-Twin Cities*

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## **Child Welfare**

### **477 When Foster Care and Juvenile Justice Meet Education: A Statewide Research Project**

#### **Poster**

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

This mixed-methods study examined educational outcomes experienced by children in the custody of a western state's child welfare system to determine how these children are performing relative to their peers who are not in the state's custody and to identify strategies for improving the educational experiences of youths in custody.

**Derrick R. Tollefson**

*Utah State University*

**Susan Egbert**

*Utah State University*

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## **Child Welfare**

### **478 Youth and Family Engagement**

#### **Paper Session**

3:30 pm–5:00 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 6

#### **478a Engaging Parents: Results From On-Site Review Instruments**

This presentation will examine one child welfare agency's efforts to engage parents in and out-of-home placement cases. Data collected using the Onsite Review Instrument suggest that there are differences in efforts to engage mothers and fathers, particularly in efforts related to visitation frequency and involvement in case planning.

**Melissa Wells**

*University of New Hampshire*

#### **478b A Look at Efforts to Engage Parents and Child Welfare Outcomes**

New findings on the relationship between case worker efforts to engage parents and child welfare case outcomes will be presented, as will implications for the evaluation and education of child welfare practice.

**Patty J. Sharrock**

*University of South Florida*

**Anne Strozier**

*University of South Florida*

**Mary I. Armstrong**

*University of South Florida*

#### **478c An Exploratory Analysis of Permanency Outcomes in Child Protection Mediation**

Multinomial logistic regression ( $N=311$ ) was used to determine whether, among mediated child protection cases, significant differences were present regarding permanency outcomes. The findings of this study provide child welfare agencies and court personnel with insight on the types of cases that are most likely to result in desirable permanency outcomes.

**Donna M. Aguiniga**

*University of Alaska, Anchorage*

**Elissa E. Madden**

*University of Texas at Arlington*

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## Clinical Practice

### 479 Differences in Sibling Relationships Between Late and Middle Adulthood: Implications for Practice

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

Social work is serving an increasingly aging population, yet the characteristics of older sibling relationships are not well understood clinically. The presenters surveyed and interviewed 262 adults aged 40 and older, finding relationship differences among the oldest sibling sets when compared with those in middle adulthood (40–65). Clinical implications will be discussed.

**Michael E. Woolley**

*University of Maryland*

**Geoffrey L. Greif**

*University of Maryland*

**Grace B. McMillan**

*University of Maryland, Baltimore*

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## Clinical Practice

### 480 Paper Session 3

#### Paper Session

3:30 pm–5:00 pm

Marriott Tampa Bay Waterside Hotel, Grand Ballroom Salon A

#### 480a Implementing a Web-Based Tool to Support Recovery-Oriented Practice: Lessons for Social Work

This presentation will discuss lessons learned from implementation of a Web-based tool to support recovery-oriented practice. Key dimensions of recovery are aligned with social work values, but may be difficult to implement in routine clinical practice. Effective strategies to support clinical use of the tool will be discussed.

**Edith Kealey**

*NYS Office of Mental Health*

#### 480b Understanding Emotional Change in SFBT:

##### Implications for Social Work Education and Practice

The teaching of solution-focused brief therapy (SFBT) takes place in many social work practice classes without much emphasis on theory or the specific mechanisms of change that may occur in the application of SFBT. This presentation will cover theoretical and empirical developments on SFBT that will update direct practice curriculum and enhance the instruction on SFBT.

**Johnny Kim**

*University of Denver*

**Cynthia Franklin**

*University of Texas at Austin*

**Samantha Brown**

*University of Denver*

#### 480c Child Trafficking: Victim Resistance and Implications for Direct Practice

Service providers working with victims of child trafficking often discuss victim resistance as a significant barrier to providing services and interventions. This presentation will address dynamics related to the resistance of victims, the causes of such resistance, and their direct implications for social work practice.

**Amanda West**

*University of Kentucky*

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## Community Organization and Social Administration

### 481 Educating Students for Arts-Based Community Change

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

Art is a medium of expression that can be used as a vehicle to foster community involvement and collective action. This poster will illustrate how the arts have been used in community practice and the competencies and skills that students need to know so that they may use these methods effectively.

**Lorraine Gutierrez**

*University of Michigan*

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## Community Organization and Social Administration

### 482 Research and Evaluation: Strategies, Knowledge, and Skills for Macro Practice

#### Paper Session

3:30 pm–5:00 pm

Tampa Convention Center, Room 24

#### 482a Community Engagement: Behavioral Strategies to Enhance the Quality of Participatory Relationships

The research that will be described used data obtained from 18 in-depth interviews conducted with community members, service providers, and student/academic researchers engaged in community assessment efforts. It offers a taxonomy of specific behaviors identified as critical to the establishment of high-quality relationships among those involved in community-based, participatory efforts.

**Rebecca Matthew**

*University of Georgia*

#### 482b Negotiating Congregations as Social Welfare

##### Resources: Results From a Community Case Study

Research in the United States on welfare reform has focused on the role and viability of faith-based organizations in social welfare. The presenter will examine congregations specifically—their relationships with social welfare organizations in the community and how social workers can utilize congregations.

**Sarah B. Garlington**

*Boston University*

#### 482c Social Action Organizations as a Vehicle for Building Individual Empowerment

This presentation will examine empowerment building among individuals through practices employed by a social action organization to educate, train, and mobilize members around social issues. Findings suggest that activities employed by the organization interact to build member empowerment and propel the organization forward to create social change and promote social justice.

**Angela Kaiser**

*Oakland University*

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## Criminal and Juvenile Justice

### 483 Impacts of Criminal Justice System Involvement on Food Security: A Systematic Review

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

This systematic review will provide an overview of the available literature on the food-related needs and experiences of individuals who are involved with the criminal justice system. Implications for future research and practice within social work also will be provided.

**Michelle Hand**

*Ohio State University*

**Jessica V. Linley**

*Ohio State University*

**Robert Michael Bennett**

*Ohio State University*

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## CSWE Connect

### 484 Exploring the Unseen Wounds of a Veteran and a Civilian With Traumatic Brain Injury

3:30 pm–5:00 pm

Tampa Convention Center, Room 19

Group: Council on Practice Methods and Specializations

Soldiers returning home from Operation Iraqi Freedom and Operation Enduring Freedom can have unseen wounds such as traumatic brain injury (TBI). Advances in technology have changed the image of what an individual with TBI looks like. TBIs pose a new set of challenges for an injured individual's reintegration into society.

**Aswood M. LaFortune-Bousseau**

*West Chester University*

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## CSWE Film Festival

### 485 Homegoings

#### Film

3:30 pm–5:00 pm

Tampa Convention Center, Room 1

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## CSWE Film Festival

### 486 *Humble Beauty: Skid Row Artists*

Film

3:30 pm–5:00 pm

Tampa Convention Center, Room 2

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## CSWE Film Festival

### 486.5 *Cyber-Seniors*

Film

3:30 pm–5:00 pm

Tampa Convention Center, Room 2

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## CSWE Film Festival

### 487 *The New Black*

Film

3:30 pm–5:00 pm

Tampa Convention Center, Room 1

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## Disability Issues

### 489 Improving Parent and Professional Knowledge of Special Education Law: An Evaluation Study

Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

This poster will report on the evaluation of a curriculum aimed to educate parents and professionals on special education law. Findings indicate that parents benefit more from the curriculum than professionals, but that parents were more difficult to reach with the training. Implications for social work education will be discussed.

**Wendi Albert**

*University of Memphis*

**Craig Barnes**

*Memphis Area Legal Services*

**Susan Neely-Barnes**

*University of Memphis*

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## Disaster and Traumatic Stress

### 490 Contextual and Individual Characteristics Predicting Individual Health Outcomes for Louisiana

Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

It is estimated that a disaster occurs every day, generating social and economic hardship that results in long-term decline of physical and mental health. In response to increased effects of disasters, a multilevel study was undertaken to investigate factors contributing to individual health outcomes in Louisiana.

**Regardt Ferreira**

*Tulane University*

**Anna C. Faul**

*University of Louisville*

**Joseph G. D'Ambrosio**

*University of Louisville*

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## Educational Outcomes Assessment

### 491 Investigating the Relationship Between the Academic Background and Research Curriculum Performance of MSW Students

Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

This poster will describe the results of a preliminary research study comparing the acquisition and retention of research knowledge for MSW students based on their previous experience with statistics and research coursework and their undergraduate major. Recommendations include refinement of the research curriculum required of students, along with clarification of competency.

**Christopher J. Ward**

*Virginia Commonwealth University*

**Melissa L. Abell**

*Virginia Commonwealth University*

**Jennifer L. K. Charles**

*Virginia Commonwealth University*

**Mary Secret**

*Virginia Commonwealth University*

**Nathan H. Perkins**

*Virginia Commonwealth University*

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## Evidence-Based Practice

### 492 Embedding Evidence Informed Practice into Social Work Practice: Curricula and Agency Challenges

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

The presenters will detail evidence-informed practice, and discuss approaches and challenges to integrate an evidence-informed practice model into the core social work practice curriculum and in agency-based practice.

#### Sj Dodd

*Hunter College, City University of New York*

#### Andrea Savage

*Hunter College, City University of New York*

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## Field Education

### 493 Field Education Model Innovations

#### Paper Session

3:30 pm–5:00 pm

Marriott Tampa Bay Waterside Hotel, Grand Ballroom Salon C

#### 493a An Experimental Field Rotation Model to Enhance Foundation Competency Achievement

Undergraduates often arrive in the social work major unaware of the range of opportunities for professional practice. Students also have difficulty integrating policy, research, and macro competencies. The presenters will describe their junior rotation model, the improved student performance on competency outcome measures, and the increased interest in diverse settings and populations.

#### Nancy Kelly

*University of Maine*

#### Deirdre Finney Boylan

*University of Maine*

#### Kelly Jaksa

*University of Maine*

### 493b Reviewing the Field Education Paradigm: A Community Programs Model for Change

This presentation will describe the major strengths and concerns of the current field education paradigm along with support for a call to change and an understanding of the important barriers involved. Conceptualizations within the recent literature and one school's "Community Programs" pilot will be presented as examples of creative strategies.

#### JoAnn McFall

*Michigan State University*

#### Rena D. Harold

*Michigan State University*

### 493c Thinking Inside the Box: Mining Field Placements Within the College Infrastructure

The increase in regional competition among colleges and universities for quality BSW and MSW placements has required field offices to work harder to secure and maintain placements. This presentation will highlight one school of social work's model in developing field placements on college campuses and creatively exploring opportunities for individual campuses.

#### Jennifer A. Meade

*Rhode Island College*

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## Field Education

### 494 The Effects of BSW Students' First Field Placement on Mental Illness Stigma

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

This presentation will describe the results of a study examining the effects of the first field placement of BSW students on their attitudes toward people with serious mental illness. Findings suggest that the placement setting may be an important factor for understanding the effects of field on students' level of stigma.

#### Matthew T. Theriot

*University of Tennessee at Knoxville*

#### Matthew James Cuellar

*University of Tennessee at Knoxville*

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## Gero-Ed (Aging and Gerontology)

### 495 Educating Students to Work With Well and Frail Elders in Rural Communities

#### Panel

3:30 pm–5:00 pm

Tampa Convention Center, Room 14



Accepted

This session will examine challenges and opportunities in the provision of services to older adults in a rural context. Through case studies and group discussion, best practices will be presented for how to prepare students to work competently with well and vulnerable rural elders, within their informal and formal support systems.

#### Kristina Hash

*West Virginia University*

#### Denise Gammonley

*University of Central Florida*

#### Lenard Kaye

*University of Maine*

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## Gero-Ed (Aging and Gerontology)

### 496 Improving End-of-Life Care for Diverse Older Adults With Dementia: Field Education Model

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

This educational intervention was designed to prepare social workers for effective practice with diverse older adults and to assess the impact of diversity training on participants' self-rated, end-of-life care knowledge and competency in caring for diverse populations of older adults with a dementia diagnosis.

#### Jodi K. Hall

*North Carolina State University*

#### Karen Bullock

*North Carolina State University*

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## Gero-Ed (Aging and Gerontology)

### 497 Stressors, Coping Resources, and Depression Among American Indian Older Adults

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

This poster will report on a study of the role of physical health stressors and coping resources in predicting depression among American Indian Older Adults (AIOAs). Research on depression among AIOAs is virtually absent, and this study sought to address this gap in knowledge.

#### Soonhee Roh

*University of South Dakota*

#### Kyoung Hag Lee

*Wichita State University*

#### James I. Martin

*New York University*

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## Group Work

### 498 Risk Assessment: Perspectives of Members and Leaders From Batterers' Intervention Groups

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

This study explored the consistency between leaders' assessment and members' self-assessment of members' risk for re-assault and level of accountability in batterers' intervention groups. Group leaders and members showed little agreement in their assessment of the level of risk for members to abuse their partners again or the level of accountability exhibited.

#### Cecilia W. Mengo

*University of Texas at Arlington*

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## Health

### 499 Integrated Health Curriculum: Implementing Diverse Approaches and Sustainability

#### Panel

3:30 pm–5:00 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 9



Accepted

This session will offer three demonstration curricula for integrated health and behavioral health. Presenters will discuss how the three demonstration programs were implemented, evaluated, and integrated into a sustainable specialization in integrated health and behavioral health.

**Victoria Stanhope**

*New York University*

**Sandy E. Speier**

*New York University*

**Mary McKernan McKay**

*New York University*

**Lynn Videka**

*New York University*

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## Higher Education/Nonprofit Leadership

### 501 From Idea to Accreditation: What Might Happen When You Leave the Room

#### Panel

3:30 pm–5:00 pm

Tampa Convention Center, Room 22



Accepted

This panel will provide an in-depth view of why two Midwestern public universities decided to begin a joint program. Program leaders will discuss the administrative and pedagogical twists and turns they faced in creating and implementing this collaborative program.

**Amy Restorick Roberts**

*Miami University*

**Carl Brun**

*Wright State University*

**W. Sean Newsome**

*Miami University*

**Lindsey Houlihan**

*Miami University*

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## Hot Topic

### 502 Engaging Student Educational Experiences Through Collaborative Living-Learning Communities

3:30 pm–5:00 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 12

Group: Council on Conferences and Faculty Development

Living-learning communities (LLC) have proven to be effective in enhancing the student educational experience and promoting retention. Social work faculty members and student affairs personnel will provide an interactive discussion that includes an overview of faculty development, student recruitment, engagement, and outcome evaluation of LLC at a Southern university.

**Kirsten S. Ericksen**

*Norfolk State University*

**Nathaniel Worley, Jr.**

*Norfolk State University*

**Jonathan Walker**

*Norfolk State University*

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## Human Behavior and the Social Environment

### 503 Students' Health Behavior on an Urban Graduate Campus

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

Using data from an online survey, this presentation will focus on the help-seeking behaviors of urban graduate students. Findings suggest that no single type of service had the same constellation of predictors and that campus health practitioners should establish different approaches for programs and services so that students in need are encouraged to access them.

**Seokho Hong**

*University of Maryland*

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## Integrated Media & Arts Social Work Education

### 504 Extra! Extra! Teach All About It! Boal's Newspaper Theater in the Classroom

3:30 pm–5:00 pm  
Tampa Convention Center, Room 8

The presenters will discuss how students in an advanced practice class participated in a theater activity to learn about attribution theory and how media depictions of homelessness can illustrate biased frames reflecting the perceived causes of homelessness. This lesson plan may be adapted for any controversial social topic in the news.

#### Lara Bowen

*University at Albany, State University of New York*

#### Amanda L. Aykanian

*University at Albany, State University of New York*

#### Heather Larkin

*University at Albany, State University of New York*

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## International Issues

### 505 Global Child Labor and Schooling: Does Participation in Microfinance Change the Rates?

#### Poster

3:30 pm–5:00 pm  
Tampa Convention Center, West Hall

This presentation will examine the role of the microfinance program participation by families with children on child labor and schooling rates globally. The findings differ for high-income countries and low- to medium-income countries.

#### Mashura Akilova

*Columbia University*

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## International Issues

### 506 Postgraduate International Exchanges

#### Poster

3:30 pm–5:00 pm  
Tampa Convention Center, West Hall

The literature on social work exchanges focuses mainly on students and faculty members. Postgraduate practitioners, however, can benefit from university-sponsored exchanges that enhance their social work practice. This presentation will discuss how educational, professional development, and economic development institutions worked together to achieve this enhancement.

#### James Scherrer

*Dominican University*

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## International Issues

### 507 Study Abroad Timeline: Logistics and Safety—Beyond the Itinerary

#### Panel

3:30 pm–5:00 pm  
Marriott Tampa Bay Waterside Hotel, Meeting Room 4



Accepted

Both short- and long-term study abroad can be an effective way to help increase students' ability to engage diversity. However, a good itinerary is insufficient. Faculty members also must carefully address safety and liability issues, as well as preparation, group dynamics and reflection.

#### Andy Dunlap

*Elizabethtown College*

#### Pat Lager

*Florida State University*

#### Susan Mapp

*Elizabethtown College*

#### Sally Mathiesen

*San Diego State University*

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## Lesbian/Gay/Bisexual/Transgender Issues

### 508 Where Are Queer Women? Theorizing Intersectional and Compulsory Heterosexism in Sexual Health

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

This presentation will explore the marginalization of lesbian, bisexual, and queer women in sexual health research. Employing an autoethnographical approach to critical discourse analysis, it will investigate how personal experiences of a queer woman presenting at two international HIV conferences mirrored lesbian, bisexual, and queer women's erasure from sexual health research.

**Carmen Logie**

*University of Toronto*

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## Military Social Work

### 509 A Model for Training the Campus Community to Help Student Veterans Succeed

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

This presentation will report on outcomes of a 5-year training program for campus faculty and staff members for helping student veterans succeed. The outcomes will be examined, including a participant evaluation ( $N=366$ ) of the training sessions and the impact of this training on the administrative units participating in the program ( $N=34$ ).

**Nancy Chavkin**

*Texas State University*

**Katherine Selber**

*Texas State University*

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## Military Social Work

### 510 Use of Service Dogs With Deployment-Related PTSD: The Veteran's Perspective

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

This poster will describe initial results of an ongoing investigation into the perceptions of veterans who have experienced trauma about the effects of obtaining a service dog. Participating veterans' views regarding their own social, emotional, and occupational functioning and their direct trauma-related symptoms associated with their having a canine companion will be presented.

**Diane Scotland-Coogan**

*Saint Leo University*

**James Whitworth**

*Saint Leo University*

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## Partnership

### 511 Continuing Education: The Leading Edge in Social Work Education

3:30 pm–5:00 pm

Tampa Convention Center, Room 23

Group: Continuing Education Network (CENET)

Because of awareness of the learning needs and styles of social work practitioners, continuing education programs are often the first to introduce cutting-edge topics into social work education. This presentation will focus on continuing education leadership in introducing new interventions from the field, distance education, and international education.

**Elizabeth Nowicki**

*University of Texas at Austin*

**Elaine Congress**

*Fordham University*

**Jacqueline Englehardt**

*West Virginia University*

**Douglas Behan**

*Rutgers, The State University of New Jersey*

**Theresa Kreif**

*University of Hawai'i at Manoa*

**Deborah Sheehan**

*Boston University*

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## Partnership

### 512 Social Work License Mobility: Protecting the Public and Strengthening the Profession

3:30 pm–5:00 pm

Tampa Convention Center, Room 21

Group: Association of Social Work Boards (ASWB)

Social work has been regulated to protect the public in all states for a relatively short time. Current licensure laws are fraught with differences and contradictions. This session will focus on an initiative of the Association of Social Work Boards to explore national consistency in regulating the profession.

**Mary Jo Monahan**

*Association of Social Work Boards*

**Dwight Hymans**

*Association of Social Work Boards*

**Dorinda Noble**

*Texas State University*

**M. Jenise Comer**

*University of Central Missouri*

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## Research and Program Evaluation

### 513 Measuring Outcomes of Trauma-Informed Practice Among a Collaborative of Youth-Serving Programs

Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

In the mental health field there is an increasing focus on substantiation of program effectiveness; however, building research capacity within agencies is plagued by numerous barriers, particularly in residential treatment facilities. This study represents a partnership between a university and a statewide collaborative to identify common outcome measures being used.

**Sarah Harvey**

*University of Maine*

**Jennifer Middleton**

*University of Maine*

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## Social and Economic Justice

### 514 Social Work Practice (Financial Education)

Paper Session

3:30 pm–5:00 pm

Tampa Convention Center, Ballroom A

#### 514a Are We Teaching Financial Education Correctly?

This presentation will critique approaches to financial education promoted by the Financial Literacy and Education Commission as an imposition of upper- and middle-class behavioral norms onto people with low incomes. Empirical evidence will be presented, suggesting that financial education must be contextualized for specific socioeconomic contexts to be relevant to the learners.

**Peter A. Kindle**

*University of South Dakota*

#### 514b Financial Social Work: An Applied Model for Improving Social and Economic Justice

Many forms of financial crisis challenge Americans today. Chronic economic stress takes a toll on physical and mental health. Financial difficulties are associated with higher incidences of mistreatment and abuse. This session will provide a methodology and model that facilitate increasing clients' emotional stability by improving their financial circumstances.

**Reeta Wolfsohn**

*Center for Financial Social Work*

#### 514c Social Development: A Viable Policy Response to Multidimensional Poverty?

Social workers are called to “engage in policy practice to advance social and economic well-being” (EPAS 2.1.8). Presenters will discuss social development as a policy response to a multidimensional perspective on poverty. They will highlight how social development can help social workers navigate poverty's landscape in the United States.

**Anupama Jacob**

*Azusa Pacific University*

**Rukshan Fernando**

*Azusa Pacific University*

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## Social and Economic Justice

### 515 The Impact of Catastrophic Health Expenditures in Mexico: An Alternative Approach

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

This study developed measures of catastrophic expenditures that incorporate the coping strategies that households adopt to finance their medical expenses. This approach sheds light on the short- and long-term effects on out-of-pocket health-care spending.

**Jeyle Ortiz Rodriguez**

*University of Texas at Arlington*

**Eusebius Small**

*University of Texas at Arlington*

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## Teaching Methods and Learning Styles

### 516 Teaching Social Work: Comparing Team-Based Learning With Traditional Lecture Classrooms

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

Using team-based learning (TBL) and active learning techniques, researchers explored student experiences and analyzed student performance with different pedagogical styles. This study examined the impact of TBL and active learning on student outcomes in an Introduction to Social Work course. Implications for using TBL and active learning will be discussed.

**Alicia C. Hawley**

*University of Texas at Arlington*

**David Jenkins**

*Texas Christian University*

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## Technology in Social Work Education and Practice

### 517 Students' Perceptions of the Use of Internet Tools for Effective Learning

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

There is an extensive body of literature about the principles of effective education. This presentation will examine students' views of the use of technology in supporting their learning in Web-enhanced and hybrid courses. Internet technology as it relates to supporting sound educational strategies will be discussed.

**Adele Weiner**

*Metropolitan College of New York*

**Kim Lorber**

*Ramapo College*

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## University-Community Partnerships

### 518 Forging Sustainable Community–Academic Collaborations: Invoking the Power of Participatory Action Research

#### Panel

3:30 pm–5:00 pm

Tampa Convention Center, Room 10



Accepted

This panel will facilitate a discussion of one college-community collaboration through the use of participatory action research in a suburban all-girls' school. Attendees will gain the knowledge and skills to use this methodology for sustainable cultural change in accordance with social work practice and in their own community organizations.

**Darlyne Bailey**

*Bryn Mawr College*

**Melissa S. Emmerson**

*Bryn Mawr College*

**Mariandl M. C. Hufford**

*Agnes Irwin School*

**Donna S. Lindner**

*Agnes Irwin School*

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## Violence Against Women and Their Children

### 519 Gender in the Perpetration of Intimate Partner Violence and Criminal Justice Involvement

#### Poster

3:30 pm–5:00 pm

Tampa Convention Center, West Hall

Drawing on data from one Midwestern community, this study examined the role of gender in the involvement of perpetrators of intimate partner violence in the community's criminal justice system, from the investigation up to the sentencing phase.

#### Allison Lauritsen

*University of Nebraska at Omaha*

#### Kerry Beldin

*University of Nebraska at Omaha*

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## Violence Against Women and Their Children

### 520 Research on Violence Against Women: Career Development and Classroom Applications

#### Panel

3:30 pm–5:00 pm

Tampa Convention Center, Room 20



Accepted

Researchers who focus on violence against women will offer tips to help new scholars optimize their efforts in building successful careers and research-based classroom content. The presenters will emphasize the importance of researchers' networking with practitioners and with each other, facilitate discussion of funding and publishing venues, and discuss the importance of self-care.

#### Arlene Weisz

*Wayne State University*

#### Beverly Black

*University of Texas at Arlington*

#### Noel Busch-Armendariz

*University of Texas at Austin*

#### Nada Elias-Lambert

*Texas Christian University*



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# Education Sessions

Sunday, October 26, 2014

## African Americans and the African Diaspora

### 521 Traumatic Grief Among African American Soldiers Exposed to Combat

#### Skills Workshop

8:00 am–9:00 am

Tampa Convention Center, Room 13



Accepted

Grief and loss issues are major concerns that trauma-affected African American service personnel may present to social workers. Typically included in MSW programs are context-specific and evidence-based training that pertains to the practice of effective work with families adversely affected by grief and loss. An overview will be provided.

**Oliver Johnson**

*Fayetteville State University*

## Baccalaureate Programs

### 522 Promoting Positive Attitudes Toward Research Among Undergraduates Through a Noncredited Mentor-Mentee Partnership Class

#### Curriculum or Administrative Workshop

8:00 am–9:00 am

Tampa Convention Center, Room 14



Accepted

Using a quasi-experimental one-group, pretest-posttest research design with nonrandom convenience sampling, this study aimed to determine whether the mentor-mentee research partnership model between undergraduate and doctoral students in a noncredited class would be linked with a positive change in the undergraduates' attitude toward research.

**Liyun WU**

*Norfolk State University*

## Child Welfare

### 523 Child, Family and Professional Perspectives

#### Paper Session

8:00 am–9:00 am

Tampa Convention Center, Room 38

#### 523a The Experiences of Child Welfare and Juvenile Justice Professionals in Multisystem Collaborations

The presenters will introduce data collected from 82 child welfare and juvenile justice professionals as they engage in multisystem collaboration efforts around dual-status, or “crossover,” youths. Respondents discussed structural and psychosocial change processes and barriers to change. Implications for administrators, managers, and front-line professionals will be discussed.

**Laurel Bidwell**

*University of Minnesota-Twin Cities*

#### 523b Service Users' Perspectives on Their Experience With Child-Welfare Workers: A Systematic Review

To better understand the complex dynamic between child welfare service users (that is, children and parents) and child welfare workers, the presenters systematically reviewed studies that gathered firsthand reports from service users about their experience in the child welfare system. The results can inform hiring, training, and supervisory activities within child welfare.

**Brad Lundahl**

*University of Utah*

**Chad McDonald**

*University of Utah*

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## Clinical Practice

### 524 Paper Session 1

#### Paper Session

8:00 am–9:00 am

Tampa Convention Center, Room 35

#### 524a The Impact of Knowledge and Attitudes on Attaining Suicide Prevention Skills

Suicide prevention training research has primarily focused on training outcomes with little attention given to potential predictors of skill development. This presentation will explore knowledge about suicide and attitudes toward suicide prevention as predictors of suicide prevention skills following training.

#### Philip Osteen

*University of Maryland*

#### 524b Exploring a Debriefing Intervention: A Study of a Clinical Staff Intervention

Researchers, theorists, and practitioners have begun to identify the personal toll on clinicians who work with traumatized clients. This study investigated how clinical staff members manifest vicarious trauma and burnout and examined the question of whether a debriefing intervention influenced vicarious trauma and burnout. Implications for clinical practice will be explored.

#### Dawn Matera

*Metropolitan State University of Denver*

#### 524c The Life-History Calendar: Research-to-Practice Implications

In three qualitative studies on developmental trajectories of stress among adolescents (sexual minority, domestic violence survivors) the presenters used a life-history calendar (LHC). Through the process, not only were the rich experiences of youth captured, but also the relevance of LHC methods in clinical practice was revealed.

#### Jeremy Goldbach

*University of Southern California*

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## Cultural Competence

### 525 Concierge of the International Classroom: The Role of the Social Work Instructor

#### Curriculum or Administrative Workshop

8:00 am–9:30 am

Tampa Convention Center, Room 12



Accepted

This workshop will present practical, real-world experiences from conceptualization to execution in the curriculum planning, financial accounting, securing of travel and educational accommodations, and managing risk for an international social work course.

#### Rebecca G. Judd

*Texas A&M University-Commerce*

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## Disability Issues

### 526 Social Policy and the Transition to Adulthood for Individuals With Autism

#### Roundtable

8:00 am–9:00 am

Tampa Convention Center, Ballroom A

This roundtable will discuss policies that affect service delivery during the transition to adulthood for individuals with autism. It will focus on changes in social policies that can alter how social workers provide services to clients with autism during their transition from special education to the adult service system.

#### Lauren Bishop-Fitzpatrick

*University of Pittsburgh*

#### Elaine Eisenbaum

*University of Texas at Austin*

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## Educational Outcomes Assessment

### 527 Interprofessional Simulation: Moving Beyond Role Play in Education, Field Instruction, and Supervision

#### Roundtable

8:00 am–9:00 am

Tampa Convention Center, Ballroom A

This roundtable will review the effects of interprofessional simulation and its implementation in social work education. Along with describing a unique end-of-life scenario, the session will provide an opportunity for participants to discuss and share ideas for implementing simulation and interprofessional activities in the classroom and their practice.

**Laura Mutrie**

*Quinnipiac University*

**Stephanie A. Jacobson**

*Quinnipiac University*

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## Evidence-Based Practice

### 528 Translating EBP: How Do We Make Evidence-based Practice Relevant to Students?

#### Think Tank

8:00 am–9:00 am

Tampa Convention Center, Room 30B



Accepted

Graduate students are voicing increasing concerns about the translation of evidence-based practice (EBP) to real-world clinical practice. This think tank will seek to help educators develop strategies to improve the mechanisms through which they are helping their students to translate EBP models into clinical work.

**Susan B. Bliss**

*Molloy College*

**Melissa McCardle**

*Molloy College*

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## Field Education

### 529 Best Practices in Developing and Supporting Agencies With a Non-MSW Preceptor

#### Curriculum or Administrative Workshop

8:00 am–9:00 am

Tampa Convention Center, Room 19



Accepted

The presentation will address the need to identify and implement best practices regarding the use of non-MSW preceptors in field placement agencies. The presenters will highlight identified characteristics of successful preceptors, discuss strategies to support the placement, and offer the preceptor training developed and provided by a western school of social work.

**Ruth Cislawski**

*University of Southern California*

**Amber Ford**

*University of Southern California*

**Shu Chen Hsiao**

*University of Southern California*

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## Field Education

### 530 Increasing Field Education Scholarship: Are Tenure-Track Field Coordinators the Solution?

#### Roundtable

8:00 am–9:00 am

Tampa Convention Center, Ballroom A

Field education has been described as the signature pedagogy of our profession. Given the paucity of existing research on field education, would hiring tenure-track field coordinators naturally develop a larger pool of researchers to fill this void? This roundtable will discuss the pros and cons of this potential solution.

**Timothy McCarragher**

*University of Akron*

**Naomi White**

*University of Akron*

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## Field Education

### 531 Leniency Bias: Strategies to Support Accuracy and Consistency in Field Performance Evaluations

#### Think Tank

8:00 am–9:00 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 12



Accepted

Field evaluations represent a frequently used measurement of social work student competence. Due to the relationship built between student and field instructor, there can be an inherent leniency bias when rating student performance. This think tank will define and discuss leniency bias and programmatic strategies for addressing it.

#### Susan Marchetti

*University of North Carolina at Charlotte*

#### Nancy Pierson

*East Carolina University*

#### Rebecca B. Brigham

*University of North Carolina at Chapel Hill*

#### Amy Barsanti

*University of North Carolina at Charlotte*

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## Field Education

### 532 Practice Setting Safety: Students, Field Agencies and Social Work Field Education Partnership

#### Curriculum or Administrative Workshop

8:00 am–9:00 am

Tampa Convention Center, Room 20



Accepted

This presentation will share the findings of two BSW programs' self-assessment of how students are prepared by their agencies and programs on aspects of personal safety in their practice settings. Recommendations for how social work programs can ensure safety in field education also will be offered.

#### Toni-Marie Ciarfella

*Marist College*

#### Janet K. Acker

*College of Saint Rose*

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## International Issues

### 533 Paper Session 2

#### Paper Session

8:00 am–9:00 am

Tampa Convention Center, Room 31

#### 533a Clinical Social Work Education in the Palestinian West Bank: An Exploratory Study

This presentation will report on a study of clinical social work students at Al-Quds University in the West Bank, examining their definitions of clinical social work, their motivations for entering the field, their perceptions of psychosocial problems, and their plans for using the tools of the field to conceptualize and help.

#### David S. Byers

*Smith College*

#### Joan Berzoff

*Smith College*

#### Efrosini Kokaliari

*Springfield College*

#### 533b Shared Vicarious Trauma Among Social Workers: A Qualitative Study of the Palestinian Experience

This study explored the perceptions of executive directors and social workers in Palestinian social services regarding the effect of working in a turbulent environment in East Jerusalem and the West Bank. It examined the effect of shared vicarious trauma on social workers and the strategies used by agencies to help workers handle the stress.

#### Najwa Safadi

*Al-Quds University*

#### Wendy Whiting Blome

*Catholic University of America*

#### 533c "A Life You Wouldn't Have Imagined": Social Development With HIV-Positive Kenyan Women

This participatory evaluation study investigated the impact of a community-based social development initiative with HIV-positive single mothers in Kenya. This presentation will report findings from the first study phase that used semistructured and focus group interviews to explore the lived experience of HIV-positive women and the perceived impact of social development.

#### Colleen M. Fisher

*University of Minnesota-Twin Cities*

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## International Issues

### 534 Teaching Beyond the Universal Declaration of Human Rights

#### Curriculum or Administrative Workshop

8:00 am–9:00 am

Tampa Convention Center, Room 16



This workshop will introduce a rich array of resources for teaching human rights available through the United Nations and regional bodies that can assist educators in meeting and going beyond the 2008 EPAS standards on human rights. Implications for curriculum development and teaching strategies will be addressed.

**Kathryn Libal**

*University of Connecticut*

**Lynne Healy**

*University of Connecticut*

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## Interprofessional and Transdisciplinary Practice

### 535 Using Interdisciplinary Data Analysis and Mapping to Understand Community-Wide Spatial Injustices

#### Roundtable

8:00 am–9:00 am

Tampa Convention Center, Ballroom A

Social work emphasizes the social environment, but a better understanding of the physical environment is needed, which can come from community-level data. Through experiential learning, participants will obtain an overview of what interdisciplinary data is available, how to access it, and how to incorporate it into their teaching and research.

**Kate Agnelli**

*Virginia Commonwealth University*

**Jessie Kadolph**

*Virginia Commonwealth University*

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## Islam and Muslims

### 536 A Religious-Spiritual Framework for Understanding Acculturation Among Muslims

#### Skills Workshop

8:00 am–9:00 am

Tampa Convention Center, Room 10



This presentation will challenge the traditional approach to the acculturation of immigrants, arguing that—for social work practice with immigrants who self-identify as Muslims—religion cannot be subsumed under culture. Religion provides guidance to immigrants to negotiate the demands of the host society. Implications for education, research, and practice will be explored.

**Altaf Husain**

*Howard University*

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## Military Social Work

### 537 Preparing Social Workers to Conduct Suicide Assessments With Military Members and Veterans

#### Curriculum or Administrative Workshop

8:00 am–9:00 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 8



This presentation will demonstrate an approach to teaching social work students how to use a multidimensional collaborative model for assessing and responding to suicidal military members and veterans. Participants will apply the five-step model to a realistic military or veteran case scenario as a practical option for their future instruction.

**James Whitworth**

*Saint Leo University*

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## Social and Economic Justice

### 538 Addressing Inequalities in Our Own Backyard: Effecting Change on Campus

#### Roundtable

8:00 am–9:00 am

Tampa Convention Center, Ballroom A

This roundtable will describe the experience of faculty members in one social work program in addressing inequalities on campus as highlighted in a campus climate survey. The role of social work faculty members as change agents in their university communities will be highlighted and questions posed about participants' aspirations for activism in their own backyard.

**Michele Belliveau**

*West Chester University*

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## Social Welfare Policy and Policy Practice

### 539 Using Recent Court Cases as a Tool to Teach Social Policy

#### Curriculum or Administrative Workshop

8:00 am–9:00 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 4



Accepted

Few curricula address the role played by the courts in shaping social policy. Using examples from the 2013–2014 Supreme Court term, as well as selected lower-court cases, this workshop will equip participants to introduce case law into the classroom as a tool for enhancing student understanding of policies important to social work.

**Sunny Harris Rome**

*George Mason University*

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## Spirituality

### 540 Spirituality in Social Work: A Roundtable Discussion

#### Roundtable

8:00 am–9:00 am

Tampa Convention Center, Ballroom A

Spirituality has significant implications on social work practice. The scope of discussing the topic includes the entire micro/macro practice continuum for social work, so there is opportunity for all social work educators to benefit from a facilitated professional discussion on the topic of spirituality in social work.

**Dorrance Kennedy**

*Fayetteville State University*

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## Teaching Methods and Learning Styles

### 541 Experience This! Exposing Undergraduate Students to Vulnerable Populations

#### Roundtable

8:00 am–9:00 am

Tampa Convention Center, Ballroom A

Experiential-learning techniques increase student awareness about vulnerable populations. This roundtable will explore two innovative and meaningful assignments that have been successfully implemented: the Food Insecurity Challenge and a dementia simulation. Participants will be encouraged to share their experiences using experiential strategies that can expose students to vulnerable populations.

**Danilea W. Werner**

*Auburn University*

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## Teaching Methods and Learning Styles

### 542 Technology and Social Work Education: Transforming Pedagogy or Efficiency?

#### Think Tank

8:00 am–9:00 am

Tampa Convention Center, Room 21



Accepted

This think tank will explore current and potential opportunities as technology is integrated into teaching practices. Participants will work in groups to identify opportunities, strengths, and challenges in teaching and field placement and explore implicit curriculum implications.

#### Deb Willis

*Eastern Michigan University*

#### Tana Bridge

*Eastern Michigan University*

#### Jennifer Fritz

*Eastern Michigan University*

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## University-Community Partnerships

### 543 Community-Engaged Participatory Action Research as an Integral Part of MSW Research Curricula

#### Curriculum or Administrative Workshop

8:00 am–9:00 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 10



Accepted

This workshop will describe faculty integration of community-engaged participatory action research practices into core MSW research methods courses to promote co-learning in the classroom and community. Faculty members will describe development and implementation of the curriculum, and graduate students and a community participant will present examples of their live research projects.

#### Jennifer Middleton

*University of Maine*

#### Sarah Harvey

*University of Maine*

#### Alison Mitchell

*University of Maine*

#### Nina Esaki

*ANDRUS*

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## Addictions

### 544 Education and Treatment

#### Paper Session

8:00 am–9:30 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 1

#### 544a Advancing Multidisciplinary Education for Screening, Brief Intervention, and Referral to Treatment (SBIRT)

This presentation will examine the collaboration of an interdisciplinary team from the professional schools of social work, nursing, and medicine in the context of a SAMHSA grant for the approach of SBIRT. The curriculum will be explicated, and the benefits of an interdisciplinary approach for interprofessional practice in primary health settings will be described.

#### Joan M. Carlson

*Indiana University*

#### Kathy Lay

*Indiana University*

#### 544b Beliefs About Physical Health and Recovery Among Substance Abuse Counselors

Because health is important to well-being and because the health of substance-abusing clients has deteriorated in general, it is important to incorporate health-promoting activities in treatment settings. This study draws from the expertise of everyday clinicians to identify factors influencing their intention to promote health.

#### Cory B. Dennis

*California State University, San Bernardino*

#### Thomas Dale Davis

*California State University, San Bernardino*

#### 544c Revisiting Gambling Risk Using the Windsor Gambling Screen for Older Adults

Detecting at-risk gambling among older adults is important for interrupting a trajectory of problematic momentum. The Windsor Gambling Screen for Older Adults is one tool for detecting gambling risk. This study tested the factor structure of this instrument in an effort to build the evidence base for its validity.

#### Cory B. Dennis

*California State University, San Bernardino*

#### Thomas Dale Davis

*California State University, San Bernardino*

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## Baccalaureate Programs

### 545 Paper Session 2

#### Paper Session

8:00 am–9:30 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 5

#### 545a Preparing the Emerging Undergraduate Social Work Researcher: Models and Best Practices

This session will describe models and concepts that positively affect the social work undergraduate research experience. The presenters will discuss programs within a school that successfully integrate BASW students into a research culture. Practical mentoring and training strategies that can be adapted by other BASW program faculty members will be provided.

**Anne K. Hughes**

*Michigan State University*

**Joanne Riebschleger**

*Michigan State University*

#### 545b Advancing Social Work Assessment: A Quantitative Evaluation of CSWE-Accredited Undergraduate Program Websites

This presentation will report on a quantitative study conducted through online assessment of websites of 110 CSWE-accredited undergraduate social work programs. Programs were assessed on the attainment of benchmarks. The findings increased knowledge of program website assessment in educating social work programs nationally on how competencies are achieved in social work education.

**Frances Bernard Kominkiewicz**

*Saint Mary's College*

#### 545c Leadership Succession: Mentoring BSW Students for Careers in Social Work Education

As baby boomers employed in social work education retire, opportunities open for careers in social work education. BSW students who pursue graduate education are uniquely positioned to assume these positions. Current faculty members can cultivate and guide this next generation of educators already rooted in social work knowledge, values, and skills.

**Claire L. Dente**

*West Chester University*

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## Child Welfare

### 546 Workforce Development

#### Paper Session

8:00 am–9:30 am

Tampa Convention Center, Room 11

#### 546a Equity and Fairness Perceptions in the Child Welfare Workforce

This study examined the role played by ethnic identification in worker perceptions of dynamics in child welfare organizations. Using mixed methods, the presenters explored whether perceived inequity related to ethnicity was a contributor to job satisfaction or intentions to stay/leave. Striking findings include worker perceptions of inequities related to court duties.

**Amy D. Benton**

*Texas State University*

**David Chenot**

*California State University, Fullerton*

#### 546b Expanding Child Welfare Workforce in Rural and Tribal Communities: Lessons Learned

An overview of how a service unit, established within an academic social work program, provides strengths-based wraparound service to at-risk families will be described. A model for program organization and function, which prepares future social workers for child welfare practice in rural and tribal communities, will be described.

**Kimberly Becker**

*University of North Dakota*

**Thomasine Heitkamp**

*University of North Dakota*

**Patti Sele**

*University of North Dakota*



**546c Career Trajectories of PCW Employees: Is There an Advantage for MSW Graduates?**

Career trajectories and job retention of a specially selected group of public child welfare employees ( $n=151$ ) who participated in MSW education funded by Title IV-E are examined in comparison with a matched group of nonparticipant employees, followed from enrollment in the program through graduation and post-payback.

**Ayse Akincigil**

*Rutgers, The State University of New Jersey*

**Fiona Conway**

*Rutgers, The State University of New Jersey*

**Ericka Deglau**

*Rutgers, The State University of New Jersey*

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**Clinical Practice**

**547 Normalizing Sexual Health and Sexuality in Clinical Practice and Social Work Education**

Panel

8:00 am–9:30 am

Tampa Convention Center, Room 18

 Accepted

This presentation will aim to address how sexual health and sexuality can be incorporated into social work curricula with special attention given to practice-based courses and electives. A clinical framework for addressing myriad sexual health topics will be explored by faculty members from three institutions.

**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**

*Loyola University Chicago*

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**Community Organization and Social Administration**

**548 Place-Based Community Organizing: Implications for Social Work Education**

Panel

8:00 am–9:30 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 9

 Accepted

Neighborhoods are sites of both oppression and transformation. Drawing from analyses of interventions designed to improve residents' health and well-being, the presenters will identify new insights into knowledge and skills necessary to train future community-based practitioners. They will conclude with practical examples of the challenges and opportunities involved in teaching place-based community practice.

**Amy Krings**

*University of Michigan*

**Lorraine Gutierrez**

*University of Michigan*

**Caroline A. Lanza**

*University of Washington*

**Susan Kemp**

*University of Washington*

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**CSWE Connect**

**549 Human Trafficking: A Global Overview**

8:00 am–9:30 am

Tampa Convention Center, Room 9

Group: Commission on Global Social Work Education

Human trafficking is receiving more attention, but there is a still confusion about its definition, its different forms, and its relationship with culture. The presenters will provide an overview of this crime as well as discuss its presence in various countries, including the United States.

**Susan Mapp**

*Elizabethtown College*

**Mary Elizabeth Collins**

*Boston University*

**Joanne N. Corbin**

*Smith College*

**Joy Borah**

*University of North Alabama*

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## CSWE Connect

### 550 The Commission on Research: Connecting Scholarship and Ethics

8:00 am–9:30 am

Tampa Convention Center, Room 23

Group: Commission on Research

This session will highlight the mission of the CSWE Commission on Research and its goals for the next 5 years. Two topics also will be discussed: the upcoming faculty scholarship/expertise survey and responsible conduct of research involving community partnership and collaboration. Participant discussion will be encouraged.

**Iris Carlton-LaNey**

*University of North Carolina at Chapel Hill*

**Anne S. Robertson**

*Washington University in St. Louis*

**Peter Maramaldi**

*Simmons College*

**Pamela Twiss**

*California University of Pennsylvania*

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## CSWE Connect

### 551 The Politics of Food and Food (In)Security: Social Work Then and Now

8:00 am–9:30 am

Tampa Convention Center, Room 25

Group: Council on External Relations

Access to food with nutritional value is recognized as a human right that is foundational to global social welfare. Drawing from diverse global examples, the presenters will discuss how food policy decisions link to social work practice and how interventions affect global human rights.

**Aster Tecele**

*University of Utah*

**DeBrenna Agbenyiga**

*Michigan State University*

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## CSWE Film Festival

### 552 American Heart

Film

8:00 am–9:30 am

Tampa Convention Center, Room 1

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## CSWE Film Festival

### 553 My Name Was Bette: The Life and Death of an Alcoholic

Film

8:00 am–9:30 am

Tampa Convention Center, Room 2

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## Field Education

### 554 Supporting Field Education in an Online Environment

Panel

8:00 am–9:30 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 6



Accepted

The need to address the implementation of field education, the profession's signature pedagogy, in an online environment has become increasingly important. This presentation will discuss the development of a field education program for the first fully online university to offer an MSW program.

**M. Sebrena Jackson**

*Walden University*

**Donna McElveen**

*Walden University*

**Pete Meagher**

*Walden University*

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## Health

### 555 Teaching Sexuality to Social Work Students: Sixty Years In a Contact Zone

#### Panel

8:00 am–9:30 am

Tampa Convention Center, Room 22



Accepted

The World Health Organization affirms sexual/reproductive health information and clinical services as human rights. This session will examine surveys of social workers' confidence to assess, provide interventions, make referrals, and advocate for clients' sexual issues; analyze contemporary models for teaching sexuality to social workers; and evaluate the current use of predecessors' sexual health education legacy.

#### Susan Ekberg Stiritz

*Washington University in St. Louis*

#### George Turner

*University of Kansas*

#### Sabitha Pillai-Friedman

*Widener University*

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## Hot Topic

### 556 Addressing Homelessness: Building a 21st-Century Social Work Agenda

8:00 am–9:30 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 11

Group: Council on Conferences and Faculty Development

The NASW Code of Ethics (2008) prioritizes disadvantaged populations, yet the social work profession could do much more in response to homelessness. This can be framed as an initiative similar to child welfare and aging, with opportunities to influence CSWE such as curriculum and competency requirements for training social workers.

#### Christian Molidor

*California State University, Long Beach*

#### Michael Patchner

*Indiana University*

#### Jacqueline Mondros

*Hunter College, City University of New York*

#### Heather Larkin

*University at Albany, State University of New York*

#### Katharine Briar-Lawson

*University at Albany, State University of New York*

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## Latina/Latino Issues

### 557 Latino (Male) Risk and Resilience

#### Paper Session

8:00 am–9:30 am

Tampa Convention Center, Room 8

#### 557a La Voz del Padre: The Experience of Puerto Rican Fathers

This research sought to gain a better understanding of the important role in parenting that a father plays in Puerto Rican family life. Qualitative focus groups of Puerto Rican fathers were conducted, and the results were analyzed. Emerging from the data are the culturally embedded practices involved in fathers' parenting.

#### Cristina Mogro-Wilson

*University of Connecticut*

#### Reinaldo Rojas

*University of Connecticut*

#### 557b Understanding Machismo and Caballerismo in Central America and Mexico

Given the growth of the Latino population, it is important to understand one of the most salient and controversial concepts about the Latin American culture. Analyzing survey data from El Salvador ( $n=935$ ), Nicaragua ( $n=965$ ), and Mexico ( $n=891$ ), this presentation will offer individual and family factors associated with machismo and *caballerismo*.

#### Rene D. Olate

*Ohio State University*

#### Xiafei Wang

*Ohio State University*

#### Jayshree S. Jani

*University of Maryland*

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## Partnership

### 558 Comprehensive Health Insurance Reform, Health Disparities, and Workforce Development

8:00 am–9:30 am

Tampa Convention Center, Room 7

Group: National Association of Deans and Directors (NADD)

This session will discuss the challenges of the Affordable Care Act in addressing health and behavioral health disparities, and the various workforce development initiatives in social work education to address health and behavioral health disparities.

**James Herbert Williams**

*University of Denver*

**Laura Lein**

*University of Michigan*

**Wynne Korr**

*University of Illinois at Urbana-Champaign*

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## Partnership

### 559 IASWG: Strategies for Integrating Group Work Content in Social Work Education

8:00 am–9:30 am

Tampa Convention Center, Room 36

Group: International Association for Social Work with Groups

The International Association for Social Work With Groups is the international organization of group-work educators, practitioners, and scholars that is dedicated to advocacy for professional group-work practice and education. The session will focus on strategies and challenges to further expand group work in the social work curriculum.

**Greg Tully**

*West Chester University*

**Jennifer Clements**

*Shippensburg University*

**Carol S. Cohen**

*Adelphi University*

**Olga Molina**

*University of Central Florida*

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## Partnership

### 560 North of the 49th Parallel: The Uniqueness of Canadian Social Work Education

8:00 am–9:30 am

Marriott Tampa Bay Waterside Hotel, Meeting Room 7

Group: Canadian Association for Social Work Education-  
Association canadienne pour la formation en travail social

The Canadian Association for Social Work Education/ Association canadienne pour la formation en travail social (CASWE-ACFTS) governs and promotes social work education within Canada. This presentation will discuss the principles and practices that guide the work of CASWE-ACFTS and consider points of convergence with and divergence from the work of CSWE.

**Peter Donahue**

*University of Waterloo*

**Carolyn Campbell**

*CASWE-ACFTS*

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## Research and Program Evaluation

### 561 Teaching Implementation and Quality Science to Integrate Social Work Practice and Research

Panel

8:00 am–9:30 am

Tampa Convention Center, Room 15



Accepted

Advances in implementation and quality improvement sciences offer new paradigms to integrate research and practice. They also raise challenges about the content and formats for teaching these new paradigms. This panel of implementation and quality improvement experts will present curriculum options based on experiences in three schools of social work.

**Enola K. Proctor**

*Washington University in St. Louis*

**Curtis McMillen**

*University of Chicago*

**Leopoldo J. Cabassa**

*Columbia University*

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## Special Events

### 562 Hokenstad International Lecture: Asher Ben-Arieh

#### General Session

9:30 am–10:45 am

Tampa Convention Center, Ballroom B

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## African Americans and the African Diaspora

### 564 Sankofa: Fifty Years After the Civil Rights Act of 1964

#### Roundtable

11:00 am–12:00 pm

Tampa Convention Center, Ballroom B

This presentation will examine the legacy of the U.S. Civil Rights Act of 1964 in forming an Afrocentric cultural identity. Its role in the development of an African American empowerment strategy for the future will be discussed.

**Pamela Fox**

*Baylor University*

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## Baccalaureate Programs

### 565 Gatekeeping and the Implicit Curriculum: A Model for Developing Behaviorally Specific Policies

#### Curriculum or Administrative Workshop

11:00 am–12:00 pm

Tampa Convention Center, Room 30B



Accepted

Gatekeeping engenders considerable conflict yet is integral to the implicit curriculum. This workshop will provide a model for incorporating CSWE's core competencies; social work ethics; and university, state, and federal policies into behaviorally specific gatekeeping policies. This model can assist BSW programs in evaluating professional fit at multiple gatekeeping points.

**Mary Hylton**

*University of Nevada, Reno*

**Jill Manit**

*University of Nevada, Reno*

**Gloria Messick Svare**

*University of Nevada, Reno*

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## Child Welfare

### 566 The Lōkahi Wheel: A Culturally Sensitive Assessment Tool for Child Welfare Professionals

#### Skills Workshop

11:00 am–12:00 pm

Tampa Convention Center, Room 13



Accepted

This workshop will describe the Lōkahi wheel (a culturally sensitive assessment tool based on the Hawaiian worldview), its implementation, and its adaptations for use with other cultures. Evaluation data from child welfare workers indicate that using the Lōkahi wheel has been found to be helpful in engaging and assessing Native Hawaiians.

**Tammy Kaho'olemana Martin**

*University of Hawai'i at Manoa*

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## Clinical Practice

### 567 Relationship Is the Key: Common Factors and Clinical Supervision

#### Curriculum or Administrative Workshop

11:00 am–12:00 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 10



Accepted

Research has consistently highlighted the importance of the therapeutic relationship in psychotherapy. Often clinical supervision becomes focused on technique while ignoring relationship dynamics. This workshop will present ways to teach about the importance of therapeutic relationship through exploring relationship dynamics in the supervisory dyad.

**Marilyn Ghezzi**

*University of North Carolina at Chapel Hill*

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## Criminal and Juvenile Justice

### 568 University-Based Reentry Initiative: A Collaborative Criminal Justice Field Placement Model

#### Roundtable

11:00 am–12:00 pm

Tampa Convention Center, Ballroom B

Approximately 1 in 35 Americans are under criminal justice supervision, but 8% of MSW students work in this area for field placement. One university-based initiative trains MSW students in criminal justice and reentry by providing support to individuals exiting jail through collaborations with the field office, agencies, and jail administration.

**Nancy D. Franke**

*University of Pennsylvania*

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## Cultural Competence

### 568.5 Social Work Educators of Color and Antiracist Commitment: Turning Challenges Into Opportunities

#### Think Tank

7:45 am–8:45 am

Tampa Convention Center, Room 11



As higher education institutions seek to increase faculty racial diversity, faculty members of color face challenges related to racism within classrooms and the academy. This session will use case studies to develop collective knowledge regarding how social work educators of color and allies might navigate challenges and enhance antiracist academic climates.

**Melissa Redmond**

*Carleton University*

**Kenta Asakura**

*University of Toronto*

**Steven Solomon**

*Ryerson University*

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## Educational Outcomes Assessment

### 569 Enhancing Program Assessment Through SWEAP

#### Curriculum or Administrative Workshop

11:00 am–12:00 pm

Tampa Convention Center, Room 20



This presentation will include an overview of the reaccreditation process and a discussion of the need for multiple measures in program assessment. A framework for program assessment will be offered that includes program-developed measurements along with standardized instruments that allow for comparison to other programs through the Social Work Education Assessment Project (SWEAP).

**Tobi A. DeLong Hamilton**

*Lewis-Clark State College*

**Roy Rodenhiser**

*Boise State University*

**Kathryn S. Krase**

*Long Island University-Brooklyn Campus*

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## Field Education

### 570 Developing a Student-Centered Advising System for a National Online MSW Program

#### Curriculum or Administrative Workshop

11:00 am–12:00 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 6



Developing a student-centered advising model for a national online MSW program presents both challenges and opportunities for innovation. Qualified advisers are recruited from the accepted students' geographic areas and serve the dual role of academic adviser and field liaison for the duration of the program.

**Kristina Whiton-O'Brien**

*Boston University*

**Diane Crowley**

*Boston University*

**Reeve Goldhaber**

*Boston University*

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## Field Education

### 571 Improving Health-Care System Literacy in an ACA World

#### Roundtable

11:00 am–12:00 pm

Tampa Convention Center, Ballroom B

The Affordable Care Act affects social work students in their respective field placements, yet there is no known pedagogical field seminar model aimed at preparing students for this new delivery system. A collaborative field-seminar training model will be presented, and attendees will be invited to critique this approach.

#### Jarod Giger

*University of South Dakota*

#### Jay Memmott

*University of South Dakota*

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## Field Education

### 572 Maintaining Quality Field Education in Changing Times: A Team-Based Model

#### Roundtable

11:00 am–12:00 pm

Tampa Convention Center, Ballroom B

Field directors are challenged to maintain standards with dwindling numbers of field instructors. The presenters will share an innovative model composed of a team of students, external educator, and in-house supervisor in settings that do not traditionally provide practica. Participants will be encouraged to share experiences, challenges, responses, and methods for ensuring student competence.

#### Eileen McKee

*University of Toronto*

#### Andrea Litvack

*University of Toronto*

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## Group Work

### 573 Incorporating Quality Group Work Experiences Into the Field Practicum

#### Roundtable

11:00 am–12:00 pm

Tampa Convention Center, Ballroom B

The focus of this roundtable discussion is on helping participants integrate group-work experiences into the field practicum on a consistent basis. Using the standards for social work practice with groups as a foundation, participants will develop strategies to engage students in group work in the field practicum.

#### Jennifer Clements

*Shippensburg University*

#### Elizabeth Fisher

*Shippensburg University*

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## Interprofessional and Transdisciplinary Practice

### 574 Interprofessional Education: Working With the Three Es (Expectations, Egos, and Experiences)

#### Curriculum or Administrative Workshop

11:00 am–12:00 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 8



Accepted

This workshop will trace the development of an interprofessional education program between two universities and four professions. The steps to success will be highlighted, and barriers and challenges will be discussed. In addition, quantitative and qualitative data providing insight regarding the experience of both students and facilitators will be featured.

#### Genesia Kilgore-Bowling

*University of Pikeville*

#### Canda Byrne

*University of Pikeville*

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## Military Social Work

### 575 The Future of Military Social Work Education: A Roundtable Discussion

#### Roundtable

11:00 am–12:00 pm

Tampa Convention Center, Ballroom B

A facilitated discussion on the future of military social work education—especially as it relates to generalist practice and the effect on the social work micro/macro practice continuum—can benefit social work educators.

#### Eugenia Weiss

*University of Southern California*

#### Mark Raymond Marquez

*Fayetteville State University*

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## Research and Program Evaluation

### 576 Applied Multilevel Modeling

#### Curriculum or Administrative Workshop

11:00 am–12:00 pm

Tampa Convention Center, Room 16



Accepted

Most social work educators, practitioners, and researchers conceptualize human behavior within a dynamic person-in-environment framework. Multilevel modeling does a better job of capturing this complex reality than most statistical models taught in schools of social work. This workshop will give participants resources and methods for learning and teaching multilevel modeling.

#### John G. Orme

*University of Tennessee at Knoxville*

#### Nathaniel J. Williams

*University of Tennessee at Knoxville*

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## Social and Economic Justice

### 577 Seeking Justice: Teaching Social and Economic Justice in the Micro Curriculum

#### Curriculum or Administrative Workshop

11:00 am–12:00 pm

Tampa Convention Center, Room 12



Accepted

Social work micro practice is at a crossroads relative to social and economic justice (SEJ). Teaching social work students specific practice behaviors to become change agents is a crucial skill. The session will review the literature on SEJ in micro practice and present teaching strategies that advance SEJ in micro practice.

#### Jennifer E. Harrison

*Western Michigan University*

#### Ineke Way

*Western Michigan University*

#### Karen VanDeusen

*Western Michigan University*

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## Teaching Methods and Learning Styles

### 578 Teaching Social Work Students About Poverty and Homelessness Through Experiential Immersion

#### Roundtable

11:00 am–12:00 pm

Tampa Convention Center, Ballroom B

This roundtable will explore brief experiential immersion as a teaching strategy to orient incoming students to the profession. The presenters will describe a curriculum that effectively brings together academic institutions, public and nonprofit agencies, and consumers to provide *in vivo* experiences of poverty and homelessness for students.

#### Jane Allgood

*University of Southern California*

#### Ruth A. Supranovich

*University of Southern California*

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## Teaching Methods and Learning Styles

### 579 “I’m Not a Feminist”: Teaching Feminist Theory to Skeptical Social Work Students

#### Curriculum or Administrative Workshop

11:00 am–12:00 pm

Tampa Convention Center, Room 14



Feminist theory is not often embraced by students for use in social work practice. This workshop will review the basics of feminist theory, practice, and pedagogy for teaching feminist social work practice and demonstrate the use of social media, online discussions, and collaborative work for student learning.

**Diane Hodge**

*Radford University*

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## Technology in Social Work Education and Practice

### 580 Technology-Enhanced Practice Courses and Collaborative Learning in Distance Education

#### Curriculum or Administrative Workshop

11:00 am–12:00 pm

Tampa Convention Center, Room 19



Information and demonstration of a technology-based teaching model for enhancing practice skills will be provided. Ideas will be shared about the building blocks of technology-enhanced practice courses, the integration of technology and collaborative learning into practice syllabi, strategies for increasing student learning outcomes, and lessons learned.

**M. Diane Calloway-Graham**

*Utah State University*

**Carl J. Sorenson**

*Utah State University*

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## Technology in Social Work Education and Practice

### 581 Using Social Media in the Classroom: Not Just for Geeks

#### Skills Workshop

11:00 am–12:00 pm

Tampa Convention Center, Room 21



In this skills development workshop, the benefits and limitations of using Facebook, Twitter, Pinterest, YouTube, and Google+ in education will be discussed. Participants will learn about assignments that use Twitter and Pinterest, and develop skills for their use.

**Jimmy Young**

*University of Nebraska at Kearney*

**Melanie Sage**

*University of North Dakota*

**Jonathan Singer**

*Temple University*

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## Child Welfare

### 582 What’s in an MSW? Career Trajectories and Practice Outcomes for PCW Employees

#### Panel

11:00 am–12:30 pm

Tampa Convention Center, Room 10



Results of an exit survey and the career paths and retention of 151 public child welfare employees who completed an MSW will be presented. Practice outcomes for graduates and career effects of graduate-level social work education in a child welfare system undergoing reform will be examined.

**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*

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## Clinical Practice

### 583 Clinical Practice in Times of Economic Stress: The Narrative of Poverty

#### Panel

11:00 am–12:30 pm

Tampa Convention Center, Room 15



Accepted

Poverty creates a pervasive internal narrative that can destroy a client's well-being, initiative, and self-respect. Poverty should be viewed from a holistic perspective in social work education so its influence on each individual's life may be understood and effective empowerment methods that can overcome the negative effects may be provided.

#### Linda Openshaw

*Texas A&M University-Commerce*

#### Janice Edwards

*Howard University*

#### Michael Schock

*Augsburg College*

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## Clinical Practice

### 584 Strength-Based Social Work: A Metatheory to Guide Social Work Research and Practice

#### Panel

11:00 am–12:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 4



Accepted

A panel of experts will invigorate a discussion of strengths-based social work as a metatheory for practice. The historical roots of strengths-based social work and evidence for contemporary practice models will be described. Presenters will illustrate teaching tools and assessment strategies related to EPAS practice behaviors for strengths-based clinical/direct practice.

#### Catherine A. Simmons

*University of Memphis*

#### Valerie Shapiro

*University of California at Berkeley*

#### Sarah Accomazzo

*University of California at Berkeley*

#### Trevor Matheny

*Kansas State University*

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## Community Organization and Social Administration

### 585 Macro Practice in Social Work Education: Poised for a Comeback?

#### Panel

11:00 am–12:30 pm

Tampa Convention Center, Room 22



Accepted

Although social work is defined by commitment to the individual and the larger environment, tensions between micro and macro practice persist. Clinical curricula dominate, leaving macro faculty marginalized and macro concentrations underenrolled. This session will present initiatives that aim to rectify this imbalance and engage participants in generating strategies for improvement.

#### Margaret Sherraden

*University of Missouri-St. Louis*

#### Sunny Harris Rome

*George Mason University*

#### Mark S. Homan

*Association for Community Organization and Social Administration*

#### Andrew Calderaro

*Hunter College, City University of New York*

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## Criminal and Juvenile Justice

### 586 Theoretical groundings

#### Paper Session

11:00 am–12:30 pm

Tampa Convention Center, Room 7

#### 586a The Structure of Posttraumatic Symptoms in Victimized Women on Probation and Parole

The posttraumatic diagnostic scale (PDS) has never been examined using a victimized population of women on probation and parole. A confirmatory factor analysis was used to verify the structure of the PDS through three models; multiple indicators multiple causes analyses examined differences based on exposure to childhood victimization in 406 women.

#### Katherine M. Winham

*University of Louisville*

#### Tanya Renn

*University of Louisville*

**586b Effects of Community Violence, Discrimination, and Racial Identity on African American Juvenile Delinquency**

This presentation will examine the role of community violence, racial discrimination, and racial identity on juvenile delinquency through self-report of incarcerated African American youths. Both community violence and discrimination significantly contributed to delinquency. Racial identity (racial centrality) was a protective factor against delinquency when community violence and racial discrimination were experienced.

**Hye-Kyung Kang**  
*Smith College*

**586c “When It Rains, It Pours”: Testing a Life-Course Model of Adversity**

This research investigated the accumulation of adversities across the life course of incarcerated parents, a population disproportionately exposed to social adversities and traumatic experiences. Mechanisms of these cascades from birth to adulthood were tested, focusing on early systems involvement, socioeconomic disadvantage, and polyvictimization as pathways to poor mental health outcomes.

**Sharon Borja**  
*University of Washington*

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**CSWE Connect**

**587 Publishing in Peer-Reviewed Journals**

11:00 am–12:30 pm  
Tampa Convention Center, Room 23  
Group: JSWE Editorial Board

This session will provide information and tips for planning, preparing, and submitting manuscripts for publication in peer-reviewed journals. Members of the *Journal of Social Work Education* Editorial Advisory Board will share their expertise on article preparation and the review process. Time will be allocated for questions.

**Susan Robbins**  
*University of Houston*

**Joanne Yaffe**  
*University of Utah*

**Dennis L. Poole**  
*University of South Carolina*

**Viola Vaughan-Eden**  
*National Organization of Forensic Work*

**David Pollio**  
*University of Alabama at Birmingham*

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**CSWE Connect**

**588 Operationalizing LGBT Issues Into the Implicit Curriculum: Challenges and Successes**

11:00 am–12:30 pm  
Tampa Convention Center, Room 25  
Group: Council on Sexual Orientation and Gender Identity and Expression

Social work educators often make LGBT content explicit in their syllabi. They also play a critical role in infusing LGBT content in the implicit curriculum. Reflecting on personal challenges and successes, panelists will recommend strategies that meet EPAS expectations for LGBT issues in social work education.

**Mark Giesler**  
*Saginaw Valley State University*

**Kristie Seelman**  
*Georgia State University*

**Tyler M. Arguello**  
*California State University, Sacramento*

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**CSWE Film Festival**

**589 Audience Selection**

**Film**  
11:00 am–12:30 pm  
Tampa Convention Center, Room 1

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**CSWE Film Festival**

**590 Audience Selection**

**Film**  
11:00 am–12:30 pm  
Tampa Convention Center, Room 2

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## Cultural Competence

### 591 Paper Session 3

#### Paper Session

11:00 am–12:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 7

#### 591a A Course to Develop Cultural Competency Skills in Master's-Level Students

This presentation will describe a newly developed course to build cultural competence skills in master's-level students. The course was led by the professor but directed by the students as an active team for the entire semester. By the conclusion of the course, students' cultural competence increased on all measured domains.

#### Wendy Zeitlin

*Yeshiva University*

#### Charles Auerbach

*Yeshiva University*

#### Susan Mason

*Yeshiva University*

#### 591b What We Mean by Diversity: Content Analysis of MSW Diversity Course Syllabi

Diversity content is designated by EPAS standards and is central to MSW education. Through an analysis of 20 course syllabi, this presentation will seek a better understanding of how diversity courses are conceptualized across programs. Implications for curriculum development and future research will be discussed.

#### Gita R. Mehrotra

*University of Utah*

#### Jen Self

*University of Washington*

#### Kimberly D. Hudson

*University of Washington*

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## Cultural Competence

### 592 Promoting an Antiracism Commitment for 20 Years: Strategies, Lessons Learned, and Future Directions

#### Panel

11:00 am–12:30 pm

Tampa Convention Center, Room 18



Accepted

A commitment to an antiracism stance 20 years ago drove a premier graduate school of clinical social work in new directions to effect change across explicit and implicit curriculum and administrative structures, with attendant shifts among faculty members, staff, students, and the broader community. Lessons learned, strategies, and future directions will be offered.

#### Peggy O'Neill

*Smith College*

#### Kathryn Basham

*Smith College*

#### Joshua Miller

*Smith College*

#### Irene Rodriguez Martin

*Smith College*

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## Disaster and Traumatic Stress

### 593 Paper Session 1

#### Paper Session

11:00 am–12:30 pm

Tampa Convention Center, Room 37

#### 593a Disaster Social Work: Redefining Roles and Curriculum

This presentation will focus on recent developments in the field of disaster management and discuss the potential role of social workers in this expanding arena. Suggestions for the incorporation of new concepts and approaches related to disaster risk reduction within social work curriculum will be offered.

#### Rebecca Thomas

*University of Connecticut*

### 593b Implications of Neuroscience for Childhood Stress

This presentation will outline and synthesize the current developmental neuroscience literature as it relates to childhood stress, including the anatomy of stress, animal studies, and clinical studies. Issues such as poverty, child abuse, and natural disasters will be explored as they relate to brain development and the physiological stress response.

**Tara J. Veerman**

*University of Tennessee at Knoxville*

**Terri Combs-Orme**

*University of Tennessee at Knoxville*

### 593c The Impacts of Mini Environmental Disasters: Voices Within Poor Kenyan Communities

The disaster relief subfield of social work primarily focuses on disasters that affect large geographical areas. However, many disasters affect small communities or even small groups within communities. This qualitative study focused on the effects of these mini-disasters on poor communities in Kenya, as related by the survivors themselves.

**Jennifer Willett**

*University of Connecticut*

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## Feminist Scholarship

### 594 A Gendered Justice System: For Youths and Women

**Paper Session**

11:00 am–12:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 1

### 594a Gendered Surveillance in Juvenile Probation: Findings From a Retrospective Cohort Study

The presenters will apply the theoretical framework of power-control theory to examine differences in how youths were charged with offenses based on gender and race in a retrospective cohort study. Findings will be discussed that revealed Black female youths were more likely to be charged with status offenses than other youths.

**Valerie Bryan**

*University of South Alabama*

### 594b Using Institutional Ethnography to Understand Prisoner Reentry From a Social Work Perspective

This presentation will discuss the methodological process for an institutional ethnography of the lifework undertaken by formerly incarcerated women in the process of getting out of prison. Experiences in conducting participant observation in an innovative way will be described, and the implications for social work practice and policy will be discussed.

**Megan Welsh**

*John Jay College, City University of New York*

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## Health

### 595 Paper Session 1

**Paper Session**

11:00 am–12:30 pm

Tampa Convention Center, Room 35

### 595a Health in All Programs: Findings From a Website Analysis of MSW Programs

The Affordable Care Act, which emphasizes patient care, cost control, and population health, is changing social work practice in health. Today's students require skills in wide-lens practices such as prevention and public health social work. A content analysis of MSW programs will provide insight into current health content and suggest improvements.

**Betty J. Ruth**

*Boston University*

### 595b Is Graduate Psychopharmacology Curriculum Preparing Social Workers for Practice With Medicated Clients?

Little is known about how social workers are being prepared for practice with clients taking psychiatric medications. In this survey of MSW programs, a majority (84%,  $n=171$ ) of program directors and instructors indicated limited psychopharmacology curriculum offerings, although a uniquely social work perspective on psychopharmacology appears to be emerging.

**Shannon Hughes**

*Colorado State University*

**Jeffrey R. Lacasse**

*Florida State University*

### **595c “Pick Your Battles”: Valuing and Negotiating Health Social Work**

This qualitative study investigated the experiences of health social workers in a major urban area about the contribution of and barriers to social work in their settings. Six major themes emerged and will be discussed in the context of delivering effective social work education.

**Shelley L. Craig**

*University of Toronto*

**Lauren B. McInroy**

*University of Toronto*

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## **Health**

### **596 Paper Session 6**

#### **Paper Session**

11:00 am–12:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 5

#### **596a Combating Cambodian Health and Mental Health Disparities After Genocide: Building Community Capacity**

Cambodian refugee communities face significant health and mental health disparities three decades after genocide. Shared will be community health data and lessons learned from an interdisciplinary, community-based participatory research collaboration between a social work faculty member and Cambodian American community leaders to build their capacity to study and combat these disparities.

**S. Megan Berthold**

*University of Connecticut*

#### **596b Factors Associated With Participant Response to a SNAP-Based Farmers’ Market Intervention**

This presentation will discuss a study involving a farmers’ market with a very low Supplemental Nutrition Assistance Program (SNAP) redemption. Participants received double SNAP coupons for the farmers’ market. The results indicated that few of the vouchers were redeemed; and redeemers were more likely to report strong, positive personal/family attitudes toward produce and produce of poor quality in their area.

**Karen Gray**

*University of Oklahoma*

**Marianna Wetherill**

*University of Oklahoma*

### **596c Spatial Variation and Hotspot Identification of Sexually Transmitted Diseases in Texas**

Texas ranks one of the highest among the 50 states in cumulative reported rates of sexually transmitted diseases (STDs) in the United States. Findings show that counties that are part of main business urban areas of the state and located along the intersection of interstate highways have higher STD prevalence.

**Silviya P. Nikolova**

*University of Texas at Arlington*

**Cecilia W. Mengo**

*University of Texas at Arlington*

**Eusebius Small**

*University of Texas at Arlington*

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## **Hot Topic**

### **597 Addressing Racial and Ethnic Disparities: Implications for Social Work Education**

11:00 am–12:30 pm

Tampa Convention Center, Room 38

Group: Council on Conferences and Faculty Development

Social work programs must focus more attention on the dynamics of racism and respond to research findings, data, and outcomes on racial and ethnic populations in multiple systems. This presentation will offer teaching suggestions and advocacy skills for faculty members and students to address disproportionality and contribute to reducing disparities.

**Mildred Joyner**

*West Chester University*

**Ruth McRoy**

*Boston College*

**Mimi Abramovitz**

*Hunter College, City University of New York*

**Larry Davis**

*University of Pittsburgh*

**Alan J. Dettlaff**

*University of Illinois at Chicago*

**Rowena Fong**

*University of Texas at Austin*

**Karina Walters**

*University of Washington*

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## Immigrants, Refugees, and Displaced Populations

### 598 Service Use, Delivery Process, and Outcomes in Immigrant-Serving Agencies

#### Paper Session

11:00 am–12:30 pm

Tampa Convention Center, Room 8

### 598a Evaluating an Innovative Self-Organizing One-Stop Model for Delivering Comprehensive Homeless Services

This study offers encouraging preliminary outcome data of an innovative, one-stop homeless service center in a city in the southeastern United States. The center developed through community consensus is largely self-organized and maintained. It uses social workers, other social service professionals, and volunteers and may be a good candidate for replication.

#### **Tomi Gomory**

*Florida State University*

#### **Jill Gromer**

*Florida State University*

#### **Danielle Groton**

*Florida State University*

### 598b Ethical and Human Rights Implications of Employing Immigrant Workers in Elder Care

This qualitative, descriptive study explored the lives of immigrant women who care for older adults as home health workers. Exploration of their immigrant history provided an in-depth view of the migration of female caregivers from developing countries as well as their personal experiences in providing care.

#### **Patricia Yu**

*Boston College*

### 598c Inequitable Health-Care Service Use Indicators Among Elderly Immigrants After Welfare Reform

Drawing on Andersen's equitable health-care access model (1995), this study examined the use of primary health-care services by elderly immigrants, comparing the pre-welfare reform era and post-welfare reform era. This study analyzed the National Health Interview Survey data on immigrants aged 65 or older, employing multilevel models with logit link function.

#### **Younsook Anna Yeon**

*St. Cloud State University*

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## International Issues

### 599 What Social Work Educators Can Learn From Cuba: Aging, Health Care, LGBTQ, and Women's Issues

#### Panel

11:00 am–12:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 9



Accepted

Strained relations between Cuba and the United States have resulted in a vacuum of knowledge about social services and health care in Cuba. The presenters will describe practice in Cuba, focusing on aging, health, LGBTQ, and women's issues. Their analysis will draw on the 2013 CSWE-sponsored trip to discuss implications for practice and education in the United States.

#### **Patricia O'Brien**

*University of Illinois at Chicago*

#### **Cassandra Bransford**

*Binghamton University, State University of New York*

#### **Josephine A. V. Allen**

*Binghamton University, State University of New York*

#### **Kamilah Majied**

*Howard University*

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## Partnership

### 600 Developing Culturally Relevant Knowledge to Work With the Asian and Pacific Islander Population

11:00 am–12:30 pm

Tampa Convention Center, Room 36

Group: Asian Pacific Islander Social Work Educator Association (APISWEA)

This presentation will discuss approaches to developing culturally relevant knowledge that can be applied to work with Asian and Pacific Islander populations in the United States and around the world.

#### **Qingwen Xu**

*Tulane University*

#### **Francis Yuen**

*California State University, Sacramento*

#### **Huong Nguyen**

*University of South Carolina*

#### **Meekyung Han**

*San Jose State University*

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## University–Community Partnerships

### 601 Organized Around Partnerships for Education

#### Paper Session

11:00 am–12:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 11

#### 601a Transformative Partnerships for Schools of Social Work, Middle Schools, and Community Organizations

Imbedding positive development of youths and community service learning in middle school curriculum for schools serving students in low-resource communities may enhance students' socioemotional, civic, and academic development. This presentation will expand on an innovative educational partnership and suggest how schools of social work may be uniquely qualified to lead similar efforts.

#### Anne S. Robertson

*Washington University in St. Louis*

#### Saras Chung

*Washington University in St. Louis*

#### Amanda Moore-McBride

*Washington University in St. Louis*

#### 601b Building Collaboration for Change: University–Community Partnerships

The utility of university–community partnerships will be presented along with a process for creating and maintaining them. Applicable to all areas of human services, such cost-effective and efficient partnerships can encourage positive outcomes for the populations they serve.

#### Elisa Kawam

*Arizona State University*

#### Judy Krysik

*Arizona State University*

#### 601c Using Community Engagement to Organize a PhD Curriculum: A Threshold-Concept Perspective

Threshold concepts are ideas that learners typically experience as transformative, irreversible, integrative, bounded, and troublesome. Using in-depth interviews with PhD program faculty members and students, the presenters explored the curricula organizing concept of community engagement as a possible threshold concept and used this analysis to critique and revise the PhD curriculum.

#### Terry Wolfer

*University of South Carolina*

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## Violence Against Women and Their Children

### 602 Dating and Sexual Violence

#### Paper Session

11:00 am–12:30 pm

Tampa Convention Center, Room 9

#### 602a What Would They Do? Parents' Responses to Hypothetical Teen-Dating Violence Situations

This qualitative research study explored parental responses to teen dating violence (TDV) when given hypothetical situations. Findings suggest that mothers and fathers responses differ for varying types of TDV incidents involving a daughter.

#### Beverly Black

*University of Texas at Arlington*

#### Arlene Weisz

*Wayne State University*

#### Alicia C. Hawley

*University of Texas at Arlington*

#### 602b Predictors of Attitudes and Behaviors About Sexual Violence Among University Men

This presentation will report the findings of an evaluation of a peer-facilitated, bystander sexual violence prevention program with university men. Findings indicate that participants' risk status, ethnicity, and fraternity leadership roles predicted certain outcomes related to attitudes and behaviors about sexual violence.

#### Nada Elias-Lambert

*Texas Christian University*

#### 602c Too Close for Comfort: Attachment Insecurity and Electronic Intrusion in Dating Relationships

The presenters surveyed 365 young adults to explore how romantic relationship attachment insecurity (anxiety and avoidance) influences the use of monitoring behaviors using digital media with dating partners. Higher levels of attachment anxiety predicted intrusive behaviors for both men and women, but attachment avoidance reduced electronic intrusion for women only.

#### Lauren A. Reed

*University of Michigan*



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## Addictions

### 603 Funding, Implementing, and Integrating Addiction Counselor Licensing Training in an MSW Program

#### Curriculum or Administrative Workshop

1:45 pm–2:45 pm

Tampa Convention Center, Room 13



Accepted

This workshop will describe an addiction counselor training program, funded by a state for \$3.4 million and integrated into an existing MSW program. Funding, program and curriculum development, field placement issues, and the challenge of meeting the criteria of multiple organizations will be discussed. The six-course curriculum development process will be presented, and examples will be provided.

**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*

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## Baccalaureate Programs

### 604 Social Work Education at Regional Campuses

#### Curriculum or Administrative Workshop

1:45 pm–2:45 pm

Tampa Convention Center, Room 22



Accepted

This presentation will discuss the opportunities and challenges of developing and providing face-to-face social work education at regional campuses. The presentation will describe many of the advantages and some of the challenges for students and faculty members at regional campuses.

**Larry W. Owens**

*Western Kentucky University*

**Dana Sullivan**

*Western Kentucky University*

**Simon Funge**

*Western Kentucky University*

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## Cultural Competence

### 604.5 Paper Session 4

#### Paper Session

1:45 pm–2:45 pm

Sunday, October 26, 2014

Tampa Convention Center, Room 30A

#### 604.5a “I Am Bilingual”: Language Self-Efficacy Beliefs Among Spanish-Speaking Social Workers

This session will discuss findings from research conducted with 321 bilingual social workers regarding language self-efficacy, professional needs, and self-perceived language competency skills. Implications for ethical social work practice will be reviewed, and implications for academic programs in enhancing the social work skills of bilingual students in both languages will be offered.

**Pablo Arriaza**

*Walden University*

#### 604.5b HIV/AIDS 101: Increasing Competency and Advocacy in Social Work Practice

The presenter will discuss a course designed to increase knowledge and awareness of HIV/AIDS, describe modes of transmission, and discuss factors that place African Americans as the population at risk.

**LaToya Melton**

*Miles College*

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## Field Education

### 605 A Framework for Remediating Performance Issues in Field Education

#### Curriculum or Administrative Workshop

1:45 pm–2:45 pm

Tampa Convention Center, Room 19



Accepted

Social work educators in field education are gatekeepers. Yet such gatekeeping is best done from a supportive, empathic framework. This session will explore one school's development of remediation plans that assist students who struggle in the field, highlighting how the plans emphasize students' strengths while addressing CSWE competency deficits.

**Mary Maurer**

*University of Illinois at Urbana-Champaign*

**Carol Wilson-Smith**

*University of Illinois at Urbana-Champaign*

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## Field Education

### 606 Inclusion: Ongoing Collaboration Between the Field Education Office and the Office of Disability Resources and Services

#### Curriculum or Administrative Workshop

1:45 pm–2:45 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 6



Accepted

In an effort to better prepare for, place, and assist students with documented and undocumented disabilities through the field practicum process, an office of field education (in collaboration with an office of disability resources and services) reviewed, changed, developed, and implemented new field policy, field procedures, and field instructor training.

**Valarie Clemmons**

*Temple University*

**Shirley Moy**

*Temple University*

**Tammy Carson**

*Temple University*

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## Field Education

### 607 Preparing Field Students to Support Parents Suffering the Traumatic Loss of a Child

#### Skills Workshop

1:45 pm–2:45 pm

Tampa Convention Center, Room 14



Accepted

MSW students may find themselves in the sensitive and possibly uncomfortable role of providing crisis intervention, support, and counseling to parents who are suffering the traumatic loss of a child. This workshop will introduce the social work educator to strategies that can prepare social work students for this difficult task.

**Pamella S. Franzwa**

*University of Southern California*

**Ruth A. Supranovich**

*University of Southern California*

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## Group Work

### 608 Paper Session 1

#### Paper Session

1:45 pm–2:45 pm

Tampa Convention Center, Room 33

#### 608a Experiential Group Training: A Flipped Classroom Approach for Teaching Group Practice

This presentation will describe an innovative strategy for teaching group practice classes in social work. Using a flipped classroom approach allows class time to be used for experiential group training and also gives students an opportunity to learn directly from the creators of different group leadership methods.

**Tee R. Tyler**

*University of Texas at Austin*

**Vicki Packheiser**

*University of Texas at Austin*

#### 608b Using the Classroom to Model Social Group Work Stages and Dynamics

The ascendancy of generalist practice has led to a decline in group-work courses. Never has there been a greater need to engage and excite students about group work. The presenter will explore a teaching approach used to model social group-work stages and dynamics within the classroom.

**Jami-Leigh Sawyer**

*University of Toronto*

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## Health

### 609 Preparing Future Leaders: Developing and Implementing an Interprofessional Health-Care Education Camp

#### Curriculum or Administrative Workshop

1:45 pm–2:45 pm

Tampa Convention Center, Room 30B



Accepted

Social workers play a vital role in the health-care arena. Career and college readiness programs typically include limited information about the social work profession, including the multiple and varied career opportunities in social work in the health-care field. This workshop will demonstrate how social work educators introduced the social work profession to future students.

**Julie Alter-Kay**

*Wayne State University*

**Takisha LaShore**

*Wayne State University*

**Kristen Carney**

*Wayne State University*

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## Immigrants, Refugees, and Displaced Populations

### 610 Human Trafficking

#### Paper Session

1:45 pm–2:45 pm

Tampa Convention Center, Room 25

#### 610a Providing for the Needs of Human Trafficking Victims Under the TVPA 2000

Human trafficking is the illegal trade of human beings for the purposes of reproductive slavery, commercial sexual exploitation, and forced labor; it is a modern-day form of slavery. This presentation will draw on a survey of human-trafficking service providers in two Midwestern states.

**Mustapha Alhassan**

*Georgia State University*

#### 610b Organizational Case Narratives for Refining the Concept of Advocacy in Human Trafficking

Using findings from case studies on organizational responses to human trafficking on the U.S. border with Mexico, the presenters will examine advocacy as integrated approaches within social service organizations, standalone organizational entities, groups that are involved with legal and law enforcement responses, and self-help sanctuaries.

**Chie Noyori-Corbett**

*University of Oklahoma*

**David Moxley**

*University of Oklahoma*

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## Research and Program Evaluation

### 611 Keeping It Real: Program Evaluation Projects for an Undergraduate Research Class

#### Curriculum or Administrative Workshop

1:45 pm–2:45 pm

Tampa Convention Center, Room 16



Accepted

This presentation will describe a course redesign project through which evaluation projects were developed in partnership with local social service agencies for students enrolled in an undergraduate social work research class. The projects provided students a hands-on learning opportunity to develop intervention evaluation skills, which is a core practice competency.

**Aesha J. John**

*Northeastern State University*

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## Social and Economic Justice

### 612 Teaching First Principles of Social Justice: Building the Foundation for Policy Practice

#### Curriculum or Administrative Workshop

1:45 pm–2:45 pm

Tampa Convention Center, Room 12



This presentation will provide strategies for facilitating the exploration of first principles for ethical decision making in policy practice. First principles, the basis for ethical decision making, provide the framework for solving ethical dilemmas. Engaging students in critical thinking regarding their own first principles is a complicated challenge.

**Jonathan Lukens**

*Salem State University*

**Monica Leisey**

*Salem State University*

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## Technology in Social Work Education and Practice

### 614 Connections: The Honey That Smooths Online Education

#### Curriculum or Administrative Workshop

1:45 pm–2:45 pm

Tampa Convention Center, Room 21



Online education can generate jerky, even jarring, interactions between instructor and student. This workshop will review research involving students and faculty members of an MSW online program, centering on demonstrated strategies to apply the honey of connectedness to strengthen the student's educational experience.

**Dorinda Noble**

*Texas State University*

**Amy Russell**

*Texas State University*

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## Spirituality

### 613 Spirituality's Place in the Curriculum: Are We Listening to Practitioners?

#### Think Tank

1:45 pm–2:45 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 4



Research makes clear that, as spirituality is meaningful in the lives of social workers and clients, it needs to be addressed in practice. Despite reports of inadequate training in education programs, social workers are using spiritually derived interventions. This think tank will explore the place of spirituality and suggest steps to address this gap.

**Michaela M. Rinkel**

*Hawai'i Pacific University*

**Kelli M. Larsen**

*Hawai'i Pacific University*

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## Values and Ethics

### 615 Ethics, Values, and Theories: Thinking Critically About Useful Knowledge

#### Skills Workshop

1:45 pm–2:45 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 8



Professional expectations and contemporary practice features necessitate a critical approach to theoretical knowledge. However, there is little guidance. This workshop will introduce a critical thinking approach and a set of theory appraisal skills for judging explanatory and practice theories by normative standards associated with professional ethics, professional values, and scientific ideals.

**James Forte**

*Salisbury University*

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## Violence Against Women and Their Children

### 616 Violence Against Immigrant Populations

#### Paper Session

1:45 pm–2:45 pm

Tampa Convention Center, Room 38

#### 616a Coping Strategies of South Asian Women

##### Experiencing Domestic Violence in the United States

This study examined the coping strategies of South Asian women experiencing domestic violence.

#### Shreya Bhandari

*Wright State University*

#### 616b Intersections of Spirituality and Violence: Experiences and Perceptions of Immigrant African Women

This study interviewed 15 immigrant African women survivors of intimate partner violence and examined their experiences with and perceptions of religious leaders and the role played by spirituality in their help-seeking behaviors. In the results, religious leaders were perceived as lacking understanding, knowledge, and effectiveness, but women's personal spiritual relationship with God provided hope.

#### Laura Ting

*University of Maryland*

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## Child Welfare

### 617 Orphan Volunteerism: Altruism, Exploitation, and Considerations for the Children's Best Interest

#### Panel

1:45 pm–3:15 pm

Tampa Convention Center, Room 10



Accepted

The presenters will discuss the short- and long-term effects of orphan volunteerism as a frequently used method of outreach and internship placements used by the social work community. Development principles based on evidence and the children's best interest will be the focus of the discussion.

#### Jini Roby

*Brigham Young University*

#### Kelley McCreery Bunkers

*Maestral International*

#### Severine Chevrel

*Better Care Network*

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## Cultural Competence

### 618 "School's Interfering With My Education!": Bibliotherapy to Intervene in Cultural Competence Failures

#### Panel

1:45 pm–3:15 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 12



Accepted

This session will describe how bibliotherapy can support the identity development and cultural competence of social work students. Engaging therapeutically with art that illuminates the realities of minority groups increases the sense of belonging of minority students, and the insight and compassion of other students. Alienation and suffering lessen when literature supplements research informing social work practice with minority communities.

#### Rory O'Brien

*Washington University in St. Louis*

#### Susan Ekberg Stiritz

*Washington University in St. Louis*

#### Dalychia Saah

*Washington University in St. Louis*

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## Evidence-Based Practice

### 619 Evidence Based Practice in North American MSW Curricula: Results and Questions

#### Panel

1:45 pm–3:15 pm

Tampa Convention Center, Room 15



Accepted

The presenters will highlight results from a survey of MSW program leaders recently distributed via the NADD electronic mailing list. They will discuss obstacles to, and the continuing misunderstandings of, evidence-based and informed practice in MSW education that continues to hinder provision of high-quality services to clients.

#### Rosalyn M. Bertram

*University of Missouri-Kansas City*

#### Eileen Gambrill

*University of California at Berkeley*

#### Danielle Parrish

*University of Houston*

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## Field Education

### 620 Student Professional Development in Field Education

#### Paper Session

1:45 pm–3:15 pm

Tampa Convention Center, Ballroom B

#### 620a Examining Social Work Students' Experiences and Understanding of Positionality in Field Settings

This session will present findings from a pilot of a positionality measure, developed to capture social work students' understanding and perceptions of positionality as encountered in field settings. Study results and ways by which positionality may be further examined in social work curricula and field training will be discussed.

#### Stephanie Lechuga Pena

*University of Denver*

#### Samantha Brown

*University of Denver*

#### Stephanie Begun

*University of Denver*

#### 620b Leadership in Field Education: Voices From the Field

As the signature pedagogy, field education has been given the opportunity to provide new leadership and direction in social work education. In this study, field instructors were asked about the leadership qualities and characteristics they need to fulfill their role and enhance the quality of field education.

#### Margaret (Peggy) Adams

*Bowling Green State University*

#### Mamta U. Ojha

*Bowling Green State University*

#### Louis Guardiola, Jr.

*Bowling Green State University*

#### 620c Comparing Effects of Field Education and Deliberate Psychological Education on Cognitive Development

This presentation will report the results from a study examining the effects of field education and deliberate psychological education on cognitive development. BSW students in practicum or practice courses were given pretest and posttest measures to assess cognitive development. Results indicated that practicum students made significantly higher cognitive gains than practice students.

#### Chris Simmons

*University of Mississippi*

#### Amy K. Fisher

*University of Mississippi*

#### Michele Kelly

*University of Mississippi*

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## Gero-Ed (Aging and Gerontology)

### 621 Aging and Diversity

#### Paper Session

1:45 pm–3:15 pm

Tampa Convention Center, Room 7

#### 621a Racial/Ethnic and Generational Differences in Caregiving: Implications for Education and Practice

With the increase in aging populations, the number of family caregivers—particularly caregivers of color—is also growing. This presentation will examine the sociodemographic characteristics and health status of Asian, Hispanic, and non-Hispanic White American caregivers of older adults across three generations. Implications for education and practice also will be provided.

#### Christina Miyawaki

*University of Washington*

#### 621b Lesbian, Gay, and Bisexual Older Adults: An Underlying Risk to Physical and Mental Health

Empirical knowledge regarding the health of lesbian, gay, and bisexual (LGB) older adults is extremely limited. This research will contribute to the knowledge base by identifying an underlying mechanism that increases the risk of chronic health conditions and depression among LGB older adults.

#### Charles P. Hoy-Ellis

*University of Washington*

### **621c Cultural Understanding of the Needs and Experience of Grandparents Raising Grandchildren**

Qualitative interviews with 23 grandparents raising their grandchildren revealed differences between White grandparents and grandparents of color with regard to the needs associated with raising grandchildren. The findings confirmed the importance of the grandparents' ease of access to the school system for better communication with teachers/staff.

**Youjung Lee**

*Binghamton University, State University of New York*

**Lisa V. Blitz**

*Binghamton University, State University of New York*

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### **Gero-Ed (Aging and Gerontology)**

#### **622 Developing Competence in Geriatric Social Work Education**

**Paper Session**

1:45 pm–3:15 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 5

#### **622a Sustainability of Programming to Support Aging Education: Findings From a Multisite Evaluation**

The presenters assessed the impact of the HPPAE, an initiative that promoted specialized training for social work students. Data were collected during and at the end of funding for each school, and 3 years after the funded program ended. Analyses compared implementation of HPPAE components during and after the funding period.

**Tongtan Chantararat**

*New York Academy of Medicine*

#### **622b Field Instructor Perceptions Regarding Needed Gerontology Competencies for Students**

This study asked field instructors for their recommendations on knowledge and skills that gerontology programs should include in their specializations. The results will assist in future planning for gerontology courses and will inform the gerontological social work field on the successes and weaknesses of a gerontology specialization program.

**Henry Kronner**

*Aurora University*

**Julie Bach**

*Dominican University*

### **622c Examining the Factor Structure of the Hartford Geriatric Social Work Competency Scale II**

Exploratory factor analysis was employed to determine the underlying structure of the assessment and intervention subscales of the Hartford geriatric social work competency scale. Results indicate that each subscale has two underlying components that help differentiate between core geriatric competencies necessary for all students and competencies required for gerontology specialists.

**Robin Bonifas**

*Arizona State University*

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### **Hot Topic**

#### **623 Humanitarian Mission to the Philippines: Capacity Building, Best Practices, Learning Opportunities**

1:45 pm–3:15 pm

Tampa Convention Center, Room 11

Group: Council on Conferences and Faculty Development

This presentation will discuss how an international disaster inspired a social work response centered on building a stronger community and laying down a foundation for sustainable, empowered recovery. The social work perspective moves beyond physical reparations of disaster relief and addresses issues of trauma, community building, child protection, and intergenerational needs.

**Marleen Wong**

*University of Southern California*

**Annalisa Enrile**

*University of Southern California*

**Vivien Villaverde**

*University of Southern California*

**Charisma De Los Reyes**

*University of Southern California*

**Ernelyn Navarro**

*University of Southern California*

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## Hot Topic

### 624 Educating Social Workers to Maximize the Profession's Role in Health Care

1:45 pm–3:15 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 1

Group: Council on Conferences and Faculty Development

This session will present approaches for educating social workers to play roles in the implementation of health-care reform and the Affordable Care Act, including community-based prevention, patient navigation, care coordination, health behavior change intervention, care transition management, and behavioral health treatment.

**Teri Browne**

*University of South Carolina*

**Sarah Gehlert**

*Washington University in St. Louis*

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## Hot Topic

### 625 Social Work Education's Response to New Federal Initiatives on Interpersonal Violence

1:45 pm–3:15 pm

Tampa Convention Center, Room 18

Group: Council on Conferences and Faculty Development

New policies established by the White House Task Force to Protect Students From Sexual Assault require colleges and universities to develop policies and practices in the areas of sexual assault, dating violence, domestic violence, and stalking. This session will outline new federal requirements and recommend ways for social work education to help ensure compliance by the 2016 deadline.

**Tricia Bent-Goodley**

*Howard University*

**Darlene Johnson**

*U.S. Department of Justice*

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## Human Behavior and the Social Environment

### 626 Pedagogy

#### Paper Session

1:45 pm–3:15 pm

Tampa Convention Center, Room 35

#### 626a CAM: A Critical Component in Advancing 21st-Century Social Work Education

This study investigated attitudes, beliefs, and knowledge of social work graduate students toward complementary and alternative medicine (CAM). Part of the neuroscience-informed practice revolution, CAM offers new evidence-based interventions. Preliminary results indicate favorable attitudes toward CAM with concomitant lack of knowledge and skills. Implications for social work curricula will be discussed.

**Jennifer L. Williams**

*Barry University*

**Joanne Whelley**

*Barry University*

**David M. Feldman**

*Barry University*

#### 626b Teaching Social Workers About Stress

Accumulating knowledge demonstrates stress is deadly. Social workers understand that stress plays a large part in clients' problems, yet the profession generally has not worked from a solid knowledge base about stress. This presentation will summarize the neurophysiology of stress, integrated with a lifespan approach to HBSE.

**Terri Combs-Orme**

*University of Tennessee at Knoxville*

**Tess Lefmann**

*University of Tennessee at Knoxville*



**626c Relationship Awareness Theory: Understanding the Motivations and Behaviors of Millennial Students**

Generational differences have profound effects on behavior. This presentation will review the literature on millennial students and apply relationship awareness theory to explain common behavioral trends among this generation. Recommendations on the best way to engage this generation of social work students in the learning process will be offered.

**Jill Manit**

*University of Nevada, Reno*

**Mary Hylton**

*University of Nevada, Reno*

**Gloria Messick Svare**

*University of Nevada, Reno*

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**International Issues**

**627 Paper Session 4**

**Paper Session**

1:45 pm–3:15 pm

Tampa Convention Center, Ballroom A

**627a The Perspectives of Social Work Students on Nonsuicidal Self-Injury in the United States, Greece/Cyprus, and Jordan**

This presentation will offer the results of a study on the impact of culture on social work students' understanding of nonsuicidal self-injury (NSSI). A 60-item instrument on NSSI knowledge, treatment, and behaviors was completed by 438 students. A one-way analysis of variance and chi-square test of association revealed significant differences by country in knowledge and cultural beliefs.

**Efrosini Kokaliari**

*Springfield College*

**Ann W. Roy**

*Springfield College*

**627b Graduate Student Interests, Expectations, and International Experiences: Providing Opportunities for Global Education**

Providing opportunities for students to participate in international experiences is important for meeting the demand for a culturally responsive, globally aware, collaborative, and skilled future workforce. This study aims to examine the factors that influence student decision making concerning participation in programs with an international focus.

**Josephine Olsen**

*University of Maryland*

**Anusha Chatterjee**

*University of Maryland*

**Philip Osteen**

*University of Maryland*

**627c Social Work in Russia: Educational and Professional Challenges and Opportunities**

This presentation will describe a collaborative initiative between social work graduate education programs in Russia and the United States that targets curriculum development, professional training, and program evaluation. Recommendations on policy, practice, and research needs that challenge Russian social work educators and professionals will be presented.

**Karen Knox**

*Texas State University*

**Catherine Hawkins**

*Texas State University*

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**Lesbian/Gay/Bisexual/Transgender Issues**

**628 SWK Responses to LGBT Issues**

**Paper Session**

1:45 pm–3:15 pm

Tampa Convention Center, Room 23

**628a Examining and Understanding Experiences of Sexual Minority Women Who Struggle With Obesity**

Using a social justice lens, this qualitative interpretive metasynthesis examined the experiences of sexual minority women who struggle with obesity.

**Amanda L. Bowers**

*Parkland Health and Hospital Systems*

**Pamela Hancock Bowers**

*University of Alaska, Anchorage*

**Tracey M. Barnett**

*University of Texas at Arlington*

**628b Differential Treatment of Transgender People in Social Services: A Social Work Response**

This study sought to understand how intersectionality influences unequal access to social services for transgender people. The findings suggest that racism and transphobia are prevalent barriers for transgender people seeking services. Given the role of social workers in these agencies, it is critical to address racism and transphobia.

**Darren Whitfield**  
*University of Denver*

**Lisa N. Langenderfer**  
*University of Denver*

**Shanna Katz Kattari**  
*University of Denver*

**628c Social Cognitive Correlates of LGB-Affirmative Practice Among a Nationwide Sample of Therapists**

The presenters examined the influence of social cognitive theory constructs on therapists' use of LGB-affirmative practices. Social workers had higher levels of counseling self-efficacy than psychologists; however, this difference was explained by gender. Females held more LGB-affirmative attitudes than males. Educational initiatives should consider the influence of gender on LGB-affirmative counseling.

**Edward J. Alessi**  
*Rutgers, The State University of New Jersey*

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**Partnership**

**629 Macro Matters: The Special Commission to Advance Macro Practice in Social Work**

1:45 pm–3:15 pm  
Tampa Convention Center, Room 9  
Group: Association for Community Organization and Social Administration (ACOSA)

A dialogue and action platform will be presented by the leaders of the Special Commission to Advance Macro Practice in Social Work, a nationwide ACOSA initiative. Highlights of the mission, strategies, and recommendations by five work groups (including partnerships with key professional organizations) will be presented.

**Darlyne Bailey**  
*Bryn Mawr College*

**Terry Mizrahi**  
*Hunter College, City University of New York*

**Mark S. Homan**  
*Association for Community Organization and Social Administration*

**Tracy Soska**  
*University of Pittsburgh*

**Susan Roll**  
*California State University, Chico*

**David K. Androff**  
*Arizona State University*

**Jen Norton**  
*Bryn Mawr College*

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**Research and Program Evaluation**

**630 Collecting MSW Employment Data: New Challenges and Increasing Expectations**

**Panel**  
1:45 pm–3:15 pm  
Marriott Tampa Bay Waterside Hotel, Meeting Room 9

 Accepted

This presentation will examine how/why career services in social work programs gather data through first-destination surveys of graduates. The importance of consistent data collection, to comply with federal guidelines and to align with other professional programs, will be discussed. In addition, ways to leverage campus resources so that these data can be gathered and interpreted will be described.

**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*

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## Social and Economic Justice

### 631 Thinking Through the United Nations Convention on the Rights of the Child

#### Panel

1:45 pm–3:15 pm

Tampa Convention Center, Room 20



Accepted

Despite widespread support for ratification of the UN Convention on the Rights of the Child (UNCRC) within social work in the United States, there have been limited efforts to examine its implications. In this panel, social work scholars will draw from specific research and advocacy projects to examine potential effects of the UNCRC on social work practice and education.

#### Ann P. Rall

*Eastern Michigan University*

#### Katie Richards-Schuster

*University of Michigan*

#### Ken Saldanha

*Eastern Michigan University*

#### Janet L. Finn

*University of Montana*

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## Social Welfare History

### 632 Paper Session 2

#### Paper Session

1:45 pm–3:15 pm

Tampa Convention Center, Room 32

#### 632a The Role of the Social Work Profession in the Racialization of Substance Users: 1920–Present

This presentation will provide a comprehensive evaluation of the intersection between the social work profession and the racialization of substance users through U.S. drug policy from the early 1900s to present.

#### Kristina Monti

*Adelphi University*

#### 632b Social Work and Autism: Application of Feminist Theory During the Progressive Era

Through application of feminist standpoint theory and current diagnostic criteria, the influence of social workers in the Progressive Era on the rise of institutions for the feeble-minded will be explored to construct the shared history of individuals with autism spectrum disorder and social work. Implications for social work will be presented.

#### Marissa E. Yingling

*University of South Carolina*

#### 632c The Life and Philosophy of Alain Locke: Implications for Social Work

Black philosopher Alain Locke published frequently in social work journals and spoke to audiences of social workers promoting his philosophy of cultural pluralism as a foundation for a more democratic society. This presentation will highlight Locke's life and philosophy as well as their historical and present-day implications for social work.

#### Walter James Pierce

*Barry University*

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## Social Welfare Policy and Policy Practice

### 633 Advocacy in its Many Guises

#### Paper Session

1:45 pm–3:15 pm

Tampa Convention Center, Room 31

#### 633a Advocacy as Interpreted by Human Service Providers: A Qualitative Study

Advocacy is considered an important strategy to seek social justice; however, research in this area remains scarce. This qualitative study sought to determine how those doing advocacy define it, carry it out, and evaluate it. Four themes were identified and will be explored along with implications for research and practice.

#### Marcela Sarmiento Mellinger

*University of Maryland*

**633b The Educational Implications of Texas Social Workers' Perceptions Regarding Political Participation**

Political engagement is a core social work value and skill. But recent literature is missing concerning how social workers actually feel about the topic. Texas social workers were surveyed to assess their position. Implications for social work education will be presented as they relate to social workers' perceptions of political engagement.

**Richard Hoefler**

*University of Texas at Arlington*

**Brandi Jean Felderhoff**

*University of Texas at Arlington*

**Larry D. Watson**

*University of Texas at Arlington*

**633c Teacher, Researcher, Policy Actor: On Social Work Faculty Members and the Policy Process**

This study examined social work academics in the policy process. Using a sample of Israeli academics, the study found that they engage in applied activities, that they did so more often in the first stages of the process, and that they perceived their efforts had a moderate impact on policymakers.

**John Gal**

*Hebrew University of Jerusalem*

**Idit Weiss-Gal**

*Tel Aviv University*

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**Spirituality**

**634 Identifying Spiritual and Religious Strengths**

**Paper Session**

1:45 pm–3:45 pm

Tampa Convention Center, Room 37

**634a Administering Spiritual Assessments With LDS Clients: Moving Students Toward Cultural Competency**

Using a national sample of experts in Mormon/Latter-Day Saints culture ( $N=100$ ), this qualitative study sought to answer the following question: How can future social workers conduct spiritual assessments with LDS clients in an effective, culturally competent manner? Analysis yielded a number of practice-oriented insights to assist educators in this task.

**David R. Hodge**

*Arizona State University*

**Gordon Limb**

*Brigham Young University*

**634b Multiple Case-Study Design in Undergraduate Research Partnerships: Exploring Diversity in Buddhism**

Faculty and student research partnerships were formed to study diverse Buddhist communities across the United States. The resulting presentation will demonstrate how mentorship in the study of racism, sexism, and homophobia in Western Buddhism may have a beneficial impact by promoting student scholarship, investigating religious diversity, and improving cultural competence.

**Felicia Sy**

*St. Catherine University and University of Saint Thomas Collaborative*

**634c Mindfulness, Compassion Fatigue, and Compassion Satisfaction Among Social Work Interns**

This research explores the relationship among mindfulness, compassion fatigue, and compassion satisfaction in MSW interns. Results revealed a positive correlation between mindfulness and compassion satisfaction, and a negative correlation between mindfulness and compassion fatigue. This suggests that mindfulness may be a protective factor for those in the helping professions.

**James Decker**

*California State University, Northridge*

**Jodi Constantine Brown**

*California State University, Northridge*

**634d Spiritual Meaning Making as a Core Element of Posttraumatic Growth**

A high percentage of those receiving mental health services have trauma histories. Spirituality is considered a helpful resource following trauma. However, people often experience spiritual struggles, including loss of meaning. This presentation will explore the role of spirituality in the aftermath of trauma based on findings from a qualitative study.

**Vincent R. Starnino**

*Indiana University*

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## Teaching Methods and Learning Styles

### 635 Innovative Learner-Centered Instruction

#### Paper Session

1:45 pm–3:15 pm

Tampa Convention Center, Room 24

#### 635a Creating Innovative Foundation Curriculum Using Flipped Classroom Strategies

This presentation will explore the philosophy, model and results of redesigning an MSW foundation curriculum based on the science and principles of learning combined with flipped classroom methodologies. Participants will receive specific tools for implementing foundation EPAS competencies in a flipped learning environment.

#### Jean East

*University of Denver*

#### Jae McQueen

*University of Denver*

#### 635b Synchronous Online Teaching Strategies and Methods: Findings From a Virtual MSW Program

Growth in online education includes increased pedagogical sophistication of programs. Programs are now likely to combine asynchronous content with live synchronous sessions where students and faculty meet online in real time. This paper presents findings about educational techniques and strategies used by faculty in teaching live synchronous online class sessions.

#### Gary Wood

*2U, Inc.*

#### Wendy Smith

*University of Southern California*

#### 635c BSW Education Using Flipped Learning in a Haitian Classroom

Flipped learning is a delivery method for education in which students are presented with material outside of class via videocasts, Google flip books, or other similar platforms. Face-to-face instruction is devoted to student-centered learning activities. The mixed-methods study discussed in this presentation examined the use of flipped learning in a Haitian university's BSW program.

#### Athena Rebecca Kolbe

*University of Michigan*

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## Spanish Language Paper Presentation

### 636 Paper Session 2

#### Paper Session

1:45 pm–5:00 pm

Tampa Convention Center, Room 36

#### 636a Social Work Students' Stigma Toward Homeless Individuals

This presentation describes the stigma that undergraduate social work students attach to homeless individuals and how this may affect the quality of services the students will eventually provide. The presentation will highlight the importance of including this subject in social work curricula.

#### La estigmatización hacia personas sin hogar por estudiantes de trabajo social

Describe las estigmas que presentan los estudiantes de un programa sub graduado de trabajo social hacia las personas sin hogar y como esto puede repercutir en la calidad de los servicios que ofrezcan eventualmente. Además, se destaca la importancia de incluir el tema en los currículos de trabajo social

#### Florencia Velazquez

*Pontificia Universidad Católica de Puerto Rico, Ponce Campus*

#### 636b The Positive Side of Machismo? Evidence From El Salvador, Mexico, and Nicaragua

This presentation explores the concepts of traditional machismo, *caballerismo* (chivalry), spirituality, and self-efficacy among university students in El Salvador, Mexico, and Nicaragua. This study suggests important gender differences regarding the endorsement of machismo and *caballerismo*, including the negative relationship between traditional machismo and self-efficacy for female students.

#### Rene D. Olate

*Ohio State University*

#### Jayshree S. Jani

*University of Maryland*

#### Xiafei Wang

*Ohio State University*

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## Addictions

### 637 Integrating Screening, Brief Intervention, and Referral to Treatment (SBIRT) Into Field Education

#### Skills Workshop

3:30 pm–4:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 6



Accepted

Research supports the efficacy of screening, brief intervention, and referral to treatment (SBIRT) in helping clients consume safer levels of alcohol and seek treatment. This workshop will provide an overview of SBIRT, teach foundational skills, and share ways to integrate SBIRT into field instruction for students and agency field instructors.

**Jill Russett**

*Christopher Newport University*

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## Cultural Competence

### 638 Discovering Cultural Bias: An Innovative Methodology for Understanding What Students Really Believe

#### Skills Workshop

3:30 pm–4:30 pm

Tampa Convention Center, Room 30B



Accepted

This presentation will articulate an innovative methodology to uncover the cultural biases of students. Using a theory of asking questions, a traditional class exercise is reconceptualized to assist students in moving past political correctness, and uncovering hidden values and beliefs about others. The structure and results of this “controversial” exercise will be discussed.

**Scott Wilkes**

*Case Western Reserve University*

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## Disability Issues

### 639 Youths and Disabilities

#### Paper Session

3:30 pm–4:30 pm

Tampa Convention Center, Room 18

#### 639a Toward Participation/Inclusion on Their Own Terms: Direct-Scribing Narratives of Marginalized Youths

Two research studies will form the backdrop to highlight the merits of direct scribing as a research method. Participants included foster youths and homeless youths in special education. Their narratives highlight the importance of giving them voice and including them in procedures and processes significantly affecting them.

**Ken Saldanha**

*Eastern Michigan University*

**Lynn Nybell**

*Eastern Michigan University*

#### 639b Adjustment and Coping of African American Parents of Children With Cerebral Palsy

This presentation will discuss findings from a qualitative study of 15 African American parents of children with severe cerebral palsy. The study aimed to elicit the attitudes, opinions, and experiences of these parents relative to their health, cultural beliefs and values, and social support.

**Rita R. Walters**

*Ferris State University*

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## Field Education

### 640 Options for Learning: Virtual Training for Field Instructors

#### Curriculum or Administrative Workshop

3:30 pm–4:30 pm

Tampa Convention Center, Room 19



Accepted

Large workloads and changes in social work have resulted in increased difficulty for field instructors to attend outside trainings. Presenters will illustrate the use of an innovative educational approach to training field instructors.

**Sandy E. Speier**

*New York University*

**Lydia Franco**

*Rutgers, The State University of New Jersey*

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## Field Education

### 641 The Spark: Engaging Online Students With a Completely Online Field Seminar

#### Skills Workshop

3:30 pm–4:30 pm

Tampa Convention Center, Room 14



This workshop will educate faculty members on effective engagement techniques for an online field seminar, including activities that have been found to be effective with online students. Additionally, approaches to engaging the community with the college in the age of technology will be discussed.

Sarah Keiser

*University of Tennessee at Knoxville*

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## Group Work

### 642 Paper Session 2

#### Paper Session

3:30 pm–4:30 pm

Tampa Convention Center, Room 35

#### 642a Groups for Latino Adolescent Survivors of Parental Intimate Partner Violence

This presentation will feature an agency model that aims to reduce the cycle of violence in the Latino community through creative and structured group interventions with teen youths who witness intimate partner violence and experience child abuse.

**Olga Molina**

*University of Central Florida*

#### 642b A Triangular Model for Social Work Groups: Teaching the Forgotten Practice Modality

This presentation will describe a teaching format used in a BSW program in an effort to ensure student competency as required in a Groups Practice course. The triangular model includes classroom teaching of theory, practice of group dynamics, and supervision by instructors and MSW students.

**Billy P. Blodgett**

*West Texas A&M University*

**Henry Poduthase**

*West Texas A&M University*

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## Higher Education/Nonprofit Leadership

### 643 A Crisis in Social Work Continuing Professional Education? A Faculty Conversation

#### Think Tank

3:30 pm–4:30 pm

Tampa Convention Center, Room 12



Continuing profession education (CPE) in social work is an important component of lifelong learning and essential to the profession's well-being. Little is known about the quality and effectiveness of current models of CPE. This think tank provides the opportunity to explore the issues and identify steps for quality improvement.

**Betty J. Ruth**

*Boston University*

**Mark Gianino**

*Boston University*

**Deborah Sheehan**

*Boston University*

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## Interprofessional and Transdisciplinary Practice

### 644 Advancing Social Work Education Through Interprofessional Education and Practice

#### Curriculum or Administrative Workshop

3:30 pm–4:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 8



This curriculum workshop will present three diverse approaches to interprofessional education and practice designed to prepare allied health students for collaborative practice across the life span: individual simulation exercises, an interprofessional senior mentor program, and a longitudinal primary-care curriculum.

**Teri Kennedy**

*Arizona State University*

**Robin Bonifas**

*Arizona State University*

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## Research and Program Evaluation

### 645 The Logical Way: Planning and Evaluating Social Work Programs

#### Curriculum or Administrative Workshop

3:30 pm–4:30 pm

Tampa Convention Center, Room 16



Logic models are an effective means of embedding program evaluation; articulating the program's various components, goals, and priorities; and serving as a strategic plan for growth and sustainability.

**Stephanie Craig**

*Keuka College*

**Doyle Pruitt**

*Keuka College*

**Ed Silverman**

*Keuka College*

**Jason McKinney**

*Keuka College*

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## Rural Issues

### 646 MSW Training Grant in Rural Mental and Behavioral Health Practice: Lessons Learned

#### Curriculum or Administrative Workshop

3:30 pm–4:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 10



A rural Southeastern university was awarded a Mental and Behavioral Health Education and Training Grant from the Health Resources and Services Administration in 2012. This session will highlight lessons learned from the first graduating cohort of the Integrated Mental and Behavioral Health Training Program and provide recommendations for social work educators regarding the development of advanced training programs.

**Carrie Rishel**

*West Virginia University*

**Helen Hartnett**

*West Virginia University*

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## Social Welfare Policy and Policy Practice

### 647 Teaching Policy Change Through Team-Based Learning: Using a Nursing Home Simulation

#### Skills Workshop

3:30 pm–4:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 12



The process of using a team-based assignment for changing an agency policy will be reviewed. The lesson plan of change in a nursing home practice will be presented, as well as an analysis of how such a plan might work in a social work program.

**Denise E. Dedman**

*Saginaw Valley State University*

**Catherine A. Macomber**

*Saginaw Valley State University*

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## Teaching Methods and Learning Styles

### 648 Team-Based Learning: Application and Evaluation

#### Paper Session

3:30 pm–4:30 pm

Tampa Convention Center, Room 9

#### 648a Incorporating a Team-Based Learning Model Into an MSW Research Lab: Lessons Learned

Team-based learning was used to structure an MSW-level research lab. The lab, a two-semester research sequence, focuses on the successful completion of a research project chosen and created by the students. Summative and formative assessments were used to gauge the model's efficacy for two cohorts of students.

**Monica Leisey**

*Salem State University*



**648b Using Team-Based Learning and E-Portfolios:  
Preparing Students for Collaborative Interdisciplinary  
Work**

Team-based learning (TBL) is an innovative group-learning strategy in social work education. This presentation will report on the use of how TBL, combined with an e-portfolio assignment, can be a dynamic method of instruction to showcase work and achievement while engaging students in creative critical thinking.

**Karen Watkins**  
*Georgia State University*

**Nicholas Forge**  
*Georgia State University*

**Terri Lewinson**  
*Georgia State University*

---

**Technology in Social Work Education and Practice**

**649 Advocacy Skills Reconsidered: Digital Self-  
Advocacy and Social Media**

**Think Tank**  
3:30 pm–4:30 pm  
Tampa Convention Center, Room 15



This session will address social media and advocacy. Using case examples, participants will apply the many ways they can use social media tools and technology to enhance advocacy skills. Participants will interact, think critically, share technology tools, and configure ways to apply digital self-advocacy tools across levels of practice.

**Dennis Long**  
*Xavier University*

**Carolyn J. Tice**  
*University of Maryland*

**Lisa Cox**  
*Richard Stockton College of New Jersey*

---

**Technology in Social Work Education and Practice**

**650 Harnessing Social Media: Developing Ethical  
Student Engagement Guidelines for Social Work  
Education**

**Think Tank**  
3:30 pm–4:30 pm  
Tampa Convention Center, Room 20



Although social work educators acknowledge the value of digital extensions of the classroom, they often struggle with defining boundaries for professional interaction in digital spaces. This think tank will offer educators the opportunity to process what's needed to create effective and ethical personalized social media guidelines that can enhance student interaction.

**David Axlyn McLeod**  
*University of Oklahoma*

**Jimmy Young**  
*University of Nebraska at Kearney*

**Shane R. Brady**  
*University of Oklahoma*

---

**Technology in Social Work Education and Practice**

**651 Teaching Social Work Writing Practice Skills in an  
Online Course**

**Think Tank**  
3:30 pm–4:30 pm  
Tampa Convention Center, Room 21



This session will focus on strategies for improving the writing skills of social work students. An MSW program's evidence-based, systematic approach—including an online writing course component—will be described. Additional strategies and approaches, including developing a plan for change, then will be discussed.

**Wesley Gabbard**  
*Western Kentucky University*

**Patricia Desrosiers**  
*Western Kentucky University*

**Erlene Grise-Owens**  
*Spalding University*

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## University-Community Partnerships

### 652 Field Education-Community Collaboration: Response to Capacity Building and Enhanced Field-Practicum Learning

#### Curriculum or Administrative Workshop

3:30 pm–4:30 pm

Tampa Convention Center, Room 22



Accepted

Field education is the key connection with the larger community. Changes in practice have called for more formalized, strategic, and scientific partnerships. Via an initiative called a teaching institution, an opportunity has been created to increase capacity for agencies and foster an environment for more meaningful learning in the micro, mezzo, and macro levels of practice.

#### Vivien Villaverde

*University of Southern California*

#### Shu Chen Hsiao

*University of Southern California*

---

## Values and Ethics

### 653 Human Rights and Social Work Values/Ethics: Connecting Across Content

#### Curriculum or Administrative Workshop

3:30 pm–4:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 4



Accepted

This workshop will provide an instructional framework for linking universal human rights and social work values and ethics within specific content areas and across the curriculum. Teaching strategies that connect these two core competencies and assist students in developing a self-perception of professional leadership in pursuing social justice will be presented.

#### Catherine Hawkins

*Texas State University*

#### Karen Knox

*Texas State University*

---

## Violence Against Women and Their Children

### 654 Violence in the Home

#### Paper Session

3:30 pm–4:30 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 1

#### 654a “Don’t Judge Me”: African American Gay Men and Intimate Partner Violence

This qualitative study explored the experiences of 13 African American gay men with intimate partner violence. Themes revealed how race, gender conformity, homophobia, heterosexism, and additional stressors such as HIV diagnosis and substance abuse intersect, ultimately affecting their experiences with abuse and help-seeking behaviors. Implications for direct and policy practice will be discussed.

#### Damien Frierson

*Break the Cycle*

#### 654b The Perceived Helpfulness of Self-Protective Actions Among Survivors of Intimate Partner Violence

The presenters will describe the help-seeking and safety-planning strategies of survivors of intimate partner violence. They will assess the most commonly used self-protective actions, the proportion of women who found these actions helpful, and the relationship of protective actions to experiences of violence in a sample of 496 survivors recruited from shelters.

#### Meredith Bagwell

*Arizona State University*

---

## Child Welfare

### 655 Substance Use and Community Interventions

#### Paper Session

3:30 pm–5:00 pm

Tampa Convention Center, Room 11

#### 655a Child Neglect and Onset of Substance Use Disorders Among Child Welfare-Involved Adolescents

Child neglect has been understudied, even though it is the most common abuse type. Using the National Survey of Child and Adolescent Well-Being, the presenters found that past-year neglect in Wave-I significantly predicted newly diagnosed substance dependence in Wave-II among youths who did not experience it previously. Preventative interventions will be discussed.

#### Marina Lalayants

*Hunter College, City University of New York*

#### Jonathan D. Prince

*Hunter College, City University of New York*

**655b Merging Child Welfare and Housing Delivery Systems: The HEART Supportive Housing Model**

This presentation will discuss the application of supportive housing models to child welfare populations and describe one particular model (HEART) that is being tested for efficacy through a grant from the Administration on Children, Youth, and Families. A review of preliminary study outcomes also will be provided.

**Mitchell Rosenwald**

*Barry University*

**Agnes Shine**

*Barry University*

**655c Meta-Analysis of Substance Abuse Treatment Intervention on Child Welfare Outcomes**

This meta-analysis estimates the effect sizes of substance abuse intervention programs in the child welfare system. The preliminary results suggest that the chance of experimental groups having favorable child welfare outcomes is 2.29 times that of the control groups.

**Hui Huang**

*Florida International University*

**Meirong Liu**

*Howard University*

---

**Community Organization and Social Administration**

**656 Leadership and Administration: Agencies, Nonprofits, Supervisors, and Recruitment**

**Paper Session**

3:30 pm–5:00 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 5

**656a Clinical Supervisor Perspectives on Vicarious Trauma: Implications for Education and Practice**

Clinical supervision is claimed to be one of the strongest mediators in vicarious trauma symptomology; however, there is limited evidence of its effectiveness. This presentation will examine the perspectives of supervisors and their understanding of vicarious trauma to address current gaps in the literature while informing social work education.

**Ann Obermann**

*University of Denver*

**656b Board Oversight of Nonprofit Websites: A Missing Piece of the Accountability Puzzle?**

This presentation will offer results from a quantitative pilot study of the role of boards in overseeing their agency's website in a Southern state. Results indicated that agencies are failing to use their websites to provide crucial information to stakeholders that would promote transparency. Implications for education, practice, and research will be provided.

**Larry D. Watson**

*University of Texas at Arlington*

**Richard Hoefer**

*University of Texas at Arlington*

**Donna L. Schuman**

*University of Texas at Arlington*

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**Health**

**657 Paper Session 3**

**Paper Session**

3:30 pm–5:00 pm

Tampa Convention Center, Room 25

**657a Predicting Psychotropic Use Among Latinos and Asian Americans: Findings From the NLAAS**

There is a paucity of research on the factors that determine mental health service use among minority ethnic groups, who are less likely to use psychotropic medicines. This study evaluates a multidimensional model of factors predicting psychiatric medication use among a nationally representative sample of Latino and Asian American adults.

**Michela Bou Ghosn**

*Arizona State University*

**657b School Contexts and Depressive Symptoms Among Asian American and European American Youths**

This study traces the estimated effects of contextual factors in school environments on depressive symptoms among Asian American youths during adolescence across three developmental periods adolescence, early young adulthood, and young adulthood—using the National Longitudinal Study on Adolescent Health data. Implications for social work education and practice will be discussed.

**So-Young Park**

*New York University*

**657c Barriers to Health-Care Access for Rural Undocumented Immigrants**

Examination and enumeration of barriers and facilitators to health-care access among rural undocumented immigrants. Social work education targeting the provision of culturally competent care to this growing population is critical to closing the health-care disparity gap.

**Patricia M. Morse**  
*Western Carolina University*

**Edward V. Morse**  
*Tulane University*

coping will be discussed in the context of correlations with age, gender, ethnic enclave, family members, recreational activities and religious activities, communication, preimmigration preparation, employment, and immigration status.

**Ritu Thaker**  
*Loyola University Chicago*

**658b Responding to the Needs of International and Foreign-Born Students in Social Work Programs**

International and foreign-born students in social work programs increase diversity and expand future local and global opportunities. This presentation will discuss the needs assessment process and the development of a multidimensional program that can attract these students and provide better services for them, including prearrival information, support, and internationalization of the social work school.

**Nurit Fischer Shemer**  
*University at Buffalo, State University of New York*

**Hilary Weaver**  
*University at Buffalo, State University of New York*

**Immigrants, Refugees, and Displaced Populations**

**658 Social Work Education and Immigrants**

**Paper Session**  
3:30 pm–5:00 pm  
Tampa Convention Center, Room 33

**658a Acculturative Stress and Coping Strategies Among Asian Indians Living in United States**

This mixed-method research study addressed acculturative stress and coping patterns among Asian Indians residing in the United States. Results in terms of acculturative stress and

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## Interprofessional and Transdisciplinary Practice

### 659 Research and Evaluation

#### Paper Session

3:30 pm–5:00 pm

Tampa Convention Center, Room 7

#### 659a Nurture Versus Nature: Genes, Environment, and Suicide

This presentation will report the findings of a study that examined genetic factors and quality of parenting interplay associations with suicide behavior outcomes. The implications for social work interventions will be discussed. The importance of social work knowledge in the emerging transdisciplinary world of behavioral genetics will be highlighted.

**Erina White**

*Simmons College*

**Peter Maramaldi**

*Simmons College*

#### 659b Joining Forces: Training Social Work and Nursing Students to Work With Veterans

This presentation will describe collaboration between a school of social work and a school of nursing to develop and implement an interprofessional graduate-training specialization for working with veterans and military families. It will include steps taken, lessons learned, and recommendations for others considering implementing such a project at their institution.

**Lisa D. Butler**

*University at Buffalo, State University of New York*

**Braden Linn**

*University at Buffalo, State University of New York*

#### 659c Evaluating Multidisciplinary Law Offices: The Experience of an Interdisciplinary Research Collaboration

During the 2012–2013 academic year, two instructors co-facilitated a course in which students conducted a program evaluation for a multidisciplinary pilot program between law and social work. This presentation of a university–community partnership will highlight the strengths and difficulties of the collaboration from the instructors' perspectives, incorporating suggestions and implications for future service-learning collaborations.

**Lisa N. Langenderfer**

*University of Denver*

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## Lesbian/Gay/Bisexual/Transgender Issues

### 660 Community Support for LGBT Youths

#### Paper Session

3:30 pm–5:00 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 7

#### 660a The Role of Community-Based Organizations Among Nonmetropolitan Gender and Sexual Minority Youths

This study examines the role of community-based gender and sexual minority youths (GSMY) organizations among nonmetropolitan GSMY. Interviews and an online survey assessed the varying needs, availability, and use of community organizations among GSMY situated in rural and midsize communities. Findings suggest important implications for research and practice.

**Megan S. Paceley**

*University of Illinois at Urbana-Champaign*

**Amanda Hwu**

*University of Illinois at Urbana-Champaign*

#### 660b Southern Safe Schools Coalitions: A Community-Based Response to LGBTQ+ Youths' Needs

LGBTQ+ youths experience harassment, rejection from families and faith communities, and higher rates of suicide. In response, communities have created Safe Schools Coalitions (SSCs) to meet the needs of this population. This project explores Southern SSCs, including strengths, challenges and the impact of Southern culture on advocacy and organizing efforts.

**Sarah Reta Young**

*University of Alabama*

**David Pollio**

*University of Alabama at Birmingham*

**660c “Conversion Bullying” of Sexual Minority Youths: Manifestations, Practices, and Strategies for Resistance**

Recent media coverage has fueled increasing awareness of the prevalence of homophobic bullying of lesbian, gay, bisexual, transgender, and gender nonconforming youths. This qualitative investigation provides evidence for institutional and religion-based discourses in promoting marginalization based on heterosexist values and homophobic bullying of

sexual minority youths.

**Peter A. Newman**  
*University of Toronto*

**Sophia Fantus**  
*University of Toronto*

**Marie J. Rwigema**  
*University of Toronto*

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**Military Social Work**

**661 Paper Session 2**

**Paper Session**

3:30 pm–5:00 pm

Tampa Convention Center, Room 13

**661a The Resilience-Integrability Model:**

**A Military-Centric Application**

This presentation will discuss the resilience-integrability model as a new tool in working with survivors of trauma in a military or veteran population. The model synthesizes key principles present in the social science literature as well as social work’s unique perspective. Both clinical and research implications will be discussed.

**Mark A. Dixon**

*Virginia Commonwealth University*



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### **661b A Systematic Review of Supported Employment for Veterans: Compensated Work Therapy Programs**

In 2008 CSWE's Joint Task Force on Veterans' Affairs recommended that social work education introduce new content that would provide students with an understanding of military and veterans' services, enhancing their preparedness to engage these populations. This study investigates the current literature on psychosocial rehabilitation implemented by the Veterans Health Administration as a way of addressing these recommendations.

**Alexa Smith-Osborne**

*University of Texas at Arlington*

**Brandi Jean Felderhoff**

*University of Texas at Arlington*

### **661c From Battlefields to Colleges: Psycho-Spiritual-Social Needs of Student Veterans**

This presentation will report the findings of a study that explored the psycho-social needs of student veterans in their adjustment to college life. By analyzing perspectives of 14 student veterans on college life, this study identified five needs (loneliness, finance, conflict with family, lack of resources, and academic stress) and suggested effective interdisciplinary intervention services on campus.

**Caleb Kim**

*Loyola University Chicago*

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## **Partnership**

### **662 A Conversation About Educational Debt of Doctoral Students and Junior Faculty Members**

3:30 pm–5:00 pm

Tampa Convention Center, Room 10

Group: Group for the Advancement of Doctoral Education (GADE)

This session will discuss results of a GADE-sponsored national study of educational indebtedness among doctoral students, which is the first study of educational indebtedness of doctoral students/graduates in social work. Assisted by the perspectives of respondents from stakeholder groups, the session will explore how the debt load of doctoral students influences career development and mentoring needs.

**Audrey Begun**

*Ohio State University*

**Theresa J. Early**

*Ohio State University*

**Thomas Gregoire**

*Ohio State University*

---

## **Partnership**

### **663 The Global Partnership for Transformative Social Work**

3:30 pm–5:00 pm

Tampa Convention Center, Room 23

Group: Global Partnership for Transformative Social Work

This presentation will describe the Global Partnership for Transformative Social Work, a worldwide community of social workers interested in exploring applications of postmodern thought, in particular the confluence of perspectives termed social construction. We discuss the organization's history, its evolution, and its unique annual Gathering.

**Stanley L. Witkin**

*University of Vermont*

**Josephine A. V. Allen**

*Binghamton University, State University of New York*

**Hye-Kyung Kang**

*Smith College*

**Rose M. Pulliam**

*University of Texas at Austin*

---

## **Values and Ethics**

### **664 Paper Session 2**

**Paper Session**

3:30 pm–5:00 pm

Marriott Tampa Bay Waterside Hotel, Meeting Room 11

### **664a Practice Ideals and Realities: Ethical Decision Making of Eastern European Social Workers**

This presentation will report on the first study of ethical decision-making processes of social workers in Slovenia. It will show how pragmatic choices are favored, supported by intuitive moral judgments and beliefs, and legitimated and defined by negotiation processes with impersonal authorities (laws, regulations, rules) and other authorities (managers, other professionals).

**Ana M. Sobocan**

*University of Ljubljana*

### **664b Navigating New Ethical Territories in Research Using Technology and Social Media**

Social work investigators often use technology such as cell phones, e-mail, and social media to more effectively conduct longitudinal research. However, using such media often inadvertently exposes researchers to participants' personal life challenges. A unique dilemma results, because social workers must then negotiate conflicting roles as researchers versus mandated reporters.

**Nicholas Schau**  
*University of Denver*

**Stephanie Begun**  
*University of Denver*

**Badiyah Haffejee**  
*University of Denver*

### **664c Faculty and Student Perceptions of Social Media in Social Work Education**

An online survey of faculty members and students indicated that although younger people were more likely to use social media, people born before 1980 were more likely to report a positive experience. Among respondents, 9.3% experienced problems, and 6.6% reported a written departmental policy. Qualitative themes and implications will be discussed.

**Rana S. Duncan-Daston**  
*Radford University*

**Maude Hunter-Sloan**  
*Radford University*

**Susan Schoppelrey**  
*Radford University*

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