



CE Session Evaluation Form

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Faculty Development Institute (FDI)

Session # 2

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

Marion Bogo, University of Toronto

Mary Rawlings, Azusa Pacific University

Barbara Johnson, Azusa Pacific University

Date: Thursday, October 31, 2013 **Time:** 10:00 AM **Room:** Coral (Hilton Anatole Hotel)

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

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Field Directors' Development Institute (FDDI)

Session # 3

Field Director's Survival Guide: The First 2 Years

Michele Sienkiewicz, University of Denver

Ann Petrila, University of Denver

Kim Yuskis, University of Denver

Kathryn Johnson, University of Denver

Date: Thursday, October 31, 2013 **Time:** 10:00 AM **Room:** Metropolitan Ballroom (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Construct a program philosophy, theoretical framework, overarching management themes, and strategies for integrating a program into the larger school's mission and operation.				
2. Identify program goals and campus/community resources as part of a strategic plan.				
3. Articulate an understanding of EPAS competencies and practice behaviors, a competency-based evaluation tool, gatekeeping standards, and ADA policies that affect field.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
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Faculty Development Institute (FDI)

Session # 4

Intergroup Dialogue Pedagogy and Practice: Promoting Cross-Cultural Competence, Awareness, and Social Justice (Faculty Development Institute (FDI))

Adrienne B. Dessel, University of Michigan

Nancy Rodenburg, Augsburg College

Noor Ali, University of Michigan

Date: Thursday, October 31, 2013

Time: 10:00 AM

Room: Fleur-de-Lis (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate the context, theory, and empirical evidence that supports intergroup dialogue as a pedagogy designed to improve social work students' multicultural competence.				
2. Enact intergroup-dialogue methods.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
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Faculty Development Institute (FDI)

Session # 5

Orientation and Professional Development for New Baccalaureate Social Work Program

Deborah B. Rubin, Chatham University

Emily Myers, Auburn University

Rebecca Turner, Jacksonville State University

Date: Thursday, October 31, 2013 **Time:** 10:00 AM **Room:** Batik (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Summarize the role and scope of the administration of an undergraduate social work program.				
2. Apply skills to manage and maximize resources.				
3. Identify ways to establish and maintain governance in undergraduate-level baccalaureate programs.				
4. Describe the relationship between CSWE accreditation and program administration.				
5. Articulate ways to provide leadership in an academic unit, including attention to shifting constituents and new technologies to promote social work education.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
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Faculty Development Institute (FDI)

Session # 8

Creating Visible Space: Development, Implementation, and Evaluation of LGBTQ-Specific MSW Curriculum

Michelle Washburn, University of Houston

Gerald Eckert, University of Houston

Date: Thursday, October 31, 2013

Time: 2:00 PM

Room: Fleur-de-Lis (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Identify gaps in social work education curriculum, including those that pertain to policy and practice regarding LGBTQ individuals and families.				
2. Use frameworks and lessons learned to pilot/implement instruction specific to the needs of LGBTQ populations based on the intersection of their multiple identities and oppressions.				
3. Evaluate student outcomes in terms of knowledge, attitudes, and practice behaviors related to working with LGBTQ clients.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
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Faculty Development Institute (FDI)

Session # 9

Developing Social Work Leadership in Interprofessional Education

Maureen Rubin, University of Nevada, Reno

Barbara Jones, University of Texas at Austin

Jayashree Nimmagadda, Rhode Island College

Shelley Cohen Konrad, University of New England

Anna Scheyett, University of South Carolina

Date: Thursday, October 31, 2013

Time: 2:00 PM

Room: Batik (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate the leadership role for social work in interprofessional education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify core competencies and skills necessary to develop interprofessional courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Develop activities for interprofessional education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Describe exemplars in social work leadership in interprofessional education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Field Directors' Development Institute (FDDI)

Session # 10

Effective Strategies to Address Field Education Challenges: Legal, Procedural, and Practical Implications

Traci Lilley, Louisiana State University

Margo Abadie, Louisiana State University

Daphne Cain, Louisiana State University

Elizabeth Routon, Louisiana State University

Date: Thursday, October 31, 2013

Time: 2:00 PM

Room: Metropolitan Ballroom (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the steps needed to develop a proactive response model based on a strengths perspective model.				
2. Construct documentation tools to support gatekeeping efforts and foster positive learning outcomes.				
3. Demonstrate understanding of challenges involving ADA, legal and ethical implications, and protection of student rights in balance with client rights.				
4. Identify constituencies that must participate in gatekeeping efforts.				
5. Evaluate their program's strengths and limitations, develop strategies to address gaps in policies, and formulate a plan of action.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
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Presenters				
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Faculty Development Institute (FDI)

Session # 11

Teaching the DSM 5 in Social Work: Implications for Education and Practice

Danielle E. Parrish, University of Houston

Elizabeth C. Pomeroy, University of Texas at Austin

Cynthia Franklin, University of Texas at Austin

Date: Thursday, October 31, 2013

Time: 2:00 PM

Room: Coral (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Develop an understanding of the new organizational structure of the DSM 5.				
2. Create a working knowledge of the major diagnostic changes and coding scheme.				
3. Critically analyze the diagnostic changes as they pertain to social work education.				
4. Discuss implications for transitioning from the DSM IV-TR to DSM 5 for certain clients and practice contexts.				
5. Develop methods and material for teaching mental health issues to social work students using a strengths perspective.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
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Track: Child Welfare

Session # 14

Helping Child Welfare Workers Deal With Their “Stuff” (Curriculum or Administrative Workshop)

Maureen Braun Scalera, Rutgers, The State University of New Jersey

Date: Friday, November 1, 2013

Time: 7:30 AM

Room: Monet Ballroom (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Discuss how culture, gender, and age influence boundaries in relationships; describe dual and blurred professional relationships; and differentiate among balanced, entangled, and rigid boundaries in professional relationships.				
2. Define personal reactions (“triggers”), personal stress reactions, and different ways that these reactions may occur.				
3. Describe coping strategies for managing stress, demonstrate use of coping strategies on the job, and create a stress resiliency plan for use at work and elsewhere.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Criminal and Juvenile Justice

Session # 15

Social Work Education in a Period of Mass Incarceration (Curriculum or Administrative Workshop)

Kirk James, University of Pennsylvania

Julie Smyth, Defender Association of Philadelphia

Date: Friday, November 1, 2013

Time: 7:30 AM

Room: Edelweiss (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate historical and contemporary facets of the criminal justice system as they relate to and affect social work education.				
2. Describe clinical and systemic challenges to working with populations directly and indirectly affected by the criminal justice system.				
3. Discuss and disseminate practical approaches for social work educators interested in developing or infusing criminal justice material throughout social work education.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
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Track: Disability Issues
Session # 16 **Being an Elbow: Using Universal Design Collaboratively With Students With Disabilities** (Skills Workshop)
 Regina Aguirre, University of Texas at Arlington
 Chad Duncan, University of Texas at Arlington

Date: Friday, November 1, 2013 **Time:** 7:30 AM **Room:** Cortez Ballroom A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe an experiential learning activity that illustrates what it is like to learn with a disability.				
2. Articulate technology-dependent strategies used by students with disabilities.				
3. Describe strategies for creating and managing online, hybrid, and face-to-face classes to promote fair learning spaces for all students.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
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Track: Evidence-Based Practice

Session # 17

Teaching Research With “FLAIR”: Integrating EBP Into Research Methods
(Curriculum or Administrative Workshop)

Amanda Reedy, Eastern Washington University

Vernon Loke, Eastern Washington University

Peter Fawson, Eastern Washington University

Date: Friday, November 1, 2013

Time: 7:30 AM

Room: Cardinal A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the relationship between evidence-based practice (EBP) and research methods.				
2. Identify ways to integrate EBP skills and knowledge into a research methods course.				
3. Apply assessments and evaluations to a research methods course.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
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Track: Field Education

Session # 18

A Field Education, Evidenced-Based, Internship Model for MSW Interns in Schools (Curriculum or Administrative Workshop)

Deborah Winters, University of Southern California

Shu Chen Hsiao, University of Southern California

Date: Friday, November 1, 2013

Time: 7:30 AM

Room: Coronado Ballroom A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate the elements of an evidence-based early intervention/prevention field education model in schools.				
2. Describe a field practicum curriculum design and integration of field competencies and training modalities.				
3. Apply skills learned in Second Step and Motivational Interviewing.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
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Track: Gero-Ed (Aging and Gerontology)

Session # 19 Developing a Curriculum in End-of-Life Care for Social Work Education
(Curriculum or Administrative Workshop)

Susan Murty, University of Iowa

Sara Sanders, University of Iowa

Date: Friday, November 1, 2013

Time: 7:30 AM

Room: Governors Lecture Hall (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe how an integrated set of elective courses can be used to prepare students for practice in end-of-life care.				
2. Design plans for recruitment, retention, and advisement of students who choose to specialize in the end-of-life care field of practice.				
3. Describe how a field of practice in end-of-life care enriches the MSW curriculum for all students and increases content relevant to gerontological social work in the curriculum.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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Track: International Issues
Session # 20 **Curriculum for Global Social Work Education in Countries With a Transition Economy** (Curriculum or Administrative Workshop)
 Victoria Gonta, Free International University of Moldova
 Linda Wermeling, Northern Kentucky University

Date: Friday, November 1, 2013 **Time:** 7:30 AM **Room:** Topaz (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate how accreditation standards inform all aspects of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe how cohesiveness of the curriculum was organized and implemented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply the "macro-first" pedagogical methodology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



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Track: Interprofessional and Transdisciplinary Practice

Session # 21

Incorporating Interprofessional Education in Social Work Health Curriculum
(Curriculum or Administrative Workshop)

Hyeshin Park, University of Maryland, Baltimore

Edward Pecukonis, University of Maryland, Baltimore

Nicole L. O'Reilly, University of Maryland, Baltimore

Date: Friday, November 1, 2013

Time: 7:30 AM

Room: Coronado Ballroom C (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate how interprofessional education (IPE) is implemented as a curriculum for social work students in a health clinic setting.				
2. Describe ways to build IPE experiences into curriculum.				
3. Articulate potential struggles and pitfalls of IPE, especially those related to the role of social work in the health care environment.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Social and Economic Justice

Session # 22

Privileging “Alternative Experiences”: Enhancing Classroom and Academic Climates for Social Work Educators of Color (Think Tank)

Melissa Redmond, Carleton University

Kenta Asakura, University of Toronto

Steven Solomon, University of Toronto

Billie S. Allan, University of Toronto

Date: Friday, November 1, 2013

Time: 7:30 AM

Room: Manchester (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the current academic climate for educators of color within North American schools.				
2. Articulate an agenda to advance the full structural integration of antiracist, social justice frameworks within schools of social work.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
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Track: Teaching Methods and Learning Styles

Session # 23

Teaching With Tupac: A Media-Rich Tool for Approaches to Social Work Education (Curriculum or Administrative Workshop)

Shari Miller, University of Georgia

Jennifer Elkins, University of Georgia

Harold Briggs, University of Georgia

Date: Friday, November 1, 2013

Time: 7:30 AM

Room: Peacock Terrace (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the nature and definition of HBSE as well as its place in the contemporary social work curriculum in a technological, global society.				
2. Apply contemporary music (particularly hip hop music) to create and deliver courses designed to help students integrate theory in practice.				
3. Apply a framework and approaches to teaching theory to a learning environment.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Technology in Social Work Education and Practice

Session # 24

Using iPad Technology and Tested Learning Theories to Develop Interpersonal Helping Skills (Curriculum or Administrative Workshop)

Heather Craig-Oldsen, Briar Cliff University

Date: Friday, November 1, 2013

Time: 7:30 AM

Room: Sapphire (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Apply Robert Gagne's learning theories to develop the interpersonal helping skills of BSW students.				
2. Use iPad video recording equipment to assess knowledge and interpersonal helping skills.				
3. Use a classroom-tested tool for student feedback sessions.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Values and Ethics

Session # 25

Student Impairment Policies: Troubles, Trials, and Triumphs (Think Tank)

Dana M. Horne, University at Buffalo, State University of New York

Molly R. Wolf, University at Buffalo, State University of New York

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

Susan Green, University at Buffalo, State University of New York

Date: Friday, November 1, 2013

Time: 7:30 AM

Room: Wyeth (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the relevant literature related to student impairment in schools of social work.				
2. Summarize the legal and ethical implications faced by schools of social work when dealing with impaired graduate-level students in social work.				
3. Describe effective strategies in managing the nuances of impaired graduate students.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
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Track: Clinical Practice

Session # 43

Enhancing Empathy in Social Work Practice: Tools for Helping Professionals
(Panel)

Elizabeth A. Segal, Arizona State University

Cynthia A. Lietz, Arizona State University

M. Alex Wagaman, Arizona State University

Date: Friday, November 1, 2013

Time: 10:45 AM

Room: Manchester (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Define the concept of empathy and apply it to social work practice and education.				
2. Describe the cognitive and affective components of empathy, as identified through neuroscience, and apply techniques based on these components to further the development of empathy within social work practice.				
3. Articulate ways that empathy contributes to social work practice, supervision, and education.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
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Track: Field Education

Session # 45

Beyond Cultural Competence: Teaching Anti-Opressive Practice in the Field
(Curriculum or Administrative Workshop)

Robin Miller, Hunter College, City University of New York

Diane Grodny, Hunter College, City University of New York

Date: Friday, November 1, 2013

Time: 10:45 AM

Room: Coronado Ballroom A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Define anti-oppressive practice and describe its basic principles and potential significance for field instruction.				
2. Apply teaching strategies for integrating an anti-oppressive perspective into field teaching and articulate the relational and power dynamics that may influence this process.				
3. Identify structural challenges to teaching from an anti-oppressive practice perspective as well as a range of possible programmatic solutions.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Field Education

Session # 47

Cultural Genograms: Cultural Humility and Transformative Complicity for Culturally Responsive Social Work Practice (Skills Workshop)

Roxanna Duntley-Matos, Western Michigan University

Ineke Way, Western Michigan University

Date: Friday, November 1, 2013

Time: 10:45 AM

Room: Grand Ballroom B (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Identify the discursive and practice implications of “competence” versus “humility” as they pertain to cultural engagement with consumers and cultural identity.				
2. Develop a cultural genogram and identify pride, ambivalence, and shame issues related to intersecting cultural identities.				
3. Infuse cultural humility, awareness of self, and transformative complicity into cross-cultural communication and identify culturally-based strengths and limitations of a cultural genogram.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Field Education

Session # 49

Optimizing Student Learning in Field Supervision Using the Myers-Briggs Type Indicator (Curriculum or Administrative Workshop)

Carol Satre, Indiana University

Date: Friday, November 1, 2013

Time: 10:45 AM

Room: Cortez Ballroom A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate MBTI-related behavioral cues that help identify preferences for receiving information.				
2. Identify strategies for adjusting a teaching style when necessary.				
3. Apply strategies to enhance the student/field instructor relationship to optimize learning.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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

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Track: Health
Session # 51

Piloting an Advanced Practice, Integrated, Health Care Course: Combining Student and Instructor Evaluations (Curriculum or Administrative Workshop)
 Judith A. DeBonis, California State University, Northridge
 Marion A. Becker, University of South Florida

Date: Friday, November 1, 2013 **Time:** 10:45 AM **Room:** Coronado Ballroom C (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe new curriculum materials that can help prepare social workers for practice in integrated health-care settings.				
2. Identify social work skills and values that apply to integrated health care as well as areas requiring additional training for social workers in behavioral health primary care.				
3. Articulate evaluation results of the first Advanced Clinical Social Work Practice in Integrated Health Care course developed by CSWE /SAMHSA and describe ways to incorporate integrated health concepts into generalist and advanced practice courses.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Human Behavior and the Social Environment

Session # 52

Caregiving: A Caresharing and Social Care Approach (Skills Workshop)

Roberta Greene, University of Texas at Austin

Nancy Kropf, Georgia State University

Date: Friday, November 1, 2013

Time: 10:45 AM

Room: Topaz (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Identify the myths and stereotypes surrounding HIV/AIDS.				
2. Assess individuals, families, and communities involved in HIV/AIDS caregiving.				
3. Design a care plan for individuals, families, and communities involved in HIV/AIDS caregiving.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Lesbian/Gay/Bisexual/Transgender Issues

Session # 54

Clinical Practice With LGBT Populations: Recent Advances and Future Directions (Panel)

Edward J. Alessi, Rutgers, The State University of New Jersey

Michael LaSala, Rutgers, The State University of New Jersey

Kristina Hash, West Virginia University

Jeane Anastas, New York University

Date: Friday, November 1, 2013

Time: 10:45 AM

Room: Sapphire (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the recent advances and knowledge gaps in clinical practice with lesbian, gay, bisexual, and transgender populations.				
2. Identify the ways in which clinical training and research can address the knowledge gap in practice with lesbian, gay, bisexual, and transgender populations.				
3. Describe the social work profession's response to ensuring culturally competent social work services to lesbian, gay, bisexual, and transgender populations.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Social Welfare Policy and Policy Practice

Session # 55

Comparative Welfare State Theory: Developing a Global Context for Social Work Practice (Think Tank)

Phyllis Jeroslow, University of California at Berkeley

Anupama Jacob, University of California at Berkeley

Mary Caplan, University of Georgia

Date: Friday, November 1, 2013

Time: 10:45 AM

Room: Fleur-de-Lis B (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe social work practice and education in relationship to different welfare states in the global economy				
2. Describe the connection between social well-being and human rights in different welfare-state configurations.				
3. Articulate how a comparative understanding of welfare states can strengthen advocacy for greater social and economic justice.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Spirituality

Session # 56

Connecting Religious and Spiritual Curricular Content to Competency-Based Ethical Practice (Think Tank)

Charles R. Seitz, Messiah College

Michelle D. George, Messiah College

Date: Friday, November 1, 2013

Time: 10:45 AM

Room: Madrid (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Connect cultural competency with spiritual and religious competencies.				
2. Connect institutional contexts related to spiritually- and religiously-based competencies and apply them to the curriculum as well as to competent and ethical practice.				
3. Assess the effectiveness of spiritual and religious social work curricular content for the development of competent and ethical social work practice.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Technology in Social Work Education and Practice

Session # 57

Miles Apart: Utilizing Student Orientation to Build Community in Distance Education Programs (Curriculum or Administrative Workshop)

Theresa Kreif, University of Hawai'i at Manoa

Jill Sur, University of Hawai'i at Manoa

Date: Friday, November 1, 2013

Time: 10:45 AM

Room: Governors Lecture Hall (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate the goals and outcomes of a student orientation for a distance education program.				
2. Identify the needs and resources of a program that can apply to a student orientation for a distance education program or campus-based program.				
3. Design a student orientation that enhances distance education and practice as well as meets student needs.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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

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Track: Values and Ethics
Session # 58 **The Intersection of Values, Ethics, and Spirituality: Postmodernism in the Classroom** (Curriculum or Administrative Workshop)
 Mo C. Cuevas, West Texas A&M University
 Melody Loya, West Texas A&M University

Date: Friday, November 1, 2013 **Time:** 10:45 AM **Room:** Edelweiss (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the structure of a course that focuses on values, ethics, and spirituality.				
2. Describe teaching styles, tools, and assignments involving values, ethics, and spirituality that work most effectively for BSW and MSW students.				
3. Apply teaching tools to foster a sense of self-awareness in BSW and MSW students.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____
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Track: Gero-Ed (Aging and Gerontology)

Session # 75

Gero-Ed Track Kick-Off Panel: Trauma Across Generations—From Research to Practice (Panel)

Susan Green, University at Buffalo, State University of New York

Lori Thomas, University of North Carolina at Charlotte

Karina Walters, University of Washington

Tina Maschi, Fordham University

Sara Sanders, University of Iowa

Date: Friday, November 1, 2013

Time: 10:45 AM

Room: Emerald (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Define how trauma influences the experience of aging.				
2. Describe how current research informs practice with older people who have experienced trauma.				
3. Identify how social workers can address the intersection between trauma and aging in practice, policy, and organizations.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Child Welfare

Session # 102

Career Trajectories and Aspirations of Public Child Welfare Employees With an MSW (Panel)

Ericka Deglau, Rutgers, The State University of New Jersey

Anasuya Ray, Rutgers, The State University of New Jersey

Ayse Akincigil, Rutgers, The State University of New Jersey

Fiona Conway, Rutgers, The State University of New Jersey

Date: Friday, November 1, 2013

Time: 1:30 PM

Room: Wyeth (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Identify ways in which professional education may make a difference in terms of career paths and retention of public child welfare employees.				
2. Identify three to four potential contributions to public child welfare work of graduate-level social work education for public child welfare employees				
3. Identify three contextual factors that may influence retention and career paths of public child welfare employees with an MSW and those without an MSW.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Cultural Competence

Session # 103 **Microaggression: A Must-Teach Concept in Social Work Education** (Curriculum or Administrative Workshop)
 M. Theresa Palmer, University of North Carolina at Chapel Hill
 Tara L. Bohley, University of North Carolina at Chapel Hill

Date: Friday, November 1, 2013 **Time:** 1:30 PM **Room:** Cortez Ballroom B (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate an understanding of microaggressions across a spectrum of differences that can include race, gender, sexual orientation, class, age, disability, and religion.				
2. Identify the benefits for social work students in understanding the power of microaggressions.				
3. Articulate effective strategies for incorporating the concept of microaggression into the social work curriculum.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Feminist Scholarship

Session # 104

Creating Spaces of Possibility: Diverse Perspectives on the "Unsettling Feminisms" UnConference (Think Tank)

Patricia O'Brien, University of Illinois at Chicago

Gwat-Yong Lie, University of Wisconsin-Milwaukee

Lorraine Gutierrez, University of Michigan

Date: Friday, November 1, 2013

Time: 1:30 PM

Room: Fleur-de-Lis B (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Discuss the goals of the conference.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe implications for social work practice and pedagogy of the conference.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify possible future objectives for future collaborations related to feminisms within social work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature: _____

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Track: Field Education
Session # 105 **21st-Century Field Instructors: Recapturing the Process of Supervision** (Skills Workshop)
 Patricia Hunter, California State University, Chico
 Celeste A. Jones, California State University, Chico

Date: Friday, November 1, 2013 **Time:** 1:30 PM **Room:** Monet Ballroom (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate how motivational interviewing and solution-focused and trauma-informed practice skills can be adapted for the supervision process.				
2. Articulate the components of supervision and ways to help field instructors identify how their supervisory approach incorporates these components.				
3. Apply skills to improving the supervision experience.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Field Education

Session # 107

Incorporating Technology Into the Field Education Department (Curriculum or Administrative Workshop)

Shirley Moy, Temple University

Tammy Carson, Temple University

Valarie Clemmons, Temple University

Date: Friday, November 1, 2013

Time: 1:30 PM

Room: Coronado Ballroom A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Select and apply technology-based systems to manage multiple components of the field education department, including field advisory committee meetings, department team meetings, field instructor training, student curricular assignments, and student field				
2. Select appropriate technology-based systems that will assist in the management of institutional, school, field department, and CSWE information related to implementation, progress, and outcomes in field education.				
3. Apply strategies to address common challenges in the management of the field department such as those related to staff issues (multiple sites, team meetings), student concerns (Web-based management system), agency concerns (interactions with field liaison				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Gero-Ed (Aging and Gerontology)

Session # 108

Development, Implementation, and Evaluation of a Transdisciplinary Health Care Course (Curriculum or Administrative Workshop)

Carmen Morano, Hunter College, City University of New York

Date: Friday, November 1, 2013

Time: 1:30 PM

Room: Emerald (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the importance of interprofessional education (IPE) for the current and future practice of social work.				
2. Identify institutional and financial barriers to and opportunities for IPE at a home institution.				
3. Describe a variety of learning and evaluation strategies that can be used in interdisciplinary education and training.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
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Track: Health
Session # 109 **Grief and ADHD in Children** (Skills Workshop)
 Dennis Myers, Baylor University
 Helen Harris, Baylor University

Date: Friday, November 1, 2013 **Time:** 1:30 PM **Room:** Edelweiss (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Explore the dynamic of the cognitive impact of grief in children and school performance.				
2. Examine research findings of an association between childhood loss and grief, and a diagnosis of ADHD.				
3. Discuss implications of research results for practice in mental health and school social work.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Higher Education/Nonprofit Leadership

Session # 110

Writing While Teaching and Performing Service (Think Tank)

Ronald Rooney, University of Minnesota-Twin Cities

Michael G. Chovanec, St. Catherine University/University of Saint Thomas

Elena Izaksonas, St. Catherine University/University of Saint Thomas

Kari L. Fletcher, St. Catherine University/University of Saint Thomas

Date: Friday, November 1, 2013

Time: 1:30 PM

Room: Coronado Ballroom C (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Assess the environment for supporting scholarly writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Design a plan to enhance the production of scholarly writing that takes into account the particular environment and level of responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe ways to enhance support for scholarly writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature: _____

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Track: International Issues

Session # 111

Bringing Intersectionality Alive Through a Reciprocal Travel Study Exchange (Skills Workshop)

Lisa M. Werkmeister Rozas, University of Connecticut

Ann Marie Garran, University of Connecticut

Johannes Herwig-Lempp, Hochschule Merseburg

Date: Friday, November 1, 2013

Time: 1:30 PM

Room: Grand Ballroom A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate the concept of intersectionality and its importance in social work practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe how students can acquire a better grasp of intersectionality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate two teaching techniques that help students understand the concept of intersectionality and its relevance to social work and their lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature: _____

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



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Track: Rural Issues

Session # 112

Implementation of an MSW Training Grant in Rural Mental and Behavioral Health Practice (Curriculum or Administrative Workshop)

Carrie Rishel, West Virginia University

Helen Hartnett, West Virginia University

Jacqueline Englehardt, West Virginia University

Samuel Leizear, West Virginia University

Date: Friday, November 1, 2013

Time: 1:30 PM

Room: Cardinal A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the development and implementation of a HRSA-funded specialized training program for MSW students in mental and behavioral health practice.				
2. Describe the core training elements and five models of integrated service delivery and explain their relevance to rural practice.				
3. Apply experience shared by facilitators to their own social work program.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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Track: Teaching Methods and Learning Styles

Session # 113

Resisting Prejudice, Discrimination, and Derogatory Language With Decolonizing Teaching Methods (Curriculum or Administrative Workshop)

Laurie Walker, Arizona State University

Date: Friday, November 1, 2013

Time: 1:30 PM

Room: Topaz (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the mandates of the National Association of Social Workers Code of Ethics (2008) to address discrimination and derogatory language via social and political action.				
2. Demonstrate a caring, respectful, and safe classroom space where students can listen, self-disclose, ask questions, mutually learn, think critically, share feelings and experiences, and collectively resist oppression.				
3. Discuss decolonizing methodologies as an innovative means of engaging students in a community of learners.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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



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Track: Educational Outcomes Assessment

Session # 131

Developing an Annual Implicit Curriculum Survey: Process, Product, and Questions (Panel)

Suzanne K. Sankar, Simmons College

Kathleen Millstein, Simmons College

Jennifer Putney, Simmons College

Date: Friday, November 1, 2013

Time: 1:30 PM

Room: Manchester (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Develop a survey to assess the effectiveness of the implicit curriculum over a 3-year period, with attention to including students in the process, enhancing response rate, and using findings to implement change in the school environment.				
2. Identify the theoretical and best-practice literature on the implicit curriculum as defined by the 2008 EPAS and the professional education literature.				
3. Apply lessons learned to their own institutional context.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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



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Track: Baccalaureate Programs

Session # 157

Actively Engaging Advisory Boards in BSW Program Assessment Using the 2008 EPAS (Curriculum or Administrative Workshop)

Kristen R. Admiraal, Calvin College

Rachel Venema, Calvin College

Date: Friday, November 1, 2013

Time: 3:15 PM

Room: Coronado Ballroom A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Identify ways to enhance advisory board participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Develop assessment processes that involve the advisory board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Engage the advisory board in developing program improvement plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature: _____

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



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Track: Evidence-Based Practice

Session # 159

University-Agency Partnerships for EBP: New Directions for Social Work Research and Practice (Think Tank)

Traci Wike, Virginia Commonwealth University

Date: Friday, November 1, 2013

Time: 3:15 PM

Room: Cardinal A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate the barriers to and opportunities for implementing evidence-based practice (EBP) partnerships with social work agencies.				
2. Describe potential directions for future EBP partnerships with social work schools and agencies, including the identification of possible partnership models, strategies for addressing barriers, and subsequent steps related to EBP education and research.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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Track: Higher Education/Nonprofit Leadership

Session # 162

Incivility Among Social Work Students: A Threat to the Implicit Curriculum
(Think Tank)

Lynette Reed, Marywood University

Phyllis Black, Marywood University

Date: Friday, November 1, 2013

Time: 3:15 PM

Room: Madrid (Hilton Anatole Hotel)

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

Signature: _____

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Track: Immigrants, Refugees, and Displaced Populations

Session # 163

Integrating Practice With Immigrants, Transmigrants, and Refugees Into the Social Work Curriculum (Curriculum or Administrative Workshop)

Josh Hinson, University of North Carolina at Chapel Hill

Date: Friday, November 1, 2013

Time: 3:15 PM

Room: Rosetta (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate the steps for assessing the usefulness and feasibility of a graduate certificate in social work with immigrant, migrant, transmigrant, and refugee populations, as well as processes for developing a program that will develop student capacity to				
2. Determine competencies for social work practice with these populations and translate these into programmatic goals, curricular learning objectives, new courses, and opportunities for field education.				
3. Describe a program's service delivery to immigrant populations to date and articulate opportunities for continued research, replication, dissemination, professional training, and policy advocacy.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Educational Outcomes Assessment

Session # 183

Measuring Outcomes From a Career Development Perspective (Panel)

Jennifer Luna-Idunate, University of Texas at Austin

Carol Doelling, Washington University in St. Louis

Michael Jogerst, University of Chicago

Michelle Woods, University of Michigan

Date: Friday, November 1, 2013

Time: 3:15 PM

Room: Emerald (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Identify advantages and challenges of collecting useful data through traditional and nontraditional sources.				
2. Apply tools for data collection that use career development training, practical skills identification, and career exploration.				
3. Implement data collection grounded in social work career development and select career development tools that measure specific core competencies.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Social and Economic Justice

Session # 197

The Elephant in the Room: Educating Students With Adverse Childhood Experiences (Panel)

Mildred Delozia, Grambling State University

Date: Friday, November 1, 2013

Time: 3:15 PM

Room: Manchester (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the elements of adverse childhood and adult experiences (ACAE) and the ways that these experiences may influence an individual's choice of a career in social work.				
2. Describe the strengths perspective and empowerment model as tools for advising and educating social work students with ACAE.				
3. Articulate how the roles of educator and gatekeeper can assist in effectively working with students with ACAE.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
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Track: Child Welfare

Session # 204

How Many Is Too Many? Patterns and Outcomes in Treatment Foster Care
(Curriculum or Administrative Workshop)

Elizabeth M.Z. Farmer, Virginia Commonwealth University

Dalia El-Khoury, Virginia Commonwealth University

Shinhye Lee, Virginia Commonwealth University

Date: Saturday, November 2, 2013 **Time:** 7:30 AM **Room:** Cortez Ballroom B (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the current placement patterns of youth in treatment foster care (TFC).				
2. Articulate the relationship between the number of youth in TFC homes and youth placement stability.				
3. Describe the relationship between the number of youth in TFC homes and outcomes (symptoms, functioning, behavior).				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Cultural Competence

Session # 206

Beyond Cultural Competence in Teaching Diversity and Social Justice
(Curriculum or Administrative Workshop)

Diane Grodney, Hunter College, City University of New York

Date: Saturday, November 2, 2013 **Time:** 7:30 AM **Room:** Morocco (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate the limits of the cultural competence model and the relevance of moving to critical race consciousness and anti-oppressive practice as paradigms for teaching diversity and social justice.				
2. Apply critical race theory and an understanding of structural racism to teaching about disproportionality, oppression, and marginalization.				
3. Apply skills, knowledge, and attitudes to engage students in the development of reflective practice via a conscious use of self and an awareness of power and privilege.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Field Education

Session # 207

Partners in International Field Placements (Curriculum or Administrative Workshop)

Judi Ravenhorst Meerman, Kuyper College

Lisa M. B. Tokpa, Uganda Christian University

Date: Saturday, November 2, 2013

Time: 7:30 AM

Room: Senators Lecture Hall (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the role of international field education in preparing social work students for practice.				
2. Articulate strategies for establishing and maintaining partners in international field education.				
3. Describe the field placement process for the school and the international program.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
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Track: Gero-Ed (Aging and Gerontology)

Session # 208

Creating Gerontology Specializations Using Feedback From Multiple Stakeholders (Skills Workshop)

Henry Kronner, Aurora University

Julie Bach, Dominican University

Date: Saturday, November 2, 2013

Time: 7:30 AM

Room: Emerald (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Identify stakeholders needed to help create/modify a gerontology program				
2. Identify methods for gathering the most relevant information when creating/modifying a gerontology program.				
3. Assess the most effective methods in gathering data from stakeholders.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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Track: Military Social Work
Session # 211 **In Field and Classroom: Social Work Students Serving Those Who Have Served**
 (Curriculum or Administrative Workshop)
 Roger Sherwood, Hunter College, City University of New York
 Leora Shudofsky, Hunter College, City University of New York

Date: Saturday, November 2, 2013 **Time:** 7:30 AM **Room:** Cardinal A (Hilton Anatole Hotel)

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

Signature: _____
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Track: Research and Program Evaluation
Session # 212 **An Overview of an Easy and Effective Student-Centered Outcome Evaluation Strategy** (Curriculum or Administrative Workshop)
 Hide Yamatani, University of Pittsburgh
 Lynn Coghill, University of Pittsburgh

Date: Saturday, November 2, 2013 **Time:** 7:30 AM **Room:** Cortez Ballroom C (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Conduct a student-centered, benefit-equity assessment of a program.				
2. Apply a strategy to curriculum design and program administration that can optimize student satisfaction with a degree program.				
3. Identify internal inconsistencies among different groups of students that can be disguised in overall satisfaction ratings.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Teaching Methods and Learning Styles

Session # 213

DSM-5.0: Implications for Social Work Education (Curriculum or Administrative Workshop)

Sharon Lyter, Kutztown University

Lloyd L. Lyter, Marywood University

Date: Saturday, November 2, 2013

Time: 7:30 AM

Room: Peacock Terrace (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate current research findings on the views of social work faculty members and administrators regarding the appropriate role and positioning of social work with regard to DSM.				
2. Summarize the history and current status of social work as a profession with regard to DSM.				
3. Develop a minimum of three alternatives for a social work "DSM strategy".				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
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Track: Teaching Methods and Learning Styles

Session # 214

Flip the Classroom: Turn Teaching Upside Down (Curriculum or Administrative Workshop)

Rebecca G. Judd, Texas A&M University-Commerce

Brenda Moore, Texas A&M University-Commerce

Date: Saturday, November 2, 2013 **Time:** 7:30 AM **Room:** Metropolitan Ballroom (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Design a template for providing instruction in a flipped classroom setting.				
2. Align online learning and in-class activities to promote linkages between student learning outcomes and demonstration of competencies.				
3. Identify and develop tools to measure students' competencies in often-elusive competencies of problem solving, confidence, collaboration, and self-regulated learning.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
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7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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Track: Technology in Social Work Education and Practice

Session # 215

The Administration and Teaching of a Live, Web-Based, Conferencing Platform MSW Program (Curriculum or Administrative Workshop)

Cindy Lee, Saint Leo University

James Whitworth Whitworth, Saint Leo University

Diane Scotland-Coogan, Saint Leo University

Date: Saturday, November 2, 2013 **Time:** 7:30 AM **Room:** Topaz (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the components of a MSW program taught via a synchronous Web-conferencing platform.				
2. Identify challenges and strategies involved in managing a MSW program primarily taught via a synchronous Web-conferencing platform.				
3. Articulate examples of how a live Web-conferencing format can be implemented in the classroom.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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



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Track: Violence Against Women and Their Children

Session # 216

Getting Men Involved in Domestic Violence Work: Pathways and Challenges
(Curriculum or Administrative Workshop)

Travis Ingersoll, West Chester University

Brent Satterly, Widener University

Date: Saturday, November 2, 2013 **Time:** 7:30 AM **Room:** Obelisk B (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate the points of view on the involvement of male social workers in the field of domestic violence treatment and prevention.				
2. Describe various lesson plans aimed at combating sexism, heterosexism, homophobia, and intimate partner violence.				
3. Describe the possible challenges and barriers to encouraging, recruiting, and retaining men in the field of domestic violence prevention and treatment.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Interprofessional and Transdisciplinary Practice

Session # 230

Applying Human Rights Principles to U.S. Social Work Practice Through Interdisciplinary Collaboration (Panel)

Jane McPherson, Florida State University

Christina Chiarelli-Helminiak, University of Connecticut

Kathryn Libal, University of Connecticut

Scott Harding, University of Connecticut

Date: Saturday, November 2, 2013 **Time:** 7:30 AM **Room:** Manchester (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Use tools for including human rights approaches in social work education and practice, including the ability to re-envision U.S. social work clients as individuals whose rights may have been violated.				
2. Articulate at least one example of rights-based interventions in food insecurity, child welfare, and domestic violence.				
3. Describe examples of collaborative practices in the child welfare, domestic violence, and food security.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
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Track: Social and Economic Justice

Session # 234

Cultivators of Change: Food Justice in Social Work Education (Panel)

Michelle Kaiser, Ohio State University

Sarah Himmelheber, University of Wisconsin-Green Bay

Shari Miller, University of Georgia

Anna Hayward, State University of New York at Stony Brook

Date: Saturday, November 2, 2013

Time: 7:30 AM

Room: Coronado Ballroom C (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate the relationship of the natural environment to food justice, in the context of addressing the needs of vulnerable populations in multiple practice settings.				
2. Describe transdisciplinary educational efforts that advance social workers' understanding of ecological-social relationships and promote human rights, social justice, and environmental sustainability.				
3. Describe course assignments and syllabi that use a service-learning pedagogy and are connected to the 2008 EPAS and the NASW Code of Ethics.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: African Americans and the African Diaspora

Session # 237

Contributions of Global Content in Teaching an Africentric Approach to Advanced Practice (Curriculum or Administrative Workshop)

Leslie D. Hollingsworth, University of Michigan

Date: Saturday, November 2, 2013 **Time:** 10:45 AM **Room:** Morocco (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe how the historical and contemporary experience of people from the African diaspora can contribute to teaching advanced practice with African American families.				
2. Describe the philosophy and methods associated with one scientifically-tested model of interpersonal practice with African American families that builds on Africentric values and principles.				
3. Describe the effects of global, African-centered content on student outcomes when African American students in a majority White MSW program compose the majority of students enrolled in a course.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Disability Issues

Session # 238

Field Placements for Students With Disabilities: Constructing a Framework for Success (Curriculum or Administrative Workshop)

Renee Michelsen, University of Southern California

Date: Saturday, November 2, 2013 **Time:** 10:45 AM **Room:** Cardinal A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Identify the challenges and constraints faced by academic institutions, community agencies, and students when securing a field placement for students with disabilities.				
2. Differentiate reasonable and unreasonable disability accommodation as related to field placements.				
3. Describe a framework for vetting community agencies as suitable to students with disabilities.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Field Education

Session # 239

A Pathway to Field Education at a Distance (Curriculum or Administrative Workshop)

Rachel Allinson- Strydom, California State University, San Bernardino

Date: Saturday, November 2, 2013 **Time:** 10:45 AM **Room:** Coronado Ballroom A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Identify the BASW, foundation MSW, and concentration MSW pathway field experience online and hybrid education programs.				
2. Describe two integration exercises used in each pathways online seminar.				
3. Connect at least two core competencies to each pathways monthly seminar.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
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Track: Health

Session # 241

Fetal Alcohol Spectrum Disorders: The Need for Competence in Social Work Practice (Skills Workshop)

Sandra J. Gonzalez, Meharry Medical College

Roger Zoorob, Meharry Medical College

Date: Saturday, November 2, 2013 **Time:** 10:45 AM **Room:** Governors Lecture Hall (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Identify fetal alcohol spectrum disorders (FASD).				
2. Describe alcohol screening tools and implementation of a brief intervention for risky alcohol use.				
3. Apply screening tools and deliver brief interventions.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Higher Education/Nonprofit Leadership

Session # 242

Using Research Assistants to Support Research and Teaching: Discussions for New Faculty Members (Think Tank)

Jodi Berger Cardoso, University of Houston

Sarah Carter Narendorf, University of Houston

Eusebius Small, University of Texas at Arlington

Jeremy Goldbach, University of Southern California

Date: Saturday, November 2, 2013 **Time:** 10:45 AM **Room:** Coronado Ballroom C (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe strategies for managing RAs, including finding a RA, setting expectations, tracking hours, and assigning and monitoring work.				
2. Articulate the relationship dynamics of working with RAs and the management of the roles of mentor and supervisor.				
3. Describe the unique concerns and strengths in mentoring international and graduate students.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Interprofessional and Transdisciplinary Practice

Session # 244

International and Interdisciplinary Service-Learning in Belize: Social Workers as Patient Advocates (Curriculum or Administrative Workshop)

Patricia Desrosiers, Western Kentucky University

Larry Owens, Western Kentucky University

Mary B. Hunt, Western Kentucky University

Date: Saturday, November 2, 2013 **Time:** 10:45 AM **Room:** Obelisk B (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate the role of international service-learning experiences in social work education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe how the role of patient advocate can be used to teach basic social work skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature: _____

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



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Track: Spirituality

Session # 245

The Place of Faith in Social Work Education: Meaningful Dialogue (Skills Workshop)

Erica Andersen, Florida Atlantic University

Allan E. Barsky, Florida Atlantic University;

Diane Sherman, Florida Atlantic University

Date: Saturday, November 2, 2013 **Time:** 10:45 AM **Room:** Cortez Ballroom B (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Apply conflict resolution strategies and skills to create a safe classroom environment for discussion of controversial issues such as the role of faith and spirituality in social work practice and education.				
2. Apply the strategies and skills of an identity-based approach to conflict resolution.				
3. Acknowledge differences and work effectively with professional colleagues even when issues related to spirituality, religion, values, and ethics are not fully resolved.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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Track: Teaching Methods and Learning Styles
Session # 246 **Incorporating Research Into the Social Work Curriculum: A Scholar's Dream**
 (Curriculum or Administrative Workshop)
 Bronwyn Cross-Denny, Sacred Heart University

Date: Saturday, November 2, 2013 **Time:** 10:45 AM **Room:** Peacock Terrace (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Identify areas in which research can be applied within the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Learn different methods to engage students in scholarship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Optimize secondary gains of scholarly activity with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Track: Clinical Practice

Session # 256

Perspectives on Parenting in the 21st Century (Panel)

Ruby Gourdine, Howard University

Janice Berry Edwards, Howard University

Janice Matthews Rasheed, Loyola University Chicago

Shayna Waites, Howard University

Date: Saturday, November 2, 2013 **Time:** 10:45 AM **Room:** Cortez Ballroom C (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Identify areas of concern for parents in today's society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe solutions for effective parenting based on practice-informed evidence with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Implement strategies to help parents augment their parenting skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Track: Gero-Ed (Aging and Gerontology)

Session # 273

Enhancing Social Work Field Education in Aging: A VA/GRECC and HPPAE Collaboration (Panel)

Patricia Volland, New York Academy of Medicine

Lorn Gingrich, Department of Veteran Affairs

Marilyn Luptak, University of Utah

Date: Saturday, November 2, 2013 **Time:** 10:45 AM **Room:** Emerald (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate the benefits of a national education/practice partnership and the benefits in recruiting practitioners with expertise in working with older adults.				
2. Describe the development and adaptability of the VA/GRECC and HPPAE collaboration in local GRECC and local MSW programs.				
3. Describe the initial effects and evaluation results of the initiative from three pilot sites.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Lesbian/Gay/Bisexual/Transgender Issues

Session # 287

Conservative Christianity and Sexual Orientation: Privilege, Oppression, and Pursuit of Human Rights (Panel)

Adrienne B. Dessel, University of Michigan

Rebecca M. Bolen, University of Tennessee at Knoxville

Rene Drumm, Southern Adventist University

Tanya Brice, Baylor University

Date: Saturday, November 2, 2013 **Time:** 10:45 AM **Room:** Manchester (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the perceived tension between conservative Christians and sexual minority populations and give examples of how Christian social workers can identify as LGBTQI advocates.				
2. Articulate construct and statistical validity issues that need to be addressed to develop surveys that can better assess social work perceptions about religion and the tension with LGBTQI persons.				
3. Describe the use of intergroup dialogue as a pedagogical intervention for resolving tensions between conservative Christian and LGBTQI groups.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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



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Track: Baccalaureate Programs

Session # 309

Reaffirmation Success: Three Faculty Members—No Problem! (Curriculum or Administrative Workshop)

Debra Gresham, Thomas University

Date: Saturday, November 2, 2013

Time: 1:30 PM

Room: Cardinal A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the reaffirmation process as a tool for a social work program to show cohesion within the program and linkage to the institution and community.				
2. Describe the time commitment involved with reaffirmation.				
3. Identify and organize relevant documents for submission.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Evidence-Based Practice

Session # 311

Single-Case Design Graphs Made Easy (Skills Workshop)

Terri Combs-Orme, University of Tennessee at Knoxville

John G. Orme, University of Tennessee at Knoxville

Taylor E. Krcek, University of Tennessee at Knoxville

Date: Saturday, November 2, 2013 **Time:** 1:30 PM **Room:** Batik B (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Identify the basic elements of single-case design graphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Create single-case design graphs that can be easily and accurately interpreted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature: _____

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Track: Field Education
Session # 312 **Enhancing Social Work Field Education: Using Decision Cases for Field Instructor Training** (Skills Workshop)
 Melissa Reitmeier, University of South Carolina
 Terry Wolfer, University of South Carolina

Date: Saturday, November 2, 2013 **Time:** 1:30 PM **Room:** Coronado Ballroom A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Define decision case and case-method teaching and explain the pedagogical rationale for case-method teaching.				
2. Apply techniques for facilitating effective case-method discussions, including how to start, redirect, and deepen discussions.				
3. Summarize and evaluate the potential benefits of case-method teaching for educating field instructors based on experiential knowledge of case method.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Group Work

Session # 314

A Competency-Based Approach for Teaching Small-Group Work (Curriculum or Administrative Workshop)

Vincent R. Starnino, Indiana University; James G. Daley, Indiana University

Date: Saturday, November 2, 2013 **Time:** 1:30 PM **Room:** Obelisk B (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Design a social work groups course that assists students in developing and demonstrating core competencies as outlined in the 2008 EPAS.				
2. Implement a tested approach to teaching group skills through a simulated group format (role play).				
3. Use strategies for supervision and debriefing to enhance student learning.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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Track: Higher Education/Nonprofit Leadership

Session # 315

Social Work Doctoral Programs: What's the Purpose? (Think Tank)

Brandy Maynard, Saint Louis University

David L. Albright, University of Missouri

Jeane Anastas, New York University

Date: Saturday, November 2, 2013 **Time:** 1:30 PM **Room:** Wyeth (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Identify current trends and debates in the field that are, or should be, defining social work doctoral education.				
2. Articulate the purpose(s) of social work doctoral education and models to best achieve these purposes in the context of current trends and issues.				
3. Frame a discussion of whether and how social work programs can more clearly articulate their foci for the benefit of students and the discipline.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Human Behavior and the Social Environment

Session # 316

A New Biopsychosocial Model: Incorporating Neurodevelopmental Concepts Into Social Work Education (Curriculum or Administrative Workshop)

Candace Killian, University of North Carolina at Chapel Hill

Jennifer E. O'Brien, University of North Carolina at Chapel Hill

Sarah Bledsoe, University of North Carolina at Chapel Hill

Date: Saturday, November 2, 2013

Time: 1:30 PM

Room: Cortez Ballroom B (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate neurodevelopmental theory and basic neurodevelopmental concepts applicable to a variety of social work practice areas.				
2. Integrate neurodevelopmental theory and concepts into the social work curriculum.				
3. Demonstrate practical ways to teach neurodevelopmental concepts in the classroom.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Teaching Methods and Learning Styles

Session # 318

Confronting Privilege: Constructive Conversations (Think Tank)

Jo Daugherty Bailey, Metropolitan State University of Denver

Date: Saturday, November 2, 2013

Time: 1:30 PM

Room: Grand Ballroom A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Promote students' cultural competency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Articulate the challenges that the topic presents for instructors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe classroom practices that enhance self-awareness of privilege.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature: _____

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



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Track: Teaching Methods and Learning Styles

Session # 319

Pecha Kucha: A Fast-Paced and Focused Presentation Style for Energizing Student Presentations (Skills Workshop)

Elizabeth Fisher, Shippensburg University

Date: Saturday, November 2, 2013

Time: 1:30 PM

Room: Peacock Terrace (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the presentation style of Pecha Kucha.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify the strengths and limitations of Pecha Kucha.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply the Pecha Kucha method to a class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Track: Teaching Methods and Learning Styles

Session # 320

PhotoVoice as a Tool for Promoting Active Student Learning in the Classroom
(Curriculum or Administrative Workshop)

Dana Harley, Northern Kentucky University

Date: Saturday, November 2, 2013 **Time:** 1:30 PM **Room:** Obelisk A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the PhotoVoice methodology and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Develop meaningful ways to implement PhotoVoice projects in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Articulate ideas about cross-application of knowledge and skills in multiple social work courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature: _____

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Track: Technology in Social Work Education and Practice

Session # 321

Audio-Recorded Feedback: An Effective and Efficient Approach to Teaching Interviewing Skills (Skills Workshop)

Lance T. Peterson, St. Catherine University/University of Saint Thomas

Date: Saturday, November 2, 2013 **Time:** 1:30 PM **Room:** Topaz (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Apply skills acquired to coursework to help students gain competencies for any given area of clinical social work practice.				
2. Construct brief, efficient feedback notes for students.				
3. Transfer feedback notes onto a digital audio-recording device and transmit these to students via e-mail, YouTube, and other technological means.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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



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Track: Values and Ethics

Session # 322

A Framework for Ethical Teaching: Integrating Ethical Reasoning and Transformative Pedagogy (Skills Workshop)

Mary K. Houston-Vega, University of Texas at San Antonio

Date: Saturday, November 2, 2013 **Time:** 1:30 PM **Room:** Cortez Ballroom D (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Identify the ethical, professional, and educational parameters and dilemmas particular to teaching and assessing student's competence, fitness for practice, and self-reflection.				
2. Identify and apply strategies of transformative pedagogy to mitigate the related ethical dilemmas and violations, including fostering student-centered learning, critical thinking, and appropriate self-reflection for diverse learners and co-creating a safe				
3. Apply principles of transformative pedagogy and the ethics of profession, care, and justice to formulating teaching methods and strategies for ethical, legal, educationally sound, and student-centered strategies for managing ethical and liability risks.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Community Organization and Social Administration
Session # 331 **Engaging Community Practitioners in Policy Change: Pedagogical Innovations for Teaching Legislative Advocacy** (Curriculum or Administrative Workshop)
 Mary L. Ohmer, Georgia State University
 Pat Libby, University of San Diego

Date: Saturday, November 2, 2013 **Time:** 1:30 PM **Room:** Cortez Ballroom C (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate the importance of legislative advocacy among community practitioners and social workers, the effect of legislative advocacy on the profession, and its role in the current political climate.				
2. Apply a new paradigm for teaching legislative advocacy and articulate real case examples of students who have used the model to advance legislation on social issues affecting families and communities.				
3. Describe strategies for integrating a new 10-step model of legislative advocacy into the community practice and social work curriculum.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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



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Track: Criminal and Juvenile Justice

Session # 335

Criminal Justice Infusion: Examining a New MSW Criminal Justice Initiative (Panel)

Julie Smyth, Defender Association of Philadelphia

Kirk James, University of Pennsylvania

Stacey Barrenger, University of Pennsylvania

Casey Bohrman, University of Pennsylvania

Date: Saturday, November 2, 2013 **Time:** 1:30 PM **Room:** Manchester (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Demonstrate why the infusion of criminal justice into social work curricula is a necessity in light of the current state of incarceration.				
2. Identify and describe the various intersections of social work practice and mass incarceration such as the relationship of an understanding of criminal justice to competency across staples of social work practice.				
3. Demonstrate practical applications for criminal justice content infusion throughout social work education.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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



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Track: Educational Outcomes Assessment

Session # 371

Curricular Revision, Evaluation, and Reaffirmation (Curriculum or Administrative Workshop)

Helen Harris, Baylor University

Rob Rogers, Baylor University

Jon Singletary, Baylor University

Date: Saturday, November 2, 2013

Time: 3:15 PM

Room: Cardinal A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate the concepts of transformational education and shared academic freedom.				
2. Describe a curricular revision process with competency-based evaluation integrated into the curriculum.				
3. Articulate a program evaluation process, including assessment tools, reports produced, and changes resulting from it.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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



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Please print your name here: _____

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Track: Educational Outcomes Assessment

Session # 372

ePortfolios as a Concurrent Process to Facilitate Integrative and Reflective Learning (Curriculum or Administrative Workshop)

Dale Fitch, University of Missouri

Date: Saturday, November 2, 2013

Time: 3:15 PM

Room: Obelisk A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate the differences between paper-based portfolios and electronic portfolios.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Contrast concurrent reflective learning and end-of-program reflection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use the e-portfolio as a data source for accreditation purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Track: Field Education

Session # 374

A Radical Change in Field Education: Virtual Field Practicum Before Agency Placement (Curriculum or Administrative Workshop)

Gary Wood, University of Southern California

Elizabeth S. Phillips, University of Southern California

Date: Saturday, November 2, 2013

Time: 3:15 PM

Room: Monet Ballroom (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate the integrated components of the virtual field practicum, including the live client simulation.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Field Education

Session # 377

Toward 2008 EPAS: Using Web-Based Technology to Manage the Field Education Experience (Skills Workshop)

Shirley Moy, Temple University

Valarie Clemmons, Temple University

Tammy Carson, Temple University

Date: Saturday, November 2, 2013

Time: 3:15 PM

Room: Coronado Ballroom A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate the benefits of a comprehensive, Web-based, data management and assessment system; describe the programmatic, legal, and financial considerations; and list the processes when moving away from paper to Excel spreadsheets.				
2. Articulate the process for execution, including pilots, notification strategies, training, and stakeholder buy-in.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: International Issues

Session # 379

Teaching International Social Work: A Framework of Global Leadership for LGBTQ Rights (Curriculum or Administrative Workshop)

Catherine Hawkins, Texas State University

Karen Knox, Texas State University

Anne Deepak, Texas State University

Date: Saturday, November 2, 2013 **Time:** 3:15 PM **Room:** Obelisk B (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe an instructional framework for international social work and teaching strategies for conveying universal human rights.				
2. Articulate an understanding of global oppression and power dynamics that prevent universal human rights and provide an analysis of global patterns of social injustice, including those pertaining to LGBTQ rights.				
3. Describe teaching strategies that can foster student interest in pursuing social justice in areas such as LGBTQ rights.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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Track: Research and Program Evaluation
Session # 380 **Incorporating Client Strengths Into Program Evaluation: A Model, Guide, and Tools** (Skills Workshop)
 Catherine A. Simmons, University of Memphis

Date: Saturday, November 2, 2013 **Time:** 3:15 PM **Room:** Cortez Ballroom C (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Use a model for balancing problems/deficits with strengths/skills in program evaluation that is congruent with funder-required outcome models.				
2. Describe ways to locate and appraise instruments/scales purporting to measure client strengths that can be easily incorporated into program evaluation protocols.				
3. Articulate ways to integrate the model and tools into program evaluation course content.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Teaching Methods and Learning Styles
Session # 382 **News Literacy in Social Work Education** (Curriculum or Administrative Workshop)
 Terri Klemm, Centenary College
Date: Saturday, November 2, 2013 **Time:** 3:15 PM **Room:** Peacock Terrace (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the core concepts and benefits of "news literacy" as it relates to social work education.				
2. Engage social work students in multimedia activities that stimulate interest in current events.				
3. Create experiential assignments that develop the abilities of social work students to think critically about current events.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____
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Track: Technology in Social Work Education and Practice

Session # 383

Strategies for Integration of Social Media in Social Work Education (Think Tank)

Jonathan Singer, Temple University

Melanie Sage, University of North Dakota;

Jimmy Young, University of Nebraska at Kearney

Karen Zgoda, Boston College

Date: Saturday, November 2, 2013

Time: 3:15 PM

Room: Topaz (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe how social media applications can be used in social work education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify three strategies for implementing social media in social work education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Articulate barriers to and facilitators for using social media technology in social work education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature: _____

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Track: Addictions

Session # 385

Workforce Development in Substance Use Disorders: A Model School-Community Partnership (Panel)

Lynn Boyle, Loyola University Chicago

Kate Mahoney, PEER Services

Date: Saturday, November 2, 2013

Time: 3:15 PM

Room: Batik A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the role of substance use disorder training for social workers in the context of workforce demands and evidence-based best practices.				
2. Describe the relationship of the bio-psychosocial skill set of social workers to the service needs of substance-affected individuals.				
3. Describe an effective substance abuse counselor training program that involves community providers.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Cultural Competence

Session # 399

Resistance, Resilience, and Reconciliation: Decolonizing Social Work Education (Panel)

Billie S. Allan, University of Toronto

V.C. Rhonda Hackett, University of Toronto

Date: Saturday, November 2, 2013 **Time:** 3:15 PM **Room:** Manchester (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate the concepts of resistance, resilience, and reconciliation.				
2. Describe strategies of conveying resistance, resilience, and reconciliation in social work education.				
3. Describe the concept of decolonization as well as its implications for social work education and social work practice.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: International Issues

Session # 413

Teaching Globally, Thinking Critically: Co-Constructing Knowledge Through Difference (Panel)

David S. Byers, Smith College

Joanne N. Corbin, Smith College

Joan Berzoff, Smith College

Date: Saturday, November 2, 2013

Time: 3:15 PM

Room: Sapphire (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the relationship of teaching clinical and social development theories with Western histories in non-Western settings to the problem of cultural imperialism.				
2. Construct a framework for an anti-imperialist stance in social work education that emphasizes the socio-cultural-political context, relational pedagogical approaches, and an intersubjective process of redoing theory for emergent practice applications.				
3. Frame a discussion about an anti-imperialist clinical social work pedagogy for teaching theory and practice in non-Western countries and the United States.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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Track: Field Education

Session # 428

Beyond Technique: Necessary Skills for Effective Field Instruction (Skills Workshop)

Olivia Sevilla, Azusa Pacific University

Kimberly A. Setterlund, Azusa Pacific University

Date: Sunday, November 3, 2013

Time: 7:30 AM

Room: Senators Lecture Hall (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate the parallel process of learning between field instructors and students in the field.				
2. Apply various learning models to training field instructors to work with students.				
3. Describe strategies for developing field training curricula that can be applied to supervisors with varying degrees of expertise.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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



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Track: Field Education

Session # 429

Innovative Field Placement: Partnering With the Medical Examiner's Office
(Curriculum or Administrative Workshop)

Lily K. French, University of Iowa

Sara Sanders, University of Iowa

Date: Sunday, November 3, 2013

Time: 7:30 AM

Room: Coronado Ballroom A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the county medical examiner setting and identify the functions of social work students within that setting.				
2. Articulate the fit between a medical examiner setting and core social work competencies.				
3. Develop strategies for forming relationships with a medical examiner's office in a community.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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



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Track: Field Education

Session # 431

Practice Exploration: Helping Students Communicate Their Generalist Role in Social Work Practice (Curriculum or Administrative Workshop)

Nicole Brueggeman, Washington University in St. Louis

Diane O'Brien, Washington University in St. Louis

Date: Sunday, November 3, 2013

Time: 7:30 AM

Room: Topaz (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate different definitions of generalist social work and list the reasons why students have difficulties expressing their role as a generalist.				
2. Describe the results of a practice exploration survey administered in field education seminars.				
3. Describe ways to assist students in communicating their generalist practice role within the classroom and in the field.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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



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Track: Health

Session # 435

Problem-Based Learning and Social Work Leadership: A Maternal and Child Health Perspective (Curriculum or Administrative Workshop)

Todd Vanidestine, University of Maryland, Baltimore

Nicole L. O'Reilly, University of Maryland, Baltimore

Edward Pecukonis, University of Maryland, Baltimore

Date: Sunday, November 3, 2013

Time: 7:30 AM

Room: Wyeth (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the role of problem-based learning in developing leadership skills in social work students, particularly those interested in working in the maternal and child health setting.				
2. Articulate lessons learned in the Maternal and Child Health Leadership Development program and ways to reflect these lessons in other schools of social work.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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

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Track: Higher Education/Nonprofit Leadership
Session # 436 **Faculty Recruitment: Overcoming Cognitive Bias and Institutional Barriers to a Diverse Professoriate** (Curriculum or Administrative Workshop)
 Nancy Rodenburg, Augsburg College
 Christina Erickson, Augsburg College

Date: Sunday, November 3, 2013 **Time:** 7:30 AM **Room:** Coral (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate why faculty diversity is important to student learning.				
2. Identify best practices in achieving an intentionally diverse social work professoriate, including ways to reduce cognitive errors during the search process.				
3. Apply intentionally diverse recruitment practices to particular search contexts.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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



CE Session Evaluation Form

Please print your name here: _____

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Track: International Issues

Session # 437

Incorporating International Experiences in Graduate Social Work Education: A Think Tank (Think Tank)

Sarah Bledsoe-Mansori, University of North Carolina at Chapel Hill

Jennifer E. O'Brien, University of North Carolina at Chapel Hill

Date: Sunday, November 3, 2013

Time: 7:30 AM

Room: Grand Ballroom A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe types of international learning experiences such as service learning, short-term study abroad, and international field placement, including the different goals of each type.				
2. Describe the role of international experiences for student and teacher participants.				
3. Articulate how each of these international learning experiences meets (or does not meet) the goals of incorporating global content into social work academic programs.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Islam and Muslims

Session # 438

Muslim Families and Child Welfare: Establishing a Research Base for Best Practices (Think Tank)

Claudette L. Grinnell-Davis, University of Michigan

Tarek Zidan, Howard University

Date: Sunday, November 3, 2013

Time: 7:30 AM

Room: Cortez Ballroom A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the concept of Muslim identity in the United States, with attention to heterogeneity and the effect of universal principles of Islamic religious belief on cultural traditions.				
2. Articulate how child welfare policies such as the Multi-Ethnic Placement Act complicate child welfare practice with Muslim families.				
3. Construct a plan for effective, culturally sensitive research about Muslim family interactions with the child welfare system.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Research and Program Evaluation

Session # 439

SSD for R: Software for Evaluating Social Work Practice (Skills Workshop)

Charles Auerbach, Yeshiva University

Wendy Zeitlin Schudrich, Yeshiva University

Susan E. Mason, Yeshiva University

Date: Sunday, November 3, 2013

Time: 7:30 AM

Room: Edelweiss (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe how to download SSD for R and accompanying software.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe how to use the functions in SSD for R.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Articulate how SSD for R and accompanying resources can enhance practice evaluation courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Track: Spirituality

Session # 440

Six Degrees of Separation: Connecting Spirituality/Religion Across the Social Work Curriculum (Curriculum or Administrative Workshop)

Karen Knox, Texas State University

Catherine Hawkins, Texas State University

Betsy L. Wisner, Texas State University

Date: Sunday, November 3, 2013

Time: 7:30 AM

Room: Obelisk B (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe a curricula framework, course content, and instructional methods for teaching spirituality and religion across the curriculum, including best practices, current research, and ethical issues.				
2. Articulate the challenges and the opportunities for faculty members and students regarding this content as well as strategies for ensuring effective and ethical practice.				
3. Describe issues pertaining to diversity, social justice, and oppression in this content and ideas for how to work with them to build a cooperative classroom community.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Teaching Methods and Learning Styles
Session # 441 **Exploring the Path to Dignity and Self-Worth: Older Students in Social Work**
 (Curriculum or Administrative Workshop)
 Betty C. Surbeck, West Chester University
 Linda M. Ello, West Chester University

Date: Sunday, November 3, 2013 **Time:** 7:30 AM **Room:** Monet Ballroom (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the motivations and experiences of older graduate MSW students.				
2. Articulate the learning needs of older graduate MSW students.				
3. Describe ways that social work schools can be more effective in meeting the educational needs of older students in MSW programs.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____
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Track: Technology in Social Work Education and Practice

Session # 443

Online Social Work Education: Methods, Challenges, Outcomes, and Accreditation (Curriculum or Administrative Workshop)

Elaine M. Maccio, Louisiana State University

Traci Lilley, Louisiana State University

Michelle M. Livermore, Louisiana State University

Aimee Moles, Louisiana State University

Date: Sunday, November 3, 2013

Time: 7:30 AM

Room: Grand Ballroom D (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe strategies in using online technology to create meaningful learning experiences for students.				
2. List practical steps in redesigning a traditional course for an online format.				
3. Describe common pitfalls and mistakes to avoid in online teaching.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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



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Track: Technology in Social Work Education and Practice

Session # 444

Teaching Clinical Skills Online (Skills Workshop)

R. Lyle Cooper, University of Tennessee at Knoxville

Kate Chaffin, University of Tennessee at Knoxville

Sherry M. Cummings, University of Tennessee at Knoxville

Date: Sunday, November 3, 2013

Time: 7:30 AM

Room: Travertine (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate how clinical training is delivered through online formats.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe three methods for teaching clinical skills in online formats.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature: _____

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



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Track: Child Welfare

Session # 447

Strengthening the Child Welfare Workforce: Findings From a Long-Term Collaboration (Panel)

Carl Johnson, Children's Village Inc

Jacqueline Mondros, Hunter College, City University of New York

Regis McDonald, Children's Village Inc

Danielle M. Gaffney-Kryger, Children's Village Inc

Date: Sunday, November 3, 2013 **Time:** 7:30:00 AM **Room:** Madrid (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Identify the challenges of developing and retaining a skilled workforce in child welfare.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe strategies for improving and measuring individual outcomes for social workers and organizational outcomes through collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe how collaboration can be used as a model for strengthening child welfare education and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature: _____

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



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Track: Lesbian/Gay/Bisexual/Transgender Issues

Session # 457

Social Work Students Speak Out: Facilitating LGBTQ Competence Through Supportive, Targeted Education (Panel)

Shelley L. Craig, University of Toronto

Michael P. Dentato, Loyola University Chicago

Lori Messinger, University of North Carolina at Wilmington

Ashley Austin, Barry University

Date: Sunday, November 3, 2013

Time: 7:30 AM

Room: Manchester (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe factors associated with the readiness for practice with LGBTQ populations by LGBTQ students and others, including the contribution of social work programs to the knowledge of needs and experiences of transgender and gender-variant populations.				
2. Articulate challenges facing LGBTQ social work students, including the level of "outness" of LGBTQ students in their social work program as well as issues in field placements.				
3. Identify strategies for the implicit and explicit social work curricula that can facilitate a supportive environment for LGBTQ students and increase competence of all social work students to work with LGBTQ populations.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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



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Track: Social and Economic Justice

Session # 459

Social Work and Economic Empowerment: Financial Capability in the Classroom and Beyond (Panel)

Christine Callahan, University of Maryland, Baltimore

Vernon Loke, Eastern Washington University

Julie Birkenmaier, Saint Louis University

Date: Sunday, November 3, 2013

Time: 7:30 AM

Room: Cortez Ballroom B (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the situation of MSW students who work with clients on financial issues, including the preparation of these students to handle these issues with clients in an effective manner.				
2. Identify the key components of the financial capability curriculum and describe the fit between this curriculum and the 2008 EPAS.				
3. Describe how social work can lead in the creation of university-community partnerships to alleviate poverty and economic injustice, as well as create research-based learning environments to improve financial capability and economic well-being for clients				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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



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Track: Violence Against Women and Their Children

Session # 461

Teaching Domestic Violence: Navigating a Contested Topic in the Social Work Classroom (Curriculum or Administrative Workshop)

Jennifer Lawson, University of California at Berkeley

Date: Sunday, November 3, 2013

Time: 7:30 AM

Room: Rosetta (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate key areas of scholarly debate on the subject of domestic violence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Integrate a plurality of perspectives on domestic violence into social work curricula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply pedagogical models that rely on critical thinking to help students grapple with this difficult and complex issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature: _____

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



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Track: Baccalaureate Programs

Session # 463

Reaffirmation for the Rest of Us (Curriculum or Administrative Workshop)

Abigail Tilton, Texas Woman's University

Mark H. Sandel, Texas Woman's University

Nila Ricks, Texas Woman's University

Date: Sunday, November 3, 2013 **Time:** 10:45 AM **Room:** Batik B (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Identify limitations and challenges for program evaluation/reaffirmation for smaller programs.				
2. Describe strategies for programs with limited resources to conduct program evaluation/reaffirmation.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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Track: Child Welfare

Session # 464

Concepts in Context: Using Problem-Based Learning to Develop Trauma-Informed Child Welfare Practitioners (Skills Workshop)

Lyn K. Slater, Fordham University
 Virginia Strand, Fordham University

Date: Sunday, November 3, 2013 **Time:** 10:45 AM **Room:** Cortez Ballroom B (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the content and structure of a trauma-informed child welfare course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply the principles of problem-based learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply a trauma-informed conceptual framework to decision making in child welfare.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



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Track: Cultural Competence

Session # 465

Ten Effective Strategies for Teaching Diversity and Cultural Competency (Skills Workshop)

Wesley Gabbard, Western Kentucky University

Sandra Starks, Western Kentucky University

Gayle Mallinger, Western Kentucky University

Date: Sunday, November 3, 2013 **Time:** 10:45 AM **Room:** Wyeth (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe 10 empirically supported strategies for effectively teaching diversity and cultural competency.				
2. Describe experiential exercises that can prepare social work students to engage with diverse clients.				
3. Describe effective strategies for teaching diversity that draw from personal experience.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Disability Issues

Session # 466

Social Work Students With Disabilities: Tips and Strategies for Administrators
(Curriculum or Administrative Workshop)

Heather McCabe, Indiana University

Susan Neely-Barnes, University of Memphis

Kathi Trawver, University of Alaska, Anchorage

Date: Sunday, November 3, 2013

Time: 10:45 AM

Room: Cortez Ballroom A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe how the Rehabilitation Act and the Americans With Disabilities Act define key legal terms such as qualified individual and reasonable accommodation.				
2. Describe the relationship between the core competencies of social work and the concepts of reasonable accommodation and qualified individual.				
3. Identify challenges faced by program administrators when working with students with disabilities who are struggling academically and construct a strategy for working with students with disabilities.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Field Education

Session # 467

Innovative Self-Care Strategies for Students in Field Education and Internships (Skills Workshop)

Lisa Jennings, California State University, Long Beach

Nancy Meyer-Adams, California State University, Long Beach

Joy Rubin, California State University, Long Beach

Date: Sunday, November 3, 2013

Time: 10:45 AM

Room: Senators Lecture Hall (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Identify key components of an innovative, structured self-care plan for training social work interns.				
2. Apply new techniques for interns' self-care throughout their educational programs.				
3. Adapt self-care skills that demonstrate the parallel process, for student use with clients and for field instructor use with interns and agency staff.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Field Education

Session # 468

Social Work Teaching Institutions: A Response to Field Education Internship Challenges (Curriculum or Administrative Workshop)

Vivien Villaverde, University of Southern California

Date: Sunday, November 3, 2013 **Time:** 10:45 AM **Room:** Obelisk A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the teaching hospital model in the context of field agency sites in social work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe the requirements for establishing social work teaching institutions, including alignment with field practicum expectations as well as the challenges and the complexities of developing pilot agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe pilot field agency sites established as social work teaching institutions, including their effects on local agencies and field education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature: _____

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Track: Teaching Methods and Learning Styles
Session # 473 **Improving Integration of Research Methods and Statistics Into MSW Education**
 (Curriculum or Administrative Workshop)
 Kevin Shafer, Brigham Young University
 Gordon Limb, Brigham Young University

Date: Sunday, November 3, 2013 **Time:** 10:45 AM **Room:** Peacock Terrace (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Discuss the role of research education within MSW programs.				
2. Describe one MSW program's research sequence that has a clinical emphasis and the integration of research into the program.				
3. Describe ways to integrate research education into MSW programs across a variety of specializations.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____
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Track: Teaching Methods and Learning Styles

Session # 474

Teaching Competency-Based Practice Using an Integrated Approach to Case Decision Making (Curriculum or Administrative Workshop)

Ann W. Roy, Springfield College

Francine J. Vecchiolla, Springfield College

Walter J. Mullin, Springfield College

Date: Sunday, November 3, 2013

Time: 10:45 AM

Room: Monet Ballroom (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Apply elements of integrative competencies and the 2008 EPAS competencies to case decision making.				
2. Use an innovative instructional model to teach case analysis in Practice as well as Human Behavior and the Social Environment.				
3. Describe linkages across key decisions, social worker reflections, integrative competencies, and the 10 EPAS competencies in the context of an end-of-life case.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Technology in Social Work Education and Practice

Session # 475

The Centrality of Social Presence in Online Learning in Social Work (Curriculum or Administrative Workshop)

Kia J. Bentley, Virginia Commonwealth University

Mary Secret, Virginia Commonwealth University

Cory Cummings, Virginia Commonwealth University

Date: Sunday, November 3, 2013

Time: 10:45 AM

Room: Grand Ballroom D (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Define social presence in online teaching and learning environments, including its conceptual context and components.				
2. Articulate concrete ideas and examples for effectively building social presence in online curriculum, teaching methods, and course management.				
3. Pose questions to assess the level of success of strategies to enhance social presence in online teaching and maintain a nurturing, relaxed, and accepting community of learners.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Technology in Social Work Education and Practice

Session # 476

The Importance of Planning a Professor's Presence When Moving Course Content Online (Curriculum or Administrative Workshop)

Nancy Gallina, Touro College
 Elhanan Marvit, Touro College
 Melissa Earle, Touro College

Date: Sunday, November 3, 2013 **Time:** 10:45 AM **Room:** Coronado Ballroom B (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Define the concept of instructor "presence" and describe its role in overall student satisfaction and perceived learning.				
2. Articulate the difference between traditional and blended social work courses and students' reaction to instructor presence in both formats.				
3. Describe successful ways to maintain instructor presence when moving content from a traditional, face-to-face class to an online blended format.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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



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Track: Values and Ethics

Session # 477

Integral Ethics in Social Work Education (Curriculum or Administrative Workshop)

Mari Ann Graham, University of Saint Thomas

Date: Sunday, November 3, 2013

Time: 10:45 AM

Room: Obelisk B (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe how the integral paradigm can be used to classify, unify, and better understand various kinds of ethical reasoning and decision making.				
2. Describe how "integral ethics" can help educators determine when differing ethical approaches for different issues are used by students and themselves.				
3. Apply an integral framework to help instructors and students be more sensitive to and genuinely affirming of ethical approaches that differ from their own.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Values and Ethics

Session # 478

Preparing the Ethical Researcher: Appreciating Implications of Culture in Informed-Consent Processes (Skills Workshop)

Francis Barchi, Rutgers, The State University of New Jersey

Patricia Findley, Rutgers, The State University of New Jersey

Michael LaSala, Rutgers, The State University of New Jersey

Date: Sunday, November 3, 2013 **Time:** 10:45 AM **Room:** Cardinal A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Identify ethical challenges encountered by researchers in securing meaningful informed consent in multicultural and international settings.				
2. Describe various methods of introducing ethical issues in the classroom setting and eliciting discussion about various approaches to their resolution.				
3. Develop and work with case-based approaches to explore ethical issues encountered in cross-cultural settings.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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Track: African Americans and the African Diaspora
Session # 479 **Multi-Ethnic Intercultural Implications for Engaging African American Adolescent Males Exhibiting Trauma Symptoms (Panel)**
 Sheryl Brissett Chapman, National Center for Children and Families
 Ralph Belk, National Center for Children and Families
 Jasilyn Morgan, National Center for Children and Families

Date: Sunday, November 3, 2013 **Time:** 10:45 AM **Room:** Manchester (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe youth and staff perspectives regarding trauma and its behavioral correlates in out-of-home placement such as in residential group care, therapeutic and traditional family-based foster care, supervised independent living, and transitional housing.				
2. Articulate qualitative and quantitative findings related to trauma; cultural factors underlying operating definitions, gender, race, ethnicity, class, and generation; youth and staff perceptions of effective engagement strategies; the relationship between				
3. Describe the impact of geography, country of origin, and familial culture on the ability to work as a treatment team to meet the needs of African American male adolescents exhibiting complex trauma symptoms.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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



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Track: Field Education

Session # 486

Off-Site MSW Supervision: Another Year Wiser (Panel)

Kathryn Johnson, University of Denver

Michele Sienkiewicz, University of Denver

Kim Yuskis, University of Denver

Ann Petril, University of Denver

Date: Sunday, November 3, 2013

Time: 10:45 AM

Room: Grand Ballroom B (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe key elements in providing successful off-site MSW supervision.				
2. Identify challenges and solutions for field teams providing off-site MSW supervision for students and field agencies.				
3. Apply lessons learned from a piloted program that used field liaisons to provide group and individual off-site supervision.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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



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Track: Field Education

Session # 487

Online MSW Education: Policy, Program, Technology, and Evaluation Issues and Resources (Panel)

Mary Jo Garcia Biggs, Texas State University

Karen Knox, Texas State University

Amy Russell, Texas State University

Date: Sunday, November 3, 2013 **Time:** 10:45:00 AM **Room:** Sapphire (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate policy issues, program and curriculum development, and resources needed for field placements for online social work education.				
2. Describe innovations in Internet-based technologies and software programs that can assist in developing and implementing online courses and internships as well as program and outcome evaluation.				
3. Articulate the benefits of and obstacles to online social work education.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Interprofessional and Transdisciplinary Practice

Session # 495

Innovations in Interprofessional Education (Panel)

Jaylene K. Schaefer, Xavier University

Frederick R. Browne, Xavier University

Michelle Hall, Xavier University

Lisa Niehaus, Xavier University

Date: Sunday, November 3, 2013

Time: 10:45 AM

Room: Travertine (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the evolution of interprofessional education at one college.				
2. Describe the challenges of bringing together researchers, practitioners, and educators from different disciplines to design and teach a course on interprofessional communication.				
3. Describe the standards and competencies in disciplines such as nursing, counseling, and health services administration for interprofessional education and the opportunities for social work in these disciplines.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
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6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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



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Track: Child Welfare

Session # 499

Using Clinical Data-Mining Techniques to Better Understand Child Welfare: A Case Study (Curriculum or Administrative Workshop)

Colleen Henry, University of California at Berkeley

Date: Sunday, November 3, 2013

Time: 1:30 PM

Room: Grand Ballroom E (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the benefits of using clinical data mining to explore emerging issues in child welfare.				
2. Identify how clinical data can be used by social work students and practitioners to evaluate social work practice and identify client needs in various practice settings.				
3. Describe ways that clinical data mining can be integrated into social work curricula as a means of enhancing practice-based research skills.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Field Education

Session # 501

Holistic Approach to Self-Care for Compassion Fatigue (Skills Workshop)

Linda M. Kardos, Georgian Court University

Date: Sunday, November 3, 2013

Time: 1:30 PM

Room: Grand Ballroom D (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the signs and symptoms of compassion fatigue, secondary and vicarious trauma, and secondary traumatic stress.				
2. Practice holistic integrative techniques as an intervention for compassion fatigue and evaluate the effectiveness of the intervention.				
3. Develop lifelong learning models in holistic, integrative techniques as a way of preventing and reducing compassion fatigue and enhancing work with clients.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Field Education

Session # 502

Rethinking Field: A Strategy to Bring the Competencies to Life (Curriculum or Administrative Workshop)

Mary Maurer, University of Illinois at Chicago

Carol Wilson-Smith, University of Illinois at Chicago

Date: Sunday, November 3, 2013

Time: 1:30 PM

Room: Grand Ballroom B (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Develop field curriculum that aligns with the 2008 EPAS.				
2. Identify successful teaching strategies and assessments that encourage students to reflect on and implement the competencies and practice behaviors in their field practice.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Human Behavior and the Social Environment

Session # 504

So Many Theories, So Little Time: One Solution (Curriculum or Administrative Workshop)

Mary Ann Clute, Eastern Washington University

Deborah Svoboda, Eastern Washington University

Edward Byrnes, Eastern Washington University

Date: Sunday, November 3, 2013

Time: 1:30 PM

Room: Wyeth (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe how a theory application course paired with HBSE curriculum helps meet the 2008 EPAS requirements for critical thinking, ethical decision making, human behavior theories, and social work processes.				
2. List readings that can help students in building critical thinking, ethical decision-making skills, and understanding of theoretical concepts.				
3. Articulate ways to coordinate teaching of a HBSE course and a theory application course at the undergraduate level.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: International Issues

Session # 505

Cross-Border Social Work: Ethical Issues and Responses (Skills Workshop)

Dawn Hobdy, NASW;

Allan E. Barsky, Florida Atlantic University

Date: Sunday, November 3, 2013

Time: 1:30 PM

Room: Grand Ballroom A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Identify ethical issues and relevant practice standards pertaining to cross-border and international social work practice.				
2. Apply strategies for managing ethical risks related to cross-border and international social work practice.				
3. Use a framework for analyzing and managing ethical dilemmas in the context of cross-border and international social work practice.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Interprofessional and Transdisciplinary Practice
Session # 507 **Social Workers Do What? Interdisciplinary Training for Health and Human Service Majors** (Curriculum or Administrative Workshop)
 Deneen Evans, Radford University
 Kerry Vandergrift, Radford University

Date: Sunday, November 3, 2013 **Time:** 1:30 PM **Room:** Obelisk B (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the trends and value of interdisciplinary education for today's workplace and articulate effective interdisciplinary learning approaches.				
2. Identify content and process elements of interdisciplinary learning activities that facilitate student engagement within their own disciplines.				
3. Develop a broad concept of an interprofessional learning session using a case study.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____
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Track: Teaching Methods and Learning Styles

Session # 508

Implementing Extended Realistic Client Simulations in the Social Work Practice Methods Curriculum (Curriculum or Administrative Workshop)

Richard M. Tolman, University of Michigan

Matthew Walters, University of Michigan

Date: Sunday, November 3, 2013

Time: 1:30 PM

Room: Senators Lecture Hall (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe techniques for developing realistic client simulations within social work classes.				
2. Describe reflective learning assignments that involve simulated clients and can enhance development of social work practice skills.				
3. Describe methods for recording, sharing, and reflecting on simulated client experiences to facilitate implementation in social work classes.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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Track: Teaching Methods and Learning Styles

Session # 509

Pedagogy and Diversity: Enrichment and Support for Instructors Engaged in Anti-Oppression Education (Skills Workshop)

Ann Marie Garran, University of Connecticut

Hye-Kyung Kang, Smith College

Joshua Miller, Smith College

Date: Sunday, November 3, 2013

Time: 1:30 PM

Room: Governors Lecture Hall (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe a model of faculty support around inclusive pedagogy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Use a model to explore a range of anti-oppression concerns and address when they come up in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify useful strategies and exercises to use in a pedagogy and diversity seminar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature: _____

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Track: Technology in Social Work Education and Practice
Session # 511 **Teaching Professional Social Work Skills With Twitter** (Skills Workshop)
 Laurel Iverson Hitchcock, University of Alabama at Birmingham
 Jimmy Young, University of Nebraska at Kearney

Date: Sunday, November 3, 2013 **Time:** 1:30 PM **Room:** Coronado Ballroom D (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe how using Twitter can promote the profession's core competencies and practice behaviors and the NASW Code of Ethics.				
2. Describe how Twitter can be incorporated into assignments for social work courses.				
3. Articulate the role of collaboration in supporting the development and implementation of technology-based assignments.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Asian Americans and Pacific Islanders

Session # 513

Experiencing the Clinical Efficacy of the Body-Mind-Spirit (BMS) Healing Model (Panel)

Yuhwa Lu, New York University

Cecila Chan, Hong Kong University

Date: Sunday, November 3, 2013

Time: 1:30 PM

Room: Madrid (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate health/mental health psychosomatic coping mechanisms, values, and worldviews of Eastern cultures in contrast with Western health/mental health coping mechanisms, values, and worldviews.				
2. Use Taoist healing practice and QiGong exercises.				
3. Implement Chinese body-mind-spirit healing practices in practice with older adults.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Community Organization and Social Administration

Session # 514

The Impact of Licensing on Macro Social Work Education and Practice (Panel)

Katharine Hill, St. Catherine University/University of Saint Thomas

Linda Plitt Donaldson, Catholic University of America

Christina Erickson, Augsburg College; Sondra Fogel, University of South Florida

Sarah Ferguson, St. Catherine University/University of Saint Thomas

Date: Sunday, November 3, 2013

Time: 1:30 PM

Room: Cortez Ballroom A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Compare and contrast social work licensing regulations across the United States.				
2. Describe the impact and influence of state social work boards' educational mandates and orientation toward clinical practice on macro social work education and professional identity.				
3. Articulate the role of licensing on macro social work education and the role of advanced-level licensing on macro social work practice.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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Track: Criminal and Juvenile Justice
Session # 515 **Police Social Work: History, Practice, and Social Work Education (Panel)**
 Marie Salimbeni, Yeshiva University
 George Patterson, Hunter College, City University of New York

Date: Sunday, November 3, 2013 **Time:** 1:30 PM **Room:** Travertine (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the history of police social work and various roles of police social workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Articulate the organizational and cultural issues involved in counseling police officers and their families in group and individual settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Integrate police social work content into courses and training, navigate occupational differences, and establish and maintain collaborations with police officers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature: _____
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Track: Educational Outcomes Assessment

Session # 518

Writing for Social Workers: Preparing MSW Students for Academic and Professional Writing (Panel)

Fiona Conway, Rutgers, The State University of New Jersey

Ericka Deglau, Rutgers, The State University of New Jersey

Darcy Gioia, Rutgers, The State University of New Jersey

Date: Sunday, November 3, 2013

Time: 1:30 PM

Room: Sapphire (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe challenges faced by MSW students, particularly those who earned their undergraduate degrees some time ago, as they begin graduate studies in social work.				
2. Identify desired outcomes for academic and professional writing that are essential to the preparation of graduate-level social workers.				
3. Identify curricular activities that can enhance writing at the MSW level.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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Track: Feminist Scholarship

Session # 519

"For Colored Girls" Who Want to Be Scholars: An Accountability Circle (Panel)

Denise Davison, University of Georgia

Kimberly Michelle Hardy, University of Connecticut

Camille R. Quinn, University of Illinois at Chicago

Rhoda Smith, California State University, San Bernardino

Date: Sunday, November 3, 2013

Time: 1:30 PM

Room: Batik B (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Define the context of mentoring in the academy related to Black women scholars.				
2. Describe the gaps in the literature with regard to effective mentoring relationships in the academy.				
3. Implement an accountability circle as best practice for Black women scholars.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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



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Track: Immigrants, Refugees, and Displaced Populations

Session # 523

The Connection Between Global Social Work and Effective Service to Immigrants in the United States (Panel)

Rio Elena Comaduran, University of Connecticut

Rebecca Thomas, University of Connecticut

Kyle Barrette, University of Connecticut

Christina Chiarelli-Helminiak, University of Connecticut

Date: Sunday, November 3, 2013 **Time:** 1:30 PM **Room:** Obelisk A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the major themes in global/international social work and their relationship to work with immigrants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Articulate the social worker's responsibility to acquire an in-depth understanding of complex global issues so as to best serve local immigrant clients and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe the immigrant civic engagement project and how it may be applied to practice with immigrants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature: _____

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



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Track: Cultural Competence

Session # 531

Learning From Nations Within the Nation: American Indian Models for Global Diversity (Curriculum or Administrative Workshop)

Thomas Crofoot, Eastern Washington University

Date: Sunday, November 3, 2013

Time: 3:15 PM

Room: Wyeth (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Apply scholarship on social work practice with American Indians to methods for global diversity.				
2. Describe American Indian social work scholarship that examines culture and its manifestations in normative populations, including examples of critical evaluations of interventions for social and structural inequalities.				
3. Describe the role of American Indian communities and American Indian scholars as the voice of accountability for their people, including how American Indian researchers and communities have challenged assumptions that research is neutral.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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Track: Field Education
Session # 532 **Taking It to the Streets: An Online Seminar for Field Instructors** (Curriculum or Administrative Workshop)
 Judith Perlstein, Boston University
 Trudy Zimmerman, Boston University

Date: Sunday, November 3, 2013 **Time:** 3:15 PM **Room:** Obelisk A (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe strategies for implementing an online seminar for field instructors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify resources needed for successful implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Articulate challenges and benefits of this format for training field instructors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Track: Field Education

Session # 533 **The Field Practice Institute: Elevating Social Work Field Education** (Curriculum or Administrative Workshop)
 Lisa Richardson, St. Catherine University/University of Saint Thomas
 Barbara Shank, St. Catherine University/University of Saint Thomas

Date: Sunday, November 3, 2013 **Time:** 3:15 PM **Room:** Senators Lecture Hall (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate the initial responses of social work educators and researchers to the signature pedagogy designation.				
2. Identify administrative innovations to highlight the visibility of field education.				
3. Describe strategies for engaging community partners in responding to emerging issues in social work practice.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: Human Behavior and the Social Environment

Session # 534

Understanding Access to Mental Health Services for Individuals From The Middle East (Curriculum or Administrative Workshop)

Dalia El-Khoury, Virginia Commonwealth University

Date: Sunday, November 3, 2013

Time: 3:15 PM

Room: Travertine (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe different theoretical perspectives on mental health service use among individuals from the Middle East.				
2. Articulate ways that current theories may be used to explain mental health service use among individuals from the Middle East.				
3. Describe aspects of Middle Eastern culture that can affect mental health service use and suggest how theories can be adapted to better represent individuals from the Middle East.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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Track: International Issues

Session # 535

Documenting Social Change: A Travel Course to the Middle Kingdom
(Curriculum or Administrative Workshop)

Peter Szto, University of Nebraska at Omaha

Date: Sunday, November 3, 2013

Time: 3:15 PM

Room: Peacock Terrace (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe student portfolios that document social change in China.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Articulate social work perspectives on the use of photography in social work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe the impact of a travel course to China on a social work curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature: _____

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Track: Research and Program Evaluation

Session # 536

An Innovative Pedagogical Approach to Teaching Social Work Program Evaluation (Curriculum or Administrative Workshop)

Aidyn L. Iachini, University of South Carolina

Darcy Freedman, University of South Carolina

Tim Cross, University of South Carolina

Date: Sunday, November 3, 2013

Time: 3:15 PM

Room: Obelisk B (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe three strategies to maximize service through program evaluation projects that involved service learning.				
2. Identify three strategies that allow students to reflect on their experiences after they engaged in a team-based program evaluation project that involved service learning.				
3. Describe the use of course evaluation in an experiential activity for teaching and modeling program evaluation skills.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

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Track: International Issues

Session # 546

Human Rights-Based Practice: Beyond the Micro/Macro Binary in Social Work (Panel)

Kathryn Libal, University of Connecticut

David K. Androff, Arizona State University

S. Megan Berthold, University of Connecticut

Jane McPherson, Florida State University

Date: Sunday, November 3, 2013

Time: 3:15 PM

Room: Cortez Ballroom B (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate how human rights-based practice is predicated on an integrative social work approach that resists categorization into micro or macro realms.				
2. Describe the importance of human rights-based frames in realizing social justice at global, national, and local levels.				
3. Evaluate the efficacy of human rights-based approaches for social work practice in refugee health, child welfare, restorative justice, trauma treatment, and homelessness.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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Track: Lesbian/Gay/Bisexual/Transgender Issues

Session # 548

Global/Queer Power/Knowledge: Ethical and Methodological Challenges in LGBTQ Research in Developing Countries (Panel)

Peter A. Newman, University of Toronto

Carmen Logie, University of Calgary

Charmaine C. Williams, University of Toronto

Date: Sunday, November 3, 2013

Time: 3:15 PM

Room: Sapphire (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Articulate dilemmas in conducting research with sexual minorities in the developing world.				
2. Describe the Minority Stress model and its application to analysis of stigma, discrimination, and negative health outcomes for sexual minority populations in diverse global settings.				
3. Describe ethical risks in global social work research and identify measures to mitigate risk.				
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content				
1. The presentation was useful for my professional education and clinical needs.				
2. The presenters' knowledge and expertise met my expectations.				
3. The presentation was clear and effective.				
Presenters				
4. The presenter/s showed subject matter knowledge and expertise.				
5. The presenter/s presentation was clear and effective.				
6. The presenter/s were well prepared and attentive to questions				
7. I would attend another presentation by this/these presenter/s.				

Signature: _____

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Track: Technology in Social Work Education and Practice

Session # 555

Web-Based Learning Tools (WBLTs) in Social Work Education: The Experience of Three Institutions of Higher Education (Panel)

Elizabeth M. Bertera, Howard University

E. Othelia Lee, University of North Carolina at Charlotte

Melissa Littlefield, Morgan State University

Andridia Mapson, Howard University

Date: Sunday, November 3, 2013

Time: 3:15 PM

Room: Coral (Hilton Anatole Hotel)

Part 1: Learning Objectives				
Please evaluate whether objectives were met. After this session, participants will be able to:				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
1. Describe the impact of Web-based learning tools (WBLTs) in social work education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe examples of the use of WBLTs and learning objects in social work education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply WBLTs and learning objects in achieving learning objectives in social work education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 2: Program Content/Presenters				
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4
Program Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The presentation was useful for my professional education and clinical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenters' knowledge and expertise met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The presenter/s showed subject matter knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presenter/s presentation was clear and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter/s were well prepared and attentive to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would attend another presentation by this/these presenter/s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature: _____

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