

**CSWE APM
October 14 – 17, 2010
Field Education Track Schedule**

**FRIDAY OCTOBER 15, 2010
7:30 – 8:30 A.M.**

**Field Ed 25 Roundtable Oregon Convention Center, PORTLAND BALLROOM 256
*Combating Compassion Fatigue by Addressing Self-Care in the Field-Practice Setting***

This roundtable will explore the definitions and meanings of compassion fatigue, vicarious trauma, burnout, and self-care. Examples from the field and research will serve as the framework. Integrating self-care into social work field practice will be discussed in an interactive manner, with the group generating ideas.

Presenter: Merriellyn Jo Rennard

**Field Ed 26 Curriculum or Administrative Workshop Oregon Convention Center F151
*From Managing to Leading: Field Directors' Impact Beyond the Field Office***

This administrative workshop explores field directors as leaders in social work education beyond the requisite field administrative functions. Data from surveyed field directors will be presented in three impact areas: curricula, programmatic, and institutional leadership. Participants will discuss leadership challenges and strategies for empowering and supporting field directors as leaders.

Presenters: Mindy R. Wertheimer and Mimi Sodhi

**Field Ed 27 Skills Workshop Oregon Convention Center PORTLAND BALLROOM 252
*Incorporating Generational Differences in Field Instruction to Enhance Student Learning***

Through the use of unique didactic and experiential techniques, this workshop will equip field faculty with tools for the development of curriculum for training field instructors. Participants will engage in hands-on exercises that provide learning experiences and challenge their ideas related to supervision, teaching, and modeling for students across generations.

Presenters: Marian Klemek, Joy Rubin, and Nancy Meyer-Adams

**Field Ed 28 Curriculum or Admin. Workshop Oregon Convention Center PORTLAND BALLROOM 255
*Surviving Field I: A Training DVD for Successful Student Field Experiences***

This workshop presents a training video that prepares students to identify and overcome common pitfalls encountered in the field practicum experience. The presentation includes vignettes illustrating behavior that is inappropriate for a social worker and a pause for discussion, followed by an illustration of more appropriate professional behavior.

Presenters: Tawnya M. McDonald and Margaretha M. Wilcke

**Field Ed 29 Skills Workshop Oregon Convention Center PORTLAND BALLROOM 253
*Teaching Self-Care as an Essential Practice Behavior***

This skills workshop demonstrates guidelines for faculty and field educators for addressing the symptoms of professional burnout, secondary traumatic stress, and compassion fatigue both in the classroom and field education.

Presenter: Jason M. Newell

**Field Ed 30 Think Tank Oregon Convention Center F152
*Working Across Generations: A Think Tank***

The students of Generation Next process information and utilize electronic resources differently than those educated prior to this time. These differences may create unique experiences for both field instructor and student within the context of field practice. The experiences may be recognized as strengths or could initially create misunderstandings.

Presenters: Scott Burcham, Sara Hamil, and Theora Evans

Friday, 10:30 A.M. – 12:00 P.M.

**Field Ed 82 Paper Session Oregon Convention Center PORTLAND BALLROOM 251
*Field Education: Issues in Student Placement***

82a *Increasing Compassion Satisfaction to Mitigate the Impact of Compassion Fatigue During Internship*
Social workers must learn to incorporate self-care into their lives in order to avoid compassion fatigue and maintain healthy balance between service and renewal. The presentation includes results from an ongoing study conducted with field interns and provides a curriculum module that focuses on prevention and increasing compassion satisfaction.

Presenters: Cynthia Harr, Brenda Moore

82b *Students as Customers and Learners: Competing Demands in the Field Placement Process*
This in-depth, qualitative study gives voice to the experiences of field directors and coordinators who are faced with balancing the often competing demands of being customer-friendly while ensuring that field education experiences qualify as signature pedagogy.

Presenters: Page Walker Buck, Janet Bradley, Lydia Robb

**Field Ed 83 Poster Session Oregon Convention Center EXHIBIT HALL A-A1
*Supervising Students Across the Global Divide: An International Partnership in Field Education***

This poster focuses on a school/agency partnership between the Wurzweiler School of Social Work at Yeshiva University in New York and Christian Horizons Global in Canada, which has a field office in Assela, Ethiopia. Field instruction issues related to placement of a mutual student in Ethiopia are examined, suggesting a model for university/agency international collaborations.

Presenter: Raesa Kaiteris

Friday, 1:30 – 2:30 P.M.

Field Ed 123 Curriculum or Administrative Workshop Oregon Convention Center E144
Increasing Accountability and Measuring Outcomes in Field Education

This workshop demonstrates how the presenters' field program utilized an online course management tool to revolutionize its operations. Creating online SIFI, increasing student accountability, and enhancing staff and liaison/staff productivity while facilitating outcomes measurement are the results. Learn how the presenters designed, implemented, and evaluated the system, as well as details about the system's challenges and successes.

Presenter: Renee Michelsen

Friday, 1:30 – 3:00 P.M.

Field Ed 147 Panel Oregon Convention Center PORTLAND BALLROOM 251
Best-Practice Guidelines: Developing International Field Placements and Student Exchanges

This presentation will focus on a "how to" model of international field and student exchanges that is being published in a guidebook by CSWE. Best-practice guidelines based on careful planning, reciprocity, and building of relationships will be presented. Solutions to common barriers will be suggested, and research findings will be discussed.

Presenters: Patricia B. Lager, Sally G. Mathiesen, Shirley E. Cox, Mark E. Rodgers

Field Ed 148 Panel Oregon Convention Center PORTLAND BALLROOM 255
Strengthening Our "Signature Pedagogy": Mentoring, Social Justice, and Integration in Field Education

This panel presents strategies to (a) strengthen attention to social justice, mentoring, and generative/integrative processes in field education; and (b) create stronger linkages and integration within/between classroom- and field-based learning. The presenters describe workshops, methods to retrieve and synthesize tacit knowledge and skills, new resource materials, and ways in which these were institutionalized.

Presenters: Elizabeth H. Voshel, Mary Ortega, Robert M. Ortega, Beth Glover Reed

Friday, 3:30 – 5:00 P.M.

Field Ed 200 Paper Session: Rethinking the Field Model Conv. Center PORTLAND BALLROOM 252
200a *I Hate My Placement: Social Work Students Reactions to Field Education*

Students requesting re-placement due to negative reactions to agency or field instructor often results in disruptions to their academic program. A content analysis of disruptions (2006-2009) suggests that students reveal immaturity in a professional self. Disruptions are used as critical teaching moments toward a development of social work self.

Presenters: Helle Thorning, Patti Aldredge

200b *The Rotational Field Placement: Overview and Application in the Social Work Curriculum*

This work provides a comprehensive literature review and conceptual discussion of the increasingly popular rotational field placement in social work programs, emphasizing gerontology curriculum. The paper provides much-needed comprehensive assessment of available empirical design and outcome data as well as the integration of theoretical and non-empirical discussions present in the literature.

Presenter: Heather R. Gough

Saturday, October 16, 2010

7:30 – 8:30 A.M.

Field Ed 227 Curriculum or Admin. Workshop Oregon Conv. Center PORTLAND BALLROOM 254
Alabama's Twist on the Hartford Partnership Program for Aging Education (HPPAE)

The University of Alabama's version of the Hartford Partnership Program for Aging Education (HPPAE) provides MSW students with the opportunity to achieve the HPPAE goals from a national perspective. The workshop presents the challenges and benefits of implementing the HPPAE off-campus in Washington, DC; the impact on the students; and the program's development and sustainability.

Presenters: Carroll C. Phelps, LaTonya P. Washington

Field Ed 228 Curriculum or Administrative Workshop Oregon Convention Center F150

Developing Field Internships in Social Work Intervention Research MSW field placements with intervention research projects encourage integration across the practice methods, areas of specialization, and research curricula. This workshop details pedagogical and practical aspects of these innovative placements. Student and supervisor survey responses about these placements and issues for adopting the model at participants' home institutions are explored.

Presenters: Audrey Begun, Theresa J. Early, Melissa Brundage

Field Ed 229 Curriculum or Admin Workshop Or. Conv. Center PORTLAND BALLROOM 252
Dispositions Rubric of Habits, Attitudes, and Actions: A Tool Assessing Readiness for Field

A small baccalaureate social work program uses a dispositions rubric of habits, attitudes, and action as an additional tool for assessing readiness for the senior field experience. This rubric containing six components of attitudes toward learning, clients, professional conduct, interpersonal relationships, communication, and self-awareness is essential in assessing readiness for field.

Presenters: Patricia Hensley, Catherine Baratta, Delia Gonzalez Sanders

Field Ed 230 Roundtable Oregon Convention Center PORTLAND BALLROOM 256

Gatekeeping: Success and Struggle on the Front Line—Case Discussions From the Field

This roundtable will offer a brief summary of one field faculty's research on gatekeeping. Discussion of two cases involving field concerns will include one successful outcome and one in which a student's ability to succeed is uncertain despite progress. Participants will discuss navigating similar dilemmas and present their own cases.

Presenter: Ellen T. Goodman

Field Ed 231 Skills Workshop Oregon Convention Center PORTLAND BALLROOM 253

Getting Ready for Field: Preparing Students for Success

Emotional anxiety related to entering field for the first time can inhibit learning and parallel burnout. Participants in this workshop will learn how to design and implement an action-oriented problem-solving model that moderates anxiety and prepares students for successful placement.

Presenters: Patti Aldredge, Helle Thorning

Saturday, 10:30: A.M. - 12:00 P.M.

Field Ed 279 Poster Session Oregon Convention Center EXHIBIT HALL A-A1

Strengthening the Classroom to Field Connection Through Evidence-Based Practice

In social work, there has been noted a lack of connection between (a) classroom instruction and field, and (b) research and practice. This poster presents a model for strengthening both these connections using evidence-based practice (EBP) class assignments that link to field as well as field instructor trainings on EBP.

Presenters: Susan Neely-Barnes, Scott Burcham

Field Ed 280 Electronic Poster Session Oregon Convention Center PORTLAND BALLROOM 256

Strengths-Based Supervision: A Model of Supervision With Implications for Field Instruction

Now that field instruction has been identified as the signature pedagogy, models are needed to enhance this important element of social work education. This electronic poster will demonstrate a strengths-based model of supervision that has been used in Arizona. Implications for field instruction will be discussed.

Presenters: Sandra Ealy, Cynthia A. Lietz, Justine R. Cheung

Saturday, 1:30 - 2:30 P.M.

Field Ed 319 Roundtable Oregon Convention Center PORTLAND BALLROOM 256

Credit Where Credit Is Due: Developing Credit-Granting Guidelines for Terminated Practica Student-field

instructor matches may terminate prematurely for a variety of reasons, including student identification of unmet learning needs. The result may be another, often truncated, practicum. This session seeks to begin a dialogue on guiding principles for granting credit to affected students for the terminated practicum.

Presenters: Eileen McKee, Andrea Litvack

Saturday, 1:30 - 3:00 P.M.

Field Ed 351 Paper Session- Field Education: New Thoughts on Old Problems - PORTLAND BALLROOM 251

351a Exploring Online Learning for Training Field Instructors in On-Campus and Distance Programs

This study compared the training and support needs of distance field instructors in comparison to field instructors affiliated with on-campus programs and explored the potential role of online learning in providing such training. Recommendations are made for programs to develop training opportunities to meet the needs of all field instructors.

Presenter: Jessica S. Ayala

351b Off-Site Clinical Supervision: The Future in Social Work Field Education?

Social work education faces a looming crisis—maintaining a pool of qualified clinical field supervisors to educate the next generation of service providers. This paper describes findings from focus groups conducted with MSW students and their field supervisors, utilizing a rotational model with off-site supervision.

Presenters: Anne E. (Ricky) Fortune, Paul E. Urbanski

Field Ed 352 Poster Session Oregon Convention Center EXHIBIT HALL A-A1

Cohort Satellite Education and Its Role in the Field Placement Process

This poster offers a successful model of meeting the challenges of an equitable and participatory field placement process of three satellite-based cohort models of MSW programs of a large private university.

Presenter: Deborah Sheehan

Field Ed 353 Poster Session**Oregon Convention Center EXHIBIT HALL A-A1*****Pursuing Demonstrated Competency in Field Education: From Anecdotes to Implementation Evaluation***

In response to the 2008 EPAS,†the presenters' school of social work revised its field education learning contracts to better reflect the core competencies and practice behaviors. This poster discusses an implementation evaluation completed by four MSW students and a faculty member who serves as both research instructor and field liaison.

Presenter: Cray Mulder

Saturday, 3:30 – 5:00 P.M.**Field Ed 409 Poster Session****Oregon Convention Center****EXHIBIT HALL A-A1*****An Analysis of a Strengths-Based Approach to the Student Review Process***

This presentation will focus on a school of social work's strengths-based student review process for problem resolution, including an analysis of accumulated data of both BSW and MSW students involved in student reviews, descriptive statistics, selected variables for predictive potential, outcomes, and a retroanalysis of students' perspectives of the review process.

Presenters: Arlene F. Kaplan, Beth E. Amey, Everiste Ambris, Keith Platt

Field Ed 410 Poster Session**Oregon Convention Center****EXHIBIT HALL A-A1*****The Future of MSW Field Integrative Seminars: Traditional, Hybrid, or Online?***

There is limited research on the content and methods of delivering a field integrative seminar curriculum. The presenters will identify standardized key components in the seminar curricula identified by various accredited schools of social work across the nation. Additionally, curriculum delivery models will be explored.

Presenters: Darlene Woo, Mary Gress

FIELD FAIR FOR NEW AND OLD DIRECTORS**3:30 – 5:00 Room TBA****NANFED BUSINESS MEETING****6 – 7:00 P.M.****HEART OF SOCIAL WORK AWARD RECEPTION 7:00 – 8:30****Oregon Convention Center E146****Sunday, October 17, 2010****7:30 – 8:30 A.M.****Field Ed 454 Curriculum or Administrative Workshop Oregon Convention Center F150*****Integrating the Evidence-Based Practice Model in Field Education: Developing and Practicing Skills***

This workshop provides tools and strategies for the integration of the Evidence-Based Practice (EBP) Process model into field education. Field directors will develop skills to formulate specific, empirically answerable, and practice/policy-based questions and to apply ethical decision-making to the use of EBP, in order to enhance the capacity of their field instructors.

Presenters: Diane Beckerle O'Brien, Lorien R. Carter, Monica Matthieu, Cynthia Williams

Field Ed 455 Curriculum or Admin Workshop Or Convention Center OREGON BALLROOM 204***Transformation and Empowerment in Experiential Learning: A Developmental Approach to Field Education***

The University of Denver has successfully incorporated a developmental approach to experiential learning (Sweitzer & King, 2009) into all aspects of its field education program, including internship selection, gatekeeping, problem resolution, field liaison roles, internship evaluation, and field instructor training.

Presenters: Ann Petril, Michele Sienkiewicz, James Herbert Williams

Field Ed 456 Roundtable Oregon Convention Center OREGON BALLROOM 201***Making the EBP Connection for MSW Field Instructors: A Training Model***

This paper describes a school of social work's training model designed to improve field instructors' knowledge, interest, and comfort with evidence-based practice (EBP) and electronic library systems, and support their students' learning of EBP. Results of this pilot study suggest that participants increased their knowledge of EBP and electronic library systems.

Presenters: Mark Gianino, Trudy Zimmerman

Field Ed 457 Curriculum or Administrative Workshop Oregon Convention Center F151

Secondary Traumatic Stress Among Social Work Student Interns: Implications for Field Education Social work professionals are at increased risk for developing secondary traumatic stress. Field education must address this issue by incorporating secondary traumatic stress prevention and intervention techniques into the field practicum curriculum. Social work field educators will be provided with curriculum content and intervention strategies to address this important issue.

Presenters: Lisa Dalton, Maria DeVogd

Student Safety in the Field: A Guide for Educators and Administrators

Safety is a critical issue for social work practitioners, educators, and students. Field education directors from two schools of social work will present safety policies curricula designed to maximize student safety. Recommendations on involving stakeholders in the development, implementation, and evaluation of safety training programs will also be presented.

Presenters: Judith Perlstein, Lisa Richardson

Field Education 459 Roundtable Oregon Convention Center OREGON BALLROOM 201***When the Field Is in Crisis: Negotiating Signature Pedagogy and the Real World***

Field experience, the capstone of social work education, represents the culmination of student learning. This roundtable explores how field experiences are impacted when students begin internships while society is in the midst of a national economic crisis and considers the value of incorporating empowerment- and strength-based perspectives into field education.

Presenters: Barbara Walters, Jenny Kellman Fritz

Sunday, 10:30 A.M. – 12:00 P.M.**Field Ed 496 Paper Session - Field Education: Field Education Innovations****Oregon Conv. Center OREGON BALLROOM 204**496a ***The BSW/MSW Field Internship Mentoring Model: An Example of Competency-Based Vertical Supervision***

This supervision model was designed to enhance learning experiences of BSW students while providing opportunities for MSW students to become competent in mentoring and supervising skills. This vertical supervision model acts as a ladder of learning for all involved as the MSW students also receive supervision of their supervisory experience.

Presenters: Nancy Meyer-Adams, Marian Klemek, John Valenzuela

496b ***Addressing the Unique Training Needs of Bilingual MSW Students: A Classroom Curriculum***

This paper presents a curriculum designed to address the unique training needs of bilingual, Spanish-speaking MSW students. A supplement to field supervision, the curriculum was conducted in Spanish, focusing on building practice skills. The paper presents results and student feedback that foster ideas for further research and curriculum development.

Presenters: Kimberly Setterlund, Olivia Sevilla, Josefina Sierra

496c ***An Evidence-Based Practicum: Incorporating Field Placements Into University/Community Applied Research Partnership***

This paper presents a case study of field placements in a randomized-controlled trial of a substance addiction intervention in a community-based agency. Results demonstrate the university/community placements provided unique opportunities for the skill development necessary for evidence-based practice. The paper provides innovative approaches to establishing placements that bridge classroom, research, and practice.

Presenter: Carrie Pettus-Davis

Sunday, 1:30 – 2:30 P.M.**Field Ed 519****Curriculum or Administrative Workshop****Oregon Convention Center****F150*****Environmental Scanning: Sustaining Field Education Value With a Framework for Financial Partners***

Internal goals of field education that meets CSWE standards must address the program's structure and resources. Variables of opportunities and challenges exist outside the realm of field education. Survival of field education programs is grounded in planning, growth, stakeholder wealth, contributions to society, and profitability to schools of social work.

Presenter: Theresia Ratliff