
Passport

To CSWE's CE Credits



2013 CSWE Annual Program Meeting
Dallas, Texas
October 31–November 3, 2013

WELCOME TO THE 2013 APM CONTINUING EDUCATION PROGRAM!

Required for Processing and Sending Your CE Certificate to You: Please Print Clearly

YOUR NAME

MAILING ADDRESS STREET 1

MAILING ADDRESS STREET 2

CITY/STATE/ZIP/COUNTRY

E-MAIL ADDRESS – **MUST BE PROVIDED TO RECEIVE CE CERTIFICATE**



CSWE, provider # 1163, is approved as a social work continuing education provider by the Association of Social Work Boards, through the Approved Continuing Education (ACE) Program. CSWE maintains program responsibility.



As an Approved Continuing Education (ACE) provider, CSWE is offering six educational session formats that have met ACE requirements for CE eligibility set by the Association of Social Work Boards (ASWB). Every session must meet strict standards to be approved for CE credit. To be eligible for ASWB's ACE Program, a session must be a minimum of 1 hour in length, have clearly defined and outlined learning objectives, and end with an evaluative measure. CSWE's status as an ACE Provider is contingent on adhering to the standards and requirements of ASWB. If you would like to maximize the number of CE credits earned, attend only those sessions that have met the standards for CE credit, which are denoted with the CE icon.

CE Credit-Eligible Sessions

October 31 Preconference Workshops

- Faculty Development Institutes (FDIs) and Field Directors' Development Institutes (FDDIs)
3.0 CE credits

November 1–3 Sessions

- Curriculum or Administrative Workshop: 60 minutes, 1.0 CE credit
- Panel: 90 minutes, 1.5 CE credits
- Skills Workshop: 60 minutes, 1.0 CE credit
- Think Tank: 60 minutes, 1.0 CE credit

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

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

Processing Fee

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

Written Evaluation

Using the CE Passport, participants are asked to complete a brief written evaluation of the session objectives and presenters of each CE-eligible session attended.

CE participants have two options for completing the session evaluation process:

Option 1

- **PRINT** the necessary evaluation forms **PRIOR** to attending the APM,
- **COMPLETE** the appropriate forms after the session,
- **DROP OFF** the completed forms at the APM CE booth located at 2013 APM Registration before leaving the APM.

Option 2

- **PRINT** the necessary evaluation forms **AFTER** attending the APM,
- **COMPLETE** the appropriate forms,
- **MAIL, FAX, or E-mail** the completed forms to apm@cswe.org.

CSWE cannot issue a certificate without the receipt of completed evaluation form(s). Forms will be accepted until January 13, 2014.

Attendance Tracking

Attendance will be tracked at the beginning and end of each session. To receive proof of attendance, CE participants must have the bar code printed on their name badge) scanned as they enter and exit CE eligible session rooms. Participant data is captured and stored for use in tabulating CE credits earned. The scanned records function to evidence a participant attended a full session; they serve as the official CE records for the meeting. If technical problems arise during the session room entry or exit scanning process, the on-site scanning staff will report them to the CE desk located at Registration. No other requests for manual adjustments to the official scanned records will be considered. CSWE cannot provide verification of attendance after the conference is over.

Certificate Issuance

Before leaving the APM, each CE participant may drop off his/her completed CE session evaluation forms to the APM CE Booth for processing. Participants may also mail, fax, or e-mail their completed CE session evaluation forms to CSWE using the contact information below. CE certificates will be transmitted electronically within 30 days of the APM.

Mail: ATTN: Ashley Jenkins
 Manager, Educational Programs
 Council on Social Work Education
 1701 Duke Street, Suite 200
 Alexandria, VA 22314

E-mail: apm@cswe.org

Fax: 1.703.683.8493

2013 APM SESSIONS ELIGIBLE FOR CE CREDIT

(LISTED IN CHRONOLOGICAL ORDER: Total = 153)

SESSION NUMBER	TITLE
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Thursday, October 31 Sessions (Total = 8)

(Note: A separate registration fee is required to attend these October 31 sessions.)

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|----|---------------------------------------------------------------------------------------------------------------|
| 2 | Designing Objective Structured Clinical Examinations (OSCE) to Assess Social Work Student Competencies |
| 3 | Field Director's Survival Guide: The First 2 Years |
| 4 | Intergroup Dialogue Pedagogy and Practice: Promoting Cross-Cultural Competence, Awareness, and Social Justice |
| 5 | Orientation and Professional Development for New Baccalaureate Social Work Program |
| 8 | Creating Visible Space: Development, Implementation, and Evaluation of LGBTQ-Specific MSW Curriculum |
| 9 | Developing Social Work Leadership in Interprofessional Education |
| 10 | Effective Strategies to Address Field Education Challenges: Legal, Procedural, and Practical Implications |
| 11 | Teaching the DSM 5 in Social Work: Implications for Education and Practice |

Friday, November 1 Sessions (Total = 42)

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|-----|---------------------------------------------------------------------------------------------------------------------|
| 14 | Helping Child Welfare Workers Deal With Their "Stuff" |
| 15 | Social Work Education in a Period of Mass Incarceration |
| 16 | Being an Elbow: Using Universal Design Collaboratively With Students With Disabilities |
| 17 | Teaching Research With "FLAIR": Integrating EBP Into Research Methods |
| 18 | A Field Education, Evidenced-Based, Internship Model for MSW Interns in Schools |
| 19 | Developing a Curriculum in End-of-Life Care for Social Work Education |
| 20 | Curriculum for Global Social Work Education in Countries With a Transition Economy |
| 21 | Incorporating Interprofessional Education in Social Work Health Curriculum |
| 22 | Privileging "Alternative Experiences": Enhancing Classroom and Academic Climates for Social Work Educators of Color |
| 23 | Teaching With Tupac: A Media-Rich Tool for Approaches to Social Work Education |
| 24 | Using iPad Technology and Tested Learning Theories to Develop Interpersonal Helping Skills |
| 25 | Student Impairment Policies: Troubles, Trials, and Triumphs |
| 43 | Enhancing Empathy in Social Work Practice: Tools for Helping Professionals |
| 45 | Beyond Cultural Competence: Teaching Anti-Oppressive Practice in the Field |
| 47 | Cultural Genograms: Cultural Humility and Transformative Complicity for Culturally Responsive Social Work Practice |
| 49 | Optimizing Student Learning in Field Supervision Using the Myers-Briggs Type Indicator |
| 51 | Piloting an Advanced Practice, Integrated, Health Care Course: Combining Student and Instructor Evaluations |
| 52 | Caregiving: A Caresharing and Social Care Approach |
| 54 | Clinical Practice With LGBT Populations: Recent Advances and Future Directions |
| 55 | Comparative Welfare State Theory: Developing a Global Context for Social Work Practice |
| 56 | Connecting Religious and Spiritual Curricular Content to Competency-Based Ethical Practice |
| 57 | Miles Apart: Utilizing Student Orientation to Build Community in Distance Education Programs |
| 58 | The Intersection of Values, Ethics, and Spirituality: Postmodernism in the Classroom |
| 75 | Gero-Ed Track Kick-Off Panel: Trauma Across Generations—From Research to Practice |
| 102 | Career Trajectories and Aspirations of Public Child Welfare Employees With an MSW |
| 103 | Microaggression: A Must-Teach Concept in Social Work Education |
| 104 | Creating Spaces of Possibility: Diverse Perspectives on the "Unsettling Feminisms" UnConference |
| 105 | 21st-Century Field Instructors: Recapturing the Process of Supervision |
| 107 | Incorporating Technology Into the Field Education Department |
| 108 | Development, Implementation, and Evaluation of a Transdisciplinary Health Care Course |

SESSION NUMBER	TITLE
109	Grief and ADHD in Children
110	Writing While Teaching and Performing Service
111	Bringing Intersectionality Alive Through a Reciprocal Travel Study Exchange
112	Implementation of an MSW Training Grant in Rural Mental and Behavioral Health Practice
113	Resisting Prejudice, Discrimination, and Derogatory Language With Decolonizing Teaching Methods
131	Developing an Annual Implicit Curriculum Survey: Process, Product, and Questions
157	Actively Engaging Advisory Boards in BSW Program Assessment Using the 2008 EPAS
159	University-Agency Partnerships for EBP: New Directions for Social Work Research and Practice
162	Incivility Among Social Work Students: A Threat to the Implicit Curriculum
163	Integrating Practice With Immigrants, Transmigrants, and Refugees Into the Social Work Curriculum
183	Measuring Outcomes From a Career Development Perspective
197	The Elephant in the Room: Educating Students With Adverse Childhood Experiences
Saturday, November 2 Sessions (Total = 47)	
204	How Many Is Too Many? Patterns and Outcomes in Treatment Foster Care
206	Beyond Cultural Competence in Teaching Diversity and Social Justice
207	Partners in International Field Placements
208	Creating Gerontology Specializations Using Feedback From Multiple Stakeholders
211	In Field and Classroom: Social Work Students Serving Those Who Have Served
212	An Overview of an Easy and Effective Student-Centered Outcome Evaluation Strategy
213	DSM-5.0: Implications for Social Work Education
214	Flip the Classroom: Turn Teaching Upside Down
215	The Administration and Teaching of a Live, Web-Based, Conferencing Platform MSW Program
216	Getting Men Involved in Domestic Violence Work: Pathways and Challenges
230	Applying Human Rights Principles to U.S. Social Work Practice Through Interdisciplinary Collaboration
234	Cultivators of Change: Food Justice in Social Work Education
237	Contributions of Global Content in Teaching an Africentric Approach to Advanced Practice
238	Field Placements for Students With Disabilities: Constructing a Framework for Success
239	A Pathway to Field Education at a Distance
241	Fetal Alcohol Spectrum Disorders: The Need for Competence in Social Work Practice
242	Using Research Assistants to Support Research and Teaching: Discussions for New Faculty Members
244	International and Interdisciplinary Service-Learning in Belize: Social Workers as Patient Advocates
245	The Place of Faith in Social Work Education: Meaningful Dialogue
246	Incorporating Research Into the Social Work Curriculum: A Scholar's Dream
256	Perspectives on Parenting in the 21st Century
273	Enhancing Social Work Field Education in Aging: A VA/GRECC and HPPAE Collaboration
287	Conservative Christianity and Sexual Orientation: Privilege, Oppression, and Pursuit of Human Rights
309	Reaffirmation Success: Three Faculty Members—No Problem!
311	Single-Case Design Graphs Made Easy
312	Enhancing Social Work Field Education: Using Decision Cases for Field Instructor Training
314	A Competency-Based Approach for Teaching Small-Group Work
315	Social Work Doctoral Programs: What's the Purpose?
316	A New Biopsychosocial Model: Incorporating Neurodevelopmental Concepts Into Social Work Education
318	Confronting Privilege: Constructive Conversations
319	Pecha Kucha: A Fast-Paced and Focused Presentation Style for Energizing Student Presentations
320	PhotoVoice as a Tool for Promoting Active Student Learning in the Classroom
321	Audio-Recorded Feedback: An Effective and Efficient Approach to Teaching Interviewing Skills
322	A Framework for Ethical Teaching: Integrating Ethical Reasoning and Transformative Pedagogy

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331	Engaging Community Practitioners in Policy Change: Pedagogical Innovations for Teaching Legislative Advocacy
335	Criminal Justice Infusion: Examining a New MSW Criminal Justice Initiative
371	Curricular Revision, Evaluation, and Reaffirmation
372	ePortfolios as a Concurrent Process to Facilitate Integrative and Reflective Learning
374	A Radical Change in Field Education: Virtual Field Practicum Before Agency Placement
377	Toward 2008 EPAS: Using Web-Based Technology to Manage the Field Education Experience
379	Teaching International Social Work: A Framework of Global Leadership for LGBTQ Rights
380	Incorporating Client Strengths Into Program Evaluation: A Model, Guide, and Tools
382	News Literacy in Social Work Education
383	Strategies for Integration of Social Media in Social Work Education
385	Workforce Development in Substance Use Disorders: A Model School-Community Partnership
399	Resistance, Resilience, and Reconciliation: Decolonizing Social Work Education
413	Teaching Globally, Thinking Critically: Co-Constructing Knowledge Through Difference
Sunday, November 3 Sessions (Total = 56)	
428	Beyond Technique: Necessary Skills for Effective Field Instruction
429	Innovative Field Placement: Partnering With the Medical Examiner's Office
431	Practice Exploration: Helping Students Communicate Their Generalist Role in Social Work Practice
435	Problem-Based Learning and Social Work Leadership: A Maternal and Child Health Perspective
436	Faculty Recruitment: Overcoming Cognitive Bias and Institutional Barriers to a Diverse Professoriate
437	Incorporating International Experiences in Graduate Social Work Education: A Think Tank
438	Muslim Families and Child Welfare: Establishing a Research Base for Best Practices
439	SSD for R: Software for Evaluating Social Work Practice
440	Six Degrees of Separation: Connecting Spirituality/Religion Across the Social Work Curriculum
441	Exploring the Path to Dignity and Self-Worth: Older Students in Social Work
443	Online Social Work Education: Methods, Challenges, Outcomes, and Accreditation
444	Teaching Clinical Skills Online
447	Strengthening the Child Welfare Workforce: Findings From a Long-Term Collaboration
457	Social Work Students Speak Out: Facilitating LGBTQ Competence Through Supportive, Targeted Education
459	Social Work and Economic Empowerment: Financial Capability in the Classroom and Beyond
461	Teaching Domestic Violence: Navigating a Contested Topic in the Social Work Classroom
463	Reaffirmation for the Rest of Us
464	Concepts in Context: Using Problem-Based Learning to Develop Trauma-Informed Child Welfare Practitioners
465	Ten Effective Strategies for Teaching Diversity and Cultural Competency
466	Social Work Students With Disabilities: Tips and Strategies for Administrators
467	Innovative Self-Care Strategies for Students in Field Education and Internships
468	Social Work Teaching Institutions: A Response to Field Education Internship Challenges
473	Improving Integration of Research Methods and Statistics Into MSW Education
474	Teaching Competency-Based Practice Using an Integrated Approach to Case Decision Making
475	The Centrality of Social Presence in Online Learning in Social Work
476	The Importance of Planning a Professor's Presence When Moving Course Content Online
477	Integral Ethics in Social Work Education
478	Preparing the Ethical Researcher: Appreciating Implications of Culture in Informed-Consent Processes
479	Multi-Ethnic Intercultural Implications for Engaging African American Adolescent Males Exhibiting Trauma Symptoms
486	Off-Site MSW Supervision: Another Year Wiser
487	Online MSW Education: Policy, Program, Technology, and Evaluation Issues and Resources
495	Innovations in Interprofessional Education
499	Using Clinical Data-Mining Techniques to Better Understand Child Welfare: A Case Study

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501	Holistic Approach to Self-Care for Compassion Fatigue
502	Rethinking Field: A Strategy to Bring the Competencies to Life
504	So Many Theories, So Little Time: One Solution
505	Cross-Border Social Work: Ethical Issues and Responses
507	Social Workers Do What? Interdisciplinary Training for Health and Human Service Majors
508	Implementing Extended Realistic Client Simulations in the Social Work Practice Methods Curriculum
509	Pedagogy and Diversity: Enrichment and Support for Instructors Engaged in Anti-Oppression Education
511	Teaching Professional Social Work Skills With Twitter
513	Experiencing the Clinical Efficacy of the Body-Mind-Spirit (BMS) Healing Model
514	The Impact of Licensing on Macro Social Work Education and Practice
515	Police Social Work: History, Practice, and Social Work Education
518	Writing for Social Workers: Preparing MSW Students for Academic and Professional Writing
519	"For Colored Girls" Who Want to Be Scholars: An Accountability Circle
523	The Connection Between Global Social Work and Effective Service to Immigrants in the United States
531	Learning From Nations Within the Nation: American Indian Models for Global Diversity
532	Taking It to the Streets: An Online Seminar for Field Instructors
533	The Field Practice Institute: Elevating Social Work Field Education
534	Understanding Access to Mental Health Services for Individuals From The Middle East
535	Documenting Social Change: A Travel Course to the Middle Kingdom
536	An Innovative Pedagogical Approach to Teaching Social Work Program Evaluation
546	Human Rights-Based Practice: Beyond the Micro/Macro Binary in Social Work
548	Global/Queer Power/Knowledge: Ethical and Methodological Challenges in LGBTQ Research in Developing Countries
555	Web-Based Learning Tools (WBLTs) in Social Work Education: The Experience of Three Institutions of Higher Education