

Questions for the board

Marketing	Content	Support
<ul style="list-style-type: none"> • Who should CalSWEC market eLearning content to: end users, faculty/management, or both? 	<ul style="list-style-type: none"> • Whose content should be included in a central eLearning platform: counties, RTAs, universities, nonprofits? • Who should have access to each of these content categories? • How should this content be differentiated and represented? 	<ul style="list-style-type: none"> • How can CalSWEC best support counties and regions with the acquisition and maintenance of their own LMS?

CalSWEC
Title IV-E
Distance Education Symposium

SUMMARY

Monday May 16, 2011—1pm to 4pm

**Pathway Payback scheme
(See attached visual of payback scheme)**

- ❖ BASW student—concurrent payback, implications for the larger IV-E programs
 - Recommendation to WFD Committee: That BASW payback can be concurrent for Part time (employee) students only. Employment must be working in direct practice for their employment to satisfy their employment obligation.
 - The group recommends that the employment obligation for part time student employees who participate in CalSWEC Pathway/ BASW programs be done concurrently with participation in the CalSWEC IV-E MSW part time program.
 - The rationale for this change and recommendation is that these students are already employed and have a demonstrated commitment to the agency, are typically nontraditional students and providing the employee with the opportunity to have their employment obligation done concurrently with MSW education would serve to encourage the employee to continue their education and thus attain the MSW degree.

- ❖ AA level—positions that meet employment obligation
 - Did not really discuss this issue but we should review and follow the FAQs for the BASW/MSW programs for guidance on this issue.

**Conceptualizing the Pathway Program as part of the larger IV-E/Mental Health program
(See attached visual of Pathway program model)**

- ❖ When course work is developed at all levels, what will be the difference?
 - It is assumed that coursework will be developed at all levels in all the schools so there will be overlap and duplication. The idea that students can take courses at any pathway site will be more the exception rather than common practice because of the barriers this presents for student.
 - The group agreed to have a common “portal site” that CalSWEC would host to have curricular resources available to all instructors as well as students. This also can serve as a marketing tool for the development of on line resources for SW education.
 - The discussion and development on the site will continue as CalSWEC’s website is completed. Steven will continue to provide leadership and guidance on the development of the site.
 - The group agreed that the coursework will most likely be the same as the current curriculum except the delivery will differ. There will not be “Pathway only” courses as this is not feasible but there will be Pathway developed courses.

- ❖ Developing the Pathway model within the CalSWEC programs
 - The Pathway program within the larger CalSWEC program is about county/university partnerships, student support, case management of student's admission, registration, etc. and clear support for student to move up the educational ladder.
 - The group also agreed that it is related to the kind of student that is targeted. Not traditional student. Need to further define the type of student that is a Pathway student.
 - This discussion led to agreement that a set of criteria for the program would need to be developed that determined a student's eligibility for the program but also determined the program components that would guide other programs if they wanted to develop a Pathway program. The criteria will be developed from the program evaluation that is currently being done.

Tuesday May 17, 2011—1pm to 4pm

Curriculum development and transformation planning

- ❖ The course transformation is continuing. The BASW transformation will be complete by end of next year for all sites.
- ❖ Humboldt will have the MSW degree online in January 2012. This will be administered through Extended Education. The online MSW will be a four-year, cohort-based program. BASW students will continue to apply and enroll through the campus (with stateside funding), but about 50% of seats in social work BASW courses will be in primarily or completely online sections.
- ❖ In addition to traditional social work coursework, Humboldt students will also enroll in a distance education seminar to help facilitate the use of distance education technologies, and to assist students in creating community in a distributed learning environment
- ❖ Chico has converted a significant percentage of its MSW courses, partially to support distance students at the existing Redding site. A significant number of BASW courses have also had some degree of transformation, with faculty supplementing classroom instruction with online activities (such as Second Life). Chico is beginning to explore how transformed coursework can be bundled into an alternate delivery method, so students can apply for and complete a web-based degree.
- ❖ San Bernardino's focus is on the BASW courses. San Bernardino is unique in that all online coursework must be approved through a central department on campus, with an emphasis on full accessibility for all students.
- ❖ Steven will provide support from CalSWEC if needed from faculty to develop, refine and improve courses and they are delivered.
- ❖ Pathway sites are using a range of technologies to deliver courses (Chico: Blackboard, Humboldt/CSUSB: Moodle; Chico, Second Life; Humboldt, Elluminate) and are receiving support at the campus level in the development and deployment of online coursework.
- ❖ Campuses identified that they have no interest at this time in cross-enrollment, with students taking coursework at another Pathway or CSU campus for their degree. An exception might be if one campus has a particular area of strength (for example, Native American Studies at Humboldt) and a student has breadth/elective requirements that can be completed at another campus. All standard CSU protocol for cross-enrollment must be followed, and this will need to be facilitated through the Universities.
- ❖ The group agreed that having a website that is a portal for the Pathway program is desired. This was discussed in Day one. This portal would serve as an internal resource for sharing course

transformations, and individual lessons that support the competencies and can be used in multiple courses.

Tuesday May 24, 2011—9am to 12noon

**Field education in a distributed learning environment
(See attached matrix)**

- ❖ Demonstration of the Intern Placement Tracking software—Patsy Andrada
 - Patsy demonstrated the IPT software. This software tracks placement sites, student evaluations and communication. It also provides access to Field Instructors to log in and take notes.
 - Patsy reported that since implementation, it has made tracking student's progress much more streamlined and manageable. Highly recommended.

- ❖ Chart of Field Instruction Issues—Teresa Morris
 - Teresa walked us through the chart of issues that have been identified at CSU SB.
 - The discussion centered on the following 10 questions in the matrix that Teresa provided.
 - What will the field placement look like?
 - Where will the field placement be?
 - Where will the student be?
 - Where will the field instructor be?
 - Where will the Field Liaison be?
 - How will we administer applications for field placement, contracting, evaluation using the learning agreement, and liaison visits?
 - How will we organize field seminars? Synchronous / asynchronous? Where will the liaison be? Where will the students be? Should we combine field seminars with supervision?
 - How will the students find time to do field placements?
 - When will the student get face to face supervision?
 - What will the County Directors offer to support this program? (time off, flex time, field experiences?)
 - The discussion about the matrix centered on the need to think differently about how the field is distributed across the week. Perhaps 2 days is not how the learning will need to get done. Perhaps it can be over the week.
 - The group also discussed ways to develop video conferencing capability so that field instruction, and seminar can happen from a distance if need be.
 - The group also wanted to look at how rural telemedicine is done and perhaps Pathway can take some lessons learned and perhaps even use the infrastructure if it is there. There is a need to do some research on this. Some options would be the community colleges, the CSAC county video conference system that is in every county, Skype and other video chat tools.
 - There was a question about confidentiality. Steven will talk with some tech people about the confidentiality issue.
 - On the issue of when field placement will occur, there needs to be consideration to nontraditional times that the field placement can happen, i.e. Saturday.

- Other resources mentioned are the Learning Lab—these are experiential exercises that can supplement the direct experience, second life is also an option. These options can be specifically targeted towards students to address specific competencies.
- The issues of the CSWE requirements came up. Given the need to have an educationally focused experience, different supervision, this can often lead to friction within the agency.
- The group discussed how it is difficult for the student/employee in that they are often caught between the agency culture that doesn't want to change and the new things they are learning and wanting to try out on the job. This is a difficult thing to encounter.
- Chris asked the question: is actively engaging the agency and supporting the student in this journey an integral part of the Pathway program?
- The group articulated that the agencies are often not prepared for organizational change as a result of having a student in the program. This is something that needs further articulation and development if it is to be part of the Pathway program.
- Some articulated that going out to site and being visible help. The leadership of the program is essential to making this work.
- Need to take a systems perspective to helping agencies change. This takes time to develop relationships that can support the change.
- Helping student to deal with the conflict is also essential. Chico has put this into the student orientation.
- The Field Liaison is the key person; this role needs to be expanded.
- The discussion ended with the agreement that there needed to be a clearer definition of the functions of the field liaison, field instructors and advisor. It was acknowledged that each has a piece of the work and perhaps the more traditional roles do not work in the Pathway program.
- This discussion will lead into the resources discussion in the next session.

Wednesday May 25, 2011—9am to 12noon

Budget and resource discussion

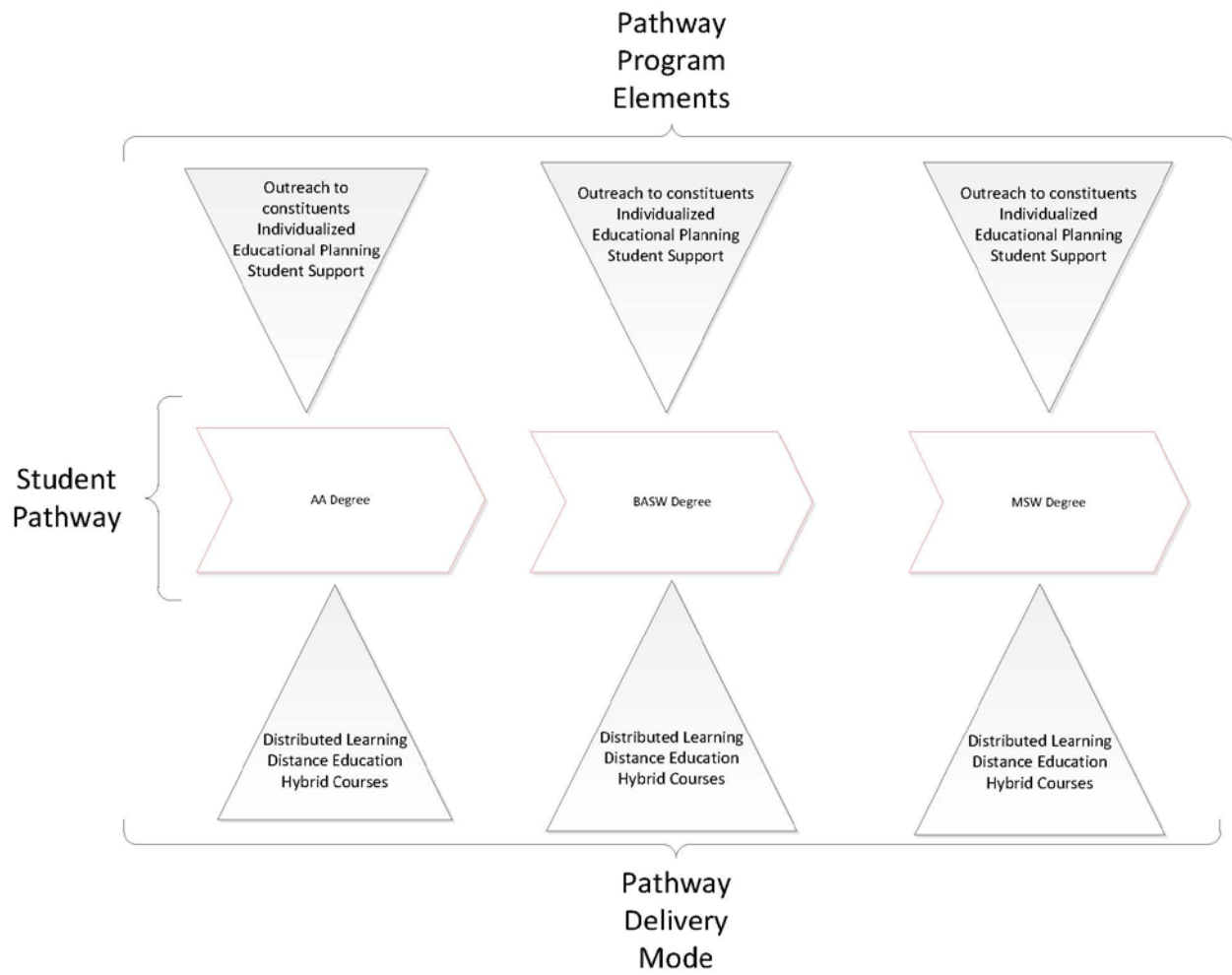
- ❖ What school/program resources need to be developed to support the Pathway Program?
 - Chris provided an overview of the budget lines per the IV-E regulations.
 - Specific questions that were asked.
 - Should it be a combined or separate budget? It was agreed that it needs to be a separate budget in order to give the program the kind of resources that are needed for the program to run well.
 - The implication of this is that students can enter the program at any rung of the ladder and because of this a criteria for student entry is needed. Chris will begin developing this.
 - Can supplies for students include some sort of tablet that can host course materials? This is a legitimate expense because it is the only way the student can access the course work.
 - Can a rebudget from the other CalSWEC programs to and from the Pathway program? Chris will discuss with Miranda.

- We then broke down the activities for the Instructional line and the PC line so that we could be very specific about what each are doing that is unique to the Pathway program. The following is a chart of what was discussed.

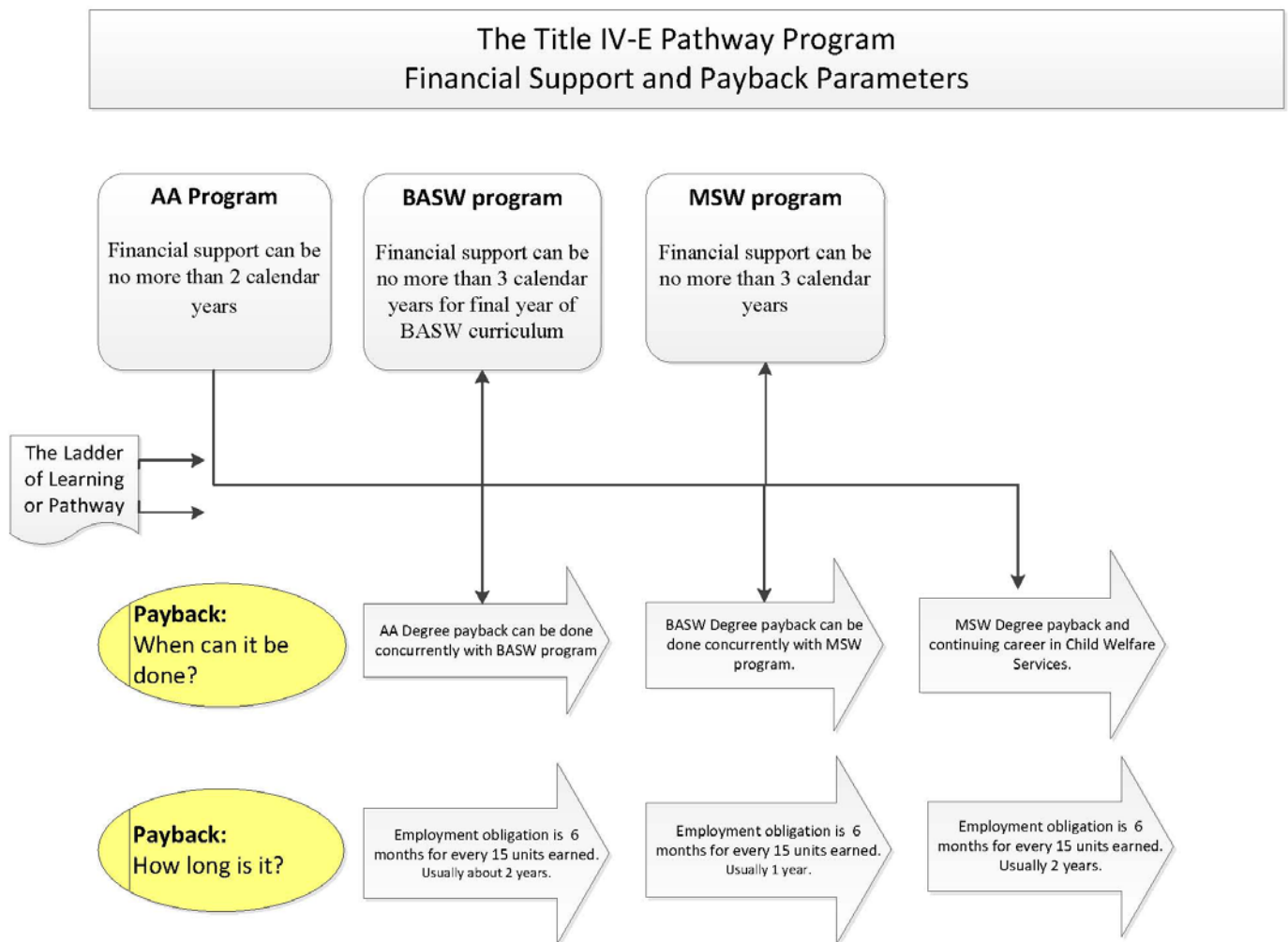
Project Coordinator	Instructional Line
<ul style="list-style-type: none"> ➤ Massage the bureaucracy at CCs, CSU and agencies ➤ Facilitates registration ➤ Develops system and monitors of fronting of fees ➤ Coordinating and organizing DL group and work ➤ Inter and intra campus work ➤ Admissions ➤ Coordinating role ➤ Works with students ➤ Central coordinating role ➤ Coordinate with Field Director, BA Director ➤ Reflects and supports different stages in the Pathway ➤ Help students find community colleges for courses ➤ Academic support <ul style="list-style-type: none"> ○ Advising ○ Facilitates the administrative processes for the student ➤ Resolves academic issues from instructor/mentor, helps to solve any problems that arise ➤ Addresses systemic issues to help facilitate students' progress in the program ➤ Mediating advocating 	<p>The group agreed on 4 major categories of instruction in the Pathway Program:</p> <ul style="list-style-type: none"> ➤ Classroom Instruction ➤ Academic Support—tutoring, mentoring, assessing issues and handing over to PC to resolve ➤ Field Placement Development—works with agency to develop location, time, activities, supervision, etc. ➤ Curriculum Development <p>Other things that can be put into the instructional line:</p> <ul style="list-style-type: none"> ➤ Help desk function (need more clarity on this) ➤ Peer advising ➤

- ❖ What local resources are needed to support the Pathway Program?
 - Preceptors—need to develop this
 - Field Instructor Orientation and Training
 - Sick leave/vacation buy out option
 - Support agency in identifying what is needed to support the student in general and the field placement.
 - Develop time management skills for student.
 - Orienting agency to practice and process of field placement
 - Assist agency in supporting the student, identifying issues and being a presence to help the agency resolve issues that arise.
 - Identify the benefit of the program and the process for the agency to support organizational change
 - The group agreed we needed to begin developing some resources on best practices in field placement development. Chris will work on dedicating some GSR time to this task.

Appendix 4-3: Pathway Program Elements



Appendix 4-4: Title IV-E Pathway Program Financial Support and Payback Parameters



Field Education in a Distributed Learning Mode Questions, Answers, Issues

<u>Question</u>	<u>Answer</u>	<u>How will we do this? What technology will we need to make this work?</u>	<u>Issues and Questions</u>	<u>Tasks</u>	<u>Who will follow through on this/ Progress</u>
<p>What will the field placement look like? (virtual, with us providing the field instructor at a distance, etc.)</p>	<p>Plan A: We think we can find actual field sites in the isolated areas we are working in.</p> <p>Plan B: Come up with online case studies, videos, Pearson learning lab, resources, virtual experiences, other online resources, that will address competencies not covered by the field sites that we find in the region.</p>	<p>We need somebody to go out and spend some times tracking down agencies and assessing their capacity to deliver field education that meets the competencies in the field learning plan. Could look at Nevada and Arizona.</p> <p>We need a list of potential field instructors, with information about their professional background.</p>	<p>No available M.S.W. field instructors</p> <p>Liaison will be on campus and will be working from a distance</p> <p>Do we need to redefine the role of the field instructor and liaison?</p> <p>Do we need to review the functions of the field instructor, liaison and advisor and see if these need to be redistributed between these 3 people?</p> <p>Who is going to look for the online resources?</p>	<p>•follow through on looking for field placements and developing a list of potential field instructors</p> <p>•review the functions of the field instructor and liaison and see if there is a way for both functions to be done by one person (for example, if disputes between the students and instructor need to be mediated, should that now be done by the DL program leader or the field director instead of the liaison?)</p>	
<p>Where will the field placement be?</p>	<p>As stated above, it will be where the student lives.</p>				

<u>Question</u>	<u>Answer</u>	<u>How will we do this? What technology will we need to make this work?</u>	<u>Issues and Questions</u>	<u>Tasks</u>	<u>Who will follow through on this/ Progress</u>
Where will the student be?	The student will be in the agency, which is in their home region.				
Where will the field instructor be?	The field instructor will be a non M.S.W. preceptor. The M.S.W. field instruction will be from a distance.		Will need communication technology such as Skype or Elluminate, other web/voice conferencing.		
Where will the field Liaison be?	The field liaison will be from a distance		Will need communication technology such as Skype or Elluminate, or other web/voice conferencing.		
How will we administer applications for field placement, contracting, evaluation using the learning agreement, and liaison visits?	Adapt existing databases and processes for student completing field at a distance.		We can make additions to this to include process recordings and other assignments		
How will we organize field seminars? synchronous / asynchronous? Where will the liaison be? Where	One option: asynchronous discussion boards and forums asking for responses to posted case studies	Need to set this up on LMS or other collaborative platform.	Review technical support options available from university		

<u>Question</u>	<u>Answer</u>	<u>How will we do this? What technology will we need to make this work?</u>	<u>Issues and Questions</u>	<u>Tasks</u>	<u>Who will follow through on this/ Progress</u>
will the students be? Should we combine field seminars with supervision?					
How will the students find time to do field placements?	<p>Could ask employers for flexible schedule so that they do a 9x80 and have every other Friday off.</p> <p>Could see if some agencies would open on a Saturday if they knew a student with supervision was available.</p>				
When will the student get face to face supervision?					
What will the County Directors offer to support this program? (time off, flex time, field experiences?)					