Human Services Information Technology Applications

Factor-Inwentash Faculty of Social Work, University of Toronto, Canada August 26 - 29, 2007
Welcome to Husita8, the eighth international conference on Human Services: Information Technology Applications held at the University of Toronto, Toronto, Ontario, Canada.

This is the first time that this Husita conference has been held in Canada and we hope that you will have a chance to explore our city, as well as attend the rich array of presentations that reflect the state of the art of knowledge and practice in IT in human services in 2007.

This is truly an international conference with participants from all over the globe. As one of the world’s most multicultural cities, having a conference with the theme, “Information Technology and Diversity in Human Services: Promoting Strength Through Difference”, seemed to make sense. And our session topics, presenters and participants reflect this diversity along many dimensions. The challenges and opportunities that diversity presents are reflected in numerous presentations including IT and poverty alleviation, advancing digital equality, empowerment of senior citizens via IT, teaching about diversity and racism using IT, delivering social work education to remote and culturally diverse populations, digital exclusion and advancing digital equality as examples only.

Arthur C. Clarke once said that “Any sufficiently advanced technology is indistinguishable from magic.” This conference is about magic, but the kind of magic that arises when people gather together to share their knowledge and expertise with each other. Husita is built on the commitment to foster the ethical and effective use of information technology in human services. This conference is one of the ways this commitment is realized. The Local Organizing Committee of Husita8 would like to wish you an informative and enjoyable conference and hope that you will carry some of the excitement and learning from this event into your everyday practice.

Conference theme

Information technology and diversity in human services.

Promoting strength through difference.

Information technology has great potential to bridge the myriad differences that can separate individuals within the human services. Husita8 will examine how technology connects people from a wide range of diversity dimensions, including gender, age, race, physical or mental ability, socio-economic status, religion or faith, sexual orientation and language. Conference content will also focus on IT applications that address diversity at an organizational level, the question of human rights in the context of pervasive technology accessibility and issue around accessibility and the digital divide.

Welcome from the Local Organizing Committee

Robert MacFadden
Acting Associate Dean
Director, Continuing Education,
Factor-Inwentash Faculty of Social Work,
University of Toronto

Marilyn Herie
Project Director, TEACH, Centre for Addiction and Mental Health
Adjunct Professor, Faculty of Social Work
University of Toronto

Kelly Ernst
President & Chief Executive Officer, Canadian Outcomes Research Institute

Casey Pietserson
Management Consultant

Betty Donderman
Concurrent Disorders Capacity-Building Team, Centre for Addiction and Mental Health
Adjunct Professor, Faculty of Social Work
University of Toronto

Gerry Cooper
Manager, Northern Ontario Area,
Centre for Addiction and Mental Health
Associate Professor, Northern Ontario School of Medicine

A. Simon Mielniczuk
Solutions Architect, ITS Cooperative

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Solutions Architect, ITS Cooperative

Presenters interested in submitting an article based on their conference presentations should contact Professor Rob MacFadden at robert.macfadden@utoronto.ca.

Haworth has previously published peer reviewed articles in a book and the Journal of Technology in Human Services.
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HUSITA8 SPONSORS

The organizers would like to gratefully acknowledge the support of the following organizations:

Factor-Inwentash Faculty of Social Work, University of Toronto
The Centre for Addiction and Mental Health
Faculty of Continuing Education and Training, Seneca College
Canadian Outcomes Research Institute
Curam Software
Bayfield Homes Ltd.
CARF
Morning Sun Software Development Corporation
ITS Cooperative
Mutual Support Systems of the Niagara Region
Ontario Association of Residences Treating Youth
Faculty of Continuing Education and Training, University of Toronto
Haworth Press
Faculty of Community Services, Ryerson University
### CONFERENCE AT A GLANCE

#### Sunday, August 26
- **Optional tours**
  - (See information on web site)
- **4:00pm** Registration desk opens at 89 Chestnut
- **6:00pm** Keynote address, Patrick McLean
- **7:00pm** Welcome reception & dinner
  - Lakeview room, 89 Chestnut

#### Monday, August 27
- **8:00am** Registration desk
- **9:00am** Opening session, Cheryl Regeher
- **9:15am** Keynote session, Paul Gillespie
- **10:15am** Break
- **10:30am** Parallel session 1
  1a Social work in digital society
  1b Internet & social trust
  1c Technologies of care
  2a Web counselling interventions
  2b Cybercops
  2c Keeping up
  3a Promoting access
  3b Process is queen?
  3c Surveying distance education efforts
- **12:00pm** Lunch break & poster sessions
  - 101 A social work wiki?
  - 102 Knowledge management
- **1:00pm** Parallel session 2
  4a Technologies empowering child welfare
  4b Target your computer system
  5a The road to Hana
  5b Medical education
  5c Methodological considerations
  6a Linking elderly to holistic care services
  6b The impact of access
  6c Perpetuating old exclusions
- **2:30pm** Break & poster sessions
- **2:45pm** Parallel session 3
  7a A first look at persuasive technologies
  7b Addiction-link
  7c Web-phone based intervention
  8a Computer self-efficacy
  8b Use of technology
  8c Pattern change in IT use
  9a The case for open access
  9b A social work wiki?
  9c Creating an information commons
- **Evening Free**

#### Tuesday, August 28
- **8:00am** Registration desk
- **9:00am** Keynote session, Lawrence Murphy
- **10:00am** Parallel session 4
  1a The future is now
  1b E-therapy: An alternative to FTF psychotherapy
  1c Using technology(Coop)
  1a Morning Sun
  1b ClientTrack
  1c Impact of online technology
  1d Using organizational outcome monitoring
  1e Enabling connectivity
  1f Enhancing student learning
  1g IT & health education
  1h Volunteering through the net
  1i IT as a tool for poverty alleviation
- **11:30am** Break
- **11:45am** Parallel session 5
  20a Evaluation of online peer support
  20b Healthy adjustment
  20c Health literacy
  21a Internet-based health information
  21b Global eHealth
  21c Proruf SMS service
  22a An evaluation of two virtual learning environments
  22b Internet virtual video classroom
  22c Utilizing multimedia
- **1:15pm** Lunch break
- **2:15pm** Parallel session 6
  19a The Dutch national program.
  19b Canadian Home Children
  19c Ensuring discoverability
  19d Game theory application
  19e Evaluation of virtual reality
  19f Advancing digital equality
- **2:30pm** Field visits
  - (see schedule for depart times)
  - Advance sign-up required
- **6:30pm** Cultural evening
  - at Hart House Great Hall, UofT campus
  - (Check with hospitality desk for directions & map)

#### Wednesday, August 29
- **8:00am** Registration desk
- **9:00am** Keynote session, Barry Wellman
- **10:00am** Break
- **10:15am** Parallel session 7
  20a Administering psychological tests
  20b Healthy adjustment
  20c Health literacy
  21a Internet-based health information
  21b Global eHealth
  21c Proruf SMS service
  22a An evaluation of two virtual learning environments
  22b Internet virtual video classroom
  22c Utilizing multimedia
- **11:45am** Closing lunch & launch of Husita 9
CONFERENCE PROGRAM

Sunday, August 26
4:00pm Registration 2nd Floor Foyer
6:00pm Keynote address Ballroom Centre
Patrick McLean
Patrick McLean is Vice-President of Marketing for Bell Canada’s Consumer Internet Services which is Canada’s largest Internet Service Provider. He holds an MBA degree from the University of Toronto and a Bachelor of Commerce degree from Queen’s University. He has been accountable for developing the extensive value-added services program as well as overseeing Bell Sympatico’s consumer partnership with Microsoft. Patrick will identify current directions and future trends of the Internet that will have implications for human service providers.

7:00pm Welcome reception & dinner
Lakeview Room 27th Floor
Following the Keynote Address, join your colleagues for a reception and buffet dinner in the Lakeview Room at 89 University Centre.
Companions Welcome – Cost $50 CDN

Monday, August 27
8:00am Registration 2nd Floor Foyer
9:00am Opening Ceremony Ballroom Centre
Cheryl Regehr, Dean
Faculty-In-Residence Faculty of Social Work
University of Toronto

9:15 - 10:15am Keynote session
Paul Gillespie, Cybercrime Director-in-Residence, University of Ontario, Institute of Technology
Child exploitation on the internet
Paul Gillespie has more than 25 years of international law enforcement leadership experience and his background includes developing the world renown Child Exploitation Section of the Toronto Police Service, and the Child Exploitation Tracking System (CETS) through a Toronto Police Service partnership with Microsoft Canada. Paul is an expert on the victimization of children through the Internet and is featured prominently in the new book on the cyberabuse of children, “One Child at a Time”.

10:15 - 10:30am Morning refreshment break

10:30 - 12:00pm Parallel session 1
1 - a. Ballroom East
Social work in a digital society
Jackie Rafferty, Director, Centre for Human Service Technology/SWAP, University of Southampton, U.K.
Dr. Jan Steyaert, Adjunct Professor, Centre for Human Service Technology, University of Southampton, U.K.

1 - b. Ballroom East
Internet and social trust: Implications for human services
Dhrubodhi Mukherjee, Assistant Professor, Southern Illinois University Carbondale, U.S.A.

1 - c. Ballroom East
Technologies of care or rather care of technologies
Mr. Thomas Ley, Research Fellow
Dr. Udo Seelmeyer, Scientific Assistant, Bielefeld University, Germany

2 - a. Ballroom Center
Web counseling interventions for youth involved in cyber-bullying
Duane, Counsellor, Kids Help Phone

2 - b. Ballroom Center
Cybercops
Sgt. Robyn MacEachern, Ontario Provincial Police

2 - c. Ballroom Center
Keeping up: Adapting child internet safety strategies to changes in technology
Robert MacFadden, Professor, Faculty-In-Residence Faculty of Social Work, University of Toronto, Canada

3 - a. St. Patrick Room
Promoting access to, engagement with, and efficacy of the treatment of mental health and addiction problems with web-based disease management programs
Dr. Peter Farvolden, Centre for Addiction and Mental Health, Toronto

3 - b. St. Patrick Room
Process is queen?
Dr. Michael Wright, Assistant Professor
Ms. Clarisa Perochena, MSW Student, Andrews University, U.S.A.
Mrs. Tannya Wright, Registered Nurse, BSN, MWWMedia Group, U.S.A.

3 - c. St. Patrick Room
Surveying distance education efforts in schools of social work
Mr. Eric Youn, Assistant Professor-Distance Education Program
Dr. Marshall Smith, Professor, University of Hawaii at Manoa, U.S.A.

12:00 - 1:00pm Lunch - on own
1:00 - 2:30pm Parallel session 2
4 - a. Ballroom Center
Technologies empowering Ontario’s child welfare system
Jeanette Lewis, Executive Director, Ontario Association of Children’s Aid Societies, Canada
Mr. Ronan Rooney, Chief Technology Officer & Co-founder, Curam Software, Canada

4 - b. Ballroom Center
Target your computer system implementation efforts for maximum effect: Results from four human services
Dr. Menachem Monnickendam, Senior Lecturer, School of Social Work, Bar Ilan University, Israel
Riki Savaya, Associate Professor, Bob Shapell School of Social Work, Tel Aviv University, Israel

4 - c. Ballroom East
The road to Hana: Going the distance to deliver social work education to remote, underserved and culturally diverse populations
Dr. Ann Rosegrant Alvarez, Director of Distance Education
Dr. Marshall Smith, Program Coordinator, Distance Education, University of Hawai'i at Manoa, U.S.A.

5 - a. Ballroom East
Medical education, distributed learning and the role of technology at the Northern Ontario School of Medicine
Dr. David Topp, Director, eLearning Unit and Associate Professor - Family Medicine, Northern Ontario School of Medicine

5 - b. Ballroom East
Methodological considerations integrating disparate human services information systems
Dhr. Fitch, Assistant Professor, University of Michigan, U.S.A.

5 - c. Ballroom East
Linking elderly to holistic care services through integrated communication technology
Mr. Timothy Ma, Executive Director, Senior Citizen Home Safety Association, Hong Kong
Dick Schoech, Dulak Professor, University of Texas at Arlington School of Social Work, U.S.A.

Arizona State University, U.S.A.

Addiction-link and other ICT tools in cyber-counselling, supervision, and psychotherapy to distance

Dr. Lawrence Murphy

Lawrence Murphy is a pioneer in the use of cybercounselling via e-mail. With his partner, Dan Mitchell, and the National Board for Certified Counsellors, they co-authored the first major ethical code for online practice. He and Dan Mitchell have contributed some of the seminal writing in this area and they provide training, supervision, and clinical services via their company, World Wide Therapy Online, Inc.

10:00 - 11:30am Parallel session 4

10-a. Ballroom Centre

The future is now: Cyber counselling in the 21st century

Mr. Lawrence Murphy

Director, World Wide Therapy Online Inc., Canada

E-Therapy: An alternative for clinical skills training and psychotherapy to distance

Dr. Georgina Cardenas-Lopez

Prof. Berenice Serrano, Universidad Nacional Autonoma de Mexico, Mexico

Using technology to promote communities of practice (CoP)

Dr. Brenda Moore

Interim Department Head & BSW Director, Texas A&M University - Commerce

10-b. Ballroom Centre

10-c. Ballroom East

A social capital perspective

Mr. Miriam George

Social Worker, Centre for Addiction and Mental Health, Canada

Volunteering through the net: A social capital perspective

Dhuruddhii Mukherjee

Assistant Professor, Southern Illinois University Carbondale, U.S.A.

11-a. Ballroom East

Morning Sun Standards Manager for accreditation

Dr. Larry Sanders

Chairman / CEO Morning Sun Software Development, Canada

11-b. Ballroom East

ClientTrack: Overcoming the barriers to diversity and collaboration through an innovative web-based application for human social services providers

Mr. Brian Bingel

President, MainTrack

11-c. Terrace Room

impact of online technology on the non-profit sector

Mr. Dmitry Buterin

Chief Apricot, Wild Apricot, Canada

Using organizational outcome monitoring within multi-agency and funder networks

Dr. Kelly Ernst

President & CEO, Dave Sargeant, Regional Manager, Ontario, Canadian Outcomes Research Institute, Canada

Enabling connectivity: Developing technical literacy through organisational and physical design as a means of promoting interdisciplinary higher education

Mr. Tarsem Singh Cooner

Associate Director, The Centre of Excellence in Interdisciplinary Mental Health, University of Birmingham, U.K.

12-a. St. Patrick Room

Enhancing student learning with case-based multimedia: The views of social work students in Scotland and Canada

Dr. Alan Knowles

Instructor, Grant MacEwan College, Canada

Mr. Neil Ballantyne


12-b. St. Andrew Room

Information Technology and health education

Ms. Lai-shan Ho

Assistant Professor, University of Shanghai, U.S.A.

12-c. Terrace Room

Telehealth and telecare: Perspectives from policy makers and service providers

Dr. Brian Tesch

CEO, Canadian Outcomes Research Institute, Canada

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Information Technology as a tool for poverty alleviation

Lul Aden Ibrahim

Project Officer, Development Concern Charles Mbogu, Federation of Social Workers Africa, Kenya

11-b. Terrace Room

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9:00 - 10:00am Keynote session Ballroom Centre

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11-b. Terrace Room
11:45 – 1:15pm Parallel session 5

11-a. Ballroom Centre Evaluation of an online peer support network for adolescents with chronic kidney disease (CKD)
Dr. David Nicholas, Academic and Clinical Specialist, The Hospital for Sick Children, Department of Social Work, Canada

11-b. Ballroom East The impact on method and form of online communication in providing social support: Issues and applications
Dr. David Nicholas, Academic and Clinical Specialist, The Hospital for Sick Children, Department of Social Work, Canada

11-c. St. Patrick Room Using Web 2.0 to enhance global competence in social work education
Dr. Goutham M. Menon, Associate Professor, University of Texas at San Antonio

11-d. Terrace Room Social work for the i-world: Integrating technology, global/cultural contexts, and evidence-based/informed practice to meet contemporary challenges
Presenters: Wally Gingerich, Professor of Social Work, Mandel School of Applied Social Sciences, Case Western Reserve Dick Schoech, Dukid Professor, University of Texas-Arlington School of Social Work Yuhwa Eva Lu, Associate Professor, New York University School of Social Work Tazuko Shibosawa, Associate Professor, New York University School of Social Work Moderator: Suzanne England, Dean and Professor, New York University School of Social Work

12. Ballroom East Using technology to connect the aging, their families, and their caregivers
Paul Freddolino, Professor and Coordinator of Distance Education, Michigan State University, U.S.A.

12-a. St. Patrick Room Process factors in online teaching: Using self-reflection and small group dialogue to enhance learning about addiction issues
Wayne Skinner, Deputy Clinical Director, Addictions Program, CAMH / University of Toronto, Canada

12-b. Ballroom Centre A report on the development of a blended on-line collaborative learning community in a professional graduate school
Prof. Walter LaMendola, Director of Technology, Jean East, Associate Professor, Julie Anne Laser, Assistant Professor, University of Denver, U.S.A.

12-c. St. Patrick Room Using Web 2.0 to enhance global competence in social work education
Dr. Goutham M. Menon, Associate Professor, University of Texas at San Antonio

17. Terrace Room Social work for the i-world: Integrating technology, global/cultural contexts, and evidence-based/informed practice to meet contemporary challenges
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1:15 - 2:15pm Lunch – on own

2:15 – 3:45pm Parallel session 6

18-a. Ballroom Centre The Dutch national program for digital learning in social work education
Herman Van Lieshout, Senior Lecturer, Fontys University of Professional Education, The Netherlands
Albert Visser, Senior Lecturer, Hogeschool Utrecht, The Netherlands

18-b. Ballroom Centre The Canadian “Home Children”: a case study in the digitization of social work heritage material
Mr. Neil Ballantyne, Learning Technology Manager, Ms. Ellen Daly, Knowledge and Information Assistant, Scottish Institute for Excellence in Social Work Education, U.K.

18-c. Ballroom Centre Ensuring the discoverability of digital images for social work education: An online “tagging” survey to test controlled vocabularies
Ms. Ellen Daly, Knowledge & Information Assistant, Mr. Neil Ballantyne, Learning Technology Manager, Scottish Institute for Excellence in Social Work Education, U.K.

18-d. Ballroom East Game theory application in home for elderly of Hong Kong drug management, medical history, petty cash management
Mr. Kim Nam, Keith Tsoi, Managing Director, KTC Keith Tsoi Chinese Computer Centre, Hong Kong

Dr. Elizabeth DePoy, Professor, Dr. Stephen Gilson, Professor, University of Maine, U.S.A.

19-b. Ballroom East Advancing digital equality: A human service obligation
Dr. Elizabeth DePoy, Professor, Dr. Stephen Gilson, Professor, University of Maine, U.S.A.

Field Visits
Advance sign-up is required for Field Visits.
Meet in the Lobby of 89 Chestnut for transfers.

3:30pm F1 University of Toronto Psychiatric Outreach Program (UTPOP) - videoconference demonstration
UTPOP coordinates clinical service, education and support to communities throughout Ontario, but in particular, those communities which are rural, remote or are considered under-served in terms of mental health care services. In order to fulfill its mandate, UTPOP necessarily must rely on technology and, to a large extent, this means telepsychiatry via videoconferencing. This field trip will introduce you to telepsychiatry through an in-person exchange with UTPOP’s Director, Dr. Robert Cooke, and a live videoconference demonstration with a rural location in Campbellford, Ontario. (Maximum number: 15)

2:30pm F2 Kids Help Phone
This session will focus on how Canada’s national Kids Help Phone responds to children and youth experiencing cyberabuse through posting counsellor responses on its website. The technology employed in this service will be discussed along with exploring issues faced by kids experiencing forms of cyberabuse. (Maximum number: 20)

2:30pm F3

211Toronto
Established in 1971, Findhelp Information Services (Findhelp) is a charitable, non-profit organization and a leader in information and referral (I&R) in North America. Findhelp is recognized as one of North America’s top 211 service providers. Information management achievements include the development of a technology solution that optimizes web searches of large, detailed human services databases, enables data sharing across Ontario, and supports the vision of 211 through an integrated online database system. Findhelp also leads and facilitates the alignment of data standards and development of best practices in I&R data management across Canada.

Findhelp is accredited by the Alliance of Information and...
Wednesday, August 29

8:00am Registration 2nd Floor Foyer
9:00 - 10:00am Keynote session Ballroom Centre
   Barry Wellman

Connected lives
The Connected Lives study investigates interrelationships of personal networks, household relations, community involvement and media use (Internet, phone, in-person). Based at the University of Toronto, Prof Barry Wellman’s research examines virtual community, the virtual workplace, social support, community, kinship, friendship, and social network theory and methods. He is the Chair-Ermenitus of the Community and Information Technologies section and Community and Urban Sociology section of the American Sociological Association. He has been a Fellow of IBM’s Institute of Knowledge Management, a consultant with Mitel Networks, a member of Advanced Micro Devices’ Global Consumer Advisory Board, and a committee member of the Social Science Research Council’s (and Ford Foundation’s) Program on Information Technology, International Cooperation and Global Security. He is the co-author of more than two hundred articles, co-authored with more than eighty scholars, and is the co-editor of three books.

10:00 - 10:15am Morning refreshment break Ballroom West

10:15 - 11:45am Parallel session 7

20-a. Terrace Room
   Administering psychological tests in the 21st century: Leveraging the power of the internet
   Hazel Wheldon, Vice-President, Clinical and Education Division
   Rick Walrond, Manager, Programming Multi Health Systems Inc., Canada

20-b. Terrace Room
   Healthy adjustment in the post-partum year (happy) for mothers and supportive others
   Mrs. Ann-Marie Dawes, MSW Student, Andrews University, U.S.A.
   Dr. Michael Wright, Owner, MAWMedia Group, U.S.A.

20-c. Terrace Room
   Health literacy & well-being body systems program
   Mrs. Taunya Wright, Registered Nurse RGN
   Dr. Michael Wright, Owner, MAWMedia Group, U.S.A.

21-a. St. Patrick Room
   Internet-based health information use by persons aged 50 and older: An exploration of process, meaning, and experience
   Ms. Karen Zgoda, Doctoral Student, Boston College, U.S.A.

21-b. St. Patrick Room
   Global eHealth innovation through tobacco control
   Prof. Peter Selby, Clinical Director, Addictions Program Centre for Addiction and Mental Health, Canada
   Dr. Scott McIntosh, Assistant Professor, University of Rochester, U.S.A.
   Dr. Cameron Norman, Assistant Professor, University of Toronto, Canada
   Dr. Beth Bock, Associate Professor, Brown Medical School

21-c. St. Patrick Room
   Promille SMS service helps people to control excessive alcohol use
   Mr. Teuvo Peltoniemi, Director of Information Department, A-Clinic Foundation, Finland

11:45 - 1:30pm Closing lunch & launch of Husita9 Ballroom Centre

Join us for a farewell buffet lunch followed by the Launch of Husita9.

Lunch is complimentary. However, advance sign-up is required by Tuesday noon. Please drop by the Husita Hospitality Desk.
Parallel session 1

1 - a. Social work in a digital society
Jackie Rafferty, Director, Centre for Human Service Technology/SWAP, University of Southampton, U.K.
Dr. Jan Steyaert, Adjunct Professor, Centre for Human Service Technology, University of Southampton, U.K.

Summary: In this presentation we aim to outline some of the major issues when thinking about the digital society from a professional social work perspective. Starting from the position of individuals or households we will discuss three issues: the digital divide (which can sometimes be a bridge), digital literacy and the new information environment.

Abstract: We are living in a digital society which has significantly changed the information landscape affecting every aspect of our lives. The current wave of technological innovation is part of the context in which social work students, practitioners and service users and carers operate. The technology can improve the quality of our lives and learning and is a potential enrichment for social work practice but that depends on our active involvement and will not happen without social workers moulding technology developments and uses to their own and service users’ needs. However, the technology can also pose some challenges and dangers.

In this presentation we aim to outline some of the major issues when thinking about the digital society from a professional social work perspective. Starting from the position of individuals or households, three issues emerge:

- the digital divide (which can sometimes be a bridge);
- digital literacy;
- the new information environment

That environment is also part of the new meeting place between service users and social workers and will mean changes in social work practice, as well as in the skill set social workers require. We will end by outlining an extra digital skill social workers need, which can be labelled ‘innovation through resistance’.

1 - b. Internet and social trust: Implications for human services
Dhrubodhi Mukherjee, Assistant Professor, Southern Illinois University Carbondale, U.S.A.

Summary: Social trust is an important element in developing prospective Internet based human services catering to diverse population. The study conducts a secondary data analysis using data from the Social Capital Community Benchmark Survey to evaluate this relationship between social trust and Internet communication in the context of human service delivery.

Abstract: The study argues that the Internet is an interactive medium that connects people and has the potential to play a constructive role in building generalized social trust. Social trust is an important element in developing prospective Internet based human services catering to diverse population. However, literature on Internet and social trust is not unequivocal in that verdict and derides Internet as yet another new media that undermines conventional in person interaction essential for development of social trust.

The study conducts a secondary data analysis using data from the Social Capital Community Benchmark Survey (SCCBS, 2001). The survey comprises of national sample of 3000 respondents and community-based sample of 26,700 respondents. Social trust is measured by five distinct components that indicate existence of social trust in diverse environments. Stepwise multiple regression models indicated positive relationship between social trust index developed for this study and the Internet participation variables that include both access to the Internet and participation measures.

Of the three Internet related variables, Internet access proved to be highly significant (p<.0001) suggesting that subjects without Internet access demonstrate lower social trust than subjects with Internet access. Furthermore, subjects who spent more time on the Internet would experience decrease in social trust, this finding fits well with the bivariate analysis outcomes where five to ten hours of Internet time was identified as optimum for positive score on social trust index while more than fifteen hours on Internet use had negative impact. Online discussion had a negative effect on social trust; this finding was an unexpected element in this model. The implication of the findings to human service professionals working in potentially diverse environments, catering to clients farther from their location connected through the Internet, has been discussed in the paper.

Key words: Internet, Social Trust, Human Services, Diversity, Social Capital

2 - a. Technologies of care or rather care of technologies?
Mr. Thomas Ley, Research Fellow
Dr. Udo Seelmeier, Scientific Assistant, Bielefeld University, Germany

Summary: Social Work is affected by the difference of front-line case-work and a management perspective. Each side addresses different requirements and expectations on the usage of IT. Our general question is, how structures, functions and contents of case-management-software influence the ambivalent relation between case-work and management.

Abstract: Social Work is affected by the difference of front-line case-work on the one hand and a management perspective on the other hand. Each side addresses different requirements and expectations on the usage of IT. Our general question is, how structures, functions and contents of case-management-software influence the ambivalent relation between case-work and management.

To represent ‘reality’ in software, information about clients and interactions has to be transformed into a new formalized order. Focusing on this topic of formalization several authors are arguing that a new managerialism is shaping social work in its foundations: it is characterized by a tickbox culture, the dominance of standardized assessment tools (in contradiction to a traditional, holistic face-to-face communication), and last but not least the technological fix on software tools. If we follow this reasoning, the bundle of these ‘technologies of case’ will lead to a de-professionalization of social work.

Reframing this discussion and accordingly to current results from organisational research there are however at least two types of formalization: enabling and coercive formalization. If we adapt this heuristic for software in social work, a deterministic view on software can be handled, nevertheless the emphasis on ‘supporting professionalization’ from software in social work is still lacking.

Within the presentation we want to illustrate both sides of formalization by an empirical view on case-management-software (in the field of youth welfare) which provides decision corridors for supporting diagnosis and assessment, planning and documentation of interventions and evaluation of achievements for the front-line-practitioner and which generates in the same way aggregated data for the supervision and controlling by the management of social services.

2 - b. Web counselling interventions for youth involved in cyber-bullying
Duane, Counsellor, Kids Help Phone

Summary: Kids Help Phone is Canada’s only anonymous 24 hour bilingual phone and web counselling and referral service. In this presentation Duane will explain how counsellors at Kids Help Phone work with children and youth to avoid becoming involved with cyber-bullying and/or developing strategies to deal with the effects of cyber-bullying. Duane will provide an online tour of our website.

2 - c. Keeping up: Adapting child internet safety strategies to changes in technology
Robert MacFadden, Professor
Factor-Inwentash Faculty of Social Work, University of Toronto, Canada

Summary: This presentation identifies several safety strategies for children and youth using the Internet and explores the implications of new changes in technology on these recommended strategies.

The importance of a child protection safety assessment before these products are fully developed and marketed is emphasized.

Abstract: The rapid integration of information and communications technologies (ICT) into society offers considerable benefits and significant risks and has been termed a ‘double edged sword’ (Spence-Diehl, 2003). Child victimization through the use of ICTs is increasing as perpetrators explore the possibilities of these new innovations.

This paper will explore several of the commonly prescribed strategies for keeping children and youth safe from Internet predators and examine these strategies from the perspective of current and future changes in technology. An example is how...
advancing mobile phone technology will become the most common access portal to the Internet and how many safety strategies have been developed for non-mobile situations such as the positioning of the computer within a common area of the house and monitoring children’s use directly. New safety strategies that relate to the capabilities of these technologies will have to be developed.

It is essential to be forward looking and to examine new services and technologies in advance of their widespread use. Like an early marketing assessment, these child protection safety assessments of new products and services are needed to minimize dangers to children and youth. Recently (2007) the youth oriented online community MySpace was sued by parents of a girl who was abused by someone she met online on MySpace. The parents argued that MySpace should have implemented basic safety measures to prevent sexual predators from contacting and with minors on their site. Although the judge ruled that it was the duty of the parents and not MySpace to protect their daughter, the suit suggests that consumers and parents are looking for ways to hold ICT companies more accountable for what happens to people and especially children as a result of these new technologies.  


3 - b. Process is queen?: How to create distributed educational media
Dr. Michael Wright, Assistant Professor
Ms. Clarisa Perocchena, MSW Student
Andrews University, U.S.A.

Mrs. Taunya Wright, Registered Nurse,
BSN, MBA/Media Group, U.S.A.

Summary:

Content is king in media production, but process is also important. This paper introduces a method to guide production of distributed educational media projects. Specific examples are provided related to content development, production process, and project management based on real university and community education projects that implemented the method.

Abstract:

Production of an distributed educational media project (e.g. a CDROM or website) can be a daunting task. In addition to the work of compiling credible content from subject matter experts and research team members, the technological challenge is to engage users in an experience that provides fun and facilitates learning. This paper proposes a method for accomplishing the laundry list above. Key features of the technique include modular lessons, interactivity, animation, and narration.

The paper discusses the challenges inherent in a technological project, namely, getting subject matter experts to have enough comfort with the technology in order to write content that takes advantage of the capabilities of the medium. The method we describe frees the subject matter expert to write in the context of the question, “What would be the best way to communicate this content?” In this way, the content gains levels of potential engagement from the start. Technology is then used to achieve the vision rather than to just communicate the content.

The method we describe also presupposes Competency-based Education and Training (CBET). CBET means that learning objectives, the progression of lessons, assessments, and technological features all work together linearly for each lesson. Modular lesson develop means that individual lessons can be viewed out of order. This is not only a way to maintain learner interest, but it solves an important challenge in distributed education media development, updating lessons. Examples, reflections, and the method are presented based on actual projects completed 2006 & 2007.

3 - c. Surveying distance education efforts at schools of social work
Mr. Eric Youn, Assistant Professor-Distance Education Program
Dr. Marshall Smith, Professor,
University of Hawaii at Manoa, U.S.A.

Summary:

This presentation focuses on the results of a survey of all CSWE accredited programs (at all levels: BSW, MSW & PhD) on the extent of their distance education efforts

Abstract:

As distance education techniques become more and more prevalent within the various fields of academia, it becomes of greater and greater importance to track use and prevalence in order to help better determine trends in techniques, effectiveness, and best practices. Social Work as an academic field has also seen growth in distance education.

In an attempt to help foster this expansion of knowledge, this presentation details the preliminary results of a CSWE survey of all accredited programs (at BSW & MSW levels) on the extent of their distance education efforts and future plans. It also details attempts to attain a secondary set of data that builds on issues derived from the survey results.
such a project might be accomplished, what software and organizational structures might be useful, and how to solve other difficulties that will emerge, hoping to locate others who find this an interesting and useful idea.

102.

Knowledge management with Web 2.0 applications in human services
Klaus Bredl, Professor, University of Applied Sciences Neubrandenburg, Germany.

Summary: The need for Knowledge Management (KM) in Human Services is relatively new. This is an area which is growing parallelly to the transformation of health care organisations into efficiently managed enterprises. New web-based services which came up with the so called “Web 2.0” enable new possibilities of implementing KM-strategies.

Abstract: The sector of Human Services is characterized by knowledge intensive work places. The diverse duties of help and counseling in the Social Work require appropriate actual knowledge. Thus, the issue emerges how to provide the social worker with the right knowledge. On the one hand, concerning the strategy of codification of knowledge, it is necessary to conceptualize and develop instruments to support the identification, the storage and the access to codified knowledge. On the other hand, one has to reflect about the personalization in the sense of the distribution of knowledge and the cooperation between experts in the field of social work. New second generation web-based services often developed as “Open Source” as a part of the so called “Web 2.0” allow new forms of handling knowledge.

In the field of codification of human service-oriented knowledge some own projects showing the use of Open Source applications will be presented. The Wiki “Socialpedia” aiming at the building of a knowledge platform for practitioners in Social Work and the introduction of a Knowledge Management System in a job center.

Finally, an approach for the combination of Open source based Knowledge Management Instruments which supports both strategies - codification and personalization of knowledge- will be demonstrated.

A brief outlook on research on the implications of Web 3.0 for the Human Services will round off this contribution.

Parallel session 2

4 - a.
Technologies empowering Ontario’s child welfare system
Jeanette Lewis, Executive Director, Ontario Association of Children’s Aid Societies, Canada

Mr. Ronan Rooney, Chief Technology Officer & Co-founder, Cúram Software, Canada

Summary: Driven to better serve the children of Ontario, the Ontario Association of Children’s Aid Societies (OACAS) decided to merge its 10 databases into an integrated child welfare management system.

This presentation examines OACAS’ decision to implement an integrated system and provides an overview of the program’s successes and challenges.

Abstract: The Ontario Association of Children’s Aid Societies (OACAS) plays a vital role in countless children’s lives – providing child welfare support services to the most vulnerable Ontarians. OACAS serves Children’s Aid Societies (CAS) by promoting child welfare issues, liaising with government leaders, assuring quality in child welfare practices, and providing training for all of Ontario’s child protection workers. CAS’ nearly 8,000 employees conduct over 82,000 child welfare investigations annually.

Keeping track of every investigation represents a high priority for OACAS and its member societies. Previously, the organization utilized 10 separate databases to track every child welfare case under its purview, a time-consuming and burdensome approach. Driven to better serve the children of Ontario, OACAS decided to implement the Single Information System, an integrated child welfare management system.

Funding for a pilot study is being provided by the Ministry of Finance and development and integration services are being provided by IBM.

To make the Single Information System a reality, OACAS looked to solutions provided by Ireland-based Cúram Software. Cúram Software, from the Gaelic word for “care and protection,” helps human services organizations provide better services quickly. Cúram Software uses social enterprise management (SEM), a new category of enterprise software, to streamline and modernize legacy database and eligibility systems.

This presentation, co-presented by Jeanette Lewis, executive director of OACAS and Ronan Rooney, CTO and co-founder of Cúram Software, examines OACAS’ decision to implement an integrated system and provides an overview of the program’s successes and challenges to date. The presentation will take a “lessons learned” approach and instruct conference attendees on topics to consider when overhauling a mission-critical system, such as how to choose a solution that fits their organization’s budget, how to leverage technology for maximum results, and how to approach a major technology overhaul in a child welfare/social services setting.

4 - b.
Target your computer system implementation efforts for maximum effect: Results from four human services
Dr. Menachem Monnickendam, Senior Lecturer, School of Social Work, Bar Ilan University, Israel
Riki Savaya, Associate Professor, Bob Shapell School of Social Work, Tel Aviv University, Israel

Summary: This paper presents the results of a study conducted in two types of human service organizations in Israel. The study aimed at identifying the most salient factors affecting user satisfaction with computer systems. A discussion of the implications of these findings for human service management concludes the paper.

Abstract: Implementing a new client system in a human service is expensive, time consuming and requires significant organizational resources. Given these costs, it is imperative for human service managers to measure their system implementation related efforts in areas providing the largest return in terms of end-user satisfaction.

End-user satisfaction is affected by: organizational support during system development and implementation, attributes of the development and implementation process, and system usefulness. Research encompassing all three groups of variables in order to assess their relative effect on end-user satisfaction in human service organizations is lacking.

Organizational support during and after implementation refers to the normative environment suitable for and supportive of change, thus contributing to the willingness of workers to adopt to the system. Attributes of the implementation process refer to the design of a process that allows for user involvement, and training. System usefulness refers to the match between the system and the daily work routine.

Research to assess the relative effect of these groups of variables, on end-user satisfaction was conducted in four human service organizations in Israel, two of which had introduced management oriented systems while the other two had introduced client oriented systems (N=517 social workers).

Results indicate that technical support, importance to management, training, and system usefulness explain 58% of the variance in end-user satisfaction. Social work education should familiarize human services managers with the salient factors affecting computer system implementation in human services.

5 - a.
The road to Hana: Going the distance to deliver social work education to remote, underserved and culturally diverse populations
Dr. Ann Rosegrant Alvarez, Director of Distance Education, Dr. Marshall Smith, Program Coordinator, Distance Education, University of Hawai’i at Manoa, U.S.A.

Summary: Traveling “The Road to Hana,” a distance education team delivers an MSW degree program to underserved and remote populations, including Native Hawaiians. Presenters identify challenges and strategies in working across cultures, distance and geographic barriers, and articulate specific efforts—including the use of technology—to respect and reflect regional and local culture.

Abstract: Until this year, access to the MSW degree was very limited for many Hawaiians who are most committed to their communities. In turn, this contributed to a shortage of human service programs and practitioners, and exacerbated social problems experienced disproportionately by native Hawaiians and descendants of early immigrant groups. A distance education team is now delivering an MSW degree program reaching underserved and remote populations, including Native Hawaiians. Presenters identify challenges and strategies in working across cultures, distance and geographic barriers, and articulate specific efforts—including the use of technology—to respect and reflect regional and local culture.

The authors used the shared experience of a trip traveling “The Road to Hana” as a metaphor to describe the distance education approach developed to make the MSW degree program available to those who have been underserved due to their remote location and other factors. The process...
Abstract: Medicine 5 - b. community agencies (McFall & Freddolino, 2000). It also contributes working effectively with indigenous populations (Berman, 2006; Rice-Green & Dumbrill, 2005)).

The projects discussed in this paper illustrate two different models for interorganizational systems (IOS) that integrate dissimilar human services information systems. The methodology employed knowledge sharing and participative decision-making (Chi & Hubschle, strategic planning and visioning (Volkoff, et al), augmented by discussion on governance structures (Bardach, 2001).

The service operates through an integrated communication technique, which enables a 2-way communications between the elderly and the call centre operators. Whenever the service users require assistance, they can simply press the remote trigger and communicate with the 24 hour call centre. The projects discussed in this paper illustrate two different models for interorganizational systems (IOS) that integrate dissimilar human services information systems. The methodology employed knowledge sharing and participative decision-making (Chi & Hubschle, 1991; Midgley, 2000), and Checkland (2001). Only after all the process flows and organizational constraints were fully described were we able to identify the design for the IOSs.

One application is a Shared Point of Access (SPA) between a group of non-profit agencies providing services to senior citizens to facilitate interagency case management. The second project involved a collaboration between a mental health agency that needed a better way to organize information about community resources and a regional information and referral center (2-1-1) that had this information in a database. The application employed to facilitate this integration was a wiki (similar to Wikipedia). The end result is an IOS that facilitates organizational memory (Feldman & Feldman, 2006) combined with the highly efficient information management capabilities of the 2-1-1 database.

After 10 years of development, the service has evolved from an emergency link into a holistic personal care service. Apart from emergency assistance, counselling service, friendly visits by volunteers and care management for in-home support services are rendered to the seniors. In the near future, emergency assistance in outdoor environment with location tracking and Tele-health advice service operated by professional nurses are planned to render. Under the cold metal surface of the PE Link system, lots of human touches are rendered to the needy by means of different technology applications.

Summary: The abstract is about how the elderly living in the community are linked through an advanced information and communication system by the Personal Emergency Link Service of the Senior Citizen Home Safety Association in Hong Kong. Holistic services are rendered to the elderly under the cold metal surface of the system.

6 - b. The impact of access to personal computer at home on the children's learning capacity, civic participation, social relationship and parent-child relationship.

Dr. Chi-kwong Law, Associate Professor, The University of Hong Kong, Hong Kong

Summary: The impact of access to personal computers on the children's learning capacity, civic participation, social relationship and parent-child relationships is examined. Moderating variables include: the demand and support from school in using ICT education, parents' education level, computer literacy and their aspiration towards their children and other demographic variables.

Abstract: In January 2007, a survey on about 1,200 children of low-income families and one of their parents was conducted prior to their receipt of a recycled personal computer. The study aimed at identifying the impact of access to home computer on the learning capacity, civic participation, social relationship, and parent-child relationships, either moderating or mediating by other variables such as demand & support from school in using ICT education, parents' education level, computer literacy and their aspiration towards their children and other demographic variables.

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Perpetuating old exclusions and producing new ones – digital exclusions in information society

Dr. Yu-Chung Wong, Assistant Professor
Dr. Chi-kwong Law, Associate Professor
The University of Hong Kong, Hong Kong
Dr. Yat-Chu, John Fung, Director, ITRC, HKCSS, Hong Kong
Dr. Chi-yee, Jolie Lam, Research Assistant
The University of Hong Kong, Hong Kong

Summary:
This paper describes a digital inclusion index measuring digital divide between disadvantaged groups and the mainstream society in Hong Kong. The index captures information about access, knowledge, usage and affordability in information communication technology and the findings depict the degree of digital inclusion/exclusions across various disadvantaged groups.

Abstract:
This study presents a research which measures the degree of digital exclusion – or conversely, the degree of digital inclusion in a developed city in East Asia. Governments in the region are among the most active actors in the developed world in pushing its society ahead in developing knowledge economy and information society. The major concern is to improve/maintain their competitiveness in the new knowledge economy created by the process of globalization and the advancement in information technology. Many countries in the region have established themselves in the top ranks of a number of indexes and measurements comparing digital readiness, digital access, ICT penetration, etc. However, not all the citizens in the region share the benefits and promises of the information society. People of the traditionally disadvantaged groups in the society, such as the elderly, low income groups are in the process of further excluded from the information society. Such exclusion affects other social groups as well. This study creates a new digital inclusion index to measures the degree of inclusion of various disadvantaged groups in the information society. Data regarding seven disadvantageous groups, such as elderly, persons with disabilities, housewives, children in low income households, etc. were collected through household survey (N= 2312). The index captures information about access, knowledge, usage and affordability in information communication technology of the disadvantaged in comparison with the mainstream society (N= 756).

Parallel session 3

A first look at persuasive technologies in the human services

Prof. Walter LaMendola, Director of Technology
University of Denver, U.S.A.

Summary:
Persuasive technologies are interactive technologies used to motivate, change behavior or attitudes, or increase compliance. Examples of human service applications that incorporate persuasive technologies as modalities for influencing behavior, dealing with intervention barriers, and enhancing therapeutic outcomes are examined. The paper examines current ethical guidelines in these areas.

Abstract:
Persuasive technologies are interactive technologies that are used to motivate, change behavior or attitudes, or increase compliance. The study of the interaction of computing, communication services, and human persuasion is part of a developing field of knowledge called captology. Captology theory and methods are interdisciplinary. No single method or theory “…captures the persuasive possibilities of interactive technologies” (Fogg, Lee, and Marshall, 2002). The authors examine the emerging field of human service captology in terms of human service applications that incorporate the Internet and Web services as new modalities for influencing behavior, dealing with barriers to delivering interventions as intended, and enhancing therapeutic outcomes. A framework developed by Fogg (1999, 2002)called the Functional Triad begins by classifying computer functions in three areas: as tools, as media, and as social actors. (Examples of at least one type of application from each functional area will be included)

Computers as Persuasive Tools – intended to increase capabilities and change mental models
1. applications that simulate cause and effect,
2. simulate environments,
3. simulate objects.
Computers as Persuasive Social Actors – intended to create relationships
1. applications that provide social support or sanctions,
2. model attitudes and behaviors,
3. leverage social rules and dynamics.
Credibility is an underlying theme, in a topic that has been widely studied, and has multiple dimensions (Self, 1996; Buller and Burgoon, 1990). Important dimensions of credibility for the human services are trustworthiness and expertise. The paper summarizes the meta-review by examining current ethical guidelines in these areas.

Addiction-link and other ICT tools in addictions prevention and treatment in Finland

Mr. Teuvo Peltoniemi, Director of Information
Department, A-Clinic Foundation, Finland

Summary:
Addictionlink, SMS-Promille & Help-info - ICT-based psycho-social prevention & treatment services of Finnish A-Clinic Foundation serve monthly 40000 individuals. 10-years-experiences suggest ICT partly replace face-to-face work, better & cheaper, preferred by clients. Harms like net addiction need attention. Future calls transfer from infrastructure to human instructiveness; broader thematic concepts; virtual reality & robotics inclusion, contents, organisational, and traditional services integration.

Abstract:
Many ICT features are especially suitable for dealing with mental health and addiction problems. Internet and mobile services offer interactivity and feedback. Partial return to written word gives benefits, especially in regulating anonymity. ICT offers low threshold to seek help, empowerment to use own resources and simplifies complex society by easy availability and choice freedom, and serves hard-to-reach peer and marginal groups. A-Clinic Foundation has used ICT in prevention and treatment since 1996. AddictionLink (Paihdelinkki) consists of databank, open & closed discussion forums, self-assessment tests and guidance programs, counselling & consultation services, areas for children and families etc. in Finnish, Swedish, English, Russian & Sign language with 40000 individual visitors a month.

Since 2000 the cell phone SMS Promille helps to estimate blood alcohol level and legal status to drive. Another one operates in the Czech Republic. A new extensive SMS service based on peer support and professional counselling is in production.

The Foundation coordinates early-stage crisis portal uru.apuna.info (help-info), a cooperative site by 23 mental health, addictions, children's protection, child abuse & domestic violence and public health organisations offering versatile help via one channel while reaching sufficient critical mass. Here one can seek help without prior self-diagnosis, which professional system to approach. The future needs: 1) to transfer infrastructure emphasis to human instructiveness, 2) broader psycho-social concepts are needed, 3) ICT services must integrate with traditional for a flexible service chain, 4) Contents and organisational integration is needed nationally and globally. Soon also 5) virtual reality and robotics play an important role in prevention and treatment. As pre-taste we have tested a small-scale Tamagotchi treatment.

While developing ICT services, attention is needed to 1) quality proof system, 2) prevention of digital divide and 3) research on effects. Experiences from Finnish tools suggest that ICT can replace part of standard face-to-face work. While better and cheaper by results it is often preferred by clients. Also possible harms must be taken into consideration. As an addiction oriented organisation A-Clinic Foundation offers prevention and treatment tools for Internet addiction and gambling, paradoxically but for good reason mainly in Internet. More information. Peltoniemi, Teervo: Experiences and perspectives in using telematic prevention on sensitive health issues. In: Latifi (ed.): Establishing telemedicine in developing countries. IOS Press. Amsterdam 2004. www.prevnet.net (EU network site)
Abstract:
Computers, phones, and the Internet are merging to provide a powerful set of tools for delivering human services. This presentation will overview a web-based application designed to optimize adherence to intervention plans. The major application supports case management where workers have high caseloads making it difficult to monitor and prioritize all cases in order to focus on those most at risk. The system uses a web site to deliver messages, reminders, and surveys using a variety of phones including smartphones and VoIP. The system has 5 features. First is a web site where client and worker set up the intervention plan goals and objectives along with the questions that will provide good indicators of success. Questions can be similar to: do you feel you are doing better, do you feel your medication is working, do you want your worker to contact you, etc. The second is a web site where clients and worker specify when the client wants to be called, how often, who else to involve in the case management process, and who can see the results. The third feature involves providing educational audio files and voice reminders to clients. The fourth is the graphic display of the results of the client-phone interaction and the survey voice reminders to clients. The fourth is the graphic display of the survey voice reminders. The fifth is the computer self-efficacy and computer anxiety in a hospital-based social work and nursing case management department.

Use of IT programs within the hospital setting was assessed by self-reported frequency of use of the shared drive system of electronic resources and by observed behavioral proficiency in completing a computerized task of resources on the shared drive. Computer self-efficacy was assessed by self-report survey adapted from the Computer Self-Efficacy Scale developed by Murphy, Grover, and Owen (1989). Computer anxiety was assessed by Johnson's (2005) self-report survey version of the Computer Anxiety Rating Scale adapted to reflect the specific IT programs utilized in the hospital setting. Computer usefulness was assessed by a modified version of the self-report Usefulness survey developed by Franz and Robey (1986). All of the 45 participants completed the self-report survey measures, with 27 also completing the computerized search task.

The results indicated significant relationships between observed behavioral proficiency on the computerized search task and self-reported ratings of computer self-efficacy and computer anxiety. Higher task proficiency was associated with higher computer self-efficacy ratings. Lower task proficiency was associated with higher computer anxiety. More frequent self-reported use of the shared drive system was significantly associated with higher ratings of computer usefulness.
9. a The case for open access to social work research

Jan Steyaert, Professor, Fontys University of Applied Sciences, The Netherlands

Jackie Rafferty, Director Centre for Human Service Technology/SWAP, University of Southampton, U.K.

Summary: High quality of social care provision calls for a close relationship between practice and research. The academic publishing culture has not been helpful in establishing this proximity. Is the internet, google and open access bringing research and practice closer together?

Abstract: Internationally there is a strong and growing call for social work to be evidence-based and informed by research on effectiveness of social interventions. Equally there is a long tradition of research into the lack of social work practitioner access to the existing research literature, beginning with the work of Wilson and Streetfield in the mid seventies.

Technology has changed the information landscape of practice settings. The wide availability of computers and the internet in conjunction with increasing practitioner familiarity with using technology has drastically transformed the information landscape. In their domestic and social life practitioners have become familiar with using the internet to look up train timetables, book tickets for events, shop, download music, etc. ‘Google’ is an important if not the first gateway to information. They are also likely to be in touch with family and friends through communication technologies. In their professional life practitioners are using the technology to keep records, carry out assessments, communicate with colleagues and service users, access local policies and information.

Technology has equally changed the information landscape in research settings. Printed journals are rapidly being replaced by electronic versions, and an increasing number of publications are freely available in digital form. Rising subscription costs and the opportunities of the internet result has led to calls for ‘open access’. There are numerous arguments to support open access. First, it is necessary for young researchers to have their work available, allowing conceptualization to increase and the creation of a compendium of social work practices and engaging practitioners in the production of research. The creation of a compendium of social work practices is proposed, similar to the Wikipedia, where partially conceptualized conventions can be compiled and made available, allowing conceptualization to increase and the information gained can gradually move up the evidence hierarchy. Could this be an exploration problem solving around this idea?

9. b A social work wiki? increasing the evidence base and supporting practitioners in the production of research

Dr. Harriet Meck, Assistant Professor, New Mexico State University, U.S.A.

Summary: The creation of a compendium of social work practices is proposed, similar to the Wikipedia, where partially conceptualized conventions can be compiled and made available, allowing conceptualization to increase and the information gained can gradually move up the evidence hierarchy. Could this be an exploration problem solving around this idea?

Abstract: Most of us agree the evidence base for social work practice needs to be increased, but many researchers seem to think only of the level of the randomized controlled trial (RCT). Practitioners complain much of the published research is of little help to them. Almost no one talks about the lower levels of the evidence taxonomy; observations, accepted practice, expert opinion, etc. Yet, practitioners often operate at this lower level of evidence, depending on their own accumulated experience and that of people they trust, along with their own observations of the immediate situation. The questions emerging at this level are often not studied at the higher levels, in part because of difficulty in conceptualization.

Can some of these problems be solved, perhaps also helping to heal the rift between practice and research, practice and academia? Can practitioners be engaged in collecting expert opinion, careful observations, expert practice, etc. for questions that concern them? This would help keep research related to the actual work of practitioners. Themes could be identified, in some cases allowing sufficient conceptualization for study at the RCT level while for others, further work might be needed for adequate definition. Could all this be compiled in a format much like the popular Wikipedia, available to researchers and practitioners alike?

The author will present her ideas on this subject, including one study of this type she has carried out. She will then engage the audience in a working discussion on how such a project might be accomplished, what software and organizational structures might be useful, and how to solve other difficulties that will emerge, helping to locate others who find this an interesting and useful idea.

9. c Creating an information commons: Sharing knowledge to connect administrators, professionals and participants

Mr. Josh Knauer, Director of Advanced Development, MAYA Design, Inc., U.S.A.

John Pierce, Deputy Director of the Office of Information, Allegheny County Department of Human Services, U.S.A.

Summary: The HumanServices.net project, named by InfoWorld Magazine as one of the Top IT Projects of 2006. HumanServices.net is a distributed database that brings together data from thousands of human service providers and nonprofit organizations into a single, easily searchable repository. This data is fused with information on the community’s demography, geography and education systems, creating a comprehensive picture of assets and needs.

Using HumanServices.net, a caseworker looking for drug treatment programs for a teenager can pull up with one search the description of a relevant program near the teen’s school and on an accessible bus route. Contact information, facility hours, photos, a map and directions are all available for the referral. Before HumanServices.net, this information would take hours to locate, verify and package.

The system’s unique distributed design allows each participating agency and organization to maintain control of their own data through their own systems. Allegheny DHS updates information using its own database system, and then the Information Commons (the peer-to-peer network that HumanServices.net is built upon) extracts the data and reformats it for HumanServices.net. Participating organizations can enter their data into the Commons directly, and they can also publish data available in the Commons from other organizations on their own websites. Independent sites focused on after school programs and offered through the United Way have used the Commons in this way, a tribute to how the HumanServices.net effort benefits the entire human services community.

Josh and John will speak to the challenges and benefits of uniting a community’s human services data into a distributed system like the Information Commons. HUSTA participants will gain a deeper understanding of how new technologies can help agencies save money and streamline workflow while creating a comprehensive picture of human service assets and needs.
10 - a.  ETherapy: An alternative to FTF psychotherapy
Dr. Georgia Cardenas-Lopez
Prof. Berenice Serrano
Universidad Nacional Autonoma de Mexico, Mexico

Summary: This paper present an e-therapy program with a double benefit: the students will be able to count on practicing with programs suitable to their own interests and curriculum structure, in addition to practicing their clinical abilities; the patients will benefit from having access to high-quality psychological services at a distance.

Abstract: The mental health services, like other areas, are benefiting from rapid advances in information and communication technologies. For several decades, treatment programs have been created with the aid of computers with successful outcomes. Computer technologies are increasingly being applied to several mental disorders and their respective treatment programs.

The Virtual Teaching Laboratory of Psychology at the National University of Mexico (UNAM) is orchestrating its program of e-therapy for anxiety and depression disorders. Psychology students will get a double benefit, they will be able to count on practicing with programs suitable to their own interests and curriculum structure, in addition to practicing their clinical abilities in an innovative psychotherapy modality that will help them to prepare their professional futures. The patients will benefit from having access to high-quality psychological services applied to them through consultation of a qualified professional.

The availability of formative programs of service that strengthen the university students' integral formation, in particular the linking of theory and the practice, represents a great contribution to the field of psychology. The training of students in this innovative therapeutic modality and its incipient application in Mexico, allows the educator to provide the student with specialized knowledge that fortifies his or her competence level and modernizes them as a professional in these newly developing specialties.

Based on preliminary feedback, this modality of therapy has been well accepted by the patients, who have expressed that it is comfortable to have a therapy session from home, work or form the university without having to spend time being in transit from one place to another one. Also they refer to having good communication with their therapist when combining the sessions by Chat with the sessions via eMail, and that the e-therapy has been as effective as the face to face therapy in the treatment of anxiety and depression problems.

10 - b.  Using technology to promote communities of practice (CoP)
Dr. Brenda Moore
Interim Department Head & BSW
Director, Texas A&M University - Commerce

Summary: Communities of Practice (CoP) is a theoretical model that describes people with shared concerns and interests. This paper presents an overview of the CoP model and describes how technology can facilitate the use of CoPs in social work education and practice to facilitate learning and problem-solving.

Abstract: Social workers are seeking new practice models to facilitate education and practice as they confront current challenges inherent in the blending of many cultures, increased globalization, and technology. Communities of Practice (CoP) is a theoretical model that describes people with shared concerns and interests who emerge as groups based upon a common need. This paper presents an overview of the CoP model and describes how technology can effectively use CoPs in social work education and practice to connect people to facilitate learning and problem-solving.

Communities of Practice (CoP) was first proposed by Wenger and Lave (1991). Communities of Practice are comprised of “groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise by interacting on an ongoing basis” (Wenger, McDermott & Snyder, 2002, p. 4). CoPs have a shared history, an enterprise that forms around a value or purpose, and the enterprise involves learning. CoPs do not necessarily develop or produce a product, the emphasis is on learning, practice, and process. Learning is viewed as distributed among the participants of the community, including experts, novices, and everyone in between. Understanding and experience are in constant interaction.

Current research is focusing on examination of virtual CoPs (Johnson, 2001; McLoughlin, 1999; Hilchey & Kimberle, 2000; Adams & Freeman, 2000; Putz & Arnold, 2001). Educators are exploring how distance-learning technologies might facilitate the creation of distributed Communities of Practice. Comparisons are applicable for virtual and traditional communities. The Internet has increased the parameters of what is known as a community and further study is needed to fully understand how the human dynamics described by Lave & Wenger’s model apply in a virtual environment.

10 - c.  Morning Sun Standards Manager for accreditation
Dr. Larry Sanders
Chairman / CEO, Morning Sun Software Development, Canada
Mr. Jeffery Angelo
President, Intellilaw Information Solutions, Canada

Summary: The Standards Manager is a great project management tool for organizations seeking accreditation for the first time and for those seeking re-accreditation. Organizations can use Standards Manager to engage their staff in the accreditation process by assigning tasks and developing action plans, tracking progress, and printing status reports for specific or generic measurement.

Abstract: The Standards Manager is a computer application developed by Morning Sun Software Development for organizations to use in their accreditation preparation process to create an organized comprehensive package of evidence of conformance to the Commission on Accreditation of Rehabilitative Facilities (CARF) standards. Standards Manager is a great project management tool for organizations seeking accreditation for the first time and for those seeking re-accreditation. Organizations around the globe, i.e. Sweden, U.S.A., Canada, can purchase Standards Manager directly from CARF for $1495 USD to engage their staff in the accreditation process by assigning tasks and developing action plans, tracking progress, and printing status reports. Organizations will save time preparing for their assessment survey by creating an efficient electronic documentation repository by attaching and copying evidence items directly into Standards Manager. It allows organizations to see what has been changed or added and address those areas by creating traceable action plans to meet or exceed the standards. Morning Sun Software Development upgrades the software annually to include the new standards created by CARF. The design also allows for the software application to be portable to other accreditation standards and has the capacity to accommodate other performance measures.

Types of Organizations that would benefit from the software:
- Behavioral Health Services
- Child and Youth Services
- Medical Rehabilitation Services
- Aging Services
- Opioid Treatment Services
- Vision Rehabilitation Services
- Employment and Community Services
ClientTrack: Modern technology for human social services

Mr. Brian Bingel
President

Dr. Richard Alvarez
Chief Operating Officer

David Talbot
Vice President of Development,
Data Systems International, Inc., U.S.A.

Summary:
Human social services providers face increasing challenges associated with compliance reporting requirements and non-technical end users tasked with collecting client data through complex technology solutions. ClientTrack is an intuitive application that enables end users to record all of the required data easily. This results in accurate reports that satisfy increasingly complex compliance reporting requirements.

Abstract:
In the twenty-first century, human social service providers face unprecedented difficulties in order to meet the expanding needs of humankind. Demographic data and program outcomes can assist planners and academics to evaluate current social services programs, modify existing systems, and craft novel solutions for the future. Through its contractual agreements with its clients, Data Systems International, the producer of ClientTrack, has maintained the rights to a vast amount of anonymous social service data which can assist in this endeavor. A live demonstration of ClientTrack and a discussion of its relevance to human social services providers will be provided.

Non-profit organizations have a growing interest in technology applications designed to meet their needs. With the development of Wild Apricot, non-profits have a new and effective way of connecting through technology. Delivered as a software as a service, Wild Apricot software resides on a central server but non-profits access it remotely and have full control over website, contact database etc. Thus there is nothing to install or maintain locally - it can be used by staff and volunteers from any computer with Internet connection and a common browser like Internet Explorer or Firefox. It can be deployed instantly and afforded by the smallest charity, professional association or support group.

Wild Apricot is a fully integrated system that delivers key functionality for member management, easy content creation and updating, online payment for dues and fees, event management and donations. The application’s user interface is designed for non-technical people and focuses on simplicity and ease of use. Users can easily understand the application and easily manage their website. Additionally, the ASP.NET and AJAX technologies that Wild Apricot adopts allow for quick development, testing and deployment of new functionalities and implementation of very rich interactivity.

Non-profit organizations are very diverse and complex because of their size, number of members and nature of operations. Taking all these factors into consideration, the biggest challenges include:

- Developing the application in such a way that is generic enough to work for clubs, charities and associations etc. but tailored enough for each organization to figure out and apply to their situation.
- Providing an easy to use interface for novice, non-technical users while providing comprehensive functionality for expert users.
- Using the modern AJAX technology to make the application feel like a desktop application - while managing the internal complexity of doing this and maintaining compatibility with major browsers.
- Maintaining flexibility through short iterations as a result of ongoing feedback, requirements changes and new laws and regulations.

Wild Apricot helps non-profit and charitable organizations grow and thrive. Our commitment is to make it easier and affordable for these organizations to carry out their own efforts. There are no extra fees, maintenance and upgrades are included into monthly subscription fee (which ranges from $12 to $200 a month so it can be afforded by the smallest non-profits).

By helping organizations operate more efficiently, we can make a difference in the lives of others. Wild Apricot is already allowing many non-profit supporters to build movements for social, environmental and political change. Wild Apricot is used by over 1,000 non-profit organizations worldwide and now is embarking on new major activities to reach more organizations.

Wild Apricot is used by over 1,000 non-profit organizations worldwide and now is embarking on new major activities to reach more organizations.

Using organizational outcome monitoring within multi-agency and funder networks

Dr. Kelly Ernst
President & CEO

Mr. Dave Sargeant
Regional Manager,
Ontario Canadian Outcomes Research Institute, Canada

Summary:
This workshop will teach participants a data system that collects data on a person and organizational level, but is able to aggregate data on multi-agency groups. Participants will see how aggregating data across agencies can occur with ease, simplicity and low cost while simultaneously engaging in discussion on the ethical, legal, and social policy implications for using multi-agency data systems.

Abstract:
Funders have been requesting outcome information in Canada for a number of years and it is increasingly common to use outcomes within an accountability exercise. Yet little is done with the evidence of successes and failures about human services after the data is produced. This workshop walks people through the Hull Outcome Monitoring and Evaluation Systems which collects data on a person and organizational level and is able to aggregate data on multi-agency groups and across regions. The workshop will demonstrate that collecting outcome information across multiple agencies can occur with ease, simplicity and low cost. It will also demonstrate that such information can start a process of asking hard questions for policy and decision-making. The workshop will end with a discussion regarding questions related to the theme. So what now? services produce outcome information but what comes next? Ethical, legal, and social policy scenarios and their implications will be discussed during the presentation.
12 - b. Enabling connectivity: Developing technical literacy through organizational and physical design as a means of promoting interdisciplinary higher education

Mr. Tarsem Singh Coomer, Associate Director
The Centre of Excellence in Interdisciplinary Mental Health, University of Birmingham, U.K.

Summary:
This paper outlines an organizational and physical design at a Centre of Excellence in Teaching and Learning at Birmingham University, UK. The Centre aims to develop technical literacy of academic staff and mental health service users/carers to create ICT based materials that promote interdisciplinary education collaboration between six University Schools.

Abstract:
Interdisciplinary education requires that University programmes are able to work together to produce graduates who have an inter-professional view of the world. Cuban (1999) argues that existing structures, cultures and processes within higher education institutions prevent them from effectively cultivating teaching partnerships that promote interdisciplinary collaboration.

Employed appropriately, information and communication technology (ICT) has the potential to overcome some of the barriers that ‘traditional teaching’ methods have imposed on interdisciplinary education by providing new ways of connecting students, academics, service users and careers in teaching and learning processes.

This paper outlines a design developed at an Interdisciplinary Centre of Excellence in Teaching and Learning at the University of Birmingham, UK. From its inception the Centre adopted a model that aimed to provide academics and service users and careers with the skills required to create e-learning materials. The objectives are to create resources that are easily shared and provide a diverse perspective about mental health issues to an interdisciplinary audience.

This paper explores the approach developed by the Centre to encourage technical literacy through its organisational and physical design. The first focuses on the processes and opportunities created through the existence of a ‘Teaching and Learning Fund’. In particular the facility the fund provides for academics and service users and careers in teaching and learning processes.

12 - c. Enhancing student learning with case-based multimedia: The views of social work students in Scotland and Canada.

Dr. Alan Knowles, Instructor,
Grant MacEwan College, Canada
Mr. Neil Ballantyne, Learning Technology Manager,
Scottish Institute for Excellence in Social Work Education, U.K.

Summary:
This paper summarizes the results of a survey evaluating students’ use of case-based learning in Scotland and Canada. The results indicate strong support for the use of multimedia case scenarios in social work education. The findings have implications for development, reuse, sharing, and exchange of digital learning resources.

Abstract:
This paper summarizes the results of a survey evaluating students’ views of case-based learning comparing learning from traditional text-based case material with learning using a web-based multimedia case scenario. The survey included two cohorts of social work students from two different English speaking countries: Scotland (N=59) and Canada (N=57). Based on the principles of problem based, constructivist and collaborative learning, students participated in learning activities built into their respective courses. At the end of the courses, students completed a structured survey form including a series of statements using a five point Likert scale to quantify their views of the different case types (text-based and multimedia). Students in Canada also participated in two focus groups that further explored their experiences, including questions related to authenticity, real world learning, relevance of the case scenario to their practice, sense of immediacy and emotional reactions, and the design of the case scenario. The results indicate strong support for the use of multimedia case scenarios in social work education and that students’ learning was enhanced compared to the use of text-based case studies. A number of benefits, disadvantages and recommendations were identified that will help guide the future development, (re)use, and exchange of digitized learning resources in social work education. The findings have implications for educators who are interested in the development, reuse, sharing and exchange of digital learning resources in social work education.

13 - a. Information technology and health education

Ms. Miriam George, Social Worker,
Centre for Addiction and Mental Health, Canada

Summary:
A qualitative study conducted with health care educators in a large city suggests that health organizations are not providing the training supports needed to foster technological competency among these health educators and that these organizations may be harming young, male educators to deliver this technology based education and overlooking women and older educators.

Abstract:
The primary role of health educators in a health care setting is providing practice-oriented innovative educational activities using a variety of technologies. This researcher conducted a qualitative study investigating health educators’ roles and challenges in a large multilingual city. The researcher used fifteen individual interviews and one focus group for data collection. The participants in this study were health educators who had been working in the downtown city hospitals for two or more years. The researcher analysed the data using N Vivo, which demonstrates that while there is a strong demand for health educators in health care settings, the lack of organizational support and of innovative educational materials are adversely affecting the delivery of health education. Major findings also include: needs more recognition for health education/health educators, more community resources, more continuing professional education for health educators, lack of role clarification, lack of enough funding. One of the other major findings of this study is that the lack of technology training and the resulting general deficiency of technological knowledge among health educators are negatively affecting the quality of continuing health education. Although health care organizations are eager to introduce technology-based health education, they are not providing enough technical training for health educators to be able to effectively deliver these programs. Another important finding is the role of gender and age in the assignment of technology-based education. Results show that health care organizations expect young, male health educators to take more initiative with respect to information technology. There seems to be a prevailing attitude that this demo-graphic group is more adept at understanding and working with technology, and so it has become more difficult for women and/or older educators to get access to technology training. It is recommended that more effective, culturally appropriate, technology-focused health education be emphasized to provide accurate health information to diverse communities. More research may be needed to generalize the findings of this study. However, this research provides a stepping stone for analyzing and enhancing the role of information technology in health education.

13 - b. Volunteering through the net: A social capital perspective

Dhrubodhi Mukherjee, Assistant Professor,
Southern Illinois University Carbondale, U.S.A.

Summary:
The paper examines volunteerism on the Internet or e-volunteerism and civic participation on the Internet can enhance social capital online. The paper examines the formation of trust in the relationship between the e-volunteers and their clients and the role that the recruiting agency in facilitating that.

Abstract:
The paper attempts to understand the role of social capital in explaining motivation of volunteers who performs their volunteer tasks, “in whole or in part, via the Internet and a home or work computer” (Ellis and Cravens, 2000: 4). The paper examines the alternative explanation to volunteer motivation put forward by Robert Putnam (2000) a Harvard political scientist, in the context of the computer-mediated or e-volunteerism. Putnam has argued that motivation for volunteerism generates from an intricate network of social relationships embedded in norms of trust and reciprocity that we call social capital. Putnam (2000) identified social capital as the glue that holds communities together, at the core of this proposition is the assignment of social capital is dictated by how networks of individuals in a community create conditions where people are inclined to do things for one another (Putnam, 2000). Whatford and Yeats (2002) further proposed, in their study of the Ombudsman Program that recognizing social capital’s role in volunteerism can help administrators in their search for more prompt answers to the needs of such program. As the social capital perspective is being used to explain volunteer motivation in the conventional contexts of volunteerism, this paper would examine whether the same perspective could be used to explain motivation behind computer mediated or...
The paper would pay special attention to examine the formation of trust in the relationship between the e-volunteers and their clients and the role that the recruiting agency plays in facilitating that. The study would draw its findings from the information obtained through interviews of the program managers and select volunteer participants from three primary organizations that run e-volunteer programs, namely, VolunteerWatch, United Nations Volunteer program NetBid and Idealist.org.

13-c. Information technology as a tool for poverty alleviation

Lul Aden Ibrahim, Project Officer Development Concern
Charles Mbugua, Federation of Social Workers Africa, Kenya

Information technology (IT) has a great extent cushioned individuals and communities against the negative forces of globalization and has therefore become a modern tool for poverty reduction in many African countries. IT has complimented education as a service and an essential component for capacity building through human and social capital development, and has great potential to bridge the existing gaps in the delivery of human services. Several factors, among them poverty in its various dimensions inhibit the access and sharing of the IT benefits with the vulnerable groups and communities. The paper argues that IT has been commoditized to the disadvantage of the developing countries and Africa in particular, and at the expense of the vulnerable groups who are the major recipients of social work service. The presentation will demonstrate how in the African context IT has contributed to key issues of social justice and holistic development. Major challenges and constrains which need to be addressed to ensure inclusive delivery of human services will be outlined.

Parallel session 5

14-a. Evaluation of an online peer support network for adolescents with chronic kidney disease (CKD)

Dr. David Nicholas, Academic and Clinical Specialist
The Hospital for Sick Children, Department of Social Work, Canada

Summary:
This presentation reports on the preliminary findings of a multi-centre study evaluating an online peer network for adolescents with end stage renal disease. The study explores: (1) the effectiveness of an online network; (2) participants’ experiences and perceptions of the network; (3) the benefits/limitations of online technology for peer interaction; and (4) means by which adolescents convey support within this online context.

Abstract:
Peer networks are typically relied upon by adolescents and, in some cases, become a source of or a contributor to, identity formation, a sense of belonging, and differentiation from parents. For adolescents with end stage renal disease, peer interaction may be impeded due to decreased energy, demands of care, and geographic dispersion. However, internet technology or online applications have the potential to offer a convenient and accessible forum for accessing social support and information in managing health care conditions. Innovations in health care applications have emerged including the use of video-mediated online imaging for social support; telehealth as a means of augmenting intervention; and web-based networks for accessing health issues and primary-level treatment information.

Despite the proliferation of online applications and utilization for health purposes, limited research has addressed the impact of different methods of online presentation and delivery. In this presentation, findings will be presented that address the use of varying forms of technology-based social support including: asynchronous text-based online communication, online videoconferencing, real-time (synchronous) online dialogue, and video telephone communication.

14-b. The impact on method and form of online communication in providing social support: Issues and applications

Dr. David Nicholas, Academic and Clinical Specialist
The Hospital for Sick Children, Department of Social Work, Canada

Summary:
Despite the proliferation of online applications and utilization for health purposes, limited research has addressed the impact of different methods of online presentation and delivery. In this presentation, findings will be presented that address the use of varying forms of technology-based social support including: asynchronous text-based online communication, online videoconferencing, real-time (synchronous) online dialogue, and video telephone communication.

Abstract:
The use of online technology for social support has exponentially increased in recent decades. Clearly, online capacities are emerging as convenient and accessible forums for accessing support and information in managing health care conditions. Innovations in health care applications have emerged including the use of video-mediated online imaging for social support; telehealth as a means of augmenting intervention; and web-based networks for accessing health issues and primary-level treatment information.

Despite the proliferation of online applications and utilization for health purposes, limited research has addressed the impact of different methods of online presentation and delivery. A program of research has been advanced in which social support via online technology has been examined for differential impact of online presentation (e.g., web-based, video-mediated, text-based, synchronous, asynchronous). Specifically, studies evaluating varying technology-based support initiatives among a variety of pediatric populations have been conducted. Approaches and populations addressed in considering these issues include technology-based interventions for: fathers of children with spina bifida; family caregivers of technology-assisted children; hospitalized children and adolescents; and families geographically separated due to child hospitalization needs.

In this presentation, findings will be presented that address the use of varying forms of technology-based social support including: asynchronous text-based online communication, online videoconferencing, real-time (synchronous) online dialogue, and video telephone communication. As an example, the presentation will address considerations specific to camera/video mediation and its impact on support processes and outcomes for varying pediatric populations.

Theoretical considerations will be examined and exemplified based on findings from specific studies. Impacts on pediatric populations (including children and parents) will be addressed. Implications and recommendations for research and practice will be discussed including considerations in choosing methods for delivering online support.

15-a. Empowerment of senior citizens via information and communication technology in a non-English speaking culture

Dr. John Fung, Research Associate & Honorary Lecturer
The University of Hong Kong, Hong Kong

Summary:
This paper draws reference to two research studies, one qualitative in nature and the other being quantitative, to discuss the empowerment effect of senior citizens learning and adoption information and communication technology. Findings indicated that there were positive changes in three areas namely self-efficacy, social awareness and life skills.

Abstract:
Hong Kong has been staying on the top ranks of many international ratings of information society. In the Digital Opportunity Index announced by ITU in year 2005, Hong Kong ranked second in the world, only after South Korea. Yet the digital divide problem in Hong Kong is not less serious than other countries. The ICT uptake rate of senior citizens, for instance, was only 9%. That compared with the household penetration rate of personal computers of around 71%, is totally out of proportion. Advanced medical technology is lengthening the retirement period of senior citizens. Unless appropriate social interventions were carried out to facilitate the informatisation of the senior population, old people will be further marginalized by the mainstream information society.

A qualitative research was completed in year 2004 locally in Hong Kong regarding the empowerment effects amongst senior citizens via the learning of personal computers. Informants belonged to the first batch of participants of systematic computer training programs organized by NGOs. Some of them were users of the first senior citizens website in Hong Kong. Findings indicated that there were quite some major changes in their lifestyle as a result of using information and communication technology. Empowerment in three aspects, namely the increase of self-efficacy, the improvement
in social awareness, and the enhancement of life skills was recorded. It was also found that the internet had emerged as an important tool for networking amongst elderly citizens.

In year 2007, a quantitative research was conducted following the same theme of empowerment. The study took on a pre-post test questionnaire design to capture the changes of the social issues of aging population. Besides, it is believed that other disadvantaged groups (e.g. people with disability or the ‘differently-abled’) may share similar barriers in using ICT. Therefore, this lesson learned report could serve as a useful case study.

15 - b. Reaching out to hidden seniors – the ICT ways
Dr. Chi-yee, Jolle Lam, Senior Research Assistant
Dr. Chi-kwong Law, Associate Professor
Dr. Yat-chu, John Fung, Director
Information Technology Resource Centre Limited
Hong Kong Council of Social Service, Hong Kong

Summary: This is an exploratory study to identify socio-cultural factors, which help promote usage of ICT of hidden seniors in Hong Kong. Hong Kong government plays a key role in enforcing strategies for building a digital inclusive and knowledge inclusive society.

Abstract: Aging population is one of the challenges that Hong Kong is facing these years. As Hong Kong government recently proposed to increase welfare spending for the elderly, they are facing these years. As Hong Kong government recently proposed to increase welfare spending for the elderly, the primal concern is finding effective measures to tackle the issues that aging population will bring along. Specifically, there are seniors who live alone; who may be in poor health or with chronic illness (e.g. diabetes); who may have no families and relatives to care for them, who are lacking a social network, and so on. These elderly are identified as ‘hidden seniors’ by the Hong Kong society, and their needs should not be neglected.

Previous literature has proven the positive impacts of the adoption of information and communication technology (ICT) to better the care of seniors’ health and to enrich their social lives. An empirical study, which was released in Hong Kong last year, reported that ICT adoption among elderly include factors such as affordability, ICT skills, and availability of ICT. Nonetheless, other socio-cultural factors of ICT adoption among elderly in Hong Kong have not yet been explored. As a result, new research is called for.

The objectives of this study are twofold: firstly, to identify factors which hinder the continuing usage of ICT; for example, the desirable content and applications of ICT for elderly and their interest/disinterest in using ICT; secondly, to provide recommendation to Hong Kong government in formulating policies in promoting ICT adoption of elderly.

It is expected that the findings of this study could provide valuable insights to other developing countries in coping with the social issues of aging population. Besides, it is believed that other disadvantaged groups (e.g. people with disability or the ‘differently-abled’) may share similar barriers in using ICT. Therefore, this lesson learned report could serve as a useful case study.

15 - c. Using technology to connect the aging, their families, and their caregivers
Paul Freddolino, Professor and Coordinator of Distance Education, Michigan State University, U.S.A.

Summary: Recent UN and other data show expanding access in ‘developing’ economies to the internet and a wide range of wired and wireless technologies. This presentation will examine available and emerging tools to connect aging populations, their families, and their caregivers, especially when children leave rural areas for urban economic centers.

Abstract: Many societies face an aging population generally needing more health and social services while adult children, the traditional caregivers, move farther away to follow economic opportunities. This pattern challenges traditional forms of connectedness among family members. Similarly, if there are local helpers in the communities of the aging, the movement of children away from the area makes connections between local helpers and family members more difficult.

At the same time, new information and communication technologies (ICTs) provide more cost-effective access to people in distant areas, with more interactivity and much greater ease of use by people of all ages and abilities. This presentation will review technology resources available today for aging individuals, their family members, and caregivers – both profession and nonprofessional – who serve them. While generally more accessible in so-called ‘developed’ countries, recent data from the UN and other sources continue to show expanding access in ‘developing’ economies to the internet and its wide range of resources through wired and wireless approaches. Several looks into emerging technologies will also be included.

The presentation will cover technologies that: 1) facilitate communication and support groups; 2) facilitate monitoring of client status; and 3) support education and training efforts. All of these serve to enhance connectedness among the key people involved in the long-term care of the aging.

16 - a. Process factors in online teaching: Using self-reflection and small group dialogue to enhancing learning about addiction issues
Wayne Skinner, Deputy Clinical Director, Addictions Program, CAMH / University of Toronto, Canada
Marilyn Herie, Project Director, TEACH Centre for Addiction and Mental Health

Summary: Teaching online with large class sizes present considerable challenges to the effective engagement of students in the learning process. The intentional use of process strategies that encourage self-reflection and dialogue will be explored. Strategies, exercises and activities that enhance student participation are described, and student feedback will be presented.

Abstract: Teaching an online undergraduate course on Addictions in Contemporary Society to up to 100 students gives rise to a number of pedagogical challenges. In particular, how can students be encouraged to explore the topic not just a formal matter but as an issue that allows for personal reflection, self-disclosure and respectful dialogue? This session will describe the intentional use of dialogue groups as an inherent element in the learning experience in a large course format. The goal of the dialogue groups was to provide a way for encouraging students to willingly reflect, share and discuss their attitudes, values and beliefs about addictive behaviours, based on not just observations of the broader social context and the coarse materials, but on their own lived experience. Setting up small groups proved to be a necessary, but in itself insufficient, strategy. What was also essential was the use of particular strategies, exercises and activities that evoked self-reflection and respectful disclosure. The challenges and risks in this approach will be described. Student feedback, both qualitative and quantitative, about the learning experience will be presented. Key question to be considered include: 1) how can a learning context be as personal as asynchronous online study produce experiences that students evaluate as among the most personally engaging and meaningful learning opportunities in their tenure as university students? And 2) as class size grows, how can online educators produce high levels of personal engagement, motivation and inter-connectivity among course participants, rather than being reduced to becoming impersonal administrators of dispassionate and disengaged instruction for an amorphous mass of students?

16 - b. A report on the development of a blended on-line collaborative learning community in a professional graduate school
Prof. Walter LaMendola, Director of Technology
Jean East, Associate Professor
Julie Anne Laser, Assistant Professor
University of Denver, U.S.A.

Summary: This panel will present research findings related to implementing a community of inquiry approach (Garrison, Anderson & Archer, 2001) in the development of an on line collaborative learning community. The research investigates social, teaching, and cognitive presences as well as the development of community in a professional graduate school.

Abstract: This panel will present research findings related to implementing a community of inquiry approach (Garrison, Anderson & Archer, 2001) in the development of an on line collaborative learning community. The research investigates social, teaching, and cognitive presences as well as the development of community in a professional graduate school. Social presence is defined as the degree to which students can project themselves socially and affectively into a group of learners and has been shown as critical for effective learning. Teaching presence denotes the intentional design, facilitation, and direction of the learning process, and has been found to be critical to the development of critical and creative thinkers and doers. Cognitive presence is the extent to which students are able to construct and deeply understand meaning through discourse, material exposure, and reflection afforded by the community of inquiry. In effect then, the three forms of presence combine in the community of inquiry approach, which was developed to “explore how online communication and discourse can facilitate higher order thinking skills.” (Vaughan and Garrison, 2004) This research investigates the extent to which an effective community of
Dr. Goutham M. Menon, Associate Professor, University of Texas at San Antonio

**Summary:**
The emergence of Web 2.0 potentially has large implications on how the professions share resources, concepts, and practice information amongst itself. This paper will help define Web 2.0 and will provide a detailed road map for the development of a common language of practice and research for the social work profession.

**Abstract:**
Brustein (2006) defines “Global competence” as having the ability not only to contribute to knowledge but also to comprehend, analyze and evaluate its meaning in the context of an increasingly globalized world and then to add the skills that form the foundation of global competence. They include the ability to work effectively in international settings, awareness and adaptability to diverse cultures, perceptions and approaches, familiarity with the major currents of global change, and effective communication across cultural boundaries. In the world professional social work, the need for such a conceptualization cannot be further than the truth.

One promising technology and concept that can provide a platform for all professions to contribute to the development of knowledge and experiences has been Web 2.0. The emergence of Web 2.0 potentially has large implications on how the professions share resources, concepts, and practice information amongst itself. One of the key concepts of Web 2.0 is the importance of harnessing collective intelligence. Another evolutionary facet of Web 2.0 is the concept that the knowledge base gets refined and better as it places the ownership on the community to grow within itself, and share those experiences with others. It also gives users the sense of value and participation which encourages a greater degree of participation and the development of practice wisdom.

This paper will help define Web 2.0 and will provide a detailed road map for the development of a common language of practice and research for the social work profession.

17. Social work for the i-world: Integrating technology, global/cultural contexts, and evidence-based/informed practice to meet contemporary challenges

**Presenters:**
Wally Gingerich, Professor of Social Work, Mandel School of Applied Social Sciences, Case Western Reserve
Dick Schoech, Ditalk Professor, University of Texas-Arlington School of Social Work
Yuhwa Eva Lu, Associate Professor, New York University School of Social Work
Tazuko Shibasawa, Associate Professor, New York University School of Social Work
Moderator: Suzanne England, Dean and Professor, New York University School of Social Work

This session is designed to foster the opening of a conceptual and conversational space to explore the merging of four important developments in contemporary social work:
- Critical reasoning and evidence-based/informed practice (EB/IP)
- Information and communications technologies (ICT)
- Pedagogy or teaching/learning and the assessment of teaching outcomes
- Cultural context and global access to information/knowledge

**Follow-up Discussion and Luncheon**
A follow-up luncheon is planned (12:00-1:00 p.m.) for those who wish to further explore the topics discussed at the Panel. Seating is limited & requires advance registration.

**Parallel session 6**
18 - 1. The Dutch national program for digital learning in social work education

Herman Van Lieshout, Senior Lecturer, Fontys University of Professional Education, The Netherlands
Albert Visser, Senior Lecturer, Hogeschool Utrecht, The Netherlands

**Summary:**
This paper addresses the Dutch program on digital learning in social work education. Schools of Social Work in the Netherlands are cooperating in the development of case based learning materials to be used in virtual learning environments. A project on the use of wiki by students to produce learning objects is presented as a case illustration.

**Abstract:**
From September 2005 onward, six schools of social work in the Netherlands are working together on the development of digital learning materials for higher education in the domain of social services. This cooperation is open to other Dutch schools of social work as well, there are more than 20 of them in the Netherlands. The cooperation is based on a common analysis of the use of information technology both in social work practice and in social work education. This analysis - laid down in a so called Domain Plan Social Work - is the frame of reference for all educational projects to be undertaken in the consortium.

In our paper we go into the concept of domain directed development of digital learning materials, its advantages and risks, and we give an overview of the results from the projects within the domain. In 2006, five projects were started: Virtual City District, Experiments with Social Storytelling, From Social Software to Reusable Learning Objects; Social Activities; Virtual Home.

In our presentation we are going to show some results of these projects, and we use the project on Reusable Learning Objects as a case illustration. In this project students are activity involved in delivering information objects by means of wiki. Quality control is done by teachers who also may advise to ‘freeze’ such an information object and store it in a repository. Comparison will be made to the learning objects development occurring now in Scotland (Neill Ballantyne).

For 2007 the main topic is implementation of the learning materials into the curricula of the Dutch social work education. We will describe the way in which we are enhancing the use of these materials within the six partner institutions. Special attention is asked for our partnership with editors for the exploitation of the materials.

18 - 2. The Canadian “Home Children”: a case study in the digitization of social work heritage material.

Mr. Neil Ballantyne, Learning Technology Manager
Ms. Ellen Daly, Knowledge and Information Assistant
Scottish Institute for Excellence in Social Work Education, U.K.

**Summary:**
The paper discusses the ‘virtualization’ of an existing social work museum exhibition on the migration of ‘Home Children’ from Scotland to Canada in the late 19th century, and the digital preservation of the historical assets held by the contemporary social care organization involved in the migration of the children.

**Abstract:**
Social work and social welfare services in the developed world have a rich, if relatively recent, history with origins in the social upheavals associated with rapid industrialization and urbanization during the eighteenth and nineteenth centuries. There is a regular flow of scholarly work analyzing historical trends in the policies and practices of social welfare agencies. Work that is written not only to track the past, but to illuminate the socially constructed nature of contemporary reality, and uncover changing discourses about the subjects of social welfare: the poor, the underprivileged, and the dispossessed.

In order to preserve and maintain the heritage of the past we need ‘memory institutions’ - like libraries, archives and museums - to collect social welfare content, and digital technologies to preserve and re-present the material. This paper is a case study in the digitization of social work heritage material and the virtualization of an existing museum exhibition created by a Scottish Museum of Social Work. It explores how digital preservation can help safeguard the heritage of social welfare organizations for the social researchers and educators of the future, and demonstrates how digital media can add rich new dimensions to the presentation of the historical narrative. The project involved the virtualization of an existing social work museum exhibition on the migration of ‘Home Children’ from Scotland to Canada in the late 19th century; and the preservation of the historical assets held in the archives of a contemporary social care organisation involved in the migration of the children.

The purpose of the project was to: provide public access to the historical assets held in the archives; to offer the public information about the migration of the children and their experiences; to provide these historical assets before they were damaged any further by prolonged and inadequate storage conditions; and to repurpose the exhibition material to retell the story of Victorian child migration with new digital media.
18 - c. Ensuring the discoverability of digital images for social work education: An online “tagging” survey to test controlled vocabularies

Ms. Ellen Daly, Knowledge Information Assistant
Mr. Neil Ballantyne, Learning Technology Manager
Scottish Institute for Excellence in Social Work Education, U.K.

Summary: This paper reports on the findings of research designed to test the suitability of two controlled vocabularies to source keywords and ensure the discoverability of images collected in a national digital image bank repository. This image bank forms part of The Learning Exchange, the world’s first interactive library—digital repository—of learning resources for social work education. The content includes interactive games, video clips, case studies, official publications and radio broadcasts and may be used for non-commercial, educational purposes. This rich variety of content enables an active community of educators to develop and disseminate high quality learning materials. Each resource inside the Learning Exchange has a detailed catalogue record. Due to the subjective nature of images, this research was conducted to inform the cataloguing process used to describe each image.

An online survey was designed requiring respondents to “tag” sequentially a series of 30 images with up to three key words and phrases per image. The 30 images were selected to be representative of the types of image to be stored and catalogued inside the image bank repository. An invitation to take part in the survey was distributed on two UK social work education mailing lists. 191 individuals took part in the survey generating 3975 individual tags. At the end of the survey period, responses were analysed and mapped against the two controlled vocabularies to ascertain the percentage of responses appearing on either or both of the vocabularies.

Whilst a significant proportion of the words and phrases used by respondents could be mapped to terms (or their equivalents) in the controlled vocabularies, many could not. The implications of these findings for cataloguing and discovering content are discussed in the context of a wider review of the literature on “folksonomies” (or free tagging) versus taxonomies and controlled vocabularies.

19 - a. Game theory application in home for elderly of Hong Kong drug management, medical history, petty cash management

Mr. Kim Nam, Keith Tsoi, Managing Director
KTC Keith Tsoi Chinese Computer Centre, Hong Kong

Summary: Our service reserves diversification of the NGOs to promote adaptability and flexibility. KTC also focuses on the benefit and economic cooperation in software development. We focus on staff training to further develop for the future, which keeps their uniqueness and diversity.

Abstract: KTC develops software system for the social service units to promote high standard of service quality. We provide one-stop solution for software development, user training, hardware purchasing, support and maintenance. We are so eager to share our experience, including success and failure, to promote future cooperation.

Different NGOs, different in philosophy and administrative resources, have a different working approach, which constitute greater adaptability and productivity. Therefore, the government has been encouraging the same service in different areas of cooperation and competition. In Hong Kong, Home for Elderly Service is provided by different NGOs and private service sectors.

In the process of IT application in Home for the Elderly, KTC provides computer software, with particular focus on residential drug management computer system, medical history management recording system, resident’s miscellaneous payment system. We serve a combination of characteristics in the common point of different Organizations or Units, while retaining autonomy for more than 50 agencies and 80 units. In the past five years, we have been providing computer services. Started from zero to professional level, we have also experienced a number of versions upgrade to meet the government’s licensing requirements.

According to our experience in IT application in Homes for Elderly & Elderly Service, we play the role of social worker, helping people to help themselves. We develop the ability of staff to develop their own database system, involved in data analysis and reporting their success to the public.

Keith Tsoi, founder of the Center is a registered social worker. Years of service targets including government departments, social service agencies, the private sectors.

It is really a big challenge to develop software for social service agencies and to sustain the diversity. We believe that staff empowerment is essential for the future development.

19 - b. Evaluation of virtual reality exposure training for agoraphobia treatment

Dr. Georgina Cardenas-Lopez
Carmen Ramos
Universidad Nacional Autonoma de Mexico, Mexico

Abstract: The mental health services, as well as other fields, are benefiting from vigorous advances of information and communication technologies. Last decade, innovative applications of treatment systems based on virtual reality technologies have been published in literature pertaining to the field of psychology. The literature on the field, describes the results derived to these systems are promising on the treatment of posttraumatic stress, anxiety and fears and obsessive compulsive disorders. This paper describes a project that is carrying out by the Virtual Teaching Laboratory of the School of Psychology in collaboration with the IXTLI Virtual Reality Visualization Observatory of the National Autonomous University of Mexico, that has two objectives: first, to provide and evaluate educational sessions, address to university students in the mental health area, in order to teach patient’s symptoms, the use of virtual reality technologies for agoraphobia exposure treatment, advantages and disadvantages of this treatment innovative modality. Second, to develop and evaluate these virtual reality models for clinical use in the treatment of phobias and anxiety disorders. Initial outcomes from the teaching sessions evaluation will be describe and include the estimation of presence level of these virtual scenarios and the user satisfaction related to the use of virtual reality technologies for educational goals. In this sense, it is assured that new changes will continue to emerge to fortify these systems, making them simpler and counting with more varied applications to different mental health problems.

Keywords: Agoraphobia, treatment, VR exposure, higher education, presence measure.

19 - c. Advancing digital equality: A human service obligation

Dr. Elizabeth DePoy, Professor
Dr. Stephen Gibson, Professor
University of Maine, U.S.A.

Summary: This presentation critically reviews universal approaches to expanding web access to previously underserved user populations, briefly summarizes a needs assessment, and discusses the application of universal principles to advancing access to electronic information as a civil right for all people. We conclude with applications for human service practice.

Abstract: Digital equality, defined as equivalent access to electronic information, has been identified as a major civil right of the 21st century (Kamura, 2001, Prinkett, 2005). Yet, numerous population categories of atypical users, including people with disabilities, low literacy users, and more recently elders with limited computer proficiency, continue to experience limited or no access to this resource, creating serious negative consequences for their participation in community, health and wellness, recreational, economic, social, and civic activity. In response to this disparity, much attention has been devoted to narrowing and eliminating digital inequality. However, despite the progress and development aimed at increasing electronic information literacy for atypical users it is evident from the human computer interface (HCI) and related literature that access solutions structured according to principles of retrofitting, accommodation or adaptation, although well intended, fail short in advancing equality (Schneiderman, 2002). The application of universal principles to information technology holds the promise of expanding information literacy to all people, yet, only recently has it appeared in the literature (Stephanidis, 2001) and thus is still in its infancy. In this presentation, we critically review universal approaches to expanding web access to previously underserved user populations, briefly summarize a needs assessment, and discuss the application of universal principles to advancing access to electronic information as a civil right for all people. We conclude with applications for human service practice.
Abstract:
highlighted and issues around security and privacy will be
internet testing, scoring and database management will be
in the administration and scoring of psychological tests can
This session is intended to demonstrate how those involved
Summary:
Concerns regarding security, privacy and efficacy of
tests lags far behind the leveraging of technology in other
issues of
The CDROM combined with a community intervention seeks to educate society that all
women have some level of post-partum reaction. Therefore, pathologizing may not be appropriate to a complete solution.
Abstract:
Family contents, cultural expectations, support system, and
a host of other factors determine the range of post-partum reactions. HAPPY is an interactive CDROM intended to
provide information and skills both to the mother and her supportive others, to promote positive coping factors and
arrest negative coping conditions. Combined with a community intervention plan, the HAPPY project can potentially shed light on what is commonly called Post-partum Depression.
The range of postpartum reactions extends between an intense fatigue or brief crying bout through to a prolonged
anxiety disorder or depression. Benvenuti, Valoranti, and Vanni (2006) that the depressive end of the range is a continuum
including maternity blues, minor depression and major depression. Even if postpartum reactions do not reach the
degree of depression, the coping and healthy environment factors described in HAPPY are a potential benefit to all
mothers and supportive others.
Post-partum reactions are experienced by women in every society and from every socioeconomic background. Most
assessments of postpartum reactions center on Post-Partum Depression and usually measure depressive symptoms. This
focus does not account for the risk factors for PPD and post-partum reactions more generally (Halberich & Karkun, 2006).
Many women do not recognize the need for help or neglect to seek help. Women who do recognize an intense and
persistent unhealthy reaction resist communicating the feeling due to shame or fear of having their children taken (Kuist,
Ross & Steiner, 2006). In the United States, some 15-20% of women may experience Post-Partum Depression (PPD).
Recent research revealed 400,000 cases of PPD per year. This number does not include many cases that are unreported due
to lack of education, awareness, and the perceived stigma of the “perfect mother” (Truant, 2005).
21 - b. Global eHealth innovation through tobacco control
Prof. Peter Selby. Clinical Director, Addictions Program, Centre for Addiction and Mental Health, Canada
Dr. Scott McIntosh, Assistant Professor, University of Rochester, U.S.A.
Dr. Cameron Norman, Assistant Professor, University of Toronto, Canada

Dr. Beth Bock, Associate Professor, Brown Medical School

Summary:
The WATI Initiative will hold a workshop on the use of technology to send health promotion messages and to help smokers quit and stay quit. This workshop will provide an opportunity to network and exchange knowledge about WATI initiatives and to build capacity for technology-enabled tobacco control.

Abstract:
The Web-Assisted Tobacco Interventions (WATI) Initiative will hold a workshop on the use of technology to send health promotion messages and to aid smoking cessation, prevention and training. This emerging area of research and practice has been called Web-Assisted Tobacco Interventions. A challenge for WATI is creating shared frameworks for knowledge transition within a new and rapidly growing field where those creating the knowledge are physically located all around the globe. This workshop will provide a venue for practitioners, researchers, policy makers and funders within the area of human services to network and exchange knowledge, learn from past WATI activities, build capacity for technology-enabled health promotion. This workshop will highlight:

■ evidence for WATI;
■ lessons learned from past activities;
■ introduction to the WATI global community of practice project;
■ profiles of:
  • WATI’s that have been built on sound health behaviour change theory that move beyond providing information and raising awareness to fostering skill development, self-determination, increasing behavioural intentions to change and to action itself; and
  • WATI and other widely used technologies (i.e., gaming, simulations, SMS alerting)

By bringing together experts from different countries, disciplines and interests related to WATI, the workshop has the potential to create a lasting network of knowledge exchange and collaboration that can further advance tobacco control and eHealth capacity. Presenters will include:

■ P. Selby will introduce the topic and provide a brief history of the WATI world.
■ C. Norman will review of the underlying theories behind WATI and the WATI Community of Practice Initiative;
■ S. McIntosh will discuss lessons learned from WATI and how these lessons can be transferred to the tobacco control community at large; and
■ B. Bock will provide an overview of the world-wide WATI and what goes into evaluating the quality of smoking treatment websites.

21 - c. Promillie SMS service helps people to control excessive alcohol use
Mr. Teuvo Peltoniemi, Director of Information Department, A-Clinic Foundation, Finland

Summary:
SMS Promillie is test message based cell phone application used in Finland since 2000. It helps to estimate blood alcohol level for controlling drinking or keeping under legal driving limit. Czech Republic operates kindled solution. A new extensive SMS service based on peer support and professional counselling is in production.

Abstract:
Promillie SMS cell phone test message service provides a handy way to measure blood alcohol contents. It is theoretically based on cognitive therapy, which supports small steps monitoring of one’s behaviour and giving practical tips how to keep the control. Promillie SMS advises whether one is legally able to drive a car. It also supports one for controlling alcohol use, when one decides to never drink over a certain BAC.

One reason behind the success of the Promillie SMS is probably its character as socially invisible tool. People send and receive test messages a lot, when in drinking company with no one paying any attention to that process.

Technically Promillie SMS is a distance calculator. The user sends info about gender, weight, starting time of drinking and the number of drinks consumed. In Finland the unit term has been described in the marketing leaflets of Promillie and in Internet. There are also two other versions of Promillie: a java program that runs independently in the phone itself and the Internet version, which can be used in those newer phones which have a web surfing connectivity.

The author developed Promillie SMS at A-Clinic Foundation. The program was launched in 2000. The Finnish Slot Machine Association and the Prevnet EU activities financed the development work. The use has been very active, even if user numbers are greatly dependent on marketing efforts and media coverage.

Promillie programs are distributed also through Prevnet EU network. The Prague treatment centre Sananim started a similar service with minor modification in Czech Republic in 2005 “Promillie sms” has been a great success also in Czech.

More information:
Kohe, Pavel & Peltoniemi, Teuvo & Trnka, Pavel: Localized system of SMS tool for alcohol abuse prevention. 10th World Congress Internet in Medicine, Prague, Czech Republic, 4-7 December 2005.

21 - d. An evaluation of two virtual learning environments to develop listening skills
Mr. Eric Youn, Assistant Professor, University of Hawaii at Manoa, U.S.A.
Mr. Juan Enrique Huerta Wong, PhD Student, Universidad Autonoma de Nuevo Leon, Mexico
Dick Schoech, Dulak Professor, University of Texas at Arlington School of Social Work, U.S.A.

Abstract:
An English and Spanish version of a multimedia virtual learning environments for teaching clinical listening skills were built. One was tested in Texas using social work students; the other in Mexico using psychology students. Preliminary results on the effectiveness of both to teach listening skills will be reported.

22 - a. The internet virtual video classroom: Description, features, and applications
Dick Schoech. Dulak Professor, University of Texas at Arlington School of Social Work, U.S.A.
Dr. Jo Ann Cee Regan. Assistant Professor-Distance Education Program, University of Hawaii at Manoa, U.S.A.
Dr. Andrew Quinn, Assistant Professor, University of North Dakota, U.S.A.

The presentation focuses on the use of the Internet virtual video classroom to deliver educational content on-line. Descriptions of the technology, along with live demonstrations, will be used to illustrate how the Internet Virtual Video Classroom can be used to educate students world wide.

Abstract:
Two-way Internet video is one of the most important educational medium in recent years because the instructor can use traditional face-to-face teaching methods in place of, or addition to, asynchronous deliveries such as audio and video tapes or CD/DVD, discussion forums, and email. Commercial distance education applications expand Internet video by including features such as shared whiteboards, documents, presentations, instant polling, text chat, and sidebar chat. These features, in concert with two-way video, are forming the foundation of an Internet virtual video classroom (IVVC) that can mimic not only the traditional face-to-face classroom but also today’s technology enhanced classrooms. This presentation will illustrate IVVC features with two presenters at HUSKYNet and one presenter at a distance using the IVVC. Macromedia Breeze Key activities of an IVVC such as instructor-student/student-to-student communications, sharing of documents, classroom discussion, student presentations, and group oriented work will be demonstrated. The authors will highlight the discussion of the IVVC using their online teaching experiences using packages such as Breeze, Illuminate, Webex, and Paltalk. A focus of the presentation is on how this technology can be utilized in remote areas where traditional distance education technology (i.e. Interactive TV, video-conferencing, satellites) may not exist. The authors will share their IVVC experiences with populations living in remote areas limited by weather and distance as well as island communities limited by transportation access and ocean barriers. Implications for using the IVVC will also be discussed particularly on how this technology can be used for distance education with hard-to-reach populations due to culture (written English), geography, and distance education technology access.
Utilizing multimedia and web-based technologies for teaching about issues of diversity and racism

Dr. Jo Ann Coe Regan, Assistant Professor-Distance Education Program, University of Hawaii at Manoa, U.S.A.
Dr. Michael Bergstroem, Associate Professor of Social Work, Ferris State University, U.S.A.

Summary:
This presentation focuses on the use of multimedia and Web-based technologies to deliver educational content regarding issues of diversity and racism. Descriptions of the technology, along with live demonstrations, will be used to illustrate how these technologies can be used to support students’ critical thinking skills on diversity and racism.

Abstract:
This workshop will focus on how two educators utilized multimedia and Web-based technologies in their courses to support students’ critical thinking skills on diversity and racism issues. Descriptions of the technology and live demonstrations of the teaching and learning activities will be used to train participants on how these technologies can be used to teach about diversity and racism. The first example will focus on classroom strategies utilizing the multifaceted Jim Crow Museum teaching lab to equip students to understand and confront historical and current racism. Selected artifacts from the Jim Crow Museum of Racist Memorabilia will be shown. Thought provoking exercises will be demonstrated that deepen awareness of the roots and persistence of racial caricatures and stereotypes in modern culture with the goals of equipping students with tools to become positive and assertive leaders in race relations.

The second example presented is an initiative focused on the indigenization of a social work curriculum for a new distance education program option developed for an indigenous population. Given the unique cultural heritage of this population, this initiative included teaching and learning activities that focused on researching and understanding Native Hawaiian and other Pacific Islander diversity issues. Students in the course developed projects in class that utilized digital media arts technology applications (i.e. use of video, movie-making with i-Movie, streaming video/audio on the web, and/or pod casting) to convey their research findings on diversity issues. These projects were disseminated on a public website that will be demonstrated in the presentation. The presenters will discuss how the creation of long-term scholarly and instructional projects that use multimedia and Web-based technologies can enhance communication and exchange on understanding diversity and racism issues.