



THE NETWORK FOR
SOCIAL WORK MANAGEMENT

ABOUT THE NETWORK

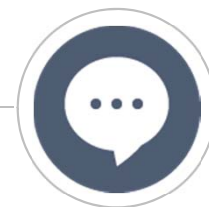
The Network for Social Work Management is a professional, international organization focused on strengthening and advancing social work management within health and human services.



THE NETWORK FOR
SOCIAL WORK MANAGEMENT

Our Mission

As a group, we work together to develop and create a future in which all social organizations across the U.S. and overseas can become purposed, high performing systems of service and influence. The goal of the Network is to bring together prominent managers and leaders, aspiring managers, and students within the field to share ideas and discuss challenges to enhance their skills.



PRESENTERS

- Neva Wallach, MSW
Intern – The Hetty Group
- Matthea Marquart, MSSW
Director of Administration, Online Campus – Columbia University School of Social Work
- Kimson Johnson, MSW
Human Services Program Specialist III – Washtenaw County Office of Community and Economic Development



Introducing the Hackathon: A Vehicle for Child Welfare Reform

Neva Wallach, MSW

2017-18 Network for Social Work Management Policy Fellow



#NSWM29



Introducing the Hackathon: A Vehicle for Child Welfare Reform

Neva Wallach, MSW; Lauri Goldkind, PhD, MSW



HACKATHON DEFINED

The origin of the word hackathon derives from a combination of the words hack and marathon, to illustrate the concept of exploratory computer programming over an intensive period of time such as one endures in a long-distance run (Briscoe & Mulligan, 2014). Hackathons serve as a way to accelerate innovation by bringing together a diverse group of interdisciplinary professionals to work collaboratively in teams and learn from each other, focus on a specific problem, develop a solution, pitch the solution to participants, gather rapid feedback and quickly alter the prototype design (Silver, et al, 2016).

CHILD WELFARE HACKATHONS

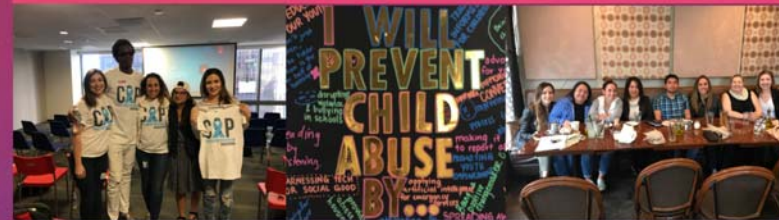
In May 2016, the White House hosted a Foster Care and Technology Hackathon to innovate around technology use into child welfare agencies, preventing youth homelessness, helping mothers with substance abuse, identifying potential foster care homes and empowering foster youth to make decisions.

Child welfare hackathons convene diverse stakeholders including technologists, health and human service agencies, social workers, community members and investors. Each hackathon usually lasts 24-48 hours and results in project presentations.

CHILD WELFARE HACKATHONS VENUES



SPOTLIGHT



Child Abuse Prevention Hackathon

Example of community engagement exercise

NASW-CA Tech Council Meeting Post-Hackathon

CONCLUSION

In conclusion, a hackathon is an opportunity for community engagement across industries. Throughout a hackathon, participants experience varied perspectives, design exercises and cooperation. Some hackathons have taken on problems that center on issues that are often associated with social work, such as healthy transitions for foster youth (Coleman, 2017) and preventing child exploitation (Mzezewa, 2017).

Findings revealed some important distinctions between child welfare hackathons post-hackathon impact on the child welfare system. When the hackathon is led by a non-profit or community leader, in partnership with government agencies and technology companies, there is a higher chance of sustainability. Hackathons are more likely to develop meaningful innovations with a diverse mix of participants including members of the impacted population, practitioners and technologists. Projects were more likely to be abandoned post-hackathon if prizes were given to winners.

Child welfare hackathons offer an opportunity to accelerate innovation by convening key decision-makers within the child welfare systems. Too often, hackathon projects are abandoned post-hackathons. The NASW Code of Ethics recommends interdisciplinary collaboration and child welfare hackathons provide a model for coalition. As social workers, it is important to advocate for vulnerable populations through technology and innovation.



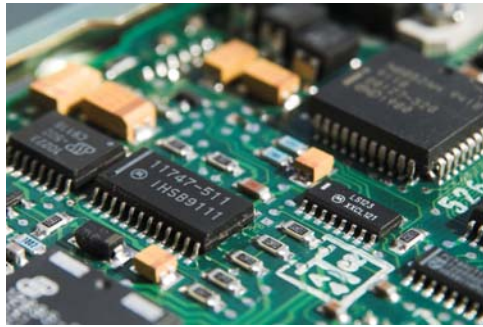
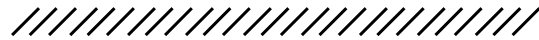
Objectives

1. **Raise awareness** of child welfare hackathons
2. **Provide a model** for interprofessional collaboration
3. **Share tools** for social workers and others looking to accelerate social change

Agenda

- I. Hackathon Defined
- II. White House Hackathon
- III. Child Abuse Prevention Hackathon
- IV. Questions

Hackathon Defined



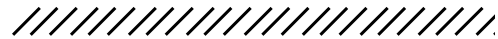
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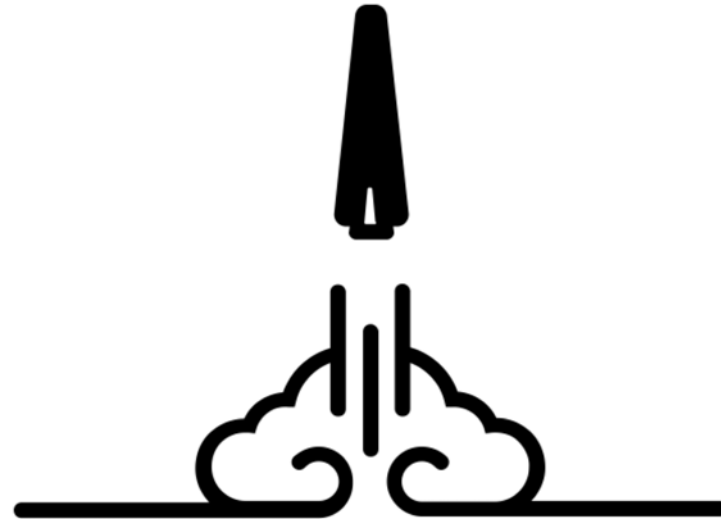
HACK

MARATHON

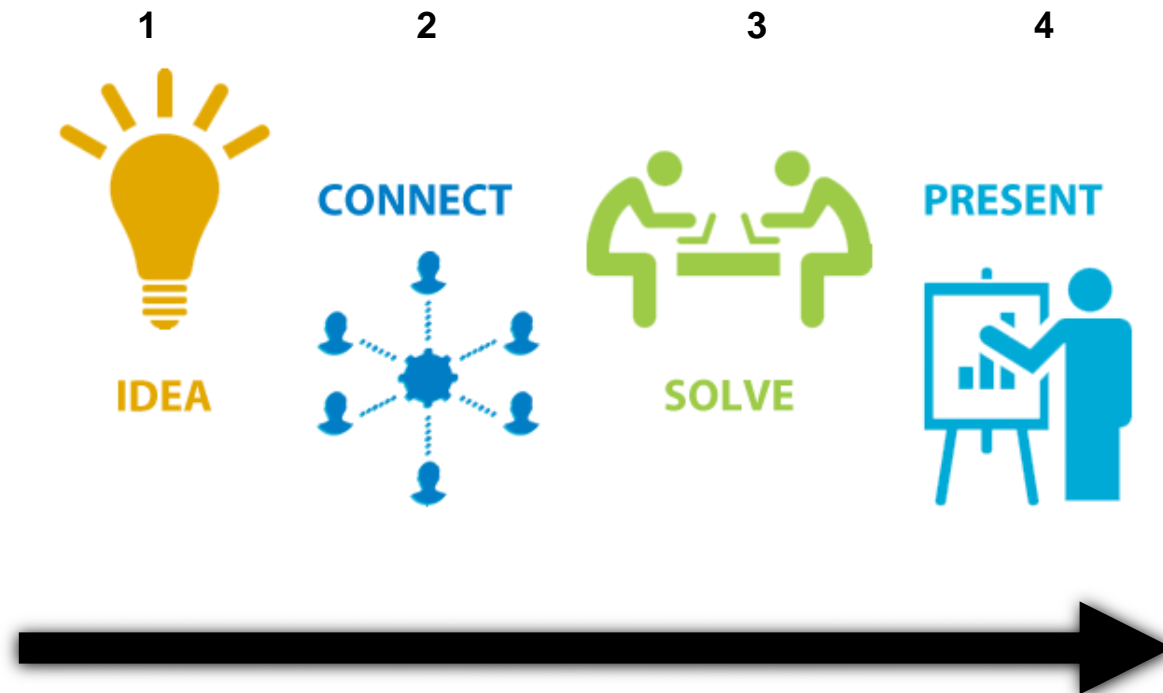
How It Works



- Participants collaboratively address a problem through technology solution
- A sense of urgency pushes groups to ideate & prototype
- Momentum pushes team through bureaucracy

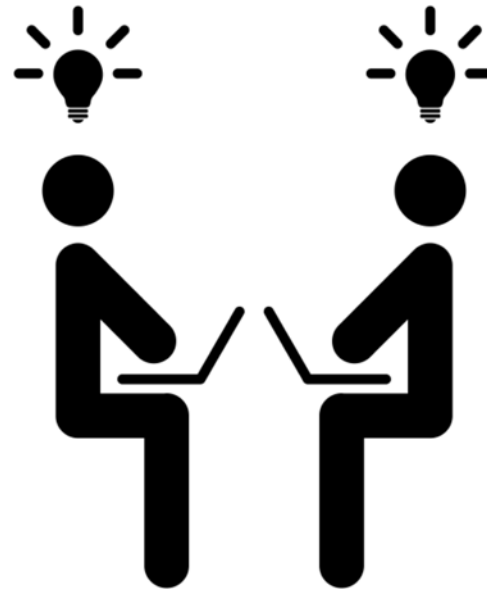


Hackathon Stages



Hackathon Elements

- Brief (48 hours)
- Intensive
- Team-based
- Solutions Oriented
- Tech-driven
- Interactive

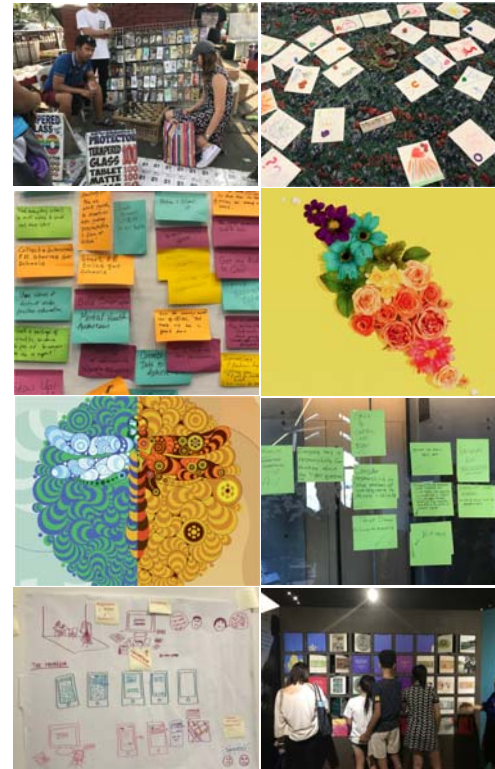


(Briscoe & Mulligan, 2014)
thenounproject.com

Hackathons Inspire Change



- **Accelerate** innovation
- **Create** buy-in
- **Engage** diverse stakeholders
- **Build** awareness
- **Propel** social change





While the world has become more digital, not enough technological solutions have reached the child welfare sector.

2016 White House Foster Care & Technology Hackathon



Details

Participants: child welfare leaders, non-profit organizations, philanthropies, attorneys and foster care families and alumni, engineers, technologists and other leaders from the technology sector

Goal: To discuss ways to improve our foster care system through the use of technology and highlight best practices.

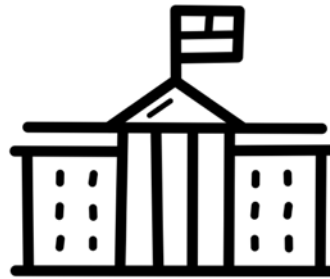
Problems Sets:

1. Creating a framework to protect child welfare information in the digital age
2. Preventing homelessness for youth who have aged out of care
3. Making essential documents readily available to foster youth

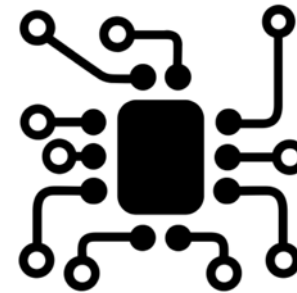
Key Partners



Non-Profit:
Think Of Us



Government:
Department of Health &
Human Services



Tech:
Microsoft

Outcomes



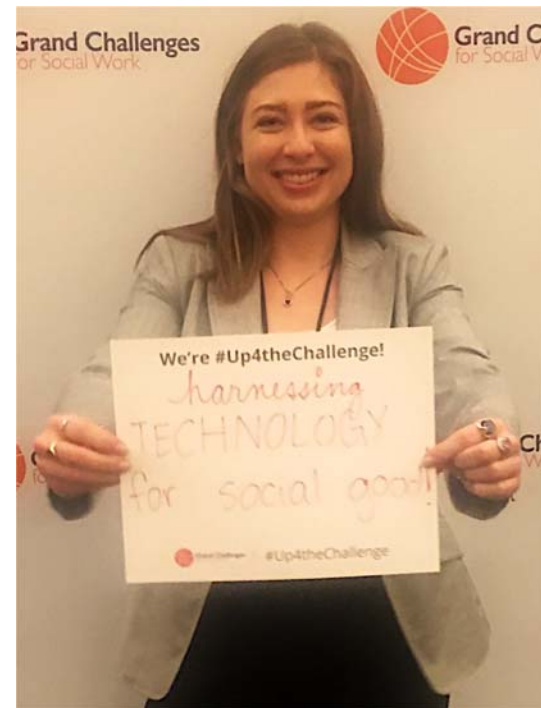


Social workers are uniquely positioned to advocate for vulnerable populations in the tech sector.

A call to action for social work researchers and practitioners



**Harness technology
for social good**



American Academy of Social Work

Social Work + Tech



Child Abuse Prevention Hackathon

December 2017
Los Angeles, CA

Details



Participants: community leaders, high school students, City staff, County staff, graphic designers, social workers, USC engineering faculty, USC social work faculty, USC business staff, cryptocurrency leaders, non-profit organizations, technologists, United Nations representative, school administrators

Mission: The mission of CAP is to merge child advocates and tech to create technology solutions and initiatives that will contribute to the reduction of child abuse and address the needs and challenges when children are in imminent danger.

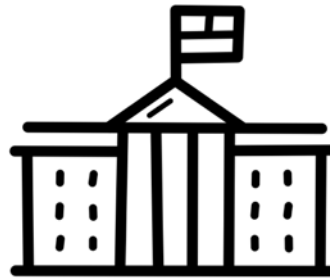
Problems Sets:

1. Solutions to approach **government** agencies in times of crisis
2. Solutions for **nonprofit** agencies to collaborate
3. Solutions for **first responders**

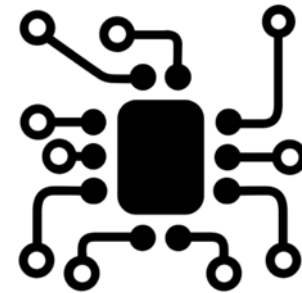
Key Partners



Non-Profit:
National Association
of Social Workers

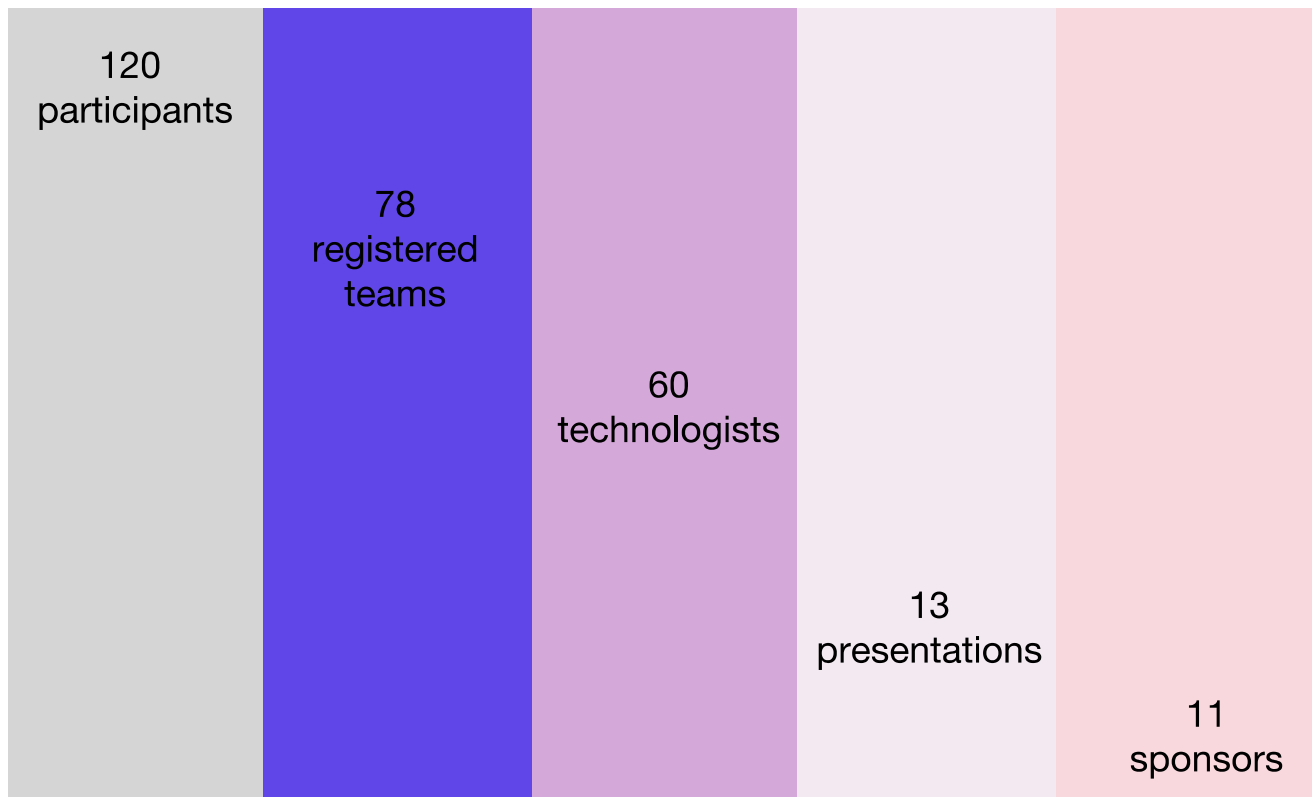


Government:
Los Angeles County



Tech:
HackerEarth

Metrics



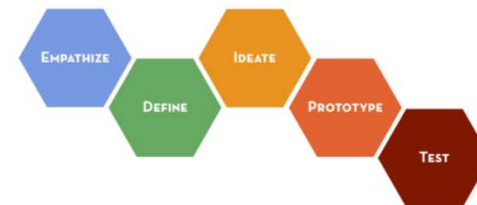
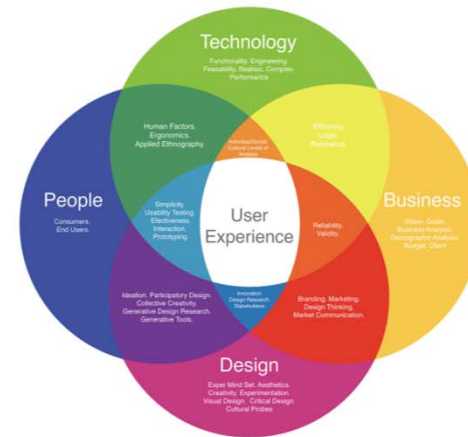
**Hackathons aren't just for coders.
We can use them to save lives.**



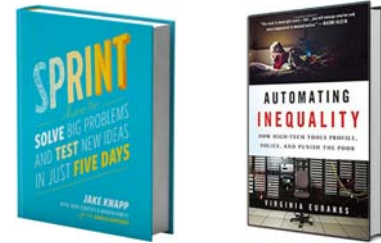
Wired Magazine, 2014

Useful Frameworks

- Human-Centered Design
- Co-Design & Design-Thinking
- Prototyping Process
- Innovation Dynamics



Resources



1. Hackathon Organizer Guide by Major League Hacking (How-To Guide)
2. Sprint: How to Solve Big Problems and Test New Ideas in Just Five Days by Jake Knapp (Book)
3. How technology is changing social services forever by Calvin Smith (Video)
4. Hackathons aren't just for coders by Wired Magazine (Article)
5. Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor by Virginia Eubanks (Book)

Upcoming Presentation



**#Hacking #ChildWelfare: Building Interprofessional
Partnership Events to Leverage Technology for Social Change**

Dr. Melanie Sage, Dr. Lauri Goldkind & Neva Wallach

Social Work Shoutouts

Lakeya Cherry

Annalisa Enrile

Lauri Goldkind

Ruby Guillen

Melanie Sage

Nancy Smyth

Christa Tipton



You inspire me everyday.

Thanks!

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NSWM Policy Fellows Poster Presentation Webinar Series

Policy Fellow: **Matthea Marquart, MSSW**
NSWM Mentor: **Murali Nair, PhD**

Topic: Online student wellness



THE NETWORK FOR
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NSWM
POLICY FELLOWS

Policy Fellow



Matthea Marquart, MSSW
Director of Administration, Online
Campus



Mentor



Murali Nair, PhD
Clinical Professor of Social Work
Department of Social Change &
Innovation



SOCIAL WORK DISTANCE EDUCATION CONFERENCE



Advancing Social and Economic Justice Through Innovation

Online student wellness: Technology-enhanced activities, programs, and services that enhance wellbeing

April 11, 2018

<https://doi.org/10.7916/D8K08MJZ>



Promoting wellness to online employees and clients via innovative technology-enhanced activities: Transferability of ideas learned from promoting student-faculty wellness in online higher education (workshop)

+

Online student wellness: Examples of technology-enhanced activities, programs, and services that can promote wellness (poster)

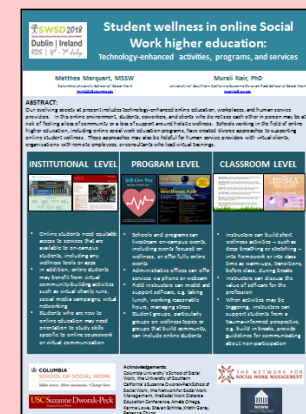
<https://doi.org/10.7916/D8F20G67>



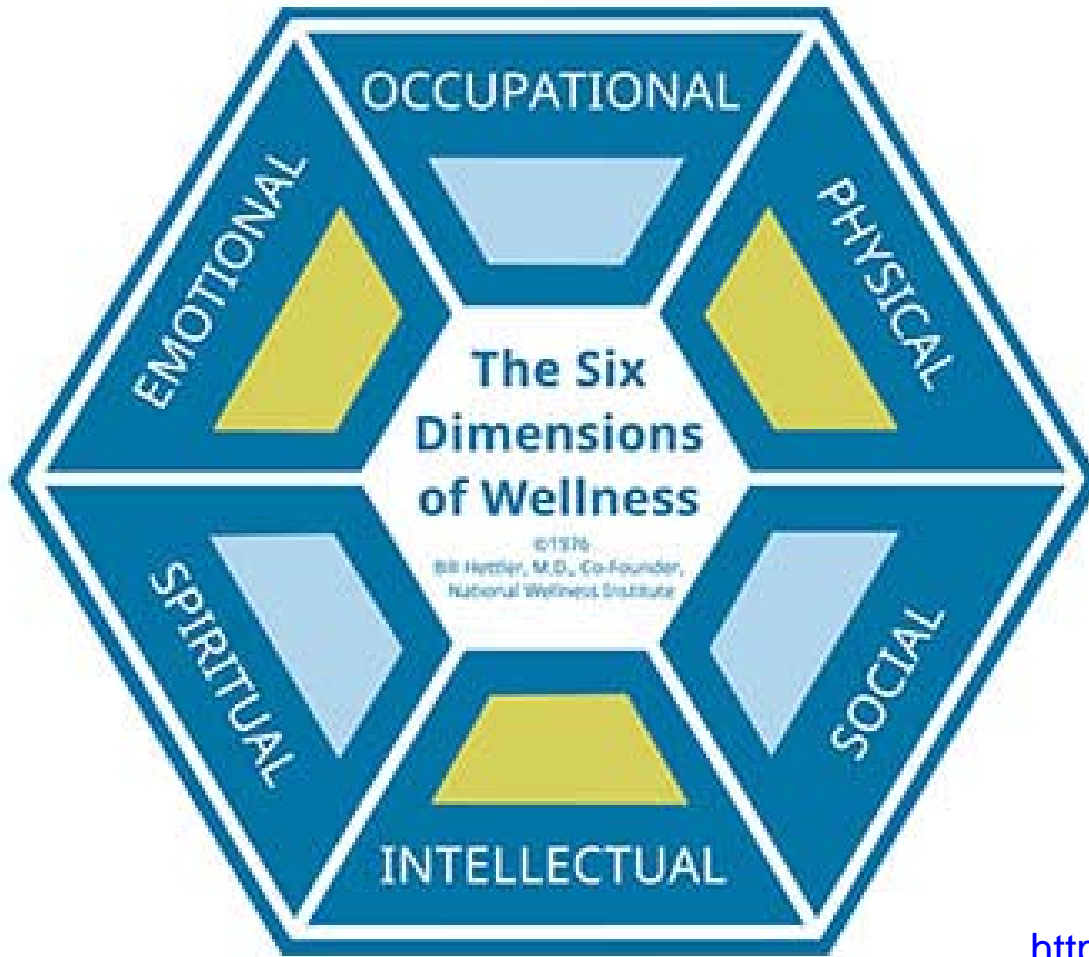
Student wellness in online Social Work higher education: Technology-enhanced activities, programs, and services

July 6, 2018

<https://doi.org/10.7916/D85M7P6D>



Dimensional Model of Wellness



Wellness is . . . an active process of becoming aware of and making choices toward a more successful existence.

— National Wellness Institute

https://www.nationalwellness.org/page/Six_Dimensions

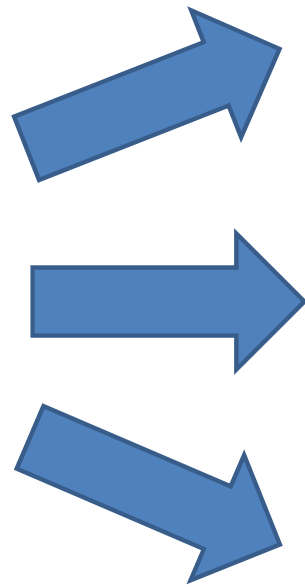
Wellness Concerns for Adult Online Learners

As noted by Quintiliani *et al.* (2012), adult learners are less healthy than younger students. Adult online learners are susceptible to specific health issues.

The following wellness concerns for adult online learners can be identified, including:

- Too many commitments, “multiple responsibilities” (Müller, 2008)
- Too much stress (Edwards-Hart & Chester)
- Other emotional hurdles, like isolation, being overwhelmed or anxious (Müller, 2008)
- Diet, nutrition, and exercise (Ryan et al., 2010)
- Ergonomics and posture (Harvard Repetitive Strain Injury Action, 2003)
- Prolonged sitting

**Examples
from online
higher
education**



Institutional level
School, department, or program level
Classroom level

#7

Online student wellness: Examples of technology-enhanced activities, programs, and services that can promote wellness

Matthea Marquart, NSWM Policy Fellow, Mentored by Murali Nair



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ABSTRACT:

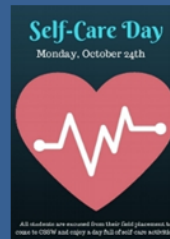
Online students may be at risk of feeling a loss of community or a loss of support around holistic wellness, but there are options for online programs to address this by offering technology-enhanced activities, programs, and services. This poster will describe the wellness needs of online students and examples of wellness-related programs from online higher educational institutions. Members of the field of online social work education in particular have the potential to create supports for online student wellness.

INSTITUTIONAL LEVEL



- Online students need equitable access to services that are available to on-campus students
- In addition, online students may benefit from virtual community-building activities such as virtual charity runs, social media campaigns, virtual networking
- Students who are new to online education may need orientation to study skills specific to online coursework or virtual communication

PROGRAM LEVEL



- Schools and programs can livestream on-campus events, including events focused on wellness
- Administrative offices can offer services via phone or webcam
- Field instructors can model and support self-care, e.g. taking lunch, working reasonable hours, managing stress
- Student groups on wellness topics can include online students

CLASSROOM LEVEL



- Instructors can build short wellness activities -- such as deep breathing or stretching -- into class time as warm-ups, transitions, before class, during breaks
- Instructors can discuss the value of self-care for the profession
- When activities may be triggering, instructors can support students from a trauma-informed perspective, e.g. build in breaks, provide guidelines for communicating about non-participation

Acknowledgements:

Columbia University's School of Social Work, the Social Work Distance Education Conference, Amelia Ortega, Karma Lowe, Steven Schinke, Kristin Garay, Rebecca Chung




<https://doi.org/10.7916/D8F20G67>

#7 Online student wellness: Examples of technology-enhanced activities, programs, and services that can promote wellness

Matthias Marquardt, NSWM Policy Fellow, Mentored by Murali Nair

THE NETWORK FOR SOCIAL WORK MANAGEMENT

ABSTRACT:
Online students may be at risk of feeling a loss of community or a loss of support around holistic wellness, but there are options for online programs to address this by offering technology-enhanced activities, programs, and services. This poster will describe the wellness needs of online students and examples of wellness-related programs from online higher educational institutions. Members of the field of online social work education in particular have the potential to create supports for online student wellness.

INSTITUTIONAL LEVEL	PROGRAM LEVEL	CLASSROOM LEVEL
 <ul style="list-style-type: none"> Online students need equitable access to services that are available to on-campus students In addition, online students may benefit from virtual community-building activities such as virtual charity runs, social media campaigns, virtual networking Students who are new to online education may need orientation to study skills specific to online coursework or virtual communication 	 <ul style="list-style-type: none"> Schools and programs can streamline on-campus events, including events focused on wellness Administrative offices can offer services via phone or webcam Field instructors can model and support self-care, e.g. taking lunch, working reasonable hours, managing stress Student groups on wellness topics can include online students 	 <ul style="list-style-type: none"> Instructors can build short wellness activities -- such as deep breathing or stretching -- into class time as warm-ups, transitions, before class, during breaks Instructors can discuss the value of self-care for the profession When activities may be triggering, instructors can support students from a trauma-informed perspective, e.g. build in breaks, provide alternatives for communicating about non-participation

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INSTITUTIONAL LEVEL

COLUMBIA HEALTH What's Open Now Secure Messaging Emergency

Our Services • Appointments • Health Topics • Events • Forms and Guidelines • Our Organization

Columbia Health
advances the well-being of the Columbia University community and the personal and academic development of students

Emergency & 24/7 Support
Make an Appointment

WHAT'S OPEN NOW

Alice Health Promotion No Offices Currently Open	Counseling and Psychological Services Support is available by calling 212-854-2876	Disability Services No Offices Currently Open	Gay Health Advocacy Project No Offices Currently Open
Insurance Office No Offices Currently Open	Medical Services Support is available by calling 212-854-7426	Sexual Violence Response Support is available by calling 212-854-HELP (4357)	




- Online students need equitable access to services that are available to on-campus students
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Matthias Marquart, NSWM Policy Fellow, Mentored by Murali Nair

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CLASSROOM LEVEL

- **Deep Breathing** -- Breathe in slowly through your nose. Hold for 2 seconds, then exhale through your mouth. Repeat several times.
- **Head & Neck Relief** -- Turn your head slowly from one side to the other, and look over each shoulder. Hold each turn for the count of three. Repeat 5 to 10 times.
- **Shoulder Roll** -- Roll your shoulders forward 5 times using a wide circular motion. Then roll your shoulders backward. Repeat 5 to 10 times.
- **Lower Back Heaven** -- While sitting, slowly bend your upper body between your knees. Hold for a few seconds, then sit up and relax.
- **Wrist Relief** -- Hold your arms straight out in front of your body. Raise and lower your hands -- bending at the wrist, to stretch the muscles in your forearm. Repeat several times.
- **Hand and Finger Help** -- Make a tight fist with your hands. Hold for a second. Then spread your fingers as far apart as you can. Hold for five seconds. Repeat.

Slide used with permission from Prof. Amelia Ortega

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Thank you!



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- Lakeya Cherry, NSWM CEO
- Idalia G. Gaitán, NSWM Administrative Coordinator
- Rosemary C. Llewellyn, past NSWM Program Coordinator
- Professor Murali Nair, NSWM Mentor
- The NSWM Board of Directors: <https://socialworkmanager.org/the-network/leadership/>
- This year's NSWM Policy Fellows: <https://socialworkmanager.org/programs/nswm-policy-fellows/2017-2018-policy-fellows/> & in particular my co-presenters today: Neva Wallach and Kimson Johnson
- Columbia University School of Social Work, CSSW's Online Campus, Steven Schinke, Kristin Garay, Rebecca Chung, Amelia Ortega, Karma Lowe

Contact info: msm2002@columbia.edu, Twitter @MattheaMarquart

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Abstract

According to the World Bank in 2015, the current U.S. life expectancy is 78.4 years. As the US population continues to age, there is a need for a long-term care safety net that will support them regardless of their socioeconomic status. The Affordable Care Act (ACA) signed into law a voluntary long-term care insurance program, named Community Living Assistance Services and Supports Program (CLASS) in 2010.

This incandescence and forward thinking program served as an opportunity for older adults to plan for their long term care services and reduce future financial costs and burdens. The law was repealed in October 2011 and the program never emerged to create a constructed safety net for the long-term care needs of older adults. Older adults should have the opportunity to experience equitable care and a greater quality of life. As the US population continues to age, there is a need for a long-term care safety net that will support them regardless of their socioeconomic status. As older adults are living longer with chronic conditions, the price for long-term care is continuing to rise, and so will the demand for long-term care supports and services. There is a need for a comprehensive and well-constructed safety net for the long-term care needs of older adults.

Purpose

The purpose of this project was to examine the following:

- 1) The history of social safety net programs that provide support for older adult's long term needs.
- 2) Examine barriers to creating long-term care (LTC) policy reform.
- 3) Identify goals and solutions to create long-term care policy reform.

Among people turning 65,



four in 10 will need long-term care for two or more years

Acknowledgements: This poster presentation was supported by The Network for Social Work Management. The images and background information included was selected from the following websites: www.ssa.gov; www.medicaid.gov; www.medicare.gov and www.rwjf.org.

Methods

A literature review and content analysis was conducted to explore the following areas:

- 1) History of social safety net programs created to support long-term care needs for older adults in the United States.
- 2) Breadth of state and community based and/or institutionalized long-term care services available to adults age 65 and older.
- 3) Interviewed aging and policy experts to discuss barriers and opportunities to enacting long-term care policies.

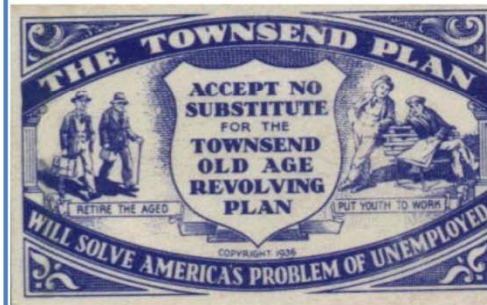
Results: Literature Review and Content Analysis

The Townsend Old Age Revolving Plan

In September 1933, Francis Everett Townsend proposed a pension plan for every person over 60.

There were three requirements for beneficiaries under the Plan beneficiaries had to be:

- Retired
- Free from habitual criminality
- Able spend the money within 30 days (to stimulate the economy)



The Social Security Amendments of 1965 resulted in the creation of Medicare and Medicaid. The act promised to improve a wide range of health and medical services for Americans of all ages.

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Medicaid in the United States is a joint federal and state program that supports medical costs for people with limited income and resources. Medicaid also offers benefits not normally covered by Medicare (i.e. nursing home care and personal care services).



Medicare is a health insurance program for:

- People age 65 or older or under age 65 with certain disabilities, and
- Individuals in need of hospital, medical, long-term care services and prescription drug insurance.



CLASS Program

In 2010, the Community Living Assistance Services and Supports (CLASS) Act was enacted and federally administered voluntary LTC insurance program to address this gap in long-term care. Research noted a future increase in long-term care needs over the next three decades. However, government experts deemed the program financially unsound.

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The Next Generation Safety Net: Addressing Barriers to Care for Long-Term Care Services and Supports
Kimson Johnson, MSW- First Year NWSM Policy Fellow
Peter Braun, MSW- Mentor

Conclusion

Barriers to the Solutions

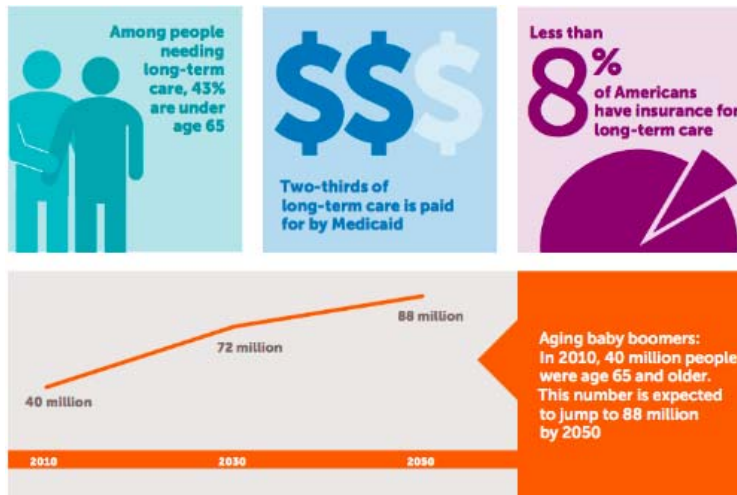
- Financial and Functional eligibility criteria for long-term care differs by state and program.
- Medicaid is the largest public payer of long-term care services for people with low income or high medical bills. Medicare only pays for long-term care that require skilled services or rehabilitation.

Possible Solutions

- Prevention of more cuts to current federal funding and reassessment of functional eligibility for long-term care programs.
- Transition to a Single Payer Program to equalize treatment between the affluent and less affluent.

Future Research/Next Steps

- There is an increased need to advocate for long-term care policy reform to address the complex health and social needs of older adults in the US.
- Explore a multi-sector system integration approach incorporating a needs assessment, asset-testing and the use of structural modeling to design practical measures to address long-term care gaps in actual and assumed conditions.



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**THANK
YOU!**



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Thank you for your attention



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