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Panel #2: Reference Librarian as Technologist

**1. Introduction**

I am delighted to be here to have the opportunity to share our collaborations with the library and other University departments. I am the Assistant Dean and Director of the Office of Computing and Instructional Technology. I have a graduate degree in Social Work from the University of Madison Wisconsin and my undergraduate background is in communication and computer science.

A little about CUSSW – We currently have approximately ~ 900 students in MSW and PHD program.

MSW students are in the class 2 days a week (which focuses on theory) and in the field 3 days a week (with a focus on practice & skill development). Their field experience may be in a hospital/prison/school system, it may be in local government or DC, or the UN or in international settings like Geneva. Students can concentrate in clinical practice, policy, and social administration.

For most, if not all the major School projects, we could not have done it without the Library, CCNMTL, AcIS, and DKV. The School of Social Work has limited resources and therefore does not have the luxury of duplicating services. We depend and co-exist with other departments and schools at the University. Often, if not always, our initiatives cannot succeed without other parts of the University being integrally involved.

Jim Neal categorized the different types of relationships one might have. I would say that the School of Social Work and the Library fall into the either “high investment in each others institutions” or “partnership relationship.”

**2. An Overview of our collaboration with the library, CCNMTL, AcIS, & DKV.**

Early on in my tenure here at Columbia, Jane Winland, the director of the Social Science Libraries invited IT Directors from the Business School, Journalism, SIPA, and the School of Social Work to meet with the Social Science Librarians and Academic Computing representatives. The objective was to find out what we all were doing and what the library could do for us. I can safely speak for my IT counterparts, that this meeting was a water shed in terms of overlapping agendas, priorities, and simple brain storming on how we might work together on current and future initiatives. (It is now an annual event.)

Examples of cooperative initiatives:

- electronic reserves

- ERA - Electronic Resource Assistant - two-year position - grew out of our need to bridge the gap between the library & school. It was funded throughout the library. The position was staffed with a part time person and located at the School. My office provided the supervision. Excellent resource. Put together “electronic resources” specific to social work. From the School’s perspective, this is a wonderful resource and a huge success.

- The On-line Books project (Library Project) in which we greatly benefited. Today, since all of our course syllabi are on-line and link to required readings in electronic format, we know that faculty continue to require readings from these books.

### 3. Current priorities

A) Computer Applications including EndNote, GIS/ArcView, and general EDS (Electronic Data Services). There is a GIS librarian and a Data Librarian. The library has been supportive in responding to the needs of our faculty & master & doctoral students.

B) CourseWorks@Columbia and links to on-line readings using Proquest/sitebuilder).

C) Health Policy Course - Worked closely Alysse Jordan, SW Librarian and Jerry Breeze, 'Government Information Librarian. He was instrumental in helping faculty fine tune the final assignment and he developed and tailored web tools including “Researching Health Policy Legislation”, “The Legislative Process,” and “How to Compile a Legislative History.” This course won an award for innovating teaching and was included in a book of model syllabi, **Approaches to Teaching Health Care in Social Work: A Compendium of Model Syllabi** (Stone & Rosen – 2000).

Health Care Policy Course – As a final project in a Health Care Policy Course, 15 student groups created web pages focused on federal legislation to health care policy. Each group selected a piece of legislation and provided web pages summarizing the legislation and its policy issues, the effects of the policy on social work practice, the unintended consequences of the legislation, and an evaluation of its general outcome and effectiveness. Previously the assignment was done as a poster session, a static product with time-limited value. Students now create a dynamic project with a longer viability, which draws visitors from outside the classroom to engage in discussion and critique. The web-based format provides easy access to original policy and legislative material, such as legislative tests and summaries available through the Library of Congress’ THOMAS site.

D) New Social Work Student Journal (librarian serves on the advisory board)

E) Alumni Workshop - Many of our graduates work at non-profit agencies and the agencies do not subscribe to Social Work Journals. Yet our graduates want and need to remain current with the literature and research, especially in terms of keeping abreast of evidence based practice. Alysse Jordon, our social work librarian put together a workshop that was extremely well received by our graduates. She identified electronic resources available at the public library that come close to the library resources that were available when they were students.

#### **4. Current & Future –link to one to as an example.**

The School relies on case based learning for instruction and is increasingly incorporating cases in digital video format for teaching and learning. From our early pilot project which evaluated the “added value” of using streaming video case studies, it has not only assisted students with learning the content, but increased their

- observation and interviewing methods & skills
- ability to interpret behavior
- critical thinking skills

We have also found that the level of discourse is at a much higher level. In other words, more complex concepts can be addressed earlier in the course.

Some of the video is created in-house, some are student role-plays and others are commercially available video.

We have worked closely with the Center for New Media Teaching and Learning (CNMTL) and the library with regards to thoughtfully designing, implementing, and evaluating the case video component into the curriculum. They have generously supported us with the high end videotaping and compressions as well as the more mundane need for physical space to shoot the videos. You may recognize the rooms that are used for the role-plays as many are in Butler Library.

- Thirdspace
- Carla
- Introduction to Practice
- On-line trauma course
- VITAL – Video Interactions for Teaching and Learning – Piloting this environment this semester in five sections of an advanced clinical practice course– Couples therapy.

The two most current collaborations are the on-line trauma course and VITAL.

The on-line trauma course was funded in part by the University's Academic Quality Fund and in-kind contributions from AcIS, DKV, and the School of Social Work. In addition Bank Street College and iEARN (International Education and Research Network). This was launched on February 23<sup>rd</sup>.

Summary of trauma course: Students for whom the aftermath of a disaster the scale of the WTC is stressful and protracted can disrupt classroom functioning and generate anxiety among school personnel and other students. A video of a focus group of teachers will illustrate the beginning phase in the development of four innovative, interactive, online training modules. Our aim is to train school personnel to identify factors that place students at risk for post traumatic stress disorder; differentiate between educational and mental health problems; recognize when referral for professional assessment is indicated; and, make sure of an online resource referral data base. Working at their own pace, school personnel will be able to review video segments for pertinent information, dissect material piece by piece, as often as needed, and exchange ideas with school personnel in other educational settings.

VITAL – Video Interactions for Teaching and Learning – This environment is being piloted this semester in five sections of an advanced clinical practice course – Couples therapy. The lead faculty person is Tazuko Shibusawa who teaches the Advanced Clinical Practice Course – Couple Therapy. The School and CCNMTL have been invited to write an AQF full proposal to building on this initiative to all T7114 – advanced clinical practice course.

## **5. Future**

Future collaborations are limitless (this is a little scary – in the positive sense). We expect as emerging trends unfold, so too will the opportunities.

I clearly see the need for the libraries expertise is in both copyright issues and archiving and indexing new media (e.g., digital videos). (The School is increasingly using video streaming, and therefore case study video, to enhance teaching and learning. We are developing much of the video in-house. ) We look to both the library and University's Counsel for their expertise in copyright related issues.

\*\*\* The issue regarding copyright is no longer “can I copy this article for the students in my class?” The issues are more complex.

For the material we create using new media, we need to consider fair use and outsiders obtaining copyright, registering with the Library of Congress. We need to now how to “manage our own content.” A good example is our Social Work Practice with Older Adults initiative – a four part series of educational modules designed to promote teaching and learning of geriatric social work practice. It includes approximately three hours of case study video that the School/University owns. For the couples' therapy

course, student role-plays are used. For the on-line Trauma course, we have lots of video footage we have developed.

We recently videotaped a class lecture that includes both the instructor and students. (This went through IRB, & we received students' permission.) The plan is to develop a CD to accompany a book on evidence based practice. This is an area that we have very little experience and need much expert guidance.

## **6. Near future**

As part of our planning, several years ago we hired an outside firm to do focus groups with student and faculty in terms of their teaching, learning and scholarly needs, the future and the new building. The number one recommendation was to have the library located in the same building as the School. Based on this recommendation, we are all looking forward to an even closer relationship with the library. This summer the School and the Library will be moving into a new building this summer. It is not an understatement to say that with almost every project or meeting with the library, AcIS & Center for New Media Teaching and Learning, we learn new facts and details that help us meet the School's mission to provide

How can we encourage reference librarians to become more actively involved in discussions surrounding the design and implementation of new information technologies?

Likewise, how can we encourage systems staff and administrators to include reference librarians in the research and development process?

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