

## Bridging Virtual Learning and In-Person Social Work Competencies: “See One, Teach One, Do One, Do It Again” Framework

*A skills-focused model for asynchronous online social work education*

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### INTRODUCTION & AIM

In rural and underserved Midwestern communities, programs with limited opportunities for high-level competency development may contribute to lower levels of skill acquisition and practice readiness. Online social work education continues to expand in response to workforce shortages, and the need for accessible professional preparation.

Programs must intentionally prepare students for the relational, interpersonal, and contextual demands of in-person practice.

**AIM** To strengthen BSW and MSW students' skills and move from knowledge acquisition to *applied* clinical and professional execution.

### METHOD

See One → Teach One → Do One → Do It Again

#### 1 See One: Guided and “building” exposure

- Weekly modules include Mixed media, peer-reviewed literature, and evidence-informed teaching strategies support asynchronous engagement.
- Educational resources include readings, articles, podcasts, e-books, guided analysis questions, and analytical discussion boards.

#### 2 Teach One: Instructor Modeling

- Faculty demonstrate clinical skills through recorded or live video-based instruction.
- Platforms may include VoiceThread, Panopto, Zoom, narrated PowerPoint, webinars, and brief skill demonstrations.

#### 3 Do One: Applied practice through a Scaffolded design

Students complete scaffolded assignments that build from small tasks toward independent practice.

- Examples: weekly discussion boards, annotated bibliographies, role-play videos, reflection papers, peer review, and staged case analysis.
- The syllabus is sequenced and assignment rubrics align with incremental design.
- It is important that students have **weekly deliverables**, feedback and viable outcomes to promote actual skills used in practice.

#### 4 Do It Again: Repetition and Reflection

- Repeated practice [via modules] and feedback promote confidence, critical thinking, communication skills, and transfer to field and practice settings.
- Reflection strengthens self-awareness and connects course competencies to professional growth.

Option: Peer Reviews in Canvas; Student Self-Assessment

### DISCUSSION

- The curriculum model *strengthens* workforce pipelines and increase skills for more professionally prepared social workers post online degree.
- Our **Canvas**-based template creates a standardized structure for adapting mixed [teaching] methods within asynchronous courses.
- Preliminary observations suggest that structured repetition and applied experiential learning improve student confidence, engagement, and increased *readiness* for in-person application.

#### Participation

Increased student engagement and accountability

#### Application

Consistent use of skills and concepts

- Video role play
- Skills demos

#### Readiness

Stronger bridge to “real-world” practice

### Canvas course design examples: Lecture & Presentation

Panopto  
Lecture ↗

#### Instructions

##### Purpose

[Explain why learners are asked to engage in this activity i.e. how it aligns with learning objectives].

##### Task

[Describe what learners need to do, and how they do it]

- How do you want learners to **engage** with your mini-lecture?
- What are the **content-based** steps/elements students need to provide (questions to answer; topics/outlines; etc.)

##### Submission Guidelines

- [Insert format and logistical steps to submit the assignment]

##### Grading

[This outlines how students will be assessed.

- List your **expectations** for grading criteria and direct students to review the associated grading rubric to specifically identify how the task will be scored
- If possible, give examples or describe what a good submission will look like]

Step 1 | CREATE your Presentation Here ↗

#### Purpose

- [Remind/describe to students the purpose of the assignment, or link to the assignment overview page, if any]

#### Description

##### Presentation format

[Describe

- content:** what students should include in their presentation,
- length:** how long the presentation should be,
- formatting:** how the presentation should be title (e.g. Topic\_student1\_student2), any required components
- expectations/constraints:** other details about what is expected of them
- group work:** how students are expected to split up the work,
- group work:** guidelines for effective collaboration and what to do when problems arise (contact peers then instructors...)]

##### Practical Steps

All group members:

- Discuss your **approach** to the presentation. Who will be in charge of what part of the content?
- Select a **group lead**. The group lead will participate in the creation of the presentation the same as other group members. Their **one additional duty** of getting the presentation ready in VoiceThread and ensuring everyone

Examples emphasize purpose, task expectations, submission guidance, and assessment transparency.

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### CONCLUSION

Intentionally and scaffolded design online social work curricular can prepare students for the interpersonal and contextual demand of in person practice, post graduation.

Experiential, learning, repetition, reflection, and applied skill, development, support competency attainment while expanding access to social work skills-based training.

### FUTURE WORK / REFERENCES & ACKNOWLEDGEMENTS

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#### Future research and work

- Evaluate student outcomes
- Competency attainment
- Viability transfer of skills to practicum education
- Pilot = YellowDig “gamified” discussion boards