

CURRICULUM VITAE

DAVID ALDEN WILKERSON

Indiana University School of Social Work
INAD 2020K
301 University Blvd.
Indianapolis, IN 46202
317-274-7659

EDUCATION:

GRADUATE

Indiana University, Indianapolis, IN	Ph.D.	2014
Indiana University School of Social Work, Indianapolis, IN	M.S.W.	1979

UNDERGRADUATE

Indiana University- Purdue University at Indianapolis	B.A., Sociology	1973
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APPOINTMENTS:

ACADEMIC

Indiana University School of Social Work	Director – Office of e-Social Work Education and Practice	Aug 2020
Indiana University School of Social Work	Director - MSW Direct (Online graduate program)	Aug 2016
Indiana University School of Social Work	Assistant Professor	Oct 2014
Indiana University School of Social Work	Lecturer	2012 — 2014
Indiana University School of Social Work	Visiting Lecturer	2010 — 2012
Regenstrief Institute, Inc. Indianapolis, IN	Affiliate Research Scientist	2016 — present
IUPUI Center for Translating Research into Practice	TRIP Scholar	2017 — present

LICENSURE:

Licensed Clinical Social Worker State of Indiana	#34000809A	1992 — present
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PROFESSIONAL ORGANIZATIONS:

Council on Social Work Education	member	2015 — present
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PROFESSIONAL HONORS AND AWARDS:**TEACHING**

IUPUI Center for Teaching and Learning Inaugural Celebration of Teaching and Engaged Learning	Honoree	Jan, 2020
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Association of College and University Educators (ACUE)	Online Teaching Exemplar for ACUE distance education faculty development film training series	Dec, 2019
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28 th International Council for Open and Distance Education (ICDE) World Conference	Best Concise Paper Award Nomination	Oct, 2019
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IUPUI CTL Early Career Teaching Academy	Fellow	Feb, 2018
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RESEARCH

Indiana University School of Social Work Doctoral Program	Esprit Spirit of Inquiry Award	May, 2006
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SERVICE

IUPUI CTL Early Career Teaching Academy	Faculty Mentor	Feb, 2018
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PROFESSIONAL DEVELOPMENT:

Conference/Course/Workshop Title	Provider	Date
Creating Racially Inclusive Classrooms	The Division of Diversity, Equity and Inclusion and IUPUI Center for Teaching and Learning	Sept 11, 2020 — Mar 21, 2021
Breaking the Humdrum of “Post Once and Reply to Two Others”	Quality Matters	July 22, 2020
Decolonizing the Curricula: Revolutionizing Our Syllabi and Classrooms	IU Diversity Education Series	Jun 23, 2020
4 th Annual IU Online Conference	IU Office of Online Education	Oct 30, 2019
65 th Annual Program Meeting	Council on Social Work Education, Denver, CO	Oct 25 — 26, 2019
30 th Annual Distance Teaching and Learning Conference	University of Wisconsin	Aug 6 — 8, 2019
3 rd Annual World Anti-Bullying Forum	Conference Partners, International	Jun 4 — 6, 2019

64 th Annual Program Meeting	Council on Social Work Education	Nov 8 — 11, 2018
Affordable Textbooks Symposium	IUPUI University Library	Mar 9, 2018
The Practice of Teaching; Evaluating Teaching; Using Critical Reflection to Enhance Teaching, Learning, and Scholarship	IUPUI Center for Teaching and Learning	Feb 9, 2018
Evidence-Based Pedagogies: Transparency in Learning and Teaching	IUPUI Center for Teaching and Learning	Feb 2, 2018
63 rd Annual Program Meeting	Council on Social Work Education, Dallas, Tx	Oct 19 — 22, 2017
3 rd Annual Social Work Distance Education Conference	Our Lady of the Lakes. San-Antonio, TX	Apr 12 — 15, 2017
62 nd Annual Program Meeting	Council on Social Work Education, Atlanta, GA	Nov 3 — 6, 2016
2 nd Annual Social Work Distance Education Conference	Indiana University School of Social Work	Apr 13 — 15, 2016
61 st Annual Program Meeting	Council on Social Work Education, Denver, CO	Oct 16 — 17, 2015
1 st Annual Social Work Distance Education Conference	Indiana University School of Social Work	Apr 16 — 17, 2015
Writing/Designing NIH Proposals	Grant Training Center	Dec 4, 2015
William M. Plater Institute on the Future of Learning	Indiana University	October 23, 2014
University of Wisconsin, Madison 30th Annual Distance Education Conference	University of Wisconsin	Aug 12 — 14, 2014

TEACHING

TEACHING ASSIGNMENTS: UNDERGRADUATE

Course #	Short title	Format	Role	Term	Enrollment
S332	Gen SW Prac II	Online	Teacher	Spring 2012	16
S332	Gen SW Prac II	Online	Teacher	Spring 2012	14
S332	Gen SW Prac II	Online	Teacher	Spring 2012	2
S231	Gen SW Prac I	Online	Teacher	Fall 2011	18
S221	HBSE I	Online	Teacher	Summer 2011	17

S381	Practicum Seminar	Online	Teacher	Spring 2011	11
S221	HBSE I	F2F	Teacher	Fall 2010	28
S400	Practicum Seminar	Online	Teacher	Fall 2010	10
GRADUATE					
D690	Independent Study	Online	Teacher	Spring 2020	1
D677	Foundations of e-SWK Practice	Online	Teacher	Fall 2019	22
D690	Independent Study	Online	Teacher	Spring 2019	1
D690	Independent Study	Online	Teacher	Fall 2018	1
D517	MH & Addictions Assessment	Online	Teacher	Spring 2017	16
D517	MH & Addictions Assessment	Online	Teacher	Spring 2016	21
D517	MH & Addictions Assessment	Online	Teacher	Spring 2015	8
D503	HBSE I	Online	Teacher	Spring 2013	10
S503	SW Prac I	F2F	Teacher	Fall 2011	21
S503	HBSE I	F2F	Teacher	Fall 2010	14
S503	SW Prac I	F2F	Teacher	Fall 2011	18
S514	SW Prac II	F2F	Teacher	Spring 2011	18
S514	SW Prac II	F2F	Teacher	Spring 2011	17
S513	HBSE II	F2F	Teacher	Spring 2011	16
S685	MH & Addictions Adv Prac	F2F	Teacher	Fall 2010	10

MENTORING:

Individual	Activity	Inclusive Dates
Andrew Fultz	Dissertation Committee Chair	Aug 2019 — present
Mercedes Appiah Danquah	Doctoral Assistantship	Aug 2019 — May 2020
Andrew Fultz	Doctoral Assistantship	Aug 2018 — May 2019
Samantha Wolfe-Taylor	Dissertation Committee Member	Mar 2019 — present
Samantha Wolfe-Taylor	Doctoral Advisory Committee Member	May 2016 — March 2019
Samantha Wolfe-Taylor	Advisor Doctoral Research Internship I	Jan 2017 — May 2017
Samantha Wolfe-Taylor	Advisor Doctoral Research Internship II	Aug 2017 — Dec 2017
Eun-Hye Yi	Dissertation Committee Member	Jan 2017 — present
Eun-Hye Yi	Research Assistant – Alzheimer's Caregiver Intervention Project	Aug 2016 — Jan 2017
Marea Kinney	Advisor Facebook Fellowship Award	Nov 2017 — Jan 2018
Kyle McGregor	Dissertation Committee Member	Feb 2016 — Dec. 2016

TEACHING ADMINISTRATION AND CURRICULLUM DEVELOPMENT
IMPROVING LEARNING

Inclusive Dates

MSW Direct/eDS UITS Regular Course Design Collaboration (Bi-weekly meeting with eDS course designers to enhance course design and use of teaching technologies) Jan 2013 — present
 MSW Direct Faculty Support Meeting Aug 2016 — present
 Monthly teaching faculty support meetings May 2015 — present

NEW COURSE DEVELOPMENT

D508 Clinical Theory and Practice I Aug 2013 — Aug 2014
 D518 Clinical Theory and Practice II Aug 2017 — Dec 2017
 D618 Advanced Generalist Social Policy and Services Jan 2013 — Oct 2015
 D641 Advanced Generalist Practice I Jan 2013 — Oct 2015
 D642 Advanced Generalist Practice II Jan 2013 — Oct 2015
 D677 Foundations of e-Social Work Practice May 2015 — Aug 2016
 D678 Telebehavioral Health Practice with Individuals May 2015 — Aug 2016
 D679 e-Social Work Practice with Groups May 2015 — Aug 2017
 D600 Working with Court Ordered Clients Mar 2016 — Jun 2016
 Instructor e-Orientation for MSW Direct Oct 2017 — present
 MSW Direct Student (Interactive) e-Orientation Jan 2017 — present

COURSE MAJOR REVISION

MSW Direct foundation course revision to online format Aug 2011 — present
 Early course revision:
 D501 Professional Social Work at the Masters Level Aug 2011 — Aug 2014
 D503 Human Behavior in the Social Environment I Aug 2012 — Aug 2013
 D504 Professional Practice Skills I Aug 2012 — Aug 2013
 D513 Human Behavior in the Social Environment II Aug 2013 — Aug 2014
 D517 Diagnosis and Assessment in MH and Addictions Aug 2013 — Aug 2017
 D623 Advanced Generalist Single System Design Aug 2013 — Aug 2014
 Later major revision:
 D501 Professional Social Work at the Masters Level Jul 2017 — Jun 2018
 D503 Human Behavior in the Social Environment I May 2015 — Jul 2015
 D504 Professional Practice Skills I Aug 2014 — Nov 2015
 D513 Human Behavior in the Social Environment II Dec 2015 — May 2016
 D623 Advanced Generalist Single System Design Oct 2017 — May 2018
 D685 Mental Health and Addictions Practice: Ind & Fam Dec 2017 — May 2018
 D686 Social Work Practice: Addictions Feb 2018 — Jun 2018

CURRICULUM REVISION

New Practice Area for MSW Direct – Special Practice Areas in Social Work Aug 2016 — present
 7 new and revised courses were selected and approved for the new practice area:
 D676 Military Social Work May 2016 — Jul 2016
 D677 Foundations of e-Social Work Practice May 2015 — present
 D678 Telebehavioral Health Practice with Individuals Jan 2016 — present
 D679 e-Social Work Practice with Groups Mar 2016 — Jun 2017
 D685 Mental Health and Addictions Practice: Ind & Fam Dec 2017 — May 2018
 D686 Social Work Practice: Addictions Feb 2018 — Jun 2018
 D600 Working with Court Ordered Clients Oct 2017 — present

Initiated e-Texts use for all MSW Direct courses where available Aug 2017— present

CERTIFICATE PROGRAMS

e-Social Work Practice Certificate Program

Feb 2019 — present

GRANTS/FELLOWSHIPS IN TEACHING

COMPLETED TEACHING GRANTS/FELLOWSHIPS

Title	Granting Agency	Role	% Effort	Amount	Dates
Adolescents and Transitional Aged Youth HRSA Training Grant	Health Resources and Services Administration	Consultant	5%	\$1,404,000	Sept.2016 to Dec. 2017

INVITED PRESENTATIONS – TEACHING

LOCAL

Refereed

Ricart, J., Wolfe-Taylor, S., & **Wilkerson, D.A.** (2019, February). Reducing achievement gaps by using digital courseware learning technologies in an e-orientation. Presentation at the Indiana University Plater Institute/LEAP Indiana Digital Learning Summit, Indianapolis, IN.

Non-Refereed

Wilkerson, D.A. (2018, October) Inscribe Representation. Panel discussion at the eDS/UITs Speed Dating with Technology Event, Bloomington, IN.

Wolfe-Taylor, S., & **Wilkerson, D.A.** (2017, September). Redesigning and Rethinking OSCEs: Using Technology Innovation to Promote Practice Skills Development. Oral paper presented in a breakout session at the *Advancing Teaching and Learning with Technology Symposium* of Indiana University Purdue University-Indianapolis Center for Teaching and Learning, Indianapolis, IN.

Wilkerson, D.A. (2015, Oct). Panel Discussant for the eLearning Design & Services University Information and Technology Services Teaching Online Series, Indianapolis, IN.

NATIONAL

Refereed

Wilkerson, D.A., Khaja, K., Bennett, W., & Hubbard, J. (2016, April). Meeting the Needs of Students with Disabilities: Making Technology and Teaching Accessible. Oral paper presented at the *2nd Annual Social Work Distance Education Conference*. Indiana University School of Social Work, Indianapolis, IN

Khaja, K., & **Wilkerson, D.A.** (2015, April). Group Discussion in Asynchronous Classrooms: Barriers and Lessons Learned. Oral paper presented at the *1st Annual Social Work Distance Education Conference*. Indiana University School of Social Work, Indianapolis, IN.

Gentle-Genitty, C., **Wilkerson, D. A.**, Foloran, G., Blackman, L., & Weiler, R. (2013, October). Results on model to foster outcome-based transfer of theory to practice. Poster session presented at the *59th Annual Program Meeting, Council on Social Work Education*, Dallas, TX.

RESEARCH/CREATIVE ACTIVITY

GRANTS/FELLOWSHIPS IN RESEARCH

ACTIVE RESEARCH GRANTS/FELLOWSHIPS/AWARDS

Title	Granting Agency	Role	% Effort	Amount	Dates
Friendsourcing Peer Support for Alzheimer's Caregivers Using Facebook Social Media	Care Alliance of Ireland	PI	1.7%	\$11, 346	Feb 2019 to June 2020

COMPLETED RESEARCH GRANTS/FELLOWSHIPS

Title	Granting Agency	Role	% Effort	Amount	Dates
Improving Instructor Feedback to Students of a Fully Online Program: Using an Online Community of Practice Approach for Faculty Development in the MSW Direct Program	IUPUI Center for Teaching and Learning; Curriculum Enhancement Grant	PI	10%	\$15,000*	May 2018 to June 2019
OSCE Development, Implementation and Assessment In Online Graduate Social Work Practice Courses	IUPUI Center for Teaching and Learning; Curriculum Enhancement Grant	Co-PI	5%	\$10,000*	May 2017 to June 2018
Increasing Alzheimer's Caregivers' Self-Management through Social Microvolunteering	Regenstrief Institute	Co-PI	5%	\$30,000	April 2016 to June 2017
MSW Training and Certificate Program in Telebehavioral Health Social Work Practice	IUPUI Center for Teaching and Learning; Curriculum Enhancement Grant	PI	20%	\$15,000*	May 2015 to Jan 2016
Family Therapy Training Project	Vice Chancellor for Research Office	Consult -ant	3%	\$35,000	January 2012 to December 2013

**these CTL awards were matched by my school*

SUBMITTED BUT NOT FUNDED RESEARCH GRANTS/FELLOWSHIPS

Title	Granting Agency	Role	% Effort	Amount	Dates
Transnational Community Engagement Research to Support Alzheimer's	2019 Charles R. Bantz Chancellor's Community Fellowship	PI	5%	\$40,000	Jan 2019 to March 2019

Caregivers through
Technology

Project PALS: Parent & Adolescent Life Skills Training To Improve Engagement of Adolescent Patients with Type I Diabetes and their Parents/Guardians in Health Care Practice	Gordon and Betty Moore Foundation	PI	20%	\$450,000	July 2015 to December 2015
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INVITED PRESENTATIONS – RESEARCH

LOCAL

Refereed

Wilkerson, D. A., Bateman, D., Brady, E., & Yi, E-H. (2017, November). Joining Alzheimer's Caregiver Social Networks in a Support Network: A Friendsourced Peer Support Intervention Using Facebook Social Media. Poster session presented at the *Second Annual Interprofessional Practice and Education Conference*, Indianapolis, IN.

Non-refereed

Wilkerson, D.A., & Brady, E. (2016, January). Increasing Alzheimers Caregivers Self-Management through Social Microvolunteering. Campus talk presented at *Sandra Eskenazi Center for Brain Care Innovation eHealth Group*, Indiana University-Purdue University, Indianapolis, IN.

Wilkerson, D.A. (2015, October) Synergizing Group-Based Telebehavioral Psychoeducation for Caretakers. Campus talk presented at *Sandra Eskenazi Center for Brain Care Innovation eHealth Group*, Indiana University-Purdue University, Indianapolis, IN.

Wilkerson, D.A. (2014, April). Integrating Individual and Social Learning Strategies in a Small-Group Model for Online Psychoeducational Intervention: A Mixed Methods Study of a Parent-Management Training Program. Poster session presented at the *10th Annual Doctoral Spring Symposium*, Indiana University School of Social Work, Indianapolis, IN.

Wilkerson, D.A. (2006, April). An Examination of Mutual Aid and Support for Building Parent Capacity to Intervene with At-Risk Adolescent Behaviors. Poster session presented at the *10th Annual Doctoral Spring Symposium*, Indiana University School of Social Work, Indianapolis, IN.

REGIONAL

Refereed

Wilkerson, D.A., & Brown, J. (2006, October). Community Alternatives for Love and Limits (CALL): A Community-Based Family Strengthening Multi-Family Intervention Program To Respond To Adolescents At Risk. Oral paper presented at *NASW-IN 30th Professional Development Conference*, Indianapolis, IN.

NATIONAL

Refereed

Wilkerson, D.A., Fitch, D., Wolfe-Taylor, S., & Brown, J. (2019, October). Hi-Tech, Lo-Tech, or No-Tech? Educators' Role and the Future of Social Work. Panel presentation for the 65th Annual Program Meeting, Council on Social Work Education, Denver, CO.

McCarthy, K., & **Wilkerson, D.A.** (2019, April). Empowered Online Social Work Educators: Learning from Our Faculty. Poster session presented at the 5th Annual Social Work Distance Education Conference, Our Lady of the Lake University, San Antonio, TX

Yi, E., Bateman, D., **Wilkerson, D.A.**, & Brady, E. (2018, March). Increasing Alzheimer's Caregiver's Informational/Emotional Support through Online Support Group. Poster session presented at the 2018 American Society on Aging (ASA)'s Aging in America Conference, San Francisco, CA.

Wilkerson, D.A., & McCarthy, K., Taylor-Wolfe, S. (2018, November). Building a Community of Practice for Social Work Distance Education Faculty Development. Oral paper presented at the 64th Council on Social Work Education Annual Meeting, Orlando, FL.

Wilkerson, D.A., & Wolfe-Taylor, S. (2017, April). Teaching e-Social Work Practice. Oral paper presented at the *Third Annual Social Work Distance Education Conference*, Our Lady of the Lake University, San Antonio, TX.

Wolfe-Taylor, S. & **Wilkerson, D. A.** (2017, April). How to Develop Assignments that Infuse Technology and Social Media into Online Practice Courses. Oral paper presented at the *3rd Annual Social Work Distance Education Conference*, San Antonio, TX.

Wolfe-Taylor, S., & **Wilkerson, D.A.**, (2017, October). Assessment Innovation through Technology: Adapting OSCE Assessments for Online Social Work Programs. Oral paper presented at the 63rd Council on Social Work Education Annual Program Meeting, Dallas, TX.

Wilkerson, D.A. (2016, November). Increasing the Self-Management of Alzheimer's Caregivers. Oral paper presented at 62nd Annual Program Meeting, Council on Social Work Education, Atlanta, GA.

Bateman, D., & **Wilkerson, D.A.** (2016, April). Leveraging Technology for Supporting Caregivers of Persons with Alzheimer's disease: Innovation development with "Ask Sandra". Oral paper presented at 2nd Annual *Social Work Distance Education Conference*. Indiana University School of Social Work, Indianapolis, IN.

Wilkerson, D.A. (2015, October). Telebehavioral Psychoeducation for Small Groups: Design, Delivery and Outcomes. Oral paper presented at 61st Annual Program Meeting, Council on Social Work Education, Denver, CO.

Wilkerson, D.A. (2015, April). A Small Group Model for Online Psychoeducation Intervention in Mental Health Treatment Settings. Oral paper presented at 1st Annual *Social Work Distance Education Conference*. Indiana University School of Social Work, Indianapolis, IN.

INTERNATIONAL

Refereed

Timmons, F., O'Sullivan, L., & **Wilkerson, D.** (2019, Nov.). Friendsourcing Ireland: Leveraging Facebook's Reach to Provide Online Education Support for Family Carers of People with Dementia. Oral paper presented at 28th ICDE World Conference on Online Learning. Dublin, Ireland.

Brown, J.R., Keesler, J.M., & **Wilkerson, D.** (2019, June). Using Engaging Technology with Students and their Parents to Help Identify Aspects of Bullying. Poster presented at the *World Anti-Bullying Forum*. National Anti-Bullying Research and Resource Centre, Dublin, Ireland.

SERVICE

UNIVERSITY SERVICE: DEPARTMENT- MSW Direct		
Activity	Role	Inclusive Dates
Distance Education Teaching Community Professional Development Program	Faculty Lead	Aug 2017 — present
Student Onboarding	Faculty Lead	Aug 2017 — Aug 2019
MSW Direct Department	Director	Aug 2016 — present
MSW Direct Department	Developer for New Position: Course Designer and Delivery Specialist	Aug 2015
MSW Direct Department	Developer for New Position: e- Social Work Practice Coordinator and Workforce Development	Aug 2017
SCHOOL- IU School of Social Work		
Activity	Role	Inclusive Dates
MSWD Program Recorder	Member	January 2020 — present
Web Developer Search and Screen Committee	Member	January 2020 — present
Strategic Planning Sub-Committee: Collaborating as a Systems School	Member	Dec 2019 — present
Strategic Planning Sub-Committee: Supporting and Enhancing Academic Quality	Member	Jan 2020 — present
MSW Direct Academic Advisor	Chair	Nov 2018 — Mar 2019
Faculty Search and Screen Committee	Chair	Nov 2017— Mar 2018
Faculty Search and Screen Committee	Chair	Nov 2017— Mar 2018
MSW Direct e-Social Work Coordinator Search Committee	Chair	Feb 2018 — present
MSW Direct Tenure Track Search Committee	Chair	Oct 2017— Feb 2018
Mental Health & Addictions Curriculum Committee	Member	Aug 2017— present
MSW Lecturer Search Committee	Co-Chair	Jan 2017— May 2017

MSW Direct Recorder Search Committee	Chair	Jan 2016 — Mar 2017
Directors' Leadership Team	Member	Aug 2016 — present
MSW Curriculum Committee	Member	August 2015 — present
Reaccreditation Self-Study Committee	Member	Jan 2015 — present
MSW Advanced Generalist Practice Committee	Faculty Lead	Jan 2015 — May 2017
Social Work Distance Education Conference Online Practice Issues Track	Co-Chair	June 2, 2014 — Nov 3, 2014
CAMPUS - IUPUI Activity	Role	Inclusive Dates
IUPUI Faculty Council Distance Education Committee	Member	Jan 2018 — present
IUPUI Faculty Council Technology Committee	Liaison from Distance Education Committee	August 2019 — present
Indiana University Center for Aging Research	Member	Jan 2016 — present
Sandra Eskenazi Center for Brain Care Innovation eHealth Group	Member	Sept 2015 — Sept 2016

**PROFESSIONAL SERVICE:
NATIONAL**

Organization	Activity	Inclusive Dates
2019 APM Proposal Review Project	Proposal Reviewer	Feb 26, 2019 — March 19, 2019
Journal of Medical Internet Research	Article Reviewer	Jan 5-23, 2018
2018 APM Proposal Review Project	Proposal Reviewer	Feb 26, 2018 — March 19, 2018
Council on Social Work Education	Technology Track Member	Oct 20, 1017— present
Center for Credentialing and Education	Telemental Health Professional Training Series reviewer	Jan 29 — Feb 29, 2016

**GRANTS/FELLOWSHIPS IN SERVICE:
COMPLETED GRANTS**

Title	Organization	Role	% Effort	Amount	Dates
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3 rd Year Online Initiative at IUPUI	IU Office of Online Education	Grant writer and Supervisor	n/a	\$15,000	Aug 2014 to May 2016
PENDING GRANTS	Organization	Role	% Effort	Amount	Dates
Health RIC Proposal: Interprofessional Center for Lifetime Health	Indiana University Foundation	Proposal Developer	TBD	\$20M	July 2019 to present

PRESENTATIONS — SERVICE

Non-refereed

Wilkerson, D.A., Taylor-Wolfe, S., Deck, C. (2020, April). TeleBehavioral Health Practice Basics for Social Work Educators and Clinicians Responding to COVID-19. IU Expand, 3 CEU's, Indiana University School of Social Work, Indianapolis, IN.

Wilkerson, D.A., & Taylor-Wolfe, S. (2019, April). Plenary Address: Telemedicine and Social Workers—What You Need to Know. *New Jersey NASW 2019 Annual Conference*, Atlantic City, NJ.

Wilkerson, D.A., & Wolfe-Taylor, S.N. (2018, September). IUSSW MSW Direct Program. Program presentation at the Office of Online Education IUPUI Graduate Program Meeting, Indianapolis, IN.

Wilkerson, D.A., Kondrat, D., & Paicely, T. (2016, October). Post-MSW Training and Certificate Program in Telebehavioral Health Social Work Practice. Poster session presented at the 2015 Curriculum Enhancement Grants (CEG) Symposium. IUPUI Center for Teaching and Learning, Indianapolis, IN.

NATIONAL

Refereed

Wilkerson, D.A., & Wolfe-Taylor, S. (2017, October). Preparing Social Workers for Technology Mediated Practice in the Digital Age. Poster session presented at the *63rd Annual Program Meeting, Council on Social Work Education*, Dallas, TX.

Wilkerson, D.A., Kondrat, D., & Paicely, T. (2016, April). What Role Will Social Work Education Play in the Future of Telebehavioral Health Practice? Oral paper presented at the *2nd Annual Social Work Distance Education Conference*. Indiana University School of Social Work, Indianapolis, IN.

PUBLICATIONS

(In-rank presentations are marked with an asterisk * and those with student co-presenters/authors are marked with a ^)

RESEARCH

Refereed

***Wilkerson, D.A.**, Wolfe-Taylor, S.N., Deck, C., Wahler, E.A., Davis, T.S. (2020). Telebehavioral practice basics for social worker educators and clinicians responding to COVID-19. *Social Work Education: The International Journal*. DOI: 10.1080/02615479.2020.1807926

*O'Sullivan, L., **Wilkerson, D.A.**, Timmons, F., Deegan, K., & Bateman, D.R. (in press). Balancing dementia family carers' rights to online supports with the rights of people with dementia to absolute privacy. *International Journal of Care and Caring*.

- *Wilkerson, D.A.**, Gregory, V., & Kim, H-W. (2020). Online psychoeducation with parent management training: Examining the contribution of peer support. *Child and Family Social Work*, 25(2) 448-459. DOI: 10.1111/cfs.12701
- *^Wilkerson, D.A.**, Wolfe-Taylor, S.N., & Kinney, M.K. (2019) Adopting e-social work practice: Pedagogical strategies for student decision making to address technology uncertainty. *Journal of Social Work Education*, DOI: 10.1080/10437797.2019.1661920
- *^Wilkerson, D.A.**, Bateman, D.R., Brady, E., & Yi, E-H. (2018). Friendsourcing peer support for Alzheimer's caregivers using Facebook social media. *Journal of Technology in Human Services*. 36 (2-3) 105-124. DOI: 10.1080/15228835.2018.1449709
- *^Bateman, D.R.**, Brady, E., **Wilkerson D.A.**, Yi, E-H, Karanam, Y., Callahan, C.M. (2017). Comparing crowdsourcing and friendsourcing: a social media-based feasibility study to support Alzheimer disease caregivers. *JMIR Res Protoc*, 6(4):e56. DOI: 10.2196/resprot.6904
- *Wilkerson, D.A.** (2016). Lurking in online discussion forums: Theoretical perspectives and implications for practice. *Journal of Technology in Human Services* 34(3), 256-266.
- *^McGregor, K.**, Hall, J., **Wilkerson, D.**, Bennett, L., & Ott, M. (2016). A social work perspective on paediatric and adolescent research vulnerability. *Social Work and Social Sciences Review* 18(2), 67-78.
- Wilkerson, D.A.**, & Kim, H-W. (2010). "We have a lot of sleeping parents:" Comparing inner-city and suburban high school teachers' experiences with parent involvement. *Advances in Social Work*, 11(2), 144-157.
- Ouellette, P., & **Wilkerson, D. A.** (2008). "They Won't Come:" Increasing Parent Involvement in Parent Management Training Programs for At-Risk Youths in Schools. *School Social Work Journal*, 32 (2), 39-53.
- Wilkerson, D.A.**, & Ouellette, P. (2005). Community alternatives for love and limits (CALL): A community-based, family strengthening, multi-family intervention to respond to adolescents at risk. *Advances in Social Work*, 6(2), 263-275.

Non-Refereed

Wilkerson, D.A. (2014). Integrating individual and social learning strategies in a small-group model for online psychoeducational intervention: A mixed methods study of a parent-management training program (Doctoral Dissertation). Published in IUPUI ScholarWorks Repository.

SERVICE

Non-refereed

Ouellette, P., & **Wilkerson, D.A.** (2013). *Social Work Education: Electronic technologies*. Encyclopedia of Social Work, New York, Oxford Press.

MEDIA COVERAGE

IU School of Social Work (April 2020). E-social work courses help practitioners meet client needs during COVID-19 pandemic. Retrieved from <https://news.iu.edu/stories/2020/04/iupui/27-e-social-work-certificate-free-course-covid-19.html>

Care Alliance Ireland (August 2019). Friendsourcing: Online intervention for carers of people with dementia. Retrieved from <https://www.carealliance.ie/Friendsourcing-Ireland>

Care Alliance Ireland Press Release (June 11, 2019). International project seeks to deliver improved wellbeing for Ireland's 60,000 Dementia family carers. Retrieved from <http://www.carealliance.ie/userfiles/file/Press%20Release%20June%202019%20Final.pdf>

Lambert, C.P. (May/June 2019). Telebehavioral health – New digital directions for social work education. *Social Work Today*, 19(3), 10. Retrieved from <https://www.socialworktoday.com/archive/MJ19p10.shtml>

Mobihealthnews (May 10, 2018). Researchers develop Facebook “Friendsourcing app” for caregivers. Retrieved from <https://shar.es/aHCVsD>

Indiana University School of Medicine Research Updates (August 16, 2017). *Teamwork makes the dream work*. Retrieved from <https://medicine.iu.edu/blogs/research-updates/teamwork-makes-dream-work/>

WFYI. (April 15, 2016). *New app aims to connect Alzheimer's caregivers with answers*. Retrieved from <http://www.wfyi.org/news/articles/new-app-aims-to-connect-alzheimers-caregivers-with-answers>

IUPUI Newsroom. (March 24, 2016). *Research team at IUPUI develops social app to support Alzheimer's caregivers*. Retrieved from <http://news.iupui.edu/releases/2016/03/social-app-support-alzheimers-caregivers.shtml>

Knight, S.A. (March/April, 2016). Technology trends: Training social workers in telebehavioral healthcare. *Social Work Today*, 16(2), 6. Retrieved from <http://www.socialworktoday.com/archive/032216p6.shtml>

IUPUI Newsroom. (June 11, 2015). *IU social work graduate program moves into new arena: Telebehavioralhealth* [Press Release]. Retrieved from <http://news.iupui.edu/releases/2015/06/telbehavioral-health-social-work.shtml>



8/12/2020

(Date last updated)

(Signature)

Candidate Statement

David A. Wilkerson, Ph.D, MSW

Assistant Professor, Indiana University School of Social Work

INTRODUCTION

I am seeking promotion and tenure to the rank of Associate Professor at Indiana University School of Social Work (IUSSW) at Indiana Purdue University of Indianapolis (IUPUI). I have worked at IUSSW as an Assistant Professor since October 1, 2014. My narrative and accompanying evidence will demonstrate my case for *excellence in research*. My narrative will also demonstrate a high degree of integration between my research, teaching, and service, with a focus on the uses of technology to advance social work practice and education.

My focus results from my work to address the 12 Grand Challenges of Social Work (Barth et al., 2014), specifically the challenge to “Harness Technology for Social Good” (Berzin et al., 2015, p. 23). Preparing students for a high-tech future in which social work practice is mediated by technologies like artificial intelligence, wearable tech, and big data requires educators to begin infusing practice technology into their school’s curriculum. However, policy groups like the Council on Social Work Education (CSWE) Futures Task Force (2018) identify a gap in social work curriculums for training in technology-mediated practice. My narrative will demonstrate the evolution of my integrated in-rank work to address this gap, infuse telebehavioral social work practice into our curriculum, and disseminate my work through interdisciplinary research collaborations, publications, presentations, and a transnational collaboration that evolved in response to the COVID-19 pandemic.

MY RESEARCH AND CREATIVE ACTIVITY – AREA OF EXCELLENCE

Background

My background provides context for my technology-focused in-rank research activities. While working as a clinical social worker in the field of mental health, several transformative experiences resulted in my decision to end that work. My practice focused on families and children diagnosed with disruptive disorders. I became discouraged with the pervasive practice of separately targeting signs and symptoms for management with multiple medications, while ignoring the psychosocial aspects of a presenting problem. I noted this to be especially true for economically at-risk families. This led me to a search for training in evidence-based psychosocial treatments for youth disruptive disorders. I selected McMaster’s Children’s Hospital in Hamilton, Ontario, where I completed training in their evidence-based model of Community-Based Parent Education (COPE). Following my training, I received grants from school systems in my community to deliver large-scale, community-based parent management-training programs, which I adapted from the COPE model. However, compared to Ontario’s greater communitarian influence on social engagement, I was surprised by the lower training participation rates I experienced in my Midwestern community. An aim to understand and address low engagement and participation adherence led me to pursue social work doctoral education. Subsequent to this aim, I became interested in the use of technology-mediated service delivery to address logistical barriers to attendance, such as distance and travel.

In-Rank Research Activities

My in-rank program of scholarly activity for research includes two main areas of application:

1. Online Caregiver Peer Support and Group Psychoeducation Research
2. Social Work Distance Education Scholarship of Teaching and Learning (SOTL) Research

To supplement this discussion, I prepared a Research Progression Table [\[Link\]](#) that illustrates the yearly progression of my research activities in Areas 1 and 2 including: 1) national and international publications, 2) presentations, and 3) grants. My productivity for these categories includes 8 in-rank publications, 14 presentations, and 7 grants. These exceed IUSSW's standards for excellence in research.

Area 1 - Online Caregiver Peer Support and Group Psychoeducation Research

Research activities for Area 1 focus on how to advance social work practice with technology for *dementia caregivers* and *challenging youth caregivers*. In the developing field of technology-mediated intervention, online peer support group effectiveness has been limited by inconsistent engagement and limited active participation. Online psychoeducation is mainly delivered as an individual intervention, limiting the advantages of group work, shared experience, interaction with coping models, social comparison, mutual support, and the experience of universality or "all-in-the-same-boat". My research addresses these limitations. Its impact includes international collaborations.

My Research Progression Table for Area 1 includes: 1) five peer-reviewed publications, 2) seven national and international peer-reviewed presentations, 3) four peer-reviewed grants (one international).

Area 1.1 – Interdisciplinary Dementia Caregiver Research

[Team Work Makes the Dream Work](#) [web link] tells the story of my interdisciplinary research team's dementia caregiver research. Family caregiving is accompanied by significant mental and physical health risks for caregivers. Social support can be a protective factor; however, as caregiving demands increase, the availability of support decreases. My team developed a 'Friendsourcing' web app that leveraged Facebook (FB) social media to improve accessibility, usability, and the speed of online caregiver support. Our recruitment website, [Web-Based Support for Caregivers of People with Alzheimer's](#) [web link] provides a description of our innovation, which used technology to join closed FB online communication channels with open communication channels. Significant findings from our mixed methods research included decreased caregiver burden and perceived stress. The 'Friendsourcing' intervention model aligns with the National Institute of Health prioritization of research in this area as demonstrated by the 2015 funding opportunity (NIH PAR-15-348, R01), calling for the "development of novel interventions to meet the needs of caregivers and care recipients." Dr. Daniel R. Bateman documented my role in our research [\[Link\]](#).

Publications. Interdisciplinary publications include "Comparing Crowdsourcing and Friendsourcing: A Social Media Feasibility Study to Support Alzheimer Disease Caregivers" (Bateman et al., 2017) [\[Link\]](#), published in *JMIR Research Protocols* (H5 index = 26). I was first author for our second publication "Friendsourcing Peer Support for Alzheimer's Caregivers Using Facebook Social Media" (Wilkerson et al., 2018) [\[Link\]](#) published in the *Journal of Technology in Human Services* (H index = 25). I am second author for a third publication "Balancing Dementia Family Carers' Rights to Online Supports with the Rights of People with Dementia to Absolute Privacy" (in press) with the *International Journal of Carers and Caregiving* [\[Link\]](#). This paper resulted from a transnational collaboration discussed below.

National and Transnational Grant Funding. To date there have been two funded and one unfunded grant proposals to support the dementia caregiver research. A \$30,000 Regenstrief Innovation Grant was funded in April 2016. As co-PI, I was appointed Affiliate Research Scientist with Regenstrief Institute. An unfunded \$40,000 grant proposal was submitted for the 2019 Charles R. Bantz Chancellor's Community Fellowship Award to support a transnational project joining Alzheimer's Association of Indiana dementia caregivers with Alzheimer's Society of Ireland dementia caregivers. The second funded grant was transnational. In July 2018, the Executive Director of Care Alliance Ireland contacted me regarding the Friendsourcing intervention for Alzheimer's caregivers. After reading "Friendsourcing Peer Support for Alzheimer's Caregivers Using Facebook Social Media" (Wilkerson et al., 2018), they were interested in replicating our research for dementia caregivers in Ireland. I collaborated with [Care Alliance Ireland](#) [web link] to develop a grant proposal for Pobal, an organization that manages government and

European Union (EU) funding to address disadvantage and to support social inclusion in the Republic of Ireland. In January 2019, Care Alliance Ireland was awarded €82,132.83 to replicate the Friendsourcing caregiver intervention. I was PI for the U.S. arm of the project, which received an \$11,346 award for research consultation.

National Reputation. My CV lists several examples of local and national media coverage of the dementia caregiver research. Another example of the national reputation of this research was interest by the members of the Design Fellows at the Clinical Excellence Research Center (CERC) at Stanford University. They came to Indianapolis and met with Dr. Daniel Bateman and me [[Link](#)] to learn about our web app and intervention design.

Emerging International Reputation. During my research collaboration with Care Alliance Ireland, I was invited in March 2020 to join their COVID-19 [Family Carers Support Group](#) [web link] to participate as a moderator and consultant. The support group was developed in response to the COVID-19 pandemic. A Family Carers Group Moderators and Volunteers Group [[Link](#)] was developed to manage this project. I am collaborating on a manuscript that examines the structure, principles, operation, activities, and impact of that group.

Presentations. My CV and Research Progression Table [[Link](#)] displays five peer-reviewed, national presentations and two peer-reviewed international presentations. Presentation #11 in the Table identifies my participation in a research presentation with Care Alliance Ireland and Alzheimer's Society of Ireland. Our presentation received a Best Concise Paper Award nomination from the 28th International Council for Open and Distance Education World Conference [[Link](#)].

Future. I am pursuing grant funding to sustain and grow my research for online peer support and psychoeducation with dementia caregivers. This year, I met members of the Emory Roybal Center [[Link](#)] and the Roybal Center at Oregon Health and Science and submitted letters of interest for upcoming grant opportunities that are sponsored through the [National Institute on Aging's Roybal Centers for Translational Research on Dementia Care Provider Support](#) [web link]. My interdisciplinary team plans to develop a proposal for the NIA R21 Exploratory/Developmental Research Grant funding opportunity, "Addressing Caregiver Symptoms through Technological Tools (PA-19-024)". Internationally, I am a consultant for two grant proposals submitted by Care Alliance Ireland in 2020 [[Link](#)], and I look forward to the opportunity to contribute to the online intervention literature with publication on the important contribution of moderation methodologies for online dementia caregiver support.

Area 1.2 – Challenging Youth Caregiver Research

Parent management training is an evidence-based form of psychoeducation whose effectiveness has been limited for a range of parent groups, including child welfare parents. My research addressed therapeutic relationship and program barriers (Akin et al., 2018) with an online intervention design for group-based, parent communication training.

Publications. "Lurking Behavior in Online Psychosocial Discussion Forums: Theoretical Perspectives and Implications for Practice" (Wilkerson, 2016) [[Link](#)] in the *Journal of Technology in Human Services* (H index = 25) is a theoretical work that introduces my design for group-based psychoeducation to address problems of engagement, and limited participation. It considered the adaptive functions of lurking through the application of Bandura's (1997) self-efficacy theory and Knowles' (1984) principles of andragogy. I applied self-efficacy theory and illustrated the relationship between andragogic principles and lurking behaviors. A second publication "Online Psychoeducation with Parent Management Training: Examining the Contribution of Peer Support," (Wilkerson et al., 2019) [[Link](#)] in *Child and Family Social Work* (H index = 52) applied my novel intervention design for the delivery of parent management training to the caregivers of challenging youth. The mixed methods research demonstrated moderate and moderately large changes for increased parent self-efficacy and decreased likelihood of Oppositional Defiant Disorder (ODD), respectively. Dr. Virgil Gregory documented his role in this research [[Link](#)].

Grant Funding. In July 2015, I submitted an unfunded proposal for a \$450,000 Gordon and Betty Moore Foundation Patient Care Grant to research an online, group-based psychoeducational intervention based on my intervention design [[Link](#)]. The intervention proposal was developed in collaboration with the IU

School of Medicine's department of Adolescent Medicine, where it was planned for delivery to parents of adolescents with Type 1 diabetes. The target outcome was adolescent compliance with diabetes treatment. Online psychoeducation would address family conflict, which contributes to poor adolescent diabetes health outcomes.

Emerging International Reputation. I was invited by Dr. Amit Baumel, a researcher with the Department for Community Mental Health at the University of Haifa, Israel, to participate in a themed symposium on technology-assisted interventions for youth disruptive behaviors in September 2020 for the [11th Scientific Meeting of the International Society for Research on Internet Interventions \(ISRII\)](#) [web link]. On March 23, 2020, we were notified that due to the COVID-19 pandemic, the conference will be delayed until September 2021.

Future. eDesign and Learning Services (eDS) at Indiana University is collaborating with me to redevelop my challenging youth caregiver program in Canvas [\[Link\]](#). The project will use the Expand portal, so that research participants can access the Canvas site without IU credentials. The intervention is being planned as an arm in a collaborative research project to investigate a technology-mediated school safety program. Our peer-reviewed poster [\[Link\]](#) for this project was presented in Dublin, Ireland, at the *World Anti-Bullying Forum* in June 2019. I will participate as PI for this arm of the research. I am also looking forward to my collaboration with Dr. Baumel and participating in the 2021 ISRII conference to further disseminate my theoretical and research contributions for online group-based psychoeducation.

Area 2 - Social Work Distance Education SOTL Research

Three research activities for Area 2 focus on SOTL research and the uses of technology to advance social work distance education:

1. Adopting e-Social Work Practice: Student Decision-Making To Address Technology Uncertainty
2. The e-OSCE and Advancing Social Work Online Practice Coursework
3. A Teaching Community of Practice for Improving Feedback Pedagogy in Distance Education

My Research Progression Table [\[Link\]](#) is shaded in blue for Area 2 research activities. My productivity for Area 2 includes two in-rank publications (two manuscripts are in submission and two are in preparation), seven national presentations, and three funded grants.

Area 2.1 - Adopting e-Social Work Practice

This research applies my focus on the uses of technology to advance social work education and strongly integrates with my teaching and service. I developed a technology self-efficacy scale for the study [\[Link\]](#) and demonstrated the use of pedagogic strategies to support student decisions about participation in telebehavioral health practice. It integrates with my teaching, as I created three e-social work courses for my research. These courses are now popular electives for students of the IUSSW, MSW Direct program. It integrates my teaching and service, as these courses are included in an e-Social Work Graduate Certificate [\[Link\]](#) that I developed in collaboration with Dr. Josette Jones, IUPUI School of Informatics and Computing. The certificate was approved by Indiana University in January 2019. A further integration of my teaching and service followed the onset of the COVID-19 global pandemic, when mental health services moved largely online. I led the development of a free online training program to support social workers unfamiliar with online service delivery. The "[Telebehavioral Practice Basics for Social Work Educators and Clinicians Responding to COVID-19](#)" [web link] program was rapidly developed, in part due to my experience with developing other e-social work courses.

Publications. In 2019, the *Journal of Social Work Education* (H index = 54) published "Adopting e-Social Work Practice: Pedagogical Strategies for Student Decision Making to Address Technology Uncertainty", [\[Link\]](#) for which I am first author. Clinical Assistant Professor, Samantha Wolfe-Taylor documented my role in this research [\[Link\]](#). This mixed methods research found students taking an e-social work course increased their confidence and active decision-making regarding the adoption of e-social work practice. A second paper "Telebehavioral Practice Basics for Social Work Educators and

Clinicians Responding to COVID-19 [\[Link\]](#) was published August 2020 by Social Work Education: the International Journal for a special edition on social work educators' response to COVID-19. Data collection in the ongoing course included user social work role, level of participation, and participant feedback. The course enrolled 1,457 active participants and 2,040 registered participants within 2 months of course opening to a global social work community.

Grant Funding. In 2015, I was PI for a Curriculum Enhancement Grant awarded by the IUPUI Center for Teaching and Learning titled "MSW Training and Certificate Program in Telebehavioral Health Social Work Practice" in the amount of \$15,000 [\[Link\]](#).

National Reputation. I addressed the role of social work education in telehealth practice in an invited interview for an article titled "[Technology Trends: Training Social Workers in Telebehavioral Healthcare](#)" [web link] (Knight, 2016), in *Social Work Today*. I discussed the e-Social Work Practice Graduate Certificate in another invited interview for an article titled "[Telebehavioral Health – New Digital Directions for Social Work Education](#)" [web link] (Lambert, 2019), also in *Social Work Today*. In addition, faculty and administrators across the United States have contacted me for recommendations regarding infusing telebehavioral health content into their schools' curriculums. Examples include the Dean of the University of Maryland, School of Social Work, [\[Link\]](#) faculty at Alabama State University Department of Social Work [\[Link\]](#), and the University of South Florida [\[Link\]](#). Also, joining my research with service and a further example of my national reputation is an invitation I received from the New Jersey National Association of Social Workers to present on technology-mediated practice to their members. On April 28, 2019, I delivered a plenary address titled "Telemedicine: What Social Workers Need to Know" for their state conference [\[Link\]](#). Following my presentation, they invited me to review upcoming New Jersey social work telehealth practice legislation.

Presentations. My CV lists presentations for this work at three national social work conferences. At each of these presentations, social work educators expressed their need for support to infuse telebehavioral health content into their schools' curriculums.

Future. An impact study is planned to learn the effectiveness of coursework on graduates' adoption of e-social work practice in their workplace. In addition, in December 2020, we will begin analysis of pre-post survey data collected to assess the quality of the "Telebehavioral Practice Basics for Social Work Educators and Clinicians Responding to COVID-19" CEU course. I will also develop a platform for social work educators to collaborate in a community-of-practice for technology-infused curriculum development – a ground-up approach for addressing the significant gap in social work education programs across the US.

Area 2.2 - e-OSCE and Advancing Social Work Online Practice Coursework

My activities for this SOTL research also included mentoring [\[Link\]](#). The SOTL research demonstrated pedagogic outcomes that increased student practice experience, in part because the method provides greater authenticity than traditional peer-to-peer role-plays. Students receive a case scenario 15 minutes prior to their interview with an actor they do not know.

Publications. Two manuscripts are in preparation and I will be a co-author.

Grants. I was co-PI for this SOTL Research, which was awarded a \$10,000 Curriculum Enhancement Grant in 2017.

Presentations. My research progression table displays that I co-led two national social work conference presentations on this work.

Future. An impact study is planned to evaluate the effectiveness of the e-OSCE training on student field practicum outcomes.

Area 2.3 - A Teaching Community of Practice for Improving Feedback Pedagogy

This SOTL project researched a sponsored faculty community of practice that was developed to advance distance education pedagogic practice on best practices for student feedback. I invited adjuncts, lecturers, tenure-track faculty, and tenured faculty to participate in the teaching community. It was delivered in a

persistent online space, housed within the Canvas learning management system. I used the [InScribe](#) app to host interaction and build a pedagogic knowledge base.

Publications. Two papers have been completed and one has been submitted to the *Journal of Social Work Education* and the second is being edited for resubmission.

Grants. I was PI for this SOTL Research, which was awarded a \$15,000 Curriculum Enhancement Grant in 2018 [\[Link\]](#).

Award. I was recognized for my SOTL research as an honoree at the January 2020 IUPUI Center for Teaching and Learning Inaugural Celebration of Teaching and Engaged Learning [\[Link\]](#).

Future. A second manuscript will be submitted for publication. I also plan to modify the intervention with a gaming strategy to improve engagement and active participation.

TEACHING ACTIVITY

As research is my area of excellence, according to the IUSSW Promotion and Tenure Guidelines, *satisfactory performance* is the standard used for evaluating my teaching performance.

Teaching Load. My teaching load and goals align with positions I have held as Assistant Professor with the MSW Direct program. In 2016, following a national search-and-screen process, I was selected as Director of the MSW Direct program. Prior to becoming Director, my teaching responsibilities included leading the design, development, and ongoing improvement for MSW Direct online courses. In addition to these responsibilities, my assigned course load was two courses per academic year. When I became Director, my assigned course load was one course per academic year. Consequently, teaching courses has been a smaller aspect of my teaching performance.

Student Evaluation and Recognition. Student evaluation of my teaching effectiveness averaged an overall highly effective 4.69 out of 5 points [\[Link\]](#). Another example of teaching effectiveness are unsolicited student communications [\[Link\]](#). In addition, the Academy of College and University Educators (ACUE) identified me as an exemplar distance educator and invited me to present on online teaching pedagogies for their upcoming distance education training series [\[Link\]](#).

My teaching achievements also include my appointment in 2018, as a Fellow by the IUPUI Early Career Teaching Academy [\[Link\]](#), as well as appointment as an ECTA Faculty Mentor [\[Link\]](#) for distance educators on the IUPUI campus.

Mentoring Activities and Peer Reviews. I have mentored several doctoral students and my CV lists my dissertation committee memberships and activity as a committee chair. I have mentored doctoral students through research assistantships in Areas 1.1, 2.1, and 2.2. Colleagues have also acknowledged my support for their teaching activities [\[Link; Link\]](#). Subsequent to my Area 2.3 SOTL research, I co-lead monthly distance education teaching community meetings each semester. Peer reviews [\[Link; Link\]](#) of my online teaching have identified strengths for organization, course design, and student feedback. Areas for improvement include increasing use of pedagogic strategies like transparency in learning and teaching (TILT) and advancement of peer-to-peer learning strategies. Based on their recommendations, I recently completed the Qualtrics Matters professional development program titled, “Breaking the Humdrum of “Post Once and Reply to Two Others” [\[Link\]](#).

Teaching Goals, Innovations, and Dissemination. An important goal of my teaching has been to ensure MSW Direct’s online courses are accessible to students with disabilities and students using mobile devices. I worked with our school’s web-developer to create an innovative multi-functional software program that interfaces with Canvas, the university learning management system. The demonstration site for this project is “[Mobile and Disability Accessible Interactive Content Builder for Learning Management Systems](#)” [web link]. Nationally disseminated scholarship for this work includes an oral paper “*Meeting the Needs of Students with Disabilities: Making Technology and Teaching Accessible*” [\[Link\]](#). Documentation of faculty outcomes for this project also include faculty acknowledgement of my work to enhance design elements [\[Link; Link\]](#). Another goal of my teaching has been infusing innovations for technology-mediated practice into the curriculum. My SOTL research for Area 2.1 included my development of three e-social work/telebehavioral practice courses: *Foundations of e-Social*

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Work Practice [[Link](#)] *Telebehavioral Practice with Individuals* [[Link](#)], and *e-Social Work Practice with Groups* [[Link](#)] Between Spring 2017 and Spring 2020, 468 students registered for the *Foundations of e-Social Work Practice* course. I have also received acknowledgement of student application of this training at their places of employment [[Link](#)]. In addition, as I noted in Area 2, I developed the first [e-Social Work Practice Graduate Certificate](#) [web link] offered by a school of social work education in the United States.

Grant. In 2016, I consulted to a HRSA Adolescents and Transitional Aged Youth HRSA Training Grant and developed online versions of some training materials.

SERVICE ACTIVITY

As research is my area of excellence, according to the IUSSW Promotion and Tenure Guidelines, *satisfactory performance* is the standard used for evaluating my service performance.

University Service. My CV lists an active record of service. At the school level, my service includes membership in our MSW curriculum committee, Faculty Senate, and chair or member for search and screen committees [[Link](#); [Link](#)]. As a director of the MSW Direct program, I also participate in ongoing director and leadership team meetings. At the campus level, I am a member of the IUPUI Faculty Distance Education Committee [[Link](#)] and liaison to the IUPUI Faculty Technology Committee [[Link](#)]. Other campus-level service includes those of reviewer for the IUPUI CTL Curriculum Enhancement Grants proposals [[Link](#)] and presenter for eDS-UTS programs [[Link](#); [Link](#)]. In addition, my campus-level service includes my collaboration with interdisciplinary IUPUI faculty to develop a proposal for an Interprofessional Center for Lifetime Health [[Link](#)]. Our \$20M grant award proposal was submitted to respond to and reduce health disparities in Indiana.

Social Work Profession. I served as a reviewer for program proposals for the CSWE's Annual Program Meeting over multiple years [[Link](#)], [[Link](#)], as well as a reviewer for publication submissions to journals including the Journal of Medical Internet Research [[Link](#)] and the Journal of Technology in Human Services [[Link](#)]. Through the integration of my research, teaching, and service, as identified in Area 2.1 other examples of my service to the profession include my review of new social work telehealth legislation for the New Jersey state NASW [[Link](#)], as well as my leadership for the development of the [Telebehavioral Practice Basics for Educators and Clinicians Responding to COVID-19](#) [web link]. This free, online course was developed for the social work community to aid their response to COVID-19 and aligns with my focus on the uses of technology to advance education and practice.

Community Service. As identified in Research Area 1.1, my participation as a moderator in the Care Alliance Ireland, Family Carer Support Group integrates my service and research. Moderators' teleconference on a bi-weekly basis to discuss and make decisions about a variety of group management issues. On August 13, 2020, I will meet synchronously with interested caregivers and provide a presentation on social support and managing privacy in online support groups [[Link](#)].

CONCLUSION

Early on, I saw the promise of technology for supporting distressed family systems. As Assistant Professor, I have demonstrated my commitment to acting on this promise through sustained research into the uses of technology for advancing social work practice and education. An important impact of that commitment and my integration of research, teaching, and service has been my infusion of telebehavioral practice courses into the IUSSW curriculum and the creation of the e-Social Work Practice Graduate Certificate. These achievements address social work's grand challenge to harness technology for social good, respond to the field's critical uncertainty regarding the role of technology, and help IUSSW move into a leadership role within this field specialization. My record of accomplishments will guide my work into the future, where I plan to continue my focus on the uses of technology to advance social work practice and education, as well as continue emerging international collaborations that increase the impact of that work. *Thank you for evaluating my application for promotion and tenure.* References [[Link](#)]
I affirm that my statements in this dossier are a fair and accurate reflection of my achievements.