



COUNCIL ON SOCIAL WORK EDUCATION

**Report to the Board of Directors
March 2020 Board Meeting**

DIVISION OF EDUCATION

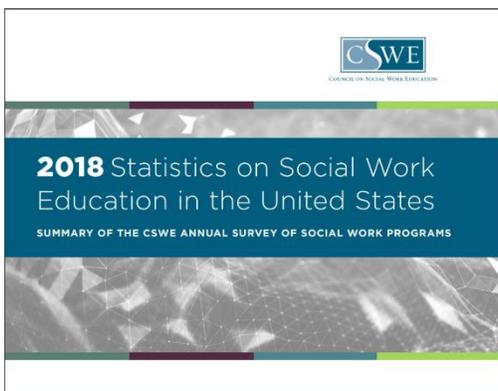
Submitted by: Dr. Jo Ann Regan, Vice President of Education

The CSWE Division of Education includes the departments of accreditation, educational initiatives and research, SocialWorkCAS and student initiatives, member engagement and professional development initiatives, the CSWE Center for Diversity and Social & Economic Justice and the Minority Fellowship Program (MFP). Each of these departments/centers is led by a director/manager and a team that develops and implements key initiatives and activities related to the CSWE strategic plan. The education division directors and managers include Mary Kurfess, Director of Accreditation, Heather Marshall, Director, Strategic Partnerships, Dr. Duy Nguyen, MFP Director, Anastasia Pruitt, Manager, Member Engagement & Professional Development, Julie Rhoads, Director of Educational Initiatives & Research (DEIR) and Dr. Yolanda Padilla, Director, CSWE Center for Diversity and Social & Economic Justice.

The following division initiatives are being highlighted under each CSWE strategic goal for the period between October 2019-February 2020:

- 1. Strengthen the position of social work within higher education, the national political environment, and in the perception of the public.**

Annual Survey



For decades, CSWE has collected valuable data that is used to inform policy, identify issues and trends, and assist in social work education research through the Annual Survey of Social Work Programs. During the 2018 CSWE Annual Survey data collection effort, we collected feedback from members on how we can make the CSWE Annual Survey and the resulting data products more useful and user friendly for our members. This data was used to create an updated data collection instrument for the 2019 CSWE Annual Survey.

The new survey instrument and the newly formatted *2018 Annual Statistics on Social Work Education in the United States* report, which was released on October 23, 2019, was shared with the Commission on Research members and two focus groups of members during APM 2019. Additional feedback was collected that helped further shape the 2019 CSWE Annual Survey data collection instrument, ensuring that the information collected was both valuable to members and was possible for them to accurately report on (for example, we

would like to collect information on gender identity of students, however, all focus group members reported that their institutions did not collect this information, rendering such an endeavor futile).

The 2019 CSWE Annual Survey was launched for data collection on November 21, 2019. The survey instrument was expanded to collect more detailed demographic information about enrolled students and graduates. Additional information is also being collected on the ways programs are using online education to deliver educational content to students, including on if programs are offering fully online classes or hybrid classes, and the ways that that content is being administered (synchronously vs. asynchronously). This expanded collection on online education should help paint a clearer picture of how social work education is being delivered to students in 2019 but is a work in progress that will continue to be altered as we learn more about all of the different ways students are learning today. The survey also includes an expanded section on faculty, including a new series of questions exploring part-time faculty members and how they are being used to teach coursework. The number of practice doctorate programs invited to complete the survey grew to 17 for fall 2019.

The newly formatted [*2018 Annual Statistics on Social Work Education in the United States*](#) report featured much more easily digestible data in the form of infographics, bar charts, and bullet-pointed executive summary. The report included a proper trend analysis for enrollment and degrees conferred and compares that data to the change in the number of programs over a one, five, and ten-year period. The new report was well received by members at APM. Some focus group members did inquire about the ability to dive deeper into the results on their own, something that a future interactive dashboard would be able to provide for them.

The development of an interactive dashboard that will allow members to filter through data from the CSWE Annual Survey to benchmark themselves against aggregated data from at least 5 other institutions is included in the current CSWE strategic plan. Members who participated in focus groups conducted during APM 2019 were very enthusiastic about such a concept. DEIR staff have begun investigating different providers for such a dashboard, including Tableau, AWS Quicksight, Qlik, Microsoft's Power BI, and SAS Visual Analytics. The plan moving forward involves developing a proof of concept using data from the 2019 Annual Survey to present to COR, CSWE leadership, and the Board in the coming year.

DEIR staff also partnered with Dr. Elisa Borah from the University of Texas at Austin's Institute for Military and Veteran Family Wellness to collect data from CSWE member MSW programs on Military Social Work education programs. The process also led to CSWE developing a new Data Sharing Agreement to be used with fellow researchers on projects like this and establishing a secured electronic data sharing system. 65 master's programs responded to the survey.

Global Agenda Data Collection and Report Drafting

The Global Agenda articulates social work and social welfare-based priorities and is produced by a tripartite group consisting of three international organizations: International Association of Schools of Social Work (IASSW), International Council on Social Welfare (ICSW), and the International Federation of Social Workers (IFSW). CSWE serves as the Global Observatory for the North American and Caribbean Region and has collected data on the Global Agenda's 2020 theme and fourth pillar, "Promoting the importance of human relationships." There were close to 400 participants of the survey from across the region, identifying key areas of challenge and opportunity in the social work profession. CSWE is drafting its report in partnership with its regional counterparts, including the National Association of Social Workers (NASW), the Canadian Association

of Social Workers (CASW), the Canadian Association of Social Work Education (CASWE) and the North American and Caribbean Association of Schools of Social work (NACASSW). This regional report will be submitted to the tripartite group in February and will be included in the global report published in June 2020.



Word Cloud formed from responses to survey question, “What are the current social challenges affecting your country or region right now?”

2. Strengthen social work through identification and dissemination of emerging technology and innovative models, pedagogies, and practices.

Practitioner-Education SAMHSA Grant

The Council on Social Work Education (CSWE) has been awarded a grant of nearly \$500,000 from the Substance Abuse and Mental Health Services Administration to expand substance use disorder (SUD) practitioner education in social work. The 2-year project will implement a high-quality standardized SUD curriculum, which will strengthen the preparation of future social work practitioners to deliver effective, evidence-based SUD prevention, treatment, and recovery services.

The standardized SUD curriculum will align with the social work competencies identified in the [2015 Educational Policy and Accreditation Standards](#) and CSWE’s substance use curricular guide, currently in development. The project will also include a field education component, which will allow students to gain experience with individuals, families, groups, organizations, and communities affected by an SUD.

CSWE hosted a meeting November 6–8 with 22 schools and partner organizations to assist in the development of the SUD curriculum. These programs are committed to piloting the curriculum, collecting data through the student competency assessment matrix, and supporting programs that implement the SUD curriculum in the second year of the program. During the 3-day meeting, participants determined substance use competencies and drafted curricular components mapped to each competency of the 2015 Educational Policy and Accreditation Standards. They also determined assessment measures, developed an implementation plan, and discussed supports needed.

CSWE thanks the following partner schools and organizations for their time, effort, and participation: Albany State University, Augsburg University, Boston University, Cleveland State University, East Carolina University, Eastern Washington University, Fayetteville State University, Howard University, Indiana State University,

Marshall University, Monmouth University, Morgan State University, Norfolk State University, Southern Connecticut State University, The College of St. Scholastica, University of Illinois at Urbana-Champaign, University of Maryland, Baltimore, University of Nevada Las Vegas, University of North Carolina at Wilmington, University of Utah, University of Wisconsin-Milwaukee, and Yeshiva University.



Prac-Ed Participants and CSWE project staff at the November 2019 meeting at CSWE headquarters.

Additional Opioid Activities

AAAP-ORN: As part of CSWE’s contract with the American Association of Addiction Psychiatry’s (AAAP) Opioid Response Network, the CSWE Substance Use Curricular Guide Task Force held a partnership session during APM in Denver. During the session, task force chairs updated faculty on the status of this important resource which will be published in Spring 2020.

AAAP-PCSS: CSWE has a contract with AAAP on the Providers Clinical Support System (PCSS), a coalition of major health related organizations dedicated to addressing the opioid crisis. PCSS provides training to healthcare providers including social workers. Both a CSWE staff member and a social work faculty member serve on the PCSS Steering Committee. The social work faculty, Dr. Anthony Estreet, serves as the clinical expert representing CSWE. He provides clinical expertise regarding PCSS training for social workers. CSWE is working with AAAP to invite more social workers and social work faculty to train on evidence-based treatment and resources.

Social Workers on the Front Line of the Opioid Epidemic: With funding from New York Community Trust, the National Council for Behavioral Health has partnered with CSWE to help programs and schools of social work prepare students to lead the charge against the opioid epidemic. Ten participating schools will gain access to leading experts in the field through a range of training and technical assistance offerings. The 10 schools are: University of Wisconsin at Whitewater, University of Iowa, Virginia Commonwealth University, Florida International University, SUNY Stony Brook University, University of Wyoming, University of Alaska at Anchorage, Portland State University, Campbellsville University, and Touro College of Graduate School of Social Work.

NORC-Adolescent SBIRT: CSWE was awarded another round of funding via a subcontract from the independent research organization, NORC at the University of Chicago, to support the integration of substance abuse screening, brief intervention, and referral to treatment (SBIRT) into general undergraduate and

graduate social work curricula rather than in advanced practice or specialty classes only. Cydne Smith Nash, CSWE program associate for grants and projects, in conjunction with NORC conducted a partnership presentation at the 65th Annual Program Meeting in Denver last November. During the presentation, the partners showcased their work together including how SBIRT has been mapped to the 2015 EPAS and the demonstration of a simulated educational tool for use by social work students and faculty.

Policy Practice in Field Education

The Council on Social Work Education (CSWE) has been awarded a \$150,000 grant from The New York Community Trust (NYCT) to support the fourth cycle of its [Policy Practice in Field Education Initiative](#). The grant will support social work programs seeking to develop policy-focused field education and community engagement projects.

CSWE's Policy Practice in Field Education Initiative enables schools of social work to create new integrative models that heighten the policy skill set of undergraduate and graduate level social work students, regardless of specialization. These programs will also prompt schools of social work to provide opportunities for students pursuing careers in policy and help increase the social work presence in policy, labor, and advocacy organizations.

A request for proposals was released on January 10, 2020 and the application will close on February 28, 2020. Two types of grants are offered: 1) grants that develop or enhance field placement experiences in policy practice and 2) grants that create policy-related community engagement experiences beyond field placements. Between 10-15 grants will be awarded.

Leading Critical Conversations: Social Work Education Summit on Religion, Faith, and Spirituality in Social Work Education and Practice

CSWE's Educational Policy and Accreditation Standards (EPAS) articulate the importance of and expectations for diversity in explicit and implicit curriculum. Social workers are charged with respecting all facets of diversity, and included in this is the diversity of religion, traditions, faith, and spirituality. Given the critical nature of these practices in a client's life, and, as evidenced by research, that paying attention to this area of the clients' lives in practice improves outcomes, it is important that social workers understand these areas to develop a holistic view of the person in environment and support their well-being (Oxhandler, 2020). This requires a level of comfort among social work faculty to include discussion on this topic in the classroom in order to prepare students as they enter the workforce.

Growing research indicates that religion and spirituality is an area that is not being addressed in social work classrooms and practice settings. Further, faculty do not feel comfortable in teaching about this topic, nor do they have specific tools to support their teaching.

To address this important issue in social work education, CSWE is planning the first Leading Critical Conversations Summit for June 2020, which will explore the intersection of social work education and religion and faith. CSWE established a planning committee for this Summit with leaders in the field from varying faith traditions and expertise, who have helped guide the planning process. As an invitation-only event, CSWE will divide the participants into three topic-area workgroups, through which they will discuss the central question: "How do social work education programs promote social workers' competence for ethical and effective

practice that takes into account the diverse expressions of religion, traditions, faith, and spirituality among clients and their communities?” The workgroups are faculty development in training; explicit curriculum issues; and implicit curriculum issues. CSWE will work closely with the planning committee to finalize the participant invitation list and Summit agenda.

Following the Summit, CSWE will prepare a deliverable that captures key findings from the meeting and recommendations for curriculum integration to share amongst members.

2019 APM Diversity Center Connecting Session: “Rethinking Practice with Culturally Diverse Communities Based on Emerging Research: Teaching Implications”

The Diversity Center organized a Connect Session at the 2019 APM titled “Rethinking Practice with Culturally Diverse Communities Based on Emerging Research: Teaching Implications.” It was held on Saturday, October 26, 2019. The connect session included five authors who shared their research findings on practice with multicultural communities and implications for teaching. Tangible, research-based approaches to engaging with multicultural clients were discussed, including often unrecognized problems with current models of social work practice. The unique compilation of rigorous qualitative, experimental, and community-based studies demonstrated the effectiveness of culturally grounded interventions and identified the specific factors associated with positive outcomes.

Educator | Resource of the Month: Online Teaching

The Diversity Center created a teaching resource on the topic of “Online Teaching: Humanizing Immigration” in its [November 2019 Educator | Resource of the Month](#). The resource was contributed by expert scholar Dr. [Dr. Beverly Araujo Dawson](#), professor at the School of Social Work at Adelphi University in New York and program director of their [online MSW program](#). The increase in social work courses offered online has presented educators with the challenge of developing student knowledge and skills necessary for effective direct practice within a virtual learning environment. With a focus on immigrants, this resource offered strategies for developing online assignments to help social work students learn how to practice effectively with this population and to understand the effects of immigration on individuals and families throughout the life cycle.

Educator | Resource of the Month: Confronting Microaggressions in the Classroom

The Diversity Center disseminated the teaching resource [The NAME Steps: How to Name and Address Anti-LGBTQIA2S+ Microaggressions in Social Work Classrooms](#) and related resources in its [January 2020 Issue of the Educator | Resource of the Month](#). *NAME Steps* provides flexible guidance for educators in naming and responding to microaggressions, encouraging collective responsibility for addressing diversity in social work classrooms. The guide—which also includes five real case scenarios from social work classrooms for educators to rehearse using the NAME steps—was developed by the authors in collaboration with members of the [CSWE Council on Sexual Orientation and Gender Identity and Expression](#).

2019 APM Diversity Center Exhibit Hall Booth

The Diversity Center set up a booth at the 2019 APM exhibit Hall to launch its [Center Library](#), which features a 200+ collection of books on diversity and social justice curated by Center director, Dr. Yolanda Padilla. The booth included various teaching resources on how to use literature to teach about diversity and justice as well as copies of sample books.

3. Ensure the quality and sustainability of social work education through accreditation of baccalaureate and master's degree programs, research, and responsive faculty development.

Accreditation

Practice Doctorate Accreditation Update

At the February 2020 COA meeting, a motion was approved to send out for public feedback a revised definition, scope, and proposed accreditation standards for practice doctorate programs. Once feedback is collected and considered, the COA is scheduled to decide at its June 2020 meeting whether to accredit practice doctorate programs.

The revisions were the work of the Practice Doctorate Committee formed after the October 2019 COA meeting, and tasked with resolving remaining questions concerning the accreditation of practice doctorate programs. COA Chair Deana F. Morrow drafted a [Plan of Action](#) which included the committee's tasks regarding remaining COA questions and a timeline with a scheduled COA decision date of June 2020 on the question of whether or not to accredit practice doctorate programs. After the Plan of Action was reviewed by the Chair of COEP, the CSWE Vice-President of Education, and the CSWE Director of Accreditation, the committee began its work in November 2019, meeting every two weeks until a report was ready for presentation to the COA. (See [here](#) for the list of committee members and their affiliations with COA, COEP, and DSW Directors.) Four members of the eight-member committee had served on the initial committee that had worked over the previous three years to gain input from all sectors of the membership regarding practice doctorates in social work education.

CSWE Accreditation of Post-degree Social Work Fellowship Programs

The accreditation of post-degree social work fellowship programs officially launched in October 2019 with the following four programs participating in the initial accreditation process:

- Durham VA Health Care System Interprofessional Fellowship in Psychosocial Rehabilitation and Recovery Oriented Services
- University of Pennsylvania School of Policy and Practice & The Children's Hospital of Philadelphia Clinical Social Work Fellowship in Child/Adolescent Behavioral Health
- VA Connecticut Health Care System Interprofessional Fellowship in Psychosocial Rehabilitation and Recovery Oriented Services
- Walter Reed National Military Medical Center's National Capital Consortium Social Work Fellowship in Child and Family Practice

The programs began to formally seek accreditation by submitting Statements of Intent in December 2019. The Statements of Intent were reviewed and accepted by the CSWE staff. The next step for these programs is to submit a completed Application for Accreditation by April 1, 2020.

CSWE staff presented information about the fellowship accreditation initiative at the Commission on Accreditation (COA) meeting in October 2019, which included findings from the 2019 stakeholder survey and a high-level overview of the accreditation processes and procedures. COA supported the initiative overall and

requested that CSWE staff draft a proposal outlining information about COA's role and level of involvement in the process. The proposal was presented at the February 2020 meeting and COA unanimously approved it.

Stephanie McNally, Manager Social Work Fellowship Program, will continue to oversee the implementation and day-to-day operations of this initiative.

Government Relations

Director of Accreditation Mary Kurfess and Otto Katt of Lewis-Burke Associates represented CSWE on Capitol Hill on December 11, 2019 in discussions with Congressional staff of the Chair and members on the House Education and Labor Committee concerning the *Higher Education Act*. Mary and Otto met with staff of Chairman Bobby Scott (D-VA), whose interests include increasing student aid and increased funding for minority-serving institutions; with staff of Representative Susan Wild (D-PA), who has written legislation for higher education to develop and implement comprehensive campus mental health and suicide prevention plans; and with staff of Representative Suzanne Bonamici (D-OR), who is concerned about student loan debt and has been a vocal advocate for immigrant families and children.

Discussions included an explanation about programmatic accreditation, identified competencies, and ensuring that social work programs provide adequate preparation by setting standards. Most of the discussions included an introduction to what social work is and the various settings where social workers can be found, and an overview of CSWE and CSWE – COA accreditation services. Mary and Otto shared information from the annual survey including the number of enrolled students in accredited BSW programs: 58,733 (45% designated as under-represented-minorities); and the number of enrolled students in accredited MSW programs: 67,084 (41% designated as under-represented-minorities). The representatives were thanked for continued support for student aid (Pell grants) and for minority-serving-institutions. The representatives were asked for increased support for graduate students, and to add social work to the list of areas designated in Graduate Assistance in Areas of National Need (GAANN).

Council for Higher Education Accreditation (CHEA)

Mary Kurfess, Director of Accreditation, submitted the combined Interim and Transition Framework Part 2 Report, which was due to CHEA on January 1, 2020. The CHEA recognition committee will review the report in March and the decision letter is expected in mid-April.

Mary attended the CHEA conference in January. Department of Education Undersecretary Diane Auer Jones was the keynote speaker and provided information about the Department's year-long process of revising accreditation rules. Her remarks included news concerning regional and national accreditation. Effective July 1, 2020, geographic boundaries will be eliminated, and the "two-tier" system of national and regional accreditation will end. Other presentations included "Quality and Borderless Higher Education" which discussed the evolution in online learning. Currently, the emphasis is less on technology and more on what technology allows educators to do and what ways it allows educators to provide curriculum. Another presentation, "Students – Integral Participants in the Accreditation Process" illustrated how architecture and medical programs encouraged student input and participation.

New APM Presentations

In addition to providing program consultations, the accreditation staff developed several new presentations which drew 800 participants at APM: Frequently Cited Standards, EPAS Assessment Standard 4.0 Overview,

and Candidacy information. Slides from these presentations are posted on the CSWE website and may be accessed [here](#).

New Training

The accreditation specialists piloted a “Lunch & Learn” live online training and question-and-answer series in January 2020. The first topic, “Writing an Accreditation Document” was shared with over 120 participants. The interaction was lively and comments from participants after the event were positive. Additional topics are proposed, such as interactive presentations on candidacy and assessment. Announcements for these events will be sent to program directors and primary contacts. The “Lunch & Learn” training can be accessed just under the APM presentations on the CSWE website at:

<https://www.cswe.org/Accreditation/Information/Accreditation-Powerpoints>

New Self-Study Template

The accreditation staff developed a Self-Study Template as a resource to programs. The use of the template is optional and provided only to assist with structuring and formatting Volume I narrative. The template can be found at <https://www.cswe.org/getdoc/bc78fae2-16a5-49ed-8cee-28d7f1165f32/Accreditation-Process.aspx>

2019 APM Preconference Events

To enhance CSWE’s portfolio of faculty development offerings, four preconference events were offered before the 2019 APM:

Leadership Development Institute

This half-day program was developed in partnership with CSWE’s Council on Leadership Development and the National Association of Deans and Directors of Social Work Admissions. The format was divided into two separate tracks, which attendees could choose from:

- Understanding social work admissions and enrollment trends: The graduate student marketplace, meeting your enrollment goals, and navigating student gatekeeping issues.
 - Presented by Crystal Diaz-Espinoza (Baylor University); Elizabeth Szpilka (Adelphi University); Kathryn Kendall (University at Buffalo); Scott Stafford (University of Maryland); Amber Mollhagen (University of Houston) and Laura DiMarcantonio (Rutgers University).
- Pursuing effective leadership
 - Presented by Alan Dettlaff (University of Houston); Lisa de Saxe Zerden (UNC Chapel Hill); Nicole Bromfield (University of Houston); Anna Scheyett (University of Georgia)

Registration for this event reached the maximum capacity with around 130 participants. Feedback was also very positive with 93% of evaluation respondents rating the event overall as “good” or “excellent”.

Field Education Institute and Virtual Live-Stream

The Field Education Institute was developed in partnership with CSWE’s Council on Field Education (COFE). This full-day program included an opening panel of current and former COFE chairs who highlighted the evolution of the COFE’s work and field education more broadly. The event then featured three concurrent tracks of breakout sessions that explored understanding and assessing competencies in field education, emerging issues in field education, and innovative strategies for engaging students. The event concluded with

a feedback session on the 2020 EPAS facilitated by CSWE staff and members of CSWE’s Commission on Educational Policy.

Registration for this event reached the maximum capacity with nearly 200 participants. Feedback from evaluation respondents was quite positive with 92% rating the event as “good” or “excellent”.

CSWE also introduced a new, virtual component to the Field Education Institute in 2019—a video live-stream for remote participants. This pilot was intended to gauge interest in virtual offerings as this is a frequent suggestion of CSWE councils and commissions. Unfortunately, engagement in the live event was less than expected with only 40 registrants. The registration revenue did not compensate for expenses even with the addition of sponsorship support. Feedback from event participant seems to suggest that they found the in-person engagement and participation to be more valuable than virtual experience.

Teaching Institute for Early Career Faculty

CSWE offered this full-day faculty development training for the second year in 2019. Registration for this event also reached the maximum capacity with 60 participants. The aim of this Institute is to enhance the pedagogical skills of new faculty. Three intensive workshops were presented on the following topics:

- Teaching Through Feedback: A Learner-Centered, Process-Oriented Approach (Janice Furlong, Boston University)
- Integrating Technology into Teaching—Tools, Tips, and Important Considerations (Stephen Cummings and Julia Kleinschmit, University of Iowa)
- Creating an Inclusive and Equitable Classroom (N. Eugene Walls and Brittanie Atteberry-Ash, University of Denver; Antonia Alvarez, Portland State; and Carlyne Schultz, Big Brothers Big Sisters of Colorado)

Similar to the other preconference events, the event evaluations revealed that 93% of respondents rated the Institute as “good” or “excellent” overall.

Faculty Development Institute: Integrative Approaches for Transforming Social Work Education

On Wednesday, October 23, 2019, CSWE held a new Faculty Development Institute at APM: Integrative Approaches for Transforming Social Work Education. To align with the theme of “Social Work Education: Looking Back, Looking Forward,” the Integrative Approaches concept was developed as a Faculty Development Institute pre-conference event focused on the future of social work education. The Institute featured eight session leaders who provided participants with an interactive experience to learn about holistic therapeutic

Mo Yee Lee, Maria Napoli, Tom Gregoire – Session Leaders of “Mindfulness and Meditation Practices for Mental Health”



practices and how to infuse these concepts into teaching and learning environments. The Institute also included a plenary lecture, given by Dr. Loretta Pyles of the University of Albany, and a panel discussion from the session leaders about best practices for curriculum integration. The Institute drew 100 participants and received \$5,500 in sponsorship dollars. Based on the results of a post-event



Participants in Michal Sela-Amit’s session, “Mindful Expressive Arts Interventions in Social Work,” decorated masks as an exercise to explore “the inside me” and “the outside me”

survey, 95% of respondents rated the event as “excellent” or “good,” and more than 90% of survey respondents stated that they would recommend a similar

Ramona Beltran and Elton Naswood – Session Leaders of “Land, Place, and Protocol: An Indigenous Approach to Land Acknowledgment and Place-Based Pedagogy in Social Work Education and Practice”

program next year.

CSWE is developing a SPARK Community for Integrative Approaches as a platform through which educators and practitioners can share resources and join in conversation around this topic. As a follow-up to Integrative Approaches, CSWE is planning a Faculty Development Institute (FDI) pre-conference event on social work and the arts for APM 2020. Stemming from CSWE’s participation in the Social Work and the Arts Roundtable, a three-year initiative supported by University of Southern California, this FDI will explore various modalities of art used in social work education and practice. CSWE is working with a planning committee, which will convene virtually early this spring to finalize the plans for the event.

2019 APM Continuing Education

CSWE made two changes to the APM continuing education program to enhance its value and efficiency for APM participants. The format for oral presentations was adapted to make them CE-eligible, which greatly increased the number of CE-eligible sessions available to attendees. CSWE also partnered with a conference management vendor to implement the program through an automated, online system. Not only did this reduce the staff time required to manage the program, but it also gave participants greater control of and immediate access to their earned credits. Participation in the CE program has been steadily increasing each year, and the 2019 APM saw the greatest enrollment yet with over 600 participants.

2019-2020 Program Director Academy

Programming for the 2019-2020 Program Director Academy continued at the 2019 APM with a private lunch panel presentation, “A Conversation with Social Work Leaders: Sharing Knowledge on Diversity and Inclusion.” Panelists included Mildred “Mit” Joyner, West Chester University; Alan Dettlaff, University of Houston; and Academy alum, Deneen Evans, Radford University. The panel discussion presented the opportunity for a

candid conversation about participants' challenges and successes with cultivating a diverse and inclusive environment in social work education. Participants also joined the Leadership Development Institute and self-selected the sessions they wanted to attend.

CSWEducation Connections: Real-Time Conversations on Pressing Issues in Social Work Education

This quarterly, live webinar series continued in the fall of 2019 with an additional presentation on CSWE's Curricular Guide for Licensing and Regulation on November 14. Presenters included representatives from CSWE's partner in the guide, ASWB, and members of the steering committee. Presenters outlined the structure of the guide and provided insights onto how to apply the content in various courses. The webinar was engaging with over 60 participants and the recording has been posted to CSWE's website for future access.

Diversity, Equity & Inclusion Network

Building on a nearly year-long convening, the Diversity Center led a Learning Lab at the 2019 APM for a DEI Network made up of social work faculty and administrators. These individuals are involved in diversity, equity, and inclusion efforts for their social work programs and their larger universities. This work will contribute to the 2020 APM, which will address the theme of Leading Critical Conversations: Diversity, Equity, and Inclusion.

- 4. Develop partnerships with organizations, agencies, corporations, and foundations both within and external to social work to enhance collaboration on issues critical to social work education.**

Social Work HEALS

The Social Work Healthcare Education and Leadership Scholars (HEALS) program is a partnership between CSWE and the National Association of Social Workers (NASW), funded by the New York Community Trust. The aim of HEALS is to educate and train social work leaders from BSW to post-doctoral levels to strengthen the delivery of health care services in the United States. The HEALS Program provides scholarships for baccalaureate and masters level students, policy fellowships, and training. Ten schools were selected through a competitive application process in May 2015 and CSWE administered funding, allowing the programs to give stipends to students in health care field placements.

The original grant supported five years of funding, concluding this year. As in previous years, CSWE and NASW are collaborating to plan and produce the 2020 HEALS Policy Summit, held in Washington, D.C., in March. The Summit provides scholars with an opportunity to hear from social workers engaged in healthcare policy and practice, as well as meet with Congressional representatives from their home states to advocate on health-related legislative topics.

This year, the HEALS program directors from the 10 participating institutions will join the Summit to engage with the students and provide feedback to CSWE and NASW leadership on the grant program. Additionally, we have offered the program directors an opportunity to discuss a journal article on the HEALS program and considerations for other schools who may wish to adopt a similar program.

The CSWE and NASW HEALS team is planning for the final grant evaluation for the original five-year grant. This final report that will be submitted to the New York Community Trust in Spring 2020.

HEALS 2020

In December 2019, CSWE and NASW applied to the New York Community Trust for a sixth year of funding for the HEALS program. Included in the proposal were continued project activities from the original grant, as well as multiple sustainability initiatives that would sustain Social Work HEALS for social workers and allied professionals. These social work healthcare education initiatives include a curricular resource on healthcare social work and an accompanying webinar, dissemination of the program evaluation across CSWE membership, and holding a special event at CSWE's APM (Denver, 2020) on the HEALS program featuring program scholars and directors.

CSWE and NASW will receive the decision on HEALS 2020 in February 2020.

The CSWE and NASW HEALS team has begun planning for the final grant evaluation, preparing for the final report that will be submitted to the New York Community Trust in Spring 2020.

5. Promote the preparation of social work graduates who can practice effectively in an increasingly diverse and global practice environment.

Katherine A. Kendall Institute for International Social Work Education (Kendall Institute)

The Kendall Institute Advisory Board met at CSWE's 2019 APM, which was the first meeting with the new chair, Peter Szto, and new members, Barbara Shank and Carol Cohen. At the meeting, the Board updated the Institute's Operating Guidelines, reviewed the financials, and discussed the Kendall grant program.

The Board is looking to hold a retreat in conjunction with Social Work Day and the United Nations in New York in late March to discuss strategic planning and initiatives for the Institute. Further, the Board will review the 2020 Kendall Grant finalist applications. The Institute plans to host the Faculty Roundtable and Reception with faculty interested in global social work and curriculum integration.

Kendall Institute Grant Program

The Kendall Institute held an informal presentation session and reception at APM for Kendall grantees and affiliated globally focused groups, including the Global Commission and its two Councils. The reception was well attended and well received among grantees and attendants. The Advisory Board plans to host this reception again at APM in 2020.

The Kendall Institute has approved the 2020 Kendall Grant cycle, which will launch in February 2020. The grant program will award five institutions with up to \$10,000 each for projects centered on bringing the global context into the U.S. social work classroom. Institute leadership will host an informational interview shortly after the grant call is published for interested parties to learn more about the grant program and hear from past and current grantees. Program Associate Katherine Lord will support and feedback to applicants throughout the grant process.



Kendall Grantees: Cudore Snell (Howard University), Deb Nelson Gardell ((University of Alabama), Laurel Hitchcock (University of Alabama at Birmingham); Irma Sandoval-Arocho (Interamerican University of Puerto

Curricular Guides & Resources

The Department of Educational Initiatives and Research continues to expand its offerings of curricular guides and resources. The 2015 EPAS curricular guide series produces guides that map CSWE's 2015 Educational Policies and Accreditation Standards (EPAS) to important topics on social work education. Each of these guides extend and enhance the nine social work competencies and provide relevant resources and activities.

Substance use curricular guide- sponsored by the American Association of Addiction Psychiatry's Opioid Response Network. This guide is currently being copyedited and will be released this spring.



Members of the Environmental Justice Curricular Guide Taskforce at the CSWE office.

Environmental justice guide- This past summer, CSWE established the taskforce for the Environmental Justice Curricular Guide, an initiative supported by the Center for Diversity and Social and Economic Justice (Diversity Center). Diversity Center director Dr. Yolanda Padilla collaborated with the Division of Education and the Committee on Environmental Justice in the national task force meeting held to develop competencies and curricular resources on environmental justice. The 2015 EPAS includes specific language regarding environmental justice and this guide

will serve as a comprehensive resource for social work faculty on the topic. The guide includes competency descriptions and behaviors, as well as references and activities to be used in teaching. The taskforce includes 66 faculty members from across the country, led by two co-chairs, Rachel Forbes (University of Denver) and Cathryne Schmitz (University of North Carolina – Greensboro). Rachel and Cathryne are the previous co-chairs of the Environmental Justice Committee of CSWE's Global Commission and are offering expert guidance throughout the project. Many members of the taskforce also serve on the Committee, including Ande Nesmith (University of St. Thomas) who is the current chair. In November, CSWE hosted members of the taskforce at its offices in Alexandria to develop a working draft of the guide. Members who could not attend in-person had the option of participating virtually. Since then, the taskforce finalized the first draft of the publication and it is currently in the editing process. Revisions will take place through Summer 2020, and the guide will be formally launched at APM 2020.

Infant and early childhood mental health and development neuroscience- sponsored by the Erickson Institute and an Irving Harris Foundation grant of \$45,000. This curricular guide will be chaired by Drs. Marcy Safyer and Linda Gilkerson from Erikson Institute. A call for task force members was released to membership this fall. CSWE received an overwhelming response, resulting in a task force on 89 social work educators and practitioners. An in-person will be held in April at Erikson Institute in Chicago, IL. The guide is set to be released this fall at APM.

SocialWorkCAS and Student Initiatives

To ensure a smooth experience for programs enrolled in SocialWorkCAS, CSWE staff members will continue to serve in an advisory role for the initiative until September 2020. This date marks the end of the current admissions cycle and the beginning of the next. After this date, Liaison will be fully responsible for the service,

including onboarding new programs and supporting existing ones. Heather Marshall, director of strategic partnerships and point person for SocialWorkCAS, will be leaving CSWE in late February. Darla will then serve in an advisory capacity to Liaison until September.

For the future, Liaison decided it would be in everyone's best interest to maintain the service as is instead of enrolling programs in a different Liaison product. This ensures that programs and students receive the same quality of individualized support and guidance and mitigates the potential for service disruption. To that end, they will keep the name SocialWorkCAS but will significantly rebrand all SocialWorkCAS websites and information to make it clear that CSWE is no longer affiliated with the service beyond September 2020.

Minority Fellowship Program

The CSWE MFP is receiving \$1,452,241 from SAMHSA for the grant year beginning September 30, 2019 through September 29, 2020. This is an increase of \$29,500 to account for the receipt of supplemental funds from SAMHSA to target substance use prevention efforts. This grant year, MFP is supporting 25 doctoral fellows who come from 20 doctoral programs. The doctoral programs include: University of St. Thomas, University of Georgia, University of Washington, and University of Illinois-Urbana Champaign. With the supplemental SAMHSA funding, MFP is supporting a total 44 master's fellows from 26 programs. Nine of the social work programs are supporting MFP fellows for the first time: California Baptist University, California State University – Dominguez Hills, East Carolina University, Fayetteville State University, Hawai'i Pacific University, Jackson State University, North Carolina State University, and the University of Texas – Arlington.

Fellows training events

1. APM

The MFP in-person training for the doctoral fellows cohort was held in conjunction with APM in Denver, CO. Fellows heard from social work leaders James Herbert Williams (Arizona State University) and Anna Scheyett (University of Georgia) in a session entitled: *Future of minority behavioral health: Where do we go from here?* Alumni presenters Anna Ortega-Williams (Hunter College) and Melissa Buckley (Coppin State University) spoke on Life goes on: Transitions & doctoral studies. Finally, fellows took part in a mock job talk role play, with three alumni reactors: Johnny Kim (University of Denver), Tina Peterson (University of Oklahoma), and Tawanda Hubbard (Monmouth University). In addition, fellows attended the Carl A. Scott Lecture, presented by MFP alumnus, Lee Cornelius (University of Georgia), as well as other sessions throughout APM. Six fellows combined to present during 9 APM sessions. In addition, Duy Nguyen presented *Addressing Behavioral Health Disparities: The role and function of the CSWE MFP* during the conference.

MFP doctoral fellows with staff at APM 2019



2. SSWR

MFP held a meeting on January 17, 2020 during the Society for Social Work and Research Conference in Washington, D.C. MFP Alumni Sean Joe presented on *Building research networks across institutions* that was attended by 36 fellows, alumni, and guests. Some doctoral fellows were able to meet with their mentors at the meeting, as well as during the conference. On January 18, MFP held an informal Meet and Greet. Current fellows (Master's and Doctoral) and alumni met to network and share their experiences. Thirteen (13) current doctoral fellows presented at the conference, including one presentation by 3 current doctoral fellows: *Moving Beyond Cultural Competency: Addressing Inequality of Race and Sexual Orientation and Gender Identity in Mental Health Services*. In addition, MFP staff convened a Minority Behavioral Health Special Interest Group that meet on January 18 as an opportunity for students and scholars to meet and build connections.



Photo: Darla Spence Coffey and Duy Nguyen with Sean Joe (Washington University in St. Louis) at the MFP meeting during the SSWR conference in Washington, D.C.

3. March training (Master's fellows)

The in-person training for master's fellows will be held in Alexandria, VA from March 22-24. The sessions will focus on the future of behavioral health practice and preparing the fellows for the behavioral health workforce.

4. Webinars

Separate Orientation webinars were held for the doctoral and master's fellows in October 2019. On November 20, 2019, MFP partnered with Jennifer Watt and Raffaele Vitelli (NASW) for a webinar to review member benefits and discuss how NASW can help fellows as they transition to the behavioral health workforce. All master's fellows receive membership in NASW as part of their fellowship. On March 3, 2020, M. Sebrina Jackson (University of Alabama) will present a webinar for the doctoral fellows focused on social work education entitled: Teaching roles and expectations.

MFP governance and volunteers

With the 2019-2020 grant year, the MFP is implementing a new governance structure. Volunteer roles include mentors, master's and doctoral Advisory Committee members, and application readers. Volunteers span practice, research, and academic domains, and include many MFP alumni. An Orientation webinar was sent to all Advisory Committee members and mentors in January 2020. A web-based meeting for our Executive

Committee consisting of the Chairs and Vice Chairs of the respective Advisory Committees was held on December 18, 2019. The doctoral and master's Advisory Committees meet throughout the grant year.

MFP has matched all fellows with a career mentor. Doctoral fellows are matched individually with a mentor. Master's fellows are matched with mentors in small groups based on their practice interests. Fellows have at least two individual and/or group meetings with their mentors over the course of the grant year.

In light of the new structure and additional volunteers, MFP staff development activities have centered on volunteer engagement and management.

Recruitment and outreach

Duy Nguyen held recruitment trips on November 15, 2019 to the University of Texas – Austin Hicks School of Social Work and Our Lady of the Lake University School of Social Work to meet with students, faculty and staff to provide an overview of the MFP and application process.

On November 14, 2019, Duy Nguyen presented with other MFP grantee organizations during the workshop *Educating Health Professionals to Address the Social Determinants of Mental Health* organized by the National Academies of Science, Engineering, and Medicine as part of the Global Forum on Innovation in Health Profession Education.

Sponsorships and Donations

The SAMHSA grant restricts the use of grant funds, so the MFP raises funds to underwrite costs of trainings that are not covered by the grant. Program sponsorships are solicited to support training activities at APM, SSWR, and the March training for master's fellows.

In 2019, MFP set up and launched a #GivingTuesday campaign to support fellows' travel to SSWR or NASW national conferences. A total of \$1160 was raised using the CrowdRise platform.

2020-2021 grant year

The MFP submitted an application to SAMHSA requesting continued funding of \$1,422,741 for the 2020-2021 grant year (February 2020). The doctoral fellows application period for the 2020-2021 fellowship period opened on Tuesday, January 28 and will close on March 17. The master's fellowship application will open later in the spring.

- 6. Develop and maintain a healthy, viable organization by ensuring effective management; strong leadership; diversity of the staff; and open communication among the staff, Board of Directors, commissions, councils, and other governance and programmatic entities.**

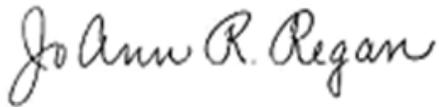
Staffing

Mumbi Mwaura, MSW/MPH, joined the Department of Educational Initiatives and Research in February as the Program Associate for Curricular Resources. Most recently, Mumbi worked at the University of Georgia Social Work program in recruitment.

We currently have two vacancies in the division of education for the MFP associate director and the manager, member engagement and professional development and are actively searching for these positions. Tabitha Beck and Anastasia Pruitt left CSWE in December and January following six plus years of service to CSWE.

The division of education team at CSWE continues to identify, develop and enhance innovative educational initiatives and programs to promote quality social work education for our individual members and accredited social work programs. I am grateful for the opportunity to lead a dedicated team within our division who work hard to make these initiatives move forward. We will look forward to sharing with the Board the outcomes of each of these education division initiatives and new projects this coming year!

Respectfully submitted,

A handwritten signature in black ink that reads "Jo Ann R. Regan". The signature is written in a cursive style with a large initial "J" and "R".

Jo Ann R. Regan, PhD, MSW, FNAP
Vice President of Education, CSWE