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COUNCIL ON SOCIAL WORK EDUCATION

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Annual Report
2012 / 2013



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LETTER FROM

The President and Chair of the Board

Dear Friends and Colleagues,

The past year has seen many changes: increased globalization, innovations in teaching and learning, and the ripple effects of new technologies, to name a few. Our aim is for the Council on Social Work Education (CSWE) to assist you in negotiating those changes while preserving the core values and goals of social work education. This report will highlight ways in which CSWE has worked with its members and allies to advance social work education and prepare competent, nimble, and engaged social work practitioners and scientists.



Darla Spence Coffey

Numerous and important accomplishments have been achieved over the year and are highlighted in this report. Together, they paint a picture of a strong and vibrant organization poised to meet the challenges ahead. These accomplishments were realized through the collaborative relationships among us at every level of social work education. Together, there is no end to what we can achieve!

This has been a year of intentional nurturing of longstanding collaborations and forging new ones, inside and outside of social work and the educational community, inside and outside of the profession. Contemporary social problems demand collaborations across professions, and CSWE wants to ensure that the social work workforce is prepared to act and lead in this environment. In addition, we are committed to supporting faculty and preparing students who are ready to engage in the global arena. Finally, concerted legislative advocacy on behalf of social work education has ensured that social work students, faculty members, and programs are included and considered during the development of legislation and workforce development initiatives.



Mildred C. Joyner

The work of CSWE would not be possible without the staff, and we have an exceptional collection of individuals committed to serving the membership. Join us in thanking them for all that they do to further the goals of social work education.

We also sincerely thank all of our members, many of whom volunteer countless hours on CSWE commissions, councils, and special projects. Due to the dedication and exemplary service of our volunteers, CSWE effectively and efficiently meets the Board of Directors' yearly goals. We also continue to encourage others who have an interest in social work education to join our ranks.

Enjoy reading about all that CSWE has accomplished over the past year—and plan on being a part of us next year!

With warm regards,

Darla Spence Coffey
President and CEO

Mildred C. Joyner
Chair, Board of Directors



accreditation

Office of Social Work Accreditation Undergoes Recognition Review, Launches New Hybrid Training Package

The Office of Social Work Accreditation (OSWA) staffs two commissions, the Commission on Accreditation (COA) and the Commission on Educational Policy (COEP); evaluates degrees through the International Social Work Degree Recognition and Evaluation Service (ISWDRES); and provides supervision for the program coordinator of the National Association of Deans and Directors of Schools of Social Work (NADD). In collaboration with the Office of Social Work Education and Research, OSWA also staffs two councils: the Council on Field Education and the Council on Practice Methods and Specializations.

Commission on Accreditation

The COA reviewed a record number of programs for candidacy, initial accreditation, and reaffirmation. As of June 2013 there were 716 CSWE-accredited social work programs, 489 baccalaureate and 227 master's. There were 19 baccalaureate and nine master's programs in candidacy. The COA and OSWA have worked on reducing the candidacy process from 4 years to 3 years, and several programs were granted initial accreditation this year under this new model.

From October 2012 through June 2013, a total of 73 reaffirmation visits (involving 89 site visitors), six initial accreditation

visits (involving 12 site visitors), and 42 commissioner visits (for programs in candidacy) were completed.

A priority for the COA and OSWA has been to work on the Council of Higher Education Accreditation (CHEA) recognition review process. Our accreditation function is recognized by the CHEA, which authorizes the COA to accredit social work programs. Accrediting organizations recognized by CHEA must undergo a recognition review every 10 years. The COA was granted eligibility to seek CHEA recognition in March 2012. Our self-study and site visit were completed in June and will be submitted to CHEA in October. The recognition review decision will be made at the November 2013 CHEA Board of Directors meeting.

To meet the CHEA recognition standard on accountability, the COA made a major revision to the 2008 Educational Policy and Accreditation Standards (EPAS) assessment standards for social work programs in June 2012. To meet the CHEA requirements, the assessment standards now require that all accredited social work programs regularly provide the public with outcome data on student performance.

In 2012 and 2013 the OSWA staff offered numerous trainings and consultations to support programs during the reaffirmation and candidacy process. The OSWA launched a new hybrid format for the 2008 EPAS Reaffirmation Workshops that includes three online modules and a face-to-face session with an accreditation specialist or associate. This new hybrid training package allows programs to access reaffirmation training materials at any time before their reaffirmation process and is designed to increase the availability of training resources related to reaffirmation



ACCREDITED PROGRAMS IN 2013

489 Baccalaureate
227 Master's



PROGRAMS IN CANDIDACY

12 Baccalaureate
9 Master's

of accreditation to all social work programs both online and in person. As of July 2013, 35 programs have signed up for online reaffirmation training. OSWA staff members plan to continue to offer workshops in this format.

Candidacy workshops (one focused on BSW and the other on MSW programs) were offered in 2013. Five programs participated in the candidacy workshops. An all-day site visitor training was held at the Annual Program Meeting (APM) in Washington, DC, with nearly 100 participants in attendance. The evaluations of that training were positive. OSWA also offered program consultations individually and in groups at the Association of Baccalaureate Program Directors (BPD) and APM conferences. CSWE was pleased to be invited by the Asociación Nacional de Escuelas de Trabajo Social de Puerto Rico to offer a regional reaffirmation and candidacy workshop in Puerto Rico for the growing number of programs in Puerto Rico seeking reaffirmation and initial accreditation. More than 50 people from 14 social work programs participated in this training.

There were some staff transitions in the OSWA this year. Stephen Holloway, who served as OSWA director, retired in November 2012. Jo Ann Regan, an accreditation specialist, agreed to serve as interim director and was appointed the permanent role of director in March 2013. Lynne Taylor joined the staff as an accreditation specialist in February 2013.

Commission on Educational Policy (COEP)

According to CSWE bylaws, the COEP is charged with revising educational policy every 7 years. Revisions in educational policy guide the revision of accreditation standards. COEP has been very active in exploring ideas and collecting data that will inform the next iteration of educational policy. COEP continues its current focus on collecting information to serve as groundwork for the development of the educational policy (EP) component of EPAS 2015. To this end, a number of tasks were completed.

The COEP met in November to review a draft of proposed changes to the competencies and practice behaviors in the EP. This draft incorporated the prior work of COEP members and subcommittees in examining the current competencies and practice behaviors and identifying areas where they can be refined and improved to ensure that they are clear and measurable.

The findings from the focus groups conducted with CSWE members over the past year as part of the environmental scan, the Environmental Trends subcommittee, finalized a survey to disseminate to programs to solicit feedback about the current EP.

COEP works in partnership with its derivative councils in support of the commission's charge:

The Council on Practice Methods and Specializations is examining the effects of EPAS 2008 on the teaching of practice at the foundation and advanced levels.

The Council on Field Education advances the role of field education as the "signature pedagogy" in social work education by promoting, collaborating on, recommending, and distributing information to social work field educators and participating in discussions about educational policy to ensure and strengthen the integration of theory and practice.

The 2008 EPAS represented a major reconfiguration in educational policy and standards from previous iterations. The move from a content orientation to one focusing on student learning outcomes required a significant reconfiguration of program curricula. The draft 2015 educational policy will include some reconfiguration of the competencies in an attempt to represent them in a clearer and more consistent fashion. A subcommittee of the COA will begin work on the 2015 accreditation standards draft in summer 2013. The combined drafts of the educational policy and accreditation standards (2015 EPAS) will be reviewed for public comment and feedback or suggestions at the 2013 APM and other future conferences and meetings.

International Social Work Degree Recognition and Evaluation Service (ISWDRES)

The ISWDRES evaluates the baccalaureate- or master's-level social work credentials of people who have completed social work education programs outside the United States and determines whether the credentials are equivalent to a social work degree earned from a CSWE-accredited program. Last year ISWDRES completed 125 evaluations from 34 countries. Of these, 73 were at the master's level and 52 were at the baccalaureate level.



centers & initiatives

Commission for Diversity and Social and Economic Justice

The Commission for Diversity and Social and Economic Justice (CDSEJ) continues to improve its website. “[Mentoring Women of Color in Academia](#),” written by Wilma Peebles-Wilkins; “[In Search of Women of Color in the Social Work Journal Literature \(1998–2007\)](#),” by Marietta Barretti; and “[Reaching the Racial Tipping Point](#),” by Larry Davis, are three of the newest additions. The center offers links to more than 100 Web resources, films and media, syllabi, bibliographies, reports, and other content. The website also highlights learning opportunities (i.e., conferences, events, study abroad, and ongoing education), current issues, and narratives.

The Council on Racial, Ethnic, and Cultural Diversity is working on two writing projects intended to stimulate new activities and programs relevant to historically underrepresented groups and the general social work community. The working papers explore cultural competence using the lens of intersectionality.

The Council on Sexual Orientation and Gender Expression (CSOGE) launched its first Sexual Orientation and Gender Expression (SOGE) Scholarship Award. The inaugural SOGE Scholarship Award was presented during the CSOGE and Lesbian, Gay, Bisexual, and Transgender (LGBT) Caucus Reception at the 2012 Annual Program Meeting to Lea Tufford, Peter A. Newman, David J. Brennan, and Shelley L. Craig of the Factor–Inwentash Faculty of Social Work at the University of

Toronto and Michael R. Woodford of the School of Social Work at the University of Michigan.

At its annual networking breakfast, the Council on the Role and Status of Women in Social Work Education (the Women’s Council) paid tribute to Jeane W. Anastas of the Silver School of Social Work at New York University

as the 2012 Feminist Scholarship honoree. The 2012 Feminist Scholarship Award winner was Mollie Lazar Charter of the University of Connecticut School of Social Work.

The Council on Disability and Persons with Disabilities (CDPD) continues to work on a proposal for a book integrating the concepts of universal instructional design with teaching strategies to achieve Educational Policy and Accreditation Standards competencies and practice behaviors. A subgroup of the council is also developing a faculty survey on the prevalence of faculty members with disabilities in social work, faculty levels of expertise in disability, and faculty experience in working with students with disabilities.



Roberta Sue Pearlmutter (left) hands Jeane W. Anastas (right) the 2012 Feminist Scholarship award.



Gero-Ed Center Renews Funding, Fosters New Partnerships

The CSWE National Center for Gerontological Social Work Education (Gero-Ed Center) provides national leadership to ensure that all social workers—practitioners, faculty, and students—possess the knowledge and skills to serve older adults and their families. The Gero-Ed Center achieves this goal largely through faculty and program development, student recruitment to gerontological social work, workforce development policy and advocacy, and creation of new partnerships for sustainability.



Faculty and Social Work Program Development

Launched in July 2012, the [Gero-Ed Consultant Program](#) builds on the expertise of 25 Gero-Ed Center grantee alumni who assist social work faculty who have not received Hartford curriculum funding and want to prepare their students with gerontological competencies. These consultants are vital to the expansion of curricular and program change strategies for including geriatric competencies in programs beyond those funded by the Gero-Ed Center. The Gero-Ed Center website contains a short profile of each consultant's social work program (e.g., BSW or MSW, program size, urban or rural location) and expertise areas (e.g., generalist training, student recruitment, faculty engagement). Consultants actively reach out to and are available to be contacted by interested faculty. Consultants met with faculty at the 2012 CSWE Annual Program Meeting (APM) and will also be available at the 2013 meeting.

The 2012 Gero-Ed Track had the fourth highest number of submitted and accepted proposals among all tracks at the APM. Additionally, there were 14% more continuing education-eligible Gero-Ed Track sessions than their start in 2009. The Track Kick-Off Panel addressed the education and practice implications of addiction and aging, with a focus on hoarding, gambling, and substance abuse. Other special events included the Association for Gerontology Education in Social Work Reception, which celebrated 13 years of John A. Hartford Foundation funding for the Geriatric Social Work Initiative, and the CSWE film festival, which featured several aging-related films. Of all the APM attendees completing a follow-up survey, 10% indicated that they attended at least one Gero-Ed Track session. Of these respondents, 90% agreed or strongly agreed that they learned information from the Gero-Ed Track sessions that they will use to include gerontological competencies in a required generalist course. Furthermore, 94% of student attendees agreed or strongly agreed that they would recommend the Gero-Ed Track to other students.

There is a growing need for the fields of trauma and aging to intersect and for researchers and practitioners to collaborate to develop trauma-informed aging services. The 2013 Gero-Ed Track Kick-Off Panel will highlight this topic with a focus on older adults who are experiencing homelessness, are veterans, are incarcerated, die sudden deaths, or have experienced cultural and historical trauma.

Student Recruitment to Gerontology

The BSW Experiential Learning (BEL) Program is a cost-effective strategy to modify students' attitudes toward older adults and recruit more students to field placements and careers in aging. In the first cycle of the BEL Program (2008–2010), 2,147 students directly interacted with older adults, averaging a per-student cost of only \$70. Cycle 2 of the BEL Program (2010–2012) reached nearly the same number of students with half as many program participants and for less than half the per-student cost. Approximately 90% of programs in Cycle 2 indicated that their participation increased the overall inclusion of gerontological competencies and content in their social work curriculum. Furthermore, students' pretest and posttest survey results showed a significant change in terms of their plans to take course work in aging or pursue field placements or careers working with older adults.

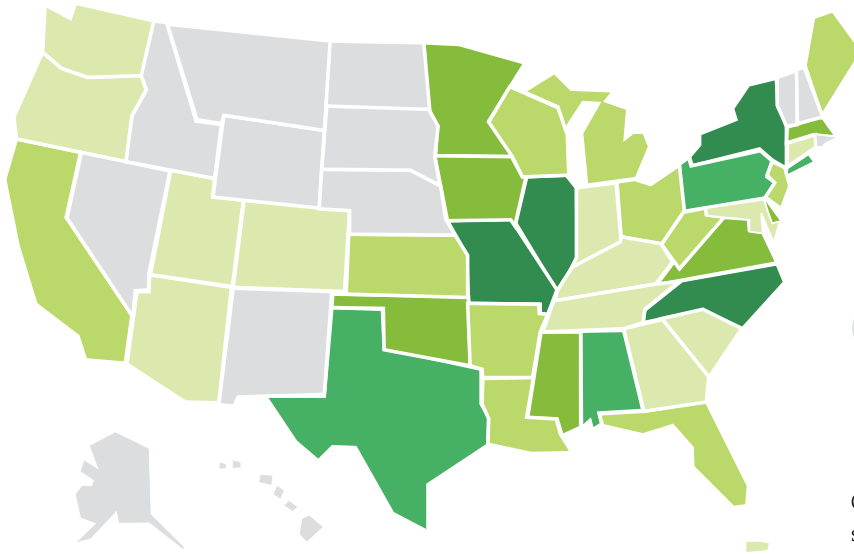
The Ashley Brooks-Danso Memorial Fund, established in recognition of Ms. Brooks-Danso, who co-directed the Gero-Ed Center from 2004 to 2008, supported the attendance of three aging-interested students at the 2012 APM. Additionally, the Gero-Ed Center Student News Web page is updated regularly with news articles, scholarship and funding information, and other relevant events.



Gero-Ed Kick Off panelist Kim Stansbury discusses the prevalence of gambling among older adults.

Workforce Development Policy and Advocacy

The Gero-Ed Center and CSWE Government Relations staff actively participate in the Eldercare Workforce Alliance (EWA) to influence national policies with a direct effect on the geriatric workforce. CSWE has supported funding for geriatric health profession training programs, including programs authorized by the Affordable Care Act. CSWE has also supported the reintroduction of the Positive Aging Act and the reauthorization of the Older Americans Act.



NUMBER OF GERO-ED PROGRAMS IMPLEMENTED PER STATE, 2001-2012



The Paraprofessional Healthcare Institute (PHI), EWA, and Gero-Ed Center staff convened a meeting of faculty from a wide range of social work programs at the 2012 APM to discuss the implications of an advanced care aide for social work. Ongoing discussions with EWA and PHI focus on how CSWE might spearhead effective strategies for interprofessional communication and collaboration with direct care staff. Furthermore, CSWE has urged the National Alzheimer's Advisory Council to promote faculty development, student opportunities, and clinical training for dementia care in the National Alzheimer's Plan. Dementia-related course materials submitted by social work faculty have been posted on the Gero-Ed Center's website, with links to the National Alzheimer's Plan.

In collaboration with the National Coalition on Care Coordination, Gero-Ed Center and CSWE Government Relations staff members seek to elevate social work's role within the Center for Medicare & Medicaid Innovation. Efforts have been made to gather information on how social workers are being used in the Round 1 Health Care Innovation Awards and Pioneer Accountable Care Organizations and to urge greater attention to social work activities that lower costs, improve patient care, and improve health outcomes.

Center Sustainability and Partnerships

The Gero-Ed Center secured a 3-year grant from the John A. Hartford Foundation, beginning January 1, 2013. One of the goals of this transition grant is to institutionalize the Hartford Partnership Program for Aging Education (HPPAE) within CSWE and integrate all HPPAE field-based resources within the Gero-Ed Center's Web-based educational materials in 2014. The HPPAE, currently administered by the Social Work Leadership Institute at the New York Academy of Medicine, is a rotational field education model that provides MSW students interested in aging the opportunity to work in a variety of community-based settings. A partnership with the Veterans Health Administration's Geriatric Research Education and Clinical

Centers (VHA/GRECC) was launched in 2012 to expand the social work workforce caring for the older veteran population. GRECCs in Salt Lake City, UT; Birmingham, AL; and Madison, WI, were selected as pilot sites. MSW students from these programs graduated in spring 2013. Three additional VHA/GRECC sites and one VA hospital will implement the model and recruit MSW students for fall 2013.

With funding from the Retirement Research Foundation, the Gero-Ed Center, in partnership with the National Resource Center for Participant-Directed Services (NRCPPDS) and the National Association of Area Agencies on Aging, implemented the Aging Network Workforce Competencies Project. Its goal is to prepare the aging network workforce with competencies in four key domains: gerontology, cultural competence, person-centered care, and participant direction. An electronic survey was disseminated to Area Agencies on Aging directors and staff in social work positions to identify needed competency-based training. Results indicated that staff in social work-oriented positions most need additional training in participant-directed competencies. The majority of respondents stated that they received gerontology preparation in their field of study, typically through field placements.

The Gero-Ed Center received funding in June 2013 from the New York Community Trust to implement the Partnerships for Person-Centered and Participant-Directed Long-Term Services and Supports project, starting July 1, 2013. In collaboration with the NRCPPDS, the Gero-Ed Center will aim to build the workforce pipeline for Aging and Disability Resource Centers (ADRCs) and, more broadly, for the Aging and Disability (A/D) Network by recruiting and preparing BSW and MSW students with person-centered and participant-directed competencies and evaluate the outcomes of such education. The project targets the ADRCs and social work programs in the Administration for Community Living's eight Enhanced ADRC Options Counseling states (Connecticut, Maryland, Massachusetts, New Hampshire, Oregon, Vermont, Washington, and Wisconsin), the Visiting Nurse Service of New York CHOICE Health Plans, and the Silberman School of Social Work at Hunter College in New York City. Other participating social work programs include those at Boston College, Plymouth State University, Southern Connecticut University, University

of Maryland, University of Portland, University of Vermont, University of Washington, and University of Wisconsin-Green Bay. This workforce and capacity-building project will advance the social work profession and benefit the A/D Network by preparing graduates for the rapid competency-based changes advanced by the ACL and occurring in the A/D Network nationwide.

These initiatives represent an opportunity to build on past work, link gerontology practice and education, and expand the center's influence on gerontological workforce development.

Kendall Institute for International Social Work Education

The Katherine A. Kendall Institute (KAKI) participated in a variety of activities that spanned the globe in 2012–2013. In July KAKI was involved in the 2012 Joint World Conference in Stockholm, Sweden. Before the conference opening ceremony, advisory board members M. C. “Terry” Hokenstad and Lynne Healy and invited guests C. K. Law (University of Hong Kong) and Sergei Zelenev (International Council on Social Welfare) held a human rights workshop before a standing-room-only audience. The panel discussed a range of issues including teaching human rights, human rights treaties, protecting the rights of older adults, and promoting and enforcing human rights conventions and declarations. Later in the conference the panel gave a presentation titled “Teaching Human Rights in Social Work Education: Global Concepts and Local Applications.”

In the summer of 2012 the Kendall Institute welcomed a new KAKI fellowship awardee, Gordana Berc, to learn about how social work is taught in the United States. Berc, a native of Zagreb, Croatia, spent the summer co-teaching a graduate course on grief counseling and therapy and also participated in a course addressing clinical practice and trauma at Saint Catherine University–University of Saint Thomas in Saint Paul, MN. Teaching and interacting with students gave Berc the opportunity to share her knowledge of working with clients in Croatia who have survived war and family trauma.

For the 2012 Annual Program Meeting in Washington, DC, the Commission on Global Social Work Education presented the annual Partners in Advancing International Education (PIE) Awards to Rich Furman (University of Washington) in the individual category, the University of Washington/Royal University Phnom Penh (Cambodia) in the program category, and Books for Africa in the organization category. The award-ees were selected for their national and international contributions to advancing social work education on a global level.

In December the China Collaborative held a kickoff event in Beijing, China, where the American and Chinese members of the U.S.–China Social Work Collaborative met for the first time and discussed cooperating to improve social work education in China. Because of the overwhelming interest of social workers in China who wanted to participate in the collaborative, the universities were organized by region, with one lead university partnering directly with a U.S. counterpart to share information with other universities in each group.



Participants of the social work research and study tour met in Havana, Cuba and had the opportunity to learn about the education, health, and social welfare systems in Cuba.



The second day of the China Collaborative conference was devoted to lectures addressing teaching social work ethics, social work theory and practice, social service administration, and social policy and analysis. The U.S. partners gave presentations based on the American perspective and experience. Audience members contributed to the discussion, adding their observations and experiences from China. The final day of the conference consisted of workshops given by the U.S. partners on topics including mental health, children and youth, the elderly, and families.

In March, KAKI celebrated Social Work Month activities by sponsoring Social Work Day at the United Nations. The institute also sponsored a World Social Work Day celebration at the University of Sarajevo in Bosnia–Herzegovina. In May, KAKI sponsored a human rights seminar titled “Human Rights Education in Social Work: Global Perspectives,” held by the University of Connecticut School of Social Work.

The commissions and councils also had a productive year. The Global Commission completed a concept paper titled “The Greening of Social Work.” The Council on Global Learning, Research, and Practice completed a series of online modules that help faculty incorporate international content in social work curriculum. The Council on External Relations is launching an online Katherine

This year, in anticipation of the reauthorized Higher Education Act (HEA), CSWE has been working with Congress to ensure that the HEA reauthorization protects the independent role of accreditors and maintains federal student aid programs at a level that offers the most assistance to students in need.

A. Kendall Facebook page to connect social work students from around the world. KAKI is developing a manual titled *Teaching Human Rights: Curriculum Resources for Social Workers*.

For the second consecutive year, a week-long research tour to Havana, Cuba, was held in June, and all CSWE members were eligible to apply. The CSWE delegation had the opportunity to learn about the education, health, and social welfare systems in Cuba. They also interacted with academic researchers, professors, social workers, and government officials to get their perspectives on social work. Participants found the study tour to be personally and professionally enriching.

Public Policy Initiative Engages Federal Programs, Leadership Forum Develops Policy Recommendations

Through its Public Policy Initiative—now in its sixth year—CSWE works to promote the value of social work education to federal policy makers and advance policy goals for the betterment of our programs. By engaging with Lewis-Burke Associates LLC, CSWE’s government relations consultants, social work education has a seat at the table in national policy debates that are important to the community and enjoys continuous representation before Congress and executive agencies.

Central to CSWE’s advocacy initiative is the promotion of policies and programs that advance the higher education agenda and create new opportunities for student training. This year, in anticipation of the reauthorized Higher Education Act (HEA), CSWE has been working with Congress to ensure that the HEA reauthorization protects the independent role of accreditors and maintains federal student aid programs at a level that offers the most assistance to students in need. For CSWE, an organization with education at the heart of its mission, the HEA reauthorization, student aid, and the future of accreditation in the United States will be major public policy areas in the next several years.

An important component of CSWE’s Public Policy Initiative is ensuring federal support for policies and programs that invest in the social work workforce. Efforts include engaging with members of Congress and federal agency officials on the creation or expansion of loan forgiveness, scholarship, and training programs that contribute to creating a more robust, culturally competent, and highly skilled workforce, including opportunities for students, faculty, and social workers already practicing in the field. Federal programs of particular importance for building capacity in social work include those at the Health Resources and Services Administration (HRSA), the Substance Abuse and Mental Health Services Administration (SAMHSA), and other agencies that provide funding to social work programs, including the Minority Fellowship Program, the Mental and Behavioral Health Education and Training (MBHET) grant program, and a variety of other programs across the government. MBHET offers stipends to recruit students into mental and behavioral health careers. CSWE was thrilled with the highly successful 2012 MBHET competition that resulted in 13 awards totaling \$6.15 million to social work programs across the country. CSWE worked closely with officials at HRSA to ensure the solicitation was as beneficial to social work programs as possible, and then got the word out to the social work community to encourage applications. Although there was no

MBHET competition in 2013, the Obama administration is seeking to significantly enhance the program in 2014 as part of its mental health initiative. CSWE continues to lobby Congress to ensure that funding for the program is provided for a 2014 competition.

A Shared Agenda for Social Work Education

In late 2012 CSWE and the sister social work organizations that comprise the Leadership Forum—the Association of Baccalaureate Social Work Program Directors, the Group for the Advancement of Doctoral Education in Social Work, the National Association of Deans and Directors of Schools of Social Work, and the St. Louis Group for Excellence in Social Work Research and Education—developed a set of priorities and policy recommendations for federal policy makers to consider on behalf of the social work education community. This report, *Setting Priorities, Serving the Nation: A Shared Agenda for Social Work Education*, offers 17 policy recommendations for key investments Congress and the Obama administration can make to achieve measurable improvements for meeting the social, health, and behavioral health needs of all Americans by investing in the social work profession. Development of this agenda was an important activity for the community for coalescing around a set of key priorities to enhance social work education.

The 17 recommendations are organized into four sections: Investing in Social Work, Building Social Work Capacity Through Education and Training, Social Work Education Excellence and Student Support, and Enhancing Social Work Through Research. The recommendations call for actions such as

- + fully funding health professions training programs, including programs authorized in the Patient Protection and Affordable Care Act;
- + enacting a reauthorization of the HEA;
- + supporting and enhancing the SAMHSA Minority Fellowship Program;
- + promoting a more culturally and professionally diverse researcher pool at the National Institutes of Health; and
- + supporting the appointment of social workers to positions throughout the federal government and seeking inclusion of social workers, educators, and researchers on federal advisory bodies.

The agenda was shared with the Obama and Romney campaigns during the lead up to the November 2012 presidential elections and has been shared widely with policy makers on Capitol Hill and throughout the federal government. In addition, CSWE members were briefed on the agenda during a special Leadership Forum session at the 2012 APM in Washington, DC. The report has been lauded by policy makers for its clarity in articulating the needs of the community.

A National Spotlight on Mental Health

In late 2012 the nation witnessed the tragic events at Sandy Hook Elementary School. That tragedy plunged the United States into a long overdue national dialogue on mental health and brought with it new federal investments in the mental health workforce and services for those suffering with mental illness. CSWE works with federal agencies and Congress as new programs, policies, and initiatives are developed to ensure social work education's voice is heard. In particular, CSWE promotes the role of social work as one of the largest providers of mental health services and advocates for the inclusion of social workers as national mental health workforce legislation is drafted and as federal programs are enhanced and created to fill workforce gaps. In addition, CSWE has joined the National Dialogue on Mental Health, an initiative of the Obama administration facilitated by SAMHSA meant to feature actions being taken by organizations across the country to further the discussion on mental health. CSWE continues to work closely with SAMHSA and HRSA on shaping programs to promote a strong mental health workforce, including programs that train professionals working with students and young adults, a priority for President Obama.

CSWE has joined the National Dialogue on Mental Health, an initiative of the Obama administration facilitated by SAMHSA meant to feature actions being taken by organizations across the country to further the discussion on mental health.





Minority Fellowship Program Provides Supplemental Training, Receives Funding Award

Since 1974 the CSWE Minority Fellowship Program (MFP) has focused on increasing the number of racial and ethnic minority social workers in the field of mental health and substance abuse leadership related to research, teaching, administration, and advanced behavioral health practice. Through targeted recruitment, competitive selection, supplemental training, and support, minority doctoral social work students are groomed to create a significant national presence in mental health and substance abuse research and service delivery to underserved ethnic populations. The MFP has produced a cadre of minority mental health practitioners, researchers, scholars, and educators with national and international reputations.

MFP fellows receive a unified program of support that includes a monthly stipend, assistance with professional development, mentoring, supplemental training, and access to professional networks. By bringing together cohorts of underrepresented students, the MFP augments the doctoral experience by drawing on resources and expertise, nationally and locally, which students of color may not otherwise receive in their individual doctoral programs.

Fourteen new fellows were selected for the 2012–2013 fellowship year. This new cohort includes three Hispanic/Latinos, seven African Americans, three American Indian/Alaska Natives, and one Asian American, with research and practice interests including behavioral health disparities, health and behavioral

health treatment for military families, public child welfare and the effects of trauma, mental health and substance abuse issues and prevention among minority populations, HIV prevention, well-being and interventions for indigenous populations, mental health policy and health care reform, and international sex trafficking and behavioral health.

Funding

The MFP received a 2012–2013 funding award from the Substance Abuse and Mental Health Services Administration (SAMHSA). SAMHSA administers grants to six professional organizations (marriage and family therapy, nursing, psychology, psychiatry, professional certified counselors, and social work) to support psychiatry residents and doctoral students with interests in research, community practice, and service delivery related to mental health and substance abuse prevention and treatment and health disparities.

Statistical Data

In addition to 14 new SAMHSA fellows, there were 11 returning fellows in 2012–2013. Fellows now include 11 African American, four Asian American, three American Indian/Alaska Natives, and seven Hispanic/Latino fellows. To date the MFP has supported more than 600 fellows, of whom more than 78% have completed their doctorates (including 11 current and alumni fellows reporting degree completion this year).

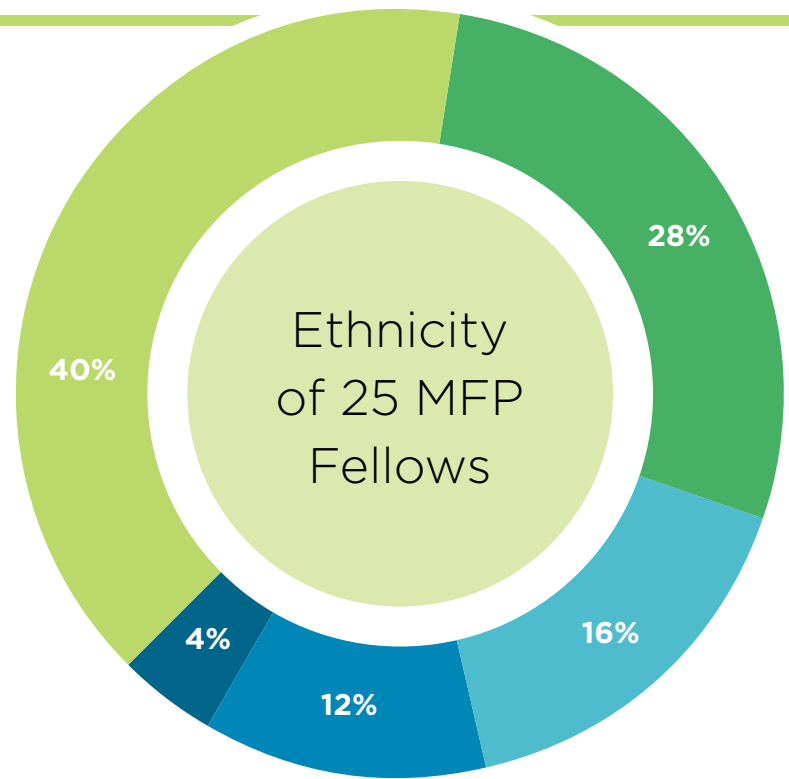
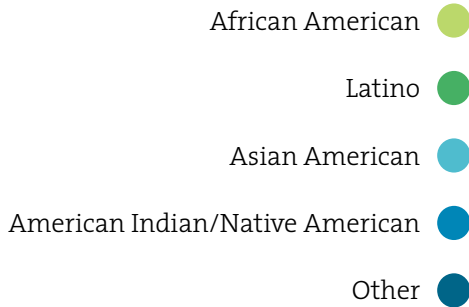
Fellows' Training

MFP fellows participated in CSWE's 2012 Annual Program Meeting (APM) in Washington, DC. Training sessions provided by the MFP included "Tips for Academic Job Search," "Substance Abuse Intervention With Homeless Individuals



Fellows at the APM participated in all-day supplemental training sessions provided by the CSWE Minority Fellowship Program.

2012-2013 MINORITY FELLOWSHIP PROGRAM (MFP)-SAMHSA CLINICAL FELLOWS



With Co-occurring Mental Health Disorders: Mental Health Outcomes,” “Postdoctoral Career Options,” “Eliminating Behavioral Health Disparities: The Role of Cultural Competence,” and “Conducting Research With Minority Groups: The Minority Research Experience.” MFP alumni served as presenters and panelists.

Ten current MFP fellows delivered presentations at the APM. MFP fellows also connected with noted scholars, researchers, and other social work professionals at the Opening Reception and the MFP Reception.

MFP Program Director Geradine Meeks attended the Society for Social Work and Research conference in San Diego, CA, January 16–20, 2013, to provide support to seven fellows presenting or attending. Four current MFP fellows delivered presentations during the conference. An Alumni/Fellows Mentoring Breakfast allowed informal discussion of topics such as sources of dissertation research funding, developing a long-term research agenda, and social work research on public policy and women’s health and rights. Discussion was facilitated by four alumni panel members and supported by contributions from other alumni in attendance.

MFP offered a webinar this year focused on an HIV prevention pilot study conducted by a current fellow. MFP will continue to use this technology to provide training on key behavioral health issues and increase the opportunities for fellows to share information on their areas of specialization and research.

Outreach and Collaboration

CSWE’s MFP regularly conducts outreach to potential minority doctoral social work students interested in mental health and substance use services. An e-mail announcing the posting of fellowship application materials was sent to ethnic social work educator groups, ethnic college and university associations, universities with ethnic research centers such as the Buder Center for American Indian Studies at Washington University in St. Louis, and schools of social work with high numbers of minority doctoral students, such as the University of Hawai’i at Mānoa.

The annual Group for the Advancement of Doctoral Education in Social Work conference provides the best opportunity to meet in person with social work doctoral program directors. SAMHSA MFP brochures were included in participant packets. MFP Director Meeks also made a brief presentation at one of the conference networking meetings and provided attendees with an informational handout.

Other outreach activities this year included an MFP booth and reception at the 2012 APM. The MFP booth was staffed by current second- and third-year fellows, who shared their MFP experience to prospective applicants and social work program administrators and faculty.

Current fellows networked with alumni and friends of the MFP at the MFP Reception and talked with prospective fellows. In addition, a special meeting was held to update alumni on program developments and engage them in activities to support the program.





MFP Fellows Quenette Walton (left) and Zuleka Henderson (right) at the MFP reception in Washington, DC.

Regular Alumni Connection E-news announcements provide updates from alumni about their career moves and accomplishments, MFP program news, position openings, grant funding availability, conferences, and behavioral health resources. The alumni electronic mailing list is also used to inform

alumni about meetings and solicit volunteers as presenters or mentors for MFP onsite activities or webinar trainings.

Keeping updated contact information on alumni in the MFP database continued to be a priority this year as a means of responding to funder requests, updating stakeholders on program outcomes, and conducting program advocacy. MFP uses Internet searching, direct contact with alumni, and follow-up contact with PhD program directors to update its database.

MFP collaborates with SAMHSA's MFP Coordinating Center and the MFP sister programs for outreach to colleges, universities, and ethnic professional organizations and in presentations highlighting the efforts of SAMHSA's MFP initiative. One such presentation on the MFP model for increasing the diversity of behavioral health professionals took place at the NIH Science of Eliminating Health Disparities Conference on December 18, 2012, at the Gaylord National Resort and Convention Center in National Harbor, MD.

SAMHSA's MFP Coordinating Center contractor, Development Services Group, Inc., spearheads important projects to enhance the efforts of the initiative. This year these projects included launching an MFP website hosted by SAMHSA to inform the public about the program. The website, which will be completed in the upcoming year, also includes a social marketing medium similar to Facebook and detailed information on the historical development and accomplishments of the MFP.

40th Anniversary of the MFP

The 40th anniversary of federal government support for the MFP was recognized and celebrated by SAMHSA, MFP grantees, and Development Services Group, Inc., in April 2013. The celebration brought together key individuals from SAMHSA, the MFP grantee organizations, and current and former MFP fellows.

SAMHSA administrator Pamela Hyde, JD, kicked off the celebration with a keynote address identifying MFP as an important program in SAMHSA's behavioral workforce development efforts. Paolo Del Vecchio, MSW, director of the Center for Mental Health Services at SAMHSA, introduced the six MFP grantee program directors and presented each with a certificate of recognition for the efforts of their professional associations in administering the individual MFP programs. Over the four decades of the program, approximately 2,000 fellows have been trained, with many of them now serving as professional leaders in varied capacities.

A panel of 10 former MFP alumni from five of the MFP grantees shared their experiences as fellows and described how the MFP had benefited them in their professional careers.

Halaevalu Vakalahi, associate dean and associate professor at Morgan State University, and Llewellyn Cornelius, professor at the University of Maryland School of Social Work, represented CSWE's MFP on the panel. They were joined by Jerome Schiele and Kesslyn Brade Stennis from Bowie State University, Charles E. Lewis, Jr. of the Congressional Research Institute for Social Work and Policy, and two current fellows in offering suggestions for future enhancement of SAMHSA's MFP.

CSWE's MFP will commemorate the 40th anniversary milestone at the 2013 APM in Dallas, TX.

MFP collaborates with SAMHSA's MFP Coordinating Center and the MFP sister programs for outreach to colleges, universities, and ethnic professional organizations and in presentations highlighting the efforts of SAMHSA's MFP initiative.

Evaluation

The MFP continues to develop its program evaluation plan to document the contributions of alumni to the profession and to the field of behavioral health. Results from an end-of-the-year online survey of all current fellows will be used in future program planning to address identified strengths and weaknesses related to program activities and mentorship and professional development of fellows.

Using questions and results from a recent internal pilot survey of 63 program alumni and from SAMHSA's Minority Coordinating Center survey of former fellows from all of the MFP grantees, CSWE's MFP has developed its own online alumni survey, with plans to send it out to all alumni in fall 2013.

CSWE Religion and Spirituality Work Group Clearinghouse Expands

The CSWE Religion and Spirituality Work Group was organized in February 2011 to promote social workers' knowledge, values, and skills for ethical and effective practice that takes into account the diverse expressions of religion and spirituality among clients and their communities. The Religion and Spirituality Work Group currently has 19 members.

The Work Group manages the Religion and Spirituality Clearinghouse (www.cswe.org/CentersInitiatives/CurriculumResources/50777.aspx), a repository of teaching resources. The co-editors of the Clearinghouse are Michael E. Sherr, of the University of Tennessee at Chattanooga, and Edward R. Canda, of the University of Kansas.

All submissions to the Clearinghouse are double-blind and peer reviewed by members of the editorial review board, drawn from the work group members. The Clearinghouse offers four instructional modules and three course syllabi, including a module on collaborating with chaplains, one addressing culturally competent practice with Muslim clients, and another addressing spiritual growth. The work group has also built a relationship with the Annual Program Meeting (APM) Spirituality Track chairs and plans to have a joint external event (panel discussion and networking opportunity) with the track at the 2013 APM in Dallas, TX.

The Clearinghouse has grown since its launch last year and now offers four instructional modules and three course syllabi, including a module on collaborating with chaplains, one addressing culturally competent practice with Muslim clients, and another addressing spiritual growth.



Members of the CSWE Religion and Spirituality Work Group attended a curriculum workshop at the 2012 APM.

2012/2013

COUNCIL ON SOCIAL WORK EDUCATION year in review

ABOUT CSWE

The Council on Social Work Education (CSWE) is a nonprofit national association representing more than 2,500 individual members and 716 graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country.

MISSION OF CSWE

CSWE aims to promote and strengthen the quality of social work education through preparation of competent social work professionals by providing national leadership and a forum for collective action. CSWE pursues the mission through setting and maintaining policy and program standards, accrediting bachelor's and master's degree programs in social work, promoting research and faculty development, and advocating for social work education.



BACCALAUREATE ENROLLMENT

52,789 Full Time
7,279 Part Time



MASTER'S ENROLLMENT

34,484 Full Time
19,351 Part Time



DEGREES AWARDED

15,946 Baccalaureate
22,441 Master's



MEDIAN AMOUNT OF STUDENT DEBT

\$25,840 Baccalaureate
\$36,337 Master's

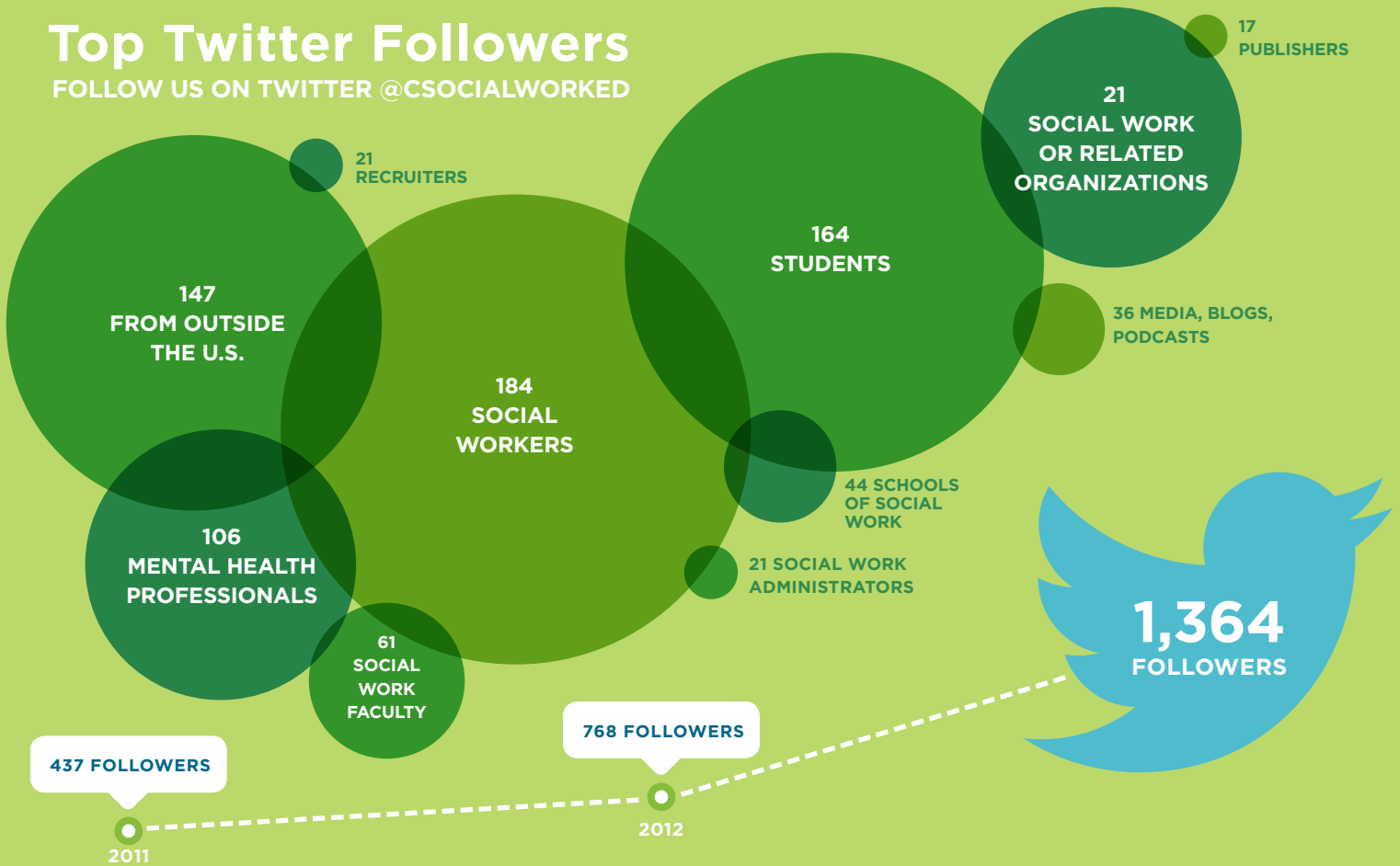
716 Accredited Social Work Programs

227 MASTER'S

489 BACCALAUREATE

Top Twitter Followers

FOLLOW US ON TWITTER @CSOCIALWORKED



JULY 2012 — 606,093 WEBSITE VISITORS — JUNE 2013

2012 Annual Program Meeting

WASHINGTON DC



1252
PROPOSALS
SUBMITTED



105
EXHIBIT
BOOTHS



2696
ATTENDEES



professional development

2012 CSWE Annual Program Meeting Emphasizes Investment of Resources

The theme of the 2012 CSWE Annual Program Meeting (APM), *Social Work: A Capital Venture*, sought to foster a greater understanding among a range of constituents about the value of social work in addressing complex social concerns. Attendance reached 2,600 people, with more than 600 educational sessions, workshops, and hot-topic sessions available in Washington, DC, to spark new ways of thinking and developing more dynamic approaches that social work educators can take to promote the importance of investing resources to advance social work as a profession and as a science.

The tone of the meeting was set during a powerful special plenary given by Benjamin Todd Jealous, president and chief executive director of the National Association for the Advancement of Colored People. Alex Kotlowitz, award-winning journalist, delivered the Carl A. Scott Memorial Lecture, explaining how storytelling can help social workers and the general public understand our society and why acknowledging the lives of marginalized populations, those whose voices have been drowned out, is essential to our ongoing struggle for human rights. Tan Ngoh Tiong, dean of the School of Human Development and Social Services, Singapore Institute of Management University, was the 2012 Hokenstad International Lecturer. His topic, "New Frontiers of International Social Work: Is There an East-West Divide?," spoke to the value of

social work, which is increasingly recognized in Asia but not in the same way as Western social work.

In addition to a dynamic agenda, the 2013 APM also recognized several prominent people for their contributions to the social work profession. During the Opening Ceremony, Charles D. Garvin (University of Michigan) and Elaine Pinderhughes (Boston College) received the Significant Lifetime Achievement in Social Work award. Patricia J. Volland (Social Work Leadership Institute) was recognized for her contributions and achievements over the past 10 years. CSWE also introduced a few new awards. The CSWE Sexual Orientation and Gender Expression (SOGE) Scholarship award recognized scholarship that contributes to knowledge about sexual orientation and gender expression, the individual and systemic issues associated with these issues, the development of social work curriculum materials and faculty growth opportunities relevant to sexual orientation and gender expression,



Benjamin Todd Jealous, president and CEO of the National Association for the Advancement of Colored People, speaking at the 2012 APM Special Plenary.



and the experiences of people who are lesbian, gay, bisexual, and transgender (LGBT), or two-spirit. The 2012 recipients of the SOGE award are Lea Tufford, Peter A. Newman, David J. Brennan, Shelley L. Craig (University of Toronto), and Michael R. Woodford (University of Michigan). The Ashley M. Danso Travel Stipend recognized three baccalaureate- or master's-level social work students who have demonstrated an exemplary interest in aging. A travel stipend and a complimentary registration for the APM were awarded to Blair Karp, MSW student, St. Louis University; Jennifer McCullough, BSW student, Hood College; and Megan McDonough, BSW student, Michigan State University. The Memorial Fund was started in 2011 in recognition of Ashley Brooks-Danso (1979–2011), a dear colleague to CSWE and former co-director of the Gero-Ed Center, for her passion and dedication to recruiting students to gerontological social work.

Introduced during the 2011 APM, the Doctoral Student Connection, sponsored by the Group for the Advancement of Doctoral Education in Social Work, featured a conversation with Deborah P. Valentine (Colorado State University), “Courage and Imagination: Using Your Doctoral Education to Make a Difference,” and opportunities for the doctoral students to network with one another.

CSWE also reintroduced Meet the Authors. Exhibiting book publishers had an opportunity to showcase authors or editors whose first-edition books or edited books were published between August 1, 2011, and August 1, 2012. Authors were stationed prominently in the Exhibit Hall so they could interact with attendees.

The 2012 APM also featured the new CSWE Film Festival, an expansion of the Gero-Ed Film Festival, to broaden the scope and reflect the many issues that social work educators must

cover in their classrooms. Twelve films were showcased at the 2012 Film Festival, which covered a wide range of topics such as mental health, LGBT, gambling, post-traumatic stress disorder, and international issues. CSWE has developed free study guides to assist social work educators and students who wish to use films from the CSWE film festivals in their classrooms. The study guides are available for download on the CSWE website.

For the first time, CSWE launched a mobile application for smartphones and tablets that was available to the attendees during the APM. The application listed the sessions offered during the APM, listed the exhibitors in the Exhibit Hall, and displayed floor plans of the hotels.

CSWE Leadership Institute Reaches 5-Year Milestone

During its fifth year of operation the CSWE Leadership Institute expanded its CSWE Summer Leadership Scholarship Program to include a new collaboration with Higher Education Resource Services (HERS) to increase support for social work women in higher education administration. HERS is an educational nonprofit organization that provides leadership and management development for women in higher education administration. Founded in 1972, HERS has prepared more than 4,300 women for positions of leadership at all levels, including senior positions.

The CSWE Leadership Institute, developed by the Council on Leadership Development (CLD) with support from the Commission on Professional Development, was approved by the CSWE Board of Directors in May 2008.



More than 100 universities, publishers, and organizations displayed their cutting-edge products and programs in the Exhibit Hall.

The institute's three initiatives seek to advance future leaders in social work education, higher education, and the social work profession.

Initiative 1: CSWE Leadership Institute in Social Work Education

The CSWE Leadership Institute in Social Work Education (LISWE) is structured and delivered as 3-hour Leadership Development Institutes (LDIs) held as preconference workshops in which a senior faculty member or administrator shares special expertise to promote leadership roles and improve leadership skills. The 2009 Annual Program Meeting (APM) call for proposals featured the first call for LDIs.

The two LDIs presented at the 2012 APM were "Orientation and Professional Development for New Baccalaureate Social Work Program Directors/Administrators" and "So You Want to Be an Administrator: Assessing the Goodness-of-Fit."

Initiative 2: CSWE Leadership Scholars in Social Work Education Program

The CSWE Leadership Scholars in Social Work Education Program (LSSEP) was designed initially to attract a cohort of 12–15 future leaders and provide them with targeted education, training, and mentoring. The program will prepare these future leaders for diverse roles and positions in academia such as associate and full professors, program directors, deans, associate deans, field education directors, and members of boards, commissions, councils, and similar entities.

In May 2009 CSWE and the Harvard Institutes for Higher Education (HIHE) joined forces to encourage more social work managers and leaders to apply for two 2-week education, training, and mentoring programs at the Harvard Graduate School of Education. CSWE's Summer Leadership Scholarship Program funds one third of the program expenses for up to five social work administrators accepted to Harvard's Management Development Program or Institute for Management and Leadership in Education. The four 2013 scholarship recipients were

- + John C. Bricout, University of Texas at Arlington
- + Patti Aldredge, Virginia Commonwealth University
- + Megan Meyer, University of Maryland, Baltimore
- + Donna M. Weinreich, Western Michigan University



HERS participants Cheryl A. Parks (left) and Crystal A. Rogers (right) at the Leadership Networking Reception.



CSWE President Darla Spence Coffey (far left) with 2012 HIHE program participants (from left to right): Billie P. Terrell, Joy S. Borah, Laura A. Lewis, Lisa E. McGuire, and Julie E. Miller-Cribbs at the Leadership Networking Reception at the APM.

In October 2011 CSWE and HERS combined their efforts to increase the number of social work women in higher education administration who will apply for the HERS Bryn Mawr Summer Institute. Beginning in 2012 and renewed in 2013 with HERS, this collaboration is a CSWE Summer Leadership Scholarship Program for up to five CSWE-recommended participants. CSWE funded up to one third of the program expenses. The two 2013 scholarship recipients were

- + Nadine Bean, West Chester University of Pennsylvania
- + Judy Postmus, Rutgers, The State University of New Jersey

CSWE's continued relationship with HERS furthers its goal of preparing future leaders for high-profile positions in social work education administration while providing visibility to the profession's value and knowledge.

Initiative 3: CSWE Leadership Networking Reception

In conjunction with the LSSEP initiative, CSWE held a networking reception during the 2012 APM to support, encourage, and honor new leadership in the profession. The 2012 LDI presenters were recognized, as were the following 2012 CSWE Summer Leadership Scholarship Program recipients:

HIHE Participants

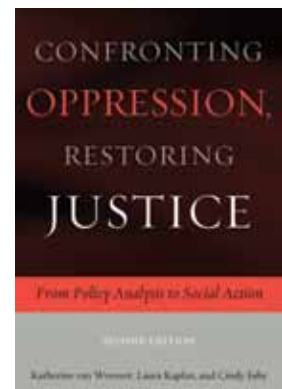
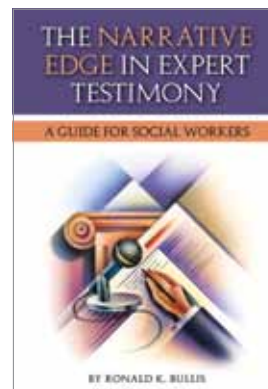
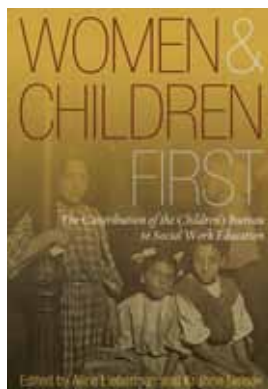
- + Joy S. Borah, University of North Alabama
- + Laura A. Lewis, University at Buffalo, State University of New York
- + Lisa E. McGuire, Indiana University
- + Julie E. Miller-Cribbs, University of Oklahoma
- + Billie P. Terrell, University of St. Francis

HERS Participants

- + Cheryl A. Parks, Salisbury University
- + Crystal A. Rogers, University at Albany, State University of New York

Small-group discussions on career decisions also were held at the reception, led by CLD members. After the reception a hot-topic session led by CLD members featured the 2012 CSWE Summer Leadership Scholarship Program recipients, who shared their experiences and academic work as participants.

The University of Southern California provided funding support for the 2012 Leadership Networking Reception.



CSWE Publications Program Offers New Books, Journal Increases to Quarterly

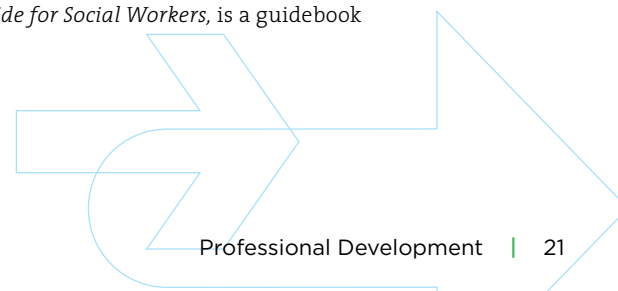
CSWE's publication program develops new tools to help social workers and social work educators serve their clients and advance their profession. CSWE staff members work in conjunction with the volunteer Council on Publications (COP) to produce books and nonprint resources through CSWE Press and original, cutting-edge articles in the *Journal of Social Work Education*.

CSWE Press

CSWE Press released three new titles during the 2012–2013 fiscal year. In September 2012 the second edition of *Confronting Oppression, Restoring Justice: From Policy Analysis to Social Action* came off



the press. The book examines the forces of oppression and injustice and how social policies, cultural institutions, and prevailing ideologies promote or sustain them. Authors Katherine van Wormer, Laura Kaplan, and Cindy Juby have updated the text to ensure relevancy and bring focus to new issues and perspectives while also enhancing areas covered in the first edition. In the spring of 2013 CSWE Press published *Women and Children First: The Contribution of the Children's Bureau to Social Work Education*, edited by Alice Lieberman and Kristine Nelson. The book focuses on the long and productive relationship between the Children's Bureau and the social work community, which has remained a constant since the founding of the bureau in 1912. Another spring title, *The Narrative Edge in Expert Testimony: A Guide for Social Workers*, is a guidebook

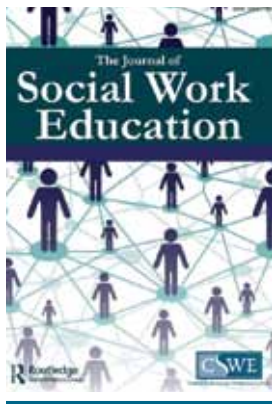


to evidence-based, accessible, and practical information for successful court appearances. Written by social worker and lawyer Ronald K. Bullis, the book studies narrative techniques in the context of expert testimony to show social workers how to make their testimony as expert witnesses accurate, persuasive, and effective.

CSWE Press also began offering new books and selected backlist volumes in electronic format for the Amazon Kindle in the summer of 2013. The first to appear, *Women and Children First*, was made available in June.

Journal of Social Work Education Update

After considering proposals from three large commercial publishers, CSWE entered into a partnership in July 2012 with Routledge/Taylor & Francis to produce and distribute the print and online content of JSWE beginning in January 2013. The alliance with Taylor & Francis offers broader marketing reach, faster online access, digitization of all archival issues, and special programs to ensure access to scholars in developing countries. The agreement also included an increase in the number of issues from three to four per year, making JSWE a true quarterly publication. CSWE retains complete editorial control over the journal's content and copyright.



CSWE entered into a new partnership in July 2012 with Routledge/Taylor & Francis to produce the print and online content for JSWE.

Robbins brings a distinguished record of publication,

JSWE published a special issue, "Globalization and Social Work Education," in winter 2012. The issue was co-edited by CSWE members Shirley Gatenio Gabel (Fordham University) and Lynne Healy (University of Connecticut). Among the topics discussed are the development of social work education in China, using technology for international collaboration and globally connected learning, and social work study-abroad programs.

In October 2012 CSWE appointed Susan P. Robbins as the next editor-in-chief of JSWE (2013–2015). The editor-in-chief plays a pivotal role in social work education scholarship and performs an important service to the pro-

standing in the profession, and leadership ability to the position.

An associate professor of social work at the University of Houston, Robbins also retains a private practice and has provided training on substance abuse and forensic interviewing for child protective services workers in Texas and Oklahoma. She is a member of the CSWE Council on Publications, an executive board member of the American Board of Forensic Social Workers, and vice president of the Drug Policy Forum of Texas. In addition, Robbins serves on the editorial boards of the *Journal of Family Strengths* (formerly *Family Preservation Journal*), *The Forensic Examiner*, and the *Journal of Sociology and Social Welfare*. She graduated summa cum laude with a BA in sociology from Hamline University, earned her MSW from the University of Michigan, and received her PhD from Tulane University.

Robbins is the author of numerous publications, including *Contemporary Human Behavior Theory: A Critical Perspective for Social Work*, 3rd ed. (with P. Chatterjee and E. R. Canda; Allyn & Bacon, 2012). Her research interests include human behavior theory; substance use, misuse, and abuse; recovered memories of sexual abuse; and mediation.

Robbins succeeds Lorraine Gutiérrez of the University of Michigan, whose term ended December 31, 2012.



TOP: This year EAB chose as Best Reviewer Beverly M. Black.

Photo by UT Arlington Communications

BOTTOM: Susan P. Robbins succeeds Lorraine Gutiérrez as the JSWE editor-in-chief.

JSWE Awards

Each year the JSWE Editorial Advisory Board (EAB) honors the Best Reviewer and the Best Articles for the most recently published volume year. This year EAB chose as Best Reviewer Beverly M. Black (University of Texas at Arlington). EAB members praised Black for the comprehensiveness and organization of her reviews and for her exceptional ability to balance critique of an author's work with encouragement for improvement. The winners of the Best Reviewer awards are selected by the JSWE EAB to honor manuscript reviewers who have shown exceptional service in responsiveness to requests for reviews, timeliness in submitting completed reviews, and quality of written reviews.

The criteria for choosing the Best Articles published in JSWE include the importance and timeliness of the content, originality of thought, innovative conceptualization of the topic, and presentation of conclusions or recommendations that add significantly to the professional knowledge base and to social work education.

Best Conceptual Article Award

- + Phillip Dybicz, "The Hero(ine) on a Journey: A Postmodern Conceptual Framework for Social Work Practice" (vol. 48, no. 2, pp. 267–283; doi:10.5175/JSWE.2012.20100005)
- + *Honorable mention*: Dorothy N. Gamble, "Well-being in a Globalized World: Does Social Work Know How to Make It Happen?" (vol. 48, no. 4, pp. 669–689; doi: 10.5175/JSWE.2012.201100125)

Best Empirical Article (Qualitative) Award

- + Cheryl Regehr, Marion Bogo, Kirsten Donovan, Susan Anstice, and April Lim, "Identifying Student Competencies in Macro Practice: Articulating the Practice Wisdom of Field Instructors" (vol. 48, no. 2, pp. 307–319; doi: 10.5175/JSWE.2012.201000114)
- + *Honorable mention*: Anne K. Hughes, Pilar S. Horner, and Daniel Vélez Ortiz, "Being the Diversity Hire: Negotiating Identity in an Academic Job Search" (vol. 48, no. 3, pp. 595–612; doi: 10.5175/JSWE.2012.201000101)

Best Empirical Article (Quantitative) Award

- + Benjamin J. Lough, Amanda Moore McBride, and Margaret S. Sherraden, "Measuring International Service Outcomes: Implications for International Social Work Field Placements" (vol. 48, no. 3, pp. 479–499; doi: 10.5175/JSWE.2012.201000047)
- + *Honorable mention*: Ronnie Kaufman, Dorit Segal-Engelchin, and Efrat Huss, "Transitions in First-Year Students' Initial Practice Orientations" (vol. 48, no. 2, pp. 337–359; doi: 10.5175/JSWE.2012.201000105)



CSWE Press brings its publications to APM registrants.



research

CSWE Institutional Research Launches Integrated Care Program, Pilots Mental Health Recovery Webinars

The CSWE organizational mission includes the charge to advocate for social work education and research. CSWE works toward that mission through the Research Agenda, which outlines the need for research to inform policy and practice for CSWE staff, the Board of Directors, and the volunteer commissions and councils and to serve the needs of CSWE member programs. CSWE conducts research through surveys, the annual census of social work programs, and quality assurance measures for the Commission on Accreditation.

Institutional Research

The CSWE Commission on Research (COR) continued its project to review and revise the [Annual Survey of Social Work Programs \(Annual Survey\)](#). The Annual Survey is a census of social work programs. The COR held three feedback sessions at the 2012 Annual Program Meeting (APM). Participants were invited representatives of programs that had participated in the 2011 Annual Survey, including representatives from BSW, MSW, and doctoral programs. Because the focus groups were limited in attendance, an open-ended item was also added to each survey instrument

in the 2012 Annual Survey to seek additional feedback from all participating programs. Revised items in the 2013 Annual Survey will reflect feedback findings.

Social Work and Integrated Care Project

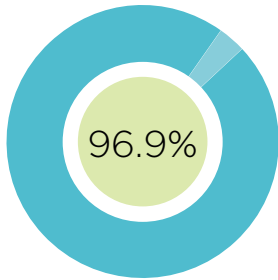
In February 2012 the Substance Abuse and Mental Health Services Administration (SAMHSA)/Health Resources and Services Administration Center for Integrated Health Solutions, housed in the National Council for Behavioral Health, launched a partnership with CSWE and the National Association of Deans and Directors of Schools of Social Work. This multiphase project, [Integrated Health Social Work Curriculum](#), aims to develop, implement, and evaluate a research-informed curriculum on competencies and roles of social workers in integrated behavioral health and primary care settings.

In early 2012, Phase 1 of the integrated care project brought together faculty from 10 schools of social work to develop master's-level curriculum materials for two semester-long courses in integrated health policy and advanced practice. The curricula were launched in the fall semester of 2012 in home institutions

In March 2013 a competitive application process was launched to include support for the creation of field placements in integrated care settings for 28 schools of social work across the country.

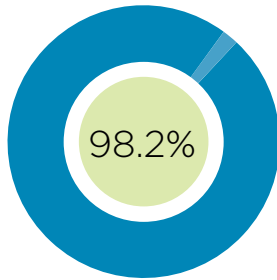


PARTICIPATION IN THE CSWE 2012 ANNUAL SURVEY



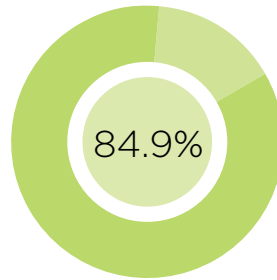
BACCALAUREATE PROGRAMS

482 Invited
467 Participated



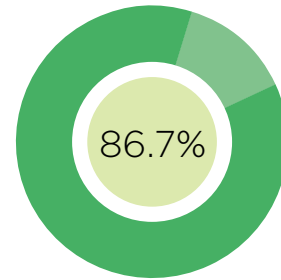
MASTER'S PROGRAMS

219 Invited
215 Participated



DOCTORAL PROGRAMS

73 Invited
62 Participated



FACULTY

540 Invited
468 Participated

of the curriculum development team members. The curriculum materials are also available online for CSWE members.

With generous funding from the New York Community Trust, the project was able to continue in 2013. This second phase of the project included the launch of a learning network among the faculty and students involved in one or both courses in spring 2013. In March 2013 a competitive application process was launched to include support for the creation of field placements in integrated care settings for 28 schools of social work across the country. The funding includes \$10,000 stipends for each selected school, with the stipend divided between the selected student, the field agency, and the school of social work. Many applications were received during the call for applications; a list of the selected schools and the corresponding field placement sites can be found on the CSWE website. The field placements will launch in fall 2013.

Developing Mental Health Recovery in Social Work

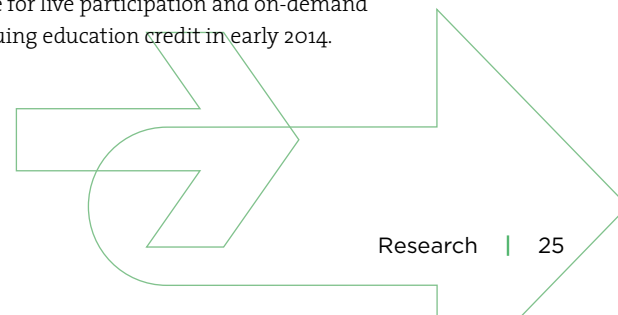
In 2010 CSWE was awarded a 5-year [Recovery-to-Practice \(RTP\)](#) subcontract from SAMHSA to develop curricula related to mental health recovery. CSWE created a three-part webinar curriculum based on the training outline developed in Years 2 and 3 of the project, with feedback from the RTP Steering Committee, RTP webinar facilitators, and other stakeholders. The first webinar defines mental health recovery, tracks its origins and development over time, and compares the recovery model to social work practice. The second webinar looks at

recovery as it relates to social work practice competencies. The third webinar applies recovery concepts to social work practice and field instruction. Each curriculum module is led by a social work faculty member and either someone with personal experience of psychiatric conditions or a family member of a person with a psychiatric diagnosis.

Over the past year CSWE has piloted the three-part webinar curriculum and resource materials in two phases. A total of 47 faculty, practitioners, field directors, field supervisors, students, individuals with lived experience, and others participated in piloting the series. CSWE staff and RTP Steering Committee members briefed stakeholders and recruited pilots at conferences such as the National Association of Social Workers Restoring Hope Conference, CSWE APM, and Alternatives Conference.

CSWE also completed work on [Advanced Social Work Practice Competencies in Mental Health Recovery](#), which is one of the resources that will be offered as part of the RTP curriculum training package. A field assessment instrument, sample syllabi, a bibliography, and student exercises will be offered as part of the compendium of recovery resources on CSWE's website.

In the coming year the CSWE RTP team will formally launch the training and resource materials at the 2013 CSWE APM. The curriculum will be available for live participation and on-demand downloading for continuing education credit in early 2014.





membership & governance

CSWE Membership Information and Benefits

CSWE offers individual and program memberships. Individual members are faculty, administrators, students, and other social work professionals. Program members are social work programs accredited by CSWE.

Individual Membership

The CSWE bylaws designate full members and associate members. The Full (individual) Member category includes the following:

- + *Faculty and Administrators.* Faculty and Administrator Members hold paid faculty, administrative, or managerial appointments in programs accredited by CSWE.
- + *Individual Members.* Individual Members are affiliated with national, state, local, voluntary, public social welfare agencies, and other professional social work organizations; field instructors with educational responsibilities for students in social work undergraduate and graduate

programs; and others who want to support social work education through membership in CSWE.

Associate (individual) Members are non-voting members and include candidates, emeritus members, students, and associate organization members.

Effective July 1, 2012, a two-level structure was introduced for Student Members. One level is for undergraduates and graduates and the other for doctoral students. The change was implemented to assist in developing targeted programming opportunities for each type of student group.

Volunteers are instrumental in supporting the mission and work of CSWE through their contributions to

governance and operational project areas. Only Full (individual) or Associate (individual) members in good standing may serve as officers or members of any of the following groups.

- + Annual Program Meeting (APM)
Program chair and co-chair
- + Board of Directors
- + Commissions
- + Committees
- + Councils
- + Proposal reviewers*
- + Regional Planning Committee*
- + Reviewers of CSWE Press publications, including the *Journal of Social Work Education (JSWE)**



CSWE MEMBERSHIP BY CATEGORY (Total: 2726 / as of July 1, 2013)

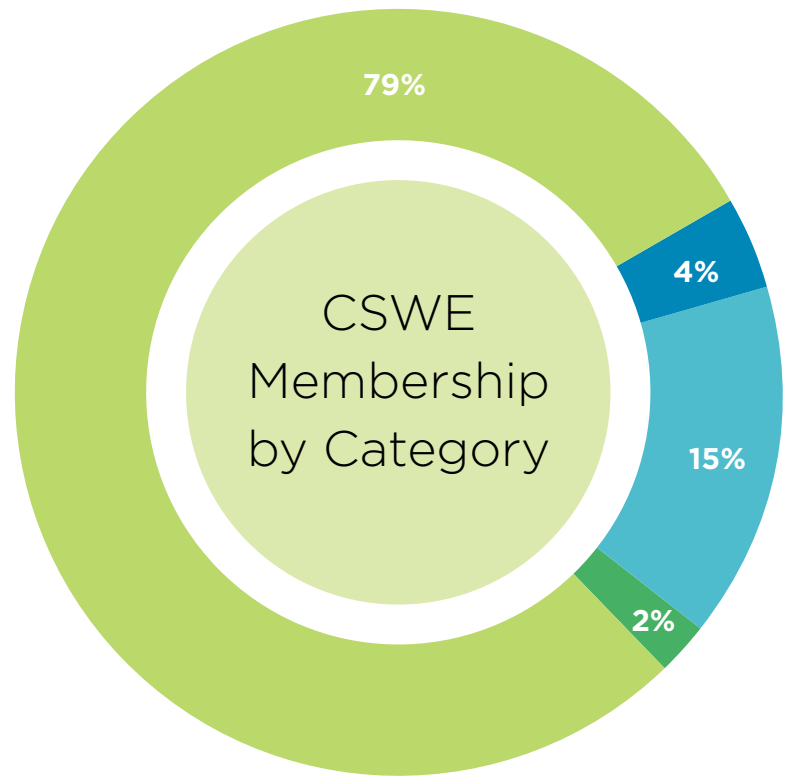
Full Member: *Faulty and Administrators* ●

Full Member: *Individual* ●

Associate Member: *Student** ●

Associate Member: *Emeritus* ●

**Student members include undergraduate/graduate and doctoral students*



- + Site visitors for program accreditation*
- + Task groups
- + Track chairs and co-chairs*

**Only full (individual) members and emeritus members can serve in this capacity.*

Advance Your Career With the Following Membership Benefits

- + Annual subscriptions to the JSWE online and in print.
- + Monthly e-newsletter subscriptions to *CSWE Full Circle* for CSWE updates and *Public Policy Monthly Review* for the latest developments in CSWE advocacy.
- + A 10% discount on the purchase of CSWE publications.
- + Discounted membership registration to attend the CSWE APM, the premier national meeting in the social work education field. Each year, more than 2,600 social work educators, administrators, practitioners, students, and other key decision makers from across the country and around the world attend the APM, making it the largest gathering of its kind.

Have a Voice in the Community

- + Present to 3,000 social work educators, practitioners, and students attending CSWE's APM
- + Volunteer your knowledge and time by serving on CSWE commissions, councils, committees, and task forces
- + Be represented with decision makers through CSWE's advocacy efforts in gaining federal, state, and private support for social work education and shaping public policy

Program Membership

Educational Program Members consist of undergraduate and graduate programs accredited by CSWE. Educational Program Members will be represented in CSWE by their respective social work dean, director, or other designee, who shall exercise all voting rights on behalf of the member.

Advance Your Program

- + Inclusion in the online CSWE Directory of Accredited Programs
- + Discounted member rate on exhibiting at CSWE's APM

- + Discounted member rate on job postings in the online CSWE Career Center
- + Monthly e-newsletter subscriptions to *CSWE Full Circle* for CSWE updates and *Public Policy Monthly Review* for the latest developments in CSWE advocacy
- + Annual subscriptions to the JSWE online and in print

Have a Voice in the Community

- + Be represented with decision makers through CSWE's advocacy efforts in gaining federal, state, and private support for social work education and shaping public policy

➔ BECOME A MEMBER! If you are not a member or would like to suggest membership in CSWE to a colleague, please visit the Membership page on the CSWE website at www.cswe.org for more information on membership benefits and categories.



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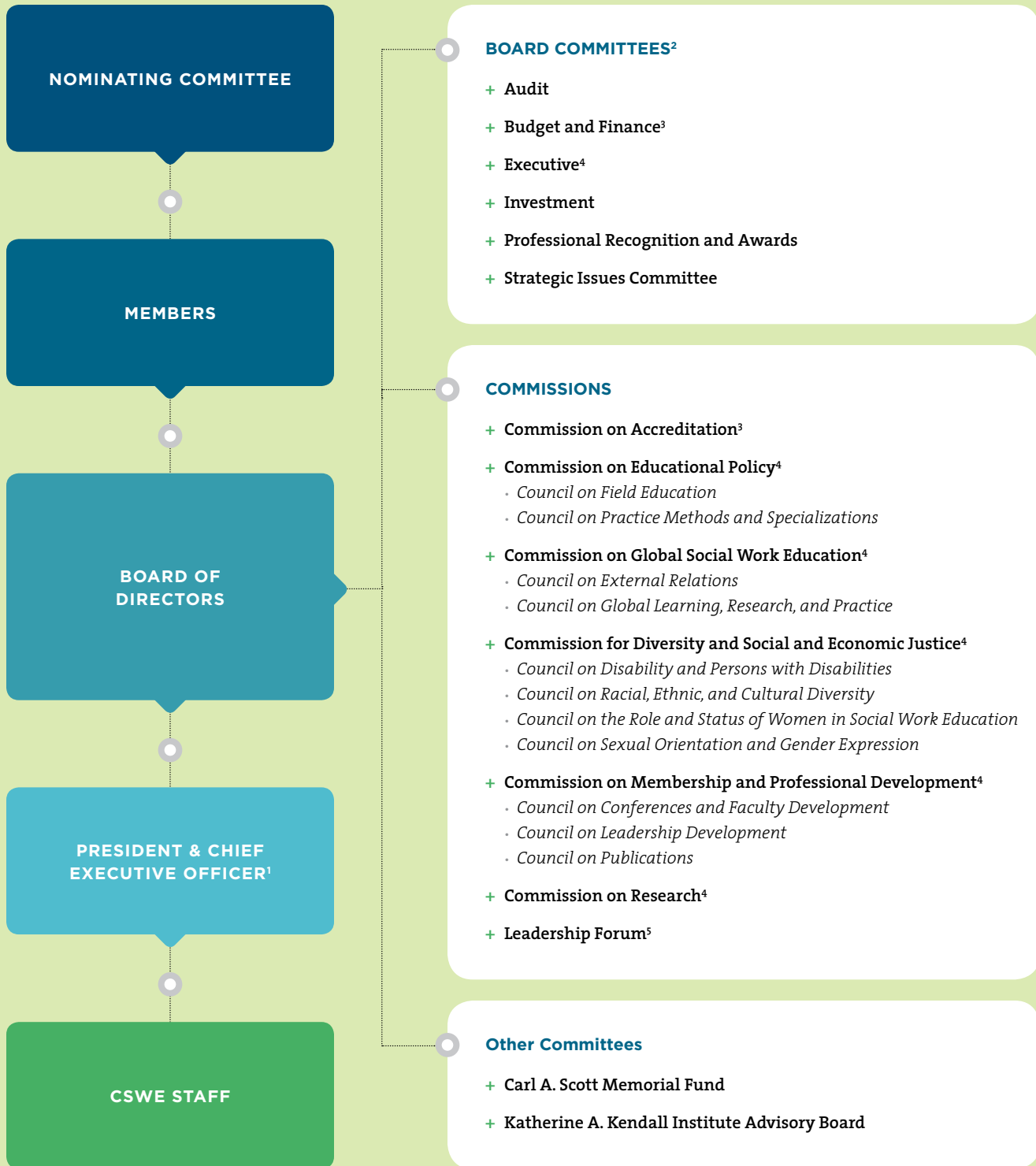
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1 Previously referred to as “executive director”; change approved during 2010 revision of the bylaws.

2 Bylaws specified.

3 Unless otherwise specified in the bylaws or in Board approved committee descriptions, board committees must have a majority of members from the Board; non-Board members may be appointed.

4 Chair serves as ex-officio nonvoting member of the Board of Directors.

5 A designee from the Forum sits as an ex-officio nonvoting member of the Board of Directors.



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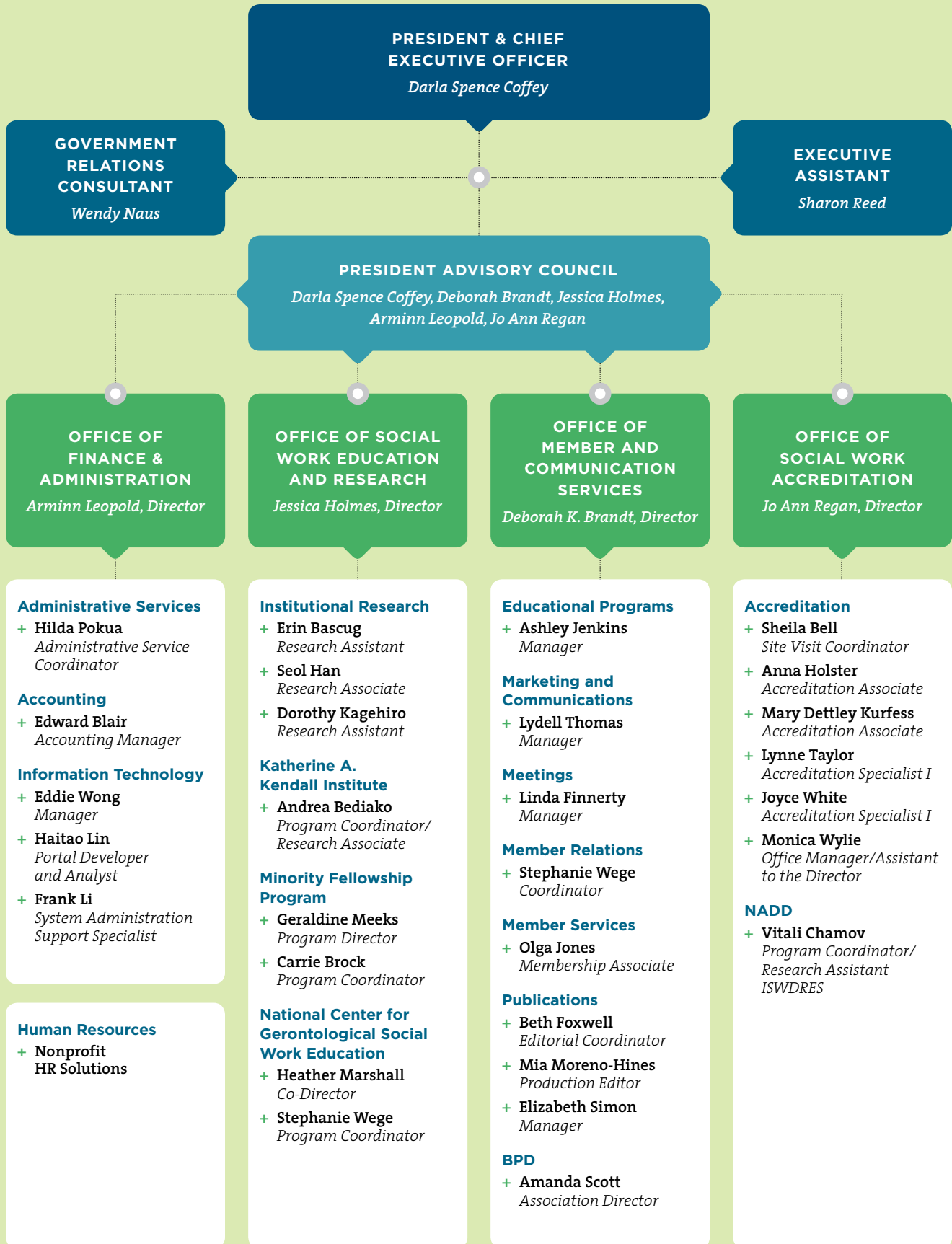
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Council on Social Work Education

1701 Duke Street, Suite 200

Alexandria, VA 22314

PHONE: +1.703.683.8080

FAX: +1.703.683.8099

info@cswe.org

WWW.CSWE.ORG

For the latest news and initiatives at CSWE visit our website at www.cswe.org. There you can find information about accreditation, publications, special projects and initiatives, the Annual Program Meeting and other conferences, and membership.

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2014

Tampa, FL / October 23–26

2015

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2016

Atlanta, GA / November 3–6