

innovate

enhance

share

collaborate

lead

now is the
TIME

influence

research

diversify

learn

integrate



Annual Report
2013 / 2014

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The President and Chair of the Board

Now Is the Time

We have heard many say that “now is the time” for social work and social work education. So what time is it?

It is time for social work to learn and lead in integrated and interprofessional teams.



Darla Spence Coffey
President and CEO

The health care landscape is undergoing quick and significant changes, some ushered in by the widest reaching social policy that this country has seen since the Social Security Act in 1935, the Patient Protection and Affordable Care Act. There is widespread recognition that good care must be integrated, interprofessional, community-based, and must pay full attention to the social context of individuals, families, and communities. These domains are quintessentially social work.

Integration and interprofessional collaboration go beyond the health and behavioral health care spheres and include law, the economy, criminal and juvenile justice, and housing, to name a few. Each of these areas also requires concentrated attention, and social work must be a part of, and lead, interprofessional action.

It is time for social work to share its knowledge and expertise about diversity and social and economic justice.

Given increased globalization and the changing demographics of the United States, it is urgent that social work facilitate a more just society and world. Income inequality and racial disparities persist, and without strategic and coordinated efforts to address these issues, they will only become more entrenched. Ensuring equal opportunity and equal protection for historically and emerging underrepresented groups is central to social work values and principles. It is time for social work to lead necessary institutional and policy changes.

It is time for social work to increase its presence and influence in the world.

Through technology, the web of interdependent economic systems, environmental changes, and the significant effects of migration, we are witness to and a part of intermingling social, cultural, and political factors that compel social workers to think and act differently, to assume new and larger roles than we have in the past. It is time to join with social workers across the world to make good on the Global Agenda for Social Work and Social Development.

These are just three areas in which it is clear that now is the time for social work to lead, and all of that begins in our social work educational programs. Programs and schools of social work are changing their structures, methods of delivery, curricula, and pedagogies to prepare students to meet these challenges and opportunities in practice and research. We must constantly ask ourselves: “What more can we do?” At the Council on Social Work Education (CSWE), we ask, “How can we help?”

This annual report highlights many ways in which CSWE has worked to advance social work education to best prepare the next generation of practitioners to meet the challenges and opportunities we described in previous paragraphs. Please take time to review the report and look for opportunities to engage more actively in CSWE’s many ongoing initiatives. Because it is important to remember that CSWE is you. CSWE is only as strong as its engaged membership, and we are grateful that we have this asset many times over—through the extraordinary work of the CSWE Board of Directors, commission and council members, and numerous other volunteers who dedicate countless hours to ensure the vitality and quality of social work education. If you have not been involved, please plan to join us. Now is the time!

With warm regards,

A handwritten signature in black ink that reads "Darla Spence Coffey". The signature is written in a cursive, flowing style.

A handwritten signature in black ink that reads "Barbara W. Shank". The signature is written in a cursive, flowing style.



Barbara W. Shank
Chair, Board of Directors

ACCREDITATION



This year the CHEA Committee on Recognition and the Board of Directors reviewed the application for recognition submitted by the COA and granted recognition for 10 years.

CSWE's Commission on Accreditation Achieves CHEA Rerecognition for 10 Years

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

A priority for the COA has been to work on the Council for Higher Education Accreditation (CHEA) recognition review process. Our accreditation function is recognized by the CHEA, which provides sanction to the COA to accredit social work programs. This year the CHEA Committee on Recognition and the Board of Directors reviewed the application for recognition submitted by the COA and granted recognition for 10 years. CHEA recognition status means that the COA and OSWA demonstrated that CSWE's accreditation process is consistent with the quality improvement and accountability expectations CHEA has established. Recognition, like accreditation, is a peer-based undertaking of professionals judging professionals, in this case to improve the quality and effectiveness of the accreditation process. This is great news for the COA's commissioners and OSWA staff, given all the hard work that has gone into the recognition process over the last 3 years, including eligibility, submission of the recognition application, the COA observation visit, and testimony to the CHEA Committee on Recognition.

The COA reviewed a record number of programs for candidacy, initial accreditation, and reaffirmation. As of June 2014 there were 733 CSWE-accredited social work programs (500 baccalaureate and 233 master's). There were 13 baccalaureate and 14 master's programs in candidacy.

From October 2013 through June 2014, 85 reaffirmation visits (involving 85 site visitors), 15 initial accreditation visits (involving 15 site visitors), and 45 commissioner visits (for programs in candidacy) were completed.



ACCREDITED PROGRAMS IN 2014

500 Baccalaureate
233 Master's
Total: 733



PROGRAMS IN CANDIDACY

13 Baccalaureate
14 Master's
Total: 27

In 2013 and 2014 the OSWA staff was involved in numerous trainings and consultations to support programs during the reaffirmation and candidacy process. The OSWA launched a new hybrid format for the 2008 Educational Policy and Accreditation Standards (EPAS) Reaffirmation Workshops that has been very successful, with more than 100 programs signing up and participating. We were also able to offer several face-to-face workshops throughout the year, including one at the Association of Baccalaureate Social Work Program Directors (BPD) conference. A candidacy workshop was also held in 2014 with eight programs attending. An all-day site visitor training with commissioner and accreditation staff teams was held at the 2013 Annual Program Meeting (APM) in Dallas, TX, with nearly 80 participants. The evaluations of that training were positive. The OSWA staff also offered program consultations both individually and in groups at the BPD and APM conferences. The accreditation staff conducted four group consultations and more than 200 individual consultations at the 2013 APM. Because of the success of the hybrid training format, OSWA will be using a learning management system that will support the development of more online workshops and webinars for training.

There were some staff transitions in the OSWA this year. Joyce White, who served as an accreditation specialist for 3.5 years, retired in June 2014.

Draft 2015 EPAS Released for Public Comment

Commission on Educational Policy

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 developing three drafts of educational policy for review and public comment. COEP continues its current focus on collecting information to serve as groundwork for development of the educational policy (EP) component of EPAS 2015. There have been multiple opportunities

to provide feedback on the drafts, electronically and in person. Both the COA and COEP remain on schedule with the 2015 EPAS timeline. The educational policy will be sent to the CSWE Board of Directors for approval in March 2015. The COA will vote on the revised accreditation standards at its June 2015 meeting.

The 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 effect 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 and accreditation standards to strengthen the integration of theory and practice.

Both councils have been actively contributing to the 2015 EPAS with feedback and suggestions on the drafts.

Because the 2008 EPAS reflected a significantly different approach focused on student competency, both commissions have sought to simplify, clarify, and consolidate the existing educational policy and standards for the 2015 EPAS while expanding the understanding of social work competence and assessment of student learning outcomes. The third draft of the 2015 EPAS will be reviewed for public comment and feedback or suggestions at the 2014 APM, with a final draft to be released in spring 2015.

International Social Work Degree Recognition and Evaluation Service

The ISWDRES evaluates the baccalaureate- and 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 121 evaluations (of 167 applications reviewed). ●

CSWE CENTERS & INITIATIVES



“[The Gero-Ed Track Kick-Off Panel on aging and trauma] was so inspiring to me... this was the best CSWE [APM] session that I’ve attended in a long time.”



70% Of student attendees agreed or strongly agreed that they would recommend the Gero-Ed Track sessions to other students.

Center for Diversity and Social and Economic Justice

A working group of current and former members of the [Commission for Diversity and Social and Economic Justice \(CDSEJ\)](#) was appointed to assist with planning for a sustainable and vibrant Center for Diversity and Social and Economic Justice and to determine the unique niche of the center in the robust landscape of diversity centers. To meet this charge, the work group updated the original concept paper on the center, written in 2006, which will be used in discussion with potential funders.

The CDSEJ was involved in developing criteria for identifying and selecting the annual [Carl A. Scott Memorial lecturer](#). Although the Carl A. Scott lecture has been a component of the Annual Program Meeting (APM) for many years, CSWE leadership and the CDSEJ wanted to refocus the event on the unique legacy of Dr. Scott and his lifelong commitment to social justice and community well-being. A subcommittee of the CDSEJ developed new criteria for the lecturer, facilitated the 2014 call for nominations, and will manage the Carl A. Scott Memorial speaker selection starting with the 2014 APM.



APM 2013 SOGE Award Winners with Darla Spence Coffey, CSWE President and CEO, and Barbara Shank, CSWE Board Chair

The Council on Disability and Persons With Disabilities (CDPD) launched its inaugural [Disability Manuscript Award](#). The intent of this award is to recognize scholarship that contributes to the knowledge base about disability and people with disabilities; encourages full participation; and addresses social, political, and economic issues



Sadye L. Logan
2013 Feminist Scholarship Honoree

affecting people with disabilities. The first Disability Manuscript Award ceremony will be held during the CDPD's CSWE Connect Session at the 2014 APM. A subgroup of the CDPD is in the final stages of developing a faculty survey to study the integration of disability content in courses.

The Council on Racial, Ethnic, and Cultural Diversity (CRECD), with the full support of the CDSEJ, recommended replacement of the term *minorities* with *historically underrepresented groups* and released a [statement](#) to explain the rationale. CRECD has also been updating its Toolkit on Recruitment and Retention of Historically Underrepresented Faculty and Doctoral Students in Social Work Education.

In March 2014 the CSWE Board of Directors approved a request from the Council on Sexual Orientation and Gender Expression (CSOGE) to change their name to the Council on Sexual Orientation and Gender Identity and Expression (CSOGIE), a title that the council considers more inclusive of transgender and gender nonconforming people. The second annual [Sexual Orientation and Gender Expression \(SOGE\) Scholarship Award](#) was presented during the CSOGE/LGBT Caucus Reception at the 2013 APM to Lisa Langenderfer, N. Eugene Walls, Darren L. Whitfield, and Samantha M. Brown (all from the University of Denver) and Cory Barrett (GLBT Community Center of Colorado). The [2013 SOGE Honorable Mention](#) was awarded to M. Alex Wagaman (Virginia Commonwealth University).

At its annual networking breakfast, the Council on the Role and Status of Women in Social Work Education (the Women's Council) recognized [2013 Feminist Scholarship Honoree](#) Sadye L. M. Logan (University of South Carolina College of Social Work). Candace Christensen (Idaho State University) was awarded the 2013 Feminist Scholarship Award for her paper accepted for presentation at the APM. The Women's Council is coordinating a special section of the *Journal of Social Work Education* on "The Role and Status of Women in Social Work Education," which is slated for publication for summer 2015.

National Center for Gerontological Social Work Education

The CSWE National Center for Gerontological Social




Work Education 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 center achieves this goal largely through faculty and program development; student recruitment and preparation in gerontological social work; workforce advocacy; and information dissemination, resource development, and new partnerships for center sustainability.

Faculty and Program Development

The 2013 Gero-Ed Track ranked fifth for proposal submissions out of 40 tracks at the Annual Program Meeting (APM). Thirty-four of 48 submitted proposals were accepted in 2013, highlighting a variety of topics from workforce development to long-term services and support. The Gero-Ed Track Kick-Off Panel on aging and trauma was an overwhelming success, attracting nearly 100 attendees, including faculty members who teach in areas other than gerontology. One attendee commented, "This panel was so inspiring to me... this was the best CSWE [APM] session that I've attended in a long time." Of the APM attendees completing a follow-up survey, 9% indicated that they attended at least one Gero-Ed Track session. Of these respondents, 89% 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, 70% of student attendees who completed the survey agreed or strongly agreed that they would recommend the Gero-Ed Track to other students. The center continues its strong partnership with the Association for Gerontology Education in Social Work to support



Gero-Ed Kick-Off Panel at the 2014 APM, Dallas, TX
Karina Walters, Lori Thomas, Tina Maschi, Sara Sanders, Susan Green (moderator), and Lori Daniels



the 2014 Gero-Ed Track. The 2014 Kick-Off Panel will highlight community-based initiatives that provide for aging in place and discuss the implications of these innovations for social work education. The center continues to provide travel scholarships for aging-interested students to attend APM. 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 one student at the 2013 APM.

Student Preparation and Recruitment to Gerontological Careers

The Hartford Partnership Program for Aging Education (HPPAE), a field education model for training advanced-level master's social work students in geriatric competencies, is now administered by the Gero-Ed Center. The center is partnering with the Social Work Leadership Institute to fully institutionalize HPPAE within CSWE, including all HPPAE field-based resources in the center's Web-based educational materials. As part of this institutionalization process, the center will continue partnering with the Veterans Health Administration (VHA) to implement the HPPAE program in select VHA Geriatric Research, Education, and Clinical Center (GRECC) sites and non-GRECC sites. This partnership, launched in 2012, trains a social work workforce to provide care for the increasing older adult veteran population. The HPPAE program has been implemented in nine GRECC sites and two non-GRECC sites to date. Orientations will be conducted in four new locations in fall 2014: the Ralph H. Johnson VA Medical Center in Charleston, SC, and GRECC sites in Durham, NC; Nashville, TN; and Pittsburgh, PA.

The 19 students who participated in HPPAE during the 2013–2014 academic year rated their satisfaction with the program as very high across all VA sites. Most students (83%) thought they had achieved their goal of learning to work with older adults and families in their field placements. Furthermore, 89% of students thought that the rotation element enabled them to learn about a variety of aging services, and almost all students thought that having experience in more than one field agency or department was useful.

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 that directly affect the geriatric workforce. CSWE has supported legislation that focuses on

improving care coordination and service delivery for older adults with chronic illness. CSWE also endorsed several of EWA's issue briefs that support older adults, their family caregivers, and the long-term care workforce.

In collaboration with the National Coalition on Care Coordination, the Gero-Ed Center and CSWE Government Relations staff are seeking to elevate social work's role within the Center for Medicare & Medicaid Innovation (CMMI). Information has been collected about how social work activities, particularly in new models of care, are lowering costs, improving care, and improving health outcomes. This evidence will be shared in the fall of 2014 with CMMI and disseminated to a broader audience to build the case for the importance of social work within the Patient Protection and Affordable Care Act (ACA).

Dissemination

Over the past year several new teaching resources have been posted to the Gero-Ed Center website, and many more resources have been updated with current information. Examples of topics covered by new and revised bibliographies and reading lists for classroom use include cultural diversity; direct care workers; veterans' issues; sexuality and gender issues related to older adults; person-centered (PC) and participant-directed (PD) services and supports; and integration of classroom and field education. New course syllabi on social work practice with interdisciplinary teams, assignments on the experience of rural gerontology, and a case study on aging in the criminal justice system are now [available for download](#).

The center conducted its first webinar, "[The Affordable Care Act: A New Opportunity for Social Work](#)," presented by Robyn Golden (Rush University Medical Center) and June Simmons (Partners in Care Foundation) in November 2013. In response to high demand, a [second webinar was offered in December](#), featuring Golden and Sandy Atkins from Partners in Care. In January the center launched a partnership with the National Association of Social Workers to offer a series on the ACA and social work to further explore the emerging roles and skills necessary in a changing health care environment. Suzanne Daub, a senior integrated health consultant, discussed how the ACA is changing the delivery of behavioral health services and highlighted the knowledge and skills social workers need to practice in this changing environment. Given the high degree of interest in this series on the ACA, additional webinars are planned through 2015.

Center Sustainability and Partnerships

With funding from the Retirement Research Foundation, the Gero-Ed Center, in partnership with the National Resource Center for Participant-Directed Services (NRCPDS) and the National Association of Area Agencies on Aging (n4a), implemented the Aging Network Workforce Competencies (ANWC) Project. Its goal was to prepare the National Aging Network (Aging Network) workforce with competencies in four key domains: gerontology, cultural competence, PC care, and PD care. An electronic survey was sent to all 629 Area Agencies on Aging (AAA) directors and staff in social work positions to identify existing competency-based training efforts and needs. Results indicated that staff in social work-oriented positions most need additional training in participant direction and PC practices. The majority of AAA director respondents reported that they do not have adequate time and funding to provide needed staff training. AAA directors are receptive to exploring different training technologies, such as webinars, to meet professional development and training needs. Furthermore, although the majority of AAA directors indicated that their agencies are measuring competencies to some extent, most AAAs lack the resources to implement a systematic competency-based approach to workforce development. Survey results have been posted on the websites of n4a, NRCPDS, and the Gero-Ed Center and summarized in a [research brief that can be downloaded from the Gero-Ed Center website](#). Additionally, a 90-minute workshop on teaching strategies and resources to prepare students with competencies for the Aging Network was held at the CSWE 2013 APM, along with a paper presentation on survey findings and their implications for social work education.

The Gero-Ed Center received funding in June 2013 from the New York Community Trust (NYCT) to implement the Partnerships for Person-Centered and Participant-Directed Long-Term Services and Supports (Partnerships) Project. In collaboration with NRCPDS, the Gero-Ed Center aims 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 PC and PD competencies and evaluating 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 (CT, MD, MA, NH, OR, VT, WA, and WI), as well as the Visiting Nurse Service of New York CHOICE Health Plans and the Silberman School of Social Work at Hunter College in New York City.

Faculty and community partners participated in a 1-day orientation to become more familiar with the philosophy and practice of PC and PD approaches and services. Social work faculty and community partners worked with Partnership Project staff to develop PC and PD competencies based on the Department of Labor competencies for options counselors. Participating faculty met at the 2013 APM to craft strategies for and address barriers to inclusion in BSW and MSW curricula. The center received additional funding from NYCT through June 2015 to support the next phase of curriculum implementation and funding of student placements in the A/D Network.

These initiatives represent an opportunity to build on the center's past curricular work, link gerontological practice and education, and expand the center's impact on gerontological workforce development. The center is actively engaged in identifying other sources of funding to sustain and extend our reach.

Katherine A. Kendall Institute for International Social Work Education

In 2013–2014 the Katherine A. Kendall Institute (KAKI) and its collaborating commission and councils continued to expand its reach in the area of international social work education.

Previous participants of the Cuba faculty development trips representing the University of Minnesota, University of Utah, Ohio State University, University of South Carolina, Long Island University, Fordham University, York College, Yeshiva University, and Howard University worked together to host two Cuban social work faculty members and gave them the opportunity to observe how social work is taught and practiced in a variety of settings across the country. Their trip culminated in a visit to the CSWE office, where they met with



**Members of the Commission on Global
Social Work Education**

President Darla Spence Coffey and KAKI staff members. A third faculty development trip to Cuba was held in June 2014, along with a new faculty development trip to Costa Rica that focused on human rights and sustainable development.

The China Collaborative continued for a second year, and members of some of the participating Chinese social work programs were hosted by their partners in the United States and attended the Annual Program Meeting (APM) in Dallas, Texas. During APM China Collaborative members and audience participants had discussions about how teaching and learning differ in China and America, best practices, and what was learned in the first year of the China Collaborative.

Also during APM the [Commission on Global Social Work Education](#) held its ninth annual Partners in Advancing International Education (PIE) awards ceremony. The ceremony was held in conjunction with the North American and Caribbean Association of Schools of Social Work for the first time to provide more outreach to APM attendees, especially those from Canada and the Caribbean. This effort was successful; The PIE awards ceremony had one of its largest turnouts in recent years. The winners of the 2013 PIE awards were Uma Segal (individual), University of Houston Graduate College of Social Work (program), and Buckner International (organization). CSWE Press also unveiled the book *Teaching Human Rights: Curriculum Resources for Social Work Educators* (Hokenstad, Healy, & Segal, 2013), which was featured during the ceremony.

The [CSWE Council on Global Learning, Research, and Practice](#) launched a series of online modules to help social work educators integrate international content into their teaching. The modules address a wide range of issues, including international and global perspectives, global aging, the influence of culture, orphaned and vulnerable children, human rights and social policy, mental health in international settings, and cultural competency.

The KAKI Facebook page has continued to expand its reach. In the fall, KAKI collaborated with the CSWE Council on External Relations and a master's-level social work program for a



The KAKI Facebook page has continued to expand its reach. In the fall, KAKI collaborated with the Council on External Relations and a master's-level social work program for a course titled "Diversity and International Social Work."

course titled "Diversity and International Social Work." This course and Facebook page allowed students to reach out to their counterparts in social work programs around the world and participate in discussions online.

Public Policy Initiative: The Role of Social Work in Emerging National Priorities

Through its Public Policy Initiative, now in its 7th year, CSWE is working to promote the value of social work education to federal policy makers. Through its collaboration with Lewis-Burke Associates LLC, CSWE's government relations consultants, CSWE remains engaged in relevant national policy debates and ensures that the voice of social workers is heard.

In the past year the Obama Administration has focused on mental health issues as part of its work to address the growing incidence of mass shootings, such as those in Newtown, CT; Aurora, CO; Oak Creek, WI; and Tucson, AZ. President Obama announced the "Now Is the Time" initiative to focus attention on issues related to mental health and gun violence, and Congress mirrored efforts through the introduction of mental health bills by Congressman Tim Murphy (R-PA), H.R. 3717, the Helping Families in Mental Health Crisis Act; and Congressman Ron Barber (D-AZ), H.R. 4574, the Strengthening Mental Health in Our Communities Act of 2014. CSWE has engaged in these efforts by developing a series of principles titled *The Role of Social Work in Mental and Behavioral Health Care*. CSWE has advocated for priorities such as meeting the needs of the individual, recognizing social determinants of health, supporting a team-based approach, and recognizing the value of social workers. CSWE has shared these principles with agency officials and members of Congress as both entities work on policy changes.

In addition, CSWE has developed a series of principles titled *The Role of Social Work in the Changing Health Care Landscape* and has been active in outreach to agency leaders at the Department of Health and Human Services (HHS), the Centers for Medicare & Medicaid Services, and the Center for Medicare & Medicaid Innovation (CMMI) as these people work to shape a new landscape for our nation's health care by achieving better care for patients, better health for communities, and lower costs through improvements in the health care system. The CSWE principles highlight successful models that address the role of social workers in reducing readmissions and managing transitions. CSWE also advocates for priorities including the unique and critical role of social workers in improving health and health care, the essential role of integrated team-based care, the need to incorporate social determinants of health into federal health care activities, the important role of integrated behavioral health to provide a strong and successful health care infrastructure, and the vital need for additional data collection to ensure progress is being made.

Budget and Appropriations

CSWE had an active voice before Congress during the recent budget agreement and the multiple continuing resolutions that funded the government from the start of fiscal year (FY) 2014 until the passage of the omnibus spending bill in mid-January. Lewis-Burke prepared its annual comprehensive analysis of the Labor, Health and Human Services, Education, and Related Agencies appropriations bills to share information with the CSWE membership about funding levels for programs important to social workers and social work education.

An analysis of the president's budget request for FY 2015 provided details on funding proposals for agencies and programs important to CSWE and written testimony to the House and Senate Subcommittees on Labor, Health and Human Services, Education, and Related Agencies focused on the importance of fostering a skilled, sustainable, and diverse social work workforce to meet the health care needs of the nation through professional education, training, and financial support programs for social workers. Examples include support from HHS and the Department of Education, such as Titles VII and VIII of the Public Health Service Act, administered through the Health Resources and Services Administration (HRSA); programs coordinated through the "Now Is the Time" initiative, such as the Mental and Behavioral Health Education and Training Grants and the Minority Fellowship Program; and federal financial aid such as Pell grants and loan forgiveness programs.

Accreditation Policy

CSWE Government Relations has continued to monitor issues related to accreditation policy. As a result, CSWE has submitted language to the National Advisory Committee on Institutional Quality and Integrity, weighing in on several important policy principles regarding accreditation in the upcoming reauthorization of the Higher Education Act. The CSWE comments supported a balance during the accreditation process between the accreditors and federal regulations and also supported policies that ensure an appropriate division of responsibilities between these important parties. CSWE joined with the Council for Higher Education Accreditation (CHEA), the American Council on Education (ACE), and other higher education leadership associations in stating that outcomes are best determined by the academic accrediting community and should not be mandated by the federal government. In addition, CSWE expressed support of policies that seek to protect the role of each of the important players in the triad of the institutional accreditation process: the U.S. Department of Education, state authorizing agencies, and

regional accreditors. Finally, CSWE stated support for policies that recognize the important role of professional, specialized accreditors, especially in improving programs, demonstrating outcomes and ensuring quality, and providing professional expertise.

Ally Building on the Hill, in Federal Agencies, and With Coalitions

CONGRESS

Congresswoman Barbara Lee (D-CA), chairwoman of the Congressional Social Work Caucus, continues to champion social workers and support CSWE initiatives. Lewis-Burke has worked with Congresswoman Lee's office on federal loan forgiveness and scholarship opportunities for social work students and practitioners.

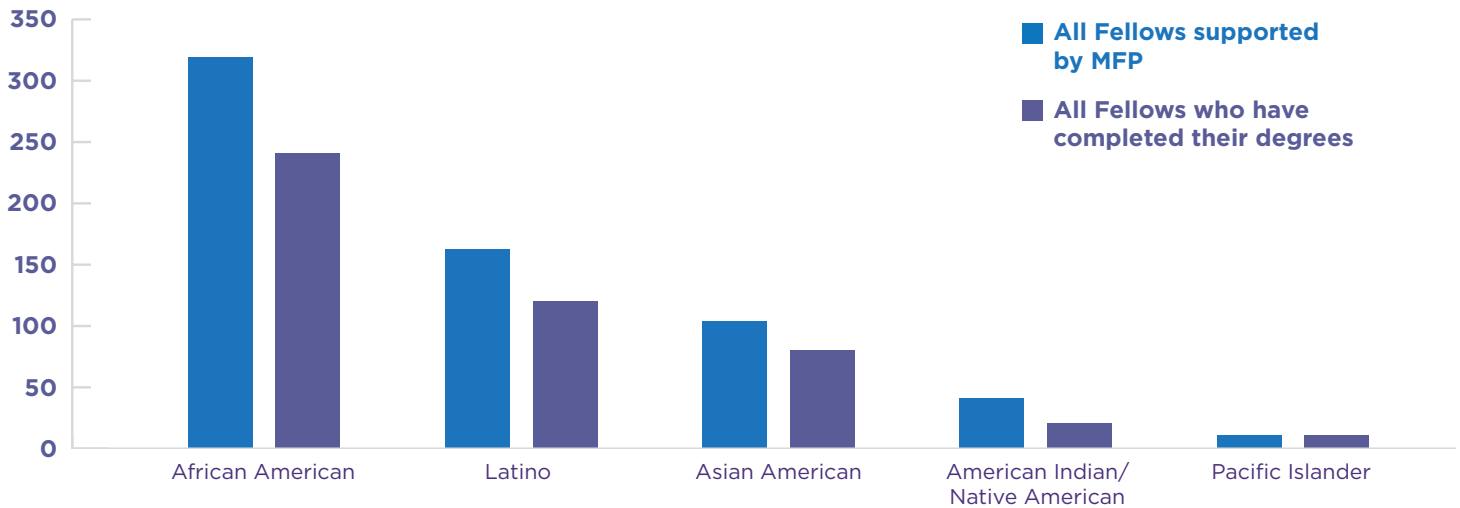
In addition, CSWE has fostered a relationship with Congressman G. K. Butterfield (D-NC), who sits on the House Committee on Energy and Commerce Subcommittee on Health, which has jurisdiction over mental health legislation. Rep. Butterfield was an active participant in a hearing on mental health legislation, and during his statements he highlighted the critical role social workers can play in addressing these issues.

In response to a national spotlight on campus sexual assault, Lewis-Burke has also engaged with staff in Senator Claire McCaskill's (D-MO) office on these issues and discussed ways that social workers can be involved as victim advocates or through health center services.

FEDERAL AGENCIES

CSWE continues to build on mental health efforts and has reached out to the Substance Abuse and Mental Health Services Administration (SAMHSA) and HRSA to help ensure continuing conversations about mental health funding and funding to train social workers. Through regular calls with HRSA and meetings with high-level leaders of both SAMHSA and HRSA, CSWE continues to ensure that social work education is included in future administration activities. CSWE has also worked with the CMMI and has connected with Jan Heinrich, senior advisor at CMMI, who attended the CSWE Spring Governance Forum to share her experiences with social work professionals and outline what she saw as the tasks ahead in regards to a coordinated workforce and its role in the future of health care.

Ethnicity of MFP Fellows 1974–2014



COALITIONS

CSWE continues to be active in education coalitions, including the ACE, the CHEA, and the Association of Specialized and Professional Accreditors, in which CSWE holds a leadership role.

In addition to these relationships, CSWE is active in health coalitions, including the Eldercare Workforce Alliance (EWA), Friends of HRSA, and the Health Professions and Nursing Education Coalition. For example, CSWE and EWA have participated in meetings with senators Patty Murray (D-WA) and Michael Enzi (R-WY) to advocate for the protection of geriatric workforce training programs at the HRSA.

Minority Fellowship Program

Since 1974 the CSWE Minority Fellowship Program (MFP) has focused on increasing the number of 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 various types of fellowship 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.

The MFP received 39 applications for the 2013–2014 fellowship year. Eight new fellows were selected to join the MFP community. The ethnic breakdown of this new cohort includes two Hispanic/Latinos, three African Americans, one American Indian/Alaska Native, and two Asian Americans. The research and practice interests of this new cohort include the effects of community and mental health system issues on service use, effects of intimate partner violence on service use, multidimensional approaches to mental health and emotional well-being, disparities in service delivery and service use, effects of mental health and substance abuse on family reunification goals, prevention and treatment of mental health and substance abuse problems, and prevention of maltreatment in early childhood through culturally appropriate parenting intervention and engagement strategies.

Funding

The MFP received a 2013–2014 funding award from the Substance Abuse and Mental Health Services Administration (SAMHSA) to continue providing financial support, training, mentoring, and professional and career development to social work doctoral students. 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

During the 2013–2014 academic year the MFP provided training and support to 24 fellows (eight new fellows and 16 returning fellows). The ethnic breakdown of these fellows was 12 African American, three Asian American, four American Indian/Alaska Native, and five Hispanic/Latino fellows. These fellows will add to the MFP's rich and diverse group of up-and-coming practitioners, scholars, researchers, and leaders in social work. To date, the MFP has supported more than 600 fellows, of whom more than 468 (78%) have completed their doctorates. This number changes constantly as fellows complete their degrees and notify the MFP office.

Fellows' Training

MFP fellows participated in CSWE's 2013 Annual Program Meeting (APM) in Dallas, TX. Fellows received specialized training provided by the MFP on the following topics: trauma, mental health and well-being, writing for presentations and publication, and planning for the job market. They also participated in small mentoring groups facilitated by alumni and other noted social work professionals, who provided guidance for fellows at different stages of their doctoral program, and one of two other mentoring groups that addressed information needed to secure funding for dissertations and other research or strategies for becoming successful new faculty members.

In addition to MFP supplemental training, fellows attended 2013 APM conference sessions based on their research or practice interests. Ten current MFP fellows delivered oral or poster presentations. Finally, MFP fellows participated in networking opportunities such as the conference's Opening Reception, the Doctoral Student Breakfast, and the MFP Reception. All of these events were excellent opportunities for fellows to connect with noted scholars, researchers, and other social work professionals. All MFP fellows and staff attended the Carl A. Scott Memorial Lecture as a group, in honor of Dr. Scott's contributions to the founding of CSWE's MFP program.



MFP Fellows at the 2013 APM in Dallas, TX

The MFP program director attended the Society for Social Work and Research (SSWR) Conference in San Antonio, TX, January 15–19, 2014, to provide support to fellows presenting or attending. Funding limitations did not allow the program to support the attendance of all current fellows, but 11 fellows were able to secure funding from other sources. Ten current MFP fellows delivered oral or poster presentations during the SSWR conference. An Alumni/Fellows Professional Development Meeting was hosted by MFP and attended by 14 MFP alumni and 10 current fellows. A presentation on research grant writing was provided by an MFP alumna and supported by comments and contributions from other alumni in attendance. Sixteen fellows attended the CSWE Summer Research Institute at the University of Michigan's Institute for Social Research in Ann Arbor, Michigan. The institute, a collaboration between the Program for Research on Black Americans, the University of Michigan's School of Social Work, and CSWE's MFP, was held June 11–13, 2014. The institute emphasized African American aging research and provided training in the areas of writing National Institutes of Health proposals; conducting and publishing research; using existing data sets to conduct research on health and well-being; receiving information about cutting-edge research in health, mental health, and substance abuse; and mentoring fellows to become successful researchers. Many nationally and internationally recognized researchers on various African American and minority group health and mental health issues presented at the workshop.

Outreach and Collaboration

CSWE's MFP conducts outreach to potential minority doctoral social work students interested in mental health and substance use services through a number of different avenues. An e-mail announcement about 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 targeted social work programs in Hawaii and Alaska.



2013 APM Doctoral Student Connection Breakfast attendees

Other outreach activities included an MFP booth in the Exhibit Hall at the 2013 APM in Dallas, Texas. The MFP booth provided an opportunity for social work program staff and prospective fellowship applicants to obtain information about the MFP program and talk to MFP staff and current fellows. The MFP booth was staffed by current second- and third-year fellows. Fellows do an excellent job of relaying their MFP experiences to prospective applicants and social work program administrators and faculty. Serving at the booth is also a great opportunity for fellows to network with conference attendees. The MFP booth is another way the program connects with MFP alumni, who are encouraged to update their contact information and join the alumni electronic mailing list.

Program outreach efforts to alumni also include regular *Alumni Connection* E-news announcements that provide informational updates from alumni on their career moves and accomplishments, as well as MFP program updates, position openings, grant funding availability, conferences, and behavioral health resources. The alumni electronic mailing list is also used to inform alumni about MFP meetings at APM and SSWR and solicit volunteers as presenters or mentors for MFP on-site activities or webinar trainings, as well as other opportunities to support MFP.



Survey invitations were sent to 385 alumni; 188 alumni participated in the survey, for a response rate of 49%. The majority of respondents reported that their primary work setting was at a college or university, where they were involved in teaching, research, or academic administration.

Keeping updated contact information on alumni in the MFP database continued to be a priority this year as a means of collecting information to respond to funder requests, update stakeholders on program outcomes, and promote programs. CSWE's MFP uses a number of different avenues to update its database,

including Internet searching and direct contact with alumni both in person and via e-mail.

Recognizing similar interests, the MFP and a subgroup of CSWE's Commission for Diversity and Social and Economic Justice initiated a collaboration to support mutual goals. This collaboration will also provide opportunities for mentoring of fellows and encourage diversity in social work education and scholarship.

MFP continues to collaborate with other SAMHSA MFP grantee disciplines (marriage and family therapy, nursing, professional counselors, psychiatry, and psychology) to increase the diversity of behavioral health practitioners, researchers, and scholars. In addition to joint fellowship recruitment efforts, this involves monthly conference calls with SAMHSA's MFP program officer, designed to facilitate coordination of program activities between all grantee organizations.

40th Anniversary of the MFP

CSWE's MFP commemorated its 40th anniversary at the 2013 APM in Dallas, TX with several events. The annual MFP Reception featured a special program to celebrate the occasion. Geraldine Meeks, MFP program director, presented the history and accomplishments of the program. She acknowledged the alumni and friends of the program in attendance and introduced the current cohort of fellows. Two of the previous MFP directors, E. Aracelis Francis and Jenny Jones, also spoke about the history of the program, the program's impact, and what the directorship meant to them personally and professionally. The evening had a celebratory feel, and alumni, current fellows, and friends of the program all enjoyed the opportunity to reconnect or meet for the first time. The reception also provided an invaluable opportunity for current fellows to network with alumni and friends of the MFP.

MFP VIDEO TESTIMONIAL PROJECT

To capture the sentiment of alumni and fellows from the 40 years of the program, the MFP interviewed alumni and current fellows who attended the conference. There were two opportunities at APM to participate in a brief interview about experiences as a fellowship recipient. There was a great turnout and the stories that were shared demonstrated the impact of the program on alumni both professionally and personally. Excerpts from the interviews will be featured on CSWE's YouTube Channel and multimedia blog "Moving Pictures." The program also plans to use the interviews for program advocacy and recruitment.

MFP BOOTH AND 40TH ANNIVERSARY RECOGNITION

The MFP booth in the exhibit hall was enhanced with items to commemorate the 40th anniversary. A monitor was set up with a rolling video of photos and quotes from the program's past. In addition to the rolling video, a memory book was available. Finally, a meter board displayed the names of all current fellows and alumni. Many alumni stopped by and enjoyed the chance to see old photos, find their names on the display, and update their contact information to stay connected with the program.

Evaluation

The MFP continues to evaluate its program activities, including in-house trainings and seminars, via an annual survey of current fellows. The fellows survey also collects information on publications, presentations, and conference attendance, as well as each fellow's self-rating of skills and knowledge in several competence areas. Results from this survey are used in funder reports and in program planning for the next year.

Evaluation of the program's impact and outcomes was conducted via a survey of MFP alumni in September 2013. Survey invitations were sent to 385 alumni; 188 alumni participated in the survey, for a response rate of 49%. The majority of respondents reported that their primary work setting was at a college or university, where they were involved in teaching, research, or academic administration. The majority of respondents reported current or past involvement in service to underserved or underrepresented minority individuals, groups, or communities:

- + "I am creating a 'Social Work With American Indians' certificate that includes American Indian behavioral health. This certificate includes practicums with tribal nations or urban American Indian Alaska Native agencies. In addition, I infuse my courses with service learning in an impoverished area near the university that has a 14-year lower life expectancy compared to other parts of the city."
- + "I am a social intervention researcher, and that enables me to bring evidence-based practices (EBPs) to agencies that support people in recovery from substance addiction. My current research grant, a 5-year award from SAMHSA, enabled me to work with 600 homeless people in a large substance abuse facility. This population included women and men, African Americans, Latinos, American Indians, sexual minorities, and other intersectionality factors as they relate to diversity. I was able to execute EBPs that addressed mental health and co-occurring disorders, trauma, and spirituality with a mindfulness focus. Our evaluation was based on a randomized controlled design,

which rarely occurs in a community-based setting. In addition, as a social intervention researcher, in a previous 5-year research project I was able to bring 'gender-specific' EBPs to teen girls with addiction and mental health problems in youth development detention centers."

CSWE Religion and Spirituality Work Group

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 Religion and Spirituality Work Group manages the Religion and Spirituality Clearinghouse, a repository of teaching resources co-edited by Michael E. Sherr (University of Tennessee at Chattanooga) and Edward R. Canda (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. To date, the clearinghouse offers five instructional modules (on experiential activity to explore spiritual growth, interdisciplinary relationships with chaplains, culturally competent practice with Muslim clients, spiritual and nonspiritual worldviews in practice, and insights from the art and words of consumers of mental health services) and three course syllabi (on culturally competent practice with diverse spiritual populations, the role of spirituality and secularism in social work practice, and evidence-based spiritual assessment and intervention). The clearinghouse also provides links to the websites of affiliated organizations and to related resources elsewhere on the CSWE website.

The Work Group has built relationships with two of the APM content tracks: Spirituality Track and the Islam and Muslims Track chairs. The Work Group and the Spirituality Track co-hosted a panel discussion and networking reception at the 2013 Annual Program Meeting in Dallas, TX. [📍](#)

PROFESSIONAL DEVELOPMENT



500 CSWE consistently offers conference attendees a robust program with more than 500 educational sessions.



18 The APM offered 18 stimulating hot topic sessions.

CSWE 2013 Annual Program Meeting: The World Is Here

The 2013 Annual Program Meeting (APM) held in Dallas, TX, focused on the globalization of the economy and communications, increased transportation speeds and access, and worldwide migration. The theme of CSWE's 59th APM, *Global Social Work—The World Is Here*, highlighted these challenges and how they affect all social workers and their clients and organizations.

CSWE consistently offers conference attendees a robust program with more than 500 educational sessions. The APM also included a new "[Leadership Development 2.0](#)" workshop for the next generation of social work leaders through the CSWE Leadership Institute. The APM offered 18 stimulating hot topic sessions, including sessions on gun control, the repeal of the Defense of Marriage Act, global social work education, and student learning assessments.

The APM also featured its annual [Film Festival](#), offering thought-provoking films that reflect the many issues social work educators cover in their classrooms. The attendees had an opportunity to vote on the films, and the winner received the Audience Choice Award. This year's winner was *Trans*, a documentary that portrays the lives of transgender people of various ages and from a wide range of backgrounds.

APM had three dynamic plenary speakers, beginning with Special Plenary speaker Ping Fu, who chronicled her path from childhood in Maoist China to the head of Geomagic, the 3D printing company she co-founded. Fu spoke about her experiences with cultural diversity and the challenges facing the workplace globally.

For the Hokenstad International Lecture, Stefanus Snyman spoke about the importance of radical instructional and institutional reform for equipping students with competencies to promote equity in health in the 21st century. Snyman used examples while discussing how implementation of an innovative interprofessional and transprofessional education strategy can serve as a catalyst to improve patient or client outcomes and strengthen health systems.

Maria Hinojosa gave the 2013 Carl A. Scott Memorial Lecture. She spoke about her experiences telling stories of individuals and societies within the changing demographics of America. Hinojosa's lecture focused on identity, shifting lines of power, race, democracy, civic participation, and how these changes will embody the issues social workers face both now and in the future.

The APM also gave the organization the opportunity to recognize its members. During the opening ceremony, the annual professional recognition awards were given out. The Significant Lifetime Achievement in Social Work Education Award, which recognizes recipients' achievements over their entire career, was presented to Marion Bogo (University of Toronto) and Edward R. Canda (University of Kansas). The Distinguished Recent Contributions in Social Work Education Award, which recognizes a social work educator's achievements within the last 10 years, was presented to Beverly M. Black (University of Texas at Arlington) and Robert M. Ortega (University of Michigan). Other members' achievements were recognized with awards such as the Partners in Advancing International Education Awards, the Feminist Scholarship Awards, the Sexual Orientation and Gender Expression Awards, and the *Journal of Social Work Education* Best Articles and Best Reviewer awards.

This year more than 100 social work programs, publishers, associations, and other vendors exhibited their products and programs in the Exhibit Hall. The hall also included a new feature: The Exhibitor/Student Xchange gave students the opportunity to network with exhibitors without competing with other attendees. The hall also housed the two iPad giveaways and the iPad mini giveaway held during the Xchange.

CSWE Leadership Institute

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

The institute's three initiatives seek to advance future leaders in social work education, higher education, and the social work profession. Highlights of the institute's initiatives during the past year follow.

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.

In its 6th year of operation, instead of LDIs the CSWE Leadership Institute offered a "Leadership Development 2.0" training workshop in conjunction with the 2013 APM. It was developed as a 1-day leadership immersion program for the next generation of social work leaders and was held on October 31, 2013. More than 20 people attended the workshop, and the four sessions addressed a broad range of topics:

- + Aligning Mission With Money: Key Institutional Advancement Principles and Practices
- + Avoiding Legal Minefields: Advice for Future Leaders
- + Negotiating Conflict: Developing Productive Workplace Relationships
- + Leadership Development Perspectives

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. Beginning in 2010 and renewed each year with HIHE is a CSWE Summer Leadership Scholarship Program in which CSWE funds one third of the program expenses for up to five social work administrators accepted to Harvard's Management Development Program (MDP) or Institute for Management and Leadership in Education.

Five 2014 scholarship recipients were selected. They were accepted by Harvard for the MDP program, and each successfully completed that program in June 2014.

- + Karen Bullock, North Carolina State University
- + Stephen Kapp, University of Kansas
- + Halaevalu F. Vakalahi, Morgan State University
- + Florencia Velazquez, Pontifical University of Puerto Rico
- + Dina J. Wilke, Florida State University

In October 2011 CSWE and the Higher Education Resource Services (HERS) combined their efforts to increase the number of women in social work higher education administration who will apply for the HERS Bryn Mawr Summer Institute. Beginning in 2012 and renewed each year with HERS, this collaboration is a CSWE Summer Leadership Scholarship Program opportunity for up to five CSWE-recommended participants. CSWE funded up to one third of the program expenses for those people.

Selected as the 2014 scholarship recipient was Angela Ausbrooks, Texas State University, who successfully completed the 2014 HERS Bryn Mawr Summer Institute.

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 CSWE LSSEP initiative, CSWE held a networking reception during the 2013 APM to support, encourage, and honor new leadership in the profession. Recognized during the event were the CSWE 2013 Summer Leadership Scholarship Program recipients. ●

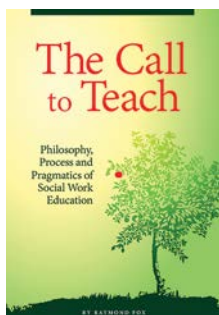


2013 HIHE Participants: Patti Aldredge (*Virginia Commonwealth University*) Donna M. Weinreich (*Western Michigan University*) **CSWE President, Darla Spence Coffey**, Megan Meyer (*University of Maryland, Baltimore*) and John C. Bricout (*University of Texas at Arlington*)



2013 HERS Participants: Judy Postmus (*Rutgers, The State University of New Jersey*) Nadine Bean (*West Chester University of Pennsylvania*) with **CSWE President, Darla Spence Coffey**

PUBLICATIONS & MULTIMEDIA

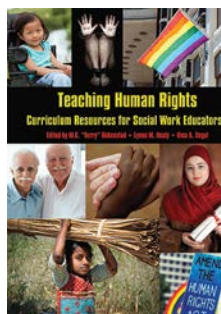
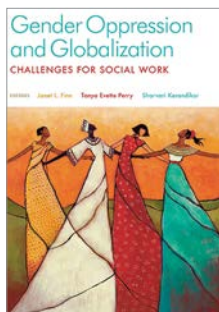
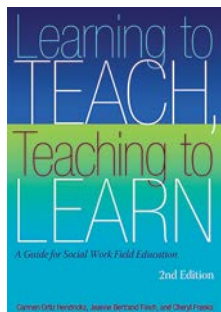


CSWE Publications Program Offers New Books, Celebrates 50 Years of JSWE

CSWE's publications 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 (JSWE)*.

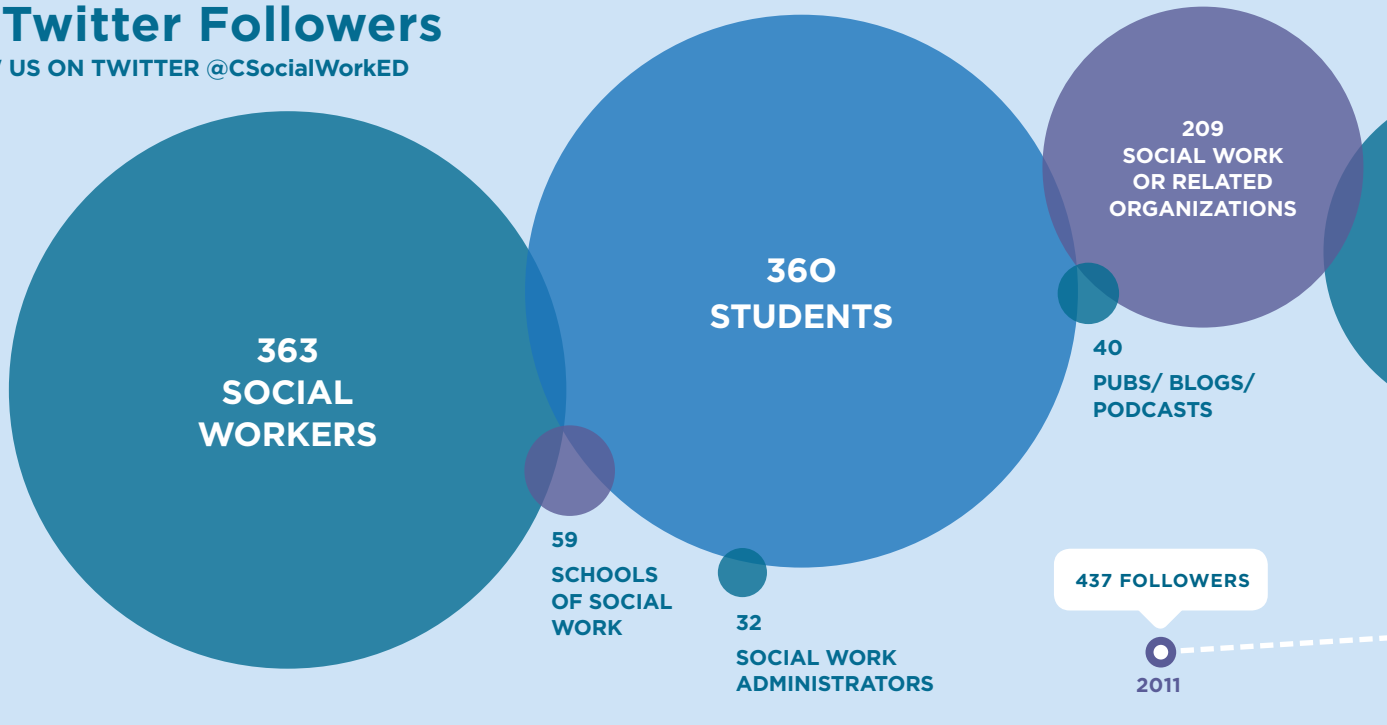
CSWE Press

CSWE Press released four new titles during the 2013–2014 fiscal year. In September 2013 *Gender Oppression and Globalization: Challenges for Social Work* (edited by Janet L. Finn, Tonya Evette Perry, and Sharvari Karandikar) came off the press. The book delves into such timely issues as human trafficking, self-image among Black teenagers, and immigration to suggest ways educators can prepare social workers to engage in critical thought and action that will inform and transform practice. In October 2013 CSWE Press published *The Call to Teach: Philosophy, Process, and Pragmatics of Social Work Education*, by Raymond Fox. A book to instruct and inspire, *The Call to Teach* concentrates on helping social work educators develop practical strategies, boost confidence, and create artful and imaginative presentations. Overarching themes include the pivotal place of competence building, evidence-based practice and experiential wisdom in advancing effective instruction, and adult learning processes and learning styles. In another autumn title, *Teaching Human Rights: Curriculum Resources for Social Work Educators*, editors M. C. "Terry" Hokenstad, Lynne M. Healy, and Uma A. Segal have compiled some of the best and most useful information from educational programs being taught in the United States. The book contains course outlines, case studies, exercises, course assignments, and bibliographies. Finally, just in time for the 2013 APM, CSWE Press released the second edition of *Learning to Teach, Teaching to Learn: A Guide for Social Work Field Education* (Carmen Ortiz Hendricks, Jeanne Bertrand Finch, and Cheryl L. Franks). In this edition the authors extended the reach of the much-respected first edition to



Top Twitter Followers

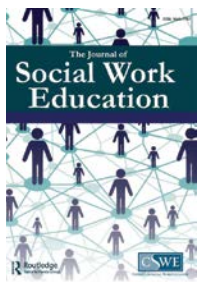
FOLLOW US ON TWITTER @CSocialWorkED



highlight the skills field instructors need to convey the art and science of professional social work practice in the context of competency-based education. While retaining all the how-to aspects of the first edition, the authors incorporated a human rights framework and social justice perspective into their discussions.

CSWE Press continues to offer new books and selected backlist volumes in electronic format for the Amazon Kindle. New titles are published simultaneously in print and electronically.

Journal of Social Work Education Update



The *Journal of Social Work Education* (JSWE) began publishing its 50th volume in 2014. The JSWE Editorial Advisory Board (EAB) commissioned a series of special articles to run throughout the 50th volume year.

JSWE's publisher, [Routledge/Taylor & Francis](#), presented its annual report at the 2013 APM meeting of the EAB and gave detailed editorial, production, and marketing updates. According to the report, JSWE published 820 pages in 2013. The report notes that there were more than 5,000 full-text article downloads through September 2013. The most-downloaded article for 2013 was a Teaching Note, "Integrating a Social Justice Assignment Into a Research Methods Course" (Mapp). The two most frequently cited articles (2005–2013) were "Integrating Evidence-Based Practice and Social

Work Field Education" (Edmond, McGivern, & Williams, 2006) and "Study Abroad and Values Development in Social Work Students" (Lindsey, 2005).



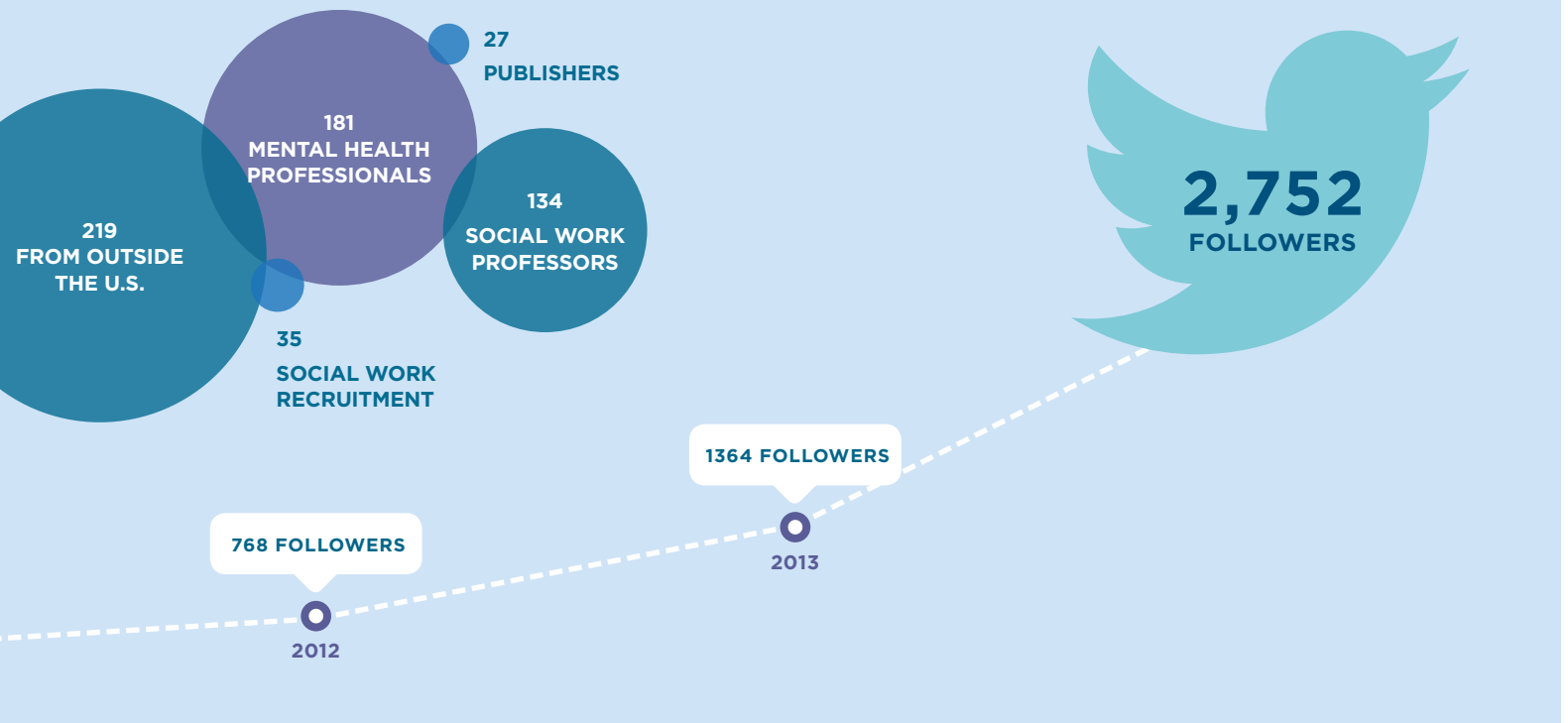
Top: Carol Tully
Bottom: Joseph Merighi

JSWE Awards

Each year the JSWE EAB honors the Best Reviewer and the Best Articles for the most recently published volume year. For volume year 49, EAB chose as Best Reviewers Joseph R. Merighi (University of Minnesota) and Carol T. Tully (University of Louisville). EAB members praised Tully and Merighi for providing timely reviews that were thorough and thoughtful, constructive comments that helped the editor-in-chief make final decisions, and concrete and helpful suggestions for improving manuscripts. The winners of the Best Reviewer awards are selected 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. For volume year 49, three awards were given. The Best Conceptual Article Award went to Tara Earls Larrison and Wynne S. Korr for “Does Social Work Have a Signature Pedagogy?” (volume 49, number 2, pp. 194–206). Chosen as Best Research Article was “Graduate Students’ Perceptions of Professional Power in Social Work Practice,” by Kimberly Bundy-Fazioli, Louise M. Quijano, and Roe Bubar (volume 49, number 1, pp. 108–121). And the Best Teaching Note Award went to Susan C. Mapp, “Integrating a Social Justice Assignment Into a Research Methods Course” (volume 49, number 1, pp. 150–172). Six other exceptional articles were given Honorable Mention.

Reaching Out Through Social Media

CSWE’s social media outlets facilitate communication with members and others in the social work community and provide frequent updates on organizational news and initiatives. Whether it is CSWE’s [Facebook](#) page, [Google+](#) page, [LinkedIn](#) page, or [Twitter](#) account, there is a platform for busy social work professionals to stay well-informed.

Multimedia Efforts Provide Tools to Social Work Educators and Students

CSWE continues to showcase films and multimedia projects that can enhance the teaching and learning of social work concepts. This year, the annual Film Festival at APM screened 14 films on themes that ranged from domestic violence and international mental health to elder issues and parenting by diverse populations. The film selected by APM filmmakers for the Audience Choice Award was *Trans* (Chris Arnold, director; Mark Schoen, producer), which focuses on transgender lives.

To highlight student filmmaking efforts related to social work, CSWE debuted a Virtual Film Festival (held online and open to all in the CSWE community for viewing, voting, and commenting). Attracting entries from institutions such as Addis Ababa University, Emerson College, Harvard, Tufts, University of Central Florida, and University of Texas at Arlington, the festival featured themes including disability, international adoption, refugee issues, sexual abuse, and suicide. Selected by the online audience for the Virtual Ovation Award and a \$500 prize was *Behind Closed Doors: Voices From the Inside*, a film on domestic sex trafficking produced by Robert Ambrosino’s advanced policy class at the University of Texas at San Antonio.

Related initiatives include a multimedia blog, Moving Pictures; a YouTube channel; free film study guides of top-rated films in the CSWE film festivals; and integrated media and arts presentations from APM. [●](#)

RESEARCH



CSWE completed the third and final phase of the Social Work and Integrated Healthcare Project in the fall of 2013. Twenty-eight social work schools and programs were selected from a competitive application process with the goal of developing MSW field placements in integrated care settings.

Commission on Research

The Commission on Research's mission is to advance rigor, relevance, and high ethical standards in the teaching and conduct of research related to social work education.

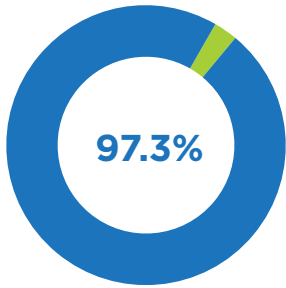
At the March 2013 Spring Governance meeting, the commission proposed the development of a database of social work faculty research interests and expertise. The purpose of this database would be to publicize social work research to policy makers, legislators, and media; to promote relations with outside organizations to facilitate collaboration; and to promote networking, collaboration (research, teaching and curriculum, and practice), and mentoring within the CSWE membership. A subcommittee was formed to take the lead on this project. Over the summer and fall, the subcommittee developed search fields for the faculty database and initiated contact with the Commission on Membership and Professional Development (CMPD) about collaborating on the project. An organizational conference call was held with CMPD's subcommittee in January 2014; cross-commission consultations are ongoing.

The commission provides oversight for the [Annual Survey of Social Work Programs](#), the primary source of data on social work education in the United States. The commission approved changes to the 2013 Annual Survey based on program feedback from the focus groups conducted by the subcommittee on the Annual Survey during the 2012 APM and from open-ended items on the 2012 Annual Survey. Continuing outreach efforts to the Association of Baccalaureate Social Work Program Directors, the Council on Field Education, the National Association of Deans and Directors of Schools of Social Work, and the Group for the Advancement of Doctoral Education in Social Work are expected to lead to revisions to the 2014 Annual Survey.

Social Work and Integrated Behavioral Healthcare Project

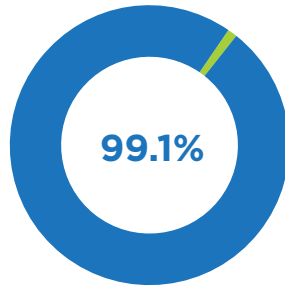
The Social Work and Integrated Behavioral Healthcare Project is a collaborative project aimed at preparing social work students for roles on interdisciplinary teams in the challenging healthcare system by infusing integrated behavioral health and primary care in master's-level social work education.

PARTICIPATION IN THE CSWE 2012 ANNUAL SURVEY



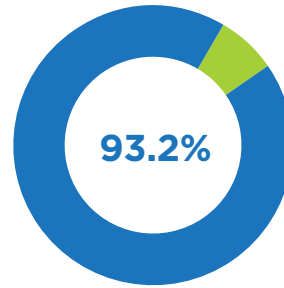
BACCALAUREATE PROGRAMS

490 Invited
477 Participated



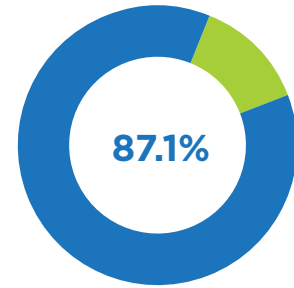
MASTER'S PROGRAMS

228 Invited
226 Participated



DOCTORAL PROGRAMS

73 Invited
68 Participated



FACULTY

550 Invited
479 Participated

The first phase of this project began in February 2012 with a partnership between the CSWE and the National Association of Deans and Directors of Schools of Social Work with funding from the Center for Integrated Health Solutions. This partnership brought together 10 social work faculty members, in two teams of five, to develop two master's-level courses: Advanced Clinical Social Work Practice in Integrated Healthcare, and Integrated Health Policy and Services. The syllabi, suggested regains, classroom activities, and additional supplemental materials are available on the CSWE website.

In spring 2013, Phase 2 was continued with funding from the New York Community Trust. This phase saw the launch of a learning network for faculty and students using the course materials developed in Phase 1. Thirteen programs participated by teaching one or both of the courses during the spring 2013 semester.

CSWE completed the third and final phase of the collaborative project in the fall of 2013. Twenty-eight social work schools and programs were selected from a competitive application process with the goal of developing MSW field placements in integrated care settings. Each program was awarded \$10,000 for each student with \$5,000 allocated for the field placement site, \$2,000 to cover administrative cost at the graduate school, and a \$3,000 scholarship for the participating student. These placements began in fall 2013 and during this semester students, faculty members teaching the integrated care course, field supervisors, and field directors from the selected schools participated in a learning network. The learning network materials are available on the CSWE website and consist of topical webinars, resource pages, and drafts of the integrated care curriculum. At the completion of their fall placements the students, faculty members who taught or are teaching

an integrated care course, and field supervisors were given separate evaluation surveys to document their experience and solicit their feedback. The surveys were written by staff members from the national Council for Behavioral Health, and surveys were administered by CSWE. The National Council for Behavioral Health will disseminate the data in a formal report.

Developing Mental Health Recovery in Social Work

The CSWE 5-year Recovery-to-Practice (RTP) subcontract, funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), is in its final phase. The three-part RTP curriculum, developed in partnership with the RTP Steering Committee, RTP webinar facilitators, and other stakeholders in Year 3 of the project and piloted in Year 4 of the project, was formally launched at the 2013 Annual Program Meeting (APM). All who attended the RTP's kick-off event at APM received a complimentary USB drive featuring CSWE's recovery-oriented curriculum support materials. These curriculum support resources are available on CSWE's RTP Web page and include recovery-oriented practice competencies, a student field assessment instrument, sample syllabi, a bibliography, and student exercises.

A total of 188 faculty, practitioners, field directors, students, people with lived experience, and others participated in the live webinar series. CSWE offered 2 continuing education (CE) credit hours for completion of the webinar, prework assignments (reading and viewing videos), posttest, and evaluation.





Debbie Plotnick and Patrick Sullivan, Recovery to Practice curriculum launch session at 2013 APM

CSWE conducted a series of live webinars in May, June, and July of 2014 to introduce social work educators and practitioners to the recovery model. In the first webinar we used a broad lens to define mental health recovery and its connection to social work history and values. The second webinar applied a recovery framework to competencies and practice behaviors for social work practice. And the third and final installment in the series focused on ways recovery could be mobilized as part of personal and organizational change and conveyed to students in field placements. Each curriculum module is led by a social work faculty member partnering with someone with personal experience of psychiatric diagnosis or a family member of a person with a psychiatric diagnosis.

A total of 188 faculty members, practitioners, field directors, students, people with lived experience, and others participated in the live webinar series. CSWE offered 2 continuing education (CE) credit hours for completion of the webinar, prework assignments (reading and viewing videos), posttest, and evaluation. Approximately one third to one half of participants in each webinar sought CE credit. CSWE, provider #1163, is approved as a provider for social work continuing education by the Association of Social Work Boards through the Approved Continuing Education Program.

In June 2014 CSWE launched an on-demand version of the first webinar, "Introduction to Mental Health Recovery in Social Work." Additional on-demand releases of the RTP series are slated for late summer 2014 and will be announced on the RTP Web page. The on-demand courses are free, and participants are eligible for 1 CE credit after completion of the asynchronous content, prereading assignment, posttest, and evaluation. The complete on-demand RTP series will be marketed to CSWE members and others in the social work practice community for fall 2014.

In the coming year the CSWE RTP team will launch the Recovery Learning Network. This will be an informal network of people who can communicate via electronic mailing list and connect periodically by conference calls or virtual meetings to discuss issues and successes with implementing recovery-oriented practice, integration in field instruction, and general technical assistance questions. The first Recovery Learning Network event will be a live Q&A session with the webinar facilitators. The second event will be an in-person gathering for the Recovery Learning Network at the 2014 APM. As a way to sustain the overarching goals of this initiative, to educate social workers about recovery and support them to become more recovery oriented, the free on-demand courses offering CE credit and the Recovery Learning Network will be available beyond the conclusion of the SAMHSA subcontract. ●

GOVERNANCE & MEMBERSHIP



Heinrich also stated that it is critical for social workers to understand health care delivery systems and for social work educators to teach this knowledge. “Put your heads together,” she urged the audience, “to give students a better understanding of how finance is integral to what social work provides in the field.”

CSWE Spring Governance Speakers Emphasize Value of Social Work

CSWE’s March 2014 Spring Governance Meeting program in Alexandria, VA, featured two guest speakers who addressed CSWE commission members, council chairs, and the board of directors and reinforced the national importance of the profession of social work. Ronald Dellums, former U.S. representative from California, and Janet Heinrich, senior advisor to the Center for Medicare & Medicaid Innovation (CMMI) and Center for Medicare & Medicaid Services (CMS), gave compelling presentations on the effects social work can have on poverty and health care disparities.

Ronald Dellums, who served 14 terms in the U.S. House of Representatives (1971–1998), addressed how *welfare* has been perceived recently as a negative word and urged social workers to reclaim and redefine it as a more positive and honorable term. He noted that politicians can be punitive when it comes to recognizing the social work profession; he then countered this sentiment by emphasizing that welfare is intended to motivate and assist people toward self-sufficiency and employment. Dellums encouraged his audience to lead the charge in bringing the human family together.

Janet Heinrich outlined the work of CMS and CMMI in supporting the creation and testing of innovative health care payment and service delivery models and spoke about the importance of social work in reaching the agency’s goals. Noting that CMS and CMMI seek “people-centered, outcome-driven” results, Heinrich described the role of community health workers (CHWs) in the multidisciplinary teams that extend the abilities of primary care workers in state health care models. Working under state-defined competencies, CHWs are generally entry-level, front-line workers most often concerned with community outreach, a job that can be seen as a pathway to professionalism for a social worker. The role of social work in this process, Heinrich said, is in the training and supervision of CHWs. Heinrich also stated that it is critical for social workers to understand health care delivery systems and for social work educators to teach this knowledge. “Put your heads together,” she urged the audience, “to give students a better understanding of how finance is integral to what social work provides in the field.”

Alan J. Dettlaff Honored as 2014 Volunteer of the Year



Volunteer of the Year Alan J. Dettlaff, a leader in developing the 2008 and 2015 EPAS through his work on the Commission on Educational Policy

CSWE member volunteers are critical to the work of CSWE, and each can have a significant effect on the social work education profession. The staff-nominated Volunteer of the Year Award, established in June 2012 by the CSWE Board of Directors, is given annually to highlight the exemplary work of a CSWE volunteer whose commitment to the CSWE mission is noteworthy and inspiring. This commitment may be evident in consistent high-quality contributions to one or more CSWE initiatives or in dependable, visionary leadership to a volunteer group. This year's awardee has attained success in both areas.

Alan J. Dettlaff, associate professor at the University of Illinois at Chicago Jane Addams College of Social Work, is being honored as the 2013–2014 CSWE Volunteer of the Year. Dettlaff has served on the Commission on Educational Policy (COEP) since 2005 and was appointed chair in 2010. As COEP chair, Dettlaff works with other volunteer members of the commission, the Council on Field Education, and the Council on Practice Methods and Specializations and serves on the CSWE board. Dettlaff was active in developing the 2008 educational policy that led to the social work education profession adopting a competency-based approach to curriculum design that emphasizes outcomes for the 2008 Educational Policy and Accreditation Standards (EPAS) and continues for the 2015 EPAS. Dettlaff has facilitated commission meetings and met with various stakeholders to develop many of the innovative ideas presented in the 2015 statements of educational policy. Dettlaff's ability to listen and consider multiple points of view has been instrumental in developing an evolving and holistic understanding of social work competence for our profession. His conscientiousness and long-term commitment as a volunteer have made him an invaluable CSWE leader in stimulating the development of knowledge, practice, and effectiveness in helping social work education programs prepare competent social workers.

Dettlaff's impact on social work education stretches across the country. His generous commitment of time and leadership is helping to make CSWE stronger in advancing the quality of social work education. CSWE appreciates his dedication as chair of the COEP and thanks him for his years of service as a CSWE volunteer.

CSWE Membership Benefits

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

Individual Membership

The bylaws of the CSWE designate full members and associate members.

- + Full (individual) members include:
 1. *Educational Program Members*. 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.
 2. *Faculty and Administrators*. Faculty and Administrator Members consist of people holding paid faculty, administrative, or managerial appointments in programs accredited by CSWE.
 3. *Individual Members*. Individual Members consist of people 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 nonvoting 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. Eligibility to serve as an officer or member of any of the following is contingent on CSWE full (individual) or associate (individual) membership in good standing.

- + Annual Program Meeting (APM)
- + Program chair and co-chair

(Total: 2774 / as of June 30, 2014)

- Full Member: Faculty and Administrator = 2238 (81%) ●
- Full Member: Individual = 138 (5%) ●
- Associate Member: Emeritus = 59 (2%) ●
- Associate Member: Undergraduate and Graduate Student = 82 (3%) ●
- Associate Member: Doctoral student = 254 (9%) ●
- Associate Member: Associate Organization = 3 (0.1%) ●

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



- + Board of Directors
- + Commissions
- + Committees
- + Councils
- + Proposal reviewers*
- + Regional Planning Committee*
- + Reviewers of CSWE Press publications, including the *Journal of Social Work Education**
- + Site visitors for program accreditation*
- + Task groups
- + Track chairs and co-chairs*

**Only full (individual) members and emeritus members may serve in this capacity; students are not eligible to serve.*

ADVANCE OR BEGIN YOUR CAREER

- + Annual subscriptions to the *Journal of Social Work Education*
- + 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 APM, making it the largest gathering of its kind.

HAVE A VOICE IN THE COMMUNITY

- + Present to 2,600 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

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 *Journal of Social Work Education*

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.

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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(July 1, 2013–June 30, 2014)

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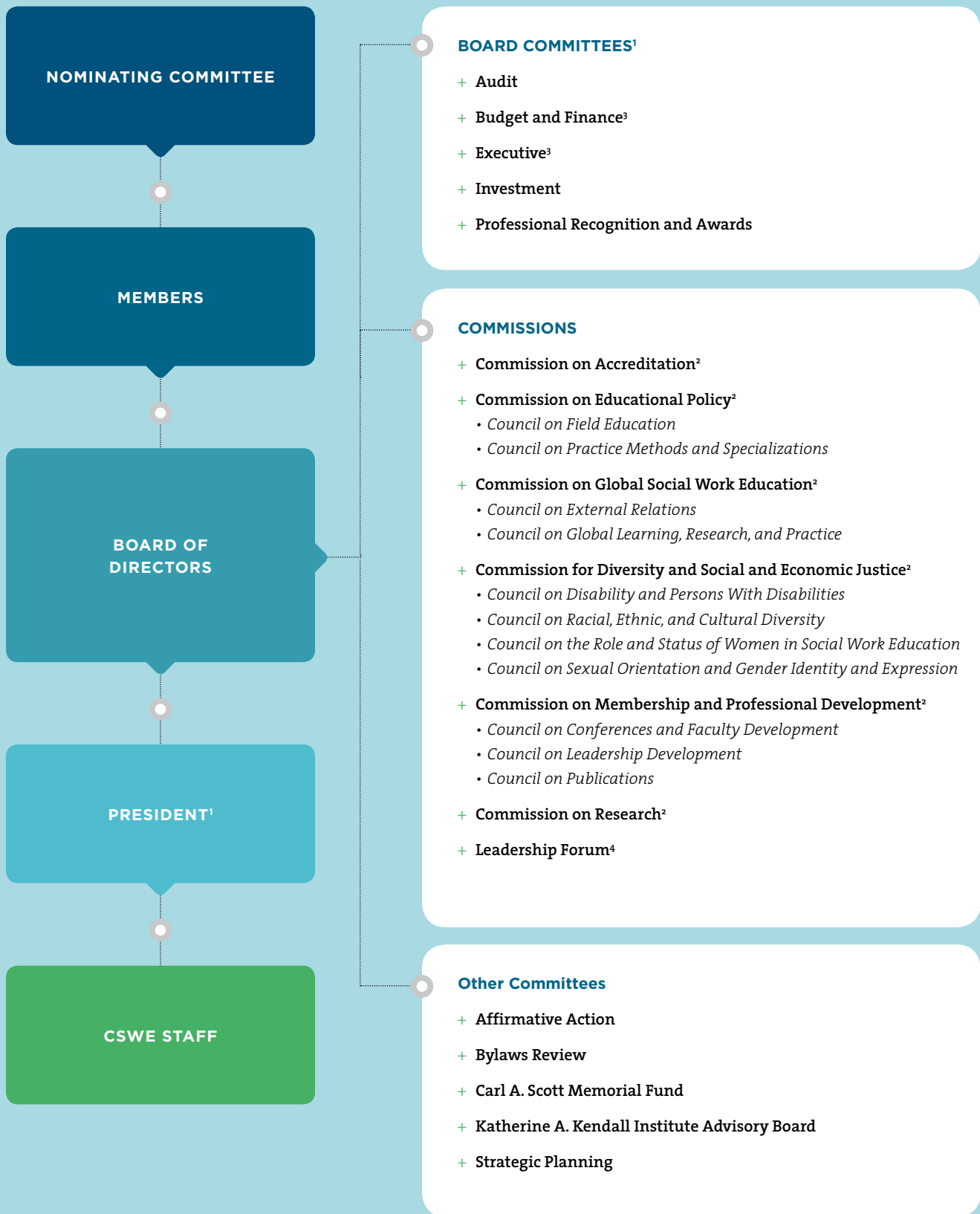
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CSWE GOVERNANCE STRUCTURE



¹ Bylaws specified.

² Chair serves as ex-officio nonvoting member of the Board of Directors.

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

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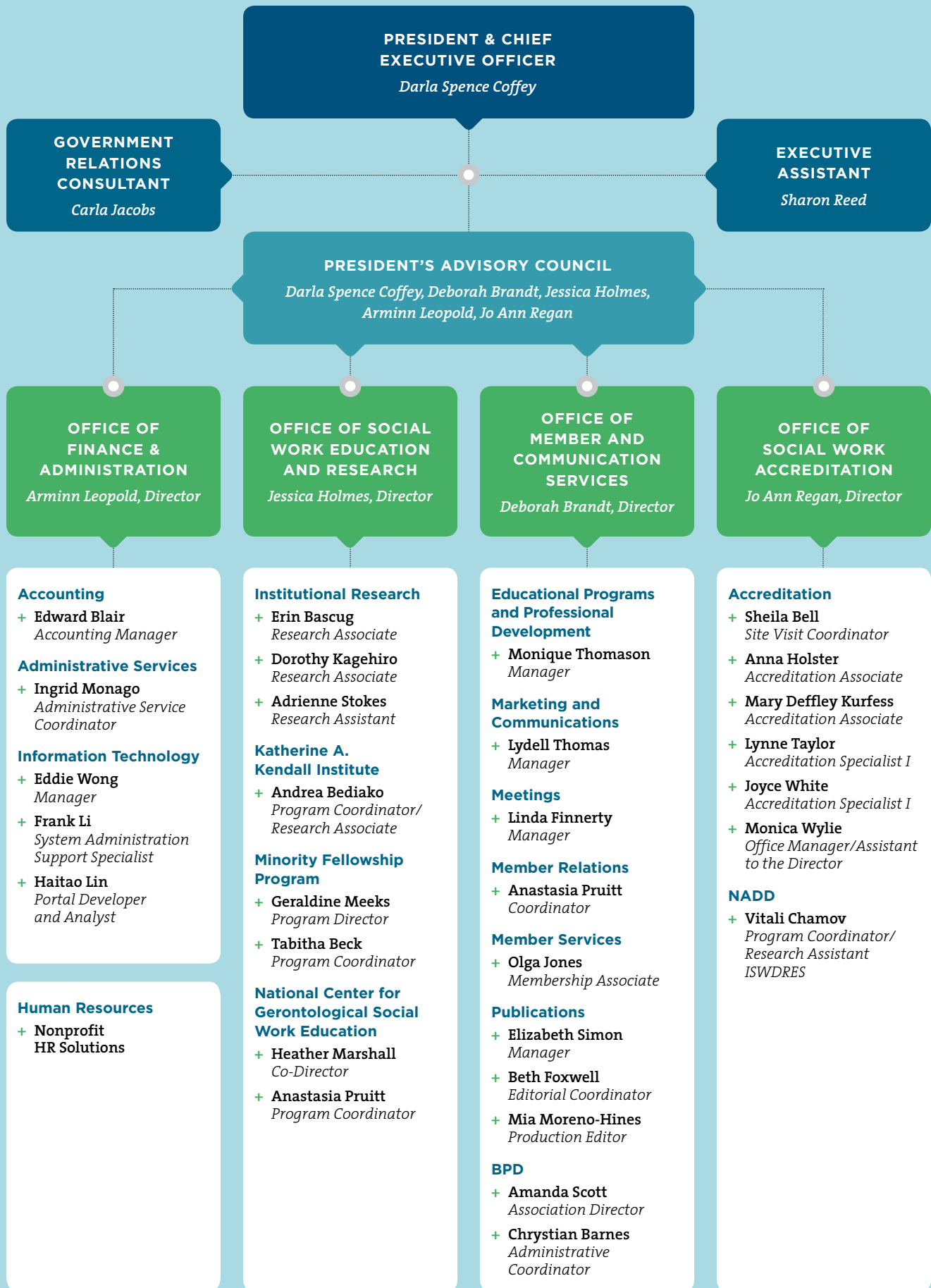
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C S W E S T A F F O R G C H A R T



Now is the time for social work to increase its presence and influence in the world.

UPCOMING ANNUAL PROGRAM MEETINGS

2015

Sheraton Denver Downtown Hotel
Denver, CO / October 15–18

2016

Atlanta Marriott Marquis Hotel
Atlanta, GA / November 3–6

2017

Sheraton Dallas Hotel
Dallas, TX / October 20–24



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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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