



COUNCIL ON SOCIAL WORK EDUCATION

Commission on Educational Policy (COEP)
Report to the Board of Directors

February 2022

The Commission on Educational Policy identifies pedagogical concerns in social work education and works with other CSWE bodies to address these issues. The commission reviews current CSWE programs that are related to educational policy and planning, and suggests activities that would strengthen and expand CSWE's leadership role in matters of education. Finally, the commission periodically writes a statement of social work curriculum policy that is used by the Commission on Accreditation to formulate CSWE's accreditation standards.

The Commission on Educational Policy is charged by the CSWE Board of Directors to do the following:

- to prepare, at periodic intervals not to exceed 7 years, a statement of social work curriculum policy to encourage excellence in educational programs and to be used by the Commission on Accreditation in formulating and revising accreditation standards;
- to identify educational issues in need of attention at all levels of social work education;
- to establish priorities for action in the area of educational policy and planning;
- to review current Council on Social Work Education programs related to educational policy and planning;
- to refer pertinent educational policy issues to various CSWE bodies; and
- to recommend means of implementing and coordinating activities in order to support and extend the CSWE's education leadership role.

Goal 2: Promote quality teaching, learning, and scholarship to prepare graduates for the future of social work practice.

Strategies:

- a. Provide professional and faculty development opportunities to support social work educators in their roles.
- b. Provide curricular resources that exemplify quality and innovation in social work education.
- c. Support member institutions in developing and maintaining an accredited program.
- d. Promote and ensure educational quality and continuous improvement in accredited social work programs that facilitates the preparation of competent social workers.

- e. Promote research and scholarship that informs practice and builds the science and knowledge base for social work students and educators.

Activities to further this goal and strategies include:

- This commission has actively engaged the revision process of the competencies and educational policies in the 2022 EPAS. Proposed revisions reflected four years of comprehensive environmental scanning and extensive stakeholder consultation (e.g. CSWE membership gathered at multiple points, multiple CSWE commissions, external key informants)
- The commission continues to use the 2022 COEP educational policies framework to guide the work that fulfills the aforementioned charge.
- Members of this commission actively participate in the Joint EPAS 2022 committee to finalize revisions.

Conclusion:

Work of the COEP and COEP-COA Joint Committee will continue according to the new revised 2022 EPAS timeline. The Joint Committee has been a committed effort to ensure COEP and COA collaboration. This commitment has been demonstrated through a strengthened collaborative governance with COA Chair Deanna Morrow.

Respectfully submitted,

Shirley Gatenio-Gabel/tsb

Council on Field Education
Report to the Board of Directors

The Council on Field Education is a council of the Commission on Educational Policy (COEP). The Council on Field Education advances the role of field education as the signature pedagogy in social work education by promoting, collaborating with, recommending, and distributing information to social work field educators and related membership organizations. The council actively participates in discussions regarding the Educational Policy and Accreditation Standards to ensure and strengthen the integration of theory and practice.

Goal 1: Provide leadership for the future of social work education.

Strategies

- a. Serve as an authoritative source of information on the preparation of social workers.
- b. Collaborate with strategic partners to advance social work education and social justice domestically and globally, including Indigenous peoples.
- c. Provide thought leadership on critical issues facing social work education and research.

- d. Advocate for social work education and research both within the profession and beyond.
- e. Support data informed decision-making on the future social work workforce.

Activities to further this goal and strategies include:

- COFE collaborated with CSWE Leadership, COA and COEP on providing EPAS 2022 Draft guidance on field education issues (e.g., hour definition, employment-based interpretations, appointment allocation, qualifications) and in COA COVID-19 updates.
- COFE leadership collaborated with partners to advance voting and held discussions with Voting is Social Work.
- COFE updated a field education scholarship repository to include COVID-19 articles from 2020-2022 lit review in excel and is working with CSWE to publish those on the field education resource page.
- COFE collaborated with CSWE Leadership, Commission on Accreditation (COA) and COEP to host 4 Connect Sessions (in lieu of the 2020 CSWE APM) to collect data on the impacts and innovations resulting from the pandemics of racism and COVID-19, as well as to receive feedback and answer questions related to EPAS 2022 and Resource created to advance Field Educators. These events were held in lieu of the connect sessions typically held at 2020 CSWE APM. These virtual events were held with great attendance during this reporting period for the Board.
 1. The first COFE Connect Session, the *Impact of a Global Pandemic on Field Education* was held Thursday, **February 18, 2021**, and yielded a 297-participation rate.
 2. The second COFE Connect Session: *The Impact of Racism on Field Education* was held Wednesday, **February 24, 2021** and yielded a participation rate of 253.
 3. The third Coffee Connect Session: *Field Education EPAS 2022 Feedback* centered on the proposed changes in the new draft of the CSWE EPAS 2022 and was held Thursday, **April 22, 2021** with a participation rate of over 400 field educators around the nation.
 4. The fourth and final connect Session (outside APM) was to educate our field constituency on CoFE's creation of a [National Field Director Training Repository](#) on **August 5, 2021**. The [National Field Director Training Repository](#) is an accessible, useful resource for field directors, particularly newer field directors, to be able to offer excellent training to their field instructors so as to enhance the quality of field instruction and, therefore, field education. The webinar had 511 registered attendees; 340 unique viewers participated in the Zoom webinar on the day of. On Facebook, the video recording has reached 512 people and has (so far) amassed 335 video views.
- COFE collaborated with CSWE Leadership to sponsor and run the Field Education Institute for the 2021 CSWE APM on **Thursday, November 4th, 2021**. We had over 130 participants for the day long training. The institute included the annual Connect Session in person for the last hour and a half of the daylong event.
- COFE reported out to its constituency on past year's work at the *Connecting with Field Education: Sharing Best Practices* on **Saturday, November 6, 2021**. About 30 people were in attendance

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Goal 3: Support the career development of students, faculty members and administrators.

Strategies:

- a. Support student pursuit of social work as a career.
- b. Assist faculty in advancing through their academic career.
- c. Develop future leaders and administrators for social work education.
- d. Advance diversity and broaden the participation of historically underrepresented groups in social work and social work education.

Activities to further this goal and strategies include:

- COFE continues to consider input from students on how we may amend EPAS as it relates to field education (e.g., student letter about embedded racism in “volunteer internships” versus “paid”).
- COFE leadership has spoken with many other field directors 1:1 about questions of their program and provided support.
- COFE leadership sent a letter to CSWE Leadership to request change of proposed CSW EPAS 2022 or codification of CSWE EPAS 2015 to be included in the 2022 final EPAS on December 11, 2021.
- COFE collaborated with CSWE Leadership, COA and COEP on providing EPAS 2022 Draft guidance on field education issues (e.g., hour definition, employment-based interpretations, appointment allocation, qualifications) and in COA COVID-19 updates.

Goal 4: Foster a diverse, interconnected, and inclusive community of social work educators.

Strategies:

- a. Provide opportunities for networking and peer-to-peer learning around topics of shared interest.
- b. Provide forums to promote and disseminate research and scholarship that advance social justice, social work and social work education.
- c. Create opportunities for member engagement, volunteer leadership and shared governance.

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Goal 5: Ensure CSWE provides exceptional value to its members and member institutions.

Strategies:

- a. Increase understanding of and engagement in the full array of programs and services CSWE offers its members.
- b. Invest in the systems and infrastructure CSWE needs to support member engagement and data-driven decision making.
- c. Foster an inclusive workplace culture at CSWE that hires, manages, develops and retains talented and diverse employees.

Activities to further this goal and strategies include:

- COFE collaborated more regularly with COA and COEP.

- COFE is participating more on the CSWE field director's listserv to better educate them about the role of the council and its duties.
- CSWE's Liaison support from Karen Chapman is greatly appreciated. She continues to be contributing member of our Council and her previous experience as field coordinator makes her such a value-added addition to the team! This has resulted in our being more productive and supported to carry out the many activities including a place to showcase resources for the field community once they are completed by COFE.

In summary, COFE worked on several goals during the 2021-2022 program year. These goals included:

- COFE provided needed and necessary direction, resources, and means of communications during very high and stressful time for our field programs through townhalls and connect sessions throughout 2021 and since the last report.
- COFE contributed to the drafting process with COA and COEP for EPAS 2022.
- COFE collated scholarship resources for field educators in and on field education.
- COFE published the [National Field Director Training Repository](#).
- COFE provided relevant ways to connect field programs across the nation to share problems and solutions to field education issues

We appreciate the opportunity to serve our field education community and would welcome any feedback on ways we can better support CSWE.

Respectfully Submitted,

Melissa C. Reitmeier, LMSW, PhD
Chair, CSWE Council on Field Education

Council on Practice Methods and Specializations (CPMS) Report

Leadership: Raquel Warley has served as the chair of the council since July 1, 2020. This is Raquel's second term as a member of the CPMS and her second year as chair.

Meetings: With the exception of the summer months, the group has met once a month for one hour since the last report. A proposal, titled *Using technology to teach generalist and advanced competencies*, was also submitted by the CPMS and accepted for a Connect Session at the 2021 APM. The 2020 cohort came up with the idea, and only four of them, Raquel Warley, Denice Liley, Janine Mariscotti, and Susan Mason, presently serve on the council. Raquel was the only surviving member who was to present for the group. Unfortunately, due to a death in her family, the presentation had to be canceled. Furthermore, several existing members were unable to attend the APM in person due to scheduling conflicts or pandemic-related concerns. In the fall of 2021 and the early spring semester of 2022, Raquel (chair of CPMS) attended meetings with the COEP. Raquel is also a founding member of the Technology Advisory Group (TAG) and serves on the committee as a representative of CPMS. TAG meets once a month for an hour, except during the summer. Finally, the CPMS recently submitted a proposal, titled *Relational learning online: Fostering connections through technology*, for a Connect Session at the 2022 APM.

Our CSWE staff liaison is Marilyn Gentner. She has been an active member of the council and a strong supporter of it. Marilyn has offered interim oversight of council business during Raquel's time of grief and bereavement.

Activities:

I. Professionalism and the Bias of Professional Standards in Social Work Education

The membership for the years 2019-2020 and 2020-2021 concentrated on addressing professionalism and preparing a book proposal for CSWE Press, which we submitted for approval prior to the 2019 APM. In December 2019, we received word from the publisher that the proposal required more detail and explanation of how the book would differ from or add to existing literature. The goal of the CPMS was to continue the conversation on the topic's importance, how it relates to current difficulties in social work education, and how it fills a vacuum in the existing literature. However, the COVID-19 pandemic, which caused a "pause" in March 2020, prompted the council to adopt a new plan. Raquel and former CPMS member, Nadine Bean, proposed a special section in the Journal of Social Work Education (JSWE) on the theme of professionalism and the bias of professional standards in social work education in July 2021 on behalf of the council. We have received no response from JSWE so far.

Summary

The Council on Practice Methods and Specializations continues to build on the expertise of our members to present Connect sessions and to offer other information sources that are relevant to social work educators working to prepare practitioners for the challenges of today's practice environment. The council is embracing our charge and identifying methods to assist faculty, administrators, students, and agency partners as we look forward to the 2022 EPAS.

Respectfully submitted,

Raquel Warley, M.A., M.Phil, Ph.D., LCSW
Chair CPMS