



COUNCIL ON SOCIAL WORK EDUCATION

**Report to the Board of Directors  
October 2019 Board Meeting**

**DIVISION OF EDUCATION**

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

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

The following division initiatives are being highlighted under each CSWE strategic goal for the period between March 2019-September 2019:

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

**Annual Survey**

For decades, CSWE has collected valuable data that is used to inform policy, identify issues and trends, and assist in social work education research through the Annual Survey of Social Work Programs. To make the CSWE Annual Survey and the resulting data products more useful and user friendly for our members, the 2018 Annual Survey was administered as a greatly reduced survey instrument. Included with the survey was a special section, seeking feedback from members on their wants and needs related to the data points CSWE collects and the data products that are produced. The feedback section of the survey was also sent to the general membership via email and posted on the Research & Statistics page of the CSWE website. 702 valid responses were recorded for the feedback survey, the vast majority of which were from Social Work Administrators (51%) and Faculty Members (39%).

Some key take-aways from the feedback survey:

- 73% of respondents currently use CSWE data only a few times per year
- The most popular uses of CSWE data are for Administrative decision-making, Education, Analysis, Recruitment of students, Baseline for Additional Research, and Advocacy
- The topics respondents most want to see covered in the survey are: Program offerings, Students, Institutional Resources, Field Education, and Admissions.
- Respondents most wanted CSWE to do the following with the instrument: reduce the size of the instrument, expand data collection on students, and expand data collection on graduates

- Conducting trend analyses of the resulting data was the most important data analysis request of respondents
- Respondents want the data to be shared with them via: one-page reports/factsheets, infographics, and interactive dashboards

DEIR staff plan to use this feedback as they continue to modify CSWE data collection, analysis, and reporting efforts over the coming year.

The 2018 Annual Survey was administered from May 6th to July 15th, 2019, very shortly after the new Research Specialist started work at CSWE. The response rates were in line with those of previous years.

Program Survey	Surveys Completed	Invitations Sent	Response Rate
BSW	486	529	91.9%
MSW	246	271	90.8%
DSW	13	17	76.5%
PhD	66	79	83.5%

The number of DSW programs invited to complete the survey grew by 5 this year. Data analysis, including a new 5-year trend analysis for enrollment and degrees conferred data, is being completed with a goal of producing a report, featuring more infographics and one-page sections, by APM 2019. A longer-term plan is to also develop interactive dashboards, which will be embedded in the password protected portion of our website, to allow members to explore the data and create their own custom data reports. This project is will require a capital investment and is preliminarily scheduled to be launched with the 2020 Annual Survey results.

Data collection for the 2019 Annual Survey will return to its regular place on the calendar and begin in November 2019. The survey instrument will begin to integrate the feedback from our members on which data points to include. The Commission on Research will also be provided with an opportunity to provide feedback during APM 2019.

DEIR staff have also partnered with Dr. Elisa Borah from the University of Texas at Austin's Institute for Military and Veteran Family Wellness to collect data from CSWE member MSW programs on Military Social Work education programs. Data was collected in September-October 2019.

### **Global Agenda Data Collection**

The Global Agenda articulates social work and social welfare-based priorities and is produced by a tripartite group consisting of three international organizations: International Association of Schools of Social Work (IASSW), International Council on Social Welfare (ICSW), and the International Federation of Social Workers (IFSW). CSWE serves as the Global Observatory for the North American and Caribbean Region and is collecting data regarding the Global Agenda's 2020 theme and fourth pillar, "Promoting the importance of human relationships." This data will be used to write a report submitted to the tripartite group for global dissemination in June 2020.

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

### **Practitioner-Education SAMHSA Grant**

Julie Rhoads, Cydne Nash and I worked together to submit a large grant proposal to SAMHSA in August. We just learned that CSWE was one of ten organizations awarded a \$500,000 SAMSHA practitioner-education grant for the next 2 years. The purpose of the grant is to expand the integration of substance use disorder (SUD) education into the standard curriculum of relevant healthcare and health services education programs, including social work. The goal is to expand the number of practitioners to deliver high-quality, evidence-based SUD treatment, through the mainstreaming of substance use curriculum. CSWE proposed to work with more than 20 schools of social work in year one and another 10-20 in year two to integrate a newly designed SUD curriculum into accredited programs. The new standardized curriculum will align with the substance use curricular guide that identifies specialized practice competencies for substance use currently in development. Activities will include the development of a new SUD curriculum specifically for social work education, development of plug and play SUD modules, training of social work faculty and field supervisors on the SUD information and assisting with placement of students in SUD-related field placements. CSWE will bring together the year one schools on November 7-8, 2019 to develop the curriculum and implementation will start immediately due to the grant requirements. We look forward to the opportunity to provide curricular resources to our members that will strengthen future social workers capacity to address the opioid epidemic and other substance use disorders.

### **Additional Opioid Activities**

On January 31, 2019, CSWE completed the first year of a two-year project with the American Association of Addiction Psychiatry (AAAP) as part of SAMHSA's State Targeted Response Technical Assistance Program Consortium. This project has been renamed The Opioid Response Network (ORN). CSWE staff have been developing a free, online continuing education course via the CSWE Learning Academy on the opioid epidemic in the U.S. and the role of social workers in responding to this crisis. The course will be composed of on-demand modules that are intended to give social work educators an understanding of the scope, causes, and effects of the epidemic; the role that social workers can play in responding to clients and communities coping with opioid misuse; and special considerations concerning policy and unique populations such as pregnant women. The sudden onset of the opioid crisis coupled with the primary treatment modality of medication has meant that both the social work education and practice communities lack clarity on how they can contribute to addressing this crisis. This course is intended to provide a comprehensive but accessible introduction for social work educators with the intention that they can then begin to prepare students for work in the field. The course is still being developed and is expected to open for registration in October 2019.

Further, to support this work, AAAP provided funding to CSWE to launch a task force to develop a curricular guide on substance use. The task force, made up of over 65 participants from across the country, met in April 2019 for an in-person meeting to develop specialized practice competencies and behaviors for substance use. This task force is being led by Drs. Rebecca Gomez, Our Lady of the Lake University and Anthony Estreet, Morgan State University. This guide will be available for use in early 2020.

This past summer, CSWE received a subaward from AAAP and joined the Providers Clinical Support System (PCSS) as a Steering Committee organization. PCSS is made up of a coalition of major healthcare organizations all dedicated to addressing the opioid healthcare crisis. Also funded by SAMHSA, the goal of PCSS is to train primary care providers in evidence-based prevention and treatment of opioid use disorders (OUD) while the mission is to increase healthcare providers' knowledge and skills in the prevention, identification, and

treatment of substance use disorders with a focus on OUD. The CSWE activities include providing an expert to the project and creating learning resources. The expert representing CSWE is Dr. Anthony Estreet of Morgan State University, who also serves as the co-chair of the Substance Use Curricular Guide.

CSWE has partnered with the National Council for Behavioral Health to offer a new initiative, *Social Workers on the Frontlines of the Opioid Epidemic*, designed to enhance the professional social work response to the current opioid epidemic in communities across the nation. Funded by the New York Community Trust to enhance the preparation of social work students to address opioid and other substance use disorders through coursework and student field placements, this initiative will allow schools of social work to engage with experts in the field and other participating schools to accelerate and enhance student training. Ten schools will be chosen to participate. Each school will receive a \$5,000 stipend, up to \$6,000 for 7-8 students, and financial support to assigned field placements.

### **Social Work Education Summit**

CSWE continues to hone the focus and desired outcomes for a summit on the intersection of social work education and religion and faith to be held in Spring 2020. In May, CSWE hosted an initial planning meeting in which a small committee discussed the goals, central questions, and structure of this summit. Currently, the central question to be addressed is, “How do social work education programs promote social workers’ competence for ethical and effective practice that takes into account the diverse expressions of religion, traditions, faith, and spirituality among clients and their communities?” The goal for the summit is to produce a report and resources for social work program and faculty to utilize in the areas of faculty development, teaching, and implicit and explicit curriculum development. Additional information and a call for summit participation and contributors will be sent to all members this fall.

### **SocialWorkCAS**

The fourth cycle of SocialWorkCAS successfully opened on August 27, 2019, with the addition of four new participating institutions: Eastern Michigan University, Northern Arizona University–Yuma, Yeshiva University, and York College of the City University of New York. Winona State University also enrolled in the service and will start using the service in the 2020–2021 cycle.

Northern Arizona University–Yuma, will be the first BSW-level program to participate in SocialWorkCAS. The majority of students come from an area community college, which is commonly called a 2+2 model. The process for enrolling students closely aligns with the recruitment and admissions practices at the graduate level, making Northern Arizona University’s program a natural fit for SocialWorkCAS. This partnership will serve as a pilot and potential template for other BSW-level programs to join with a similar admissions model.

Prior to launch of the fourth cycle, CSWE staff members and Liaison worked with the SocialWorkCAS Advisory Committee to identify a list of enhancements for the service, signifying an ongoing commitment to providing a quality application and applicant experience.

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

The Department of Social Work Accreditation through their work with the Commission on Accreditation (COA) focuses on development and interpretation of standards, training program faculty and staff regarding expectations for compliance with the EPAS, and networking with external partners in the accreditation world to stay abreast of major changes in higher education and social work practice that affect our programs and their graduates. Major initiatives include:

**2022 Educational Policy and Accreditation Standards (EPAS)** – A current focus for EPAS 2022 are the environmental scanning activities. CSWE's Commission on Educational Policy (COEP) and Commission on Accreditation (COA) formed a joint committee to begin work on the 2022 Educational Policy and Accreditation Standards. Through environmental scanning at several meetings and feedback sessions, COEP selected five focus areas: diversity, field education, data-driven standards, technology, and changing resources in higher education. These priority areas will be used to identify and evaluate possible changes to the current EPAS.

As part of the environmental scanning activities, an EPAS Feedback Survey was sent to CSWE membership in April 2019. There were 2,827 invitations sent with 586 responses. Program respondents accounted for 236 of the responses with 140 MSW representatives (52.0% of MSW programs) and 216 from BSW programs (41.3% of BSW programs). The overall response rate, including individual members, was 20.7%. The results were analyzed and shared with the EPAS 2022 committee at their June meeting.

A few highlights of the survey findings:

- Most respondents were positive about the impact of the accreditation standards, including diversity, field education, and the administrative standards for faculty and administrative time.
- Deans and directors were more positive about the effects of the standards on the program.
- Regarding field education, most respondents responded positively about the potential for changing the traditional structure and allowing students to use paid employment hours.
- However, 80% of respondents said their field structure does not differ from the traditional model.
- Respondents indicated that programs were using technology as a teaching/instructional tool more than preparing students for the information/digital age.

The EPAS 2022 committee developed the first draft of educational policy recommendations for EPAS 2022 which will be sent to membership for public feedback and comment in October. Additionally, COEP and COA chairs will present proposed educational policy revisions at APM feedback sessions. The joint taskforce will meet in February 2020 to review the feedback and develop Draft 2 of the educational policy to be shared at various group meetings in Spring 2020. A timeline for the development of EPAS 2022 and planned feedback is available [here](#).

**Accreditation of Practice Doctoral Programs** - A Practice Doctorate Committee formed shortly after the CSWE Board of Directors passed the following motion (Board minutes, 3/5/2016) in March 2016:

*Accreditation of Practice Doctoral Programs in Social Work* •President Coffey presented an overview of the number of activities related to discussing and examining the issues of practice doctorates over the last ten (10) years. A motion was made to The Board requesting that the Commission on Accreditation move forward with developing a process for the accreditation of practice doctoral programs consistent with existing CSWE processes. It was noted that the process will need to be done in a quality way and will need support and staffing to move forward with the implementation process. The motion was seconded and accepted. (Unanimous)

The Practice Doctorate Committee made up of representatives from the Commissions on Accreditation and Educational Policy and practice doctoral program representatives as advisors (see [here](#) for the list of committee members) worked over the last 3 years to gain input from all sectors of the membership regarding practice doctorates in social work education. The result was a [framework document](#), [draft set of standards](#) and a recommended process for the Commission on Accreditation (COA) to consider in anticipation of piloting accreditation of practice doctoral programs in fall 2019.

At its June 2019 meeting, the COA determined that questions remained about the impact of either accrediting or not accrediting these programs and therefore voted not to move forward. Instead, the COA formed a subcommittee to articulate the remaining questions and identify the sources and/or process to answer them. This subcommittee will present its findings to the full COA at its October meeting. An update will be provided to the Board at APM following the COA meeting.

**New training at the Annual Program Meeting (APM)** – The CSWE Department of Social Work Accreditation has developed three new interactive face-to-face presentations which will be offered at APM in October 2019: Frequently Cited Standards, EPAS Assessment Standard 4.0 Overview, and a Candidacy information session.

**2015 EPAS Live Online Site Visitor Training** - The accreditation staff and a panel of current and former commissioners from the Commission on Accreditation (COA) who are experienced site visitors will pilot a live online site visitor training session on September 27, 2019. Panelists include Dr. Elizabeth (“Delores”) Dungee-Anderson, Dean of the Ethelyn R. Strong School of Social Work at Norfolk State University; Dr. Deana Morrow, Director of the School of Social Work at West Virginia University and current Chair of the COA; and Dr. Susan Tebb, Emerita Professor, College for Public Health and Social Justice, at Saint Louis University.

Forty faculty from programs across the country who have completed the initial online site visitor training modules in the CSWE Learning Academy have been invited to participate. We are excited to pilot this training and plan to use the experience and the participants’ evaluations of the training to further develop and improve this final phase of the site visitor training package. By hosting the event live, we can make it interactive and keep some of the qualities of the traditional “face-to-face” sessions. This delivery method also allows a larger number of people to participate and avoids travel time and expenses.

**Council on Higher Education Accreditation (CHEA), Department of Education (DOE) & Association of Specialized and Professional Accreditors (ASPA) Activities** – Mary Kurfess, Director of Accreditation, submitted Part 1 of a transitional report to the Council for Higher Education Accreditation (CHEA) in April addressing the COA’s compliance with newly revised CHEA standards. CHEA approved the report and no additional information or clarification was requested. Mary is preparing Part 2 of the transitional report as

well as an interim report which are due to CHEA in January 2020. Mary represented the COA and CSWE at the fall conference of the Association of Specialized and Professional Accreditors (ASPA), and in a meeting with Under-Secretary Diane Jones at the U.S. Department of Education in the September 2019. Darla Spence Coffey, Jo Ann Regan and Mary Kurfess also met with Joseph Vibert, ASPA Executive Director, to discuss several issues related to our COA structure and ways we could strengthen autonomy between the COA and CSWE.

**Membership and Accreditation Management System (MAMS)**- Following the departure of Dr. Stacey Borasky as the Director of Accreditation, Katie Gibson-Ledl, accreditation specialist, who worked closely on the project with Dr. Borasky, was assigned as the interim project manager while we searched for a new accreditation director. The plan was for the Accreditation Department to continue to work with the vendor to build and test the MAMS system to support the online accreditation processes over the summer. Unfortunately, internal testing was not possible in the interim period due to continued major delays in the delivery of a corrected product and other vendor issues, such as the departure of the vendor's project manager and quality assurance specialist. After CSWE successfully hired an accreditation director, we planned to convene and exchange ideas on how to pivot the MAMS project. Unfortunately, the meeting was placed on hold after CSWE was notified of the vendor's dissolution. Following the dissolution of the vendor, the accreditation team, along with CSWE leadership, is currently regrouping in order to determine a better path forward to deliver on a system that meets the needs of our accredited programs. CSWE's accreditation department is committed to technology solutions that improve members, volunteers, and staff engagement and user experience. In preparation for an online accreditation management system, the Commission on Accreditation elected to conduct reviews electronically and are paperless effective June 10, 2019 so reaffirmation and candidacy documents no longer need to be printed.

### **Faculty Development Initiatives**

#### **CSWEducation Connections**

CSWE concluded the 2018-2019 series of *CSWEducation Connections: Real-time Conversations on Pressing Issues in Social Work Education* in spring 2019. Since the March report, two additional webinars were presented:

- A Discussion of the 2018 Survey of Graduates Report, March 27, 2019
- Building Skills to Integrate Disability-Competent Practice in the Social Work Curriculum, May 2, 2019

The response to the series was very positive with hundreds of participants engaging throughout the series. CSWE has continued the webinar series for the 2019-2020 academic year with a focus on the 2015 EPAS curricular guides. Each presentation features a different guide with instruction for how to apply the content to various types of courses. The first webinar in this new series, Curricular Guide for Macro Social Work Practice, presented on September 4, 2019, engaged around 75 participants. The remaining presentations are scheduled as follows:

- Licensing and Regulation, November 14, 2019, 2:00 pm–3:00 pm ET
- Military Social Work, February 6, 2020, 2:00 pm–3:00 pm ET
- Trauma-Informed Social Work Practice (TBD)

## 2019-2020 Program Director Academy



**Members of the 2019-20 Program Director Academy 3<sup>rd</sup> Cohort**

In May 2019, CSWE recruited the third cohort of the Program Director Academy, a leadership certificate program for new program directors of baccalaureate and master's social work programs, which focus on developing leadership and management competencies. Through a competitive application cycle, 33 program directors were selected to participation in the year-long program. These directors have been in their roles for fewer than three years.

The program kicked off with an intensive two-day series of workshops at the CSWE office from July 25-27, 2019. The workshops focus on topics related to leadership and management such as leadership styles, developing a leadership vision, conflict resolution, and running effective meetings. The participants were also given ample time to network with one another. The feedback from this event was extremely positive with 93% of respondents stating that they were “very satisfied” with the program.

Speakers included well-known leaders in the Academy, including Saundra Starks, Western Kentucky University; Kim Strom-Gottfried, University of North Carolina at Chapel Hill; Peter Chernack, Adelphi University; Nancy Kropf, Georgia State University; and Schnavia Hatcher, University of North Carolina, Charlotte.

The Program Director Academy will continue with private workshops and panel presentations at the 2019 APM with topics focusing on diversity and inclusion; leadership development, and social work accreditation. In the spring of 2020, the cohort will participate in a series of webinars and small group discussions, and the program will conclude with a reception at the 2020 APM.

### **CSWE Commission and Council Member Orientations**

CSWE staff prepared an online orientation for new commission and council volunteers, which was released in September 2019. A separate orientation was also prepared for commission and council chairs specific to their unique roles and responsibilities within the committees.

The orientation for members was shared with 38 new volunteers. It included a welcome video from President and CEO, Darla Coffey and Board Chair, Saundra Starks; an overview of each commission and its councils; the



role of a CSWE volunteer (e.g. policies, procedures, and expectations for active participation); and advice from former volunteers on how to maximize their experience.

The orientation for chairs was shared with five new chairs. This orientation also includes a welcome message from the Board Chair and President; advice from former chairs; and an overview of the responsibilities of a chair as well as the resources CSWE provides to support their work. Both orientations are expected to be completed prior to the 2019 APM, so members and chairs are well-prepared to engage with their respective groups.

### **2019 APM Preconference Events**

The Department of Membership and Faculty Development, led by Anastasia Pruitt, has developed four preconference events to supplement the educational programming of the 2019 APM, including:

- Integrative Approaches Faculty Development Institute developed and led by Katherine Lord, Department of Educational Initiatives and Research
- Leadership Development Institute
- Teaching Institute for Early Career Faculty
- Field Education Institute

**The Faculty Development Institute: Integrative Approaches for Transforming Social Work Education** will be presented on Wednesday, October 23, 2019. To align with the theme of “Social Work Education: Looking Back, Looking Forward,” the Integrative Approaches concept was developed as a Faculty Development Institute pre-conference event focused on the future of social work education. The Institute features eight session leaders who will provide participants with an interactive experience to learn about holistic therapeutic practices and how to infuse these concepts into teaching and learning environments. In addition, attendees will hear from a content expert plenary speaker and participate in a panel discussion about best practices for curriculum integration. Integrative Approaches has garnered close to 100 attendees and received \$5,500 in sponsorship dollars.

In order to extend the content of the Institute beyond the pre-conference event, two “Mindful Moment” sessions will be held on the Friday and Saturday mornings of APM. These sessions will provide APM attendees another opportunity to experience an integrative approach, such as yoga or meditation, and an opportunity for self-care.

**The Leadership Development Institute** will be presented on Wednesday, October 23, 2019 from 1:00-4:00 pm. The sessions will be presented as two concurrent tracks:

- Understanding social work admissions and enrollment trends: The graduate student marketplace, meeting your enrollment goals, and navigating student gatekeeping issues (in partnership with the National Deans and Directors of Social Work Admissions)
- Pursuing effective leadership (in partnership with the CSWE Council on Leadership Development)

**The Teaching Institute for Early Career Faculty** is a full-day series of interactive workshops intended to develop the pedagogical skills of new social work educators. Sessions will include:

- *Teaching Through Feedback: A Learner-Centered, Process-Oriented Approach*  
Janice Furlong, clinical associate professor and Charles River Campus advisor, Boston University School of Social Work
- *Integrating Technology into Teaching—Tools, Tips, and Important Considerations*

Stephen Cummings, clinical assistant professor, Distance Education Administration, University of Iowa School of Social Work; Julia Kleinschmit, clinical associate professor, Sioux City practicum and program administrator, University of Iowa

- *Creating an Inclusive and Equitable Classroom*

N. Eugene Walls, MSSW, PhD, professor and Office of Diversity & Inclusion faculty fellow, University of Denver Graduate School of Social Work; Brittanie Atteberry-Ash, MSW, PhD student, University of Denver Graduate School of Social Work; Antonia Alvarez, LMSW, PhD, assistant professor, Portland State University School of Social Work; and Carolyne Schultz, MSW, director of individual giving, Big Brothers Big Sisters of Colorado

**The Field Education Institute** will also feature a full day of interactive sessions on understanding and assessing competencies in field education, emerging issues in field education, and innovative strategies for engaging students. The opening panel presentation, Social Work Field Education: Looking Back, Looking Forward, will feature current and former chairs of the Council on Field Education reflecting on the evolution of field education. For the first time, the opening panel and select breakout sessions will be live-streamed for a remote audience via the CSWE Learning Academy. The sessions will also be recorded for on-demand access following the event. The cost for the live-stream is approximately \$15,000, but field tracking software, Time2Track, has sponsored \$6000 to support this event.

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

**Social Work HEALS**

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

In Spring 2019, CSWE conducted exit surveys from the 2018 student cohort and received feedback that has informed the programming for the fifth and final year. The program directors from each participating institution will meet at the 2019 APM to share their experiences from the grant program and prepare for the 2020 Policy Summit to be held in Washington D.C. in March. This year, program directors are invited to participate in the Policy Summit alongside the student cohort.

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

**Policy Practice in Field Education Initiative**

The Policy Practice in Field Education Initiative was started in 2015 with generous funding from the New York Community Trust and Casey Family Programs. Through this funding, CSWE provided grants to programs to seed innovation in developing the policy skill set of all undergraduate and graduate level social work students, regardless of specialization. With two successful cycles completed, a third cycle of funding for \$150,000 was provided in November 2017. CSWE received 113 proposals from the request for proposals. A team of faculty and CSWE staff reviewed the applications and selected 9 projects based on available funding. These programs represent a diverse range of programs consisting of two HBCUs and two private institutions from nine different states in five of the CSWE regions. Their projects began in Fall 2018 and most ended in Spring 2019, while 3 received no-cost extensions and will complete their projects by Spring 2020. CSWE was invited by the New York Community Trust to apply for a fourth round of funding. A decision will be made in October.

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

**Convening of Diversity, Equity, and Inclusion Practitioners.** Work on diversity, equity, and inclusion is gaining traction in universities across the country. Particular attention is currently being given to the growth of emerging [Hispanic Serving Institutions](#) of higher education (those where Hispanic students make up at least 25% of total enrollment). In September 2019, Center for Diversity and Social & Economic Justice director, Dr. Yolanda Padilla, attended a 2-day training by the USC [Center for Urban Education](#) and [Excelencia](#) on ways to advance a Hispanic-serving mission (including hiring, student support, etc.). Social work education is also involved in this. Boston College's [Latinx Leadership Initiative](#) was recognized by Excelencia for its efforts to accelerate Latino student success in higher education (director, Dr. Dr. Rocío Calvo, is on the Diversity Center's Advisory Committee). To explore issues of diversity, equity, and inclusion in schools of social work, Dr. Padilla with the collaboration of Dr. Renée Smith-Maddox, who serves in a DEI role at the USC Suzanne Dworak-Peck School of Social Work, convened a group of 15 DEI leaders from schools of social work across the country. We

have been meeting via Zoom for the last six months to come up with an agenda. We will have an in-person learning lab at the CSWE APM 2019 and will be working with CSWE staff to advance initiatives at APM 2020 which will focus on Leading Critical Conversations on Diversity, Equity and Inclusion.

### **Katherine A. Kendall Institute for International Social Work Education**

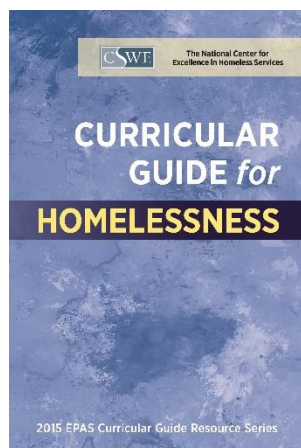
The Kendall Institute for International Social Work Education appointed Advisory Board member Peter Szto as Board Chair in April 2019 for a three-year term. Lynne Healy, the previous Chair, will remain on the Board as a member. In addition, the Board welcomed two new members, Barbara Shank and Carol Cohen. The Institute has updated its operating and governance documents, which will be shared with the Board at the APM meeting. Further, the Kendall Institute has rebranded its creative suite, displaying a new logo and webpage design on the CSWE website.

### **Kendall Institute Grant Program**

The Kendall Institute Advisory Board selected four awardees for the 2019-2022 grant cohort in July 2019. Grantees include Gwynedd Mercy University, Howard University, Interamerican University of Puerto Rico, and University of Alabama. This year, CSWE is hosting a Kendall Institute presentation and reception at APM to provide an opportunity for grantees to present their work and receive feedback from their peers, as well as celebrate current and past cohorts.

### **Curricular Guides & Resources**

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



The next publication in the 2015 EPAS curricular guide series set to release is the homelessness guide co-sponsored by the National Homelessness Social Work Initiative Consortium funded by the New York Community Trust. This guide is set to be released in October 2019.

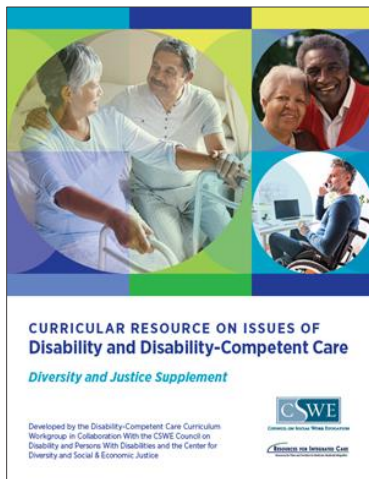
Three other curricular guides are currently in development:

1. **Substance use curricular guide**- sponsored by the American Association of Addiction Psychiatry's Opioid Response Network. This guide has received a record response to CSWE's call for task force members. This taskforce was formed and met at CSWE in April 2019. Since the April meeting, each competency group developed a list of resources and wrote a description for their specialized practice competency and behaviors. Currently, the first draft is in the review stage, but task force members will present preliminary content material at the 2019 APM in Denver. The expected release date of the guide is in early 2020.

2. **Environmental justice guide**- supported by CSWE's Center for Diversity and Social and Economic Justice. CSWE has secured a task force of 67 contributors who will begin working on the guide in October 2019 and will be meeting at CSWE in November 2019 to develop specialized practice competencies and behaviors. The guide is slated to be published in November 2020.

3. **Infant and early childhood mental health and development neuroscience-** sponsored by the Erickson Institute and an Irving Harris Foundation grant of \$35,000. A task force will be developed this fall through a national call to CSWE member schools and will meet in person in April 2020 at Erikson Institute in Chicago, IL.

Other curricular resources developed in collaboration with centers, partner organizations and CSWE councils include:

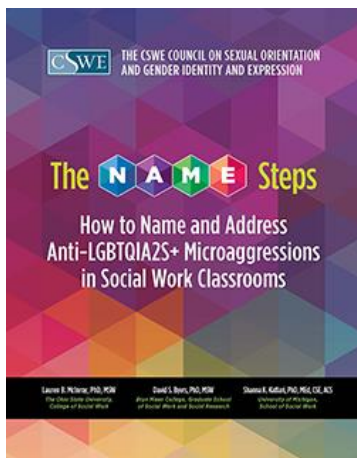


The Center for Diversity and Social & Economic Justice partnered with the Disability-Competent Care Curriculum Workgroup and the Council on Disability and Persons with Disabilities to develop the Curricular Resource on Issues of Disability and Disability-Competent Care. The Resource provides a foundation for integrating disability content into social work courses and outlines how it aligns with each of the nine 2015 EPAS social work competencies. This is the first coordinated effort to effectively integrate disability content across the social work curricula. The document was made possible by the generous support of the Centers for Medicare & Medicaid Services Resources for Integrated Care.



### **Screening, Brief Intervention and Referral to Treatment (SBIRT) Curricular Resource**

A resource guide developed in partnership with NORC at the University of Chicago and sponsored by the Conrad N. Hilton Foundation was recently launched. This resource outlines specifically how to incorporate the SBIRT approach into social work curricula based on the nine social work competencies. SBIRT is one of a variety of approaches available for substance use screening and assessment. The resource is now on the CSWE website and a partner presentation announcing the resource will take place at the 2019 APM in Denver. CSWE also recently entered into a more in depth second year agreement for this project and will provide broad dissemination of the resource guide as well as the webinar that was created in 2018.



### **The Names Steps Guide- Addressing Anti-LGBTQIA2S+ Microaggressions**

The Council on Sexual Orientation and Gender Identity and Expression released a new guide, *The NAMES Steps: How to Name and Address Anti-LGBTQIA2S+ Microaggressions in Social Work Classrooms*. The guide introduces the NAMES (notice, acknowledge, make space, engage) Steps approach to recognizing microaggressions in the classroom and effectively intervening. This guide is built on CSOGIE's recent study, *Social Work Speaks Out! (SWSO!) Study: The Experiences, Gay, Bisexual, Transgender, and Queer Students in Social Work Programs*.

All of these curricular resources are available on the CSWE website for free download [here](#).

**Educator | Resource of the Month** The Center for Diversity and Social and Economic Justice produced six additional issues of the online [Educator | Resource of the Month](#) and a recap issue from March to September. The Educator|Resource has become an important venue for monthly dissemination of social work curriculum resources. The topics we covered in this period included [Social Work With Refugees, Immigrants, and Migrants](#), [Developing a Culturally Tailored Intervention](#), [The Practice of Hope: Participatory Models for Work With Communities](#), [Free-Choice Reading in Foundation Courses](#), and [Leading the Transformation: Working With Latinx Communities](#). The social work scholars who contributed their expertise to the Educator|Resource included Dr. Miriam Potocky, Florida International University; Dr. Sandy Magaña, University of Texas at Austin; Dr. Arati Maleku, Ohio State University; Johnny Sullivan, MSSW, University of Texas at Austin; and Dr. Rocío Calvo, Boston College. We continue to work toward our goal to make the Diversity Center the national go-to place for innovative resources in diversity and justice for social work education

### **Minority Fellowship Program**

**Funding**-As a result of the Continuation Application submitted to SAMHSA in February 2019, the MFP were Awarded \$1.42 million for 2019-2020 grant year. As part of the application, the MFP intends to support 25 doctoral fellows and 44 master's fellows during the grant year through stipends, trainings, and mentoring. In September 2019, the MFP were notified of the availability of additional funds from SAMHSA for Prevention Activities. The MFP requested the additional funds, and SAMHSA awarded \$29,500. The MFP intends to use the funds to support additional master's fellows, and to conduct a virtual conference on prevention efforts in racial/ethnic minority communities.

**Governance**-During the summer of 2019, the MFP implemented an updated governance structure to be in line with CSWE procedures and with SAMHSA grant expectations. Moving forward, the MFP will continue to have Advisory Committees for the Doctoral and master's fellowships, with the addition of an Executive Committee consisting of the Advisory Committee Chairs and Vice Chairs. The committees and other program volunteers will be announced in October 2019.

**Fellows**-Our March Training activities for master's fellows emphasized experiences that would augment their MSW education while supporting their behavioral health careers. Featured speakers included representatives from SAMHSA, The Brown School at Washington University in St. Louis, and the MFP doctoral fellows. The MFP collaborated with Lewis-Burke Associates to give the fellows experience of engaging with and educating their elected officials in the Congress and Senate. Subsequent webinars focused on Evidence-based Practice with Children with Chronic Health Conditions, and Social Work Implications of Working with Incarcerated Women. Additionally, the MFP hosted a virtual job fair with separate webinars with the Veterans Health Administration, HRSA, social work in schools, and community-based practice.

The current 41 fellows are completing their fellowship year in September 2019. Fellows who have graduated with their master's degrees have started jobs in a range of behavioral health care settings nationally, including schools and outpatient mental health and/or substance abuse treatment programs.

Doctoral training activities included a series on preparation for the job market, which began with a webinar on post-doctoral career trajectories (Juan Pena, Ph.D., MFP doctoral '03, Private Practice) and culminated with a webinar on Interviewing Tips (Geetha Gopalan, Ph.D., MFP doctoral '07, CUNY-Hunter). Further, based upon positive feedback and results from the 2018 CV Booklet, the MFP compiled, created, and disseminated the 2019 MFP CV Booklet. In all 10 current fellows are featured.



Of the 25 doctoral fellows for 2018-2019, 10 fellows have exhausted the 3 years of funding, or have graduated from their doctoral programs. Among the graduates, they have taken a post-doctoral appointment at Cornell-Weil Medical School and tenure track social work faculty positions at California Baptist University, University of Texas – San Antonio, Coppin State, and the College of St. Scholastica.

### Applications and 2019-2020 Fellows

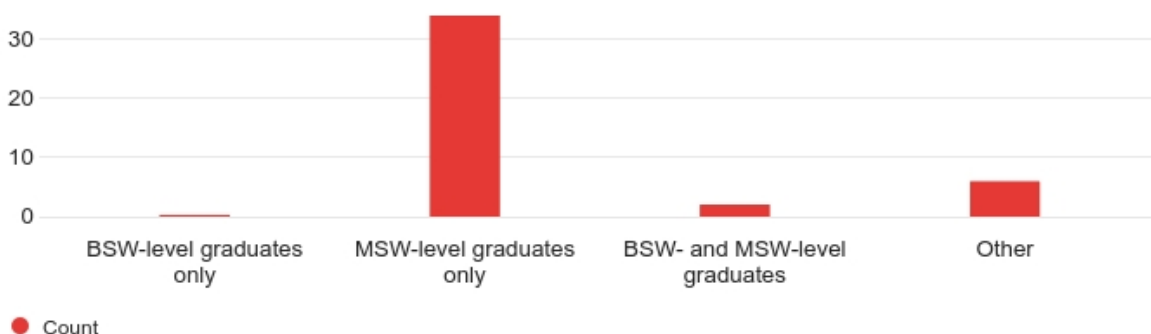
Doctoral – Received 127 completed applications. Doctoral Advisory Committee recommended 10 new applicants to receive the fellowship. Newly appointed fellows come from practice doctorate programs at St. Thomas, USC, and Rutgers, as well as Ph.D. programs such as Morgan State, University of Illinois at Urbana-Champaign, and University of Kansas. They join 15 fellows returning for their 2<sup>nd</sup> or 3<sup>rd</sup> year of funding. Master’s - received 117 completed application. The Master’s Advisory Committee members and volunteer application reviewers recommended 44 applicants for the one-year fellowship. Recommended fellows are from programs such as Clark Atlanta, Columbia University, Edinboro University, Fayetteville State, Hawaii Pacific, Jackson State, Loyola University-Chicago, NC State, UCLA, University of Connecticut, University of Georgia, and UNC-Wilmington.

### Social Work Fellowship Programs

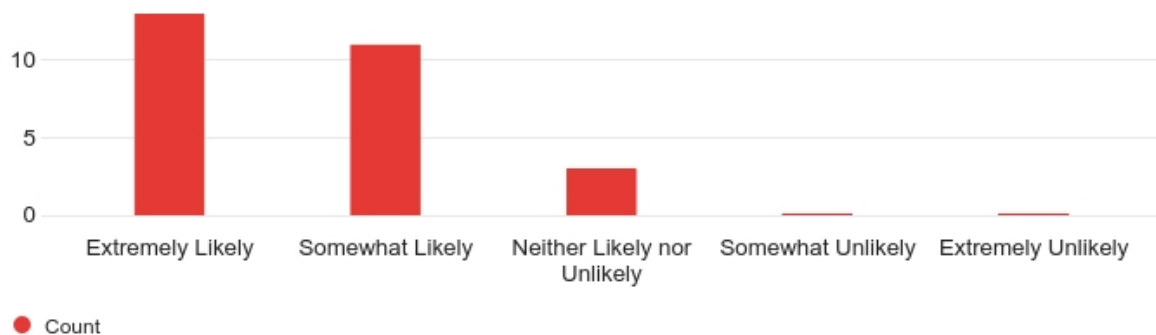
Heather Marshall, Director, Strategic Partnerships and Stephanie McNally, Manager Social Work Fellowship Program, have begun consulting with Mary Kurfess, Director of Accreditation concerning an accreditation process for social work fellowship programs that will be discussed and presented to the COA at their October meeting. Following the COA meeting, a pilot year of the accreditation of postgraduate fellowship programs is slated to launch this fall. To prepare for launch, CSWE staff members have met regularly with the Veteran’s Administration (VA) and stakeholders outside the VA to help inform the initiative’s processes and procedures.

In May 2019, a survey was sent to 52 social work fellowship programs representing a variety of practice settings and specialties. A total of 61 survey responses were received from fellowship program representatives. Data provided information about supervision models, program requirements, curricular offerings and learning objectives, assessment methods, and overall interest in seeking accreditation. The charts below highlight a few key findings.

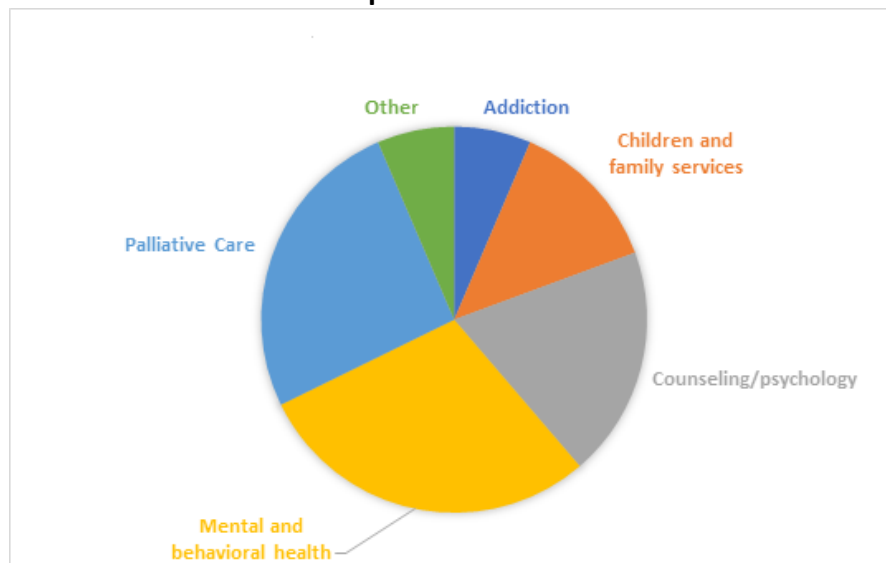
**Chart 1. Education Background Requirements for Trainees**



**Chart 2. Programs' Interest in Pursuing Accreditation**



**Chart 3. Areas of Focus in Social Work Fellowship Practice**



In addition to establishing an accreditation process and developing accompanying materials, CSWE staff members have started engaging potential Fellowship Committee members with practice backgrounds who will review application materials, conduct site visits, and offer feedback during the pilot year. Heather Marshall will direct the implementation and launch of the initiative. Stephanie McNally will continue to manage the initiative and be the primary point person for correspondence and questions.

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

### **Staffing**

Following the resignation of Dr. Stacey Borasky who left to assume a position at Chamberlain University, a national search was conducted for the director of accreditation position. I was pleased to select Mary Deffley Kurfess as the director of accreditation at CSWE. Mary worked at CSWE for many years, starting in the research department, then as an accreditation specialist, and most recently as the interim director of accreditation. Before coming to CSWE, Mary's social work career reflected her interests in the field of adoption and in international services; she was director of international tracing services for the American Red Cross at national headquarters, working to reunite civilian families separated by war and disaster. Mary, a licensed clinical social worker in Washington, DC, and Maryland, has her MSSW from the University of Wisconsin-Madison and will be defending her doctoral dissertation at the National Catholic School of Social



Service, The Catholic University of America, in Washington, DC. Mary assumed her position on August 19, 2019.

Spencer L. Middleton, MSW, has also joined the Department of Social Work Accreditation in August after Amanda Morgan Henry left to become the field director at Chamberlain University. Spencer has experience as a part-time and adjunct instructor in the social work programs at Georgia State University, Morgan State University, and the University of Pittsburgh. While at Georgia State, he also worked for the Lewis School of Nursing and Health Professions as the program director for study abroad programs in Nicaragua and Costa Rica. Spencer was the Coordinator of the school's "Critical Thinking Through Writing" initiative, in support of the University's Quality Enhancement Plan.

Also, the Department of Educational Initiatives and Research welcomed two new staff members to fill vacancies. Ryan Bradshaw was hired as the Research Specialist. Ryan's background at the Council on Graduate Schools and in higher education and research has been valuable as CSWE revamps its research initiatives. As Program Associate for Grants and Projects, Cydne Nash will support CSWE's various grants and partnerships. Cydne is an MSW graduate with experience working in grants, nonprofits, and higher education. After 11 years at CSWE, Andrea Bediako left CSWE as the Associate Director of Educational Initiatives and Research. A revised job description for a Program Associate for Curricular Resources has been developed and posted to meet the needs of the department.

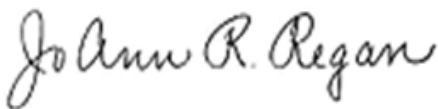
### **Management**

Since the last Board Report, DEIR staff has worked with multiple internal CSWE areas to help build, revise, and overhaul their data collection efforts to ensure that the resulting data is relevant and actionable, including:

- Minority Fellowship Program: Overhauled both the Survey of Fellows and the Alumni Survey to simplify the surveys for respondents, collect more actionable data, and fulfill data collection obligations to SAMHSA
- Annual Program Meeting: Revised the attendee survey to reduce the size of the survey and collect more actionable data
- Accreditation Quality Assurance Surveys: Working with accreditation staff to revise the QA data collection process to meet CHEA requirements.

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

Respectfully submitted,



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