

ANNUAL REPORT



2019-2020



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PROVIDE LEADERSHIP FOR THE FUTURE OF SOCIAL WORK EDUCATION

Strengthening Accreditation and Empowering Programs

In 2019–2020, the Department of Social Work Accreditation focused efforts on virtual trainings, workshops, and webinars; program-centered services; public education; and process enhancement with the goal of empowering programs to engage in accreditation reviews as a developmental, reflective, and renewal process by which program stakeholders craft excellent educational experiences to prepare competent social work practitioners. To achieve this goal, the accreditation team created three optional templates to assist programs in the candidacy and reaffirmation process and encourage programs to focus on content rather than formatting. The self-study template was designed and launched in January 2020 and supports programs in writing volume 1 of the self-study. This template may also be used by programs entering

the final stage of the candidacy process in preparation of the Benchmark 3/Initial Accreditation document.

After the successful launch and widely celebrated response to the self-study template, the team created templates for the Benchmark 1 and Benchmark 2 stages of the candidacy process in May 2020. Additionally, to further the department's goal, the 2015 Educational Policy and Accreditation Standards (EPAS) Interpretation Guide was released in February 2020. This document is a companion to the 2015 EPAS, providing programs with information for navigating the accreditation process and understanding the meaning, intent, and interpretation of the EPAS. This expansive guide includes information on the broader accreditation framework, the 2015 EPAS framework, navigating the accreditation process, and standard-by-standard interpretations and tips.

CSWE Commission on Accreditation: Outreach and Engagement

The CSWE Commission on Accreditation (COA) made and ratified 417 accreditation decisions, including initial accreditation of 25 new social work programs in its three meetings between July 1, 2019, and June 30, 2020.

The COA chair engaged in accreditation support outreach to a range of groups including national listservs (e.g., The Association of Baccalaureate Social Work Program Directors, Field Directors, National Association of Deans and Directors of Schools of Social Work [NADD], MSW Education, Distance Educators) and in meetings with the NADD Task Force on Field Education, the Council on Field Education, state social work education groups, social work educators at the CSWE Annual Program Meeting, DSW leaders, and Group for the Advancement of Doctoral Education in Social Work (GADE) leaders.

Additionally, COA continues to be engaged, in collaboration with Commission on Educational Policy (COEP), in the development of the 2022 EPAS. COA and COEP representatives joined with other CSWE council and commission education leaders in forming a joint committee for developing the next version of the EPAS. This task will be ongoing until the final passage of the new EPAS by COA in 2022.

Department of Social Work Accreditation Reaffirmation and Candidacy Workshops

(July 1, 2019–June 30, 2020)

4

Reaffirmation
8-hour workshops;
128 attendees

2

Candidacy
8-hour workshops;
66 attendees

2

Accreditation Lunch &
Learn webinars;
177 attendees

7

Annual Program
Meeting presentations;
800+ program
representatives attended
presentations and
group consultations

114

Site visits
20
new site
visitors trained

INTERNATIONAL

Social Work Degree
Recognition and Evaluation
Service (ISWDRES)

251

Screening forms submitted

159

Total number of
applications reviewed

61

Master's degree evaluations

41

Baccalaureate
degree evaluations

35

Number of countries
represented



Social Work Programs by the Numbers

(July 1, 2019–
June 30, 2020)

As of the June

2020

COA meeting, there are

533

accredited baccalaureate
social work programs

288

accredited master's
social work programs

15

baccalaureate social work
programs in candidacy

23

master's social work
programs in candidacy

7

baccalaureate
pre-candidacy programs

19

master's pre-candidacy programs

60

commissioner visits

5

new commissioners
appointed for a
total of **30**

417

ratified decisions
made; **25** received
initial accreditation



Developing Professional Practice Doctoral Programs in Social Work

In June 2020, CSWE approved Educational Policies and Accreditation Standards for [professional practice doctoral programs in social work](#).

"I want to congratulate all the dedicated social work educators and CSWE staff members for the decade of work on developing the educational policy and accreditation standards for professional practice doctoral programs," said CSWE president and CEO Darla Spence Coffey, PhD, MSW. "These standards are an important step to developing practice doctoral programs, and CSWE will continue to support the continuum of social work education at all levels."

A practice doctorate focuses research on the application of knowledge and theory in fields of work. These [standards for professional practice doctoral programs](#) recognize a diverse approach for the accreditation of professional doctoral programs that encompasses the broad scope of social work practice at the doctoral level and the required components for a high-quality professional doctoral program. The doctor

"I want to congratulate all the dedicated social work educators and CSWE staff members for the decade of work on developing the educational policy and accreditation standards for professional practice doctoral programs."

—Darla Spence Coffey, President and CEO

of philosophy or PhD degree requires students to contribute new knowledge to social work education. Although a master's degree in social work will remain the social work profession's terminal degree, there will be two options for social workers to continue their education past the MSW.

CSWE's Department of Social Work Accreditation will support and develop pilot programs to offer practice doctorates as required by the Council for Higher Education Accreditation. Pilot programs will be launched and evaluated before a full accreditation process can be developed for social work programs seeking accreditation for their own professional practice doctoral programs.

CSWE has prepared a [timeline](#) of the decade of work that led to these standards, along with a [list of individuals, stakeholders, and other groups](#) that greatly contributed to the process.



A Decade of DSW Work

More than 40 specific moments, meetings, and milestones, dozens of educators, and the work of CSWE, BPD, GADE, and CSWE's COA and COEP contributed to the approval of a pilot accreditation of practice doctorate programs over the course of 10 years. Read [details about each of these important steps online](#) and see a summary timeline below.

2011

The Doctorate in Social Work (DSW) Degree: Emergence of a New Practice Doctorate released by CSWE DSW Task Force

OCTOBER
2013

CSWE Board of Directors creates Professional Doctorate Committee

OCTOBER
2014

Committee begins research and member surveys

OCTOBER
2015

Committee and CSWE Board of Directors identify curriculum content for DSW

MARCH
2016

CSWE Board approves development of accreditation process for doctoral programs

OCTOBER
2017

Practice doctorate framework released for review

OCTOBER
2018

Draft DSW accreditation standards released for review

MAY
2019

Revised DSW accreditation standards released for review

JUNE
2020

Pilot accreditation of practice doctoral programs approved

MAY
2019–2020

COA and COEP engage stakeholders and revise standards

Faculty Development Institute: Integrative Approaches for Transforming Social Work Education

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

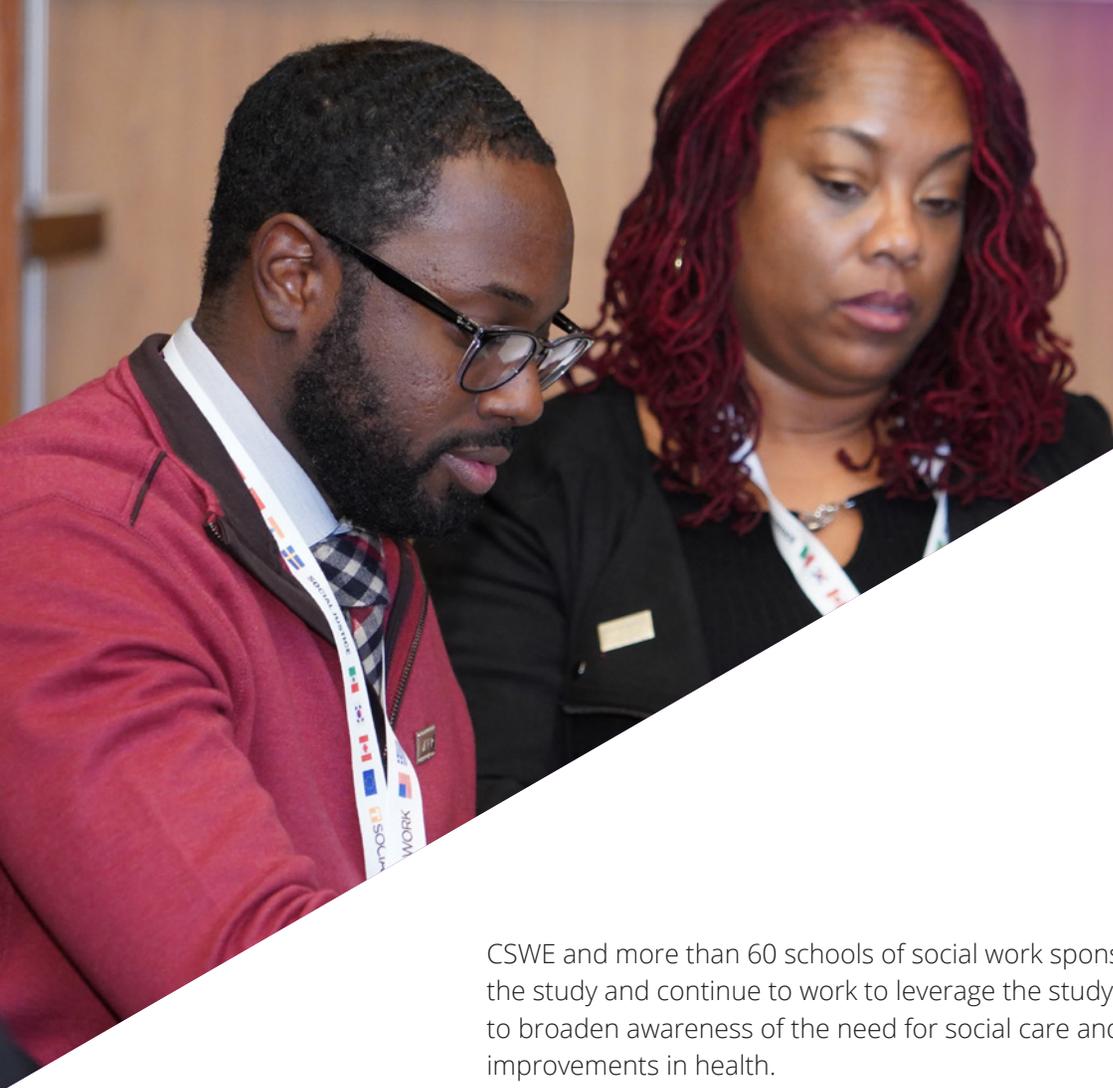
The institute also included a plenary lecture, given by Dr. Loretta Pyles of the University of Albany, and a panel discussion from the session leaders about best practices for curriculum integration. The institute drew 100 participants from around the country. In the postevent survey, 95% of respondents rated the event as “excellent” or “good,” and more than 90% of survey respondents stated that they would recommend a similar program next year.

NASEM Report and Partnerships

The well-being of every American is determined by more factors than their health. Recent studies have shown that social and physical environments and conditions people live in can influence why some Americans are healthier than others, which is why it is imperative for the health care system to continue to move beyond clinical walls.

The National Academies of Sciences, Engineering, and Medicine demonstrated this need for a broad perspective in 2019’s [“Integrating Social Care Into the Delivery of Health Care: Moving Upstream to Improve the Nation’s Health”](#) report. The report recognizes that social workers are specialists in social care.





CSWE and more than 60 schools of social work sponsored the study and continue to work to leverage the study findings to broaden awareness of the need for social care and drive improvements in health.

Social determinants of health range from economic stability, to education, to access to transportation, to access to healthy and affordable food options. These factors must be considered by regulators and policymakers when it comes to improving access to high-quality care and improving outcomes for populations with complex health needs. CSWE intends to leverage the findings and statements in the report to advance legislation and funding to support programs, students, faculty, and social workers.



Throughout the year, CSWE partnered with many allied organizations and co-sponsored events to advance strategic goals.

Social Work Day on the Hill

CSWE joined the Congressional Research Institute for Social Work and Policy to bring students from schools and departments of social work to the nation's capital to advocate for federal legislation relevant to addressing the social and economic problems facing many Americans today. The featured legislation in March 2020 was on [H.R. 1—For the People Act](#), which sought to improve and expand voting rights, among other priorities.

Social Work Month: Generations Strong

CSWE staff members are committed to supporting and advancing the programs that educate tomorrow's social workers. Social Work Month's theme in 2020 was [Generations Strong](#), and social workers on staff at CSWE took time to think about how things have changed regarding social work education and what aspects of the profession and programs remain as true today as they were years ago.

The Federation of Association of Schools of the Health Professions

FASHP was created in 1968 as a forum for representatives of health profession education associations to encourage effective collaboration between the health professions in education and practice, to prepare health professions education for the future, and to serve as a liaison with other organizations sharing an interest in health profession education. Through its involvement in FASHP, CSWE has worked to strengthen the role of social work as a health profession.

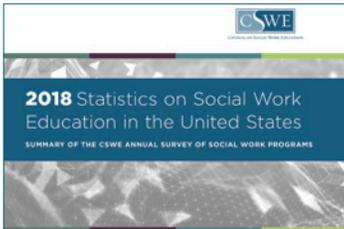


Voting Is Social Work

Throughout 2020, CSWE partnered with the National Social Work Voter Mobilization Campaign to improve voter registration and make it easy for programs, students, and faculty to organize voter registration and empowerment programs. A September webinar featured voting rights activist Barbara Arnwine, Esq., and educators and field directors from across the country.

Social Work Research

The 2020 fiscal year saw CSWE's Research department modify and expand its work to better serve CSWE's members. CSWE's new research specialist began the work of surveying CSWE's members to better understand the data that they were looking for and how they wanted to receive the data. Members indicated they wanted data to focus on program offerings, students, field education, resources, and faculty, and that they wanted to receive the data in fact sheets, infographics, and interactive data dashboards. Focus groups



on the subject were also held with more than 30 members at APM 2019. These data led to a redesigned [2018 Statistics on Social Work Education in the United States](#) report, a revamped 2019 Annual Survey instrument, which included expanded data collection about part-time faculty and online versus in-person instruction, and work being done to identify potential vendors for an interactive data dashboard.

In May, CSWE partnered with Dr. Ethan Evans and a team from the California State University, Sacramento School of Social Work, to provide a quick response to the global coronavirus pandemic and to collect social work students' perspectives on the spring 2020 semester that abruptly moved online, the students' plans for fall 2020, and how the pandemic affected the students personally, mentally, and financially. This new type of partnership produced more than 3,500 responses from 151 institutions across the country and provided CSWE's members with timely information in the form of a [research brief](#). Dr. Evans and his team were also able to dive deeper into the data to create a manuscript for publication.

The research department also made a few quick pivots to collect data to get timely information to members. In March, the department launched a brief pulse survey to collect data about what member programs were experiencing as pandemic restrictions were enacted. The data showed that programs were struggling with adapting field placements, leading to COA discussions on modifying field placement requirements and prompting the accreditation department to release a list of alternatives to in-person field placements.

Public Policy: Advocacy in Action

Congressional Briefing Promoting Social Determinants of Health

Building on the National Academies of Sciences, Engineering, and Medicine report “Integrating Social Needs Care Into the Delivery of Health Care to Improve the Nation’s Health,” the CSWE Public Policy Initiative (PPI) facilitated a congressional briefing highlighting the role of social work in addressing the social determinants of health. The briefing was well attended by policymakers and stakeholders and was an opportunity to discuss the ways that Congress and the federal government can help integrate our nation’s health

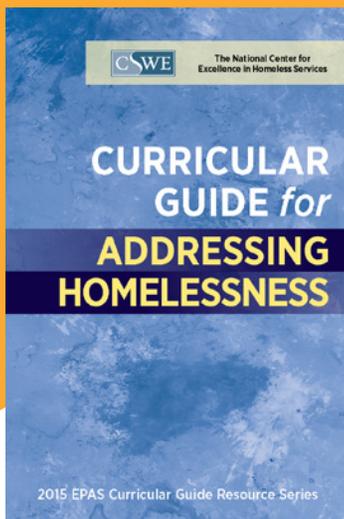
care system and social services and improve the health of communities across the United States. The briefing situated CSWE as a leader in the social determinants space and will play an important role as Congress continues to consider legislation related to social determinants.

Critical Funding Secured for Social Work Programs

A significant portion of the work done by the CSWE PPI is focused on the federal appropriations process. The appropriations process is what determines how federal funding is overseen by the various federal agencies. The CSWE prepares testimony, engages congressional champions, and submits requests to Congress. For fiscal year (FY) 2020, the CSWE PPI secured several increases for programs and agencies important to social work, including the National Institutes of Health, the Behavioral Health Workforce Education and Training program, the Minority Fellowship Program, and the Pell Grant program. As an example, funding for the MFP has increased by more than 21% since FY 2017. The CSWE PPI is advocating for FY 2021 and has already seen positive response to its requests, including support for graduate education.

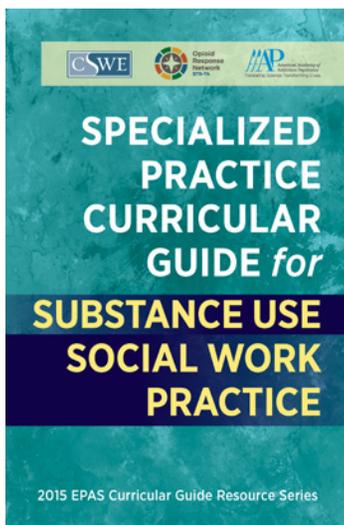


PROMOTE QUALITY TEACHING, LEARNING, AND SCHOLARSHIP TO PREPARE GRADUATES FOR THE FUTURE OF SOCIAL WORK PRACTICE



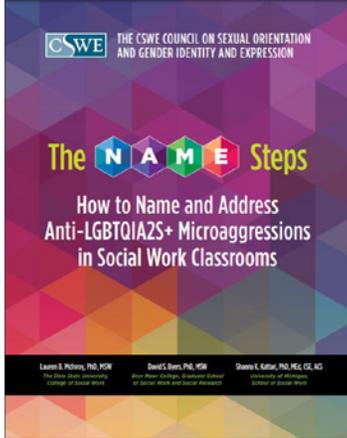
Curricular Resources: 2019–2020 Annual Review

The Department of Educational Initiatives and Research continues to promote quality teaching, learning, and scholarship to prepare graduates for the future of social work practice with the addition of new guides as part of the 2015 EPAS Curricular Guide Resource Series. These guides provide social work educators with specialized practice competencies, exercises, readings, multimedia content, assignments, and more, mapped to the nine EPAS competencies. The guides are developed by national task force members from a variety of social work programs and practice settings.

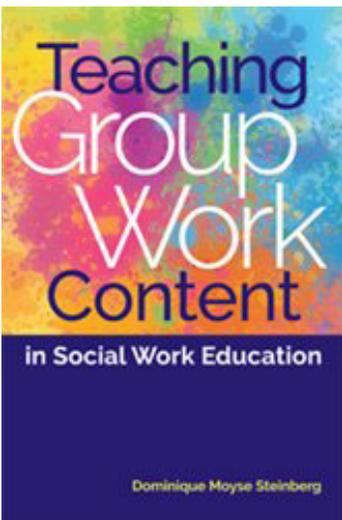


The [Curricular Guide for Addressing Homelessness](#) was released in October 2019. This guide was developed in partnership with the National Center for Excellence in Homeless Services, a consortium of schools of social work, with generous funding from the New York Community Trust. The guide strengthens the context on homelessness in social work education and addresses individual vulnerability as well as societal conditions contributing to homelessness. The guide was downloaded more than 1,028 times by the time of the Annual Report publication.

The [Specialized Practice Curricular Guide for Substance Use Social Work Practice](#) was released in July 2020. This guide



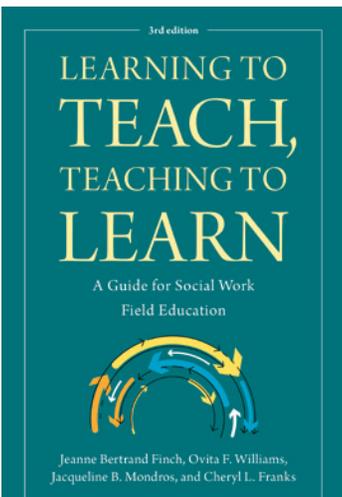
was created through CSWE's partnership with the [American Academy of Addiction Psychiatry](#) and the [Opioid Response Network](#), a collaborative effort to provide free training and education that addresses the opioid health crisis. Funding for the Opioid Response Network grant initiative is made possible by grant no. 6H79TI080816 from the Substance Abuse and Mental Health Services Administration. The guide equips educators to teach future professionals to practice in substance use in diverse settings, roles, and practice areas. It was downloaded 1,849 times by CSWE members as of the Annual Report publication.



Council on Sexual Orientation and Gender Identity and Expression (CSOGIE)

The Council on Sexual Orientation, Gender Identity and Expression (CSOGIE) applied for and received a grant from CSWE Special Projects Fund to develop a document focusing on microaggressions. Drs. McInroy, Byers, and Kattari developed a very helpful tool called *The NAME Steps*. The document focused on microaggressions toward those who identify as LGBTQIA2S+, yet the process can be used for other groups who experience microaggressions. The four steps are Notice, Acknowledge, Make Space, and Engage the Group.

The intent was to provide support and education for educators to respond to and teach about microaggressions in the classroom. The document is easily printed and has been shared with many colleagues and students. It can be used as a form of education (explicit curriculum) and to model responsible and accountable community engagement and teach through our policies and actions (implicit curriculum).



CSWE Publications

The CSWE Council on Publications (COP) oversaw the debut of two new books in the 2019–2020 fiscal year. *Teaching Group Work Content in Social Work Education*, by Dominique Moysé Steinberg, fills a gap by providing a framework for teaching essential method content over a single semester or integrating central content into an existing practice class.

Learning to Teach, Teaching to Learn: A Guide for Social Work Field Education, 3rd edition, by Jeanne Bertrand Finch, Cheryl L. Franks, Ovita F. Williams, and Jacqueline B. Mondros, builds on two previous best-selling editions by introducing a justice-based framework for field education that centers on challenging dialogues on diversity-related content in supervision as a foundation to undoing racism and oppressive practices.

The *Journal of Social Work Education* (JSWE) appointed a new editor-in-chief in January 2020. Danielle E. Parrish, PhD, is an associate professor at Baylor University who has served on the JSWE Editorial Advisory Board, the CSWE Council on Publications, and most recently as associate editor of JSWE.





SUPPORT THE CAREER DEVELOPMENT OF STUDENTS, FACULTY, AND ADMINISTRATORS

Social Work HEALS

In March 2020, the New York Community Trust (NYCT) provided renewed funding to CSWE and the National Association of Social Workers (NASW) to expand the Social Work Healthcare Education and Leadership Scholars (HEALS) program. The \$370,000 grant will strengthen the delivery of health care services to communities across the country by advancing education and training for social work students.

Over the past 5 years, the NYCT has invested \$2.5 million in Social Work HEALS program, supporting 291 students at various levels of social work education. Funding for an additional year of Social Work HEALS will support a cohort of 39 HEALS scholars from 10 schools of social work at

the baccalaureate, master's, and doctoral levels with field instruction, course work, policy advocacy, and leadership opportunities to better meet the needs of underserved populations.

Because of COVID-19, the 2019 cohort was unable to attend the HEALS Policy Summit in Washington, DC. However, HEALS provided supplemental leadership and advocacy activities for the scholars. Two webinars were held in the spring, titled "Advocacy During COVID-19" and "Leadership in Healthcare Policy." After the webinars, HEALS scholars participated in remote advocacy activities with their legislators. Additionally, the HEALS scholars were invited to participate in the 2020 NASW virtual conference titled "Social Workers Make a Difference."



MFP fellows and Director Duy Nguyen (far right) at the 2019 APM.

The MFP at 45: Looking Back, Looking Forward

Since 1974 the CSWE Minority Fellowship Program (MFP) has supported more than 800 social work master's and doctoral students as they embark on careers in behavioral health. CSWE's MFP fellows and alumni continue to be leaders in social work practice, education, research, and

policy with a deep-rooted commitment to the behavioral health needs of racial/ethnic minority populations.

At the 2019 APM, MFP fellows and alumni presented numerous papers, often in collaboration with their MFP colleagues. New this year, the CSWE MFP used supplemental funding from the Substance Abuse and Mental Health Services Administration to support a collaborative project, led by five doctoral fellows, that seeks to improve the substance use recovery outcomes for consumers living in the community within the context of COVID-19. As a result, the MFP fellows involved will build connections and foster collaborative relationships that can improve the mental health and substance use outcomes of racial/ethnic minority populations.



FOSTER A DIVERSE, INTERCONNECTED, AND INCLUSIVE COMMUNITY OF SOCIAL WORK EDUCATORS

Council on the Role and Status of Women in Social Work Education

The Council on the Role and Status of Women in Social Work Education, also known as the Women's Council, worked to support the CSWE strategic initiative of providing leadership for the future of social work education, supporting the career development of students, faculty members, and administrators and fostering a diverse, interconnected, and inclusive community of social work educators.

In 2020, the Women's Council expanded a new mentor program that will allow outreach to all levels of students, BSW, MSW, and doctoral, interested in feminist scholarship, teaching, and service. The council also took time to recognize and celebrate women and their achievements in social work education. During the Feminist Networking Breakfast held

annually at the CSWE Annual Program Meeting, space and time are allotted to uplifting women who have helped others along their professional path by recognizing and celebrating mentors as part of the Mentor Recognition Program.

The Women's Council recorded video interviews to be shared on CSWE social media and the CSWE Spark community to showcase the contributions of awardees to CSWE's strategic initiative of promoting high-quality teaching, learning, and scholarship while fostering a diverse, interconnected, and inclusive community of social work educators.





Council on Disability and Persons With Disabilities

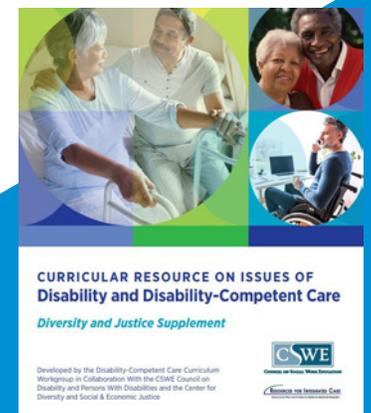
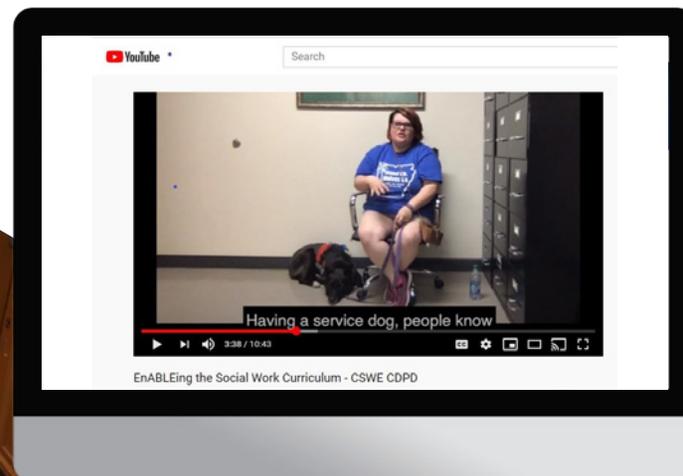
The Council on Disability and Persons With Disabilities (CDPD) applied for and received a grant of \$2,000 through the CSWE Special Projects Fund to develop a brief video to walk social work educators through the Curricular Resource on Issues of Disability and Disability-Competent Care. The intent of the video viewed more than 364 times, was to engage social work educators in using the resource to provide high-quality teaching to prepare graduates for the future of social work practice with disability.

CDPD members worked collaboratively to build a script, solicit video clips from colleagues and students, and work on production. They hired a film student from Virginia Commonwealth University and Florida State to help with editing and production. The video is posted on YouTube and had 364 views as of this writing, suggesting that the video has been a useful tool to expose social work educators to strategies for incorporating disability-related content across the curriculum.

Council on Racial, Ethnic, and Cultural Diversity

The Council on Racial, Ethnic, and Cultural Diversity dedicated 2020 to working on the Legacy Project. This project is a continuation of a student survey started in 2015 and is focused on addressing issues that adversely affect populations of color within social work education.

The initial study used a systematic review to explore the experiences of students of color. This ongoing study seeks to identify published studies that highlight microaggressions experienced by students of color and provide prevention and intervention recommendations. The second study in this project will focus on the experiences of faculty of color to inform teaching pedagogy, academic climate, and hiring and retention efforts.



Profile of Social Work Faculty Members*

Full-Time Faculty: 5,616

Primary Appointment Level	Number of Full-Time Faculty
Baccalaureate level	2,083
Master's level	3,242
Practice doctorate level	59
Research doctorate level	232
Total	5,616

50.1%

of full-time faculty members have a research-focused doctorate in social work as their highest earned degree, and another

11.8%

hold a research-focused doctorate in another field as their highest earned degree.

90.6%

of full-time faculty hold an MSW degree, and

51.0%

hold a license in social work.

25.2%

of full-time faculty members hold the rank of assistant professor, followed by

24.2%

holding the rank of associate professor and

16.6%

holding the rank of professor. A combined

12.7%

of full-time faculty members have titles of lecturer or instructor.

Research by CSWE's Commission on Research (COR) shows that faculty members' overall satisfaction with their position was most directly tied to their satisfaction with pay, coworkers, administration, teaching workload, and research workload. COR also found that age, actual pay, service workload, and administrative positions were not significant determinants of faculty job satisfaction.

Part-Time Faculty: 7,837

Program Level	Average Number of Courses Taught per Year per Part-Time Faculty Member
Baccalaureate level	2.3
Master's level	1.7
Practice doctorate level	0.3
Research doctorate level	0.2

69.2%

of part-time faculty members have a master's degree in social work as their highest earned degree,

9.8%

have a research-focused doctorate degree in social work, and

5.4%

hold a research-focused doctorate in another field.

90.4%

of part-time faculty hold an MSW degree, and

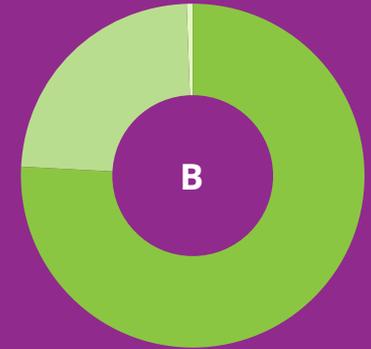
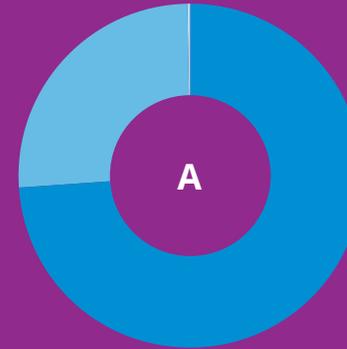
63.3%

hold a license in social work.

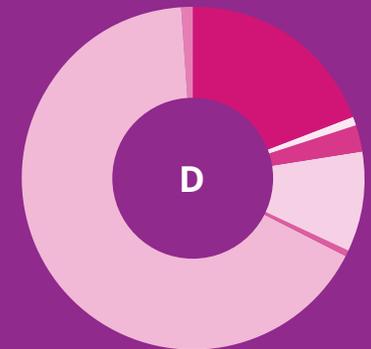
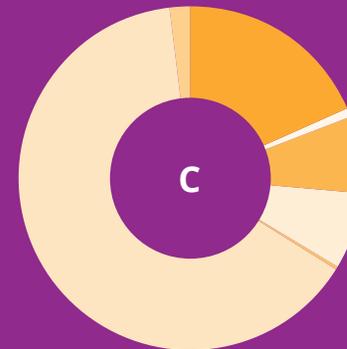
*Data from the 2019 CSWE Annual Survey

Comparison Between Full-Time and Part-Time Faculty Members

Key		Sex		A	B
				Percentage of Full-Time Faculty From Institutions Providing Data, Without "Unknown"	Percentage of Part-Time Faculty From Institutions Providing Data, Without "Unknown"
	Female			74.1%	75.9%
	Male			25.7%	23.8%
	Other			0.2%	0.3%



Key		Race or Ethnicity		C	D
				Percentage of Full-Time Faculty From Institutions Providing Data, Without "Unknown"	Percentage of Part-Time Faculty From Institutions Providing Data, Without "Unknown"
	African American/Black (non-Latinx)			18.4%	19.3%
	American Indian/Alaska Native			1.0%	0.7%
	Asian			7.2%	2.7%
	Hispanic/Latinx			7.1%	9.4%
	Native Hawaiian/Pacific Islander			0.4%	0.4%
	White (non-Latinx)			64.0%	66.4%
	Two or more races			1.8%	1.1%





CSWE Spark: A Community for Social Work Education

More than 1,100 educators, students, social workers, and other affiliated professionals have joined CSWE Spark since the online community launched in October 2019. Spark allows educators to connect with their peers from across the country in communities dedicated to particular topics, such as social justice, APM tracks, advocacy, and educational resources. In fact, when the coronavirus pandemic closed classrooms across the country, social work educators and faculty shared digital lessons, videos, and presentations that aligned with core competencies and EPAS.



Saluting the Class of 2020

Forced to forgo the traditional gatherings to celebrate graduation, graduates, educators, and programs have found ways to bring special meaning to commencement events through technology and social networks. In a series of videos and messages in Spark, CSWE members saluted the graduates of social work programs in May.

“In addition to the bittersweet happiness and sadness felt around graduations, we’ve also felt fear, uncertainty, and maybe even anger about not being able to celebrate with the typical amount of pomp and circumstance,” said CSWE President and CEO Darla Spence Coffey, PhD, MSW. “We encourage and welcome anyone to share their experiences, thoughts, or feelings in our Spark community.”

Sandra Starks, EdD, LCSW, chair of the CSWE Board of Directors, shared her advice and challenges with the 47,000 social work program graduates entering the workforce. “In addition to adjusting to life and completing your education amid a global health pandemic, you are faced with another pandemic: racism,” she said. “These past few weeks have been horrific, but a call to action was launched. You have reached out to us [social work leadership] from across the nation, and I want you to know, we have heard you. Collaboratively we can do better. I hold social workers to a higher standard of accountability, and I pledge to do my part in moving the needle.”



ENSURE CSWE PROVIDES EXCEPTIONAL VALUE TO OUR MEMBERS AND MEMBER INSTITUTIONS

Commission on Membership and Professional Development

The Commission on Membership and Professional Development (CMPD) is charged with facilitating and integrating the development of innovative programs, methods, and materials that enhance and strengthen the delivery of social work education.

What if institutions were members of CSWE, and all membership benefits were available to the faculty and students? That's the question that CMPD began to answer last year as members recommitted to evaluating sustainable membership models for CSWE. Should this change in membership style be possible, CSWE could more easily reach and be a resource for all faculty and students in social

work programs. The group plans to make any such change by 2022 and expects to produce more information and research in 2021.

APM 2019: Looking Back, Looking Forward

The 2019 Annual Program Meeting (APM) was held in Denver, Colorado, and featured nearly 800 educational sessions presented by 2,065 social work educators.

The APM theme was "Looking Back, Looking Forward," which allowed a lot of creativity in the more than 1,800 proposals submitted. Of the accepted sessions, 226 were paper presentations, 288 were interactive posters (e-Posters), 169 were interactive workshops, and 68 were panels.



APM 2019:
Looking Back,
Looking Forward



Who Attends the APM?

3,007

Total Attendees Not Including
CSWE Staff Members,
Guests, or Vendors

1,538

Faculty/Administrator
(Member)

129

Individual (Member)

28

Emeritus (Member)

27

Undergraduate/Graduate
Student (Member)

219

Doctoral Student (Member)

12

Higher Education
Librarian (Member)

259

Nonmember

78

Social Work Practitioner
(Nonmember)

48

Practitioner/Academician
(Nonmember)

219

Doctoral Student
(Nonmember)

117

Undergraduate/Graduate
Student (Nonmember)

333

Exhibitor



Grants and Projects

Fiscal year 2019–2020 was a very successful year for grants and projects. Highlights include:

- ▶ **Substance Abuse and Mental Health Services Administration (SAMHSA):** CSWE was awarded a grant for nearly \$500,000 over 2 years for the Expansion of Practitioner Education in Social Work (Prac-Ed) project for substance use disorders (SUDs). The project will create a high-quality standardized SUD curriculum, which will strengthen the preparation of future social work practitioners to deliver effective evidence-based SUD prevention, treatment, and recovery services. In the first year, 22 social work programs were invited to assist with the development and rollout of the curriculum. In November 2019, CSWE hosted a kick-off meeting at the headquarters in Alexandria, Virginia, where representatives from the 22 programs and additional partners met for 2 days to get the project going.
- ▶ **New York Community Trust:** The CSWE Policy Practice in Field Education Initiative was awarded \$300,000 in the third and fourth rounds of funding to seed innovation and develop novel models for an integrated approach to enhance the policy skill set of all social work students regardless of specialization. Approximately \$250,000 of that money was regrant to 21 social work programs at \$10,000 to \$20,000 each. Project activities varied from voter education to helping homeless residents access libraries and other resources. Lessons learned from the projects will be showcased in 2021.
- ▶ **American Academy of Addiction Psychiatry (AAAP):** CSWE received two federal subawards from the AAAP to develop the Specialized Practice Curricular Guide for Substance Use Social Work Practice and several webinars to address the opioid crisis. A total of \$120,000 was awarded or received.
- ▶ **Project Contracts:** CSWE received two contracts with national organizations, NORC at the University of Chicago and the National Council for Behavioral Health (NCBH), to work on substance use activities. With a contract from NORC, CSWE will support the integration of substance abuse screening, brief intervention, and referral to treatment into general undergraduate and graduate social work curricula rather than in advanced practice or specialty classes only. As part of the subcontract from NCBH, CSWE provided expert consultation and technical assistance for this learning collaborative that helped programs of social work prepare students to lead the charge against the opioid and drug epidemic. The total amount of these contracts is approximately \$65,000.

Membership at a Glance

2,689

Total (as of March 31, 2020)

MEMBERSHIP

2,135

Full: Faculty and Administration

62

Students

53

Emeritus

159

Full: Individuals

279

Doctoral Students

1

Associate Organization

CSWE Donors 2019–2020

Pewter

Less than \$24.99

Francine Carter
Allison K. Gibson
Sarah Hessenauer
Melissa B. Littlefield
Mark Homan
Halaevalu F. Vakalahi

Copper

\$25.00–\$49.99

Rebecca Chaisson
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Eunice Matthews-Armstead
Sid Mitchell
Elaine S. Rinfrette
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Bronze

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Shannon A. Butler-Mokoro
Richard V. Cook
Hector Luis Diaz
Rebecca T. Davis

Silver

\$100.00–\$499.00

Fran K. Franklin
Wynne Sandra Korr
Cudore L. Snell
Darla Spence Coffey

CSWE Governance Structure

As of the June 2020 Commission on Accreditation meeting



2019–2020 Officers and Board of Directors

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Western Kentucky University

Treasurer

Susan Mapp

Elizabethtown College

Vice Chair/Secretary

Hilary N. Weaver

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Work Education

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Early Childhood
Fundors Collaborative

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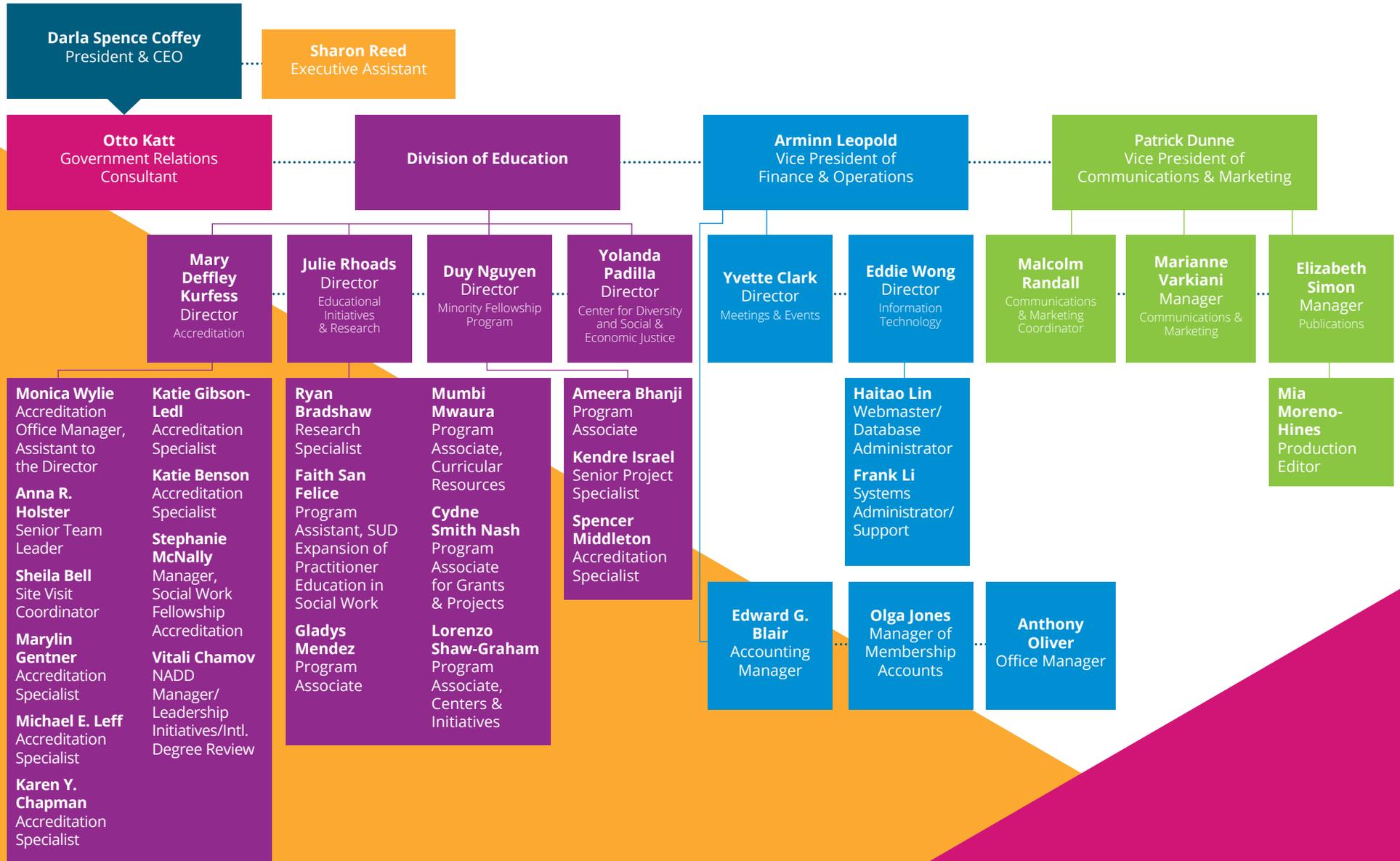
University of Connecticut

Maria R. Vidal de Haymes

Loyola University Chicago

* Ex-officio nonvoting members

CSWE Staff Organization



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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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Council on Social
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COUNCIL ON SOCIAL WORK EDUCATION