



COMMISSION ON EDUCATIONAL POLICY (COEP)

March 2021

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

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

Strategies:

- a. Provide professional and faculty development opportunities to support social work educators in their roles.
- b. Provide curricular resources that exemplify quality and innovation in social work education.
- c. Support member institutions in developing and maintaining an accredited program.
- d. Promote and ensure educational quality and continuous improvement in accredited social work programs that facilitate competent social workers' preparation.
- e. Promote research and scholarship that informs practice and builds the science and knowledge base for social work students and educators.

Activities to further this goal(s) and strategies include:

Specialized Curricular Guides released during 2020-2021: Substance Use and Environmental Justice. Additional guides on infant early childhood mental health and social work health are in development.

April 2020 COEP proposed revision to EPAS 2022 revision timeline to ensure responsiveness and gather additional member feedback in the unprecedented context of the global pandemic and

anti-racism mobilization. Worked with COA to approve the new timeline. Anticipated completion May 2022. The process will include multiple feedback opportunities from CSWE membership.

June 2020 COEP completed a draft of the 2022 EP. Proposed revisions reflected four-years of comprehensive environmental scanning and extensive stakeholder consultation (e.g., CSWE membership gathered at multiple points, multiple CSWE commissions, external key informants)

New COEP EP 2022 Framework:

June 2020 - COEP presented a draft of new proposed EP framework builds on 2018 five conceptual priorities (1. Diversity, Equity & Inclusion, 2. Data-Driven Standards, 3. Technology & Information Literacy, 4. Field Education challenges, 5. Changes and Challenges to Higher Education)

Proposed Framework – Emphasizes EP 2022 needs to be future-oriented and able to agilely respond over the next decade to the changing social, political, economic, and environmental context in which social work programs and higher education institutions exist.

Guiding Principles for EP Revisions

- Aligns with changes made by several regional accreditors. Recognizes there are many different educational and operational models by which programs can demonstrate competencies and academic excellence.
- Emphasizes *function over-prescriptive structures*.
- Is future-oriented, including prioritizing the fostering of program innovation.
- Responsive to changing world and the importance of evolving *relevance*. Must adequately serve programs through the remainder of the decade.
- Responsive to evolving national and international contexts. Lessons learned from the impact of global pandemic (COVID-19) and international mobilization in pursuit of racial justice.
- Student inclusion, learning outcomes, and experience at the center of both explicit and implicit curriculum.
- Continuous improvement is reinforced as well as programs demonstrating the use of feedback and a connection to changes in science and the professional practice sector.

Advancing Anti-Racism:

COEP gathered a collection of documents from students, student groups, and faculty from across the country posing recommendations for changes to EP and Social Work curriculum designed to increase a focus on race and anti-racism

Throughout summer and fall 2020, COEP Chair, Debra M. McPhee, participated as an active member of the CSWE's Task Force to Advance Anti-Racism in Social Work Education

COEP, in collaboration with COA through the work of the COEP-COA Joint Committee, worked to incorporate CSWE Anti-Racism Task Force recommendations into the working EP 2022 draft.

COEP - COA Joint EPAS 2022 Committee:

Charge: A joint standing committee composed of COEP and COA members whose responsibilities are to, 1) prepare draft educational policies and accreditation standards to be presented and approved by individual commissions (COEP and COA) 2) serve as the initial advisors for issues of interpretation regarding educational policies and accreditation standards.

Function: The joint standing committee will prepare educational policies, accreditation standards, and EPAS development timeline. The joint standing committee will report to both COEP and COA on the iterations of the educational policies and accreditation standards. Current approval processes will remain. COA will approve accreditation standards, and COEP will approve educational policies.

In June 2020 through fall 2020 and spring 2021, the Joint EPAS 2022 Committee agreed to hold weekly meetings, each two hours long, to collaborate on revisions to EPAS 2022.

2020 APM – COEP-COA Connect Session with COA Chair Deana Marrow to gather membership feedback

CONCLUSION: Work of COEP and COEP-COA Joint Committee will continue according to the new revised 2022 EPAS timeline. While the Joint Committee has been a committed effort to ensure COEP and COA collaboration, questions regarding decision making require additional attention to ensure governance of both Commissions are respected and maintained.

Respectfully submitted,
Debra M. McPhee, Ph.D.
COEP Chair

Council on Practice Methods and Specializations (CPMS) Report

Meetings: The council had regular monthly meetings in spring 2020, was on hiatus from June 2020 through August 2020, and then resumed monthly meetings in fall 2020. In addition, the members convened for a half day meeting at the 2020 APM, as well as facilitated a Connect Session at the event.

Activities:

1. CSWE Connect sessions at 2020 APM

The CPMS successfully facilitated a connect session at the Annual Program Meeting.

- **Title:** Innovations in Specialized Practice: Examining the use of simulation in teaching
- **Presenters:** David Pooler, Janice Edwards, Nadine Bean, Denice Liley

This Connect Session of the CPMS elaborated on how simulation is used to teach specialized practice. The presenters provided an overview of simulation, highlighted current promising practices, and discussed the challenges and opportunities related to simulation.

2. Professionalism in Social Work Practice

The CPMS reset their publication strategy because of COVID-19. Although the current members are steadfast to producing an edited book on professionalism in social work practice, the shorter-term goal is to produce a special section in the *Journal of Social Work Education (JSWE)* on the topic.

In October 2020, Raquel Warley pitched the idea to Mia Moreno-Hines, Production Editor, at the JSWE. Drs. Warley and Bean are presently working on the written proposal, which should be submitted to JSWE by or before the end of February 2020.

3. Collective Response about Advanced Generalist and Specialist Social Work Practice

Since October 2020, the CPMS has been thoughtfully considering the advantages and disadvantages of Schools of Social Work preparing graduate-level students for advanced generalist practice in comparison to offering specializations. Dr. Debra McPhee, chair of the Commission on Educational Policy has been invited to meet with the council soon to clarify this matter as it is applicable to the 2022 EPAS.

Summary

The Council on Practice Methods and Specializations continues to build on the expertise of our members to disseminate information this is relevant to social work educators working to prepare practitioners for the challenges of today's practice environment. The council looks forward to the 2022 EPAS. We embrace our charge and endeavor to support COEP as well as professional social work education.

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

Council on Field Education

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

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

Activities to further this goal and strategies include:

- COFE collaborated with CSWE Leadership, COA and COEP on providing guidance on field education issues (e.g., hour definition, reduction, employment-based interpretations) during pandemic times with COVID-19 and Racism.
- COFE leadership collaborated with partners to advance voting and served on the Voting is Social Work Webinars.
- COFE leadership has participated in NANFED meetings as requested to listen to issues that are region or state specific and folded this into feedback provided to COEP and COA for inclusion to draft of 2022 EPAS.
- COFE developed a field education scholarship lit review in excel and is working with CSWE to publish those on the field education resource page.

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

Activities to further this goal and strategies include:

- COFE developed relevant curriculum and resources to the field education membership. COFE has developed Team Folders listed below and is currently finalizing with CSWE to have it published to the CSWE Field Education Resource page. The resource areas are defined as below:
 1. Developing a Learning Agreement/Plan
 2. Diversity, Equity, and Inclusion in Supervision
 3. Evaluation of Practice
 4. Integrating Theory and Practice
 5. Navigating Challenges with Students
 6. Orientation to Field Education and Field Instruction
 7. Orienting Students to the Agency
 8. Supervision Methods
 9. Supervision Roles and Expectations
 10. Trauma Informed Supervision and Field Instruction
- COFE developed a field education scholarship lit review in excel and is working with CSWE to publish those on the field education resource page.

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

Activities to further this goal and strategies include:

- COFE considered input from students on how we may amend EPAS as it relates to field education (e.g., student letter about embedded racism in “volunteer internships” versus “paid”).
- COFE leadership has spoken with many other field directors 1:1 about questions of their program and provided support.
- COFE leadership has participated in NANFED meetings as requested to listen to issues that are region or state specific and folded this into feedback provided to COEP and COA for inclusion to draft of 2022 EPAS.

- COFE supports the expansion of employment based to increase accessibility to those impacted by financial constraints and economic needs while completing an education.
- COFE collaborated with COA and COEP on EPAS, specifically language for employment based.
- COFE collaborated with CSWE Leadership, COA and COEP on providing guidance on field education issues (e.g., hour definition, reduction, employment based interpretations) during pandemic times with COVID-19 and Racism.

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

Activities to further this goal and strategies include:

- Developed two connect sessions and townhall in collaboration with COA and COEP to collect data to inform EPAS 2022 in lieu of the ability to hold a connect session at 2020 CSWE APM. These virtual events will be held the following:
 1. COFE Connect Session: The Impact of a Global Pandemic on Field Education
Thursday, February 18, 2021, 2:00 – 4:00 pm EST
 2. COFE Connect Session: The Impact of Racism on Field Education
Wednesday, February 24, 2021, 2:00 – 4:00 pm EST
 3. COFE with COA & COEP: Town Hall focused on Field Education EPAS Standards and Move to 2022
Thursday, March 4, 2021, 2:00 – 4:00 pm EST

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

Activities to further this goal and strategies include:

- COFE collaborated more regularly with COA and COEP.
- COFE is participating more on the CSWE field director's listserv to better educate them about the role of the council and its duties.
- CSWE has provided an excellent Liaison, Karen Chapman, to work with COFE. She is a member of our Council and her previous experience as field coordinator makes her an amazing and value-added addition to the team! This has resulted in our being more productive and supported to carry out these many activities including a place to showcase resources for the field community once they are completed by COFE.

In summary, COFE worked on several goals during the 2020-2021 program year. These goals included:

- COFE collaborated with CSWE Leadership, COA, COEP, NANFED entities, NADD, and individual field programs on providing guidance on field education issues (e.g., hour definition, reduction, employment-based interpretations) during pandemic times with COVID-19 and Racism
- COFE contributed to the drafting process with COA and COEP for EPAS 2022.
- COFE collated scholarship resources for field educators in and on field education.

- COFE developed relevant curriculum and resources to the field education membership through samples and plans in ten major areas, as described above.
- COFE provided relevant ways to connect field programs across the nation to share problems and solutions to field education issues through townhalls and connect sessions.

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

Respectfully Submitted,

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College of Social Work
Director of Field Education, Clinical Associate Professor