



LEADING CRITICAL CONVERSATIONS 2021-2022 ANNUAL REPORT



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Welcome Letter From the President and the Chair of the Board

Colleagues,

We are incredibly proud to share the stories of our programs, initiatives, and achievements from the past year with you. Throughout the year, members of the Council on Social Work Education have worked tirelessly at volunteer activities as part of our Board of Directors, our Commissions and Councils, and our task forces to advance excellence in social work education and research.

This year's report also poses a bittersweet moment for us, because 2022 marks the final year that we are serving as chair of the Board of Directors and president and CEO of the organization.

Working together as one CSWE team, we welcomed more than 1,500 people to an Annual Program Meeting that safely returned to an in-person format in Orlando, Florida. We made significant progress on finalizing the 2022 Educational Policy and Accreditation Standards, which will introduce an anti-racism focus to the standards. We significantly upgraded our website to better serve members as a repository of useful resources and timely information.

Speaking of members, we were thrilled that CSWE members voted to ratify changes to CSWE's membership structure. Chief among these changes is the fact that students, faculty, administrators, and staff of accredited programs now have access to CSWE benefits—including representation on the Board of Directors and our Councils and Commissions.

The future of social work education is brighter than ever for persevering through these challenges.

From the bottom of our hearts, thank you for supporting CSWE over the years. We hope that this Annual Report celebrates our collective achievements.

Warm regards,



Darla Spence Coffey, PhD, MSW
CSWE President & CEO



Sandra Starks, EdD, LCSW
CSWE Board Chair

Providing Leadership for the Future of Social Work Education

Darla Spence Coffey to Leave CSWE After 10 Years

Darla Spence Coffey, PhD, MSW, will retire from the organization in December 2022, after 10 years as president and CEO.

Under her leadership, the number of accredited programs has grown to 854, with 59 more currently seeking accreditation. Coffey oversaw a number of remarkable achievements during her tenure at CSWE, including:

- two updates to the Educational Policy and Accreditation Standards
- expanding the services and support that CSWE offers faculty members and students of accredited programs
- elevating the role of social work in interprofessional education
- providing leadership in securing a Consensus Study from the National Academies of Science, Engineering, and Medicine that focused on the need to integrate social determinants of health into the delivery of health care;
- the creation of a Minority Fellowship Program for master's students;

- ensuring that programs were eligible for U.S. Health Resources and Services Administration (HRSA) Behavioral Health Workforce Education and Training (BHWET) grants;
- adding support to the Diversity Center through the hiring of its inaugural Director;
- a substantial increase in external funding for initiatives and programming; and
- leading dozens of advocacy efforts to advance higher education and social work on Capitol Hill.

In the past year, she has been laser-focused on advancing social work education that is decisively anti-racist, anti-oppressive, and decolonizing. "Darla has been focused on and dedicated to supporting the faculty, students, staff, and administrators of hundreds of social work programs at CSWE. Under her leadership, programs across the country have taken steps to improve their curriculums so that social workers have the skills to make a real difference in the lives of their clients and communities," said Dr. Saundra Starks, LCSW, chair of the CSWE Board of Directors. "Her deep passion for students and social work is inspirational, and we wish her nothing but the best in her next endeavors."





CSWE Members Approve New Membership Structure

CSWE welcomed the decision from members and the Board of Directors to modernize the structure of the association's membership and leadership.

Members voted to ratify revisions to the bylaws proposed by the CSWE Board of Directors ensuring that all faculty, staff, and students of accredited and candidacy social work programs have access to benefits through the program's membership, essentially eliminating the need for individual CSWE memberships. Individual memberships will remain available and free for retired faculty and administrators of accredited programs. Each program will receive two votes in future CSWE elections and decisions.

Students will also have a voice among CSWE's leadership; one representative from each type of accredited program will hold positions on the Board of Directors.

"We are so grateful that members of CSWE voted to improve inclusivity in our membership and leadership with these bylaw revisions. This vote creates a network of over 50,000 individuals who can come together to advance excellence in social work education and research, access resources, and advocate for our programs and communities," said Dr. Starks.

Members also voted on a clearer articulation between CSWE and its accrediting function with respect to all accreditation activities, reviews, actions, and decisions as part of the bylaw revisions.

"This change was initiated by the board several years ago as part of creating a sustainable model of membership for CSWE that also improves engagement among members, and we are so glad that our members chose to support this change," said Dr. Coffey.

A vote was held in May for CSWE members to review, approve, or reject proposed revisions to the organization's bylaws. [Detailed summaries of the changes are available online.](#)



Revising and Releasing the 2022 EPAS

CSWE's [Commission on Accreditation \(COA\)](#) and [Commission on Educational Policy \(COEP\)](#) are jointly responsible for developing the [2022 Educational Policy and Accreditation Standards \(EPAS\)](#). The educational policy was developed by the COEP and approved unanimously by the CSWE Board of Directors on June 3, 2022. The accreditation standards were developed and approved unanimously by the COA on June 9, 2022.

The EPAS revision process is a multifaceted and yearslong effort that commenced in December 2017 as the COEP began its environmental scan. Because the educational policy and the accreditation standards are conceptually linked, in summer 2020 a Joint 2022 EPAS Committee was formed, composed of COEP and COA members, to collaboratively develop and advance the EPAS.

The first draft of the proposed changes to the 2022 educational policy was released for public review in fall 2019, and multiple feedback sessions were subsequently held at the 2019 and 2020 Annual Program Meetings (APM). The Joint Committee then compiled and reviewed the feedback to inform the first draft of the 2022 EPAS, which was released for public comment in April 2021. Constituents were able to provide feedback through an online survey and at the following April events:

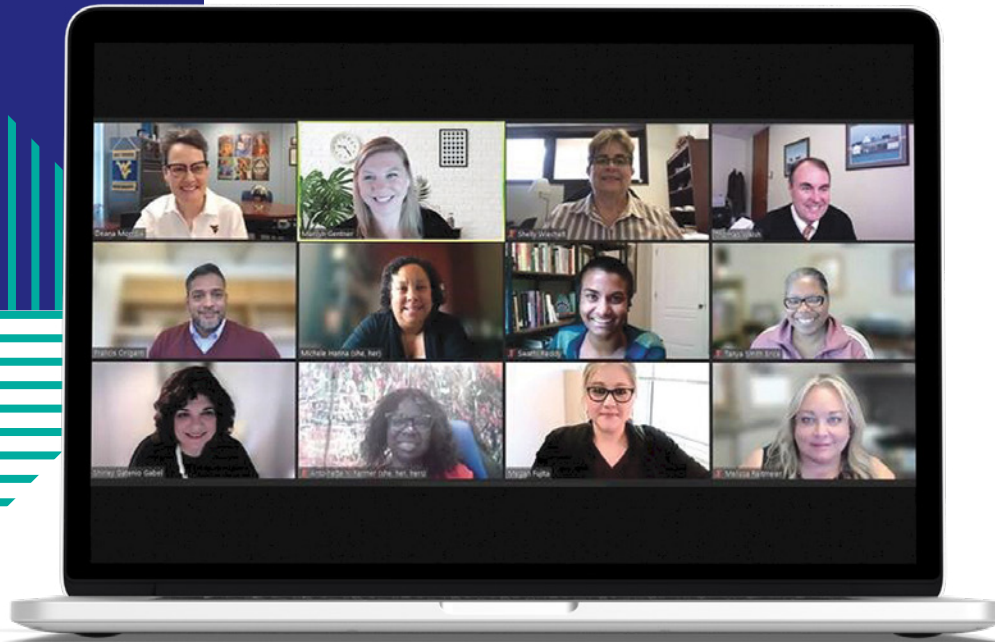
- The Association of Baccalaureate Social Work Program Directors spring 2021 conference
- The National Association of Deans and Directors of Schools of Social Work spring 2021 conference

- The 2021 CSWE Council on Field Education (COFE) Town Hall, which was [made available on YouTube](#)

CSWE received 233 fully complete responses to the 2022 EPAS Draft 1 survey, and 564 respondents answered at least one question on the feedback survey. In addition to feedback solicited from CSWE constituents, the Joint Committee reviewed educational policies and accreditation standards from other programmatic accreditors, as well as recognition standards from the Council for Higher Education Accreditation, to inform Draft 2.

Draft 2 was released in October 2021 for a third round of public comment and feedback. The Joint Committee collected feedback through an online survey, from the Association of Specialized and Professional Accreditors, and at the following meetings:

- Two live presentations at CSWE's 2021 APM in Orlando, Florida
- North American Association of Christians in Social Work annual meeting
- Black Administrators, Researchers, and Scholars meeting
- One live presentation at CSWE's APM On-Demand event, which was [made available on YouTube](#)
- A session for faculty and administrators at Historically Black Colleges and Universities and Minority Service Institutions



COA representatives: Deana Morrow, chair (West Virginia University); Michele Hanna (University of Denver); Shelly Wiechelt (University of Maryland Baltimore County); Thomas Walsh (Boston College); Francis Origanti (Sacred Heart University)

COEP representatives: Shirley Gatenio Gabel, chair (Fordham University); Antoinette Farmer (Rutgers University); Brian Anderson (Jackson State University, not pictured); Cynthia Franklin (University of Texas at Austin); Melissa Reitmeier, chair, Council on Field Education (University of South Carolina)

CSWE staff: Megan Fujita, Marilyn Gentner, Tanya Smith Brice

CSWE received 74 fully complete responses to the second draft survey, and 495 respondents answered at least one question. [A full timeline of the EPAS revision process is available on the CSWE website.](#)

Post-Master's Social Work Fellowship Accreditation

From 2019 to 2022, CSWE's [COA](#) and the [Fellowship Review Committee \(FRC\)](#) piloted the accreditation of post-master's social work fellowship programs. Fellowship programs are hosted by sites offering social work services in the United States and its territories and military installations. These programs advance the knowledge and skills of a social work practitioner in a focused area of practice.

Unlike the academic programs accredited by COA, fellowship programs are practice-based and not tied to degree programs in colleges and universities. The purpose of fellowship training is for trainees to obtain advanced competencies and/or core expertise and skills beyond those attained through completion of a master's degree in social work.

The four programs that participated in the pilot and have now been granted initial accreditation are:

1. Durham VA Health Care System Interprofessional Fellowship in Psychosocial Rehabilitation and Recovery Oriented Services
2. VA Connecticut Health Care System Interprofessional Fellowship in Psychosocial Rehabilitation and Recovery Oriented Services

3. Walter Reed National Military Medical Center's National Capital Consortium Social Work Fellowship in Child and Family Practice
4. University of Pennsylvania School of Policy and Practice & The Children's Hospital of Philadelphia Clinical Social Work Fellowship in Child/ Adolescent Behavioral Health

More information, including requirements for seeking accreditation, can always be found on [CSWE's website](#).

Professional Practice Doctoral Program Accreditation Pilot Progress

The number of professional practice doctoral programs has grown in recent years. In response to questions in the field about how professional practice doctoral program graduates fit within the education continuum, CSWE's COA launched [the pilot for the accreditation of professional practice doctoral programs](#) in fall 2021.

Professional practice doctoral programs educate master's-level

Accreditation by the Numbers

As of the June 2022 COA meeting, there are:

541
accredited baccalaureate programs

313
accredited master's programs

4
accredited post-master's social work fellowship programs

17
baccalaureate programs in candidacy

26
master's programs in candidacy

social work practitioners who are graduates of CSWE-accredited programs as doctoral-level practitioner-scholars who will develop, translate, and advance social work practice knowledge; engage in systematic inquiry; and apply and disseminate research-informed knowledge, values, ethics, and skills in social work through practice, professional leadership, and teaching.

Before the COA's scope of accreditation can be expanded to include professional practice doctoral programs in addition to baccalaureate and master's degree programs, the COA is conducting a pilot of the accreditation process in accordance with Council for Higher Education Accreditation (CHEA) requirements.

Four programs were selected to participate in the accreditation pilot, which launched in October 2021 and is scheduled to conclude in 2025. Programs were selected to emphasize diversity in the pilot. More information can be found on [CSWE's website](#).

Social Work Program Candidacy in the 2021–2022 Fiscal Year:

8	baccalaureate programs granted candidacy	21	master's progress reports accepted
16	master's programs granted candidacy	3	baccalaureate programs had accreditation restored
5	baccalaureate programs granted second year of candidacy	3	master's programs had accreditation restored
13	master's programs granted second year of candidacy	2	master's programs placed on conditional accredited status
16	baccalaureate programs granted initial accreditation	2	baccalaureate programs had a program-requested withdrawal of accredited status
18	master's programs granted initial accreditation	1	master's program had a program-requested withdrawal of accredited status
50	baccalaureate programs granted reaffirmation of accreditation	60	baccalaureate programs issued letters of instruction
21	baccalaureate programs granted reaffirmation of accreditation	42	master's programs issued letters of instruction
34	baccalaureate progress reports accepted	3	post-master's fellowships granted initial accreditation

Accreditation Volunteers and Visits by the Numbers

30 COA members from **19** states, Washington, DC, and U.S. territories

200 site visitors from **45** states, Washington, DC, and Guam

7 fellowship review committee members

59 commissioner visits conducted

96 site visits conducted in **41** states, Puerto Rico, and the Virgin Islands

Years of service tiers for site visitors

28 site visitors conducted their first visit

42 site visitors conducted their 2nd–4th visit

15 site visitors conducted their 5th–9th visit

11 site visitors conducted their 10th (or more than 10th) visit

Research Demonstrates Enrollment Growth

CSWE research uncovered that enrollment increased at accredited social work programs despite national declines in undergraduate enrollment.

come together to share resources in *Social Work Responds*. This digital newsletter, which began as a weekly publication, allowed us to address challenges posed by the pandemic, such as adjusting to tele-social work, testing delays, and teaching social work in a virtual environment. After the murder of

2020 Statistics on Social Work Education in the United States

SUMMARY OF THE CSWE ANNUAL SURVEY OF SOCIAL WORK PROGRAMS

SOCIAL WORK RESPONDS



Enrollment increased more than 1% at accredited social work programs offering baccalaureate (1.3%) and master's (1.7%) degrees from 2019 to 2020, according to the results of the *2020 Statistics on Social Work Education in the United States*, an annual survey conducted by CSWE. This increase happened despite a 3.3% decline in total enrollment in higher education, according to sources.

In fact, enrollment in social work programs has increased consistently for 10 years, according to the findings of the 2020 CSWE Annual Survey of Social Work Programs.

SOCIAL WORK RESPONDS

Since March 2020, CSWE, the National Association of Social Workers, and the Association of Social Work Boards have

George Floyd and the nation's renewed focus on social justice, the newsletter topics evolved to cover the pandemic of racism as well as COVID-19 and featured resources, testimonies, and information on how social workers can identify and dismantle racism in their practice or education and deliver care to all populations, clients, and communities in need.

Collaborating on this newsletter has also allowed our organizations to work more closely together to better serve and advance social work through the pandemic. Research, metrics, and feedback from members showed that engagement with the newsletter had declined, and the organizations dedicated themselves to finding new ways to keep the collaboration among the groups alive and focused on serving the needs of members.



Supreme Court Ruling Response

CSWE does not agree with the U.S. Supreme Court decision to remove federally protected access to reproductive and medical care by overturning *Roe v. Wade* on June 24, 2022.

The decision to have a child and when is an individual and deeply personal decision. For 50 years, that decision has given women and people who can become pregnant the opportunity to decide what happens to their bodies. While some may still have some access to care they need, there will be restrictions in the months and years ahead now that states can decide what care and procedures are permitted. It is estimated that more than 20 states will soon pass laws that either ban abortion or put strict measures in place to regulate the procedure.

Simply put, *Roe v. Wade* aligned with social work competencies by “ensuring dignity and respect for all” by allowing women and people who can become pregnant to make private decisions related to their health and medical needs. Accredited social work programs align their curricula to nine competencies that prepare students to provide the best care and services for their clients and communities as practicing social workers. This decision will affect the most

vulnerable people in our communities. People in states that ban abortion may be unable to afford travel or take time away from their jobs to seek the care they need, which may be medically necessary in some circumstances. Restricting or limiting the rights of any person does not align with social work values and competencies, which remain in place even though *Roe* has been overturned.

CSWE, educators, and administrators will need to think critically about how we prepare students to connect with communities and clients now that there are no longer universal protections for women and people who can become pregnant to access the medical care they need. CSWE has concerns that students, educators, and others may even be criminalized for sharing reproductive health information, because their ability to provide care to underserved people and populations will face restrictions that our society has not seen in five decades.

This decision will have an immeasurable impact on programs, educators, and students. It will take time to fully understand the ramifications of this decision, and CSWE is committed to supporting students and educators as we process the ramifications of this decision and its impacts on social work education.



Denouncing the War in Ukraine

Speaking as a collective of educators and social workers, CSWE vehemently condemned the Russian invasion of Ukraine.

As stated in our Educational Policy and Accreditation Standards, the purpose of the social work profession is to “promote human and community well-being,” and we achieve this through the “quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.”

As educators at accredited social work programs, we equip our students to recognize the “global interconnections of oppression and human rights violations” and therefore feel compelled to publicly denounce this overt act of aggression, the likes of which European nations have not seen since World War II.

As social workers—some of whom share connections with Ukrainians—who adhere to a core value of promoting social justice, it is incumbent on us to act. We want to also model our advocacy values and ask our lawmakers to put aside political rhetoric, work together to oppose Russia’s invasion, and support the people of Ukraine.

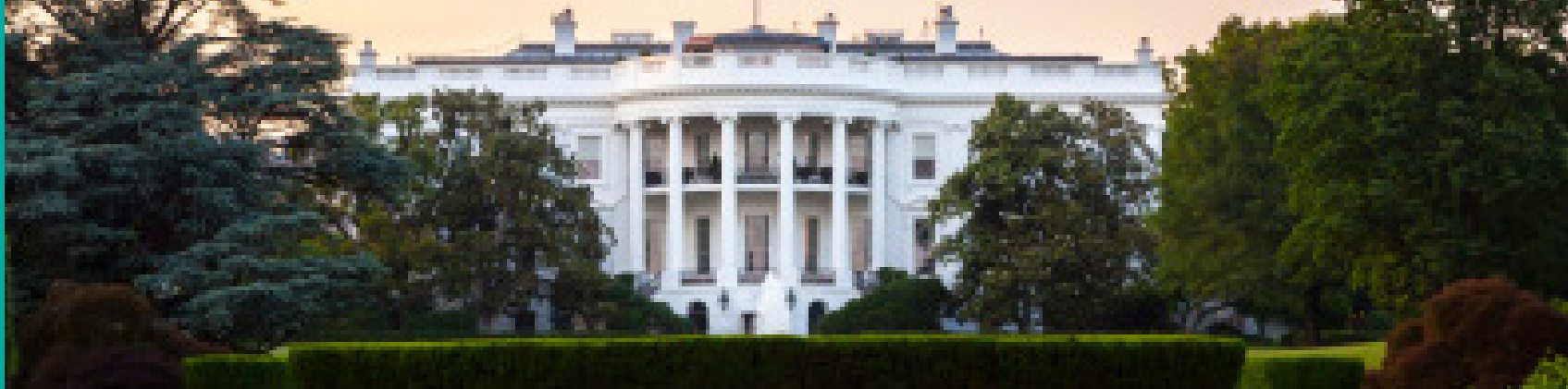
Condemning Attacks on Transgender and LGBTQ+ Children and Families

CSWE condemned efforts to pass state laws that attack transgender and LGBTQ+ children and families.

CSWE condemned Florida’s “Don’t Say Gay” bill, as critics have called it, and urged Governor Ron DeSantis to not limit discussions on sexual orientation or gender identity in primary schools throughout the state. It is not hard to see how this law would create unhealthy learning environments for our children at a time when they need care, support, and acceptance. School personnel, including some social workers and social work students, would have no choice but to refuse any conversations or questions from children who may want to talk about their own thoughts and concerns, as well as about their same-sex parents or loved ones, while still allowing those discussions about heterosexual parents and loved ones.

CSWE also condemned efforts from Texas Governor Greg Abbott to order social workers and child welfare officials to treat gender-affirming care as child abuse. Laws like these can prevent social work education programs from properly preparing the next generation of social work practitioners to pursue equity and social justice in their practice.

Fifty-two percent of young people who identified as transgender or nonbinary seriously considered suicide in 2020, according to the Trevor Project. This order from Governor Abbott not only further endangers these children but also poses conflicts for social work students placed in internships at Texas’s Department of Family and Protective Services who are learning how to employ their classroom lessons in the real world through valuable hands-on experiences.



Government Relations Highlights

SUPPORTING SOCIAL WORK EDUCATION THROUGH ADVOCACY AND POLICY

The Biden administration continues to place a significant focus on diversity, equity, and inclusion in the implementation of federal policies. CSWE is engaging policymakers on a range of issues and advocacy efforts surrounding social, racial, and economic justice.

PROMOTING HIGHER EDUCATION

Over the last year, CSWE government relations (GR) has continued to emphasize the importance of addressing student aid for institutions and students in critical programs that support schools of social work and social work students. CSWE has actively advocated in support of several priorities, including:

- doubling the Pell Grant amount to ensure quality and accessible higher education;
- expanding support for minority-serving institutions (MSIs), and;
- addressing student loan debt and the Public Service Loan Forgiveness (PSLF) Program through endorsing legislation and other engagement opportunities.

CSWE also developed language in a FY 2023 funding bill that directs the Department of Education to explore using federal student aid funding to support social work students participating in internships and field experiences.


EXPANDING SUPPORT FOR SOCIAL WORK TRAINING PROGRAMS

Over the last year, expanding federal support for social work health care programs was a major priority for CSWE. The CSWE GR's advocacy efforts included:

- simultaneously engaging with congressional champions throughout the FY 2022 funding process;
- establishing or re-establishing relationships with key federal agency officials who oversee programs of importance to CSWE and its membership, and;
- promoting social work's involvement in federal health care programs through other channels.

These activities once again contributed to increases and steady funding levels for the following health care education and training programs:

- The Health Resources and Services Administration's Title VII health professions programs, including the Behavioral Health Workforce Education and Training (BHWET)



Program, the Geriatrics Workforce Enhancement Program, and Scholarships for Disadvantaged Students.

- The Substance Abuse and Mental Health Services Administration's Minority Fellowship Program (MFP)
- The National Institutes of Health's biomedical and health-related research, which includes social and behavioral science research

CSWE GR's activities included submitting requests for information on topics such as social determinants of health and strengthening social work health care programs as Congress considered comprehensive mental health legislation. CSWE GR also cultivated new social work champions by demonstrating CSWE's support for legislation that would significantly increase the reauthorized funding for the MFP. CSWE GR continued to engage agencies on data collection issues, highlighting the importance of accurately collecting and providing distinctions on the wide array of social workers so that current federal social work health care programs can continue to generate a strong pipeline of social work professionals.

ADVANCING SOCIAL JUSTICE AND RESEARCH

CSWE and the Society for Social Work and Research (SSWR) met with representatives from the National Institutes of Health (NIH) to raise the profile of the profession and highlight the important role social workers play in addressing social challenges through research and education. CSWE GR continues to highlight the important role social work researchers can play in improving the diversity of the biomedical workforce, outlining ways in which NIH can alleviate barriers for researchers from under-represented racial and ethnic groups, and encouraging NIH to expand the breadth of

research it supports, especially in social and behavioral science and social determinants of health. In addition, CSWE, SSWR, and the Group for the Advancement of Doctoral Education in Social Work (GADE) partnered to launch the inaugural Doctoral Student Policy Research Forum. The forum allowed doctoral students in social work to identify links between their research and policy and exposed social work researchers to the ways their research experience and backgrounds are used to inform practitioners in the government in order to influence policy.

LEADERSHIP AND PARTNERSHIPS

CSWE has established itself as an authoritative source of information on the preparation of social workers within the profession and beyond through its strategic partnerships and coalitions with other organizations. CSWE gladly partners with the following organizations each year to advance social work education and research:

- Association of Baccalaureate Social Work Program Directors (BPD)
- National Association of Social Work Deans and Directors of Schools of Social Work (NADD)
- Group for the Advancement of Doctoral Education in Social Work (GADE)
- Association of Social Work Boards (ASWB)
- National Association of Social Workers (NASW)
- Society for Social Work and Research (SSWR)
- Grand Challenges for Social Work (GCSW)
- Congressional Research Institute for Social Work and Policy (CRISP)
- International Association of Schools of Social Work (IASSW)

Social Work Leadership Roundtable

In August 2021, CSWE took a leadership role in organizing two roundtable events that opened the door to discussing barriers to social work practice. It celebrated Social Work Month in March 2022.



GRANT-FUNDED INITIATIVES

- Transforming the Field Education Landscape
- Educating Social Workers in Palliative and End-of-Life Care (ESPEC)

EXTERNAL COALITIONS AND PARTNERSHIPS

- Interprofessional Education Collaborative
- National Academies of Sciences, Engineering, and Medicine (NASEM)

CSWE is a member of the Global Forum on Innovations in Health and Professional Education and the Forum on Mental Health and Substance Use Disorders.

- National Collaborative for Improving the Clinical Learning Environment (NCICLE)
- Federation of Associations of Schools of the Health Professions (FASHP)

CSWE President and CEO Darla Spence Coffey served as president of this organization in 2022.

- Eldercare Workforce Alliance
- Washington Higher Education Secretariat
- Students Assist America
- National Academies of Practice
- Social Work Helper

CSWE proudly sponsored virtual summits on anti-racism with Social Work Helper in 2021 and 2022.

Promoting Quality Teaching, Learning, and Scholarship to Prepare Graduates for the Future of Social Work Practice

Launching the National Field Instructor Training Repository

The Council on Field Education (COFE) 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 (EPAS) to ensure and strengthen the integration of theory and practice.



Because field directors respond to multiple priorities and are often under-resourced, they may tend to focus primarily on student placement and problem response and pay less attention to developing effective field instructor training. With that in mind, COFE developed and published [The National Field Instructor Training Repository](#) on August 5, 2021.

It is an accessible and useful resource for field directors, particularly newer field directors, that offers excellent training for field instructors to enhance the quality of field instruction and, therefore, field education. The repository is not intended to be prescriptive so much as to provide excellent sample materials to review and adapt for local programs and their respective contexts. Agendas, presentations, handouts, checklists, readings, and more are available online and address a host of topics:

- Orientation to Field Instruction and Field Education
- Supervision Roles and Expectations
- Orienting Students to the Agency
- Developing the Learning Agreement/Plan
- Supervision Methods
- Justice, Equity, Diversity, and Inclusion in Supervision
- Trauma-Informed Supervision and Field Instruction

- Integrating Theory, Research, and Practice
- Navigating Challenges With Students
- Principles of Competency-Based Evaluation/Assessment

Acknowledging Harms Done to Indigenous and Tribal Peoples

The purpose of the social work profession is to promote well-being in all communities, yet there is no doubt that social work educators have historically upheld colonial and racist ideals and encouraged clients to assimilate to larger American cultural norms.

The CSWE Board of Directors humbly adopted an acknowledgement of social work education's role in harms committed against Indigenous and Tribal Peoples in June 2021 and produced a statement and resource for educators on August 5. The statement was drafted by the Indigenous and Tribal Social Work Educators' Association (ITSWEA) as one mechanism for holding our profession accountable for ways social workers have harmed Indigenous and Tribal Peoples.

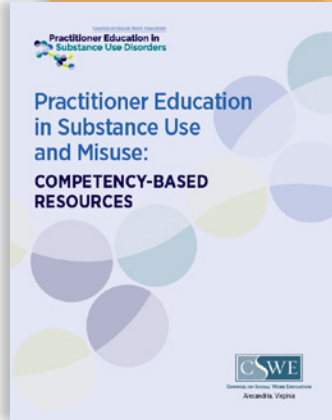
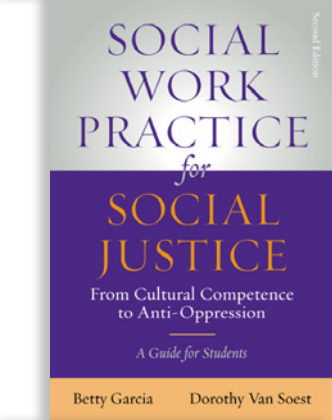
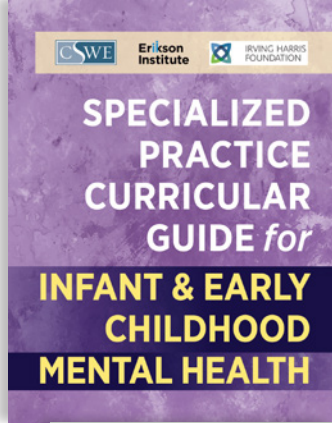
CSWE apologized for those harms and put forward six ways to improve awareness and deepen a commitment to social justice throughout social work education.

1. **Commit to active engagement** across policy and practice levels to repair past harm, stop current harm, and prevent future harm to Indigenous and Tribal children, families, and communities.
2. **Advocate for the fulfillment** of treaty and public policy obligations to Indigenous and Tribal Peoples.
3. **Ensure that research funding**, research design, data collection and analysis, oral or printed interpretations, and education about Indigenous and Tribal Peoples is driven by Indigenous and Tribal Peoples and their protocols.
4. **Prioritize decolonization in social work education** in concert with Indigenous and Tribal partners, recognizing that Western paradigms continue to be privileged across practice levels and that they may result in practices that are often unhelpful and even harmful for Indigenous and Tribal Peoples.
5. **Support self-determination of communities** to build culturally congruent systems of economic, social, and spiritual supports and promote Indigenous and Tribal Peoples to heal and thrive.
6. **Recruit and support Indigenous and Tribal Peoples** in the social work profession at every level, including social work education.

CSWE Statement of
Accountability and
Reconciliation
for Harms Done
to Indigenous and
Tribal Peoples

Wanda N. Williams, DSW, CSWE
Lorelei M. Brown, PhD, MSW
Catherine Burkhardt, PhD, LICSW
Helen Lee, PhD, LICSW





New Curricular Guide!

The Specialized Practice Curricular Guide for Infant & Early Childhood Mental Health (IECMH) became the newest addition to the [2015 EPAS Curricular Guide Resource Series](#). Created through the support of CSWE, Erikson Institute, and the Irving Harris Foundation, the specialized guide provides resources for social work educators desiring to expand IECMH content in their baccalaureate and master's programs and courses.

Completing a Curricular Guide on Substance Use Disorder Practitioner Education

With funding from the Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Health and Human Services, the CSWE Substance Use Disorders Expansion of Practitioner Education in Social Work (Prac-Ed) initiative addressed the lack of a high-quality standardized substance use disorder (SUD) curriculum in accredited schools and programs of social work. During the 2-year initiative that ended in 2021, CSWE partnered with 32 schools of social work, with guidance and support from social work educators with expertise in substance use and misuse, curriculum and assessment design, and field education, to develop a collection of resources for MSW programs to prepare students for specialized practice related to substance use and misuse. The participating institutions piloted the newly designed substance use and misuse curriculum, related assessment matrix, and field practice resources and shared their experiences at every stage of the initiative.

CSWE Press Delivers a 2nd Edition of Social Justice Book

In October 2021 CSWE Press published an updated edition of its classic book, *Social Work Practice for Social Justice: From Cultural Competence to Anti-Oppression*. Authors Betty Garcia and Dorothy Van Soest probe questions about how social justice theories, institutional practices, and deep-seated personal and societal belief systems function to rationalize and support oppression. They provide numerous exercises as a guide to increased awareness, understanding, and anti-oppression action in our turbulent times.

Creating the Doctoral Student Policy Fellowship

A \$100,000, 2-year grant from the New York Community Trust will allow CSWE, the Group for the Advancement of Doctoral Education in Social Work (GADE), and the Society for Social Work and Research (SSWR) to build on the successful Doctoral Student Policy Forum. The grant was secured in June 2021 and the forum will be replaced with a fellowship program where over the course of a year, doctoral students can put their research into policy action. CSWE, GADE, and SSWR look forward to launching this fellowship in fiscal 2023.

Learning Academy Webinars

CSWE offered 13 webinars through the Learning Academy platform this year that are accessible to CSWE members on demand.

Preparing Future Social Workers to Address Substance Use and Misuse

The Emerging Leaders in Substance Use Disorder Education project was funded by the American Academy of Addiction Psychiatry (AAAP) to develop a cohort of 10 BSW and MSW social work programs to combine the standardized CSWE Practice Education (Prac-Ed) substance use disorder curriculum with practice, research, and scholarships to incentivize BSW/MSW student opportunities to practice in this specialty area. The project will also create opportunities for social work field instructors (practicing social workers) and their agencies to enhance their training and mentorship of social work students through acquisition of cutting-edge information on available evidence-informed intervention to strengthen agency/university partnerships and test innovative practice interventions through social work research. Year 1 was

funded at \$57,813, with projected additional funding for Years 2-3 totaling more than \$455,000. Year 1 began in March 2022, and CSWE projects that the term will continue through September 2024.

Policy Practice in Field Education

The Policy Practice in Field Education Initiative was created to seed innovation and develop new models for an integrated approach to enhance the policy skill set of all social work students regardless of specialization. Initially funded by the Fund for Social Policy Education and Practice and the Casey Family Programs, this initiative is now generously funded by the New York Community Trust.

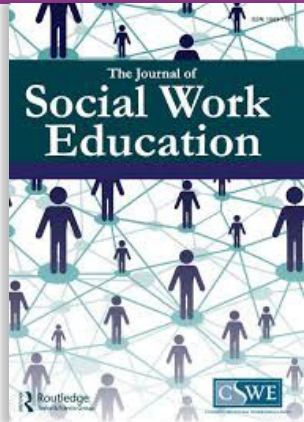
Funds provided to CSWE are regranted to schools and programs of social work for field placement and community engagement experiences. Following a structured selection process, awardees are chosen to plan and/or implement innovative projects.

CSWE awarded nearly \$120,000 in grants to 12 colleges and universities for community engagement and field placement projects:

- Philander Smith College, Little Rock, AR
- Winona State University, Winona, MN



JSWE's 2021
impact factor is
1.784,
up from 1.377
in 2020.



- Temple University, Philadelphia, PA
- Southern Illinois University, Carbondale, IL
- Rhode Island College, Providence, RI
- College of Staten Island, CUNY, Staten Island, NY
- Western Illinois University, Macomb, IL
- University at Buffalo, Buffalo, NY
- Inter American University, Aguadilla, PR
- Fayetteville State University, Fayetteville, NC
- North Carolina A&T State University, Greensboro, NC
- Tulane University, New Orleans, LA

JSWE Articles Engage Record Audiences

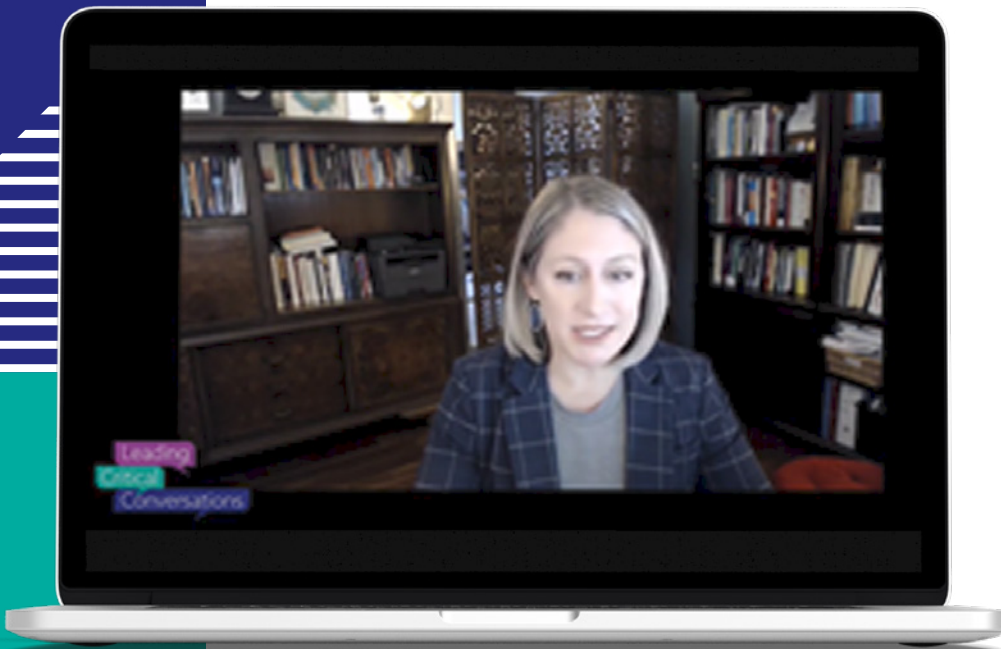
In response to national events and the pervasive social injustices facing our society, the *Journal of Social Work Education* (JSWE) continued to compile collections of articles with a focus on race/racism, oppression, social justice, and related topics and made articles open access and available to nonmembers every 3 months through the Taylor & Francis [JSWE Online](#) portal. These articles not only bring visitors to JSWE content but also help deliver critical research and resources to educators.

JSWE articles, available to subscribers and the public, were featured each week in *Compass*, CSWE's weekly digital newsletter, to educate members on the array of research and content published in the journal.

COVID-19 Special Issue

Published in spring 2021, a special issue of JSWE, "[Teaching, Field Instruction, and Administration in the Time of Pandemic or Natural Disaster](#)," offers 19 articles that focus on best practices and insights gained during the COVID-19 pandemic and prior natural disasters. **More than 90 articles were submitted for the special issue.**

The guest editors (JSWE Editorial Advisory Board members Dr. Cristina Mogro-Wilson and Dr. Nalini Negi, and Editor-in-Chief Dr. Danielle Parrish) were interviewed by CSWE staff as part of [CSWE's Critical Conversation: Social Work Education During COVID-19 video](#), where they discussed the articles selected for the special issue, the lessons learned from the review process, and other personal insights as editors.



Supporting the Career Development of Students, Faculty, Members, and Administrators



Welcoming CSWE's New Minority Fellowship Program Director!

Kesslyn Brade Stennis, PhD, MSW, MDiv, joined CSWE as the director of the Minority Fellowship Program (MFP) in October 2021. Brade Stennis previously served as the executive director of the Dorothy I. Height Center for the Advancement of Social Justice at Coppin State University, where she was also a professor. She brings 25 years of education experience to the MFP, and her scholarship has focused on topics that affect African American communities, faith communities, and women.

For 47 years, CSWE's MFP has served students at the master's and doctoral levels who are preparing to lead in practice, research, teaching, and policy promulgation in government and private organizations serving under-represented and underserved persons with or at risk for mental health and/or substance abuse disorders.

"It is truly an honor and a responsibility to be in this position. I was introduced to MFP by my former chair, who was also

an alumna, and I have been able to introduce other fellows, now alumni, to the program as well," said Brade Stennis. "So it is incredible to think of the generations of social workers and educators that MFP has served, and I am excited for the opportunity to continue this work and build on this program."

Connecting at APM

For proof of CSWE-MFP's pivotal role in supporting students' career development, look no further than CSWE's 2021 Annual Program Meeting (APM). Sixteen doctoral fellows joined the MFP staff in Orlando, Florida, November 4-7, with all expenses paid.

Fellows attended MFP-exclusive events, including an orientation, the Racial Justice and Microaggressions Panel, the Environmental Justice and Mental Health Discussion, and the Economic Justice and Financial Social Work Presentation. These impactful learning opportunities were made possible through collaboration with MFP partners and alumni, including:

- Dr. Kathy Purnell
- Ms. Helen Fischle
- Dr. Kevin Brown
- Dr. Yarneccia Dyson
- Dr. Leah Prussia
- Dr. Anthony Hill



Fellows also attended the CSWE Teaching Institute for Faculty, held during APM, to discuss racial, social, and economic justice issues and develop pedagogical skills for fellows who serve or will serve as social work educators. Ninety-two percent of fellows agreed or strongly agreed that “participating in the Teaching Institute was useful to my academic and professional development.”

Interdisciplinary MFP

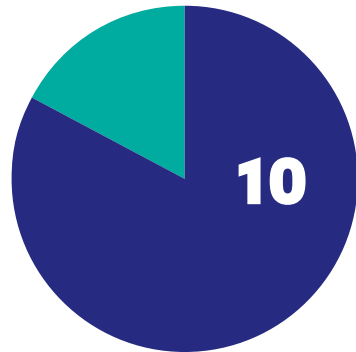
CSWE’s MFP has continued assuming the role of an authoritative source of information on the preparation of social workers for the Interdisciplinary Minority Fellowship Program (IMFP), a collaborative effort among the American Psychological Association, the National Board for Certified Counselors Foundation, American Association for Marriage and Family Therapy, American Nurses Association, NAADAC: The Association for Addiction Professionals, and CSWE. It is focused on collective action to reduce health disparities in Black, Indigenous, and People of Color (BIPOC) communities by addressing gaps in the mental health workforce.

- Dr. Carl Algood was brought onto the CSWE-MFP team in March 2022 to serve as the senior project specialist to

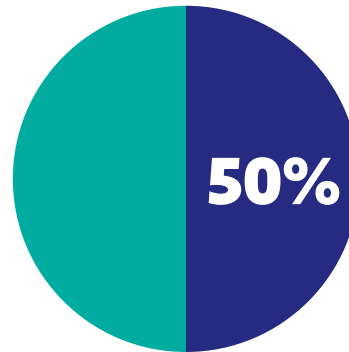
the IMFP and has been an active consulting partner on the project.

- Dr. Brade Stennis explained the need for workspaces that are inclusive and addressed the unique circumstantial needs for people in BIPOC communities related to mental health and substance abuse during a panel hosted by the Substance Abuse and Mental Health Services Administration (SAMHSA) Region 3 and the Interprofessional Education Collaborative in November 2021.
- Dr. Brade Stennis facilitated a national discussion, “Race, Reconciliation and Shared Experiences: A Conversation on Trauma Within the Body of Christ,” that sought to engage other educators, practitioners, and thought leaders in a discussion on race and the impact of racialized trauma on segments of society during the National Association for Christians in Social Work annual meeting.
- Dr. Brade Stennis facilitated and presented at several smaller sessions at national, regional, and local meetings that addressed mental health and substance abuse within BIPOC communities and its relation to domestic violence, policing, faith, advocacy, sexual health, and COVID-19 care.

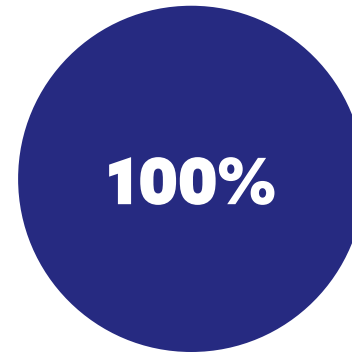
Supporting MFP Scholars by the Numbers



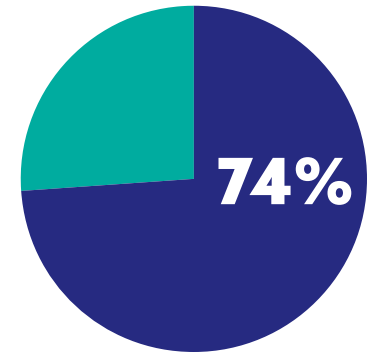
of the 12 doctoral fellows who transitioned to alumni in October 2021 reported being engaged with community-based, public health, or academic institutions. They fulfill a range of roles related to racial/ethnic minority behavioral health service delivery, research, or training and education.



of the 42 master's fellows who finished in fall 2021 had acquired their social work licenses by September 2021.



of the 42 master's fellows acknowledged having completed their master's degrees by October 2021.



of the 42 master's fellows noted being employed at agencies that address mental health and substance abuse issues. Settings include community-based clinical practices, hospitals or health care settings, and other nonprofit roles such as clinical therapist, bilingual therapist, executive coordinator, program coordinator, and project manager.

Fostering a Diverse, Interconnected, and Inclusive Community of Social Work Educators

A New CSWE Website

CSWE unveiled an updated website in March 2022, significantly improving the user experience.

We knew, from member feedback, that the previous website was tough to navigate and challenging to find resources and materials that support educators and curriculum development. The new website presents information clearly, and CSWE invested in a search function that makes content easier to find, download, use, and share.

The new website also makes the content on CSWE.org easier to discover through internet searches and social media posts.

Weekly *Compass* Newsletter Engages and Educates

Compass, the long-standing monthly digital newsletter for CSWE members, was upgraded and delivered on a weekly basis throughout fiscal 2022.

The newsletter delivers content on news, CSWE updates, research, resources, advocacy, and jobs and offers programs a way to promote their accomplishments, faculty, or special content through advertisements. Our readership metrics far exceed the average for nonprofit membership organizations, demonstrating how engaging *Compass* is for our members.

Spotlight on Florida Programs

The 2021 Annual Program Meeting was held in Orlando, Florida, which presented a unique set of challenges and opportunities. Laws were proposed and enacted in several states throughout the year that ran counter to social work values and the ability to speak truth about our country's history and systemic racism.

For example, Florida passed a law that prevented transgender women and girl athletes from playing on public school teams designated for cisgender females. In response to this law, as well as similarly discriminatory bills and laws that CSWE denounced, California lawmakers chose to add this state to their list of places where state-funded travel is banned.

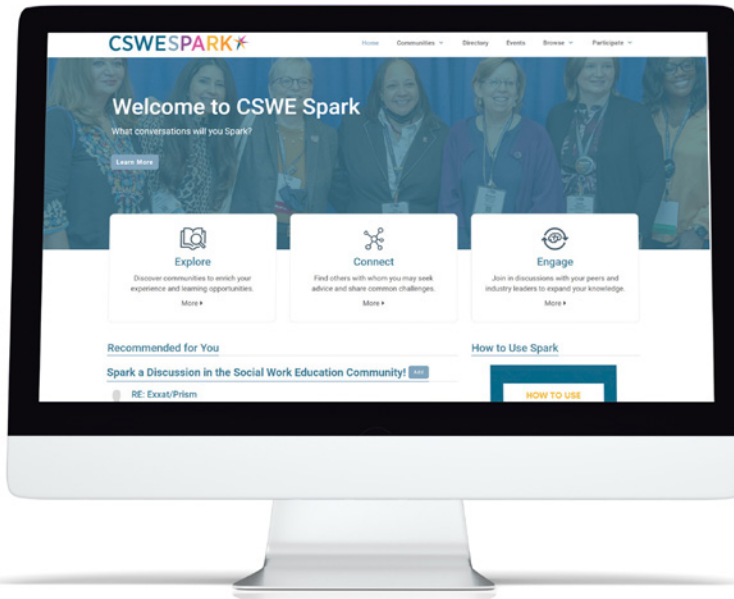
Unable to relocate the annual meeting, CSWE met with Florida social work programs to discuss these harmful new laws and what Florida schools were doing to prepare social work practitioners to advocate for justice in this challenging environment. While celebrating the achievements of these teams, CSWE reaffirmed its commitment to fighting Florida's oppressive laws and to social work's highest ideals through social media posts, *Compass* digital newsletter articles, and news articles on CSWE's website.



Igniting Conversations on CSWE Spark

Hundreds of CSWE members, educators, administrators, students, and allied health care providers signed up for CSWE Spark from July 2021 to June 2022. To date, more than 2,000 people have joined Spark, and there are dozens of communities ready for new members. Over the course of the year, CSWE staff helped to migrate dozens of listserv subscribers to dedicated Spark communities for improved conversations, better file sharing, and smarter engagement through the new platform.

Spark also received technical and visual upgrades in spring 2022 that make it easy to share presentations, lessons, documents, and content.



CSWE's Task Force to Advance Anti-racism in Social Work Education

CSWE committed to two projects over the next two years that stem from the recommendations made by the task force work groups. Advisory groups for each of these two projects have been formed to ensure that CSWE members continue to be engaged and inform the development of two initiatives.

1. Develop an assessment tool for social work programs to measure progress on achieving equity within their programs.
2. Develop a training academy for different stakeholder groups, including administrators and leadership, faculty, field instructors and directors, and others.

CSWE Technology Summit

At CSWE's first-ever Technology Summit, social work educators supported attendees in teaching with technology and instructing students on the use of technology in social work practice. Attendees also participated in breakout sessions to discuss ways to advance social work education to prepare students for leadership in a high-tech world. Sessions focused on information literacy, using design-based practices and e-simulations to prepare students for telehealth practices, optimizing technology to transform the social work curriculum, and more.



Educator | Resource OF THE MONTH

Educator Resource of the Month

The *Educator|Resource of the Month* newsletter offers creative pedagogical approaches to diversity and justice education. The **“What Does Teaching From an Antiracist Perspective Look Like?”** series launched in 2021 and was well received by members. The resources from this series were developed by experts in the field and map to the CSWE Educational Policy and Accreditation Standards competencies in diversity and social justice. Educators can review the *Educator|Resource* archives anytime to develop assignments or a variety of teaching activities.

What Does Teaching From an Antiracist Perspective Look Like?

A new series by the CSWE Diversity Center





Kendall Institute Grant Recipients

Grantees of the sixth cycle of the Katherine A. Kendall Institute for International Social Work Education program were selected based on their innovative projects, which demonstrated sustainability, transferability, and potential to advance the field of international social work education.

Boston College

Interdisciplinary Certificate in Humanitarian Assistance:
Gender-Based Violence

Project lead: Thomas Crea

This project seeks to develop an innovative online interdisciplinary certificate in humanitarian assistance and create a module on gender-based violence with the hopes of preparing students for effective global work in the humanitarian aid and development sectors.

California State University, Stanislaus

Cultivating Cultural Awareness and Global Consciousness Through Internationalization and Decolonization of Social Work Curriculum

Project lead: Sevaughn Banks

This project aims to bring global context into U.S. social work classrooms through the development of international social work educational materials and curricula, such as case studies, virtual tours, and virtual learning communities.

Southern Illinois University

Virtual Reality Training and Education for Global Social Work Practice

Project lead: Elaine T. Jurkowski

The project seeks to expose social work and other students to cultural global social work practice and enhance cultural relevance of social work education using virtual reality technology.

State University of New York at Plattsburgh

Global Social Action Consortium

Project lead: Julie Richards

This project employs a three-tiered approach to strengthen and relocate international social work education and practice that promotes social change and development, social cohesion, and empowerment in the social work curriculum.

University of Michigan

Dialogues Between Global North and Global South

Project lead: Cristina B. Bares

This project seeks to increase cultural competence and intergroup dialogue among graduate students in two institutions—one from the United States, the other from India—through cross exposure to instructors, fellow graduate students, and locally relevant knowledge.

Ensuring CSWE Provides Exceptional Value to Our Members and Member Institutions

“Despite all of the challenges we’ve faced in the past two years, we were able to come together to share our research, scholarship, and fellowship at APM. This year’s educational content exceeded our expectations, and we are grateful for the support of our members, attendees, and sponsors.”

—CSWE President and CEO Darla Spence Coffey, PhD, MSW

The Return of APM!

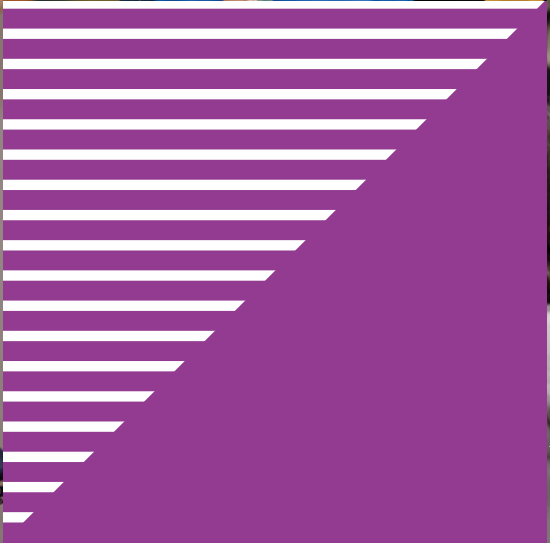
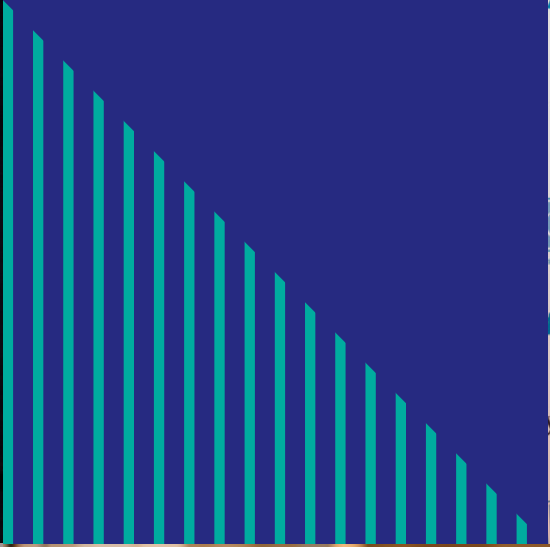
CSWE held its 67th Annual Program Meeting (APM) November 4-7 in Orlando, Florida, where 1,460 attendees from across the country convened for networking, learning, and collaboration centered on the theme “Leading Critical Conversations: Racial, Economic, and Environmental Justice.”

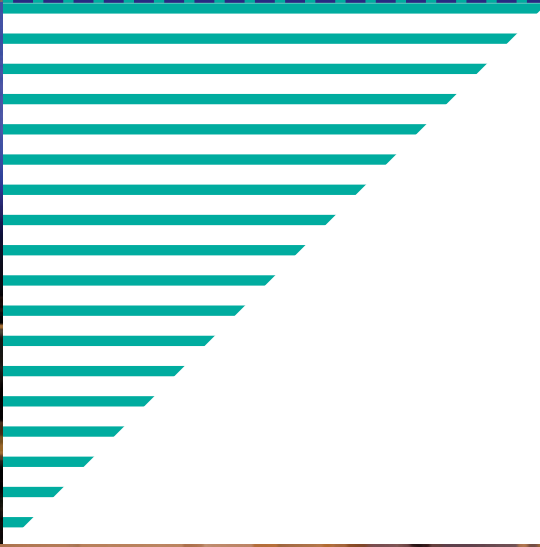
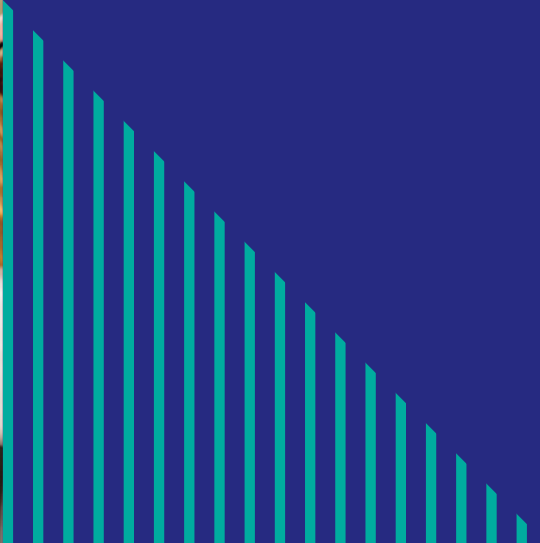
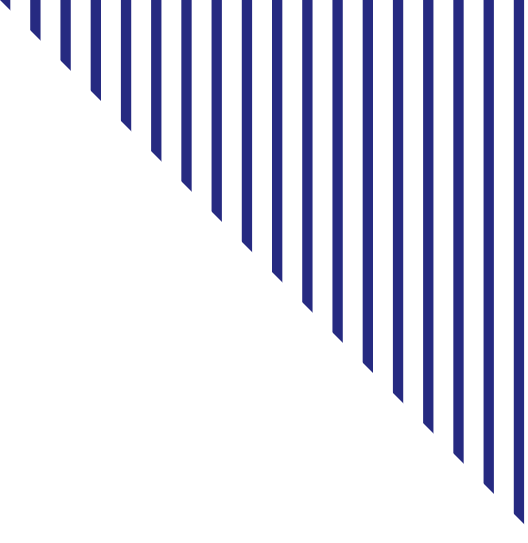
More than 600 education sessions took place over the 4-day event, touching on a range of topics including social justice, addictions, disability issues, and social welfare policy and policy practice. The exhibit hall featured 59 higher education institutions, publishers, and organizations displaying innovative products and programs, as well as dozens of digital poster sessions.

The 68th APM will be held in Anaheim, California, November 10-13, 2022.



1,627
total registered
attendees at APM 2021







Loretta Ross

On Thursday evening, Loretta Ross joined attendees to deliver the Opening Plenary Session. Ross conveyed that publicly shaming individuals does little to allow our society to progress and encouraged attendees to call people in instead of calling them out.

“People act because of who they are, not because of who you are,” and that is true of people you know and people you don’t know, Ross explained.

Reputation is what other people think of you, and integrity is what you think about yourself, she said.



Darlyne Bailey, PhD

Dr. Bailey was selected as the Carl A. Scott Memorial Lecturer by the Commission for Diversity and Social & Economic Justice. She discussed the transformative powers of hope and possibility in our country’s numerous manifestations of inequalities and disparities.

“What we need are more opportunities for little moments of happiness,” said Dr. Bailey, even if they are texting your friends with tons of emoji or cuddling up with pets. “It is important that we’re getting to enjoy the small stuff as much as we can . . . that’s what matters when it comes to our happiness.”



Debra Furr-Holden, PhD

During her Friday afternoon session, Dr. Furr-Holden explored environmental racism and how systemic racism creates and amplifies crises. “Where you live shouldn’t determine the quality of life and opportunities that you have. All children are born with unlimited potential, but we squash and squander that.”

However, you cannot sprinkle a program on top of a problem and call it a solution, she said. Dr. Furr-Holden talked about a time she baked a cake with her daughter but they left out the sugar. “Mom, let’s just sprinkle some sugar on top!” That is endearing if it comes from a 6-year-old child; it is offensive if it comes from a legislator,” she said.



Abye Tasse, PhD

On Saturday morning, Dr. Tasse delivered the Hokenstad International Lecture. He highlighted inequalities in the social work profession and presented an approach to overcome challenges through sustained action at multiple levels, including the public and private sectors as well as at the community and individual levels, both nationally and internationally. He also highlighted examples of transformative experiences underway to empower individuals and communities in the Republic of the Congo.

The Hockenstad International Lecture is made possible by a generous donation from Terry Hockenstad.

2021 APM Plenary Speakers

Membership at a Glance

1,979
Total Members

1,432
Full: Faculty and
Administration

240
Full: Individuals

78
Students

191
Doctoral Students

38
Emeritus

as of 6/30/2022

CSWE Governance Structure

June 2022





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Early Childhood Funders Collaborative

Dr. Andrea G. Tamburro

Indiana University

Dr. Rebecca L. Thomas*

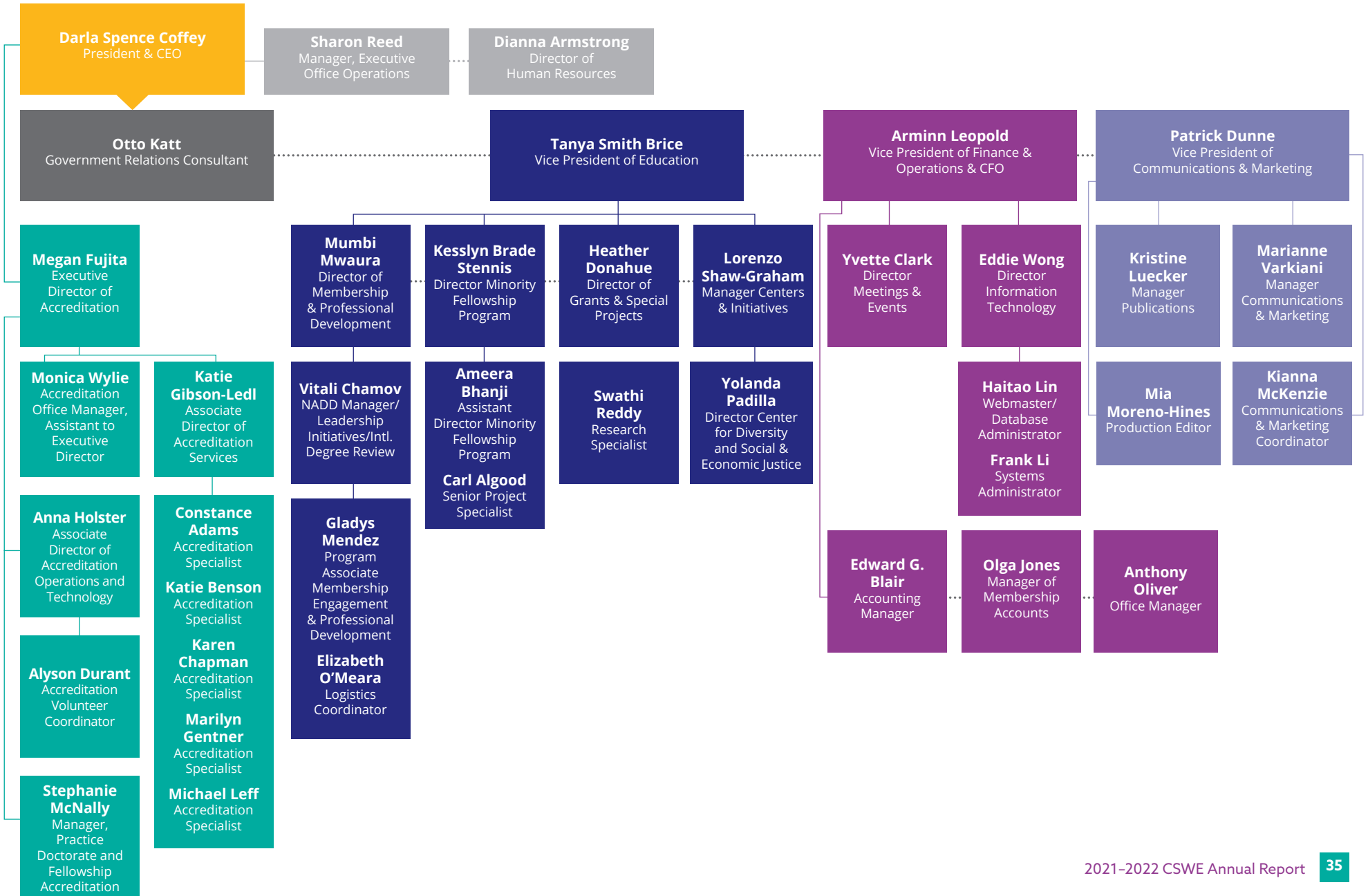
University of Connecticut

Dr. 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 events, and membership.

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