



## **CSWE Department of Social Work Accreditation Response to COVID-19 FAQs & Field Guidance**

### **Commission on Accreditation Statement of Trust & Support**

April 10, 2020

CSWE's Department of Social Work Accreditation (DOSWA) and the Commission on Accreditation (COA) recognize that this is a stressful time for all stakeholders in higher education. CSWE's first priority is the health and safety of its program members, volunteers, social work faculty members, staff members, students, and field personnel, and the clients, constituents, and communities they serve daily across the nation. The COA takes the COVID-19 pandemic and its impact on the educational process seriously. CSWE and the COA trust that programs will do, professionally and ethically, what is best for them and their students as they develop contingency/continuity plans. We reiterate our support and respect for the autonomy and diligence of programs to provide accommodations and flexibility for their students in extenuating circumstances. Staff members are available to assist programs as situations arise. Please contact your program's accreditation specialist, preferably via e-mail, with questions not addressed by this evolving info sheet.

The COA is vigilantly monitoring, proactively addressing, and responsive to the ever-shifting educational landscape as affected by COVID-19. As information emerges, CSWE will continue to distribute up-to-date information to members.

This info sheet addresses the most frequently asked questions regarding accreditation standards, compliance requirements, and alternative options for fulfilling field education hours.

In addition, please see [the COA's statement of support](#).

This is a rapidly evolving situation; for the latest information frequently visit the following pages:

- [Accreditation-specific COVID-19 Info](#)
- [CSWE COVID-19 Response](#)

Note: This info sheet will be continuously updated and dated.

## CSWE Coronavirus (COVID-19) Response Q&A Webinar

DOSWA hosted a CSWE Coronavirus (COVID-19) Response Q&A webinar on Thursday, March 19, 2020, at 2:00 pm ET to allow programs to ask additional questions regarding accreditation standards, compliance requirements, and alternative options for fulfilling field education hours. Due to technical difficulties, the recorded webinar was lost. However, questions posed during the webinar are captured in this info sheet. As additional questions are posed, future webinars may be scheduled in response.

### Ways for Programs to Share Ideas

- Crowdsourcing: To better understand how social work programs and their institutions are responding to COVID-19, CSWE conducted a pulse survey on March 12, 2020. Based on the results, the accreditation team compiled an online crowd-sourced list of virtual/remote field education tasks/activities, [located here](#). The list provides all programs access to ideas from survey responses and allows programs to continue sharing ideas and forming solutions together. This resource is free and available for all program stakeholders to contribute to and may be used by faculty members, field directors, field instructors, students, and so forth. Please note that all examples will not be vetted in detail by the COA or CSWE staff. Additionally, we cannot guarantee that all ideas shared in the document will be free of charge. With your contributions, the list will be a growing depository of options for addressing field education virtually.
- [CSWE Spark community discussion board “Responding to Coronavirus \(COVID-19\)”](#); account creation and sign-in required
- CSWE Council on Field Education electronic mailing list; e-mail [smiddleton@cswe.org](mailto:smiddleton@cswe.org) to be added to this list
- [The Association of Baccalaureate Social Work Program Directors \(BPD\) electronic mailing list](#)
- [National Association of Deans and Directors of Schools of Social Work electronic mailing list \(for members only\)](#)

## Frequently Asked Questions

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### Field Education

#### ***My program wants to ensure compliance with the Educational Policy and Accreditation Standards (EPAS); which accreditation standards are most affected by this crisis?***

Four accreditation standards in the [2015 EPAS](#) guide this response:

1. **Accreditation Standard (AS) 2.2.4:** Current COA interpretation allows “in-person” contact to be accomplished through digital technologies. There is no minimum requirement regarding direct client contact hours, nor a maximum regarding virtual contact hours.
2. **AS 2.2.5:** The required minimums are 400 hours of field education for baccalaureate programs and 900 hours for master’s programs. Due to the impact of the COVID-19 pandemic, students who have completed 85% of the required placement hours (i.e., 340 hours for baccalaureate programs and 765 hours for master’s programs) to a satisfactory level may, at program discretion, be evaluated as having met the field placement requirements. **Field education hours may not be waived as a response to the COVID-19 pandemic.**
3. **AS 2.2.7:** It is required that programs have policies, procedures, and criteria in place for supporting student safety in field placements.
4. **AS B/M 2.2.9:** For cases in which a credentialed field instructor is unavailable or unable to continue student supervision due to the field placement site closing, the program assumes responsibility for reinforcing a social work perspective directly with the student. For example, field seminar instructors may add additional supervision time to the end of the seminar class for students who do not have access to the credentialed field instructor.

#### ***What are programs to do when the institution or field agencies are closed?***

In the case of a closed field agency, it is within the program's purview and policies to reinforce the social work perspective, per AS B/M 2.2.9, and provide a plan for students to complete field hours consistent with the EPAS. Should an institution close, programs should contact their accreditation specialist. Waiving field education hours due to placement, program, or institutions closures during COVID-19 is not permitted.

Under AS 2.2.5, field education programs provide a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master’s programs. Due to the impact of the COVID-19 pandemic, students who have completed 85% of the required placement hours (i.e., 340 hours for baccalaureate programs and 765 hours for master’s programs) to a satisfactory level may, at program discretion, be evaluated as having met the field placement requirements. This option for reduced hours is for students whose field completion dates occur by December 31, 2020. Students whose field placement completion dates occur after December

31, 2020, will be expected to complete the full 400 or 900 hours in compliance with AS 2.2.5. Remote field activity, as well as field supervision and field seminar hours, may be counted toward the accrual of field hours.

The field hours reduction option applies to all social work students in accredited programs, whether BSW, MSW, advanced standing, part-time, full-time, in block field placements, in concurrent field placements, attending bricks-and-mortar programs, online programs, summer placements, etc.

As always, if an MSW student has a BSW degree from an accredited program (typically an advanced standing student), the 400 hours the student completed for the BSW degree counts toward the 900 hours (now 765 hours until December 31, 2020) required for an MSW program. Thus, an advanced standing MSW student may complete a minimum of 365 hours under the field hour reduction option.

### ***Does CSWE have any suggestions regarding how students can meet field hours?***

Yes! Field education programs must ensure that demonstration of social work competencies is through in-person contact, which refers to interpersonal interactions with clients and constituencies, and may include the use of digital technologies (AS 2.2.4, [2015 EPAS Interpretation Guide](#)). The EPAS allow for technology-based social work practice (e.g., telehealth, telework, phone contact with colleagues, clients, and constituents, remote access to platforms and projects).

Field agencies may work with students to allow/support telework. For example, perhaps students can complete client case/paperwork on a secure server, call in for meetings, work on projects from home, engage in professional development activities, and meet virtually with their field instructors. Of course, these ideas may not replace all field hours that may be missed due to a crisis, but perhaps they can help close the gap. Such telework solutions can be temporary until the program convenes to develop longer term solutions.

Components of student field education can be temporarily facilitated via technology. Some programs have had students work on crisis response policies, procedures, notifications, and education (e.g., handouts, PowerPoints, webinars, public service announcements, and e-mail blasts) based on the crisis or natural/manmade disaster.

- For example, a field education program in Puerto Rico developed a list of crisis response tasks students could accomplish specific to their agency regarding the aftermath of Hurricane Maria aftermath. This included having a student at a mental health agency create fliers with information about local services for basic needs and support groups that offered to help with healing after traumatic experiences.
- In another example, students worked with local religious congregations to organize bottled water collection and distribution during the Flint, MI, water crisis.
- In the case of a public health issue, students might engage activities such as these:
  - Help with public education about staying healthy
  - Connect clients to Medicaid/Medicare or other affordable health-care plans
  - Propose revisions to agency policies and procedures about safety
  - Contact clients to inform them of any changes to regularly scheduled services
  - Create lists of referrals to other community resources for their clients
  - Work on projects or plans for future events or initiatives
  - Engage in virtual professional development to support the students' work at the placement (e.g., webinars, DSM review, informational interviews with partner organizations)
  - Develop awareness posts to be used on the placement's social media accounts

- Write advocacy communications to elected officials about issues and legislation the agency is connected to or populations it serves
- Craft awareness efforts via placement's social media accounts

The accreditation team compiled an online crowdsourced list of virtual/remote field education tasks/activities [located here](#).

The program may consider implementing a mechanism for students to track/log field hours completed. Although such field hour logs are not required by the EPAS, it may prove a helpful tool in ensuring students complete the requisite field hours throughout their studies.

***Does CSWE have a limit on the number of virtual in-person contact hours a student can count toward their field hours?***

No, it is within the program's purview to determine a limit (if any) on virtual in-person contact hours. The EPAS do not limit the number of virtual hours a student may count toward required field hours.

***Can students count participation in simulated practice situations toward field hours?***

No, simulated practice situations may supplement the student's education but may not replace required field education hours (AS 2.2.5, [2015 EPAS Interpretation Guide](#)). Simulated practice situations are defined in the [2015 EPAS Glossary](#). In the classroom the program may consider a few extra touchpoints for simulating working with clients and constituents' groups to support (not replace) required field hours.

Simulations taking place in field seminar may be counted toward required field hours. However, simulations taking place in any other class may not be counted toward required field hours.

***Do field seminar hours count toward accruing required field hours?***

Yes, field seminar classroom hours, synchronous or asynchronous, may count toward field hours. Individual student time spent completing seminar assignments, activities, or homework may not count toward field hours. This interpretation is retroactively effective. Programs may count field seminar hours students completed during previous semesters.

***What are alternative ways students can continue supervision and does this count toward field hours?***

Yes, supervision can be counted toward field hours. There are no requirements for the frequency/method of supervision, whether this be weekly, biweekly, face-to-face, virtual, in individual or group settings, etc. Should field instructors be unavailable or unable to continue supervising students, then it is within the program's purview and policies to reinforce the social work perspective, per AS B/M 2.2.9. For example, field seminar instructors may add additional supervision time to the end of the seminar class for students who do not have access to the credentialed field instructor.

***Can my program's additional field hour requirements be reduced/eliminated?***

Yes, if the program requires additional hours beyond the minimum per AS 2.2.5, the program may choose to reduce or eliminate these additional hours.

The accreditation standards require a minimum number of required hours for field education: 400 hours for baccalaureate programs and 900 hours for master's programs (AS 2.2.5). Due to the impact of the COVID-19 pandemic, students who have completed 85% of the required placement hours (i.e., 340 hours for baccalaureate programs and 765 hours for master's

programs) to a satisfactory level may, at program discretion, be evaluated as having met the field placement requirements. This option for reduced hours is for students whose field completion dates occur by December 31, 2020. Students whose field placement completion dates occur after December 31, 2020, will be expected to complete the full 400 or 900 hours in compliance with AS 2.2.5. Remote field activity, as well as field supervision and field seminar hours, may be counted toward the accrual of field hours for all students regardless of field placement completion dates.

***Can baccalaureate social work field hours be counted for master's social work students?***

For master's programs offering advanced standing status, the program ensures that advanced standing students complete a total of 900 field education hours between their accredited baccalaureate and master's social work programs. Due to the impact of the COVID-19 pandemic, students who have completed 85% of the required placement hours (i.e., 340 hours for baccalaureate programs and 765 hours for master's programs) to a satisfactory level may, at program discretion, be evaluated as having met the field placement requirements. This option for reduced hours is for students whose field completion dates occur by December 31, 2020. Students whose field placement completion dates occur after December 31, 2020, will be expected to complete the full 400 or 900 hours in compliance with AS 2.2.5. Remote field activity, as well as field supervision and field seminar hours, may be counted toward the accrual of field hours. For example, with the reduction of hours, a BSW student who completed 450 field hours would need to complete only 315 hours as an MSW student, if the program permits (AS 2.2.5, [2015 EPAS Interpretation Guide](#)).

For master's programs with students who have earned a BSW but are not enrolled as advanced standing students, the program is permitted to allow such BSW hours to count toward the MSW field hours, with a few guidelines. Per AS 3.1.4, the program is permitted to count BSW hours as long as the credits are from other CSWE-accredited or candidate social work programs. If the program accepts field education hours from programs that are not accredited by CSWE, the program must explain how the program assesses course equivalency to comply with all AS 2.2 (field education) standards and AS 3.2.2 (practice course instructor qualifications).

Additionally, per AS M3.1.1 regarding admission, baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs. Therefore, the program must have a process/mechanism to determine whether the student's field education hours earned during a BSW program may be applied to the total 900 field hours required for the MSW program (AS 3.1.4 and AS 3.1.1, [2015 EPAS Interpretation Guide](#)).

***Does CSWE require a certain number of field hours per each systems level (individuals, families, groups, organizations, and communities)?***

No, it is within the program's purview to determine the systems levels students have in-person contact (including via digital technologies) with to complete the required field hours, as well as the number of hours per each systems level (if any). The EPAS do not require a specified number of field hours per each systems level. For example, a master's program with a clinical area of specialized practice is permitted to allow students to count in-person contact hours with communities and organizations, if the program permits.

***Will the master's program I apply for (including advanced standing) accept my reduced field hours?***

The COA and DOSWA encourage master's programs to accept reduced hours for students who are eligible for this reduction within the field completion timeframe of December 31, 2020. The COA supports flexibility during these extenuating circumstances; however, it is ultimately within



the program's discretion to determine their admission criteria (AS M3.1.1) and policies and procedures for awarding advanced standing (AS M3.1.3).

## **Pass/Fail Grading**

***Our program is temporarily altering our grading system from letter grades to pass/fail. Does this affect compliance with the EPAS?***

No, it is within the purview of the program to design, implement, and execute the grading system of their choosing. However, the program may consider how pass/fail grading may affect a student's ability to meet master's or doctoral-level program admission criteria.

## **Contingency/Continuity Planning**

***How does my program decide its continuity/contingency plan?***

Programs should decide how best to meet field education requirements in a manner that is appropriate for their students, communities, and unique challenges. Ultimately, it is the responsibility of social work programs in conjunction with their host institutions to make decisions and accommodations considering risk management, safety, and the quality educational experience of students, including field placements (AS 2.2.7). Programs are encouraged to work with their host institutions to provide a consistent approach for students across all programs within an institution. Legal counsel, health-care providers, or other educational programs, such as schools of nursing or education, may provide input on consistent safety policies. We also encourage programs to connect with their state-based [social work licensing boards](#), state higher education authorities, and regional accreditors regarding minimum educational requirements and any necessary notification of program changes or contingency/continuity plans.

***Does my program need to notify CSWE of its continuity/contingency plan?***

Currently, neither the COA nor DOSWA is requesting formal notification of temporary changes to program delivery method due to the pandemic. Per Policy [1.2.4](#) (Section A) in the [EPAS Handbook](#), revisions to curriculum content such as required social work courses (including practice and field courses), are not required to be reported to the COA or DOSWA.

## **Reaffirmation & Candidacy Accreditation Documents**

***My program's candidacy/reaffirmation accreditation document is due this summer. Are extensions available to programs?***

Yes, options for extensions are available to programs that have materials due to CSWE in the summer (August 1 deadline) but are unable to complete accreditation work due to their institutions' response to COVID-19. Contact Mary Kurfess, director of accreditation, at [mkurfess@cswe.org](mailto:mkurfess@cswe.org) and copy your program's accreditation specialist. Please type "COVID-19: August 1 Extension Request" in the subject line and include a brief description of your program's situation. For all other due dates, please connect with your program's accreditation specialist to discuss your request.

This extension was also offered for all spring reaffirmation and candidacy deadlines.

***How do my program's continuity/contingency plan and any other temporary changes to how the program complies with the EPAS affect writing an accreditation document?***

Nearing the submission due date of the accreditation document, the program is encouraged to work with its accreditation specialist and discuss its unique case, including how the program documented the impact of COVID-19 on its compliance with the EPAS. Please note that the Integrity Policy (1.1.15 in the [EPAS Handbook](#)) states that programs shall demonstrate honesty and integrity. Accredited and candidate programs must evidence full and candid disclosure and make readily available all information necessary for the COA to determine compliance.

## **Assessment**

***Due to COVID-19 disruptions to the academic schedule, some assessment data cannot be collected. How does missing assessment data affect our compliance?***

Programs are encouraged to continue following their assessment plans to the extent possible. The COA recognizes that assessment outcomes will probably be negatively affected by disruptions to classroom and field instruction. Programs reporting assessment outcomes from spring 2020 as part of candidacy or reaffirmation self-studies are encouraged to provide context relative to the impact of COVID-19. Programs may also address the impact of COVID-19 in implications for program renewal (AS 4.0.4) and program changes in explicit (AS 4.0.4) and implicit (AS 4.0.5) curriculum assessment plans.

Per AS 4.0.3, programs are required to post Form AS 4 B/M publicly at least every 2 years. Thus, programs who posted data in 2019 do not need to post updated data until 2021.

## **Spring and Fall 2020 Site Visits**

***My program has an upcoming site visit in spring or fall 2020. How is the site visit affected?***

Reaffirmation and candidacy site visits will be conducted through virtual meetings, instead of on-site meetings, through December 31, 2020. See guidelines for virtual site visits [here](#). The virtual site visit directive may be extended as the COVID-19 situation warrants.

## **Student Safety & Concerns**

***As a student, I am concerned about my education, graduation date, financial aid, future employment prospective. Who can I speak to about how COVID-19 closures are affecting my education?***

Educational institutions and their social work programs are working to devise contingency/continuity plans that best respond to the health and safety of program faculty members, staff members, students, field personnel, and the clients, constituents, and communities they serve. Plans should consider varying guidance and regulations from federal, state, and local lawmakers; licensing boards; and regional accreditors and state-based higher education authorities.

As the accrediting body for social work programs, CSWE's COA is working diligently to publish FAQs and clear guidance, especially about students in field education. Ultimately, how the program incorporates the information provided by CSWE into their contingency/continuity plans is within the program's purview. Programs are encouraged to be mindful of potential consequences for students in terms of finances, degree completion, quality educational experience, accreditation, licensure, and/or credentialing, and future employment.

Students are empowered to provide feedback and share concerns directly with the program and/or institutional leadership teams regarding a program's contingency/continuity plan and field education hours.



### ***What guidance should be provided to students regarding safety?***

Whether social work students are practicing on-site or virtually, it is vital to continue promoting good hygiene practices to prevent the spread of COVID-19 and other respiratory diseases:

- Stay home if you are sick and advise others to do the same.
- Always cover coughs or sneezes with a tissue or the crook of your elbow.
- Avoid close contact with people who are sick.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Wash your hands often with soap and warm water for at least 20 seconds. Use an alcohol-based hand sanitizer with at least 60% alcohol if soap and warm water are not available.
- Clean and disinfect frequently touched objects and surfaces (computers, keyboards, desks, etc.).

The [CDC has provided guidance for preventing the spread of COVID-19](#) in communities, educational settings, and workplaces.

Programs and students can visit CSWE's COVID-19 response page to find links to federal health agencies.

- [World Health Organization \(WHO\)](#)
- [National Association of Social Workers \(NASW\)](#)
- [National Institutes of Health](#)
- [Centers for Medicare and Medicaid Services](#)

Thank you for your patience during this difficult time when the accreditation team is dealing with an unprecedented situation. CSWE is doing its very best to be proactive and responsive. We look forward to continuing to share ideas, resources, and best practices in managing field education and providing support to programs as our nation and the world addresses the spread of COVID-19. If your program has contacted an accreditation team member, we request your patience and understanding as you await our response while we are experiencing a very high volume of communications.

*Accreditation Team*