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Dear friends and colleagues,

In the past year the Council on Social Work Education (CSWE) has worked with its members and allies to advance social work education through its many events, initiatives, and collaborations. Highlights include

- Advancing the role of social work in integrated health and interprofessional settings
- Preparing MSW students to work with historically underrepresented and underserved populations through a new Minority Fellowship Program
- Nurturing existing and developing new champions for social work education in Congress and within federal agencies
- Developing curriculum for older adults and adolescent substance abusers, and focusing on economic self-sufficiency and homelessness
- Facilitating a transparent and responsive process to revise the Educational Policy and Accreditation Standards
- Co-hosting the first conference on Distance Education in Social Work with Indiana University School of Social Work
- Hiring the inaugural director of the Center for Diversity and Social and Economic Justice
- Being selected as the Regional Global Observatory to gather evidence of social work education and practice advancing goals of the Global Agenda
- Convening a Summit on Field Education to identify challenges and opportunities to ensure high-quality field education experiences for all students

We hope that reading this report inspires you to join us in this important work, through the Gero-Ed Center, the Minority Fellowship Program, the Katherine Kendall Institute, the Center for Diversity and Social and Economic Justice, and the various commissions and councils, to name a few.

With warm regards,

Darla Spence Coffey  
President and CEO

Barbara W. Shank  
Chair, Board of Directors
CSWE’s Commissions on Educational Policy and Accreditation Finalize 2015 EPAS

The Office of Social Work Accreditation (OSWA) staffs two commissions, the Commission on Accreditation (COA) and the Commission on Educational Policy (COEP) and evaluates degrees through the International Social Work Degree Recognition and Evaluation Service (ISWDRES). In collaboration with the Office of Social Work Education and Research, OSWA also staffs two councils: the Council on Field Education and the Council on Practice Methods and Specializations.

COA

A priority for the COA in the last few years has been to develop the accreditation standards for the 2015 Educational Policy and Accreditation Standards (EPAS). After approval of the educational policy by the CSWE Board of Directors in March 2015, the accreditation standards were approved by the COA in June 2015. The EPAS revision took place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed “at periodic intervals not to exceed 7 years.” CSWE’s recognition by the Council for Higher Education Accreditation also requires that accreditors have a process whereby standards are reviewed periodically. The EPAS revision process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA wanted the EPAS revision process to be inclusive and collaborative and appreciated the large numbers of programs, individuals, organizations, and communities of interest that provided feedback on all drafts that led to the finalized 2015 EPAS.

As of June 2015 there were 744 CSWE-accredited social work programs (506 baccalaureate and 238 master’s). There were 15 baccalaureate and 17 master’s programs in candidacy. From October 2014 through June 2015, a total of 72 reaffirmation visits and 54 commissioner visits (for programs in candidacy) were completed.
The COA continues to review a number of programs for candidacy, initial accreditation, and reaffirmation. As of June 2015 there were 744 CSWE-accredited social work programs (506 baccalaureate and 238 master’s). There were 15 baccalaureate and 17 master’s programs in candidacy. From October 2014 through June 2015, a total of 72 reaffirmation visits and 54 commissioner visits (for programs in candidacy) were completed.

Throughout 2014 and 2015, the OSWA staff was involved in numerous trainings and consultations to support programs during the reaffirmation and candidacy process. The OSWA continued to offer the successful hybrid format for the 2008 EPAS Reaffirmation Workshops. They were also able to offer several face-to-face reaffirmation and candidacy workshops throughout the year in Alexandria, VA, and at the Association of Baccalaureate Social Work Program Directors conference in Kansas City, MO, for the last programs using the 2008 EPAS. A site visitor focus group was held at the Annual Program Meeting (APM) in Tampa, FL, to discuss training ideas with current site visitors. The OSWA staff will begin to develop the format for the 2015 EPAS training and workshops that will launch in spring 2016. CSWE recently purchased a learning management system that will be used to develop webinars and online modules for the 2015 EPAS workshops, and it plans to continue to offer hybrid workshops on the new standards and competency assessment practices.

**COEP**

The educational policy, which details the new social work competencies for the 2015 EPAS, was developed by the COEP and approved by the CSWE Board of Directors in March 2015. The COEP worked in partnership with its derivative councils in support of the commission’s charge.

- The Council on Practice Methods and Specializations examined the impact of EPAS 2008 on the teaching of practice at the foundation and advanced levels.
- The Council on Field Education advanced the role of field education as the signature pedagogy in social work education by promoting, collaborating on, recommending, and distributing information to social work field educators and participating in discussions about educational policy and accreditation standards to strengthen the integration of theory and practice.

The commissions and councils are to be commended for their commitment to revision of the EPAS. The 2015 EPAS clarifies, builds on, and furthers the 2008 EPAS in ways that ensure that all social work students are equipped with essential knowledge, values, and skills to contribute to the goals of the profession. Many thanks to the current and former COEP and COA commissioners representing more than 50 schools of social work and other social work organizations along with the CSWE staff members who contributed to the development of the 2015 EPAS. We also thank Dr. Alan Dettlaff, chair of the COEP, and Dr. Carmen Ortiz Hendricks, chair of the COA, for providing leadership for the EPAS revision process.

**ISWDRES**

The ISWDRES evaluates the baccalaureate- or master’s-level social work credentials of people who have completed social work education programs outside the United States and determines whether the credentials are equivalent to a social work degree earned from a CSWE-accredited program. Last year ISWDRES completed 121 evaluations (of 169 applications reviewed).
Center for Diversity and Social and Economic Justice

The CSWE Center for Diversity and Social and Economic Justice advances individual growth, community well-being, and social justice. It promotes the vision, visibility, voice, and collaborative action needed for inclusive and effective social work practice, teaching, research, leadership, advocacy, and social change.

The Commission for Diversity and Social and Economic Justice (CDSEJ) developed new criteria for identifying the Carl A. Scott Memorial lecturer at the Annual Program Meeting (APM). Criteria for choosing the lecturer were the nominee’s body of scholarly work that demonstrates accomplishments consistent with the values of social work education, research, and practice; the nominee’s focus on equity and social and economic justice; and whether the nominee has provided a seminal contribution to human rights in social work education and practice. A subcommittee of the commission reviewed multiple nominations and selected Dr. Michael Spencer (University of Michigan) as the 2014 Carl A. Scott Memorial Lecturer for his talk titled “Power, Privilege, Intersectionality, and Action in Social Work Education and Practice.”

The Council on Disability and Persons With Disabilities (CDPD) presented its first Disability Manuscript Award during its CSWE Connect Session at the 2014 APM. The recipient of 2014 Disability Manuscript Award was Silviya P. Nikolova (University of Texas at Arlington) for her paper “Geo-Social and Health Disparities Among Persons With Disabilities Living in Monterrey, Nuevo.” The 2014 Honorable Mention was awarded to Philip Hong (Loyola University Chicago), Hayley Stokar (Loyola University Chicago), and Sangmi Choi (Soongsil University, Seoul, Korea) for their paper “Employment Hope and Economic Self-Sufficiency Among Low-Income Job-Seekers With Disabilities.” CDPD members have
developed a faculty survey that will be launched in fall 2015 to study the integration of disability content in courses.

The Council on Sexual Orientation and Gender Identity and Expression (CSOGIE) presented its third annual Sexual Orientation and Gender Identity and Expression (SOGIE) Scholarship Award during the CSOGIE/LGBT Caucus Reception at the 2014 APM. The recipients of the 2014 SOGIE Scholarship Award were David Pollio (University of Alabama at Birmingham), Christopher Rapisarda (Vincentian Institute for Social Action, St. John’s University), Ian Fields Stewart (Illinois Wesleyan University), and Sarah R. Young (University of Alabama). Their award-winning manuscript was “LGBTQ Organizing Beyond ‘Low-Hanging Fruit’: A Qualitative Examination of Safe Schools Coalitions in the South.” CSOGIE also hosted its second annual Mentorship Breakfast for doctoral students and junior faculty at the 2014 APM. CSOGIE members are currently engaged in developing “Rainbow Papers” that will offer recommendations across several topical domains (e.g., institutional equity, admissions, staff and faculty training, mentoring, and networking) to help social work schools and programs create LGBTQ affirming and inclusive environments.

The Council on the Role and Status of Women in Social Work Education hosted another successful Networking Breakfast during the 2014 APM. They awarded the 2014 Feminist Scholar Award, formerly the Feminist Scholar Honoree, to Noël Bridget Busch-Armendariz (University of Texas at Austin). The 2015 Feminist Manuscript Award, formerly the Feminist Scholarship Award, was given to Elithet Silva-Martínez (University of Puerto Rico Piedras) for her paper “‘Permítanme Hablar’: Historias de Valentía de Latinas Migrantes Sobrevivientes de Violencia/’Allow Me to Speak’: Histories of Bravery Among Latina Survivors of Violence.”

The Council on Racial, Ethnic, and Cultural Diversity (CRECD) has completed two manuscripts focused on historically underrepresented groups and will begin work on two additional manuscripts. Members of the council are continually updating their Toolkit on Recruitment and Retention, which is designed to address best practices for recruiting and retaining students and faculty from historically underrepresented groups. On June 24, 2015, the CSWE Board of Directors approved the council’s proposal for a CRECD Award to be given at their Connect Session at APM. The council will award their first annual CRECD Award at the 2015 APM.

**National Center for Gerontological Social Work Education**

The CSWE National Center for Gerontological Social Work Education Gero-Ed Center provides national leadership to ensure that all social workers—practitioners, faculty members, and students—possess knowledge and skills to serve older adults and their families. The center achieves this goal largely through faculty and program development, student recruitment to and preparation in gerontological social work, workforce policy and advocacy, and information dissemination and resource development.

**Faculty and Program Development**

The center continued its strong partnership with the Association for Gerontology Education in Social Work (AGESW) to implement the 2014 Gero-Ed Track. The Gero-Ed Track ranked 12th for proposal submissions out of 40 tracks. Attracting more than 80 participants, the Kick-Off Panel on community-based aging initiatives was one of the highest-attended Gero-Ed Track sessions at the APM. Cross-disciplinary faculty experts explored pressing issues and current trends related to aging in place. The Q&A session also provided a forum for educators and practitioners to discuss challenges involved in implementing these initiatives, such as aging services in rural settings.
The center continues to provide travel scholarships for aging-interested students to attend the APM. The Ashley Brooks-Danso Memorial Fund, established in memory of Ms. Brooks-Danso, center co-director from 2004 to 2008, supported the attendance of three outstanding students at the 2014 APM.

Results from the 2014 APM evaluation are positive, with 89% of respondents indicating that the Kick-Off Panel was either very good or excellent, 87% agreeing or strongly agreeing that they learned information from a Gero-Ed Track session that they will use to infuse a required course with gerontological content, and 94% agreeing or strongly agreeing that they learned information they will use in teaching a specialized gerontology course.

The Center will continue to partner with AGESW to plan the 2015 Gero-Ed Track. The 2015 Kick-Off Panel will highlight aging-in-place technologies and discuss the important role social work can play in shaping future developments.

Student Preparation and Recruitment to Gerontological Careers

The Gero-Ed Center collaborated with the Social Work Leadership Institute at the Silberman School of Social Work at Hunter College to fully institutionalize the Hartford Partnership Program for Aging Education (HPPAE), a geriatric field education model, within CSWE. This includes an initiative launched in 2012 to train a social work workforce to provide care for the increasing older adult veteran population. As part of this process, the HPPAE program was initiated in 12 Veterans Health Administration Geriatric Research Education and Clinical Centers (GRECC) sites and three non-GRECC sites. Orientations were conducted in three new locations in fall 2014: the Ralph H. Johnson VA Medical Center in Charleston, SC, and GRECC sites in Durham, NC, and Nashville, TN. The VA Pittsburgh Healthcare System served as a mentor to this cohort because of their long-standing and successful HPPAE program.

The 2014–2015 academic year cohort of 23 HPPAE student participants was highly satisfied with the program across all VA sites. For example, 91% of students thought they had achieved their goal of learning to work with older adults and families in their field placements. Furthermore, 91% of students indicated that the rotation element enabled them to learn about a variety of aging services, and almost all students would recommend this program to other students interested in aging.
Workforce Development Policy and Advocacy

The Gero-Ed Center and CSWE Government Relations staff actively participate in the Eldercare Workforce Alliance (EWA) to influence national policies that affect the geriatric workforce. CSWE staff members selected a social work faculty representative for the EWA’s Senate briefing about the importance of geriatric training and team-based care. Furthermore, CSWE has supported legislation that focuses on improving care coordination and service delivery for older adults with chronic illness. The EWA published the *Quality Care Through a Quality Workforce* toolkit for advocates of older adults who are dually eligible for Medicare and Medicaid. The toolkit includes person-centered and participant-directed social work competencies, which were developed by the Gero-Ed Center in partnership with the National Resource Center for Participant-Directed Services (NRCPDS).

CSWE Government Relations staff have taken the lead with proposing CSWE’s involvement in addressing workforce issues at the 2015 White House Conference on Aging (WHCOA). Center staff and CSWE President and CEO Darla Spence Coffey met with Kathy Greenlee, administrator of the Administration for Community Living and assistant secretary for aging, and Nora Super, executive director of WHCOA, to discuss the role of social work in workforce initiatives and offer the center as a resource and partner in future workforce developments. Dr. Nancy Hooyman, co–principal investigator of the Gero-Ed Center, attended the WHCOA regional forum in Seattle, WA. The EWA supported this nomination.

Dissemination

The Gero-Ed Center continues to offer high-quality resources about aging and older adults through its website and other communication mechanisms. Over the past year more than 40 new gero-focused teaching resources were posted on the website, including 14 case studies, 12 bibliographies, seven syllabi, three assignments, one lecture, and three other resource types, such as a dementia in nursing homes PowerPoint presentation. Staff members also posted more than 60 new articles, fact sheets, case studies, annotated bibliographies, reading lists, videos and multimedia, and other resources focusing on person-centered and participant-directed approaches with older adults and people with disabilities. They expanded the website to include new sections and other content, such as Affordable Care Act (ACA) webinars, HPPAE resources, and CSWE’s workforce and national policy initiatives. A new Practice Innovations website section highlights practice models such as the Bridge Model of Transitional Care and the Missouri Quality Initiative for Nursing Homes, as well as social work initiatives funded by the Hartford Change AGEnts program, which faculty members can disseminate to students through their teaching.

The center conducted three webinars this past year as part of its ACA and social work webinar series focusing on: social work interventions to facilitate successful transitions from the hospital to other settings; the Certified Application Counselor program (in partnership with the Centers for Medicare & Medicaid Services, the National Association of Social Workers, and the Society for Leadership in Health Care); and opportunities for social workers in the patient-centered medical home model. All webinar recordings are located on the center’s website.
Center Sustainability and Partnerships

The New York Community Trust (NYCT) funded the second year of the Partnerships for Person-Centered and Participant-Directed Long-Term Services and Supports (Partnerships) Project. In collaboration with NRCPDS, the Gero-Ed Center aims to build the workforce pipeline for Aging and Disability Resource Centers (ADRCs) and, more broadly, for the Aging and Disability Network, by recruiting and preparing BSW and MSW students with person-centered and participant-directed (PC/PD) competencies. Key components are the infusion of such competencies in required and advanced social work curricula, placement of students in local ADRCs, widespread dissemination of relevant curriculum resources, and implementation of additional collaborations, such as continuing education and in-service training.

Participating faculty met at the 2014 CSWE APM to craft strategies for and address barriers to inclusion in BSW and MSW curricula and disseminate successes, challenges, and lessons learned. A preconference Faculty Development Institute and a Gero-Ed Track panel session at the 2014 APM demonstrated strategies to include PC and PD competencies and content in generalist curricula and distributed a toolkit of relevant curricular resources. A May 2015 webinar was conducted by Gero-Ed Center and NRCPDS staff and select faculty. The webinar provided an overview of the changing world of practice and the shift to the PC/PD approach, along with curricular change strategies and resources for those interested in infusing their curriculum. In June the center received notification of a final year of funding from NYCT through June 2016 to support the final phase of the project: infusing PC and PD content into advanced curriculum and supporting student placements in the Aging and Disability Network.

The John A. Hartford Foundation has generously funded the CSWE Gero-Ed Center since 2004. In this final year of funding, Gero-Ed staff are devoting time to update the center’s Web-based curricular resources. The center’s core functions—the Gero-Ed Track at APM, the website including an extensive teaching resource collection, and the webinars on aging-related topics—are fully institutionalized within CSWE.

**2014–2015 Katherine A. Kendall Institute for International Social Work Education**

Many CSWE members, including those who serve on the Katherine A. Kendall Institute Advisory Board and the Commission on Global Social Work Education (the Global Commission) and its councils, participated in the Joint World Conference for Social Work, Social Development, and Education in Melbourne, Australia, July 9–12, 2014. During the conference, KAKI Advisory Board member Lynne Healy was awarded the Katherine A. Kendall Memorial Award, given by the International Association of Schools of Social Work. The theme of the 2014 conference was “Promoting Social and Economic Equality.”

KAKI established official operating guidelines during the 2014 APM in Tampa to help the institute operate efficiently and is implementing a grant program for CSWE members interested in promoting international social work. KAKI was also a sponsor of the 2015 Social Work Day at the United Nations.

In 2015 CSWE was selected to be the Global Observatory for the Global Agenda for the North American and Caribbean region. The first commitment of the Global Agenda launched in 2012 in Stockholm, Sweden. For this project CSWE will collect resources supporting the second Global Agenda item, “Promoting the Dignity and Worth of a Person.”

Participants of previous Cuba trips contributed to a special issue of *Human Behavior in the Social Environment* discussing their experiences in Cuba. The journal features their reflections on

KAKI Advisory Board member Lynne Healy leading a symposium at the Joint World Conference for Social Work.
various topics, such as social work accreditation in Cuba, prenatal care, faculty development, racism, and homophobia. In addition, a trip to Costa Rica addressing human rights and sustainable development was run for a second time.

The Commission on Global Social Work Education, along with the Commission for Diversity and Social and Economic Justice, established an Environmental Justice Committee to examine cross-cutting issues that affect both commissions. The Global Commission also has two books in progress that address how to globalize social work curriculum. Its councils continue to develop online modules and explore current topic areas such as food security.

**Public Policy Initiative: Promoting the Value of Social Work Education**

Through its Public Policy Initiative, CSWE strives to promote the value of social work education on the national stage. With the help of its members and leaders, CSWE advocates for issues important to social work education by interacting with the U.S. Congress, various federal agencies, and other organizations throughout the social work and higher education communities. Now in its eighth year, CSWE, with the help of government relations consultants Lewis-Burke Associates LLC, remains engaged in national policy discussions and debates, ensuring that the voice of social workers is heard.

Over the past year CSWE has continued to protect existing programs while advocating and responding to new policy initiatives to support social work and social work education. CSWE’s advocacy agenda supports efforts to

- empower social workers and advance social work through investments and resources,
- reenvision the health-care workforce, and
- use evidence and social work research to support public policy.

Within these areas CSWE engages in policy discussions for a range of issues, including federal funding to support social work and social work education, loan repayment programming, accreditation, health care, workforce development, social justice, aging, and behavioral and social science research.

**Budget and Appropriations**

As the 113th Congress neared the end of session in 2014, congressional members completed the annual appropriations bills, which fund programs important to CSWE such as the Minority Fellowship Program (MFP) and federal student aid programs. In December 2014 Congress passed the “CRomnibus” appropriations bill, a combination of a continuing resolution (CR) for the Department of Homeland Security and an omnibus for the other 11 appropriations bills. As Congress considered a CRomnibus to fund the government for fiscal year (FY) 2015, CSWE remained an active participant in the federal funding process, ensuring that programs important to social work and social work education received critical federal resources. Within the CRomnibus, $4,860 was provided for the maximum individual Pell Grant award through discretionary funding. An automatic increase for Pell Grant awards through mandatory funding raised the maximum award to $5,830 per recipient, a $100 increase over FY 2014. Within the Substance Abuse and Mental Health Services Administration (SAMHSA), the MFP, MFP-Youth, and MFP-Addiction Counselors received a total of $10.6 million for FY 2015.

As the administration prepared its budget request for FY 2016, CSWE actively worked to promote social work education and advocate for critical social work programs within the federal budget. In preparation for the FY 2016 funding process, CSWE met with the Office of Management and Budget to elevate the role of social work in areas such as mental and behavioral health and to strengthen federal funding for social work education and training in the future. In February, Lewis-Burke provided CSWE with an analysis of the president’s FY 2016 budget request, which highlighted the importance of assisting working families by creating new and improving existing programs for the workforce, eldercare, and childcare.
With the administration’s priorities in mind, CSWE developed and submitted testimony to the House and Senate Labor, Health and Human Services, Education, and Related Agencies appropriations subcommittees to advocate for funding to support social work and social work education. CSWE’s testimony highlighted the importance of the MFP and MFP-Youth at SAMHSA, the Mental and Behavioral Health Education and Training Grants Program at the Health Resources and Services Administration (HRSA), the Behavioral Health Workforce Education and Training at SAMHSA and HRSA, overall funding for the National Institutes of Health, and student aid and loan forgiveness programs at the Department of Education. CSWE reiterated the need to foster a sustainable, skilled, and culturally competent workforce that will be able to keep up with the increasing demand for social work services and meet the unique health care needs of diverse communities.

**Accreditation Policy**

Congress has been examining potential legislation to reauthorize the Higher Education Act (HEA), which is the main vehicle for legislative changes to accreditation policy. Over the past year, leaders of the House Committee on Education and the Workforce and the Senate Committee on Health, Education, Labor and Pensions have expressed their intentions to revise the current system of accreditation, which is a matter of concern to CSWE. As the sole accreditor for bachelor’s and master’s degrees of social work, CSWE determined it was important to be involved in discussions about accreditation policy to ensure that new policies do not negatively affect accreditors such as CSWE.

To guide discussions, CSWE updated its *Principles for Accreditation in the Reauthorization of the Higher Education Act*, which outlines CSWE’s legislative priorities for accreditation. These principles have been shared with members of Congress, including key congressional committee members. CSWE specifically addressed the preservation of specialized accreditors in the HEA reauthorization, reasserting their importance in improving programs, demonstrating outcomes, and ensuring quality in the accreditation process. Furthermore, as outlined in the principles, CSWE reiterated to members of Congress and their staff members that the federal government’s primary responsibility in accreditation is the enforcement of law or regulations governing the use of Title IV federal student aid funds, not the determination of educational quality, which is the role of the accreditor.

**Debt Load and Loan Forgiveness**

CSWE advocates for and protects student aid programs and policies that help relieve the burden of debt for social work students. Over the past year, in anticipation of reauthorization of the HEA, CSWE has met with congressional social work advocates and key committee leaders on issues relating to student aid and the Public Service Loan Forgiveness Program. CSWE’s involvement stems from concerns that Congress could change, streamline, or eliminate these critical programs for social work, increasing the debt burden for students and graduates. Through these meetings CSWE works to ensure that reauthorization protects important federal student aid programs for social work. To strengthen advocacy, CSWE has reached out to its members to share personal stories.

**Health-Care Workforce**

With enactment of the Patient Protection and Affordable Care Act, the health-care system in the United States is moving more toward interdisciplinary, interprofessional models of care. CSWE has sought opportunities to influence education and health-care policy to promote social work and support a health-care environment that values the role of social work.

In December 2014, members of the House Energy and Commerce Committee requested feedback on the federally funded graduate medical education (GME) program. They were specifically interested in information about GME financing, federal program governance and structure, and ways to improve or restructure the GME to better meet the country’s health-care workforce needs. Because the House Energy and Commerce Committee expressed their intent to examine GME and health profession needs, CSWE responded to this request, stressing the importance of ensuring that social work and social work educators are part of the conversation about how federal funds support the training of health professionals. In a letter to the committee CSWE highlighted how the trend for physicians receiving GME funding is moving toward interprofessional,
team-based, and coordinated settings that include social workers and other health professionals. Furthermore, the letter asked the committee to consider incentives to ensure that training occurs in interprofessional, team-based settings, stressing that when a social worker is involved in patient care, outcomes and care improve. The response to the committee also urged members to consider using GME funding for demonstrations or pilots for other professions, such as social work field placements, stressing that physicians alone cannot meet current and future health demands.

In May 2015, CSWE communicated its support to HRSA’s acting administrator, Jim Macrae, for proposed funding for the Clinical Training in Interprofessional Practice Program contained in the president’s FY 2016 budget request. CSWE highlighted the importance of explicitly including social workers in these interprofessional teams. Social workers bring a holistic approach to patient care by not only addressing the well-being and health of patients but also filling a critical gap in addressing factors that affect crucial and complex social determinants of health, such as poverty, housing, community safety, education, culture, and family well-being. This letter helped CSWE build on its advocacy for incorporating social workers into the new interprofessional models of care.

Social Justice

Social workers play many different roles, but central to each of them is the execution of social justice by helping individuals address their needs and problems by connecting them with the necessary resources to help them lead full, productive lives. In response to a variety of external national events, the decision was made to elevate the discussion surrounding the role of social workers and social work education in advocating for social justice.

CSWE created a document detailing social justice principles supported by social workers to use in congressional advocacy. In conjunction with the Spring Governance Meeting in Washington, DC, members of CSWE’s Board of Directors participated in the sixth annual Spring Advocacy Day on Capitol Hill. CSWE leaders met with congressional staff members from several offices in the House of Representatives and the Senate. The purpose of these meetings was to increase awareness of social work and social work education and to advocate for CSWE’s legislative priorities as they relate to social justice.

CSWE continues to engage a range of congressional policy makers to improve overall understanding of the impact of social work and social work education on social justice.
Behavioral and Social Science Research
CSWE continues to advocate for behavioral and social science research across federal agencies through the annual appropriations process, meetings with congressional and federal agency officials, and coordination with other organizations and coalitions that support sustained federal investment in behavioral and social science research. In April 2015, CSWE submitted appropriations testimony to the House and Senate Appropriations Subcommittees on Labor, Health and Human Services, Education, and Related Agencies. It urged appropriators to support funding for the National Institutes of Health (NIH), which incorporates behavioral and social science research throughout its mission to better understand and appropriately address the needs of high-risk populations such as children, racial and ethnic minorities, and geriatric populations. Furthermore, CSWE government relations participates in the Consortium of Social Science Associations and the Coalition for the Advancement of Health Through Behavioral and Social Science Research (CAHT-BSSR), which affords CSWE the opportunity to raise the profile of social work research within the broader research community and to engage with federal officials such as Dr. William Riley, acting director of the NIH Office of Behavioral and Social Science Research (OBSSR). Also in June 2015, CSWE, CAHT-BSSR, and other nongovernment organizations, co-sponsored a reception that convened congressional staff members, NIH researchers, and members of the social science community to celebrate OBSSR’s 20th anniversary and collectively express the impact of OBSSR at NIH.

Older Americans
In 2015 the United States celebrates major milestones for laws that affect older Americans, including the 50th anniversary of Medicare and Medicaid, the 50th anniversary of the Older Americans Act, and the 80th anniversary of Social Security Act. In addition, the 2015 White House Conference on Aging (WHCOA), a decennial event that focuses on pertinent issues for the aging population, was held on July 13. CSWE has proactively engaged in ongoing federal discussions on aging, especially in recognition of these milestones. In these conversations CSWE continues to emphasize the importance of interdisciplinary approaches to care with policy makers; curricula that are integrated with the knowledge, values, and
skills to work with older adults and their caregivers; and a well-trained workforce to care for the aging population. CSWE submitted comments to WHCOA in support of a skilled interprofessional workforce and a strong geriatrics workforce. CSWE is also an active member of the Eldercare Workforce Alliance (EWA), 31 national organizations joined to address the workforce needed to care for an aging America. Through this organization CSWE advocates for policies and efforts to support high-quality, well-coordinated care for older adults.

Additionally, CSWE develops one-page briefs on social work–related issues. These one-pagers serve as resources for external meetings and are available to CSWE members on the Public Policy Initiative website.

Coalitions and Ally Building
Over the past year CSWE has participated in various coalitions that share similar policy interests, including the EWA, Health Professions and Nursing Education Coalitions (HPNEC), the Federation of Associations of Schools of the Health Professions, and the CAHT-BSSR. Through coalition activities CSWE is able to raise its visibility among like-minded stakeholders and policy makers and expand its breadth of outreach.

On March 17, 2015, CSWE participated in Social Work Day on the Hill, led by former Congressman Edolphus “Ed” Towns, with Congresswoman Barbara Lee (D–CA), chairwoman of the Congressional Social Work Caucus, and former Congressman Ronald Dellums. CSWE joined more than two dozen social work organizations and schools to celebrate the impact of social workers and advocate for federal programs and policies to advance social work education, training, and practice.

Minority Fellowship Program
CSWE’s Minority Fellowship Program (MFP) oversees social work fellowship funding opportunities for doctoral and master’s students and a book scholarship for social work undergraduate and master’s students.

Two fellowships are funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), part of the U.S. Department of Health and Human Services. The two fellowships support the mission of SAMHSA to reduce health disparities and improve health-care outcomes for racially and ethnically diverse populations by increasing the number of racial and ethnic minority behavioral health professionals available to provide mental health and substance abuse services to underserved minority populations in the public and private nonprofit sectors.

Doctoral Fellowship
Beginning in 1974 the MFP doctoral student fellowship has focused on increasing the number of racial and ethnic minority doctoral social work professionals in the field of mental health and substance abuse leadership related to research, teaching, administration, and advanced behavioral health practice. Through targeted recruitment and competitive selection, doctoral students are groomed to create a significant national presence in mental health and substance abuse research and service delivery to underserved ethnic minority populations. The MFP does this by providing financial support, mentoring, and professional and career development opportunities to fellowship recipients. The program also provides ongoing communication and resources to program alumni.

Master’s Fellowship
The purpose of the Minority Fellowship Program—Youth (MFP-Y) is to increase the number of master’s of social work professionals in the behavioral health workforce serving at-risk children, adolescents, and populations in transition to adulthood (aged 16–25 years) to reduce health disparities and improve behavioral health-care outcomes for racially and ethnically diverse populations in this age range. The program seeks to accomplish this goal by providing a monetary stipend, specialized training, mentoring, and other supports to social work students.
committed to working in underserved communities and providing mental health services to at-risk minority children, adolescents, and transition age youths in the public or nonprofit sector.

Carl A. Scott Book Scholarship

The Carl A. Scott Book Scholarship, funded by CSWE’s Carl A. Scott Memorial Fund, is for racial and ethnic undergraduate or master’s social work students who will be in the final year of their program during the academic period in which the book scholarship is awarded. Applicants must demonstrate a commitment to social justice. Two scholarships are given in the fall of each year; scholarship awards are announced on the organization website and during the Carl A. Scott Memorial Lecture at the CSWE’s Annual Program Meeting.

Fellowship Funding

Doctoral Fellowship

The MFP received a 2014–2015 funding award from SAMHSA to continue providing financial support, training, mentoring, and professional and career development to social work doctoral students. The SAMHSA Minority Fellowship Program provides grants to six professional associations to support predoctoral and postdoctoral students and psychiatry residents with interests in research and teaching, practice and service delivery related to mental health and substance abuse prevention and treatment, and disparities associated with behavioral health care to underserved ethnic minority individuals and communities. CSWE’s MFP is one of six professional associations that receive SAMHSA Minority Fellowship Program grants; the other associations are the American Association for Marriage and Family Therapy, American Nurses Association, American Psychological Association, American Psychiatric Association, Association for Addiction Professionals, and National Board for Certified Counselors and Affiliates.

Master’s Fellowship

During the 2014–2015 academic year, the MFP provided training and support to 24 doctoral fellows (three new fellows and 21 returning fellows). Twenty women and four men were supported, who identified as the following racial and ethnic groups: 10 African American/Black, six American Indian/Alaska Native, five Hispanic/Latino, and three Asian American. These fellows add to the MFP’s rich and diverse group of up-and-coming practitioners, scholars, researchers, and leaders in social work.

Fellows’ Training

Doctoral Fellowship

Doctoral fellows participated in CSWE’s Annual Program Meeting (APM) in Tampa, FL. Fellows received specialized training provided by the MFP on the following topics: academic administration as a career pathway, CSWE accreditation standards and the job market, establishing a research agenda in an underdeveloped area, and managing the demands of being a minority faculty member. They also participated in small breakout groups, based on their doctoral program status, to network and discuss overcoming challenges.
In addition to MFP supplemental training, fellows attended CSWE conference sessions based on their research or practice interests. Ten current MFP fellows delivered oral or poster presentations. Finally, MFP fellows participated in networking opportunities such as the APM Opening Plenary and Reception, the Doctoral Student Breakfast, and the MFP Reception. All these events were excellent opportunities for fellows to connect with noted scholars, researchers, and other social work professionals. All MFP fellows and staff attended the Carl A. Scott Memorial Lecture as a group to hear MFP alumnus and University of Michigan Associate Dean for Educational Programs Michael Spencer speak in honor of Mr. Scott’s contributions to CSWE.

The MFP program director attended the Society for Social Work and Research (SSWR) Conference in New Orleans, LA, January 14–17, 2015, to provide support to fellows in attendance and presenting. Funding limitations did not allow the program to support the attendance of all current fellows. Eleven fellows were able to secure funding from their doctoral programs or other sources to attend. Six fellows delivered oral or poster presentations during the SSWR conference. An Alumni and Fellows Meeting was held on January 16 and attended by nine fellows and 15 MFP alumni. A presentation on pursuing an academic research agenda was provided by a MFP alumna and University of Albany, SUNY, Associate Professor Lani Jones and supported by comments and contributions from other alumni in attendance.

In addition to the APM and SSWR in-person trainings, fellows were provided peer-facilitated training via conference calls. Topics included job talks and the importance of mentorship.

**Master’s Fellowship**

All 40 fellows from 28 social work master’s programs attended a 2-day orientation and in-person session March 30–31 in Alexandria, VA. Fellows participated in orientation and networking activities and received specialized training provided by the MFP. The specialized training covered the following topics: “SAMHSA Resources and the Mental Health Challenges of Minority Children and Youth”; “Clinical Practice With Children, Adolescents, and Transition-Age Youths”; “Mental Health Policy & Advocacy;
Mental Health Disparities Among Racial and Ethnic Minorities”; “Involvement of Individuals With Lived Experience and Family Members in Recovery and Advocacy”; and “Brain Development in Children, Adolescents, and Transition-Age Youths.”

Additional training is also provided to fellows through webinars. During the first MFP-Y webinar, Dr. Marleen Wong, associate dean, clinical professor, and director of field education at the University of Southern California School of Social Work, provided training on “Trauma in Children and Adolescents: The Importance of Trauma-Informed Schools.” Two other webinars are planned by the end of the fellowship year: a peer-facilitated discussion on strategies to address the impact of trauma work on providers and a webinar about professional development resources led by representatives from the National Association of Social Workers.

Fellowship Recruitment and Alumni Outreach

CSWE’s MFP conducted outreach efforts to social work programs to recruit doctoral and master’s social work students interested in mental health and substance use services. An e-mail announcement about the posting of fellowship application materials was also sent to other sources such as ethnic social work educator groups, ethnic college and university associations, and universities with ethnic research centers such as the Buder Center for American Indian Studies at Washington University in St. Louis, MO.

Other recruitment activities this year included an MFP booth at CSWE’s Annual Program Meeting in Tampa, FL. The MFP booth provided an opportunity for social work program staff and prospective fellowship applicants to obtain information about the MFP program and talk to MFP staff and current doctoral fellows. The MFP booth was staffed by second- and third-year doctoral fellows. Fellows do an excellent job of relaying their MFP experience to prospective applicants and social work program administrators and faculty. Serving at the booth is also a great opportunity for fellows to network with conference attendees.

The MFP booth is another way the program connects with MFP doctoral fellowship alumni, who are encouraged to stop by to update their contact information and join the alumni electronic mailing list. Alumni on the electronic mailing list receive weekly Alumni Connection E-news announcements that provide informational updates from alumni on their career moves and accomplishments, as well as MFP program updates, position openings, grant funding availability, conferences, and behavioral health resources. The alumni electronic mailing list is also used to inform alumni about MFP meetings at APM and SSWR and solicit volunteers as presenters or mentors for MFP onsite activities, webinar trainings, and other opportunities to support the MFP.

Fellowship Impact and Evaluation

The following impact information applies to the doctoral fellowship only, because this is the first year of the master’s fellowship.

CSWE’s MFP has provided support to more than 600 SAMHSA and National Institute of Mental Health doctoral fellows since the program’s inception in 1974; of those, 74% have reported completing their doctoral programs. This is a significant program impact and much higher than the national average of 50% for doctoral degree completion. The number of MFP degree completions may even be higher because the MFP depends on fellowship recipients to report their degree completion. MFP alumni fellows who have completed their doctoral degrees are representative of the following ethnic groups: 51% African American/Black, 26% Hispanic/Latino, 17% Asian American, 4% American Indian/Alaska Native, and 2% Pacific Islander. MFP alumni include mental health practitioners, researchers, scholars, and educators, many with national and international reputations.

To capture the sentiment of alumni on the professional and personal impact of the program, the MFP interviewed alumni in attendance at the 2013
APM. Excerpts from the interviews are posted on CSWE’s YouTube channel.

The MFP also continues to evaluate its programmatic activities, including in-house trainings and seminars via annual surveys. Although the following evaluation activities apply only to the doctoral fellowship, similar evaluation is planned for the master’s fellowship in coming years.

The annual survey of current doctoral fellows collects information on publications, presentations, and conference attendance, as well as each fellow’s self-rating of skills and knowledge in several competence areas. Results from this survey are used in funder reports and in program planning for the next year.

MFP doctoral fellowship alumni also participate in an evaluation of the program’s effects and outcomes; this year’s survey was implemented in September 2014. Survey invitations were successfully delivered to 337 alumni; 153 alumni participated in the survey, for a response rate of 45%. Of the 153 respondents, only eight (0.05%) reported that they did not complete their degree. The majority of respondents reported that their primary work setting was at a college or university, where they were involved in teaching and research or academic administration. The majority of respondents reported current or past involvement in service to underserved or underrepresented minority individuals, groups, or communities.

Keeping updated contact information on doctoral fellowship alumni in the MFP database continued to be a priority this year as a means of collecting information to respond to funder requests, to update stakeholders on program outcomes, and for program advocacy. CSWE’s MFP uses a number of different avenues to update its database, including Internet searching and direct contact with alumni both in person and via e-mail.
Collaboration
MFP continues to collaborate with other SAMHSA MFP and MFP-Y grantee disciplines (addiction counseling, marriage and family therapy, nursing, professional counseling, psychiatry, and psychology) to facilitate the mutual goals of increasing the diversity of behavioral health practitioners, researchers, and scholars. In addition to participating in joint fellowship recruitment efforts, this collaboration involves monthly conference calls with SAMHSA MFP and MFP-Y program officers, designed to facilitate coordination of program activities between all grantee organizations.

CSWE Summit on Field Education at the 2014 APM
The 2014 CSWE Field Education Summit brought together field directors, deans, faculty members, and practitioners for a day of discussion and strategic planning about the most pressing issues in social work field education. Field education faces a variety of challenges to securing and maintaining high-quality field sites and ensuring that students have the necessary opportunities to develop into competent social work professionals. Some of these challenges resulted from the economic crisis of 2008, others are due to changes in the higher education system and social work practice overall. The summit was a unique opportunity for stakeholders in field education to come together and think strategically about how to address those challenges.

Plenary presentations were made by Marion Bogo (University of Toronto) and Virna Little (Institute for Family Health). Before the summit, a broad spectrum of stakeholders were engaged to provide input through a survey of CSWE members through

Ethnicity of MFP Doctoral Fellows

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>All Doctoral Fellows supported by MFP</th>
<th>All Doctoral Fellows who have completed their degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>321</td>
<td>240</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
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<td>122</td>
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<tr>
<td>Pacific Islander</td>
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<td>11</td>
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which more than 400 individuals and programs provided comments that shaped the summit discussions. A presummit Field Educator Innovators Showcase highlighted innovations and best practices from 30 different social work programs. The summit was just one step in a multifaceted initiative to improve the quality of field education, expand the capacity for exemplary sites, and improve training and resources for field educators to ensure that students develop into competent social work professionals. The Field Education Summit plenary presentations and the summary report and recommendations are available on the CSWE website.

APM student volunteers assisted attendees during the conference.
2014 CSWE Annual Program Meeting: Advancing Social Work Education

In 2014 CSWE celebrated its 60th Annual Program Meeting (APM) in Tampa, FL. The meeting’s theme, “Advancing Social Work Education: The APM @ 60,” promoted social work education’s advancement of the intersection of practice, service, and research while highlighting the challenges involved and how they affect all social workers and their clients and organizations. The APM looked at where social work education has been and where it should be headed.

CSWE delivered a vigorous program with more than 800 educational sessions and 1,200 presenters. The APM also offered a new preconference event, the CSWE Summit on Field Education, which focused on improving the quality of field education, expanding the capacity for exemplary sites, and improving training and resources for field educators. Before the event, CSWE hosted a Field Education Innovators Showcase. The APM offered 12 stimulating Hot Topic Sessions, including sessions on creating academic and military partnerships, online social work education, and homelessness.

The APM also included its annual Film Festival, which offered thought-provoking videos that reflected the world social work educators want to show their students. The attendees had an opportunity to cast their votes for the winner of the Audience Choice Award. This year’s winner was Prison Terminal: The Last Days of Private Jack Hall, an Oscar-nominated film that looks through the walls of one of America’s oldest maximum security prisons to tell the story of the final months in the life of a terminally ill prisoner and the hospice volunteers, also prisoners, who care for him.
APM had three vibrant and influential plenary speakers. Special Plenary speaker Jared Bernstein, former chief economist and economic adviser to Vice President Joe Biden, spoke about the inequality that has been caused by increased globalization, diminished unionization, technological changes, the decline in the real value of the minimum wage, regressive changes in the tax code, and financial deregulation. He pointed out that nearly all these are policy issues, which means that changing the situation will require changing policy.

For the Hokenstad Lecture, Asher Ben-Arieh, professor of social work at the Hebrew University of Jerusalem and director of the Haruv Institute, presented a new theory that the concept of a child’s well-being is changing, and, as a consequence, the way it is measured and the goals that are set for society and social work are shifting.

During the 2014 Carl A. Scott Memorial Lecture, Michael Spencer, associate dean and professor of social work at the University of Michigan, discussed the growing trend toward implicit and subtle forms of discrimination, such as micro-aggressions, color blindness, and postracial attitudes that perpetuate inequality and limit opportunity. Methods for developing strategies that incorporate these issues and forms of social action into social work education and practice were discussed.

The APM gave the organization an opportunity to reward members for their contributions to the profession. During the opening ceremony, the annual Professional Recognition Awards were given out. The Significant Lifetime Achievement in Social Work Education Award, which recognizes recipients’ achievements over their entire career, was presented to Michael Reisch and Laurence Shulman. The Distinguished Recent Contributions in Social Work Education Award, which recognizes a social work educator’s achievements within the last 10 years, was presented to William Elliott III. CSWE also celebrated members’ achievements with awards such as the Partners in Advancing International Education Awards, the Feminist Scholarship Awards, the Sexual Orientation and Gender Expression Awards, and the Journal of Social Work Education Best Articles and Best Reviewer awards.

This year more than 100 social work programs, publishers, associations, and other vendors exhibited their products and programs in the Exhibit Hall. The hall also housed two iPad giveaways.

**CSWE Leadership Institute**

The CSWE Leadership Institute, developed by the Council on Leadership Development with support from the Commission on Membership and Professional Development, was approved by the CSWE Board of Directors in May 2008.

The institute’s three initiatives seek to advance future leaders in social work education, higher education, and the social work profession. Highlights of the institute’s initiatives during the past year follow.

**Initiative 1: CSWE Leadership Institute in Social Work Education**

The CSWE Leadership Institute in Social Work Education is structured and delivered as 3-hour Leadership Development Institutes (LDIs) at the Annual Program Meeting (APM), held as
preconference workshops in which a senior faculty member or administrator shares special expertise to promote leadership roles and improve leadership skills. The 2009 APM call for proposals featured the first call for LDIs.

The LDI presented at the 2014 APM was “Orientation and Professional Development for New Directors/Administrators of Baccalaureate Social Work Programs.” This LDI was designed for undergraduate program administrators with fewer than 3 years of experience. Experienced baccalaureate social work program directors presented and discussed material on the role and scope of administering an undergraduate social work program, program governance, academic leadership, fiscal and human resource management, environmental scanning, and accreditation.

**Initiative 2: CSWE Leadership Scholars in Social Work Education Program**

The CSWE Leadership Scholars in Social Work Education Program (LSSEP) was designed initially to attract a cohort of 12–15 future leaders and provide them with targeted education, training, and mentoring. The program will prepare these future leaders for diverse roles and positions in academia, such as associate and full professors, program directors, deans, associate deans, field education directors, and members of boards, commissions, councils, and similar entities.

In May 2009 CSWE and the Harvard Institutes for Higher Education (HIHE) joined forces to encourage more social work managers and leaders to apply for two 2-week education, training, and mentoring programs at the Harvard Graduate School of Education. Beginning in 2010 and renewed each year with HIHE, this collaboration is a CSWE Summer Leadership Scholarship Program opportunity for up to five CSWE-recommended participants. CSWE funded up to one third of the program expenses for those people.

Selected as the 2015 scholarship recipient was Monica Leisey, Salem State University, who successfully completed the 2015 HERS Bryn Mawr Summer Institute.

CSWE’s continued relationship with HERS furthers its goal of preparing future leaders for high-profile positions in social work education administration while providing visibility to the profession’s value and knowledge.

**Initiative 3: CSWE Leadership Networking Reception**

In conjunction with the CSWE LSSEP initiative, CSWE held a networking reception during the 2014 APM to support, encourage, and honor new leadership in the profession. These are the CSWE 2014 Summer Leadership Scholarship Program recipients:

- Karen Bullock, North Carolina University
- Stephen Kapp, University of Kansas
- Halaevalu F. Vakalahi, Morgan State University
- Florencia Velazquez, Pontifical University of Puerto Rico
- Dina J. Wilke, Florida State University
- Angela Ausbrooks, Texas State University

Four 2015 scholarship recipients were selected. They were accepted by Harvard for the MDP program, and each successfully completed that program in June 2015.

- Valire Copeland, University of Pittsburgh
- Jenny Jones, Florida A&M University
- Stacey Kolomer, University of North Carolina, Wilmington
- Goutham Menon, University of Nevada, Reno

In October 2011 CSWE and the Higher Education Resource Services (HERS) combined their efforts to increase the number of women in social work higher education administration who will apply for the HERS Bryn Mawr Summer Institute. Beginning in 2012 and renewed each year with HERS, this collaboration is a CSWE Summer Leadership Scholarship Program opportunity for up to five CSWE-recommended participants. CSWE funded up to one third of the program expenses for those people.
CSWE Press

CSWE’s publications program develops new tools to help social workers and social work educators serve their clients and advance their profession. CSWE staff members work in conjunction with the volunteer Council on Publications (COP) to produce books, e-books, DVDs, and electronic resources through CSWE Press and original, cutting-edge articles in the *Journal of Social Work Education* (JSWE).

CSWE Press published three new titles in fiscal year 2014–2015. *Advancing Human Rights in Social Work Education*, edited by Kathryn R. Libal, S. Megan Berthold, Rebecca L. Thomas, and Lynne M. Healy, offers a thorough grounding in the human rights perspective within social work education, including chapters on clinical and community practice, research, programming, and social policy development at all levels of intervention. The text also provides practical models for developing curricula around human rights and working them into field education.

*Conservative Christian Beliefs and Sexual Orientation in Social Work: Privilege, Oppression, and the Pursuit of Human Rights*, edited by Adrienne B. Dessel and Rebecca M. Bolen, includes chapters from authors representing a diverse range of sexual orientation, religious, and professional identities. They explore the different facets of the debate over freedom of religious expression and full sexual orientation affirmation to provide a deeper understanding of the complexity of topics such as social identity, oppression, power and privilege, human rights and social justice, attitudes and prejudice, and ethics and the law. Models of Christian lesbian, gay, and bisexual affirmation and advocacy are presented, and recommendations for teaching, research, and practice are provided.

In *Using Simulation in Assessment and Teaching: OSCE Adapted for Social Work*, by Marion Bogo, Mary Rawlings, Ellen Katz, and
Carmen Logie, the authors present a new approach to student assessment—the objective structured clinical examination (OSCE)—that approximates authentic practice tasks. Based on the work of two research teams and the extensive experience of the authors, this book provides all the resources necessary for programs to develop and implement the OSCE. Included are two videos produced especially for this book (accessible online) to show the OSCE process step by step.

CSWE Press continues to offer new books and selected backlist volumes in electronic format. New titles are published simultaneously in print and electronically. In the future, titles will be transferred to electronic format or set up for print on demand as inventory decreases to reduce storage and reprinting costs.

CSWE has contracted with Princeton Selling Group (PSG), a consulting firm based in Pennsylvania, to market CSWE Press publications to university bookstores, online vendors, and individuals. PSG recently developed a database of 2,100 social work educators and administrators who will receive targeted e-mail about CSWE Press publications based on their academic interests.

**Journal of Social Work Education**

JSWE celebrated its 50th year in print in 2014. The JSWE Editorial Advisory Board commissioned a series of special articles to run throughout the 50th volume year.

JSWE moved into its 51st year of publication and third year with publisher Routledge/Taylor & Francis with more than enough manuscripts in review and in the production queue. The overall acceptance rate for manuscripts (2013–2015) was 31%.

JSWE has a record number of special issues and special sections scheduled, including issues on university–child welfare agency partnerships (guest editors Gary Anderson and Katharine Briar-Lawson, planned for fall 2015), social work 100 years after Flexner (guest editors Caroline Rosenthal Gelman and Manny J. González, planned for spring 2016), and innovations in MSW education and training for practice in integrated care environments (guest editors Jorge Delva and Mary Ruffolo, planned for spring 2017).

**Connecting Through Social Media**

CSWE’s social media outlets continue to attract those interested in news and issues related to social work and the health professions. CSWE’s Facebook page, Google+ page, and LinkedIn page are visited by a diverse range of students, educators, and practitioners, and its main Twitter account reaches approximately 4,400 followers.

**Multimedia Initiatives Illuminate Social Work Issues for Educators and Students**

CSWE continues to showcase films and multimedia projects that can assist in the teaching and learning of social work concepts. This year, the annual film festival at the Annual Program Meeting (APM) screened 12 films on themes that ranged from military sexual assault and the work of homeless artists to Native American issues, schizophrenia, and the intersection of race, spirituality, and lesbian, gay, bisexual, and transgender (LGBT) concerns in the African American community. The film selected by APM filmgoers for the Audience Choice Award was *Prison Terminal: The Last Days of Private Jack Hall*, which focuses on a prison hospice program (directed by Edgar Barens, documentary specialist at Jane Addams College of Social Work, University of Illinois at Chicago).

CSWE featured student filmmaking efforts related to social work in its Virtual Film Festival (held online and open to all in the CSWE community for viewing, voting, and commenting). Attracting entries from University of Alaska Anchorage, University of Pennsylvania, Rutgers, Stanford, and University of Notre Dame, the festival included films on disability, homelessness, refugee issues, and LGBT veteran experiences with discrimination, PTSD, trauma, and recovery. Selected by the online audience for the Virtual Ovation Award and a $500 prize was *Between Worlds: Immigrant Women and Domestic Violence*, a film produced by a student–professor team at PennLaw that describes cultural and other barriers encountered by immigrant women experiencing domestic violence.

Related efforts include a multimedia blog, Moving Pictures; a YouTube channel; free film study guides of films in the CSWE film festivals; and integrated media and arts presentations from APM.
CSWE Commission on Research

The mission of the Commission on Research (COR) is to advance rigor, relevance, and high ethical standards in the teaching and conduct of research related to social work education. In the past year, a new chair was appointed to COR, Kia J. Bentley of Virginia Commonwealth University, and a new COR mission statement was approved by the CSWE Board of Directors. COR’s activities over the past year have sought to promote its mission via partnerships with other CSWE commissions and councils, to encourage empirical inquiry into accreditation policies and practice, and to encourage scholarship in teaching and learning related to social work education.

COR sponsored a Connect session, “Connecting Scholarship and Ethics,” at the 2014 APM in Tampa, FL. COR recommended revisions to several sections of the draft 2015 Educational Policy and Accreditation Standards (EPAS), and some of its recommendations were incorporated into the new EPAS. In June 2015, COR launched a survey of current CSWE commissioners and councilors, soliciting their feedback on research priorities to be pursued by COR. COR and the Commission on Membership and Professional Development continued their collaborative development of a database of social work members’ research interests and expertise. The purpose of this database would be to publicize social work research to policy makers, legislators, and media; to promote relations with outside organizations to facilitate collaboration; and to promote networking, collaboration (research, teaching and curriculum, and practice), and mentoring among CSWE members. A draft survey instrument to collect member information for the database is under review.
The commission provides oversight for the Annual Survey of Social Work Programs, the primary source of data on social work education in the United States. The 2014 Annual Survey was the first in which DSW (and other advanced practice doctorate) programs were surveyed separately from PhD programs. Four DSW programs participated in this inaugural survey year. COR approved changes to the Web-based 2015 Annual Survey.

**Economic Self-Sufficiency in Social Work Education Project**

CSWE, in collaboration with the Workplace Center at the Columbia School of Social Work, has been engaged in an Economic Self-Sufficiency in Social Work Education curriculum development project. Economic self-sufficiency is defined as the ability of individuals and families to consistently meet their needs (e.g., food, housing, health care, dependent care, education) with minimal or no special financial assistance from private or public organizations. It involves the generation of income and financial capability needed to help individuals progress toward the ultimate goal of achieving financial well-being and increasing prosperity beyond basic subsistence. This project is aimed at building the capacity of social workers to respond to poverty by adding economic self-sufficiency content to BSW generalist and MSW foundation training. Whether the social work student is eventually employed in an integrated health setting, at a child welfare agency, or a policy think tank, all students will benefit from exposure to a more comprehensive view of finances and economic self-sufficiency.

The first phase of this project, funded by the New York Community Trust and the Calvin K. Kazanjian Economics Foundation, began in July 2014 and ended in June 2015. Over the past year the project team conducted a survey with a proportional random sample of accredited BSW and MSW programs to capture the current state of labor force participation and financial capability topics in curricula and field placements and to gauge interest in integrating new curricula or expanding existing curricula relating to economic self-sufficiency. The project team facilitated focus groups involving program leadership and faculty at the 2014 APM in Tampa, FL. A special topic section of the Annual Survey was dedicated to employment and financial issues, assessing whether programs include content on labor force participation and financial capabilities and the potential barriers to inclusion of this material in the BSW and MSW curricula. With the support of the project Advisory Board, comprised of experts in employment issues and financial capabilities, a modularized curriculum outline was built through a consensus process and linked to the 2015 Educational Policy and Accreditation Standards (EPAS).

The next phase of the project will focus on the development of an EPAS resource guide delineating competencies and practice behaviors to support economic self-sufficiency at the individual, organizational, community, and policy level. CSWE will also launch a Web-based clearinghouse for economic self-sufficiency curriculum materials and educational resources.

**Adolescent Screening, Brief Intervention, and Referral to Treatment**

In November 2014, CSWE partnered with NORC at the University of Chicago to support the development of generalist curricula for adolescent screening, brief intervention, and referral to treatment (SBIRT) at the baccalaureate and graduate levels. SBIRT is a Substance Abuse...
and Mental Health Services Administration (SAMHSA)–supported integrated and comprehensive public health approach for the delivery of early intervention and treatment for people with alcohol and substance use and abuse or people at risk of developing a substance use disorder. This approach involves quickly screening a person to assess his or her risk level of substance use and abuse, conducting a brief intervention focused on positive behavioral change, and referring people needing extensive treatment to specialty care.

NORC has been awarded a $2 million grant from the Conrad N. Hilton Foundation to fund the education of social work and nursing students in adolescent substance use as a part of generalist curriculum for undergraduates and graduates. Along with CSWE, NORC has partnered with the Center for Clinical Social Work and the American Association of Colleges of Nursing for a 3-year project to develop and disseminate adolescent SBIRT curricula.

During the first year of this project, NORC hosted an open dialogue at APM 2014 where they spoke with social work educators about educational approaches and preferred learning styles of their students. The feedback gathered has been used in the development of a model curriculum. This partnership has also brought together a learning collaborative of social work and nursing educators, professors, and students in an effort to mobilize around SBIRT, develop and share curriculum materials and resources, and support each other’s implementation of SBIRT into curricula. Later in 2015, NORC will award mini-grants to members of an SBIRT learning collaborative that will support them to apply adolescent SBIRT curricula and implement and evaluate an SBIRT training technology platform.

Other CSWE Institutional Research Initiatives

CSWE launched a Recovery Learning Network at the conclusion of the first phase of the Recovery-to-Practice (RTP) project, funded by the SAMHSA. CSWE’s Recovery Learning Network is an informal collaborative of educators, practitioners, and students who are interested in supporting one another to implement and sustain recovery-oriented practice. The network hosted one live Q&A webinar session with RTP webinar series facilitators in August 2014. In October 2014, Steven J. Onken (University of Northern Iowa), Nadine M. Bean (West Chester University), Cynthia A. Lietz (Arizona State University), Janet Hoy (University of Toledo), and others presented a Recovery Learning Network showcase at the 2014 APM and shared their approaches to implementing recovery orientation in social work education and research.

CSWE has partnered with the University at Albany to make homelessness a professional priority. Funded by a grant from the New York Community Trust, the University at Albany School of Social Welfare will use the grant to support the school’s National Center for Excellence in Homeless Services in launching a National Homelessness Social Work Initiative aimed at fostering strong relationships between schools of social work and agencies supporting people experiencing homelessness.
CSWE Hears From Senior Leadership in the HHS Office of Minority Health at Spring Governance

During the CSWE March 2015 Spring Governance meeting, participants heard from Alexis Bakos, PhD, MPH, RN, senior advisor to the deputy assistant secretary for minority health in the Office of Minority Health at the U.S. Department of Health and Human Services (HHS). The Office of Minority Health is tasked with improving the health of racial and ethnic minority populations and eliminating health disparities.

Through her lively talk on the role of the Office of Minority Health, Dr. Bakos highlighted a variety of the office’s initiatives to meet these goals, including the National Partnership for Action to End Health Disparities, the National Stakeholder Strategy for Achieving Health Equity, and the HHS Action Plan to Reduce Racial and Ethnic Health Disparities.

Dr. Bakos strongly encouraged CSWE members to engage the Office of Minority Health by reaching out to their Regional Healthcare Equity Councils within the National Partnership for Action to End Health Disparities. As social workers and social work educators, CSWE members are uniquely positioned and well-trained to provide expertise and resources to the stakeholder network. Dr. Bakos also encouraged CSWE members to explore the Office of Minority Health website for data and toolkit resources, newsletters, and funding opportunities, emphasizing the importance of interprofessional collaboration in the effort to reduce health disparities and improve health for racial and ethnic minorities.
CSWE Membership Information

CSWE offers two types of memberships: individual and program. Individual members are faculty, administrators, students, and other social work professionals. Program members are social work programs accredited by CSWE.

Individual Membership

The bylaws of the CSWE designate full members and associate members.

- Full (individual) members include:
  1) Educational Program Members. Educational Program Members consist of undergraduate and graduate programs accredited by CSWE. Educational Program Members will be represented in CSWE by their respective social work dean, director, or other designee, who shall exercise all voting rights on behalf of the member.
  2) Faculty and Administrators. Faculty and Administrator Members consist of people holding paid faculty, administrative, or managerial appointments in programs accredited by CSWE.
  3) Individual Members. Individual Members consist of people affiliated with national, state, local, voluntary, public social welfare agencies, and other professional social work organizations; field instructors with educational responsibilities for students in social work undergraduate and graduate programs; and others who want to support social work education through membership in CSWE.

- Associate (individual) members are nonvoting members and include candidates, emeritus members, students, and associate organization members.

Effective July 1, 2012, a two-level structure was introduced for student members. One level is for undergraduates and graduates and the other for doctoral students. The change was implemented to assist in developing targeted programming opportunities for each type of student group.

Volunteers are instrumental in supporting the mission and work of CSWE through their contributions to governance and operational project areas. Eligibility to serve as an officer or member of any of the following is contingent on CSWE full (individual) or associate (individual) membership in good standing.

If you are not a member or would like to suggest membership in CSWE to a colleague, please visit the Membership page on the CSWE website at www.cswe.org for more information on membership benefits and categories.

CSWE Membership by Category

Total: 2601 as of June 30, 2015
- Full Member: Faculty and Administrator = 1957
- Full Member: Individual = 92
- Associate Member: Emeritus = 59
- Associate Member: Undergraduate and Graduate Students = 158
- Associate Member: Doctoral Student = 333
- Associate Member: Associate Organization = 2
**Donors 2014–2015**

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Nominating Committee

Board Committees
- Audit
- Budget and Finance
- Executive
- Investment
- Professional Recognition and Awards

COMMISSIONS
- Commission on Accreditation
- Commission on Educational Policy
  - Council on Field Education
  - Council on Practice Methods and Specializations
- Commission on Global Social Work Education
  - Council on Global Social Issues
  - Council on Global Learning and Practice
- Commission for Diversity and Social and Economic Justice
  - Council on Disability and Persons With Disabilities
  - Council on Racial, Ethnic, and Cultural Diversity
  - Council on the Role and Status of Women in Social Work Education
  - Council on Sexual Orientation and Gender Identity and Expression
- Commission on Membership and Professional Development
  - Council on Conferences and Faculty Development
  - Council on Leadership Development
  - Council on Publications
- Commission on Research
- Leadership Forum

Other Committees
- Affirmative Action
- Bylaws Review
- Carl A. Scott Memorial Fund
- Katherine A. Kendall Institute Advisory Board
- Strategic Planning

1 Bylaws specified.
2 Chair serves as ex-officio nonvoting member of the Board of Directors.
3 Unless otherwise specified in the bylaws or in board-approved committee descriptions, board committees must have a majority of members from the board; non-board members may be appointed.
4 A designee from the forum sits as an ex-officio nonvoting member of the Board of Directors.
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UPCOMING ANNUAL PROGRAM MEETINGS

2016  Atlanta, GA / November 3–6
2017  Dallas, TX / October 20–24
2018  Orlando, FL / November 8–11

For the latest news and initiatives at CSWE visit our website at www.cswe.org. There you can find information about accreditation, publications, special projects and initiatives, the Annual Program Meeting and other conferences, and membership.

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