

2022–2023 ANNUAL REPORT



COUNCIL ON SOCIAL WORK EDUCATION

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Welcome Letter From the President and the Chair of the Board

Aloha Colleagues, Friends, and Families

We are extremely pleased to share with you a summary of our collective journey over the past year. We thank those who have paved the way for us, specifically Dr. Darla Spence Coffey and Dr. Sandra Hardin Starks, as we launch this new era. We are deeply grateful for all of you as members of the Council on Social Work Education (CSWE) who have dedicated your time, talent, and treasure to the success of our programs, initiatives, and activities this past year. We thank you for your dedicated service on our Board of Directors, Commissions and Councils, Committees, and Task Forces to advance excellence and innovation in social work education and research. We acknowledge the overwhelming challenges, tragedies, and losses that are ongoing and not all behind us, and also the extraordinary hope and strength of the human spirit that have carried us through these trying times. We thank you for your steadfast leadership in the classroom, campus, and community during these challenging times.

Working together as one CSWE, we welcomed more than 2,600 people to our Annual Program Meeting in person in Anaheim, California, where we also welcomed our new President and CEO, Dr. Halaevalu F.O. Vakalahi. We also launched the 2022 Educational Policy and Accreditation Standards and announced the new Board of Accreditation. We continued upgrading our website to better serve members as a repository of useful resources and timely information.

We are thrilled to have launched our new CSWE membership structure, which includes all faculty, students, staff, and administrators of accredited programs from Guam and Hawai'i to across the Continental U.S. to Puerto Rico and the Virgin Islands. Indeed, the future of social work education is bright!

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

Respectfully,



Halaevalu F.O. Vakalahi, PhD, MSW
CSWE President & CEO



Hilary Weaver, DSW, MSW
CSWE Board of Directors Chair

Providing Leadership for the Future of Social Work Education

CSWE Appoints Dr. Halaevalu F.O. Vakalahi as President/CEO

On January 16, 2023, Halaevalu F. Ofahengaue Vakalahi, PhD, MSW, took over as President/CEO of the Council on Social Work Education. She succeeded Darla Coffey, PhD, MSW, who stepped down in December of 2022. In a [letter to members](#), she wrote that she was honored and blessed to join CSWE in the quest to forward social and economic justice as a value proposition of social work education.

“I am the daughter of Moana and Faleola Ofahengaue, immigrants who ingrained in me the value of higher education as a way to give back and pay forward,” she wrote.

“I am also the proud mother of Tu’ihakavalu, a brilliant spirit who is shaping all that I am becoming. I am the investment of so many of you, mentors, friends, colleagues, and just beautiful people and communities who lifted for and with me—thank you from the bottom of my heart.”



Dr. Vakalahi, second from right, with attendees of the Research, Policy, and Practice Student Summit held in June 2023

Her expression of gratitude continued for the mana of her Pacific ancestors and lands of Indigenous peoples that have nurtured, protected, and blessed her life. But also, she said, the people and transformational experiences of her university experiences, first as a student at Brigham Young University (BYU)—Hawai’i, University of Hawai’i—Manoa, and University of Utah, and then later as an educator and scholar at six university systems (New Mexico State University, BYU—Hawai’i, San Francisco State University, George Mason University, Morgan State University, and Hawai’i Pacific University). She wrote, “I am also deeply grateful for CSWE’s 70 years of extraordinary history, the giants on whose shoulders I stand and who have positioned me for this new journey, and the dream team I have inherited. In the words of Maya Angelou, ‘I come as one, but I stand as 10,000.’

“So, as we embark on this new journey, we will honor our strong foundation and continue to build, taking CSWE to the next level with a commitment to increase and strengthen our brand, visibility, representation, and financial sustainability—We invite YOU to join us in this endeavor!”

Celebrating the CSWE Board of Accreditation

In June 2022, CSWE members ratified bylaws updating the membership structure of CSWE and more clearly articulating the distinction between CSWE and its accrediting function. Continuing this momentum, CSWE and its accrediting body signed an updated [Memorandum of Agreement](#) in January 2023, affirming the accrediting body's autonomy with respect to all accreditation activities, reviews, actions, and decisions; and further strengthening the organization's pillars of membership and accreditation.



Board of Accreditation members and CSWE staff from the Department of Social Work Accreditation at the BOA meeting in June 2023.

In April 2023, CSWE announced the next collective step forward in modernizing the association's structure by welcoming the newly named CSWE Board of Accreditation (BOA) (formerly CSWE Commission on Accreditation). This move more clearly delineates the charge and responsibility of the Board of Accreditation as part of the accreditation pillar of the organization, and the important work of other CSWE commissions and councils as part of the membership pillar of the organization.

CSWE-BOA accreditation speaks to public trust and accountability across the social work continuum. CSWE-BOA accredited social work programs ensure program mission is aligned with social work competencies to prepare students for professional practice, and are committed to ongoing program assessment and renewal based on data-informed decision-making.

The CSWE-BOA is recognized by the Council on Higher Education Accreditation (CHEA) to confer accreditation status to social work degree programs and fellowship programs in the United States and its territories.

2022 EPAS Resources

Following the June 2022 approval of the [2022 Educational Policies and Accreditation Standards \(EPAS\)](#), CSWE's Department of Social Work Accreditation released the 2022 EPAS Accreditation Toolkit, 2022 EPAS Reaffirmation training, and site visitor training.



The 2022 EPAS Toolkit, located on the CSWE website, is a holistic toolkit of accreditation resources, including the 2022 EPAS interpretation guide; anti-racism, diversity, equity, and inclusion information; self-study and candidacy templates; and samples to assist programs in completing 2022 EPAS forms.

The 2022 EPAS reaffirmation training is housed on [CSWE's Learning Academy](#), offering modules preparing accredited baccalaureate and master's social work programs for reaffirmation and continuous compliance under the 2022 EPAS. This hybrid training model consists both self-paced online learning modules and live drop-in question-and-answer sessions with CSWE accreditation staff.

Site visitor training under the 2022 EPAS and new accreditation volunteer policies opened spring 2023. Site visitors are trained on 2022 EPAS standards, the accreditation process, their role in reaffirmation, and accreditation visit policies. Site visitors completing all training components are certified to conduct visits under the 2022 EPAS. More information, including requirements for seeking accreditation, can always be found on [CSWE's website](#).

Accreditation by the Numbers

543

accredited baccalaureate programs

323

accredited master's programs

4

accredited post-master's social work fellowship programs

15

baccalaureate programs in candidacy

27

master's programs in candidacy

All numbers on this page are as of the June 2023 BOA meeting,

2022–2023 Social Work Program Candidacy

4

baccalaureate programs granted candidacy

10

master's programs granted candidacy

9

baccalaureate programs granted second year of candidacy

16

master's programs granted second year of candidacy

6

baccalaureate programs granted initial accreditation

11

master's programs granted initial accreditation

38

baccalaureate programs granted reaffirmation of accreditation

64

master's programs granted reaffirmation of accreditation

31

baccalaureate progress reports accepted

20

master's progress reports accepted

1

master's programs had accreditation restored

3

baccalaureate programs placed on conditional accredited status

2

master's programs placed on conditional accredited status

4

baccalaureate programs had a program-requested withdrawal of accredited status

1

master's program had a program-requested withdrawal of accredited status

56

baccalaureate programs issued letters of instruction

29

master's programs issued letters of instruction

Accreditation Volunteers and Visits by the Numbers

Accreditation by the CSWE Board of Accreditation (BOA) is a peer-review process supported by the work of dedicated volunteers serving as site visitors, members of the fellowship review committee (FRC), and CSWE Board of Accreditation members.

CSWE-accredited social work education and post-MSW fellowship programs host site visits as an integral part of the reaffirmation process. Site visitors and FRC members review self-studies and conduct visits to programs on behalf of the CSWE-BOA, which ultimately confers and ratifies accreditation decisions.

30 BOA members from **21** states, Washington, DC, and U.S. territories

9 fellowship review committee members from **5** states and Washington, DC

138 site visitors from **36** states, Washington, DC, and Guam

60 candidacy visits conducted in **26** states and the Virgin Islands

95 site visits conducted in **29** states and Puerto Rico

CSWE: A Trusted Leader and Partner

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

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

External Coalitions and Partnerships

- Eldercare Workforce Alliance Interprofessional Education Collaborative

- Federation of Associations of Schools of the Health Professions (FASHP): Former CSWE President and CEO Darla Spence Coffey served as president of this organization in 2022.
- Forum on Mental Health and Substance Use Disorders
- Global Forum on Innovations in Health and Professional Education
- National Academies of Sciences, Engineering, and Medicine (NASEM)
- National Academies of Practice
- National Collaborative for Improving the Clinical Learning Environment (NCICLE)
- Students Assist America
- Washington Higher Education Secretariat Social Work Helper

Leadership Roundtable Provides United Voice on Key Concerns

Responding to concerns about safety and inclusiveness at social work professional development events, the Social Work Leadership Roundtable provided the following statement:

Members of the Social Work Leadership Roundtable stand united in support of the professional culture that we want to cultivate at our events. Social work conferences and meetings are places where we gather to learn, share information, and begin and renew professional collaborations. As such, it is important to foster an atmosphere that promotes safety and inclusiveness. We are committed to fulfilling the expectation for an atmosphere that is physically and psychologically safe.

While none of our organizations have the power to monitor spaces such as online platforms and we recognize that some

societal norms continue to fuel behaviors that can be problematic or unsafe, we will continually strive to urge and administer expectations for decorum, respectful communication, safety, and inclusiveness. As leaders in our profession representing diverse organizations, we are committed to communicating the importance of gracious conduct to our members. By encouraging the positive intentions of our members and ensuring a sound means for providing feedback and responding swiftly when those intentions are not met, we commit to building and maintaining a culture of dignity and respect at all our events and workplaces.

Member Organizations of the Social Work Leadership Roundtable

American Academy of Social Work and Social Welfare
Association of Baccalaureate Social Work Program Directors
Association of Black Social Workers
Association of Social Work Boards
Council on Social Work Education
Grand Challenges for Social Work
Group for the Advancement of Doctoral Education in Social Work
National Association of Deans and Directors of Schools of Social Work
National Association of Social Workers
Social Work Collective to Advance Research: Deans & Directors Group
Society for Social Work and Research

In response to questions on the legitimacy of conceptual and theoretical fields of inquiry within social work education and practice, and the responsibility of social work as a profession in the current political climate, the Roundtable issued this statement on DEI, Anti-Racism, and Systems Change:

As members of the Social Work Leadership Roundtable, we call on social work professionals, allies, and the broader public to join us in recommitting to building healthy lives and communities and culturally responsive systems. We invite conversations and actions that advance social, economic, and environmental justice. In these divisive and hostile times, we must focus on evidence-informed change and transformation that can lead to effective systems.

We acknowledge past wrongs as well as current fears about injustice in many societal institutions including but not limited to child welfare, mental health, schools, and carceral systems (i.e., police, jails, prisons)--especially in the wake of the dismantling and systematic neglect of mental health programs over the decades. We recognize and challenge injustice in many institutions and systems while understanding we must maintain safeguards for people experiencing violence, exploitation, injustice, and oppression. We must redouble our collective efforts to intentionally and strategically rethink, reimagine, and reinvent these systems as broadly respected and effective building blocks of society that support, protect, and promote the well-being of all its members.

We must come together as a profession, guided by our professional values, to refocus the conversation and call to action on what we want to build and transform:

- Develop common messages that emphasize building, not tearing down; being proactive not only reactive; clarifying what we stand for and what we do, not only what we oppose.
- Respond in our respective organizations and as a collective from a common ground that can drive action in positive ways. This stance will be important for the work of service providers, policymakers, decision-makers, and community organizers.
- Engage multiple scientific approaches and ways of knowing in social work knowledge development and its translation. This will increase representation of our diverse global communities and support existing evidence that a diverse competent workforce produces better outcomes.
- Include diverse perspectives and consider a full range of theories and approaches, such as Indigenous, womanist, abolitionist, critical race theory, Afrocentric, decolonial, positivist, and so many others. These perspectives must be grounded in social justice, collectivity, inclusivity, collaboration—the central guiding tenets and value proposition of the profession of social work.

We invite all social workers, educators, researchers, students, policymakers, community partners, and allies to stand firmly together, using our Code of Ethics as the foundation for meaningful conversations about rethinking and reimagining our work and the systems in which we work.

We invite all to join us in protecting and promoting the well-being of individuals, families, and communities in the context of cultural, economic, and demographic shifts and in answering the question: What is your organization doing to celebrate diversity, and advance inclusion, anti-racism, institutional change, and systems improvement? Together, we can achieve an equitable, just society.

Part-Time Student Enrollment Up in Baccalaureate Programs, CSWE Research Finds

CSWE annually publishes “Statistics on Social Work Education in the United States,” a report on the annual survey of social work education programs nationwide. The 2021 edition, which was published in 2022, revealed that while the majority of baccalaureate students are enrolled full-time, part-time enrollment is up 35.46% since 2009-2010. And while baccalaureate student debt upon graduation has increased modestly in the past decade, master’s degree graduates in social work have more than 50 percent more debt today than do graduates of a decade ago.

The Annual Survey was composed of two survey sections that gathered data on baccalaureate programs, master’s programs, practice doctoral programs (e.g., DSW), research doctoral programs (e.g., PhD), and full- and part-time faculty and social work administrative staff members. The program sections included items on program structure and offerings, enrollments, and degrees awarded. The survey includes demographic data for enrolled students and graduates at all program levels and data on applications and first-time enrollment for practice doctoral and research doctoral programs.

Commission on Research Takes on Special Projects

[CSWE’s Commission on Research \(COR\)](#) has been actively engaged during the 2022–2023 year on several projects and initiatives. COR kicked off the year strong at the APM meeting where they revised their priorities.

A subcommittee was formed to review and re-validate the annual survey instrument with the goal of updating and shortening the existing measures. The subcommittee met weekly from January to March 2023 and finalized testing the revisions to the survey, which was disseminated in April 2023.

Two additional subcommittees were formed to work on two CSWE funded Special Projects. The first will examine methods utilized by accredited social work programs to teach and assess research competency. The second will explore pedagogical approaches that incorporate anti-racist/anti-oppressive practices and methods into social work research courses.

CSWE Calls for Academic Freedom in Higher Education

Legislative proposals threaten to stifle higher education institutions' ability to address fundamental values in social work education programs

Social work is a public service field founded on core values of justice, dignity and worth of a person, human relations, integrity, and competence; as a profession, social work is committed to anti-racist and anti-oppressive practices in serving diverse groups of people. Social work has at its core a charge to dismantle systemic barriers to equality and equity, as defined by accreditation standards required for educational programs in social work. Social work education prepares social workers for this through developing their critical-thinking and problem-solving skills, and developing knowledge through research, practice, and scientific inquiry.

Accreditation is a systematic and rigorous process of operationalizing this vision of social work and ensuring consumer protection and the public good through quality social work education programs. CSWE-accredited programs are held to higher standards of responsibility for educating students to be respectful and responsible social workers for diverse cultures and communities. Graduates from social work education programs are positioned to advocate for justice, equity, inclusion, and diversity.

CSWE accreditation standards are grounded in these core values and engage competent and qualified educators and community partners to ensure student competency in research, policy, theory, and practice of social work. These standards apply to all social work programs, regardless of whether they are at the undergraduate or graduate level or whether the course content is offered online or in a classroom. Graduation from a CSWE-accredited social work program provides assurance that the program in which a student enrolls is committed to quality education of students on social work competencies necessary to enter practice. This offers the opportunity of practice and/or licensure through the completion of a CSWE-accredited degree.

CSWE's Board of Accreditation is recognized by the Council on Higher Education Accreditation (CHEA). CHEA recognition assures the public that CSWE's Board of Accreditation is competent to engage in quality reviews of social work programs based on the CHEA recognition standards, which require accrediting organizations to "demonstrate a commitment to diversity, equity, and inclusion."



In 2021, CSWE joined with the Association of American Colleges & Universities and other associations to denounce a growing number of state legislations that seek to dictate how the construct of racism can be taught in colleges and universities. The American Association of University Professors raised concerns that such legislation violates the First Amendment and principles of academic freedom through state censorship of teaching, research, and public speech.

Since this time, states have advanced legislation that infringes upon freedom in higher education. For example, Florida legislation, as proposed, requires that universities terminate programs which use “pedagogical methodology associated with critical theory,” including “critical race studies, critical ethnic studies, radical feminist theory, radical gender theory, queer theory, critical social justice or intersectionality.” This is a direct, broadside attack on academic freedom.

Academic freedom is the underpinning of higher education. Legislation that limits course content and curriculum decisions impinges on academic freedom. Topics that are off-limits are described in terms such as “divisive,” which is difficult to define and inherently subjective. Educators, not politicians, should make decisions about educational curriculum, pedagogy, and associated research. Decades of research by social work and other scholars document the continuing existence and significant consequences of racism, oppression, and inequality in our country. These words describe a painful and well-documented reality in our society, not an ideology. Legislative efforts to deny what makes us uncomfortable reflect a rejection of principles of free speech and commitment to opportunity and equality for all people.

In addition to this attack on academic freedom, the proposed legislation threatens the accreditation status and, in fact, the very existence of social work education programs and social workers serving communities across the nation. Across the United States and its territories, there are more than 125,000 social work students. Without social work education, the resulting depletion of human

capital in human services and the health profession workforce will have profound impacts on economic outcomes of state institutions of higher education, health systems, and communities, including the most vulnerable members of society.

We remain steadfast in our commitment to engage in anti-racism, diversity, equity, and inclusion in the preparation of social work students. Therefore, CSWE calls upon social work educators, students, community partners, and allies to protect academic freedom and preserve the capacity of education as a tenet of democracy.

Hurricanes Fiona and Ian and Social Work Education

The 2022 hurricane season brought back-to-back storms in Hurricanes Fiona and Ian, with a major impact on communities in Puerto Rico and the southern United States. CSWE expressed its deep condolences over the loss of life and destruction caused by the storms and related flooding or winds.

When hurricanes hit, we fully understand that social work programs may be disrupted. The safety and well-being of students, faculty, and the local community invariably takes precedence. [CSWE issues guidance](#) for programs in affected areas regarding how these disruptions impact field education, site visits, and other accreditation-related concerns.

Any time a natural disaster affects a social work program, members are encouraged to reach out to CSWE and inform us if we can provide support to your program, institution, or community.



Government Relations Highlights

SUPPORTING SOCIAL WORK EDUCATION THROUGH ADVOCACY AND POLICY

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

PROMOTING HIGHER EDUCATION

Throughout the past year, CSWE government relations (GR) has continued to emphasize the importance of addressing student aid for institutions and students in critical programs that support schools of social work and social work students. CSWE has actively advocated in support of ensuring quality and accessible higher education through signing on to coalition letters in support of doubling the Pell Grant, expanding support for Minority Serving Institutions (MSI), and addressing student loan debt and the Public Service Loan Forgiveness (PSLF) program through endorsing legislation, responding to requests for information (RFI), and other engagement opportunities.

In addition, CSWE GR partnered with multiple federal agencies including the Department of Veterans Affairs (VA) and the Department of Health and Human Services (HHS) to help inform CSWE members on different loan repayment options that are

available for social workers through employment at these agencies. CSWE GR also developed language in a fiscal year (FY) 2023 funding bill that directs the Department of Education to explore the possibility of using federal student aid funding to support social work students participating in internships and field experiences.

EXPANDING SUPPORT FOR SOCIAL WORK TRAINING PROGRAMS

The expansion of federal support for social work health care programs remained a major priority in the past year. CSWE GR's advocacy efforts included simultaneously engaging with congressional champions throughout the FY 2023 and 2024 funding process, establishing new or re-establishing existing relationships with key federal agency officials who oversee programs of importance to CSWE and its membership, and promoting social work's involvement in federal healthcare programs through other channels. These activities once again contributed to increases and steady funding levels for the following health care education and training programs:

- The Health Resources and Services Administration's (HRSA) Title VII health professions programs, including the Behavioral Health Workforce Education and Training (BHWET) program and Geriatrics Workforce Enhancement Program, as well as the Scholarships for Disadvantaged Students Program.

- The Substance Abuse and Mental Health Services Administration's Minority Fellowship Program (MFP).
- The National Institutes of Health's biomedical and health-related research, which includes social and behavioral science research.
- The Administration for Children and Families (ACF) Office of Human Services Emergency Preparedness and Response (OHSEPR).

CSWE GR's activities included submitting requests for information (RFIs) on ways to address health workforce shortages as Congress considers workforce legislation. CSWE GR also cultivated new social work champions by demonstrating CSWE's support for legislation that would extend the program and increase reauthorized funding for the MFP. The MFP was reauthorized through 2027 at \$25 million per year.

CSWE GR shepherded new federal agency relationships through holding meetings with officials at ACF OHSEPR, culminating in a Memorandum of Understanding to develop emergency preparedness curricula. CSWE GR also engaged with HRSA and Congress regarding support for pre-licensure social workers completing field placements. With the encouragement of HRSA,

these efforts were included in CSWE's FY 2024 appropriations testimony.

ADVANCING SOCIAL JUSTICE AND RESEARCH

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



Dr. Vakalahi received a Department of Health and Human Services commemorative coin from Dr. Jean Bennett, SAMHSA Regional Director, in recognition of the long-standing relationship between SAMHSA and CSWE. Dr. Bennett provided the keynote speech at the 2023 Spring Governance meeting..

In addition, CSWE led in the placement of CSWE, SSWR, and the Group for the Advancement of Doctoral Education in Social Work (GADE) Doctoral Student Policy Research Fellows in Congressional offices and with the CSWE GR team to engage in work to identify links between their research and policy and expose social work researchers to the ways their research experience and backgrounds are used to inform practitioners in the government to influence and inform policy.

The CSWE Research, Policy, and Practice (RPP) Student Summit, which took place in June, brought together nearly 70 students from all over the country to participate in a Capitol Hill Day in Washington, DC. Students, which included Minority Fellowship Program (MFP) fellows, Doctoral Student Policy Research fellows, and Substance Use Disorders Education and Leadership Scholars Program fellows, were able to advocate for the continued support of programs that strengthen social work education and share first-hand experiences of their research and practice. For more information on the RPP Student Summit, [see page 19](#).



Students from CSWE fellowship programs join CSWE staff and other attendees of the Research, Policy, and Practice Student Summit in front of the U.S. Capitol in June 2023.

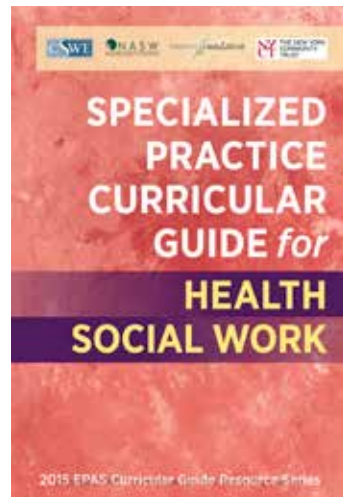
Through these student-led meetings, Congressional staffers were able to hear directly from constituents about the crucial role that social workers play in promoting individual, family, and community wellbeing, as well as the challenges that social workers face. This opportunity allowed students to develop their advocacy skills and provided them with legislative background on some of the programs that contribute to their education.

Additionally, CSWE and SSWR submitted a joint response to the National Institutes of Health Office of Disease Prevention's

request for information soliciting input from community stakeholders on its proposed Strategic Plan for fiscal years 2024-2028. Through the joint response, CSWE and SSWR were able to comment on the importance of investing in prevention research. The response also highlighted the need for community-based approaches to address the issues that prevention research aims to tackle and the role that social workers can play in the implementation of such research, given their experience working with many different types of communities.

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

Health Social Work Curricular Guide



The [Specialized Practice Curricular Guide for Health Social Work](#) is available to social work programs to enhance teaching about health social work and is one deliverable of Social Work Healthcare Education and Leadership Scholars (HEALS), a multi-faceted grant funded by the New York Community Trust.

The implementation of the Patient Protection and Affordable Care Act (ACA) recognized that there could be expanded roles for social workers to improve health

care access, affordability, equity and quality. Social Work HEALS was created to pursue those opportunities and was implemented as a collaborative endeavor between national organizations: the National Association of Social Workers (NASW), the NASW Foundation, and CSWE.

An additional supplement to this curricular guide is NASW's virtual forum, Reimagining Health and Social Work. The virtual event

addressed important topics on interprofessional practice, integrated care, emerging leadership challenges in health care, links between climate change and health, community care for youth, advanced-care planning, telehealth, social work advocacy and health, and COVID-19 vaccinations. The recordings of all presentations led by HEALS participants are now available to all accredited social work education programs. Users are required to create a username and password if not already an NASW member.

Substance Use Disorders Education and Leadership Scholar Program

The Substance Use Disorders Education and Leadership Scholars (SUDEALS) project was funded by the American Academy of Addiction Psychiatry (AAAP) via a SAMHSA subaward to develop a cohort of 10 BSW and MSW social work programs to combine the standardized CSWE Practice Education (Prac-Ed) substance use disorder curriculum with practice, research, and scholarships to incentivize BSW/MSW student opportunities to practice in this specialty area.

The project also creates opportunities for social work field instructors (practicing social workers) and their agencies to enhance their training and mentorship of social work students through acquisition of cutting-edge information on available evidence-informed intervention to strengthen agency/university partnerships and test innovative practice

interventions through social work research. The 2022-2023 cohort included 20 students and 10 partner schools that includes MSIs and significant geographic diversity:

- Bridgewater State University
- Clark Atlanta University
- Florida Atlantic University
- North Carolina State University
- Ramapo College of New Jersey
- Southern Connecticut State University
- St. Catherine University
- St. Edward's University
- The University of Texas at Arlington
- University of Alaska Anchorage

CSWE is wrapping up Year 2 of the project funded at over \$175,000. The project is anticipated to receive another year of funding in Year 3 at more than \$200,000 to continue through September 2024. In Year 3, the cohort of students will double to 40 BSW and MSW students.

Substance Use Disorders Educational Webinars

CSWE received funding for the Substance Use Disorders Educational Webinars series in 2022 from the American Academy of Addiction Psychiatry (AAAP) via a SAMHSA ORN funding opportunity. This grant allowed CSWE to develop, facilitate, and implement four substance use education webinars on relevant substance use topics in social work. Webinars provide free CE credits, as applicable. CSWE hosted the substance use education webinars online on the [CSWE](#)

[Learning Academy](#) platform, which can be accessed by the public free of charge, on the CSWE website. Webinars will be available live or on-demand. The webinars and resources were promoted to CSWE members to encourage them to access these free offerings.

The webinar series was grounded in the theme of “Reimagining Social Work Education About Substance Use Disorders.” Specific topics included:

- Transforming the Student-in-Environment Ecosystem: Community & Culture Change as Substance-Related Educational Innovation
- The Promise of Transformative Social-Emotional Learning Approach and Positive Youth Development to Prevent Substance Misuse
- Reimagining Substance Use Disorder Policy to Address Inequities: Current Substance Use Disorder Policy Challenges and Opportunities for Social Workers
- Engaging in Current Research

Doctoral Student Policy Fellowship



CSWE, in partnership with the Society for Social Work Research (SSWR), and the Group for the Advancement of Doctoral Education in Social Work (GADE) launched the first year of the Social Work Doctoral Student Policy Fellowship in 2022. The Fellowship is funded through a two-year award of \$100,000 from the New York Community Trust. The goal of the fellowship is to develop a cohort of doctoral level social

workers who influence social policy through the federal legislative policy process. CSWE completed the following key steps in project implementation in Year 1 of the fellowship:

- Assembled a steering committee of key experts from CSWE, SSWR, and GADE
- Selected 10 second-year social work doctoral students through a competitive application process. The selected doctoral students have a diverse range of research topics and areas of focus.
- Offered fellows the opportunity to meet with mentors to expand professional networks and practice at the CSWE Annual Program Meeting (APM) in November 2022.
- Provided fellows experiential learning on congressional legislative processes such as appropriations and authorization facilitated by policy and legislative experts.
- Facilitated regular virtual meetings to offer participants mentorship support as a cohort and on a one-on-one basis, as requested.
- Supported fellows in linking their academic research with legislative policies and developing easy to read advocacy materials and policy briefs.
- Distributed fellow stipends to support their doctoral studies

Fellows have contributed greatly to their congressional offices and policy placements. Speaking to the experience of having a Social Work Doctoral Student Policy Fellow placed in his congressional office, Representative David Trone (MD-06), said, “Our policies work better when they are informed by those working on the front lines in our communities, and the Social Work Doctoral Student Policy Fellowship is an incredibly valuable way to bring a new, diverse perspective to our office’s work. Our team—and the communities we represent—only stand to benefit from the insight these professionals offer, and we take

pride in working with our fellows to give them more tools to succeed in their careers beyond their time in our nation’s capital.”

CSWE opened the call for applications for Year 2 of the fellowship in Summer 2023 for a cohort of 10 new policy fellows.

Center for Diversity Promotes Teaching Resources

The [Educator Resource of the Month](#) newsletter continued through August 2022, with new selections published on “Advocating for Social Justice When You Aren’t Sure Where to Begin” and “Teaching Guide: Repairing Harms Done to Indigenous and Tribal Peoples.” The resources from this series, which had been running since 2018, were developed by experts in the field and map to the CSWE Educational Policy and Accreditation Standards competencies in diversity and social justice. The [Educator Resource](#) archives remain available to assist educators in developing assignments or a variety of teaching activities.



Indigenous and Tribal Peoples of the Four Directions: Traveling the Paths Toward our Goals, by Robin Hill (Seneca/Lakota)

The [Indigenous and Tribal Peoples Teaching Guide](#) is based on extensive research and integrates direct applications to social work policy, practice, and research. It offers well-defined activities for educators and provides clear guidance for their use, while leaving room for individual educators to create other activities, meaningful for our specific contexts and classes. The content can be embedded in courses across the curriculum or used as the foundation for a full course.

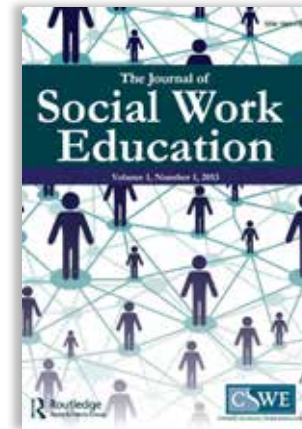
JSWE Demonstrates Its Commitment to Excellence

The *Journal of Social Work Education's* (JSWE) Editorial Advisory Board (EAB) held a CSWE Connect Session at the 2022 Annual Program Meeting (APM) in Anaheim, CA, and presented their experiences and recommendations to a packed room of conference participants. The session, "Writing and Reviewing for Refereed Journals: Strategies for Successful Publishing and Ethical Peer Review," was led by JSWE Editor-in-Chief, Dr. Danielle Parrish, and allowed the journal's EAB members to share their insights, suggestions, and experiences as authors and reviewers in the scholarly publishing world and field questions from the audience. Attendees gained first-hand knowledge about submitting to and reviewing for social work journals, including JSWE, and current publishing trends such as ChatGPT. Audience members also they had the opportunity to connect with the presenters directly and address hot topics such anti-racism, diversity, equity, and inclusion in academic scholarship, and how they play critical roles in author representation, content dissemination, and audience engagement.

JSWE 2022 Award Winners

Jeane W. Anastas (New York University) and Brent Angell (University of Windsor) were selected as the *Journal of Social Work Education* (JSWE) Best Reviewers of 2022. Recipients of the Best Reviewer awards are selected by the JSWE EAB to recognize manuscript reviewers who have demonstrated exceptional service in responsiveness to requests for review, timeliness in submitting completed reviews, and quality of written reviews.

The criteria for choosing the Best Articles published in JSWE include the importance and timeliness of the content, originality of thought, innovative conceptualization of the topic, and presentation of conclusions and/or recommendations that add significantly to the professional knowledge base and to social work education. The EAB



JSWE by the Numbers

1.3 2022 Impact Factor

227K annual downloads

26% acceptance rate

2022 Best Articles were selected from the journal's 57th volume and for the following categories: Best Conceptual Article, Best Quantitative Article, Best Qualitative Article, Best Mixed Methods Article, and Best Note.

Grand Challenges for Social Work Special JSWE Edition in Production

JSWE began production on its forthcoming special issue on "Preparing Students to Address the Grand Challenges for Social Work: Researching, Teaching, and Practicing Interdisciplinary Collaboration," scheduled for publication in fall 2023. The special issue will offer a collection of articles that aim to stimulate critical discourse in social work education literature about the current state of interdisciplinary collaboration in our curriculum, pedagogy, and practice; identify strategies for better preparing students for interdisciplinary practice; and connect interdisciplinary education and research to the three primary themes of the Grand Challenges Social Work: Individual and Family Well-Being, Stronger Social Fabric, and Just Society.

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

Research, Policy, and Practice Student Summit

CSWE's Research, Policy and Practice Student Summit took place June 26-29, 2023. More than 100 social work students from all levels (BSW, MSW, PhD/DSW) from CSWE fellowship programs attended the conference in Alexandria, VA. Themed "Decolonizing Social Work Education: Moving Beyond Conversations," the students enjoyed a jam-packed schedule filled with learning, exploration, and advocacy.

Attendees got an up-close look at Capitol Hill, meeting with congressional staffers to better understand how research and practice intersect with policy and politics.

Marla Blunt-Carter, MSW, of Rutgers University, provided the plenary session on Tuesday. She engaged the students in a lively presentation on the importance of staying engaged in policy conversations.

Concurrent sessions on Wednesday and Thursday involved students in separate tracks that covered research, policy, practice, funding, and self-care in more detail.

Students also had the opportunity to explore Washington D.C., visiting memorials and neighborhoods rich in history.

"I learned about the incredible network of social workers across the country who value social justice and represent a rich diversity of cultures and identities," one student wrote about their experience. "I also learned that by building a network with each other, we can empower our communities in a transformative way regardless of what policy work is happening on Capitol Hill!"



Left, Marla Blunt-Carter leads an afternoon plenary session covering the importance of macro social work. Center, summit attendees listen and take notes during general sessions. Right, social work students engaging with congressional staff on Capitol Hill.



COUNCIL ON SOCIAL WORK EDUCATION MINORITY FELLOWSHIP PROGRAM

CSWE Minority Fellowship Program

Now in its 48th year, CSWE's MFP has served students at the master's and doctoral levels who are preparing to lead in practice, research, teaching, and policy promulgation in government and private organizations serving under-represented and underserved persons with or at risk for mental health and/or substance abuse disorders. With the program's 50th anniversary right around the corner, alumni and other supporters are starting to plan festivities to coincide with the 2024 Annual Program Meeting (APM).

After a rigorous, multiround review process, CSWE MFP fellowship welcomed 34 master's and 25 doctoral students to the ever-expanding MFP community in October 2022.

One of the many ways MFP supports students' career development is by supporting their attendance and participation at professional development conferences. CSWE was able to fund 32 fellows' attendance at APM. In addition, 6 doctoral fellows were funded to attend the Society for Social Work and Research (SSWR) conference. Ten MFP doctoral fellows also presented at APM.

Fellows also received significant career training, both at APM and through virtual sessions throughout the year.

Honoring an MFP Ally

On September 29, 2022, CSWE leadership gathered with others at Rayburn House for an event honoring one of CSWE's strongest MFP champions, Representative G. K. Butterfield from North Carolina. Butterfield has been a member of Congress and a supporter of MFP since 2004. Though he has chosen not to run for another term, the MFP appreciates all the work he's done during his years in office on behalf of the MFP.

"The COVID-19 pandemic put a spotlight on the persistent health disparities that exist between racial and ethnic populations and showed how critical a diverse health care workforce is to care in these communities. A diverse behavioral health workforce will help



Darla Spence Coffey, former CSWE President/CEO, with Rep. Butterfield and CSWE's government relations team.

improve behavioral health outcomes for communities of color," said Congressman Butterfield. "Our nation must make strong investments in recruiting and retaining diverse behavioral health professionals, which is why reauthorizing the Minority Fellowship Program at the Substance Abuse and Mental Health Services Administration is critical for our country's health. I am proud to work with my colleagues to reauthorize this vital program."

National Mentoring Month

In a statement issued on December 30, 2022, Joe Biden proclaimed January 2023 as National Mentoring Month, calling on "all Americans across the country to observe this month with mentoring, appropriate ceremonies, activities, and programs."

The MFP took up this charge by choosing to officially launch the master's mentorship program for the 2022–2023 cohort of fellows in January.

The beginning of the program was marked by two "Speed Mentoring Sessions" during which fellows and volunteer mentors had the opportunity to engage in small groups to discuss mentorship styles and needs. Students then were matched and assigned to mentors and engage with them throughout the spring.

MFP Social Work Month Spotlight: Dr. Halaevalu F.O. Vakalahi

MFP commemorated 2023 Social Work Month with the theme "Social Work Breaks Barriers" by shining a spotlight on CSWE President and CEO, Dr. Halaevalu F. O. Vakalahi.

As an esteemed alum of the MFP, Dr. Vakalahi credits the fellowship with positioning her to break barriers in terms of representing her community in academia and empowering her "to dream in bold." Be sure to check out [her video on CSWE's YouTube Channel.](#)

**SOCIAL WORK
BREAKS BARRIERS**

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

Compass Connects Members to CSWE

CSWE's weekly newsletter, [Compass](#), continues to excel at reaching members and potential members with a virtual open rate that exceeds 100 percent each week due to program directors forwarding it to students and other faculty.

The newsletter includes a hand-curated selection of social work and higher education news—in addition to updates on CSWE's initiatives, councils and commissions, webinars, resources, membership, public policy, events, and so much more. Don't miss these important updates! Look for it in your inbox every Thursday afternoon, and forward it to anyone you think should be a CSWE member.

Social Media and SPARK: Time to Engage

Whether members follow us on Facebook, Twitter, or LinkedIn, or sign up to be a part of our very own CSWE-owned community, CSWE Spark, social and community platforms offer members the opportunity to stay in touch with CSWE and each other. By tracking engagement on these platforms, we better know what you enjoy reading, sharing,

Did You Know?

CSWE Spark offers a similar functionality to listservs in that each community allows members to post and comment by email.

and talking about, and can provide more of those products and services. With CSWE Spark, members can interact directly with one another and share ideas, tips, best practices and more.

Reading Up? CSWE Partners With Bookshop.Org



With topical and timely reading lists, [CSWE's Bookshop.org site](#) offers a selection of titles available for retail purchase from independent bookstores. The lists include books of interest to social work educators, students, practitioners, administrators, and even clients/patients. Purchases made from this page support CSWE and independent booksellers that are often vocal social justice allies. Explore all the CSWE lists on Bookshop.org and support nonprofits dedicated to the dissemination of knowledge and learning.

Kendall Institute Grant Recipients

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

Bradley University

Developing an ICF Curriculum to Educate Social Workers on Addressing Social Determinants of Health

Project lead: Patricia Saleeby, PhD

This project will develop, assess, and implement a web-based curriculum to train U.S. students and social workers on the International Classification of Functioning (ICF) and World Health Organization Disability Assessment Schedule for social work education. The overall goal is to improve clinical preparation and competency of social work students for local and global practice.

The Catholic University of America

Making Immersive International Education Accessible to All

Project lead: Melissa Grady, PhD

This project addresses two critical needs within social work by first, creating a model for how to develop online social work education courses for international immersive experiences, and second, by increasing U.S. social workers' capacity to enhance mental well-being by transferring the knowledge from another country to U.S. students. This project seeks to also develop an innovative and immersive online course experience focused on mental well-being from a global context; a topic that has garnered significant attention due to the impact of the COVID-19 global pandemic.

University of Denver

Stories of Climate Justice & Global Environmental Change

Project lead: Rachel Forbes, MSW

“Stories of Climate Justice and Global Environmental Change” seeks to address the specific need for social workers to be global agents of change in the face of climate injustice by creating a transferable volume of curricular resources on climate justice and global environmental change. The overarching goal is to connect social workers, grassroots leaders, and social change organizations from around the world who will be able to share their stories on how climate change has impacted them and/or their communities, and what their strategies for resistance, resilience and advocacy are—highlighting the transformative power of multicultural educational approaches to integrating climate justice issues into the social work classroom.

University of South Carolina

Dilemmas in Social Work Practice with Refugees: Decision Cases

Project lead: Terry Wolfer, PhD

This project will create and disseminate innovative teaching resources and related teaching materials for social work education on international social work with refugees by using a case study approach to help students develop an understanding and skills in grappling with the complexities of ethical practice in a culturally diverse world. These cases will portray the actual experiences of social workers in a wide range of practice settings as they encounter refugees or asylees, migrants, or displaced people.

Ensuring CSWE Provides Exceptional Value to Our Members and Member Institutions

Upcoming Annual Conferences

October 26–29, 2023
Atlanta, GA

October 24–27, 2024
Kansas City, MO

October 23–26, 2025
Denver, CO

2022 Annual Program Meeting

In its second year back since the pandemic, the 68th Annual Program Meeting (APM) drew more than 2,600 people from around the country to Anaheim, California, November 10–13, 2022.

This year's conference offered networking, learning, and collaboration around the theme "Leading Critical Conversations: Human Rights Are Global Rights." More than 900 presentations were accepted into the general education portion of APM and 674 sessions were offered to attendees.



2,655

total registered attendees at
APM 2022

APM Plenary Speaker Highlights



Kimberly Motley

Kimberly Motley, Esq., kicked off the 2022 APM at the Opening Plenary with an engaging presentation focusing on the “The Rule of Law: Building a Global Human Rights Community.”

“You know the Nike ad, ‘Just do it?’ I found my ‘it.’ To fight for justice...using the laws to protect,” Motley said. “The laws are a tangible thing. But it’s not just about building laws, it’s about building systems.”

Ms. Motley’s storytelling included a digital presentation of her experiences of her own law practice in Afghanistan. “I love when my clients sign a contract with me. For many women, for many people, they cannot read or write,” she said. “It will be the first time they ever sign anything in their lives. It is a very empowering moment.”



CarolAnn Daniel

The Commission for Diversity and Social and Economic Justice selected Dr. CarolAnn Daniel as the 2022 Carl A. Scott Memorial Lecturer. Dr. Daniel presented “Decolonial Approaches to Engaging Resistance to Learning about Race and Racism” during the Carl A. Scott Memorial Lecture of the 2022 Annual Program Meeting.

Her key takeaways included noting that all people are interconnected and interdependent, and we all have a responsibility to one another. It takes time and practice to cultivate a decolonial attitude. We should retell the stories of those who have been left out, attend to the wide range of complex lives and lived experiences, and let go of “a lifetime of judgments and come to love ourselves and each other.”

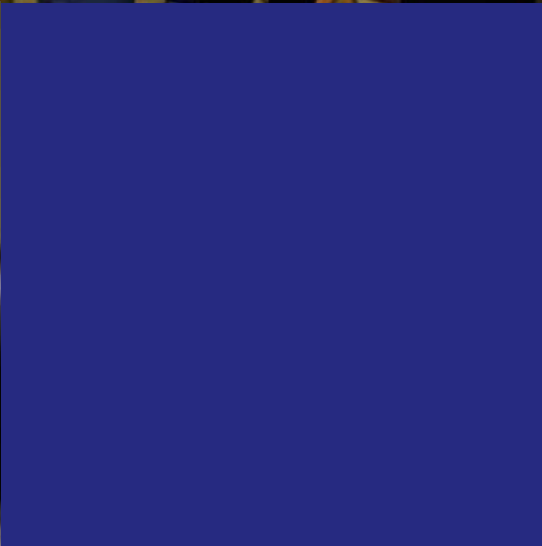


Avatthi Ramaiah

Dr. Avatthi Ramaiah presented the 2022 Hokenstad Lecture virtually. In “Building Fraternity in Multicultural Societies,” Dr. Ramaiah noted that India and the United States are thriving democracies that arose from fighting for independence from oppressive British colonizers, but both nations have systemic internal oppression factors as well.

“The principles of caste and the principles of democracy can only travel in opposite directions,” he said, adding that democratic nations must be vigilant in dismantling caste- and race-based discriminatory systems.

The Hokenstad International Lecture is made possible by a generous donation from M.C. “Terry” Hokenstad and selected by a committee of the Council on Global Social Work Education.





Membership at a Glance

5,773

Total Members

3,816

Full-Time/Emeritus
Faculty

225

Part-Time/Adjunct
Faculty

1,409

Students

264

Staff

59

Associate
Members

as of 6/30/2023

New Membership Model Pays Dividends for Growth and Engagement

Despite consistent growth in program membership over time as more programs became accredited (with some fluctuation from programs closing or merging), individual membership started to decline as a result of COVID-19 affecting member engagement and retention. Bylaws changes in 2022 opened individual membership to all faculty, students, and staff of accredited programs with no additional dues payment required. By the end of fiscal year 2023, individual membership had more than doubled its recent high point of 2019, and continues to grow.

Year Ending	Program	Individual
2018	840	2,274
2019	853	2,465
2020	876	2,269
2021	871	1,834
2022	891	1,979
2023	903	5,773

2022–2023 CSWE Donors

Silver (\$100.00–\$499.99)

Wynne Korr

Gold (\$500.00–\$999.99)

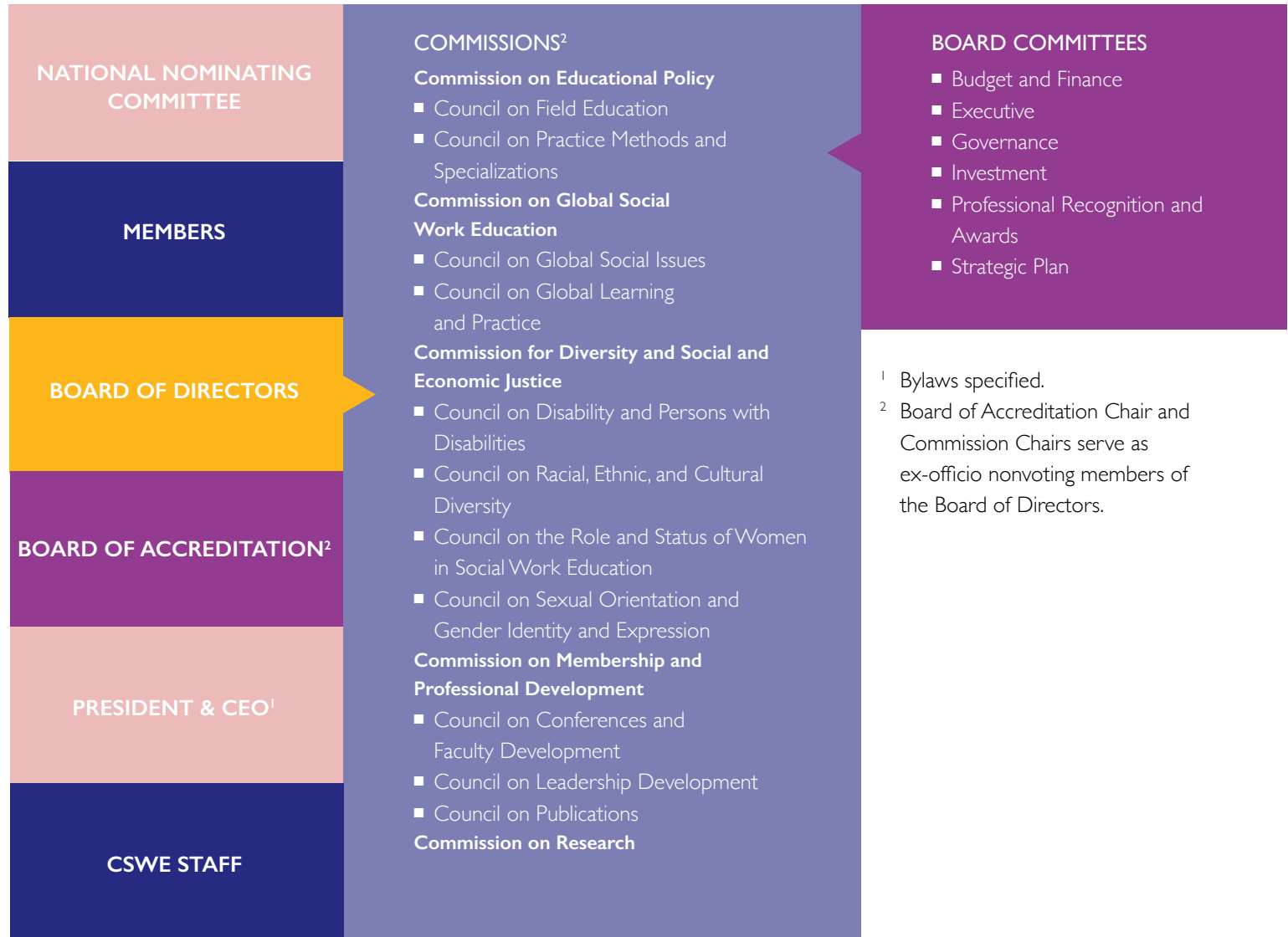
Mildred Joyner

Platinum (\$1,000 and up)

Julia Watkins

CSWE Governance Structure

June 2023



¹ Bylaws specified.

² Board of Accreditation Chair and Commission Chairs serve as ex-officio nonvoting members of the Board of Directors.

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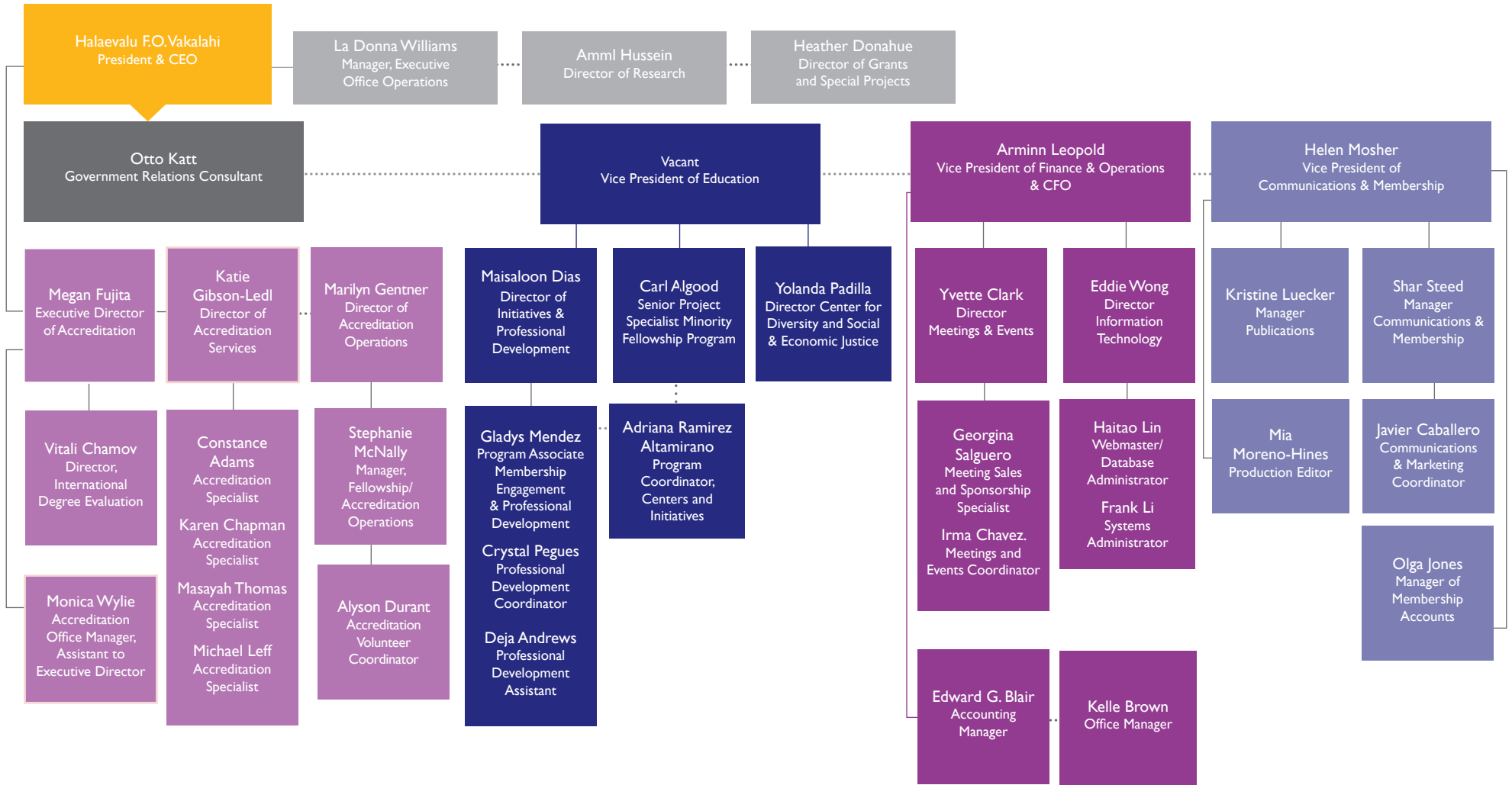
Dr. Halaevalu Vakalahi*

CSWE

* Ex-officio nonvoting members

CSWE Staff Organization

As of 7/1/2023





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Land Acknowledgment: CSWE acknowledges that we are on the ancestral lands of Indigenous Peoples from time immemorial. Indigenous Peoples once had and continue to have extended networks of relatives that include human and nonhuman life, as well as the seen and the unseen across diverse geopolitical and ecological spaces. CSWE recognizes and respects all Indigenous Peoples, their histories, their sovereign political rights, and their sacred ties to the land and waters..

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