

**THE VIRGINIA BOARD OF SOCIAL WORK  
MINUTES  
FRIDAY, June 14, 2013**

The Virginia Board of Social Work ("Board") meeting convened at 10:12 a.m. on Friday, June 14, 2013 at the Department of Health Professions, 9960 Mayland Drive, Richmond, Virginia. Susan Horne-Quatannens, Chair called the meeting to order.

**BOARD MEMBERS PRESENT:** Susan Horne-Quatannens, Chair  
Jennifer Blosser  
Yvonne Haynes  
Arthur Mayer  
Catherine Moore  
Nettie Simon-Owens  
Joseph Walsh

**STAFF PRESENT:** Howard Casway, Sr. Assistant Attorney General  
Catherine Chappell, Executive Director  
Sarah Georgen, Administrative Assistant  
Arne Owens, DHP Deputy Director

**OTHERS PRESENT:** Melissa Abell, Virginia Commonwealth University  
Paul Clark, George Mason University  
Darla Spence Coffey, Council on Social Work Education (CSWE)  
Sandra Crewe, Howard University  
Kim DiJoseph, Virginia Commonwealth University  
Eileen Dombo, Catholic University of America  
Rana Duncan-Daston, Radford University  
Humberto Fabelo, Virginia Commonwealth University  
Lori Fell, West Virginia University  
Cynthia Harris, Howard University  
James Hinterlong, Virginia Commonwealth University  
Will Rainford, Catholic University of America  
Jo Ann Regan, Council on Social Work Education (CSWE)  
Martha Sawyer, Norfolk State University  
Susan Schoppelrey, Radford University  
Rowena Wilson, Norfolk State University

**Welcome and Introductions – Susan Horne-Quatannens, Chair**

Ms. Horne-Quatannens welcomed the educators and the representatives from the CSWE. She thanked them for their attendance and interest in social work licensure in Virginia.

**Role of the Board – Catherine Chappell**

Ms. Chappell provided an overview of the Board of Social Work's mission, history, authority, and discussed trends that have impacted the Board over the past few years. She noted that the Board was specifically charged with promulgating and enforcing Regulations Governing the Practice of Social Work in the Commonwealth of Virginia. Ms. Chappell said that she looked forward to a productive and

collegial discussion and was interested to learn about the current education models for competency with respect to clinical study within the graduate level social work programs.

### **Council of Social Work Education Presentation – Jo Ann Regan**

Dr. Regan provided an overview of the Council on Social Work Education (CSWE) accreditation process, as well as the Educational Policy and Accreditation Standards (EPAS). The CSWE is a nonprofit national association which represents graduate and undergraduate programs of social work education. The CSWE works with each education program to ensure that their social work programs meet the required standards and requirements.

Dr. Regan explained that the CSWE expects programs to develop an advanced concentration in which students can demonstrate competence through mastery of advanced practice behaviors applied to an area of specialty. She noted that all graduates of accredited MSW programs should possess the ten competencies augmented by knowledge and practice behaviors specific to their concentration. With respect to Virginia's requirement that students complete a "clinical course of study" for clinical licensure, Dr. Regan explained that the EPAS accreditation standards utilize a competency-based model which would allow students who undertake appropriate coursework to receive a "clinical course of study" throughout their program. However, CSWE does not prescribe the types of courses that must be taught in the programs.

### **Educator Curriculum Presentation**

The educators provided a brief presentation on their respective graduate programs, which included discussion of their various concentrations, coursework available to meet the requirements of "clinical course of study," guidance provided to their students who intended to pursue licensure, and opportunities for advance standing students. They discussed the recent movement in education model from curriculum-based programs to competency-based programs, and that core areas of coursework, such as psychopathology, were now often integrated into several courses rather than offered as individual three (3) credit hour courses. However, their overall program goal was to ensure that students demonstrated mastery of the practice behaviors through the ten (10) competencies in accordance with EPAS accreditation standards. They noted that student assessment was an integral component of competency-based education and that the CSWE required that they post their student assessment findings.

The programs agreed that they should be able to attest for the Board as to whether one of their students had completed coursework sufficient for a "clinical course of study." Suggestion was made that the attestation request be made when the official transcript is requested.

### **Roundtable Discussion – Designation of Roles – Susan Horne-Quatannens**

Ms. Horne-Quatannens emphasized that the primary responsibility of the Board was to protect the public. She opened the discussion to the educators for comment on their role in preparing students for licensure. The educators agreed that each student who graduates with coursework constituting a "clinical course of study" should be minimally prepared for entry level direct practice in a supervised setting.

The educators thanked the Board for its commitment to addressing the educational requirements impacting their students who planned to seek licensure. They commented that the meeting was very informative and allowed opportunity for educators and Board members to collegially discuss important factors that affect both stakeholders. It was suggested that the Board schedule additional summit meetings in the future.

### **Public Comment**

None.

**Adjorn**

On behalf of the Board, Ms. Horne-Quatannens thanked the educators for their attendance and interest in the Board's responsibilities. She added that the forum had served as a valuable opportunity for open dialogue between the educators and board members.

There being no further business to come before the Board, the meeting was adjourned at 3:00 p.m.

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Susan Horne-Quatannens, LCSW

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Catherine Chappell, Executive Director