

Editorial

Barry R. Cournoyer

The Editorial Board began to plan this issue about one year ago. We hoped to use it as a context to celebrate the 90th anniversary of social work education at Indiana University. As one of the oldest schools in the country and the only one to have a full continuum of education from the associate to doctoral degrees, we have a long and distinguished history.

We thought it would be helpful to social work educators, researchers, and practitioners to consider the nature and implications of the new Educational Policies and Accreditation Standards (EPAS) that the Council on Social Work Education (CSWE) was developing. We anticipated that they would be considered, reviewed, revised, and probably approved sometime during the summer of 2001. Indeed, they were approved in June 2001 and will be effective as of July 1, 2002. (The text of the new EPAS may be found at www.cswe.org).

However, we had not expected the events of September 11, 2001. Familiar as we social workers are with the beaten faces and bodies of abused women and children, we were nonetheless unprepared for the full impact of the suicide attacks upon buildings in New York City and Washington, D.C. and the subsequent bacterial exposures. The events remain profoundly disturbing.

In preparing this editorial, I am challenged by context and perspective. Certainly, the 90th Anniversary of Indiana University School of Social Work deserves recognition. I would dearly love to shout *Happy 90th* on behalf of our thousands of alumni and others who have contributed so much to our school. Context and perspective, however, tempers my enthusiasm. I mourn the thousands who were killed on September 11th. I grieve their families' losses as well as those who lost love ones through exposure to bacterial agents. I wonder about the impact upon our children, our relations with others, and indeed our future. I also recognize more clearly than before what it may be like to be an Israeli who is constantly alert to the possibility and reality of a car bomb, or a Palestinian uncertain about almost everything. I wonder about the murdered, mutilated, and missing in so many parts of our world—usually so far away from our everyday experiences with McDonald's and Starbuck's—but suddenly so profoundly near.

In such a context, how significant is the 90th anniversary of a school of social work? Given the perspective generated by September 11th and its aftermath, how much does it matter that social workers have new educational policies and accreditation standards for their educational programs?

As I ponder these questions, my initial reaction is, *not much*. On reflection, however, I think that *could be* might be a more accurate response. Might the 90th anniversary of a school of social and a new set of educational standards for social work be significant? Yes, I think *could be* is about right.

Here in the United States, the Indiana University School of Social Work is almost as old as the profession itself. Social Work has entered its second century

and nearly has our school. In celebration of this milestone, we invited Monique Busch, Gerald T. Powers, David Metzger, Cyrus S. Behroozi, Sheldon Siegel, and Barry R. Cournoyer to prepare a brief historical review of social work education at Indiana University. A daunting task, the authors crafted an article that will interest social workers everywhere.

In light of the recently approved Educational Policy and Accreditation Standards (EPAS), we invited leaders in the School's BSW, MSW, and Ph.D. programs to prepare brief reaction papers. Irene Queiro-Tajalli, Katharine Byers, and Edward Fitzgerald prepared a BSW response; Marion Wagner, Paul Newcomb, and Robert Weiler wrote an MSW reaction paper; and Barry R. Cournoyer and Margaret Adamek prepared a Ph.D. response. These papers serve to help us reflect upon the implications of educational standards in general and the new EPAS in particular. Policies and standards may be viewed as a burden or as an opportunity to reconsider and reinvigorate our profession by energizing the nature and perhaps the manner through which we educate our future social workers. Perhaps these papers may help us adopt the new EPAS as an opportunity to improve the overall quality of the profession's education, research, and practice.

As a natural complement to the new EPAS, which require programs to evaluate the effectiveness of their educational activities, we invited Barry R. Cournoyer to address the topic of student learning assessment. He describes the Indiana Model—a system that incorporates both direct and indirect methods for the assessment of learning outcomes—that may be useful to social workers in settings of all kinds.

We also accepted a refereed article that complements the themes of innovation and assessment in social work education. Terry A. Wolfer, Miriam L. Freeman, and Rita Rhodes of the University of South Carolina discuss the development and implementation of an MSW-level capstone course that adopted a case method form of instruction.

The Editorial Board and I are pleased to present this issue of *Advances in Social Work* to the social work community. We publish it in celebration of the 90th Anniversary of social work education at Indiana University and dedicate it to the thousands of students, alumni, faculty, field instructors, social workers, community leaders, and university colleagues who have contributed so much during these nine decades.