



# 2008 EPAS

- **SHIFT FROM CONTENT “IN-PUT” MODEL TO STUDENT LEARNING OUTCOME MODEL**
- **10 PRACTICE COMPETENCIES**
- **EACH COMPETENCY COMPRISED OF COMPONENT PRACTICE BEHAVIORS**
- **ASSESSMENT ACCOMPLISHED BY MEASURING WHAT STUDENTS CAN DO**
- **CURRICULUM RENEWAL GUIDED BY ASSESSMENT FINDINGS**
- **IMPLICIT “CURRICULUM”**



# **COEP PLANS FOR 2015 ITERATION OF EPAS**

- **FINE TUNING AS OPPOSED TO ANOTHER PARADIGM SHIFT**
- **REFINE COMPETENCIES**
- **RE-LABEL COMPETENCIES AS “SOCIAL WORK COMPETENCIES”**
- **REFINE PRACTICE BEHAVIOR LANGUAGE**
- **MAKE PRACTICE BEHAVIORS AND LANGUAGE REQUIRED**
- **EMPHASIZE THAT GENERIC PRACTICE BEHAVIORS INFORM  
CONCENTRATION AS WELL AS FOUNDATION**



- **ENCOURAGE PROGRAMS TO ADD PRACTICE BEHAVIORS SPECIFIC TO FOCUS AND CONTEXT**
- **“ADVANCED PRACTICE” WILL BE LABELED “SPECIALIZED PRACTICE”**
- **PROGRAMS CONTINUE TO DESIGN CONCENTRATION PRACTICE BEHAVIORS TO IMPLEMENT CONCENTRATION CURRICULUM**
- **COMPETENCY BENCHMARKS REMAIN IN PLACE**



# COEP PROCESS FOR 2015 ITERATION

- FOCUS GROUPS AT APM AND BPD
- TRACK ENVIRONMENTAL TRENDS
- MONITOR EXPERIENCE WITH 2008 EPAS
- FORMAL SURVEY OF PROGRAMS
- SHARE TENTATIVE DESIGN WITH CONSTITUENTS FOR FEEDBACK