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