**CSWE 2018 APM Panel**

Proposals will be reviewed for the following:

* Relevance of topic, study, or inquiry to CSWE members and conference theme
* Clarity of the written proposal or focus of inquiry
* Appropriateness of research method(s) and/or conceptual foundation
* Robustness of analytical and/or theoretical frame
* Significance for social work education, practice, research, policy, or theory

Panel (60 minutes, minimum of 2 presenters and up to 4 presenters)

Collection of various works on a particular subject.

Proposal structure:

* Title: 12 words
* Overview: 50 words
* Learning Objectives: up to three, up to 50 words each. At least one is mandatory
* Proposal Text: 750 words, including citations.
* References: 500 words (bibliographies should not be submitted with proposals)

**Curricular Approaches and Teaching Strategies for Financial Capability and Asset Building Content**

**Overview:** Faculty and practitioners are expressing increasing interest in financial capability and asset building (FCAB) content within social work education efforts. This panel provides practical information about gaining approval for FCAB courses and continuing education, becoming prepared to teach the content, and strategies for FCAB instruction.

**Background/Rational**

Social work faculty and practitioners are expressing increasing interest in including financial capability and asset building (FCAB) content within social work education efforts (Sherraden, et al., 2017). Several important social work institutions are encouraging such content. First, the American Academy of Social Work and Social Welfare has issued two relevant Grand Challenges for Social Work– Reversing Extreme Economic Inequality (Lein, Romich & Sherraden, 2015) and Financial Capability for All (Sherraden et al., 2015). Together, they provide the foundation for increased attention to household financial challenges. Second, the Council of Social Work Education’s (CSWE) Education Policy and Accreditation Standards (EPAS) mandates that social work programs teach students to promote economic justice in practice (CSWE, 2015) and propels social work education to include FCAB content in the curriculum. The CSWE Curricular Guide for Economic Well-Being Practice (2017) provides guidance and suggestions to faculty to increase economic and financial content. This interest is sparked by the historic involvement of social workers in family economic challenges regarding employment, wages, income and expenses (Stuart, 2013), as well as contemporary practice context. Today, social workers work with increasing numbers of financially vulnerable families due to rising income and wealth inequality in the U.S. (Stone, Trisi, Sherman & Horton, 2017). Additionally, families must make financial decisions within an increasingly complex landscape of financial choices and providers. Social workers must be prepared to provide financial guidance and facilitate access to appropriate financial resources for vulnerable families, and advocate for their creation when unavailable.

To meet these needs, increased curricular resources for faculty is imperative. Half of social work programs in the United States have not integrated curricula addressing skills and knowledge regarding economic empowerment and increasing client financial self-sufficiency (Gates, Koza, & Akabas, 2017). Thus, social work students are not currently prepared. In their recent study, Loke, Birkenmaier, and Hageman (2017) found that while 92% (n= 591) of social work students indicated that social workers should help clients face their economic difficulties, they do not consider economic empowerment as central to daily social work practice. Furthermore, social work students feel unprepared to work with clients on their finances (Despard & Chowa, 2013; Loke et al., 2017). Practitioners are also in need of additional skills that could be addressed through continuing education efforts (Loke, Watts, & Kakoti, 2013).

Faculty members express the need for more practical, logistical suggestions for content integration. Using in-depth interviews with 30 social work faculty, Hageman, Sherraden, Birkenmaier and Loke (2017) found that faculty are generally positive about including financial content in the curriculum, but cite logistical barriers to implementation. While some materials are available, such as the Council on Social Work Education’s Curricular Guide for Economic Well-Being Practice (2017) that provides some resources, more practical information is needed for faculty to gain approval for courses and continuing education, become prepared to teach the content, and be aware of strategies for FCAB instruction.

**Objectives**

Participants will learn:

1. Rationale for including FCAB in social work education to promote financial well-being, including connection to 2015 EPAS
2. Strategies for gaining approval for FCAB content infusion (i.e., approval for stand-alone FCAB courses, course conversion, and continuing education) within social work programs
3. Teaching strategies for FCAB content within courses and continuing education regarding:
   * online MSW short-courses using experiential learning;
   * full-semester BSW courses using team-based learning;
   * full-semester MSW research elective courses with infused FCAB content; and
   * practitioner-focused continuing education certificate programs

**Implications**

This panel presentation will provide the rationale for a significant amount of FCAB content within a course and continuing education, including the need for FCAB skills for practice. Practical suggestions about gaining program support for full courses and continuing education, and strategies for course conversion for FCAB infusion will be analyzed. A wide-range of strategies will be covered; discussion of the need for this content at the program curricular committee level, guest lectures in other courses, creating informative flyers, offering FCAB courses as experimental courses, offering courses in timeslots unattractive to other instructors, offering online courses, planning to offer the course more than once before it “makes,” and other innovative ideas. Each presenter will discuss her teaching approach for the course or continuing education, and the fit to the program, student, and practitioner needs, including for mezzo and macro practice. Presenters will share “practice wisdom” about the appropriateness of various teaching approaches, assessment activities, and activities. FCAB content related to direct practice with individuals, families, groups, organizations, and community, as well as policy practice, will be presented. Also shared will be assignment descriptions, their rationale, and their connection to 2015 EPAS competencies. Participants will engage in a discussion about their experiences in approaching these topics with their program faculty, barriers to infusion of content, and ideas about the usefulness of strategies presented. Student, faculty and practitioner feedback about learning/teaching FCAB content will be shared.

**References**

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