Draft 1 PDP Standards | Feedback Summary

November 2024

EDUCATE

ADVOCATE

COLLABORATE

PDP Feedback Survey

- March – April 2024

The respondents' primary role was broken into 3 groups:

Primary Role Group	Primary Role	n
Program Faculty & Administration (n = 83)	Faculty	41
	Program Director	33
	Field Education Director	3
	Chair	3
	Dean	2
	Program Staff Member	1
Students & Practitioners (n = 118)	Student	91
	Social Work Practitioner	27
Other / Combination * (n = 16)	Other Administration	5
	Student and Social Work Practitioner	5
	Student Group	1
	Faculty and Social Work Practitioner	1
	Faculty, Administrator, Student, and Social Work Practitioner	1
	Other Faculty	1
	Other Practitioner	1
	CSWE Staff Member	1

*Note: For this category, participants chose to identify as "other" instead of one of the primary roles listed above.

Survey Respondents
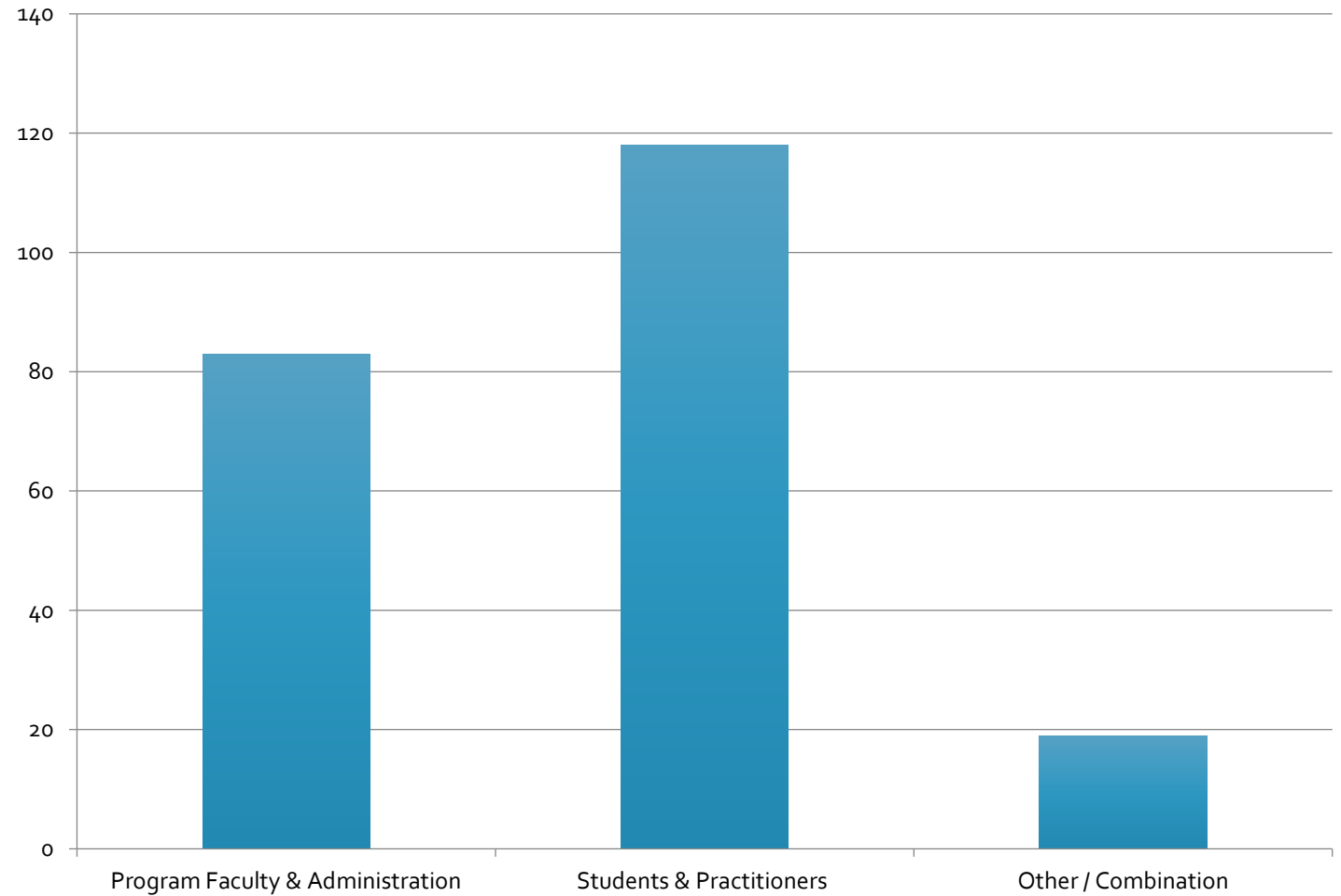
Chi square analyses were utilized to compare responses to each draft standard by primary role group. These analyses indicated that there were no significant differences in level of agreement to any draft standard by primary role group.

Review of quantitative results by respondent group

- View report here.

- Chi square analyses were utilized to compare responses to each draft standard by primary role group.

  → These analyses indicated that there were **no significant differences in level of agreement to any draft standard by primary role group.**

CSWE

Notes on Feedback and Analysis...

- Disclaimer about qualitative responses:
  o Feedback did not always align with standard section.
  o For integrity of data, outcomes reported where it showed up in responses.

- Primary themes across areas:
  a) Scope of practice doctorate

  b) EPAS alignment

  c) Alignment with GADE guidelines (ADEI curriculum and ADEI assessment)

  d) Feedback from PDP Directors

  e) A practice component was only mentioned one time in the feedback.

Feedback on Introduction, Definition, Core Skills

Theme 1: Scope of PDP beyond MSW

- o "'Core skills' is a term that I associate with building foundational knowledge. Doctoral-level education addresses learning from the top of Bloom's Hierarchy of learning (i.e. creativity, innovation, transformation). There is more complexity involved in becoming a scholar-practitioner than "core skills." We are leaving out "analysis" and "thinking about how we are thinking," for instance."

- o "Accreditation language should not reference 'core skills' but rather 'core expertise.' Skill development is equivalent with master level practice. Expertise is equivalent with doctoral level practice."

- o "I'm concerned about the focus on core skills. A DSW degree should go beyond skills and include knowledge and use of knowledge to advance the profession."

- o **Repeated 31 Times: "**Core Skills: This is not a skill-based degree. This is a degree that goes far beyond just skills. If assessment plans are based on specific skills, the degree becomes an advanced masters degree as opposed to a doctorate."

Feedback on Introduction, Definition, Core Skills

Theme 2: Core Skills Related to PDP Leveling

- o "What makes the DSW different from the MSW will be a question that new programs will need to answer; this introduction make this challenging and takes away too much autonomy from the program."

- o "Appears to be an 'enhanced' msw"

- o **Repeated 31 Times:** "Scope: The scope is narrowly defined and does not capture the intent of a doctoral program, which is based on expertise gained through critical thinking and incorporation of multiple epistemologies and methodologies."

Feedback on Introduction, Definition, Core Skills

Theme 3: Practitioner Scholar | Scholar Practitioner

- o "Scholar practitioner' is a core feature of the practice doctorate and should be included in the definition."

- o "DSW degrees are not intended to be merely extensions of the practice-focused MSW. The majority of DSW programs have conceptualized the degree as producing 'scholar-practitioners,' which was ignored in this documentation…thus, the scope and core skills are too narrowly defined and do not reflect the intention and content of current DSW programs."

- o **Repeated 31 times:** "Definition: Scholar-practitioner is an important part of the definition and needs to be included."

General Feedback:

- o "With the addition of ADEI, you need to change four features to five features in your introduction."

Feedback on Mission & Goals (Standard 1)

Theme 1: Alignment with EPAS

- "The effective use of EPAS at the doctoral level is questionable. It is much more likely to result in a proscriptive and limited advanced masters-type of program. Again, a clear and consistent embedded philosophy of doctoral education is missing. This appears to be an extension of the MSW rather than a distinct doctoral degree that will meaningfully contribute to advancing social work education and practice."

- **Repeated 33 times:** The alignment of the standards with EPAS is extremely problematic and diminishes the ability of programs to produce expert social work scholars. The depth and breadth of scope and innovation of existing programs is not reflected through the alignment with EPAS. Alignment with EPAS basically produces a generalist practice degree; it removes the ability of programs to advance and innovate social work education and practice. The focus of shaping doctoral social work education is missing. Social work educators who are currently administering and teaching in DSW programs need to define doctoral social work education.

- "The EPAS standards are extremely problematic. This essentially duplicates the MSW programs, instead of allowing the DSW degrees to focus on knowledge production instead of practice skills."

Feedback on Mission & Goals (Standard 1)

General Feedback:

o "page 3 - unclear what c actually means; it needs elaboration. The meaning behind "the program addresses all program options"
statement throughout the document is unclear to this reader. Perhaps a list of definitions would be good to include:
program options, program context, program environment, etc."

Feedback on ADEI (Standard 2)

Theme 1: General ADEI comments

- o "I actually do agree strongly that anti-racism and DEI should be incorporated, however, language should be drafted in consultation with existing DSW programs to reflect their unique context."

- o "The ADEI needs to be incorporated into the document. The duplication of BSW and MSW language, while consistent for CSWE, could lead to limitations as it may not meet the needs of doctoral education."

- o **Repeated 32 Times:** I do not disagree in principle that the ADEI needs to be incorporated. However, this needs to be reshaped to advance doctoral-level thinking as opposed to aligning with BSW and MSW standards. This is not an extended MSW degree. The duplication of BSW and MSW language reduces the ability of programs to align ADEI thinking with the strategic goals and mission of the various programs and institutions.

CSWE

Feedback on ADEI (Standard 2)

Theme 2: Alignment with GADE Guidelines

o "This new standard needs to align with the wording and suggestions addressing Anti-Racism, Diversity, Equity, and Inclusion (ADEI) from the PhD Guidelines found in the GADE website. This standard addressing ADEI should mirror (e.g., different "Domains"-"Core Expertise and Skills") the PhD Guidelines.

   ▪ There is one section on 'Commitment to ADEI'. Under 'Domain 1; Core Skills' of the PhD Guidelines: It states 3 items:
   ▪ *Collaborate effectively with colleagues from all racial, ethnic, and cultural backgrounds."

Feedback on Explicit Curriculum (Standard 3)

Theme 1: Skills-based Framework

- o "I am, again, concerned about the emphasis on skills only. It might be helpful to provide a definition of practice that includes the many ways social work practitioners engage in practice."

- o **Repeated 33 Times:** "This is NOT a skills-based degree. This is a degree that considerably extends beyond advancing clinical skills; how does one measure the ability to change systems or policy? It is a degree that moves the profession forward toward doctoral-level expertise and thinking. Using the MSW framework is not a solution to address this need."

- o "The skills-based language is simply an extension of the BSW and MSW. It does not differentiate the practice doctorate in a meaningful way that would lead to the need for a professional/practice doctorate."

Feedback on Explicit Curriculum (Standard 3)

Theme 2: Community Input

- o "Requiring programs to demonstrate how the curriculum is informed by the practice community is overkill"

- o "Scientific practice and/advancement of evidence based practice is missing. Consider using the term practice-based evidence for in-put of community. While it is important to get feedback from the practice community it is also important to translate and disseminate best practices to the community."

- o **Repeated 35 Times:** "While the original standards ""Did not explicitly address educational framework"", this was purposeful as the intent of the original standards was to allow for the variance, scope, depth, breadth, and innovation of DSW programs and allow for the flexibility needed within a doctoral program. The community goes far beyond the community emphasis reflected in the revised standards.

General Feedback:
- o "I think academic products needs to be defined more clearly. Does this mean dissertation/capstone? There would be academic products throughout the curriculum so if this is referring to the culminating one, it needs to say that."
- o "What exactly is an "academic product" as defined by CSWE?"

Feedback on Implicit Curriculum (Standard 4)

Theme 1: Equitable Admissions
- o "What does 'with particular attention to' mean? We simply cannot ask about such variables on an admission application."
- o **Repeated 17 times:** "I support this standard. Programs, regardless of location, need to actively work to ensure they are accepting a diverse cohort that reflects US demographics. That said, this standard does not address structural inequalities that limit some individuals from applying to doctoral programs."

Theme 2: Practice Experience for Admission
- o **Repeated 33 times:** "Two years is not sufficient. The level of competency and ability to process/critically assess content, and the experiences drawn from within the profession are richer, more advanced, and more nuanced with greater time practicing post MSW. Students are more mature, prepared, willing, and ready to engage in the material and learn from each other. No data supports reduction in minimum years post-MSW and, in fact, anecdotal evidence supports increased time post-MSW."
- o "…in my opinion it takes more than two years of professional practice to be at the highest level of clinical skills. In some states two years is may not be enough time for social workers to be licensed."
- o "I agree with moving the admissions criteria back to two years post-MSW. We are making this track longer than the MD, longer than clinical psychology, etc. We are a discipline with lots of non-traditional students who have a lot of competing demands on their time. We don't want to make this overly difficult."

Feedback on Implicit Curriculum (Standard 4)

Theme 3: Transfer Credit Policy

- o **Repeated 33 times:** Accreditation Standard 4.1.3: MSW programs are accredited based on uniform curriculum established by CSWE. The curriculum for DSW programs are not based on a uniform curriculum. Therefore, policies need to be established by the individual institutions.

Theme 4: Life and Work Experience

- **Repeated 33 times:** Accreditation Standard 4.1.4: Agreement is not in relation to alignment to EPAS; rather, the standard pertaining to life experience is sensible.

Feedback on Advising, Mentorship, Retention, and Termination and Student Participation (Standard 4)

- **Theme 1: Academic versus Professional Performance**

  o "In 4.1.6, the wording needs revised to explicitly state 'professional practice within the educational setting' in elements b. and e. Otherwise, the language presumes there is a practicum or field-like component required within the program, which I strongly disagree with."

  o B and E should be removed. The standard needs to focus on academic performance."

  o **Repeated 33 times:** "Regarding Accreditation Standard 4.1.5 and Accreditation Standard 4.1.7, I agree in principle. However, the standards make this extremely prescriptive and do not allow for the individual autonomy and diversity of programs."

  o **Repeated 33 times:** "Accreditation Standard 4.1.6: While professional behavior within the classroom can be evaluated, programs are not employers of their students nor are they evaluating a practicum experience. This is not part of the scope of a practice doctorate. B and E need to be removed. The standard should only focus on academic performance. It is up to institutions to develop their own internal processes for code of conduct issues."

Feedback on Faculty (Standard 4)

- **Theme 1: Minimum Faculty**

    o "I worry that programs just starting a DSW that are smaller would struggle to have 2 faculty with primary appointments to the program who have the practice experience required. The program director should have it and anyone teaching a practice course should have it, but couldn't a research/stats faculty not have the practice experience and have this as a primary assignment?"

    o "As it relates to faculty, I don't think it is wise to staff programs with faculty at two years post graduate depress. Not unlike a previous response this is just not enough time for skill development further, being an instructor has its own set of skills. The issue of advancability, promotability, tenure and or career track are also part of the picture when considering staff at the doctorate level."

Feedback on Faculty (Standard 4.2)

Theme 2: Faculty Practice Experience

- o **Repeated 30 Times**: "Two years is not sufficient. No data supports reduction in minimum years post-MSW for faculty and, in fact, anecdotal evidence supports increased time post-MSW to meet the needs of very experienced student practitioners."

- o "Two years is probably not sufficient."

General Feedback

- o "I am unhappy about the language that has been used throughout this revision and the decision to remove doctoral and replace it with doctorate. Language matters."

- o **Repeated 30 times:** "It is interesting that the language of aligning to institutional mission and goals has been eliminated from the original standards developed in 2020 without sufficient rationale. Programs cannot survive without aligning to the institution or developing their own mission and goals."

CSWE

Feedback on Administrative and Governance Structure (Standard 4.3)

Theme 1: Alignment with EPAS

- **Repeated 35 times:** "The alignment of the standards with EPAS is extremely problematic and diminishes the ability of programs to produce expert social work scholars. The depth and breath of scope and innovation of existing programs is not reflected through the alignment with BSW and MSW EPAS. Aside from aligning to EPAS, there is no clear rationale for these additions. In addition, this amount of prescriptive detail required in these standards will be burdensome to programs, especially those with fewer resources."

- **Repeated 35 times:** "The failure to align with institutional mission and goals is problematic because programs cannot survive without aligning to the institution or developing their own mission and goals. Language pertaining to the program's ability to develop their mission, goals, and curriculum has been eliminated without sufficient rationale and do not allow for variation, creativity, and innovation of programs."

General Feedback

- "How is "necessary autonomy" defined and demonstrated?"

Feedback on Program Director (Standard 4.3)

Theme 1: Appointment and Release Time

- o "While DSWs are becoming much more common, the ability to have a DSW program director may be challenging at this point in time. I would suggest adding something about the ability to have a temporary appointment of a PhD [program] with justification."

- o "50% is far too much administrative time given that some programs may be very small. In a program with only 10-15 students, we can't justify that.

- o "If this [customary release time] is not required by the standards, many schools, including mine, would not offer it. We are already facing this in our other programs with the change in the 2022 epas."

General Feedback

- o **Repeated 31 times:** "This is not tailored to doctoral-level education; the needs of doctoral students should be considered and reflected in the process. This is a cut and paste of MSW program language without thoughtful consideration of what doctoral education requires.

- o **Repeated 31 times:** Note: Accreditation Standard 4.3.4(c)b. ""program describes the procedures for calculating the program director's assigned time to administer the 'master's social work program'. CSWE

Feedback on Resources (Standard 4.4)

Theme 1: Alignment with EPAS

- o **Repeated 37 times:** " All of these foundational and additional requirements duplicate what institutions with existing accredited BSW and/or MSW programs already do to ensure the health of their programs. It also duplicates regional program approval and accreditation expectations and thus, create a burdensome, prescriptive, and unnecessary. Aside from aligning to EPAS, there is no clear rationale for these additions."

- o "There is no clear rationale for these additions beyond aligning to EPAS, and all of these requirements document what institutions with accredited BSW or MSW programs already do.

Feedback on Core Skills Assessment (Standard 5)

Theme 1: *Doctoral* Level Assessment

- o "This is not tailored to doctoral-level education; the needs of doctoral students should be considered and reflected in the process. This is a cut and paste of MSW program language without thoughtful consideration of what doctoral education requires."

- o **Repeated 33 times:** "The original set of standards assess 'core expertise, knowledge base, and skills of its professional doctoral graduates,' and establish benchmarks related to these foundational constructs. The revised plan reduces this to a 'core skills' assessment. This is NOT a skill-based degree. This is a degree goes far beyond just 'core skills'".

- o "There seems to be a lack of specificity as to what the core skills for a doctorate prepared social work student can expect to take away from this level of education and professional presentation- research policy, development, professional literacy at this level."

CSWE

Feedback on Core Skills Assessment (Standard 5)

Theme 2: Inclusion of DSW Program Directors

- " I dissent until DSW Program Directors are included in the revisions and throughout the rest of the accreditation process."

- **Repeated 34 times:** "CSWE needs to be actively working with DSW programs to identify appropriate assessments of doctoral-level education. DSW program directors, faculty, students, and alumni want and need to be included in the current discussions that shape the accreditation process moving forward."

General Feedback

- "page 11 -core skills section: it would be good to restate what the identified core skills are and what exactly should be measured. Also, would be good to specify what "academic product" is and if each core skill can be assessed by academic products only or if the second measure has to be different."

Feedback on ADEI Assessment (Standard 5)

Theme 1: Alignment with GADE Guidelines

- o "This new standard needs to align with the wording and suggestions addressing Anti-Racism, Diversity, Equity, and Inclusion (ADEI) from the PhD Guidelines found in the GADE website. This standard addressing ADEI should mirror (e.g., different 'Domains-Core Expertise and Skills') the PhD Guidelines.
  - ▪ There is one section on ""Commitment to ADEI"". Under ""Domain 1; Core Skills"" of the PhD Guidelines: It states 3 items: Collaborate effectively with colleagues from all racial, ethnic, and cultural backgrounds.

- o "In general, all these standards should mirror our counterpart PhD programs who use the PhD Guidelines. PhD programs are regionally accredited in each state and they use these guidelines."

Feedback on ADEI Assessment (Standard 5)

o **Theme 2: ADEI Assessment Context**

   o **Repeated 31 Times:** "Alignment to EPAS is problematic based on the following: I do not disagree in principle that the ADEI assessment needs to be incorporated. However, there cannot be an expectation of a uniform assessment process within the current political climate. ADEI language needs to be reframed in the context of social justice particularly given issues experienced in afflicted states. In addition, it needs to align with the key aspects of individual DSW programs which vary, as well as institutional goals and mission"

Feedback on Program Outcomes & Student Feedback (Standard 5)

General Feedback on Program Outcomes

- o "These seem reasonable."

- o "Yes, this sounds good"

- o **Repeated 19 times:** "No concerns"

General Feedback on Student Feedback

- o "Adding this additional burden on programs is unnecessary"

- o "are the students part of the stakeholder group, what might they like to see as part of the assessment of their feedback"

- o **Repeated 17 times:** "No concerns"

Overall Feedback on Draft 1 PDP Standards

Theme 1: Input from DSW Directors

- o "I am extremely troubled that you ignored all the input of current DSW directors when you crafted these accreditation standards. I hope that you can reverse course on this misguided set of standards to align with what is already happening at universities around the country."

- o "Include GADE members in future revisions."

- o "My overarching concern is that this should be a much more collaborative process involving the DSW pilot programs and their directors, faculty, and students."

Overall Feedback on Draft 1 PDP Standards

Theme 2: Pilot Findings

- o "I wonder if anything was learned from the pilot DSW accreditation process that has contributed to this document. It seems that this document was created on a parallel track without an awareness of the work being done in the DSW accreditation pilot. Moving beyond the pilot, I am also left wondering how many people actively engaged in DSW education were consulted. The document reads as an a short cut to aligning with the BSW and MSW EPAS without a clear vision of what sets doctoral education apart from the other degrees."

- o "More precise language and rationale for the changes from the pilot standards are needed. This is headed in a good direction but much of the language is vague. More direction needed in terms of how these standards need to be demonstrated."

- o "Isn't that the purpose of doing a pilot, to identify and assess main aspects

- o of what is being proposed or used through the use of data? This is a basic concept we teach our students. While my understanding is that other (non-social work) practice doctorate accreditation models were considered in formulating the revised standards, these are NOT comparable to social work education and practice doctorate programs."

Overall Feedback on Draft 1 PDP Standards

General Feedback

- o "I know you have worked very hard on the development of these standards and the language that defines many of the concepts central to DSW accreditation. I just think it is important to recognize that you cannot approach DSW accreditation with a cookie-cutter approach that draws from MSW or BSW accreditation. It requires an "out-of-the-box" perspective and I encourage the CSWE to step outside of the mundane and think critically about what these programs need, as well as what they DON'T need, from you."

CSWE
COUNCIL ON SOCIAL WORK EDUCATION

Thank You!

EDUCATE

ADVOCATE

COLLABORATE