Draft 1 PDP Standards | GADE Feedback Session

Presented by:

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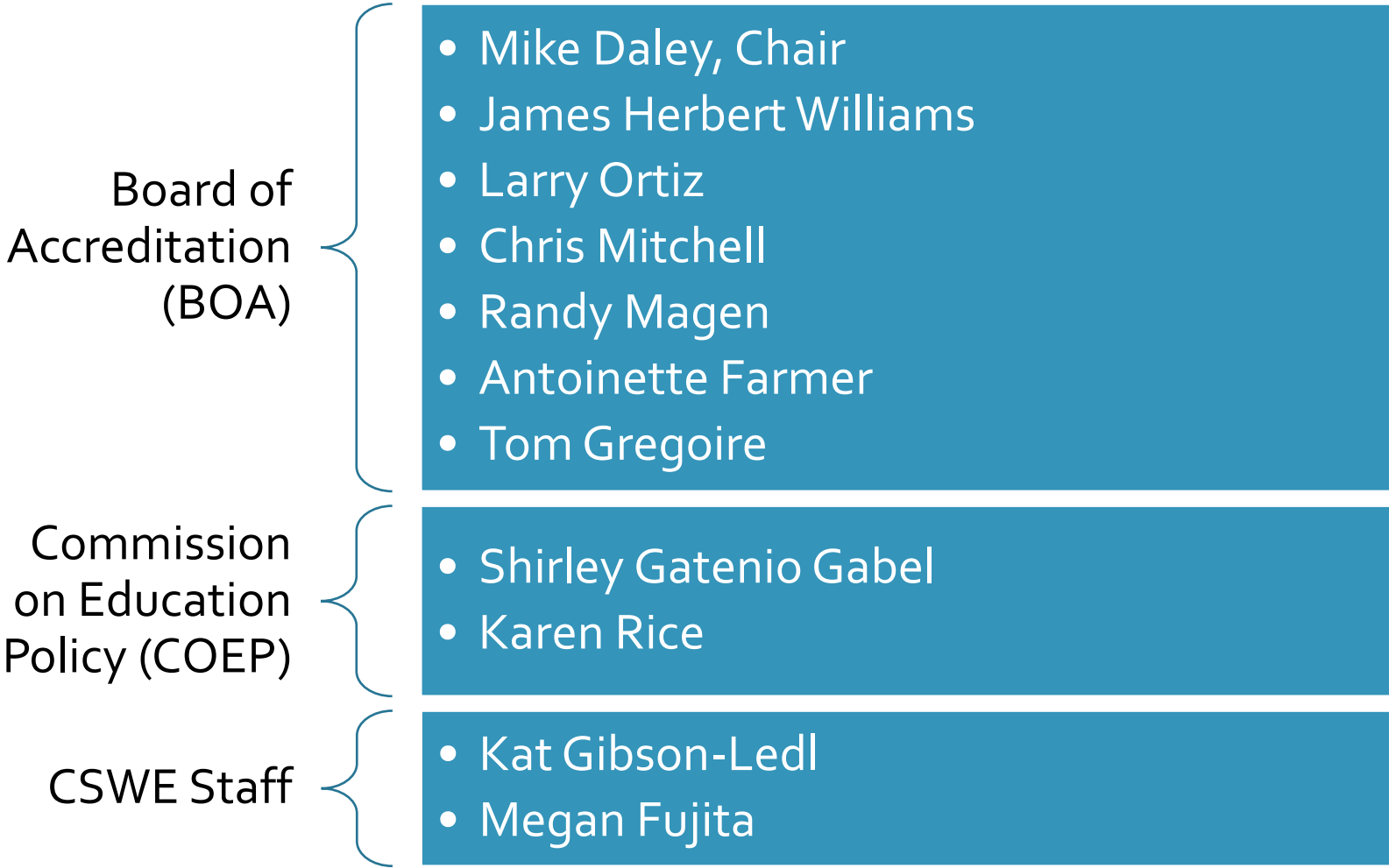
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PPDP Standards Revision
Committee Work

PPDP Standards Revision Committee Members

Board of Accreditation (BOA)

- Mike Daley, Chair
- James Herbert Williams
- Larry Ortiz
- Chris Mitchell
- Randy Magen
- Antoinette Farmer
- Tom Gregoire

Commission on Education Policy (COEP)

- Shirley Gatenio Gabel
- Karen Rice

CSWE Staff

- Kat Gibson-Ledl
- Megan Fujita

Framing & Goal: 2025 – 2029 Accreditation Standards

- **Framing:** Interim set of accreditation standards
  - Will <u>not</u> include full educational policy
  - Environmental scan of practice doctorate educational landscape to occur during next environmental scan of all three levels of accredited social work education programs in preparation for the 2029 EPAS

- **Goal:** Unified set of 2029 EPAS spanning:
  - Baccalaureate
  - Master's
  - Practice Doctorate

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Draft 1 Accreditation Standards

Council on Social Work Education (CSWE)
Board of Accreditation (BOA)
Department of Social Work Accreditation (DOSWA)

DRAFT 1 | ACCREDITATION STANDARDS

for Practice Doctorate Social Work Program Accreditation
version 1.2024

Post-Pilot Implementation | Anticipated Publication 2025

Introduction

Current practice doctorate programs in social work are highly innovative, and the accreditation process and standards proposed will ensure these programs can differ in their goals, curricula, and in the core skills of their graduates. Thus, these draft standards recognize a diverse approach

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Draft 1
Accreditation Standards

Post-Pilot Implementation
Anticipated Publication 2025

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Draft 1 Accreditation Standards
Introduction & Definition: Major Changes

Pilot	Draft 1
• Professional practice doctoral programs	• Practice doctorate programs

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Draft 1 Accreditation Standards
Core Skills: Major Changes

Pilot	Draft 1
• Core skills and expertise	• Core skills
• Bullet point core skills	• Numbered list core skills

• *Core skill:*
   o "Use and evaluate research-informed practice critically and at an advanced level;"
	• *Core skill clarified:*
	   o "Advance practice through innovative approaches and/or use and critically evaluate research and knowledge;"

• *Core skill:*
   o "Demonstrate leadership in social work practice and education; and"
	• *Core skill clarified:*
	   o "Provide leadership in social work practice and/or education; and"

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Draft 1 Accreditation Standards
AS 1 | Mission: Major Changes

Pilot	Draft 1
• Profession's purpose omitted	• Profession's purpose added*
• Required mission statement to include the program area(s) of focus	• Mission statement <u>not</u> required to include the program area(s) of focus*
• Required to identify program goals	• <u>Not</u> required to identify program goals*

*Change made to strengthen consistency with 2022 EPAS for Baccalaureate & Master's social work programs

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Draft 1 Accreditation Standards
AS 2 | ADEI: Major Changes

Pilot	Draft 1
• No description of diversity within standards	• Added description of ADEI*

• One standard on diversity in the implicit curriculum	• Two standards on ADEI*
	  • ADEI in the *explicit* curriculum*
	  • ADEI in the *implicit* curriculum*

*Change made to strengthen consistency with 2022 EPAS for Baccalaureate & Master's social work programs

Draft 1 Accreditation Standards
AS 3 | Explicit Curriculum: Major Changes

Pilot	Draft 1
• Did <u>not</u> explicitly address educational framework	• Accreditation standard description clarifies a "skills-based education framework"
• Not included in pilot standards	• Explicit curriculum must be informed by the professional practice community*
• Racial justice omitted	• Racial justice included • Doctoral leaders are prepared to address human rights and social, **racial***, economic, and environmental justice
• Program must explain how its curriculum is consistent with the program's mission and goals	• Standard removed*

*Change made to strengthen consistency with 2022 EPAS for Baccalaureate & Master's social work programs

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Draft 1 Accreditation Standards
AS 3 | Explicit Curriculum: Major Changes

Pilot	Draft 1

• Not included in pilot standards	• Curriculum must ensure opportunities for students to **advance practice**
	   ○ Must include one or more applied, implementation, active, and/or experiential learning component(s)
	   ○ Can be woven into the educational process
	      ▪ Supervision/mentorship of product/project
	      ▪ Capstone or other academic product course(s)
	      ▪ Series of courses to design, develop, and implement a project
	      ▪ Leadership seminar(s)
	   ○ **Examples:** Applied academic product, leadership immersion experience, implemented project, provide consultation to an organization on area of expertise/focus, publish on dissertation, student teaching, preceptorships or residencies, etc.

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Draft 1 Accreditation Standards
AS 4 | Implicit Curriculum
Admissions: Major Changes

Pilot	Draft 1
• Not included in pilot standards	• Added a standard on ADEI practices in admissions*
• Requires admitted students to have at least **three** years of post-master's social work degree practice experience in social work	• Changed to at least **two** years of post-master's social work degree practice experience in social work ○ Consistent with all existing qualification/credential standards requiring practice experience*
• Included in eligibility standards on Candidacy and Initial Accreditation applications	• *Moved to standards:* Programs do not grant social work course credit for life experience or previous work experience*
• Not included in pilot standards	• Added a standard on transfer credit policies and procedures*

*Change made to strengthen consistency with 2022 EPAS for Baccalaureate & Master's social work programs

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Draft 1 Accreditation Standards
AS 4 | Implicit Curriculum
Advising, Mentorship, & Student Participation: Major Changes

Pilot	Draft 1
• Not included in pilot standards	• Added a compliance statement on ADEI practices in advisement and mentorship
• Not included in pilot standards	• Added a standard on evaluating student academic and professional performance and termination from the program

• Two standards on student participation in governance:
   o Students' rights and opportunities to participate in formulating and modifying policies affecting academic and professional doctoral student affairs
   o Opportunities for and encourages professional doctoral students to organize in their interests
	• One standard on student participation:
	   o Ensures equitable and inclusive opportunities for student input and participation in the*:
	      ▪ Implicit curriculum*
	      ▪ Explicit curriculum*

*Change made to strengthen consistency with 2022 EPAS for Baccalaureate & Master's social work programs

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Draft 1 Accreditation Standards
AS 4 | Implicit Curriculum
Faculty: Major Changes

Pilot	Draft 1

• Requires the majority of the faculty who teach in the program have a master's degree in social work from a CSWE-accredited program and at least **three** years of post-master's social work degree practice experience in social work
   o *Note:* All faculty must have a doctoral degree
	• Changed to at least **two** years of post-master's social work degree practice experience in social work
	   o Consistent with all existing qualification/credential standards requiring practice experience*
	   o *Note:* All faculty must have a doctoral degree

• Listed essential program functions to explain sufficiency of faculty size	• Added the following essential program functions: o Enrollment; student engagement; retention; assessment of the core skills; course offerings and class sizes sufficient to meet program mission and area(s) of focus; and monitoring and evaluation of student progress

*Change made to strengthen consistency with 2022 EPAS for Baccalaureate & Master's social work programs

Draft 1 Accreditation Standards
AS 4 | Implicit Curriculum
Administrative & Governance Structure: Major Changes

Pilot	Draft 1
• Not included in pilot standards	• Program must demonstrate necessary autonomy to achieve its mission* • Provides organizational chart of administrative structure*
• Faculty have responsibility for defining the program's *mission*, *goals*, and curriculum consistent with the *institution's policies*	• Faculty have responsibility for defining program curriculum consistent with the *Practice Doctorate Accreditation Standards**
• Not included in pilot standards	• Administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the recruitment and hiring, retention, promotion, and if applicable, tenure of program personnel*

***Change made to strengthen consistency with 2022 EPAS
for Baccalaureate & Master's social work programs**

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Draft 1 Accreditation Standards
AS 4 | Implicit Curriculum
Program Director: Major Changes

Pilot	Draft 1
• Not addressed in pilot standards	• Clarified the program director must have a full-time appointment to social work*
• Requires the program director to have at least **three** years of post-master's social work degree practice experience in social work	• Changed to at least **two** years of post-master's social work degree practice experience in social work 　o Consistent with all existing qualification/credential standards requiring practice experience*
• Program director's minimum assigned time for program administration is 50%	• Program director's minimum assigned time for program administration is *customarily* 50%*

*Change made to strengthen consistency with 2022 EPAS for Baccalaureate & Master's social work programs

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Draft 1 Accreditation Standards
AS 4 | Implicit Curriculum
Resources: Major Changes

Pilot	Draft 1
• Not included in pilot standards	• Requires sufficient support staff*
• Not included in pilot standards	• Requires sufficient access to library resources*
• Not addressed in pilot standards	• Requires sufficient technology support*
• Not included in pilot standards	• Requires sufficient supportive technology, student services, and if applicable, physical space, that reduce barriers while optimizing accessibility and equity for all its students*

*Change made to strengthen consistency with 2022 EPAS for Baccalaureate & Master's social work programs

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Draft 1 Accreditation Standards
AS 5 | Assessment
Core Skills Assessment: Major Changes

Pilot	Draft 1
• **One** instrument required to assess student achievement of core skills	• **Two** instruments required to assess student achievement of core skills* o At least one of the assessment instruments is based on student demonstration of core skills by completing the required academic product(s)*
• Not included in pilot standards	• Provide method of analyzing outcomes for core skills* • Submit most recent year of outcomes* • Provide calculations*
• Not included in pilot standards	• Process to formally review its assessment plan and outcomes related to student achievement of core skills*

*Change made to strengthen consistency with 2022 EPAS for Baccalaureate & Master's social work programs

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Draft 1 Accreditation Standards
AS 5 | Assessment
ADEI Implicit Curriculum Assessment: Major Changes

Pilot	Draft 1
• Assess one or more areas of the implicit curriculum of their choosing	• Assess one or more ADEI implicit curriculum efforts*
• Discuss strengths and specific changes based on implicit curriculum assessment outcomes	• Have a process to formally review ADEI assessment plan and outcomes* • Discuss specific changes based on ADEI implicit curriculum assessment outcomes*

*Change made to strengthen consistency with 2022 EPAS for Baccalaureate & Master's social work programs

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Draft 1 Accreditation Standards
AS 5 | Assessment
Program Outcomes: Major Changes

Pilot	Draft 1

• Assesses retention rates and time to program completion	• Added compliance statements to clarify plan, outcomes, and data-informed decision-making requirements*:
	   o Required form
	   o Benchmarks determined by the program
	   o Benchmark rationales
	   o Calculation methods
	   o Three years of data
	   o Data reported by program option and in aggregate, inclusive of all program options

*Change made to strengthen consistency with 2022 EPAS for Baccalaureate & Master's social work programs

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Draft 1 Accreditation Standards
AS 5 | Assessment
Student Feedback: Major Changes

Pilot	Draft 1

• Not included in pilot standards	• Provides opportunities for current students and graduates to provide feedback on the student experience, including:
	   o Mentorship;
	   o Leadership development
	   o Process of completing the academic product(s); and
	   o Any additional program components selected by the practice doctorate program
	• Have a process to formally review student feedback plan and findings
	• Discuss specific changes based on student feedback findings

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Discussion Questions
& Overall Feedback
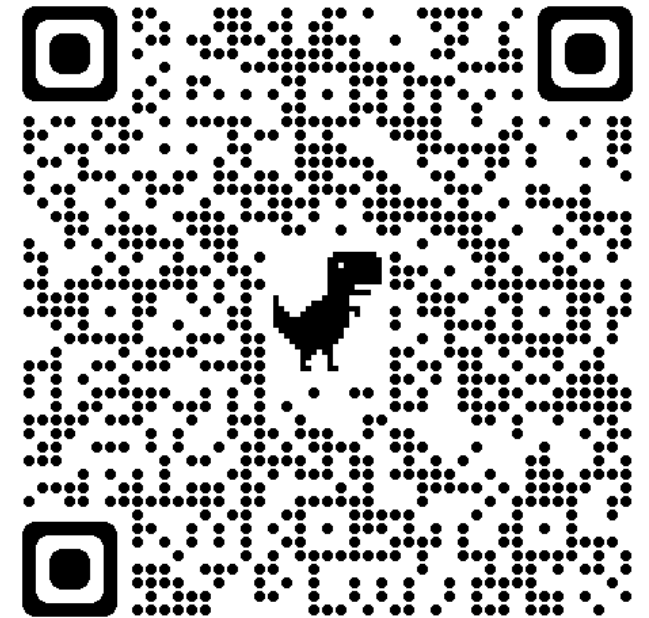
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Overall Feedback

Comments or thoughts?

Please be encouraged to complete the survey to provide detailed feedback through **April 30, 2024**!

Join our public feedback session via Zoom on:
Monday, April 15, 2024 1PM-2:45PM EST
Learn more and register at www.cswe.org/PDPfeedback.

Thank you! ☺

Thank You!

Questions, Comments, & Concerns?