



COUNCIL ON SOCIAL WORK EDUCATION

Draft 1 PDP Standards | Public Feedback Session

Monday, April 15, 2024 | 1PM-2:45PM EST



Housekeeping

- **Purpose:** Discuss feedback on the draft 1 standards for practice doctorate programs
- Encourage curiosity, respect, and concrete feedback whenever possible to help refine this inaugural set of standards
- We encourage self-care during this session!
 - If you need to take a break, step away, stretch, or get a snack, know that resources are available at www.cswe.org/PDPfeedback





ADVOCATE

Summary of PDP Activities 2010-2025



COLLABORATE

The Journey So Far: 2010 - 2016

Year(s)	Summary of Activities
2010 - 2011	DSW task force report from Social Work Leadership Forum
2012 - 2013	Discussions: GADE, Leadership Roundtable, NASW Social Policy Think Tank
2013	CSWE Board of Directors (BOD) creates DSW committee to explore accreditation of practice doctorate social work programs
2014 - 2015	<ul style="list-style-type: none"> • DSW committee recommends collecting data from social work programs, executes plan, and analyzes results • DSW committee presents recommendation to CSWE BOD to initiate a collaborative and stakeholder-inclusive process to collect feedback
2016	CSWE BOD unanimously voted to request that the Board of Accreditation (formerly Commission on Accreditation) move forward with developing a process for the accreditation of practice doctorate social work programs



The Journey So Far: 2017 - 2020

Year(s)	Summary of Activities
2016	Stakeholder meetings held
2017 - 2019	<ul style="list-style-type: none"> • BOA and COEP practice doctorate sub-committee meet to develop multiple drafts of framework and accreditation standards • Stakeholder feedback sought on multiple drafts of framework and accreditation standards
2019	<ul style="list-style-type: none"> • BOA DSW subcommittee convenes to further explore piloting accreditation • BOA votes to proceed with piloting accreditation contingent upon updates to the definition, scope, and accreditation standards
2020	<ul style="list-style-type: none"> • BOA & COEP present the updated definition, scope, and accreditation standards and solicit stakeholder feedback • BOA votes to approve definition, scope, and accreditation standards • BOA votes to proceed with piloting accreditation when sufficient new staff and BOA resources are in place as determined by the Executive Director of Accreditation



The Journey So Far: 2020 - 2025

Year(s)	Summary of Activities
2020 - 2021	<ul style="list-style-type: none"> • Webpage created • Consultant hired to develop pilot resources • Staff position created to manage pilot
2021	<ul style="list-style-type: none"> • BOA votes to approve pilot plan and materials • Call for applications to participate in the pilot disseminated • Pilot programs selected • PDP Implementation Committee formed to serve as workgroup for pilot reviews • BOA members trained to conduct visits • Pilot commences
2021 - 2025	<ul style="list-style-type: none"> • Pilot underway • Feedback collected from programs and BOA members
2024 - 2025	<p>PDP Standards Revision Committee of BOA and COEP members review and implement feedback into multiple drafts of post-pilot standards</p>

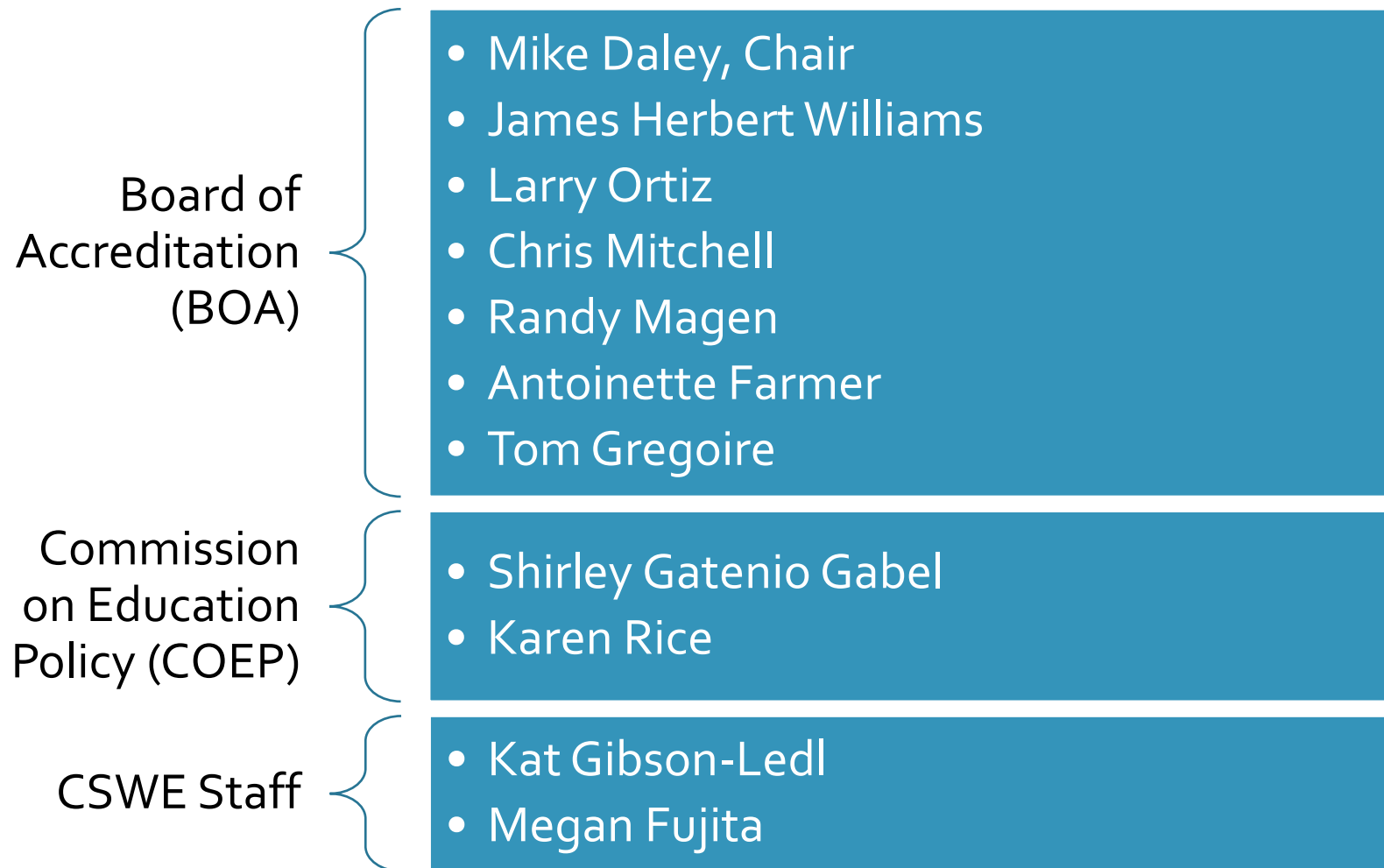




PDP Standards Revision Committee Work



PDP Standards Revision Committee Members



Scope of Accreditation | Social Work Education Continuum

Generalist Practice (Baccalaureate)

Competency-based

- Generalist practice is grounded in the liberal arts and the person-in-environment framework.
- To promote human and social well-being, generalist practitioners **use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities**, based on scientific inquiry and best practices.
- The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels.
- They engage in research informed practice and are proactive in responding to the impact of context on professional practice.

Specialized Practice (Master's)

Competency-based

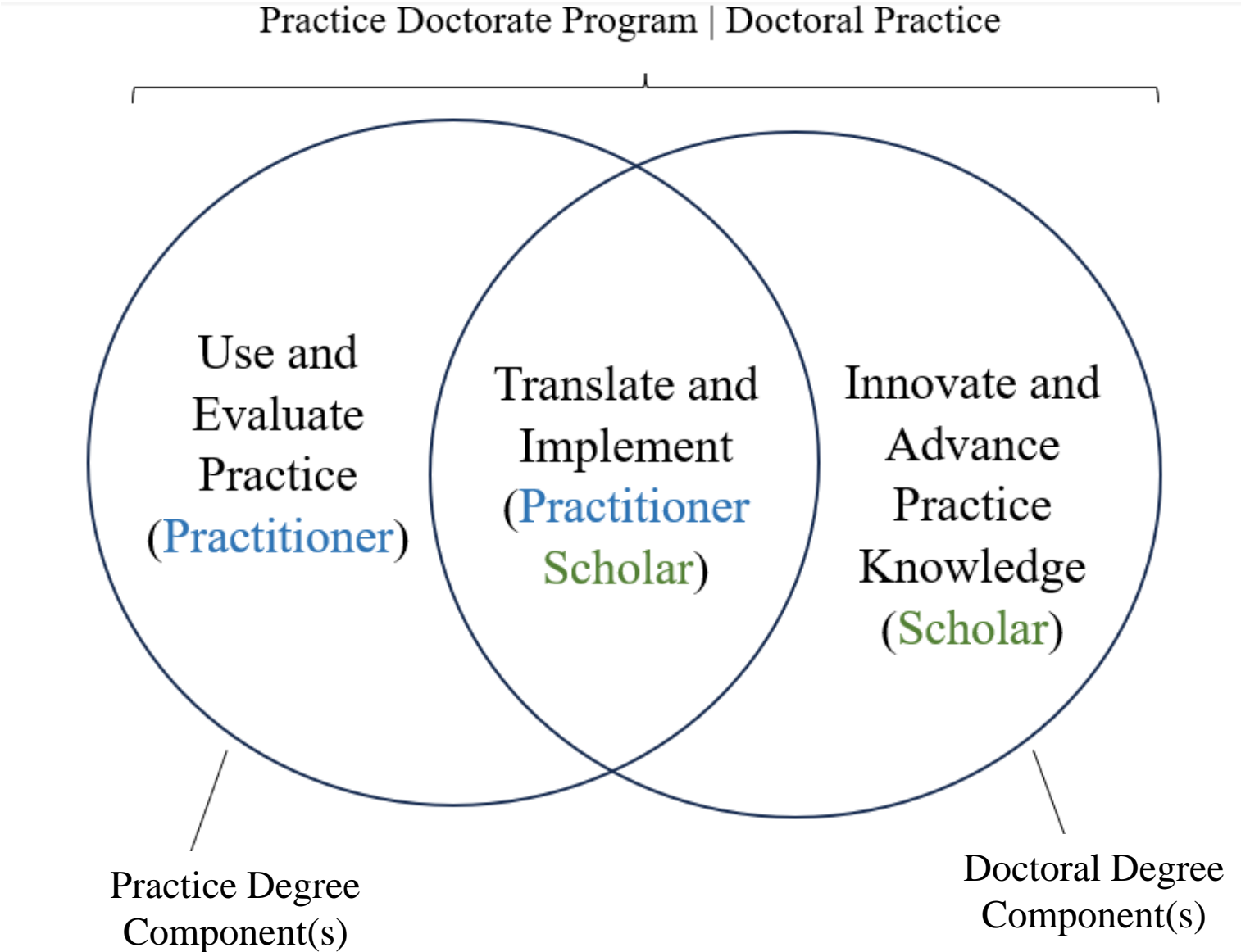
- Demonstrate an ability to **engage, assess, intervene, and evaluate across client populations, problem areas, and methods of intervention.**
- Extends and enhances the nine social work competencies that are demonstrated in observable behaviors indicative of competence in specialized areas of professional practice.
- Specialized practitioners synthesize and use the knowledge and skills necessary for interprofessional collaborations based on scientific inquiry and best practices, consistent with social work values.
- They engage in both research and advocacy in their commitment to changing structural inequities and to informing and improving practice, policy, and service delivery.

Doctoral Practice* (Practice Doctorate)

Core Skills-based

- **Develop, translate, and advance social work practice knowledge**; engage in systematic inquiry; and apply and disseminate research-informed knowledge, values, ethics, and skills in social work through practice, professional leadership, and teaching.
- Practice doctorate programs, regardless of focus, should prepare doctoral practitioners to:
- engage in systematic inquiry that adheres to scholarly conventions;
 - **use and evaluate research-informed practice critically and at an advanced level;**
 - develop and disseminate practice-relevant knowledge through a variety of channels, such as teaching, scholarship, professional presentations, mentoring, and administration;
 - demonstrate leadership in social work practice and education; and
 - **develop and maintain substantive expertise in one or more areas of social work practice.**

PDP Scope Visual



Framing & Goal: 2025 – 2029 Accreditation Standards

- **Framing:** Interim set of accreditation standards
 - Will not 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



Draft 1 Accreditation Standards

Key:
Yellow Highlighted Text
= Major Changes

**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





Draft 1 Accreditation Standards

Post-Pilot Implementation
Anticipated Publication 2025



Draft 1 Accreditation Standards

Introduction & Definition: Major Changes

Pilot	Draft 1
<ul style="list-style-type: none">Professional practice doctoral programs	<ul style="list-style-type: none">Practice doctorate programs



Draft 1 Accreditation Standards

Core Skills: Major Changes

Pilot	Draft 1
<ul style="list-style-type: none"> • Core skills and expertise 	<ul style="list-style-type: none"> • Core skills
<ul style="list-style-type: none"> • Bullet point core skills 	<ul style="list-style-type: none"> • Numbered list core skills
<ul style="list-style-type: none"> • <i>Core skill:</i> <ul style="list-style-type: none"> ○ “Use and evaluate research-informed practice critically and at an advanced level;” 	<ul style="list-style-type: none"> • <i>Core skill clarified:</i> <ul style="list-style-type: none"> ○ “Advance practice through innovative approaches and/or use and critically evaluate research and knowledge;”
<ul style="list-style-type: none"> • <i>Core skill:</i> <ul style="list-style-type: none"> ○ “Demonstrate leadership in social work practice and education; and” 	<ul style="list-style-type: none"> • <i>Core skill clarified:</i> <ul style="list-style-type: none"> ○ “Provide leadership in social work practice and/or education; and”



Draft 1 Accreditation Standards

AS 1 | Mission: Major Changes

Pilot	Draft 1
<ul style="list-style-type: none">• Profession's purpose omitted	<ul style="list-style-type: none">• Profession's purpose added*
<ul style="list-style-type: none">• Required mission statement to include the program area(s) of focus	<ul style="list-style-type: none">• Mission statement <u>not</u> required to include the program area(s) of focus*
<ul style="list-style-type: none">• Required to identify program goals	<ul style="list-style-type: none">• <u>Not</u> required to identify program goals*

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



Feedback on Introduction, Definition, Core Skills, & Mission & Goals (Standard 1)

Comments or thoughts?



Draft 1 Accreditation Standards

AS 2 | ADEI: Major Changes

Pilot	Draft 1
<ul style="list-style-type: none">No description of diversity within standards	<ul style="list-style-type: none">Added description of ADEI*
<ul style="list-style-type: none">One standard on diversity in the implicit curriculum	<ul style="list-style-type: none">Two standards on ADEI*<ul style="list-style-type: none">ADEI in the <i>explicit</i> curriculum*ADEI in the <i>implicit</i> curriculum*

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



Feedback on Anti-racism, Diversity, Equity, & Inclusion (ADEI) (Standard 2)

Comments or thoughts?



Draft 1 Accreditation Standards

AS 3 | Explicit Curriculum: Major Changes

Pilot	Draft 1
<ul style="list-style-type: none"> Did <u>not</u> explicitly address educational framework 	<ul style="list-style-type: none"> Accreditation standard description clarifies a “skills-based education framework”
<ul style="list-style-type: none"> Not included in pilot standards 	<ul style="list-style-type: none"> Explicit curriculum must be informed by the professional practice community*
<ul style="list-style-type: none"> Racial justice omitted 	<ul style="list-style-type: none"> Racial justice included Doctoral leaders are prepared to address human rights and social, racial*, economic, and environmental justice
<ul style="list-style-type: none"> Program must explain how its curriculum is consistent with the program's mission and goals 	<ul style="list-style-type: none"> Standard removed*

*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
<ul style="list-style-type: none"> • Not included in pilot standards 	<ul style="list-style-type: none"> • Curriculum must ensure opportunities for students to advance practice <ul style="list-style-type: none"> ○ Must include one or more applied, implementation, active, and/or experiential learning component(s) ○ Can be woven into the educational process <ul style="list-style-type: none"> ▪ 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.



Feedback on Explicit Curriculum (Standard 3)

Comments or thoughts?



Draft 1 Accreditation Standards

AS 4 | Implicit Curriculum

Admissions: Major Changes

Pilot	Draft 1
<ul style="list-style-type: none"> Not included in pilot standards 	<ul style="list-style-type: none"> Added a standard on ADEI practices in admissions*
<ul style="list-style-type: none"> Requires admitted students to have at least three years of post-master's social work degree practice experience in social work 	<ul style="list-style-type: none"> Changed to at least two years of post-master's social work degree practice experience in social work <ul style="list-style-type: none"> Consistent with all existing qualification/credential standards requiring practice experience*
<ul style="list-style-type: none"> Included in eligibility standards on Candidacy and Initial Accreditation applications 	<ul style="list-style-type: none"> <i>Moved to standards:</i> Programs do not grant social work course credit for life experience or previous work experience*
<ul style="list-style-type: none"> Not included in pilot standards 	<ul style="list-style-type: none"> Added a standard on transfer credit policies and procedures*

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



Draft 1 Accreditation Standards

AS 4 | Implicit Curriculum

Advising, Mentorship, & Student Participation: Major Changes

Pilot	Draft 1
<ul style="list-style-type: none">• Not included in pilot standards	<ul style="list-style-type: none">• Added a compliance statement on ADEI practices in advisement and mentorship
<ul style="list-style-type: none">• Not included in pilot standards	<ul style="list-style-type: none">• Added a standard on evaluating student academic and professional performance and termination from the program
<ul style="list-style-type: none">• Two standards on student participation in governance:<ul style="list-style-type: none">○ Students' rights and opportunities to participate in formulating and modifying policies affecting academic and professional doctoral student affairs○ Opportunities for and encourages professional doctoral students to organize in their interests	<ul style="list-style-type: none">• One standard on student participation:<ul style="list-style-type: none">○ Ensures equitable and inclusive opportunities for student input and participation in the*:<ul style="list-style-type: none">▪ Implicit curriculum*▪ Explicit curriculum*

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



Draft 1 Accreditation Standards

AS 4 | Implicit Curriculum

Faculty: Major Changes

Pilot	Draft 1
<ul style="list-style-type: none">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<ul style="list-style-type: none"><i>Note:</i> All faculty must have a doctoral degree	<ul style="list-style-type: none">Changed to at least two years of post-master's social work degree practice experience in social work<ul style="list-style-type: none">Consistent with all existing qualification/credential standards requiring practice experience*<i>Note:</i> All faculty must have a doctoral degree
<ul style="list-style-type: none">Listed essential program functions to explain sufficiency of faculty size	<ul style="list-style-type: none">Added the following essential program functions:<ul style="list-style-type: none">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
<ul style="list-style-type: none">Not included in pilot standards	<ul style="list-style-type: none">Program must demonstrate necessary autonomy to achieve its mission*Provides organizational chart of administrative structure*
<ul style="list-style-type: none">Faculty have responsibility for defining the program's <i>mission, goals</i>, and curriculum consistent with the <i>institution's policies</i>	<ul style="list-style-type: none">Faculty have responsibility for defining program curriculum consistent with the <i>Practice Doctorate Accreditation Standards</i>*
<ul style="list-style-type: none">Not included in pilot standards	<ul style="list-style-type: none">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



Draft 1 Accreditation Standards

AS 4 | Implicit Curriculum

Program Director: Major Changes

Pilot	Draft 1
<ul style="list-style-type: none"> Not addressed in pilot standards 	<ul style="list-style-type: none"> Clarified the program director must have a full-time appointment to social work*
<ul style="list-style-type: none"> Requires the program director to have at least three years of post-master's social work degree practice experience in social work 	<ul style="list-style-type: none"> Changed to at least two years of post-master's social work degree practice experience in social work <ul style="list-style-type: none"> Consistent with all existing qualification/credential standards requiring practice experience*
<ul style="list-style-type: none"> Program director's minimum assigned time for program administration is 50% 	<ul style="list-style-type: none"> Program director's minimum assigned time for program administration is <i>customarily</i> 50%*

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



Draft 1 Accreditation Standards

AS 4 | Implicit Curriculum

Resources: Major Changes

Pilot	Draft 1
<ul style="list-style-type: none"> • Not included in pilot standards 	<ul style="list-style-type: none"> • Requires sufficient support staff*
<ul style="list-style-type: none"> • Not included in pilot standards 	<ul style="list-style-type: none"> • Requires sufficient access to library resources*
<ul style="list-style-type: none"> • Not addressed in pilot standards 	<ul style="list-style-type: none"> • Requires sufficient technology support*
<ul style="list-style-type: none"> • Not included in pilot standards 	<ul style="list-style-type: none"> • 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



Feedback on Implicit Curriculum (Standard 4)

Comments or thoughts?



Draft 1 Accreditation Standards

AS 5 | Assessment

Core Skills Assessment: Major Changes

Pilot	Draft 1
<ul style="list-style-type: none">• One instrument required to assess student achievement of core skills	<ul style="list-style-type: none">• Two instruments required to assess student achievement of core skills*<ul style="list-style-type: none">○ At least one of the assessment instruments is based on student demonstration of core skills by completing the required academic product(s)*
<ul style="list-style-type: none">• Not included in pilot standards	<ul style="list-style-type: none">• Provide method of analyzing outcomes for core skills*• Submit most recent year of outcomes*• Provide calculations*
<ul style="list-style-type: none">• Not included in pilot standards	<ul style="list-style-type: none">• 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

Draft 1 Accreditation Standards

AS 5 | Assessment

ADEI Implicit Curriculum Assessment: Major Changes

Pilot	Draft 1
<ul style="list-style-type: none">Assess one or more areas of the implicit curriculum of their choosing	<ul style="list-style-type: none">Assess one or more ADEI implicit curriculum efforts*
<ul style="list-style-type: none">Discuss strengths and specific changes based on implicit curriculum assessment outcomes	<ul style="list-style-type: none">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



Draft 1 Accreditation Standards

AS 5 | Assessment

Program Outcomes: Major Changes

Pilot	Draft 1
<ul style="list-style-type: none">Assesses retention rates and time to program completion	<ul style="list-style-type: none">Added compliance statements to clarify plan, outcomes, and data-informed decision-making requirements*:<ul style="list-style-type: none">Required formBenchmarks determined by the programBenchmark rationalesCalculation methodsThree years of dataData 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



Draft 1 Accreditation Standards

AS 5 | Assessment

Student Feedback: Major Changes

Pilot	Draft 1
<ul style="list-style-type: none"> • Not included in pilot standards 	<ul style="list-style-type: none"> • Provides opportunities for current students and graduates to provide feedback on the student experience, including: <ul style="list-style-type: none"> ○ Mentorship; ○ Leadership development ○ Process of completing the academic product(s); and ○ 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



Feedback on Assessment (Standard 5)

Comments or thoughts?





Overall Feedback



Overall Feedback

Additional Comments or thoughts?

Please be encouraged to complete the [survey](#) to provide detailed feedback through **April 30, 2024!**

Visit www.cswe.org/PDPfeedback.

Thank you! 😊





ADVOCATE

Next Steps



COLLABORATE

The Journey Ahead: Timeline Summary*

The timeline below is subject to change.





COUNCIL ON SOCIAL WORK EDUCATION



Thank You!