



COUNCIL ON SOCIAL WORK EDUCATION

It's time to act.

*Defining and Reckoning With
Anti-Racist Social Work Education*



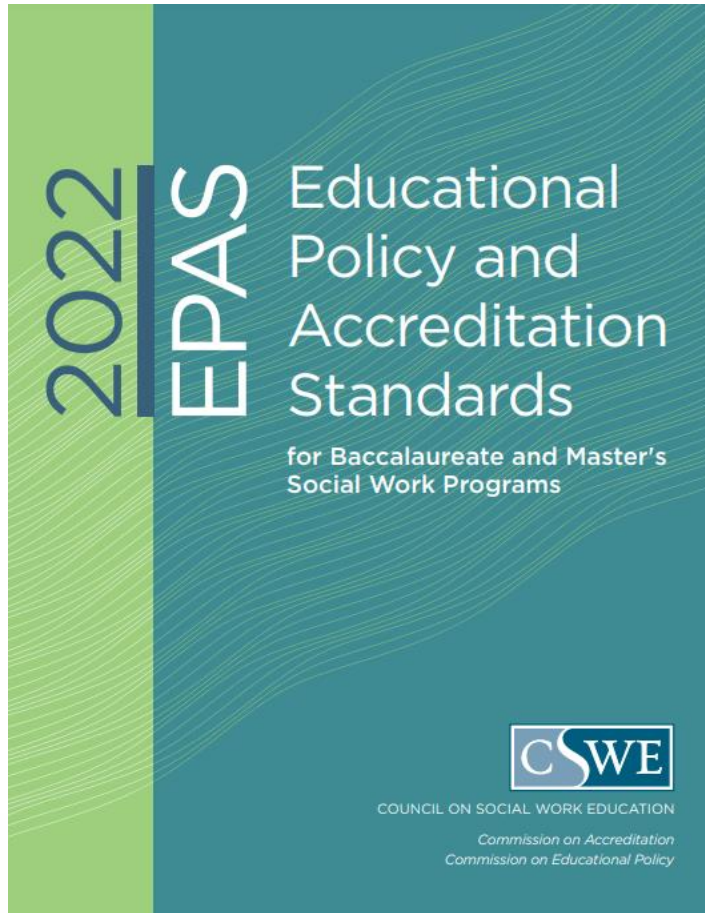
**ADEI with CSWE:
2022 EPAS and Beyond**

Presentation to National Association of
Deans and Directors of Schools of Social Work

**CSWE 69TH ANNUAL PROGRAM MEETING
OCTOBER 26-29, 2023 | ATLANTA, GA**

Session Overview

- ADEI: 2022 Educational Policies and Accreditation Standards (EPAS) Overview
- ADEI: Legislative Impacts on Social Work Education



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Council on Social Work Education

CSWE Context: Two Pillar

Accreditor

- Board of Accreditation
- Confers accreditation decisions
- Reaffirmation Site Visitors
- Fellowship Review Committee
- Staff (Department of Social Work Accreditation)
- Focus on **compliance** with EPAS

Education Association

- Board of Directors
- Governs CSWE
- Commissions and Councils
- National Nominating Committee
- CSWE membership
- Fellowships
- Centers & Initiatives
- Focus on **best practices** and resources for EPAS and SW education

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ADEI: 2022 EPAS Overview

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2022 EPAS: ADEI Overview

- Identify specific and continuous efforts within the explicit and implicit curricula that address ADEI [Accreditation Standard 2.0.1 & 2.0.2]
- Admissions policies and procedures [AS 4.1.1]
- Teaching ADEI competency in the explicit curriculum [AS 3.1.2 & M3.2.4]
- Assessment of ADEI competency in the explicit curriculum [AS 5.0.1]
- Assessment of ADEI effort in the implicit curriculum [AS 5.0.2]

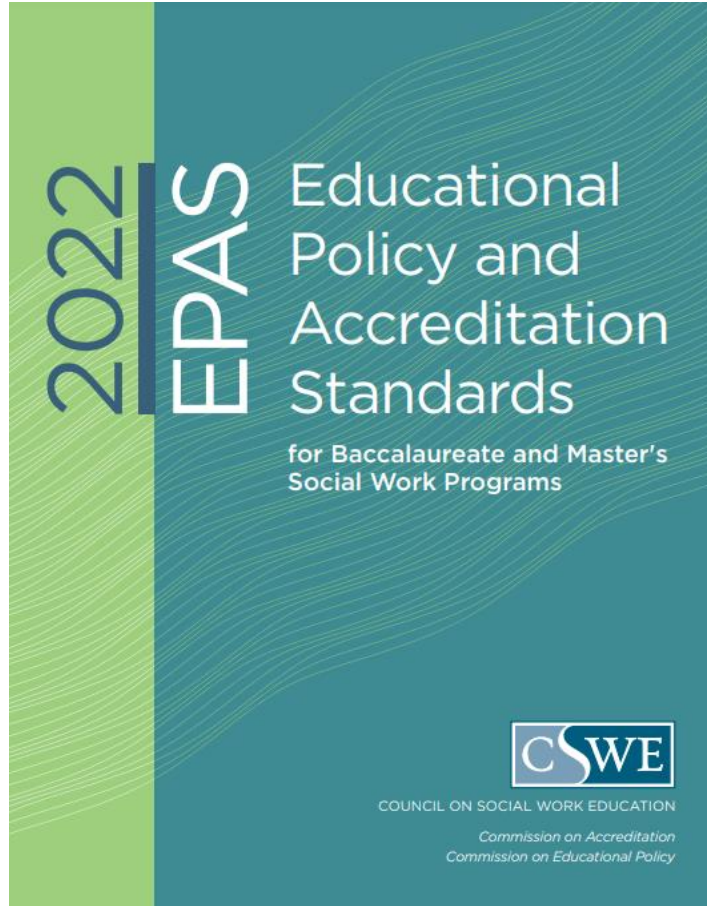
**Anti-racism
Diversity
Equity
Inclusion**

2022 EPAS: ADEI Resource

[2022 EPAS Interpretation Guide](#)

- As of September 2023, more than 60 new examples were added for ways to comply with ADEI standards
- Total number of examples by standard:
 - AS 2.0.1 | ADEI in the explicit curriculum = 22
 - AS 2.0.2 | ADEI in the implicit curriculum = 54
 - AS 4.1.1 | ADEI in admissions = 29
 - AS 5.0.2(a) | ADEI implicit curriculum assessment = 8
- Total number of examples: 113 examples

Explicit Curriculum: Competency 3



Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

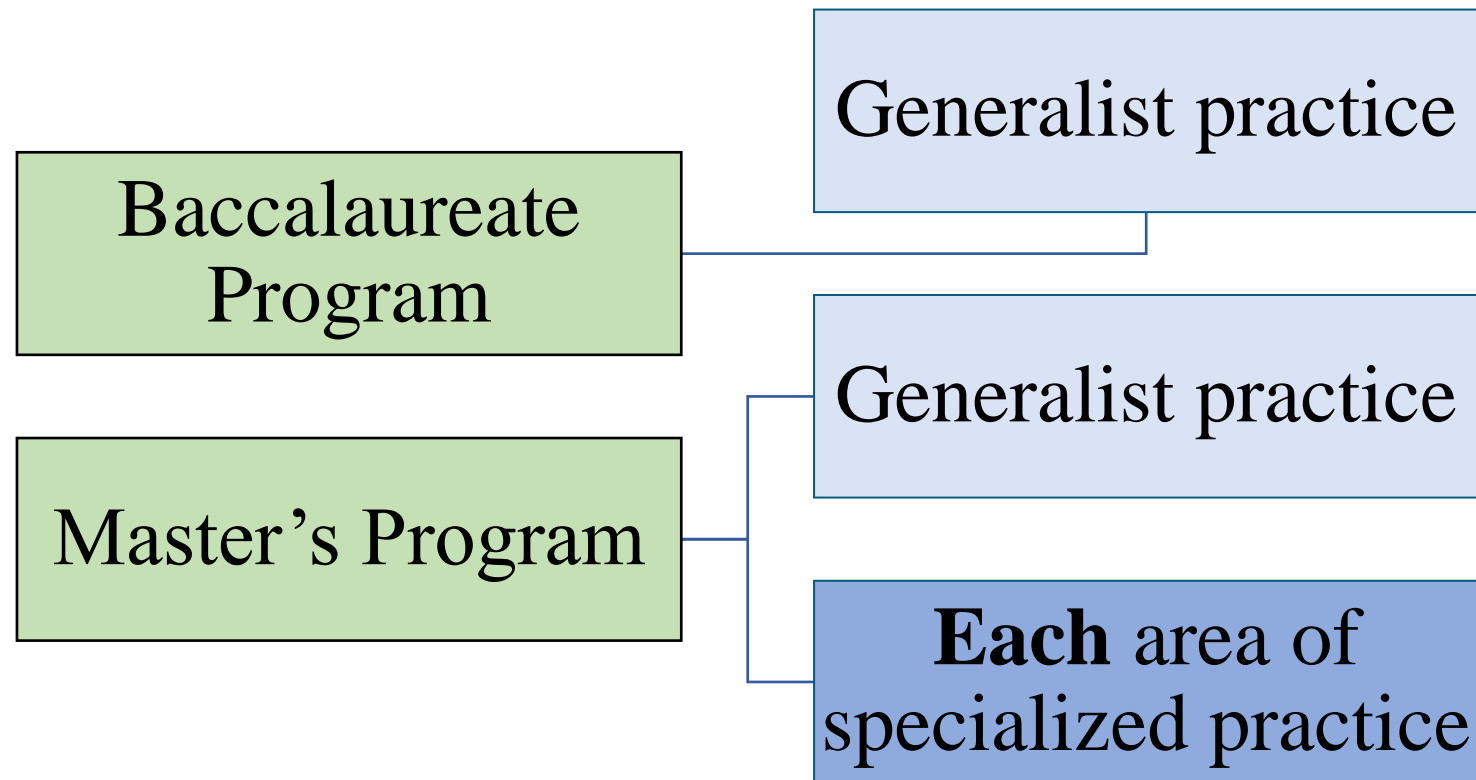
Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Explicit Curriculum: Generalist & Specialized Practice

Identify explicit curriculum efforts for **each ADEI area** for:



Anti-racism
Diversity
Equity
Inclusion

Explicit Curriculum: A DEI Examples

“The explicit curriculum is the program’s design and delivery of formal education to students, and it includes the curriculum design, courses, course content, and field education curriculum used for each of its program options.” (2022 EPAS, p. 17)

Course-based Activities

- Structured ADEI dialogue/discourse
- Assignments focused on learning about positionality, power, privilege, and difference
- In-class activities focused on intersectionality & cultural humility
- Classroom organizing to dismantle oppressive policies

Field-based Activities

- Reflective exercises on practice with historically and currently oppressed populations

Others

- Readings from the global majority
- Field education orientation
- Field instruction:
 - Orientation
 - Trainings
 - Professional development opportunities
 - Dialogues with field education settings
 - Diversity of field instructors
 - Diversity of field placement settings



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Implicit Curriculum: A DEI Examples

“The implicit curriculum consists of the student learning experience and the program context or environment.”
(2022 EPAS, p. 24)

Structured ADEI dialogue /
discourse (e.g., townhalls,
community conversations)

Faculty trainings and professional
development opportunities

Extracurricular programs and events

Conferences and speaker series

ADEI-focused culture / climate
initiatives

Student organization projects

Social movement organizing

Scholarship programs

Community partnerships

Social identity affinity groups

Student, faculty, and staff recruitment
and retention policies

Student, faculty, and staff
demographics

Symbols & aesthetics in the learning
environment

Written policies regarding implicit
curriculum with efforts made to
prioritize ADEI

Admissions Policies & Procedures

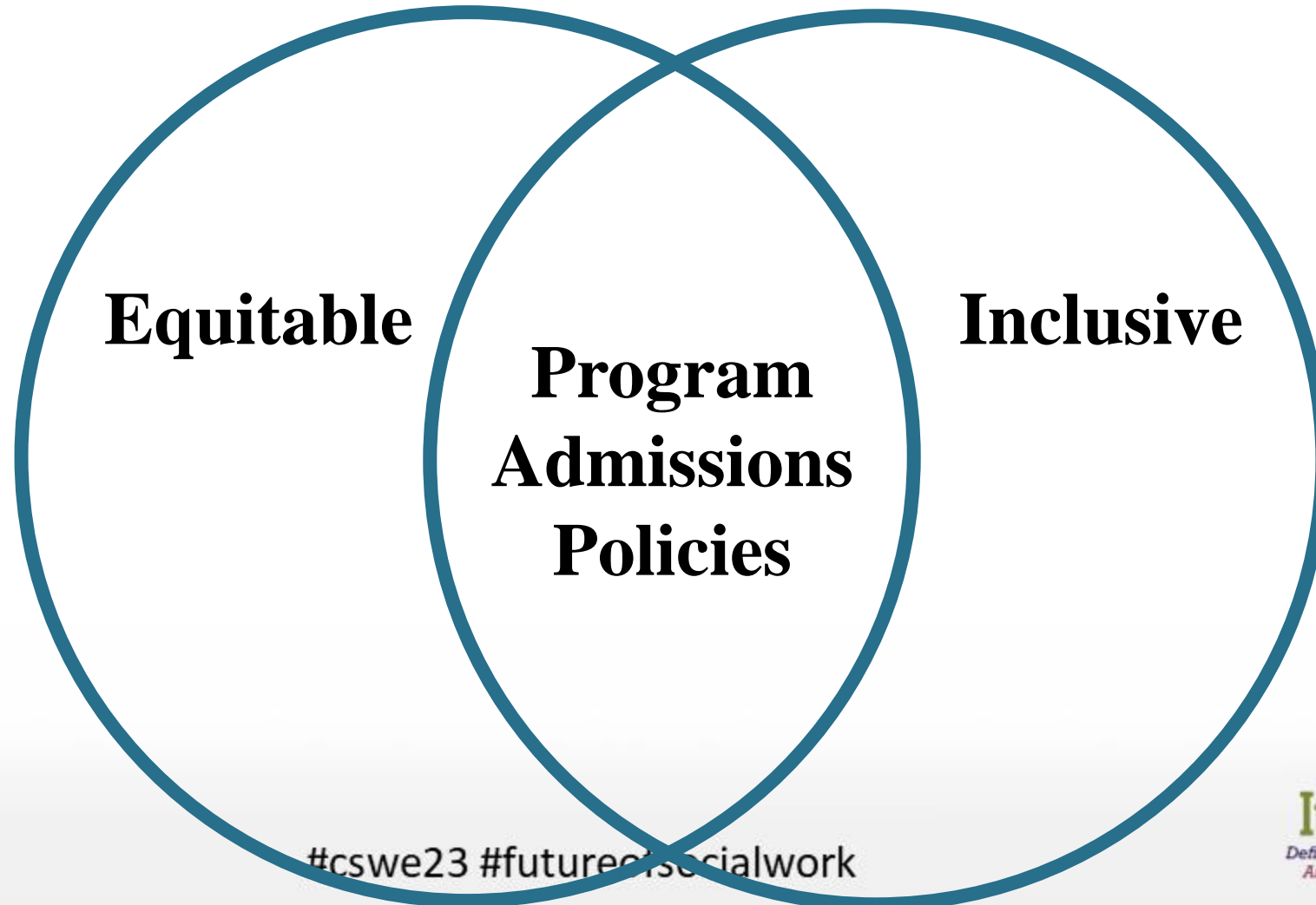
- For *Accreditation Standard 4.1.1*, the term policies includes:
 - Policies,
 - Practices, and
 - Processes
- Policies can be institutional and / or program-level.
- Programs may adopt the institution's admission policies but must explicitly state this.

Admissions Policies & Procedures

The Span of Admissions

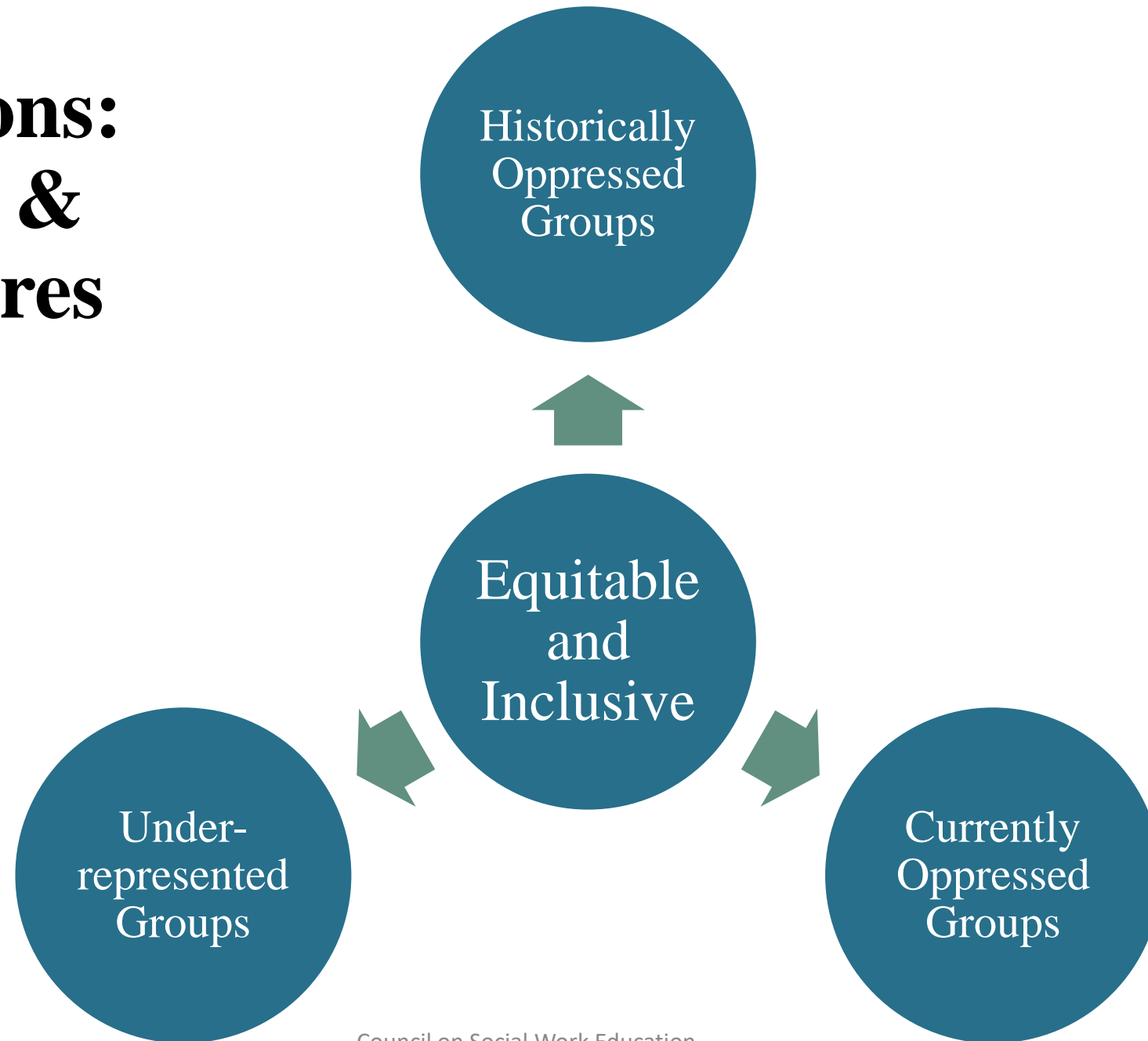
- Strategic outreach and marketing
- Recruitment of prospective students
- Review and evaluation of applications
- Formal notification of applicants' admission decision
- Offering financial aid, funding, and /or scholarship programs
- Orientation
- Elimination of any admission barriers
- Periodic reviews of the admissions process

Admissions: Policies & Procedures



Admissions Policies & Procedures: Examples

Admissions: Policies & Procedures



ADEI Assessment: Explicit Curriculum

Competency-Based Assessment

- ADEI competency
- At least two instruments
- One assessment in real or simulated demonstration of achievement in field education
- Program sets benchmarks
- Program faculty or field personnel assess student

Key Element for Reporting/Evaluation

- ✓ Method of analyzing outcomes
- ✓ Process to formally review the assessment plan and outcomes related to student achievement of the nine social work competencies
- ✓ Program makes specific changes to its explicit curriculum based on its outcomes, with clear links to data (*continuous improvement framework*)

ADEI Assessment: Implicit Curriculum

ADEI Assessment Plan

- Identify ADEI effort(s)
[as reported in AS 2.0.2]
- Instrument(s)
- Assessment/data collection timing
- Stakeholder group(s)

Key Element for ADEI Assessment Reporting/Evaluation

- ✓ Process to formally review ADEI assessment plan and outcomes
- ✓ Program makes specific changes to its implicit curriculum based on its outcomes, with clear links to data (*continuous improvement framework*)

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ADEI: Legislative Impacts on Social Work Education

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CSWE at the Table

- Washington Higher Education Secretariate / American Council on Education
- Interprofessional Education Collaborative
- Federation of Associations of School of the Health Professions
- National Academies

- Council on Higher Education Accreditation
- Association of Specialized and Professional Accreditors

- Federal Agencies (SAMHSA, HRSA, ED, NIH)
- Congressional Engagement

To name a few...



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Issues That Impact

1. State

- Legislative threats to Academic Freedom

2. Federal

- SCOTUS decision (race-based admission)

CSWE

- 2022 EPAS
- Statements
- Conversations with Federal Agencies
- Conversations with SW Programs
- Conversations at APM

NACAC Guidance for Institutions

- Remain focused and clear on advancing diversity and equity goals.
- Eliminate barriers to achieving diversity and equity goals.
- Reimagine enrollment policies to advance institutional goals.
 - “inclusive” recruitment and outreach continue to be permissible.
 - considering an applicant’s background, experiences, and perspectives associated with race or ethnicity in admissions is permissible.
 - designing policies associated with socioeconomic status, wealth, geography, first-generation status, and more is permissible.
 - collecting disaggregated data, including by race and ethnicity, continues to be permissible.
- Examine financial aid and scholarship policies and practices with care.
- Examine and promote a broader strategy to advance equity and diversity goals.



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“...considering an applicant’s background, experiences, and perspectives associated with race or ethnicity in admissions is permissible.”

<https://www.nacacnet.org/wp-content/uploads/EdC-SFFA-Case-Preliminary-Summary-Analysis-7-6-FINAL-XMT.pdf>



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Chief Justice Roberts' Opinion

“The Court expressly recognized... ‘nothing in this opinion should be construed as prohibiting universities from considering an applicant’s discussion of how race affected his or her life, be it through discrimination, inspiration, or otherwise.’”

Favorable consideration in admissions for ‘a student who overcame racial discrimination, for example, must be tied to that student’s courage and determination;’ and ‘a benefit to a student whose heritage or culture motivated him or her to assume a leadership role or attain a particular goal must be tied to that student’s unique ability to contribute to the university.’”

<https://www.nacacnet.org/wp-content/uploads/EdC-SFFA-Case-Preliminary-Summary-Analysis-7-6-FINAL-XMT.pdf>

U.S. Departments of Education & Justice Guidelines

Resources issued August 14, 2023

- [Dear Colleague Letter](#)
- Questions and Answers [Resource Guide](#)

→ Recommendations for institutions; steps institutions can take to consider diversity.

Admissions Processes Considerations

Considering qualities or characteristics of a student based on their experiences.

1. An applicant describes the impact that being the only East Asian student in their rural high school had on their ability to overcome stereotype and prejudice.
2. A letter of recommendation details how a student overcame feelings of isolation being the first Black violinist in their school's orchestra.
3. An applicant describes the impact learning to cook traditional Peruvian dishes had on her sense of self and leadership ability.



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Curriculum Considerations

1. Curriculum may consider how:
 - a. students' lived experience may impact their practice skills.
 - b. lived experiences of populations in practice areas may influence how a social worker must assess, engage, intervene, and evaluate practice.
2. Discuss course topics in the context of history, law, policy...
3. The non-prescriptive nature of the 2022 EPAS (competency-driven)
4. The [2022 EPAS Interpretation Guide](#) can be used to help guide programs with example of implementation.

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CSWE Context: Two Pillar Approach

Policy & Advocacy

- Government relations and advocacy at the federal level
- CSWE listening sessions
- Public statements

Programming

- 2022 & 2023 Annual Program Meeting conference themes
- Institutes
- **Best practices** and **innovative strategies**

Accreditation Resources

- Interpretation Guide, Templates, & Sample Forms [online](#)
- Interpretation Guide = one-stop-shop for examples, guidance, interpretations, and **compliance** requirements.

Accreditation Trainings

- No cost; unlimited access for all social work educators.
- Focus on developing documents, hosting visits, and evidencing **compliance**.
- Periodic topical webinars.

Considerations / Recommendations

- Expand recruitment practices (versus admissions)
- Consider need-based financial awards
- Evaluate current climate in social work program
 - Foster a sense of belonging for enrolled students
 - Ensure prospective students understand the learning environment, etc. in your social work program
- Consult with:
 - Institution counsel to understand the boundaries of state legislation
 - Program's CSWE accreditation specialist to discuss concerns or strategies for compliance with 2022 EPAS
- Consider the language of your state legislation
- Others?

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Questions? Thoughts? Ideas? Let us know!

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