

2022

Educational Policy and Accreditation Standards

for Baccalaureate and Master's Social Work Programs

Draft #1 Overview

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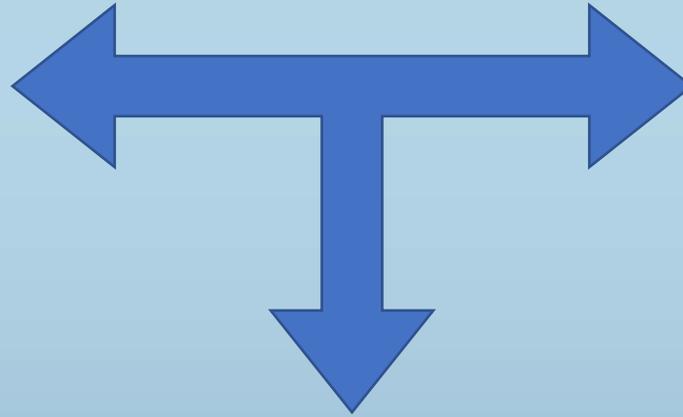
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2022 EPAS Development Process

**Commission on
Educational Policy
(COEP)**



**Commission on
Accreditation
(COA)**

**2022 EPAS
Joint Committee**

Looking Ahead: Review of 2022 EPAS

Date	Activity
April 2021	Draft #1: Public Comment: CSWE Website BPD and NADD feedback sessions
October 2021	Draft #2: Public Comment: CSWE Website APM feedback sessions
Spring 2022	Draft #2: BPD and NADD feedback sessions
March 2022	Educational Policy Completed by COEP and CSWE BOD
June 2022	Final Approval of 2022 EPAS by COA

General Changes: 2022 EPAS Draft 1

- Commitment to Anti-racism, Diversity, Equity, and Inclusion (ADEI): Competencies, implicit, and explicit curriculum.
- Relevance of EPAS in context: Racial justice; pandemic.
- Straightforward, clear, and manageable EP and standards.
- Field education: Lessons learned during COVID.
- Strengthened human rights-based approach.
- 21 fewer standards than 2015 EPAS
- 10 fewer competency-related behaviors than 2015 EPAS

2022 EPAS Features of Curriculum Design

- 1.0 – Program Mission
- **2.0 – Anti-Racism, Diversity, Equity, and Inclusion**
- 3.0 – Explicit Curriculum
- 4.0 – Implicit Curriculum
- 5.0 - Assessment

Competency 1: Demonstrate Ethical and Professional Behavior

- Strengthened language regarding justice and human rights
- Uses an anti-racist lens to understand and critique the profession's history.
- Changed *reflection* to *recognize and manage* personal values.
- Understand digital technology and its ethical use in practice.

Competency 2: Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice

- Title revised
- Added how ADEI characterizes and shapes human experience.
- Added racism, oppression, white supremacy, equity, and anti-racist practice.
- Added caste, generational status, and legal status to dimensions of diversity.
- Added societal and historical roots of injustices, technological exclusions.
- Added anti-racism and cultural humility to competency behaviors.

Competency 3: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

- Racial justice included in title.
- Added articulation of history of oppression and racism.
- Added content on dismantling structural racism and oppression.

Competency 4: Engage Practice-informed Research and Research-informed Practice

ADDED:

- culturally informed and anti-racist approaches in conducting research.
- content on evaluating and critiquing research.
- content on developing research questions and hypotheses.
- content on assessing reliability and validity in research.
- content on sharing research findings in ways that are useable to consumers.

Competency 5: Engage in Policy Practice

- Added content on human rights-based policies advance social, economic, racial, and environmental justice.
- Added global influences content.
- Added anti-racism content.
- Removed behavior on identifying social policy.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- Added person-in-environment content.
- Added content about understanding how bias, power, and privilege impact engagement with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

ADDED:

- content on person-in-environment and multidisciplinary theoretical frameworks.
- culturally responsive assessment.
- content on assessment involving a collaborative process of defining problems and contracting.
- content about understanding how bias, power, and privilege impact assessment with clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

ADDED:

- content on person-in-environment and multidisciplinary theoretical frameworks.
- culturally responsive intervention
- content on assessment involving a collaborative process of defining problems and contracting...
- content about understanding how bias, power, and privilege impact intervention with clients and constituencies

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- Added content on person-in-environment and multidisciplinary theoretical frameworks.
- Added content on anti-racist perspective.
- Removed repetition in competency-related behaviors.

1.0 Program Mission

- Added content on anti-racist perspective.
- Added content on racial and environmental justice.
- Removed requirement to address consistency of program mission with institutional mission.
- Removed requirement to delineate program goals.

2.0 Anti-racism, Diversity, Equity, and Inclusion

- This is a new section of the EPAS.
- Conveys a commitment to integrating ADEI across the explicit and implicit curriculum.
- Fosters an inclusive and equitable learning environment by facilitating ADEI discourse.
- Recognition of the pervasive impact of white supremacy.
- Fosters knowledge and skills for engaging in anti-racist practice.
- Fosters an inclusive approach to addressing student learning needs.

3.0 Explicit Curriculum – Generalist Practice

- Added integration of ADEI, including anti-racist and global positionality.
- Addresses andragogy (adult-focused teaching), including digital information and technology supported learning.
- Curriculum is informed by the professional practice community.
- Curriculum integrates classroom and field.

M3.2 Explicit Curriculum – Specialized Practice

- Builds on generalist practice and extends and enhances competencies 6 (engage), 7 (assess), 8 (intervene), and 9 (evaluate).
- Revised definition of specialized practice.
- Extends social work knowledge, values, skills, and cognitive and affective processes, and demonstrates an ability to engage, assess, intervene, and evaluate across client populations, problem areas, and methods of intervention... Commitment to changing structural inequities and to inform and improve practice, policy, and service delivery.
- Curriculum is informed by the professional practice community.

3.3 Signature Pedagogy: Field Education

- Added human rights principles from global and national social work ethical codes for advancing social, racial, economic, and environmental justice.
- Added ADEI content.
- Preparation for contemporary and interprofessional practice, including the use of various forms of technology.
- Field director is an essential contributor to the curricular development, administration, and governance of field education.
- Removed standard specifying “in-person” contact.

3.3.7 Field Education

- Programs may permit placements in organizations where a student is also employed when student assignments are directly linked to social work competencies. Field supervision must be separate and distinct from employment supervision.
- Programs must have policies for placements in an organization in which the student is also employed to include:
 - Ensuring student assignments are directly linked to social work competencies.
 - Ensuring field supervision is separate and distinct from employment supervision.
 - Ensuring the program assists students in situations in which the student becomes unemployed in the organization.

4.0 Implicit Curriculum

- Includes the student learning experience and the program context or environment.
- Includes commitment to ADEI, admissions policies, advisement, retention, termination policies, student participation in governance, faculty, administrative structure, and resources.

4.1 Student Development

- Added program commitment to adequate resources from admission through graduation.
- Includes admission, advisement, retention, and termination policies that reflect the program's commitment to ADEI.
- Includes career services, alumni services, networking and mentoring opportunities, licensure preparation, and community engagement and advocacy opportunities.
- Must ensure that BSW graduates do not repeat generalist content at the master's level.
- Must ensure that admission policies are equitable and inclusive with attention to underrepresented groups.

4.2 Faculty

- Added: Appropriate and qualified faculty representing diverse perspectives are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers.
- Minimum of 2 full-time faculty in BSW programs.
- Minimum of 4 full-time faculty in MSW programs.
- Faculty-to-student FTE ratio requirement is 1:25 for BSW and MSW programs.
- Faculty teaching practice courses must have a master's degree in social work and at least 2 years post-MSW social work practice experience.

4.3 Administrative and Governance Structure

- Fosters an administrative and leadership structure that reflects and affirms respect for ADEI.
- Program administration and faculty participate in formulating and implementing equitable and inclusive policies and practices for the recruitment and hiring, promotion, and tenure of program personnel.

4.3.4(c) Program Director Administrative Time

4.3.5(c) Field Director Administrative Time

Revised program director/field director assigned administrative time:

The program director's [field director's] assigned time to carry out the administrative functions specific to the responsibilities of the social work program [field education] is commensurate with the program's full-time equivalent (FTE) of students: A minimum of 25% assigned time for fewer than 100 student FTE or a minimum of 50% assigned time for 100 or more student FTE.

[Applies to BSW and MSW programs]



5.0 Assessment

- Reflects the intentional and continuous improvement that is anchored in competency-based research, student learning outcomes, student learning experience, feedback, and professional practice community.
- Explicit curriculum: Assess 2 measures of each competency (1 must be field education).
- Implicit curriculum: Assess efforts to foster ADEI in the student learning environment.
- Describe changes made based on assessment outcomes with clear links to the data (both explicit and implicit).

When will programs be required to use EPAS 2022 for reaffirmation or candidacy documents?

- Programs on the June 2025 agenda for reaffirmation (i.e., self-study submission August 1, 2024) or later must use the 2022 EPAS to prepare their self-studies.
- Programs submitting self-studies prior to this date, will have an option to use the 2015 or the 2022 EPAS.

In Closing...

- Access Draft 1 of EPAS 2022 at <https://www.cswe.org/Accreditation/Information/2022-EPAS>
- Draft 1 will be open for public feedback from April 6 – May 18, 2021.
- Please share your feedback by completing the Draft 1 survey.

Thank You!

