



COUNCIL ON SOCIAL WORK EDUCATION

DEI & Antiracism in Social Work Accreditation



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Educational Policies and Accreditation Standards



COMPETENCIES



EDUCATIONAL
POLICIES



ACCREDITATION
STANDARDS

A Look Back: 2008 EPAS

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the **formation of identity**. The dimensions of diversity are understood as the **intersectionality of multiple factors** including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, **a person's life experiences** may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

Competency 2.1.4: Engage Diversity and Difference in Practice

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of **the importance of difference in shaping life experiences**; and
- view themselves as learners and engage those with whom they work as informants.

A Look Back: 2008 EPAS

Educational Policy 3.1: Diversity

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standards 3.1: Diversity

- 3.1.1 *The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.*
- 3.1.2 *The program describes how its learning environment models affirmation and respect for diversity and difference.*
- 3.1.3 *The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.*

A Look Around: 2015 EPAS

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the **formation of identity**. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include **oppression, poverty, marginalization, and alienation** as well as **privilege, power, and acclaim**. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the **micro, mezzo, and macro levels;**
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

A Look Around: 2015 EPAS

Educational Policy 3.0—Diversity

The program's expectation for diversity is reflected in its **learning environment**, which provides the context through which students learn about differences, to **value and respect diversity**, and develop a commitment to **cultural humility**. The dimensions of diversity are understood as the **intersectionality** of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity

- 3.0.1** The program describes the **specific and continuous efforts** it makes to provide a **learning environment** that models affirmation and respect for diversity and difference.
- 3.0.2** The program explains how these efforts provide a supportive and inclusive learning environment.
- 3.0.3** The program describes specific plans to **continually improve** the learning environment to affirm and support persons with diverse identities.

A Look Forward: 2022 EPAS (draft 2)

Competency 3: Engage Anti-racism, Diversity, Equity, and Inclusion 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 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, and they 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 and systemically oppress, marginalize, and alienate.

Social workers:

- **Demonstrate anti-racist and anti-oppressive social work practice** at the individual, family, group, organizational, community, research, and policy levels; and
- **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.

A Look Forward: 2022 EPAS (draft 2)

Educational Policy 2.0—Anti-racism, Diversity, Equity, and Inclusion (ADEI)

Social work programs integrate **anti-racism, diversity, equity, and inclusion** (ADEI) approaches across the curriculum. Programs provide the context through which students learn about their positionality, power, privilege, and difference and develop a commitment to **dismantling systems of oppression**, such as racism, that affect diverse populations. Programs recognize the **pervasive impact of White supremacy and privilege** and prepare student to have the knowledge, awareness, and skills necessary to engage in anti-racist practice. The dimensions of diversity, equity, and inclusion are understood as the intersectionality of multiple 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/spirituality, sex, sexual orientation, and tribal sovereign status. Faculty and administrators model anti-racist and anti-oppressive practice and respect for diversity and difference. Faculty and administrators also foster an equitable and inclusive learning environment by facilitating important ADEI discourse. The program's commitment to ADEI is reflected in its explicit and implicit curriculum. Together the implicit and explicit curriculum are informed by the program context and learning environment. The program recognizes the important role of the learning environment in the education of program participants, especially with respect to the value and meaning of anti-racism, diversity, equity and inclusion, and the development of **cultural humility**. The program has an inclusive approach to addressing the vast range of student learning needs, including intentional planning and implementation of inclusive practices and pedagogies in the explicit curriculum that reduce barriers while optimizing accessibility and equity for students. Students are responsible for their learning, collaborating with peers and colleagues and **practicing with historically and currently oppressed populations through an anti-racist lens**.

Accreditation Standard 2.0—Anti-racism, Diversity, Equity, and Inclusion (ADEI)

- 2.0.1** The program has specific and continuous efforts within the **explicit curriculum** related to anti-racism, diversity, equity, and inclusion.
- *The program provides specific examples of its continuous efforts within the explicit curriculum related to ADEI.*
 - *The program addresses all program options and, if applicable, describes any differences.*
- 2.0.2** The program has specific and continuous efforts within the **implicit curriculum** related to anti-racism, diversity, equity, and inclusion.
- *The program provides specific examples of its continuous efforts within the implicit curriculum related to ADEI.*
 - *The program addresses all program options and, if applicable, describes any differences.*

Implementation



Opportunities & Limitations

- Diversity & Difference
 - 2008, 2015 EPAS
 - Antiracism, Diversity, Equity, and Inclusion
 - 2022 EPAS (draft)
 - Political Climate
 - Constituent Feedback
 - **Professional Development**
- Focus on collective issues
 - Economic justice, global preservation, more...
 - Lack of **understanding** and/or **agreement**
 - Individual
 - Interpersonal
 - Institutional
 - Structural