



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



Exploring a Culture of Fairness, Respect, and Anti-racism in Health
Professions Education through an Accreditation Lens:
The CEPH Experience

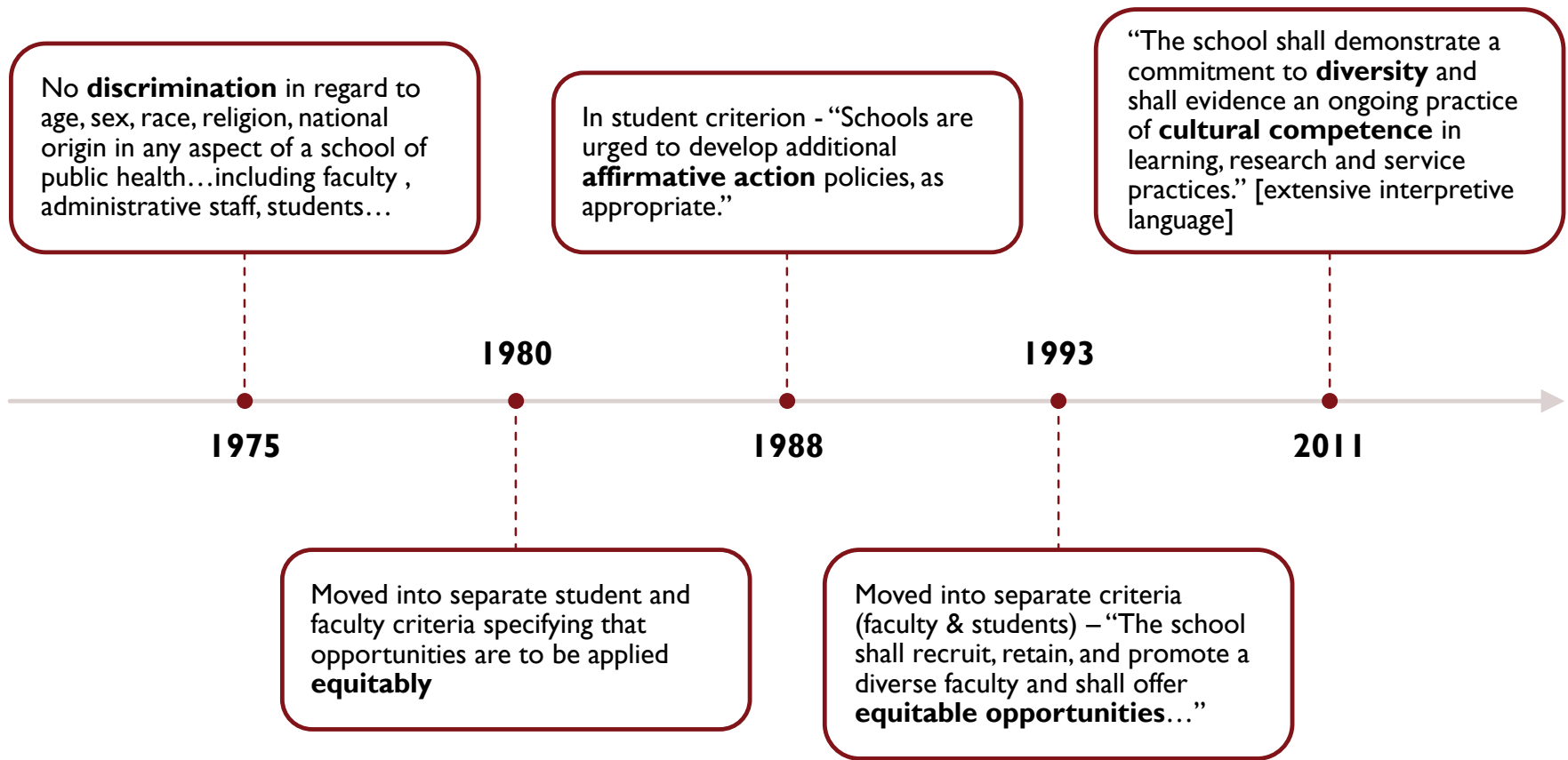
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Executive Director
February 9, 2022

Introduction to CEPH

- Founded in 1974 as independent agency
- Corporate members: APHA and ASPPH
- Accredited baccalaureate, master's and doctoral degrees in SPH & PHP
- Currently accredit 227 schools and programs



Evolution of Criteria related to DEI



Current Language - 2016

G1. Diversity and Cultural Competence

The school or program **defines systematic, coherent, and long-term efforts** to incorporate elements of diversity. Diversity considerations relate to **faculty, staff, students, curriculum, scholarship, and community engagement efforts**.

The school or program also provides a **learning environment** that prepares students with broad **competencies regarding diversity and cultural competence**, recognizing that graduates may be employed anywhere in the world and will work with diverse populations.

Schools and programs advance diversity and cultural competency through a variety of practices, which may include the following:

- incorporation of diversity and cultural competency considerations in the curriculum
- recruitment and retention of diverse faculty, staff, and students
- development and/or implementation of policies that support a climate of equity and inclusion, free of harassment and discrimination
- reflection of diversity and cultural competence in the types of scholarship and/or community engagement conducted

MPH Competencies – 2016

(Evaluate Content & Assessment)

- 6. Discuss the means by which **structural bias, social inequities, and racism** undermine health and create challenges to achieving health equity at organizational, community and systemic levels
- 8. Apply awareness of **cultural values and practices** to the design, implementation, or critique of public health policies or programs
- 14. **Advocate** for political, social, or economic policies and programs that will **improve health in diverse populations**
- 15. **Evaluate policies** for their impact on public health and **health equity**
- 20. Describe the importance of **cultural competence** in **communicating public health content**

The journey is not complete

- 2021/2022 – discussion about incorporating DEI and anti-racism language throughout criteria, organizational assessment



Facilitators of change

- The mission, vision and values of the field and profession as a whole
- *Racism is a public health crisis* - this is acknowledged by leading national and local public health organizations
- Accreditation can: 1) Ensure a minimum level of acceptable performance, 2) Expect continuous quality improvement
- Accreditation cannot: Be the conscience of the profession
- Collaborate, learn, and engage with partners in the field – practice and academic organizations, faculty, students



The Art of Facilitating Change Cultures, Daniel Christian Wahl, April 25, 2017



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Perspectives from Accreditation: Accreditation Council for Graduate Medical Education

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Physician Accreditation

- Accreditation provides an assurance function to the public
 - ACGME: That the program which trains the physicians meets standards consistent with confidence that the trainee is competent
 - ABMS member boards: That this individual who has completed training in a qualifying program is personally capable of practicing competently
- Licensure is another level of assurance and provides a lever to ensure continued professional behavior



Accreditation provides a lever

- ACGME accreditation is associated with payments for resident education
- Training in an ACGME accredited program is necessary for specialty board certification for the individual physician
- Non-compliance has significant consequences for institutions that do not meet requirements



Workforce diversity matters in the elimination of healthcare disparities

- Eliminating healthcare disparities is consistent with ACGME's mission to **improve health care and population health** by assessing and enhancing the quality of resident physicians' education through advancements in accreditation and **education**
- ACGME envisions a health care system where the quadruple aim has been realized, aspiring to advance a transformed system of GME with global reach that is immersed in evidence-based, data-driven, clinical learning and care environments defined by excellence in clinical care, safety, cost effectiveness, professionalism, and **diversity and inclusion**
- Educating physicians who are more likely to serve underserved patients and locate in minority communities increases health care access and improves trust, communication and outcomes for those most at risk for health disparities

ACGME EQUITY MATTERS

A Continuous Learning and Process
Improvement Initiative in DEI for the GME
Community

Modules on the fundamentals of
DEI and Antiracism will be available
at Learn@ACGME in Q2 2022



EQUITYMATTERS



ACGME actions

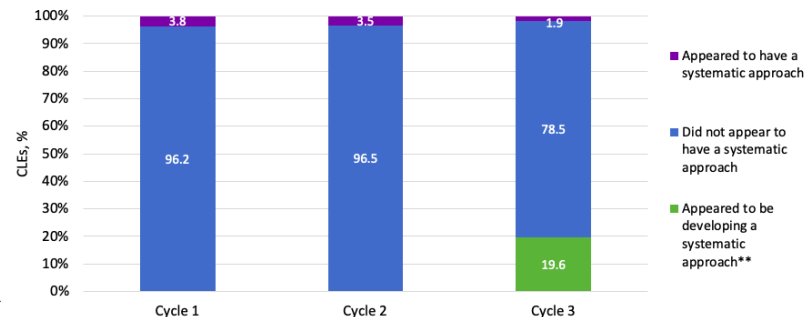
Common Program Requirements

- **Section IC** enjoins programs in partnership with their SIs to engage in practices to increase workforce diversity and provide for inclusivity.
- **Section VIB.6** enjoins programs to provide a civil, equitable, professional learning environment
- **Section II.A.4.a).(10)** protects residents from retaliation and intimidation
- **Section V** shifts emphasis to ultimate success on board certification from the sole use of first-time exam performance

Clinical Learning Environment Review

- **HQ Pathway 5:** Resident, fellow, and faculty member education on eliminating health care disparities
- **HQ Pathway 6:** Resident, fellow, and faculty member engagement in clinical site initiatives to eliminate health care disparities

Percentage of CLEs with a Systematic Approach to Eliminating Health Care Disparities





Common Program Requirement I.C.

I.C. The **Program**, in partnership with its **Sponsoring Institution**, **must** engage in practices that focus on **mission-driven**, **ongoing**, **systematic recruitment** and **retention** of a **diverse workforce** of residents, fellows (if present), faculty members, senior administrative staff members, and other relevant members of its academic community. (Core)

Changes went into effect 1 July 2019



Adopted by ACGME Board of Directors June 2018



Common Program Requirement VI.B.6.

VI.B.6. Programs, in partnership with their Sponsoring Institutions, must provide a professional, equitable, respectful, and civil environment that is free from discrimination, **sexual and other forms of harassment**, mistreatment, abuse, or coercion of students, residents, faculty, and staff. (Core)



Other requirements

- ACGME is driven by its specialty review committees
 - Each RC produces its own requirements but incorporates all of the common program requirements
 - Specialty requirement revision is currently taking place which will include the opportunity to address specific elements of DEI and antiracism
- Programs exist within sponsoring institutions and the institutional requirements now align with the common program requirements



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Sharing Experiences of Proactive Approaches to Eliminating Racism in HPE

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NLN Commission for Nursing
Education Accreditation

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NLN CNEA Mission

The NLN Commission for Nursing Education Accreditation (CNEA) promotes excellence and integrity in nursing education globally through an accreditation process that **respects the diversity of program mission, curricula, students, and faculty**; emphasizes a culture of continuous quality improvement; and influences the preparation of a caring and skilled nursing workforce.

Applying NLN Core Values to Accreditation

Caring

Diversity

- A culture of inclusive excellence
- All types of programs
- Respect for programs' diversity of mission, curricula, faculty and students

Integrity

Excellence

Standard III: Culture of Excellence and Caring – Faculty

The faculty complement consists of educationally and experientially qualified individuals of **diverse backgrounds** ...The organizational environment and program core values **support inclusivity** and empower faculty to achieve the professional outcomes expected of them in the faculty role and seek the **recruitment and retention of a diverse faculty**.

Standard IV: Culture of Excellence and Caring – Students

The parent institution and nursing program are committed to providing student-centered services sufficient to create a learning environment focused on promoting student success.

The learning environment is supportive of diverse students, enabling them to achieve academic success and professional identity formation.

Standard V: Culture of Learning and Diversity – Curriculum and Evaluation Processes

Faculty design program curricula to create a culture of learning that fosters the **human flourishing** and professional identity formation **of diverse learners** through professional and personal growth and supports the achievement of expected student learning outcomes ... Teaching, learning, and evaluation processes take into consideration the **diverse learning needs of students** and are designed to **support student achievement** of learning outcomes.

Quality Indicator V-D

V-D. The curriculum is up-to-date, dynamic, evidence-based, and reflects current and emerging **societal and health care trends and issues**, research findings, and contemporary educational practices.

Interpretative guidelines: The curriculum demonstrates evidence of education based on **health care quality, social determinants of health, health equity, population health**, and ethical practice.

Quality Indicator V-F

V-F. The curriculum provides experiential learning that enhances student ability to ... **demonstrate culturally responsive care to diverse and vulnerable populations** ... into their practice.

Interpretive guidelines: Faculty design and implement experiential learning experiences...that foster ethical responsive **care to diverse populations.**