

## ***Navigating the Gaps: Accreditation, Licensure, and the Role of Educators in Regulation***

### General Questions:

- What is your experience with the topics listed?
- What is the role of regulators, educators and accreditors in addressing these issues?
- What solutions or best practices are you currently doing to address these issues?
- **Societal Climate** (Learning Objective 1,3,4)
  1. Ideologically driven decision making not rooted in science
  2. Legislative mandates that conflict with regulatory standards and EBP clinical care populations (e.g. immigrants, Trans, minorities, people with disabilities, reproductive freedom, voting rights, elderly, welfare rights).
  3. The role of Regulators in helping students understand legislative advocacy
  4. Licensing boards caught in between legislative mandates that conflict with social work core values and codes of ethics (e.g. ban on gender affirming care).
  5. Regulators as a model for students on how to embrace ideological differences within the profession.
  6. Impact of devolution on the efficacy of social work advocacy.
- **Workforce Readiness** (Learning Objective 1,3)
  1. The different focus between accreditation standards and licensing requirements.
  2. Creating stakeholder collaboration to streamline the process from accreditation to licensure.
  3. The potential increase in ethical violations and reduction of client outcomes resulting from productivity performance pressures.
  4. The role of educators and regulators in addressing workforce shortages and the increased demands of providing acute mental health/substance use disorder services.
  5. Mechanisms to provide social work interns real work experience through provisional licensing (SWT) and the impact of professionalized (employment-based) internships.
  6. The emerging use of tele-health services and the role of technology
- **Generational Gaps** Learning Objective 2,3)
  1. The proliferation of conscientious objection legislation as an affront to social work values and client self-determination.
  2. The implication on regulators with increased motivation of new social workers entering the field to pursue private practice.
  3. The increased role of social media and tools of accessible communication that threaten to reshape the conventions of professional boundaries and confidentiality.
  4. Paid field internships and managing costs for students and accessibility.
  5. The role of regulators in shaping the professional identity of graduates through education or CEU requirements.
- **Student Preparedness** (Learning Objective 3,4)
  1. Addressing the costs of regulation(licensing) as a barrier
  2. Education about regulation needs to be a required component of educational programs
  3. Increased reliance on educational accreditation as a standardization of social work competency and the ongoing influence of regulators and the consequences of alternative pathways (lived experiences) to licensure.
  4. The need for regulatory bodies to adapt to emerging practice and potential risks to client populations.