



Human Service Program Review

Faculty of Professional Studies

Dean's Summary

Submitted by:

Dr. Tracy Ryder Glas, Dean, Faculty of Professional Studies

Accepted by:

Senate in May 2021

Academic Planning and Priorities Committee in April 2021



MEMORANDUM
Academic Planning and Priorities Committee

APPC Chair: James Mandigo
APPC Assistant: Melinda Saretzky

TO: Dr. Joanne MacLean, Chair, Senate
FROM: Dr. James Mandigo, Chair, Academic Planning and Priorities Committee
DATE: April 21, 2021
RE: Human Services Program Review

The Human Services (HSER) programs within the School of Social Work and Human Services, Faculty of Professional Studies, underwent a program review in 2019-2020. The programs include the School and Community Support Worker certificate and the Social Service Worker diploma. The Academic Planning and Priorities Committee reviewed all of the documentation related to the program review and accepted them at the noted that the other two programs, Bachelor of Social Work and Master of Social work require accreditation approval and these program reviews will come forward on a future date.

Overall, the Human Services Program Review was very favourable and the quality of the programs was recognized. It was noted that the School of SWHS has been and will continue to address the recommendations as noted in the review. Some of which include exploring changing the certificate to an education assistant certificate; and adding specializations to the diploma, such as mental health and substance use.

MOTION:

THAT Senate accept the Dean's Summary Report of the Human Services Program Review as presented.

Attachments:

- Dean's Summary Report

Remainder of the documents associated with the Program Review can be found:

- UFV Drive: S:\Public\UFVinfo\APPC\Human Services program review
- Blackboard: COM-APPC (Senate Committee – APPC)

To: Dr. James Mandigo, Chair APPC

From: Tracy Ryder Glass
Dean, Faculty of Professional Studies

Date: April 6, 2021

Re: Dean's Summary Report - Program Review of the Human Services programs within the
School of Social Work and Human Services (Faculty of Professional Studies)

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ork (MSW) in addition to

Overall, the virtual site visit and subsequent review was quite positive. As the ERC shared in their report, *"Participating ... has been a stimulating and thoughtful experience for the review committee. ...opportunity to have many fruitful and robust conversations that highlight the strength, commitment and passion for education in these two program areas. We acquired a deep respect for the thorough work, reflective practice and research that informed the self-study report."*

In providing their recommendations and feedback, the ERC organized their report thematically by the five factors identified in the UFV Policies and Guidelines for reviewing instructional programs and units as they related to the two HSER program areas:

1. Programs' Contribution to the University's Strategic Goals, Vision, Mission, Plans and Values
2. Alignment with Institutional Learning Outcomes
3. Ministry, Professional/Industry and Academic Standards
4. Standards of Educational Practices
5. Utilization of Resources

In total, 64 recommendations were presented by the ERC. In response to these recommendations, the HSER area within the School of SWHS collaboratively produced a Response and Action Plan.

Included in the HSER area's Response and Action Plan, is a concise summary of all 64 recommendations organized in three sections. Recommendations one through 22 apply to both the SSW diploma and the SCSW certificate program. Recommendations 23 through 56 are specific to the SSW certificate and recommendations 57 through 64 are specific to the SCSW diploma. The recommendations shared by the ERC pursuant to each of the 5 factors noted above and as summarized in this report, are cross referenced with the numbered recommendations in the HSER Response and Action Plan accordingly.

What follows is a summary of the feedback and recommendations received pursuant to each of the 5 factors.

1. Programs' Contribution to the University's Strategic Goals, Vision, Mission, Plans and Values

The ERC commends the HSER programs for their alignment with UFV's Education Plan 2016-2020 (note: the

Decide on the community and educational collaborations that are most important to meet the vision and mission for the SCSW certificate once this vision and mission is clarified. (Recommendation 24- Response and Action Plan)

Consider specific strategies to Indigenize the SCSW certificate. For instance, adding HSER 140 to the certificate could serve as a starting point. (Recommendation 25- Response and Action Plan)

3. Ministry, Professional/Industry and Academic Standards

As the ERC clearly points out, *"neither the SSW diploma nor the SCSW certificate program have accreditation bodies to govern standards in the field for practice. This does not preclude the need to ensure that both programs meet the expected standards of practice in both the academy and the field."* The ERC went on to share strengths of the HSER programs as follows:

- a qualifying and exploratory advising system acknowledges needs of students.
- Program students are admitted on a "first qualified, first served basis".
- Applications are evaluated using a threshold system.
- Programs are flexible with regards to student needs allowing for part time study.
- evidences student centered learning by accommodating different options and needs for practicum.
- participation in provincial articulation groups highlights standards of practice.
- commitment to curriculum content and practice that reflects gender

or an EA specific program. This is a critical decision and will impact the moving forward for curriculum development. (Recommendation 35- Response and Action Plan)

That the program become intentional about how the program is constructed and presented to potential students. ... In the field it is important for EA's to have a working knowledge of the philosophy related to community living. (Recommendation 36- Response and Action Plan)

Continue with developing course content that addresses the diverse needs and abilities of individuals with disabilities in the school and the community. (Recommendation 37 - Response and Action Plan)

Continue to develop curriculum that can address teaching and learning strategies in the work of an EA and incorporate this same curriculum into the content around community – strategies for learning are applied in both sectors of practice. (Recommendation 38- Response and Action Plan)

Revise marketing material to reflect current thinking in the field. ...Materials need to reflect current understanding of the role which has moved away from the idea of managing behavior and personal care, and instead highlight the role in the context of positive behavior support, creating inclusive and natural supports. (Recommendation 39 - Response and Action Plan)

4. Standards of Educational Practices

The ERC recognizes the continual development of the SSW and SCSW curriculum. They highlight the "*strong commitment to work in collaboration with community partners in creating pilot projects and strengthening connection to provincial articulation bodies and provincial standards.*"

The ERC identified the following strengths in the educational practices of the HSER programs:

- Relevant and Current and Forward Looking – Continually upgrading course content and seeking support from the UFV Indigenous Studies Curriculum committee highlights commitment to ensuring relevancy and accuracy while developing curriculum
- Civic and Personal Obligations and a Growth Mindset - ensures that students have real world experience and an opportunity explore ethics and values as they link to social justice issues, implementation of CALL and a 200-hour practicum to support students in linking their classroom studies to practice and unpack issues surrounding disability and ableism.
- Flexibility and Multimodal delivery /Prior Learning/Inclusive Design - programs can be taken on a part time basis, accommodations are made for students with disabilities, inclusive material and content

5. Utilization of Resources

The reviewers recommend that Permanent and sessional faculty be reminded of the support they may get from teaching and learning. (Recommendation 22 - Response and Action Plan)

The reviewers recommend firstly that faculty in the school make space to have a fulsome discussion about their vision and identity for the SCSW, including the best options for the location of the program and resources or other collaborations (e.g. with Education) needed for its success. (Recommendation 53 - Response and Action Plan)

Once a vision for this program is clear, the reviewers suggest that the School begins to assign and/or recruit faculty with qualifications specialized to this program, such as work with disabilities and school-based intervention. (Recommendation 54 - Response and Action Plan)

To increase the School's ability to respond to the distinct needs and opportunities for the School and Community Support Certificate (assuming it will remain in the school), it is suggested that the school consider obtaining resources such as extra release time to assign a permanent faculty member as a program lead specifically for SCSW Certificate, in addition to the Human Services Chair position. (Recommendation 55 - Response and Action Plan)

As several other programs throughout the province have models for this, the reviewers recommend investigating how other programs who are part of the CASS subsector stru

Conclusion

In conclusion, the ERC was very complimentary of the

HSER (SWHS) Response and Action Plan

Recommendations for both Certificate and Diploma Programs

RECOMMENDATION	COMMENT	NEXT STEPS
<p>Recommendation 1: Continue decolonizing work for all Human Services faculty and staff to move forward "in a good way" towards reconciliation in curriculum redesign and implementation. Include sessional instructors in this process. Implementing some specific workshops and opportunities to be</p>		

<p>for adequate release time from the university.</p>	<p>these funds. HSER 140 was developed without additional funding and it is unclear whether future funds will be available.</p>	<p>feedback was just recently provided to the Director and Chair on the curriculum of the certificate program and will be presented at an upcoming Human Services Committee meeting.</p>
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(Staff and Administrative Support)
 Recommendation 17:
 It is recommended that the School increase support for the work of the Practicum and Internship Coordinator by increasing the duties of the Field Education Assistant or adding a specific position to work with Human Services Programs, so that they are given priority focus.

The Practicum and Internship Coordinator has spoken with the Committees Assistant about ways to to

Recommendation 18:
It would be consistent with the School's
social justice values to align pay for
the Human Services Practicum and
Internship Coo3d

	contact person and available funds and resources.	
<p>Recommendation 21: Work with the library to build "libguides", collections of books, journals, and offer a yearly workshop for first-year students to interact with the library.</p>	<p>A member of the Human Services Committee could fulfill this liaison function between the library and Human Services programs.</p>	<p>The School will request library workshops for all first-year students in 2021-2022.</p> <p>The Committee will consider nominating one member to liaise with the university library.</p>
<p>Teaching and Learning Recommendation 22: The reviewers recommend that permanent and sessional faculty be reminded of the support they can access from Teaching and Learning.</p>	<p>Permanent and sessional faculty receive ongoing service updates about TLC</p>	

Recommendation 24:

<p>Recommendation 30: We recommend additional planning to consider the standards of the sector and how the SCSW program aligns with both sector values and learning outcomes.</p>	<p>The Committee agrees with this recommendation and will review the standards of the CASS sub-sector.</p>	<p>This planning will occur at our annual School Retreat and within Human Services Committee meetings.</p>
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Recommendation 31:

<p>Recommendation 35: Need to decide about whether the program will continue as a school and community program or an EA specific program. This is a critical decision and will impact the moving forward for curriculum development.</p>	<p>We agree that this is a critical decision. We do not have a strong reputation in the field as an EA program, which limits opportunities for students not only in terms of practicum placements but for future employment when they are competing with graduates of other programs.</p>	<p>This decision will be made in consultation with the Dean of Professional Studies, the community, the School's Advisory Council, Human Services Committee members, and following the School Retreat.</p>
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Recommendation 36:
If you are to continue with the community element the course curriculum must reflect the importance of community knowledge and skill, even if a student decides to become an EA. The reviewers recommend that the program become intentional about how the program is constructed and presented to potential students.

A small, 31-credit program cannot be all things to all constituents, and it is unclear what is meant by "intentional about how the program is constructed and presented to potential students."

<p>disability specific certificate program. The recommendation is to remove this from the course curriculum for certificate students.</p>	<p>110. At a School meeting on March 5, 2021, the School voted to remove SOWL 110 from the certificate program and replace it with HSER 194.</p>	<p>Committee of the Faculty of Professional Studies.</p>
<p>Recommendation 46: Recommend that you keep the course on HSER 195 as this is a disability specific course. The only reason to drop this course would be if you were no longer looking at community support work as a part of the certificate program.</p>	<p>This is an interesting and somewhat contradictory recommendation. While the site visitors want us to increase the EA component of the program, they also want us to retain this course, which requires major revision or replacement. To revise it and not replace it, we will be constrained by the original purpose of this course.</p>	

experience so that students have some exposure.	to be an EA, it seems contradictory to require them to practice in a different area when the practicum experience itself is so short.	sufficient length and duration that both the depth and breadth of practice-based learning can take place.
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sector e.g. addictions, substance misuse, and substance use. We reiterate the Committee’s first recommendation on pg. 31 of the self-study guide and propose the

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Clearly articulate laddering process as students noted that this was confusing.	transfer from one program to another are specified in the University Calendar and explained to students by the School's Academic Advisor.	
Recommendation 64: These were captured in the overall recommendations for the purpose of this concluding section of the report.	Unclear what this recommendation is referring to.	None