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Faculty of Education, Community and Human
Development

Dean's Summary

Submitted by:
Dr. D Œ Q

MEMORANDUM

Academic Planning and Priorities Committee

TO: James Mandigo, Chair, Senate

FROM: Tracy Ryder Glass, Chair, Academic Planning and Priorities Committee

CC: Allyson Jule, Dean, Faculty of Education, Community, and Human Development

- UFV Drive: H:\UFVinfo\APPC
- Blackboard: COM-APPC (Senate Committee – APPC)

To: Dr. Tracy Ryder-Glass, Chair APPC

From: Dr. Mary Gene Saudelli, Associate Dean, Faculty of Education, Community & Human Development

Date: May 2, 2023

Re: Associate Dean's Summary Report - Program Review of the e School of Social Work program (Faculty of Education, Community & Human Development)

Based on the Report of the External Review Committee (ERC) of the Social Work (SW) programs within the School of Social Work and Human Services (SWHS) and the SW Response and Action plan to the ERC Report, I share the following observations.

Process

The School of SWHS offers a Bachelor of Social Work (BSW) and a Master of Social Work (MSW) in addition to the Human Services (HSER) programs. The SW programs that form the subject of the review include the BSW, MSW, a two-year Social Services Worker (SSW) diploma, and a one-year School and Community Support Worker (SCSW) certificate. The BSW and MSW are accredited under the Canadian Association for Social Work Education (CASWE) and are required to meet accreditation standards through an ongoing review process.

The Dean's scope letter was used as the basis for the conduct of the review with the purpose to identify the strengths and weaknesses of the SW programs, to highlight factors which contribute to or inhibit the success of these programs, ensure institutional learning outcomes are being addressed and to use the recommendations from the review to shape the vision of these programs over the next eight years.

The ERC was comprised of two members external to UFVXAs part of the review process, the School of SWHS completed a self- study review of their programs and this information was provided

number of stakeholders including students, faculty, sessional instructors, staff, members of UFV's senior administration, and members of the external community.

Overall, the site visit and subsequent review was quite positive. As the ERC shared in their report:

"Their (the School of Social Work) commitment to social justice and decolonization was 5us2 0 Td(TD1 s) d (i)

1. Regarding Field Education

- a. We recommend the School consider various timing options for field education placement

- b. Consideration is recommended in terms of how to provide appropriate writing support to MSW students since the undergraduate peer-support model used on campus is not appropriate for the MSW students. (addressed in Response 4b)
- c. The School is encouraged to consider strategic growth through examining options for the structure of the MSW program. This might involve expanding to offer a full-time option which could broaden the base of applicants. There were concerns raised regarding the cost of full-time graduate studies in B.C. and at UFV in particular, but this cost appears equivalent to the cost in other provinces and might not necessarily be prohibitive to applicants from across Canada. (addressed in Response 4c)
- d. Feedback from students suggests that they would appreciate greater support in integrating the two MSW cohorts once they begin to come together in classes. (addressed in Response 4d)

Conclusion

In conclusion, the ERC was very complimentary of the SW programs. As they commented in their concluding remarks:

"We heard a great deal of praise from everyone we met about the collaborative nature of the School and how committed faculty and staff within the School are to social work students and the broader community. We were impressed by the integration of decolonizing and Indigenizing perspectives across the curriculum, as well as the focus on the environment, ecological sustainability and environmental equity, all of which position the School well for the accreditation process under the (he)-6-W(t)-9 s)-5)-1 (n pr)-1 (o)-1 (qui)-5h4 accreditation process 1fT5

SCHOOL OF SOCIAL WORK AND HUMAN SERVICES' RESPONSE TO CASWE RE-ACCREDITATION RECOMMENDATIONS

1. Recommendations Regarding Field Education		
RECOMMENDATION	SWHS RESPONSE	NEXT STEPS
<p>Recommendation A</p> <p>Given the reported challenges related to finding and supporting good third year BSW placements, we recommend the School consider various timing options for field education placement beginning in the January term but also in Spring or Summer 'block' options.</p>	<p>The BSW Committee and the Field Committee have already taken steps to offer a Fall 2023 section of SOWK 330/430 for students who previously deferred their placements. This will take the form of an Independent Study course in Fall 2023. The School intends to continue to offer a Fall semester section of SOWK 330/430 and will work closely with the School's Academic Advisor to ensure she has the information required to assist BSW students in course planning.</p> <p>At present, there is also a possibility for some SOWK 430 students to complete their final placement in alternate summer semesters when SOWK 431 runs with MSW Foundations students.</p> <p>The School's goal is to increase opportunities for BSW students to take practicum during semesters when the numbers is</p>	

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<p>Recommendation C</p> <p>The School is encouraged to consider strategic growth through examining options for the structure of the MSW program. This might involve expanding to offer a full-time option which could broaden the base of applicants. There were concerns raised regarding the cost of full-time graduate studies in B.C. and at UFV in particular, but this cost appears equivalent to the cost in other provinces and might not necessarily be prohibitive to applicants from across Canada.</p>	<p>The School was surprised to learn that the cost of the MSW program is considered similar to graduate education at post-secondary institutions across Canada.</p> <p>With next year's changes in the way that the major paper is supervised and coursework divided, students may well be able to take the program either full- or part-time.</p>	<p>The School is in discussion with the Graduate Studies Committee and is reviewing the academic calendar to clarify definitions of full- and part-time graduate studies.</p>
<p>Recommendation D</p> <p>Feedback from students suggests that they would appreciate greater support in integrating the two MSW cohorts once they begin to come together in classes.</p>	<p>There have been limited opportunities to integrate recent cohorts due to the pandemic taking the program fully online, but this feedback demonstrates that the hybrid model of delivery – which includes both synchronous and a number of in-person meetings each semester – will help to integrate the cohorts.</p>	<p>The School will consider ways to expand opportunities for students to connect socially</p>