

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

<b>Recommendations Regarding Field Education</b>			
<b>RECOMMENDATION</b>	<b>SWHS RESPONSE</b>	<b>NEXT STEPS</b>	<b>TWO YEAR UPDATE</b>
<p><b>Recommendation A</b> 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 of qualified students warrant it. This has already been accomplished within Human Services programs.</p>	<p>Seek approval from the Dean of FECHD to offer SOWK 330/430 as an Independent Studies course in Fall 2023.</p> <p>Coordinate with Academic Advisor regarding the School’s plans to offer practicum placements in semesters where students have met the pre-requisites and the numbers of students warrant it.</p>	<p>The School has offered Fall practicum to BSW students who are eligible since Fall 2023. In Fall 2025, SOWK 330/430 is running as a full split section of 16 students, and we hope to be able to continue offering this course this going forward.</p> <p>SOWK 404 and 410, which have been pre-requisite courses to SOWK 430, are being revised as co-requisites to SOWK 430 so that waivers will not be required to facilitate fall semester placements. Currently, there are insufficient numbers of interested and eligible BSW students to offer</p>

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			Spring/Summer semester practicum.
<p><b>Recommendation B</b> Due to staff turnover and COVID-related confusion, students indicated being worried by messaging that indicated field education placements are not guaranteed. We recommend ensuring greater clarity in messaging so that students know the School is committed to offering placements, and it is only due to various issues like student readiness that there could be a delay in the offering of a placement.</p>	<p>The BSW Committee is currently working on updating language in the academic calendar to clarify the messaging around placements being available. The School will also continue to message in Field Orientation sessions and in 1 on 1 planning with students that placements at their preferred practicum site cannot be guaranteed in terms of the capacity or willingness of an agency to host a particular student.</p> <p>The Field Team continues to conduct outreach to potential practicum sites to establish new placement opportunities for all of the School’s students.</p>	<p>The School is currently updating the language in the academic calendar to clarify and articulate the circumstances under which a student may be assessed as not being professionally ready for placement.</p>	<p>The revised language in the Academic Calendar was approved and published in Fall 2025. The section, Practicum Regulations, outlines the requirements to be considered for and placed in a practicum.<sup>1</sup></p> <p>The Field Team continues to manage expectations of students when it comes to the availability of placement sites as well as assess student readiness for placement.<sup>2</sup></p>
<p><b>Recommendation C</b></p>	<p>The School has 1 FTE Academic Support Faculty Field Education Coordinator for</p>	<p>If the School were to expand its MSW</p>	<p>There has been no change to the current</p>

<sup>1</sup> [https://www.ufv.ca/calendar/current/ProgramsR-Z/SWHS\\_BSW.htm](https://www.ufv.ca/calendar/current/ProgramsR-Z/SWHS_BSW.htm)

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<p>We believe that the School’s administrative staff and field education assistants are working at full capacity and so if the programs were to expand and offer more placements, further staff hiring would be required.</p>	<p>the BSW and MSW degree programs. The Coordinator is assisted by 1 FTE Field Education Assistant, who supports BSW and MSW field education.</p> <p>The School’s Human Services programs are supported by 1 FTE staff Coordinator of Practicum and Internship and has no Field Education Assistant support. The School agrees with CASWE that if any of our programs, including Human Services programs, were to expand, additional administrative supports for field education would be required.</p>	<p>program or increase the size of any of its existing programs, discussion with the FECHD Dean would need to take place to determine the feasibility of increasing administrative supports to the School’s Field Education program.</p>	<p>complement of Field Education staffing. The School believes that additional Field Education Assistant support is required and will continue to monitor workloads to ensure that they are manageable.</p>
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**2. Recommendations Regarding Teaching-Research Balance, and Resulting Implications for Progression Through the Ranks**

<b>RECOMMENDATION</b>	<b>SWHS RESPONSE</b>	<b>NEXT STEPS</b>	<b>2 YEAR UPDATE</b>
<p><b>Recommendation A</b> We strongly recommend that the faculty within the School be further supported and acknowledged for their research productivity and knowledge-mobilization. This could be accomplished through the development of a research-stream of faculty positions in addition to the teaching-stream which has been the norm at UFV due to its having been formed as a teaching-intensive university. Alternatively, acknowledgment of faculty members’ research agendas could</p>	<p>The School commends the accreditation site visitors for acknowledging the heavy teaching loads of faculty teaching in all of the School’s programs, including the BSW and MSW degrees.</p> <p>While the School supports the recommendations made by the site visitors, these are matters outside the School’s authority to resolve.</p>	<p>This is an item that would need to be addressed during bargaining between the University and the Faculty and Staff Association. The School looks forward to learning the outcome of the current round of collective bargaining.</p>	<p>The 2022-25 Collective Agreement resulted in no additional resources to support faculty scholarship via an increased number of ROSA releases. The School is unaware of any current bargaining priority that would permit for teaching stream vs. research stream professorships at UFV.</p>

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<p>be provided through further course releases allocated via further funding to research active departments.</p>			<p>The School is aware that the two-stream model exists at other BC universities that have accredited social work degrees, including TRU, UBC, and UVIC.</p>
<p><b>Recommendation B</b> Further course releases are required for each of the three program coordinators within the School, offering one course release per term rather than per academic year.</p>	<p>The School thanks the site visitors for acknowledging the important work being done by the School’s Program Chairs. The School agrees that the work of Program Chairs would benefit from further support of one additional course release per year.</p>	<p>The SWHS Interim Director will discuss with the Dean of FECHD whether this can be accomplished in the short-term by accessing the School’s discretionary funds budget.</p>	<p>There has been no change to the status of Program Chair releases at one course per academic year. It is the Director’s understanding that this is consistent amongst FECHD academic programs.</p>
<p><b>Recommendation C</b> Although UFV does not provide funding to attend and present at conferences, faculty are reminded that once their professional development funds have been depleted, they can include a budget line within research proposals for extra money needed for attending conferences.</p>	<p>This comment by the site visitors is not entirely accurate and is based on a remark made during their meeting with teaching faculty. SWHS Faculty can and do apply for \$1,500 annually from the Professional Development fund and \$500 annually from the Training and Development fund, which can be used for travel to conferences, including to present their work at conferences.</p> <p>Given rising inflation, the School encourages the University to consider the amount of funding allocated for these</p>	<p>None at this time.</p>	<p>The 2022-25 Collective Agreement raised professional development funds from \$1,500 to \$2,000 annually. Full professors are entitled to an additional \$500 annually. The School’s Director has reallocated existing resources within the</p>

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	<p>purposes. However, this is outside the School’s authority and could be a matter of negotiation between the University and the Faculty and Staff Association.</p> <p>It should also be acknowledged that, when faculty members are in receipt of research grants, the University’s Research Office works with individual faculty members when preparing their budgets to include monies for presenting their work at conferences in their applications for funding.</p>		<p>School’s budget and has been able to support faculty who have exhausted their PD funds up to an additional \$1,000 annually to assist them to present their research at conferences.</p>
<p><b>3. Recommendations Regarding Student Support</b></p>			
RECOMMENDATION	SWHS RESPONSE	NEXT STEPS	2 YEAR UPDATE
<p><b>Recommendation A</b>                      Accessibility services require faculty to post their course outlines five weeks prior to the beginning of classes if at all possible, so as to be able to make readings accessible to students requiring various accommodations. Faculty members are asked not to post poor-quality scanned copies of readings to course websites since students with accommodations are then not able to access them.</p>	<p>The School appreciates this feedback and will work with the Centre for Accessibility Services to ensure that students who require their readings in alternate formats are able to access these in a timely manner. The Centre could assist the School with this by ensuring that faculty members whose students require this accommodation are identified at the earliest opportunity. Sometimes faculty members are not made aware of the need for accommodations until after classes have started.</p>	<p>The School’s Interim Director has met with the Centre for Accessibility Services Coordinator and will invite Accessibility Services to an upcoming School meeting.</p>	<p>The Accessibility Services Coordinator attended a School meeting where these issues were discussed. Currently, the School is unaware of this being an ongoing issue of concern. The University moved to BrightSpace in Fall 2025, which has a built-in accessibility feature called Ally.</p>

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	The University has now integrated Blackboard Ally in our online teaching platform, which should also assist.		
<b>Recommendation B</b> Feedback from students asked the School to consider making their Gender elective/special topics course a required course.	<p>The course ran as a Special Topics course in Winter 2023 for the first time and had 18 students enrolled. As a next step, the BSW Committee is considering including this course as a rotating elective that students can choose from the existing SOWK elective courses.</p> <p>The School does not have plans to add additional required courses at this time; however, the BSW curriculum is reviewed on a yearly basis.</p>	The BSW Committee will consider the viability of developing the current special topics course into a stand-alone elective over the coming academic year.	The School has continued to offer the special topics course as a rotating elective. It was offered a second time in Winter 2024 and will be offered again in Winter 2026. The School has no plan to make this course a requirement of the BSW degree.
<b>Recommendation C</b> Feedback suggested a challenge in regard to accessing good-quality timely counselling on campus. The School and university are encouraged to consider the possibilities of developing and offering a Walk-in clinic, which in the future could also offer MSW placement opportunities.	<p>All UFV students have access to counselling services through Student Services, and the School refers students to Counselling Services whenever the need arises.</p> <p>The Student Social Work Association (SSWA) recently raised the issue of available counselling services with the School, and the Interim Director encouraged the President of SSWA to approach Counselling Services with the Association's ideas.</p>	The President of SSWA recently informed the School's Interim Director that a meeting was held with a representative of Counselling Services and that future conversations are in the works.	The School has not been made aware of this being an ongoing issue of concern for current students. It may be the case that this was a time-limited issue for students who were interviewed during the site visit.
<b>Recommendation D</b>	The School has a long association with UFV Pride going back to its formation in	The SWHS Interim Director has invited	The Pride Collective has not requested a

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<p>The School is encouraged to consider finding ways to support their students in their wish to see the Queer Space reopened.</p>	<p>1998. For several years, one of the School’s faculty served as faculty supervisor of the Pride Collective work-study Coordinator. UFV Pride recently gave a presentation at FECHD Faculty Council and several faculty members from SWHS offered to support UFV Pride in its endeavours.</p>	<p>the UFV Pride Collective to meet to discuss ways in which the School can offer its support to the Pride Collective.</p>	<p>meeting and has not sought assistance with this. It is not known whether a 2SLGBTQ+ specific space was made available by the Student Union Society in the Student Union Building.</p>
<p><b>Recommendation E</b> The School is encouraged to advocate for food services/cafeterias to remain open in the evening and on weekends when classes are being offered and students are present.</p>	<p>The School agrees with this recommendation from CASWE that food services and cafeterias should remain open when students are on campus and taking classes. However, this is an issue beyond the School’s authority or sphere of influence.</p>	<p>The School’s Interim Director will bring this issue to the attention of the FECHD Dean.</p>	<p>The University recently completed a major renovation of the Abbotsford campus cafeteria. The cafeteria is now open later in the day and open on Saturdays.</p>
<p><b>4. Recommendations Regarding the MSW Program</b></p>			
<p><b>RECOMMENDATION</b></p>	<p><b>SWHS RESPONSE</b></p>	<p><b>NEXT STEPS</b></p>	<p><b>2 YEAR UPDATE</b></p>
<p><b>Recommendation A</b> Academic advising for the MSW program is required in much the same way that this is offered for the BSW program through the academic advising department that is external to the School.</p>	<p>The School is pleased to support this recommendation and agrees that the absence of Academic Advising for the School’s Master of Social Work students is problematic. The School will work with the FECHD Dean and Academic Advising to determine if resources can be allocated to this in a future budget year.</p>	<p>The School will consult the Director of the Advising Centre and the School’s Academic Advisor for BSW students, to determine whether it is possible to provide</p>	<p>The School’s Director has met on more than one occasion with the Director and Associate Director of Academic Advising. It is the School’s understanding that there is no plan to offer additional</p>

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		<p>advising support for MSW students.</p> <p>The MSW Chair will work with the Graduate Studies Committee and with Advising to discuss how to support MSW students.</p>	<p>academic advising to MSW students currently.</p> <p>Foundations MSW students are eligible for academic advising during their foundation year. The Advanced MSW program is cohort-based, and students choose 1 elective out of 3 options. Given this, it is unclear whether additional advising resources for Advanced MSW students would be beneficial.</p>
<p><b>Recommendation B</b></p> <p>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.</p>	<p>The School of Graduate Studies at UFV has acknowledged that specific writing supports for graduate students are needed across disciplines. This has been discussed several times at the Graduate Studies Committee.</p> <p>As the School shifts its model of supervision for the Major Paper – and as SOWK 799 is realigned to support the development of the paper over a longer period of time – it is the School’s hope that students will find more support for</p>	<p>The MSW Chair will revisit this issue with the Associate Vice-President of Research and Graduate Studies.</p>	<p>Graduate Studies and Research funded writing support resources for MSW and MEd students for one academic year on a trial basis. This support was not continued. It is hoped that the revised SOWK 799 course, which assigns up to 8</p>

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	<p>their writing by working more closely with their professors.</p>		<p>students per section, will result in greater mentorship between students and their professors. The School has also increased the academic requirements for admission to the MSW degree, which should raise the writing standard of students upon admission.</p>
<p><b>Recommendation C</b> 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>The consultation with Graduate Studies took place and it has been confirmed that students enrolled in the MSW are considered full-time for student loan eligibility. Since 2023, the MSW committee has proposed a few different foci for the MSW degree. It is expected that the MSW committee will</p>

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			commit to a revised program in 2025-26.
<p><b>Recommendation D</b>  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 and will work with the School’s Events Committee to create additional opportunities for engagement.</p>	<p>The School’s events committee was discontinued after one year. The MSW program is currently in flux with lower than ideal enrolments and must consider the possibility of moving to a fully online mode of delivery in order to attract students who have several fully online MSW degrees to choose from (Laurier, Dalhousie, and many other universities offer fully online MSW degrees).</p>