

Human Services Program Review

Faculty of Professional Studies

Dean's Summary

Submitted by:

Dr. Tracy Ryder Glass, 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 April 14, 2021 meeting.

The two programs reviewed were the School and Community Support Worker certificate and the Social Services diploma located within the School of Social Work and Human Services (SWHS). It was 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)

Based on the Report of the External Review Committee (ERC) of the Human Services (HSER) programs within the School of Social Work and Human Services (SWHS) and the HSER 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 HSER programs that form the subject of the review include the School and Community Support Worker certificate (SCSW) and the Social Service Worker diploma (Generalist and Indigenous Focus) (SSW). 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 HSER programs do not fall under the accreditation process and therefore conducted a separate external program review from those of the BSW and MSW.

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 SCSW and SSW 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 five years.

The ERC was comprised of two members external to UFV and one member from within UFV but external to the program areas. As part of the review process, the HSER area within the School of SWHS completed a self-study review of their programs and this information was provided to the ERC. The self-study review included information on the history of the programs, detailed descriptions of the programs, description of the SWHS administrative structure, data from surveys conducted with students and the external community on the effectiveness of the programs offered and the HSER area's own reflections on their challenges and opportunities. In addition, the ERC conducted a two-day virtual site visit and met with a number of stakeholders including students, faculty, sessional instructors, staff, members of UFV's senior administration, and members of the external community.

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 review occurred prior to the development of UFV's Integrated Strategic Plan). Strengths were identified as follows:

- Learning everywhere is seen in the focus placed on practicum.
- Flexibility and Responsiveness is seen in adjustments made to course timing, development of a practicum coordinator and practicum tracking systems for Human Services programs, and responsiveness to community partnership opportunities.
- Collaboration across Boundaries is evident in the involvement by faculty and students with a vast number of community and disciplinary partners on a variety of committees and initiatives.
- Local and global citizenship is evident in the commitment to Indigenization and Internationalization.
- Experiential Learning opportunities are highlighted through the ongoing development and nurturing of processes and partnerships to provide relevant field placements for Certificate and Diploma students.

The ERC supports the work of the HSER programs and offers the following recommendations:

Continue decolonizing work for all HSER 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 guided by Stó:lō elders, knowledge keepers, and UFV's teaching and learning Indigenization specialist. (Recommendation 1 and 52 - Response and Action Plan)

Evaluate and implement plans for Indigenizing programs including but not limited to: Developing one Indigenized Social Service worker diploma that all students take, reviewing all curriculum to update for Indigenous content, assignments, and learning outcomes, and consulting with Indigenous scholars and Elders at the University and beyond in the redesign and updating of courses. (Recommendation 2- Response and Action Plan)

Assess and adapt curriculum and assessment strategies for fit with principles of Universal Design and experiential learning. Consider flexible and creative ways of representing learning, and increase experiential learning opportunities. (Recommendation 3- Response and Action Plan)

Intentionally integrate information about working with diverse populations into courses in both programs. This includes continuing to grow practicum opportunities that offer experiences with diverse populations. Populations found by students to be underrepresented provide a starting place for this investigation. (Recommendation 4- Response and Action Plan)

Investigate resources and information (including funding) to support opportunities for international practicum placements for Human Services. (Recommendation 5- Response and Action Plan)

Continue to gather specific feedback for the SCSW from stakeholders and consider whether an advisory council focused on the Certificate might assist with information to make decisions about curriculum changes in this area. (Recommendation 23- Response and Action Plan)

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)

2. Alignment with Institutional Learning Outcomes

In assessing the HSER programming alignment with Institutional Learning Outcomes, the ERC was impressed with the comprehensive work undertaken. In doing so, the ERC identified strengths in the programs to be their demonstrated learning outcomes consistent with the Institution's Learning Outcomes, and the ongoing revision of course outlines in the program areas to remain current and respond to the diverse needs of the communities they serve.

In particular, the ERC, in looking at the SCSW program stated, *"Throughout our discussions with participants in the review and throughout the self-study guide, we heard about the enigma that is the SCSW program. We heard about the external pressures to enhance the school component of the certificate. We heard the internal desire to improve the community component of the program. We heard the questions of where the program ought to reside. Until there is a determination of what the program will be, it seems unlikely there will be a robust identity and vision for the program."*

Based on this feedback, the ERC makes the following recommendations:

Finalize program level outcomes as they are currently in draft form. Teaching and learning assists with that process and we encourage both programs to connect with that support. (Recommendation 6- Response and Action Plan)

Once program outcomes are finalized complete curriculum mapping of course outcomes to program outcomes. (Recommendation 7- Response and Action Plan)

Evaluate and implement plans for Indigenizing programs to improve and better reflect the key role of Indigenization and reconciliation. This includes but is not limited to: Developing one Indigenized Social Service worker diploma that all students take, reviewing all curriculum to update for Indigenous content, assignments, and learning outcomes, and consulting with Indigenous scholars and Elders at the University and beyond in the redesign and updating of courses. (Recommendation 2- Response and Action Plan)

A single mission statement. The SCSW program could benefit from a stronger identity. Separate mission statements may support the development of a vision and identity from which all SCSW program revisions will flow. (Recommendation 28- Response and Action Plan)

Time and necessary resourcing be put in place for the School to meet, to determine the vision and mission of the program including where they want it to reside. (Recommendation 29- Response and Action Plan)

We recommend this additional planning consider the standards of the sector and how the SCSW program aligns with both sector values and learning outcomes. (Recommendation 30 - Response and Action Plan)

The Committee recommends HSER 195 & 196 (last reviewed in 2007) be scheduled for review and update to meet the standards set by the University's process of course and program approvals. (Recommendation 27 - Response and Action Plan)

We recommend SOWK 110, SOWK 210 and SOWK225 (last reviewed 2011, 2012 and 2013 respectively) be scheduled for review and update. (Recommendation 26, 31 and 57- Response and Action Plan)

Propose the addition of language updates be added to the review of the course outlines. (Recommendation 58- 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 diversity and social justice.
- inclusion of an Indigenous course and a separate certificate in FN support work.
- Innovative practice opportunities for students such as supporting practice at the CALL Centre.
- added an EA course in response to feedback from community school districts.
- several course choices to assist students in laddering into the diploma program.
- field component with clear guidelines and learning opportunities within the community.
- Inclusion of a session for students on field orientation to ensure a positive experience.
- Practica opportunities are diverse, covering a wide range of practice areas and demographics.
- Indigenous practicum support students in developing a practice of knowledge and cultural humility.
- Strong relationships with the school districts of Chilliwack and Abbotsford have been built.

The ERC therefore makes the following recommendations:

Continue to investigate current curriculum trends to ensure content is in alignment with provincial standards across institutions. (Recommendation 8- Response and Action Plan)

Continue to work with admissions in clarifying the requirement and practice of first qualified first served practice. The department may want to clarify the lexicon of “first qualified first served” versus “first come first served”. (Recommendation 9- Response and Action Plan)

Continue the conversation and explore the Indigenous diploma as either a separate entity within HSER or to drop this in favor of Indigenizing the curriculum across all courses or thirdly create a blend of both. (Recommendation 59 - Response and Action Plan)

Ensure ongoing consistent representation at the provincial sub sector table for the certificate – also known as the Community and School Sub- sector (CASS). (Recommendation 32- Response and Action Plan)

Identify specific volunteer hours in the field of disability as a requirement for admission to the certificate program. (Recommendation 33 - Response and Action Plan)

Laddering of the certificate practicum into the diploma for students who choose to continue on. (Recommendation 34- Response and Action Plan)

Need to make a decision about whether the program needs to 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. (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 that uses gender neutral language and that respect for diversity and cultural humility are the foundation of course delivery. Also, highly credentialed faculty with a strong commitment and passion to the work and as one student noted “they have heart behind what they are teaching”

The ERC makes the following recommendations:

It is recommended that there be increased curriculum content around self-care and wellness in the field. (Recommendation 10- Response and Action Plan)

Although adhering to the principles of Universal Design it was unclear in the self-study report how this was accomplished in actual course content referring mainly to general supports at the University. May explore more clearly articulated methods used in course delivery such as alternative methods to assessment beyond exams and academic papers. (Recommendation 60 - Response and Action Plan)

Ensure that sessional instructors (the majority of instructors in the program) have access to the teaching and learning courses mandated for all full time faculty, that they currently do not have access to at the University. (Recommendation 61 - Response and Action Plan)

Expand current issues in courses and strengthen link to social justice issues. (Student feedback) (Recommendation 62 - Response and Action Plan)

Clearly articulate laddering process as students noted that this was confusing. (Recommendation 63 - Response and Action Plan)

Only 4 out of the 8 (50%) academic courses for the certificate has a disability focus. This is problematic considering the program has a primary focus on supporting individuals with disabilities in both the community and in the school system. We recommend a complete review of course content to ensure that more than half of the courses are disability focused. This is especially important if this program is to continue to focus on both the community and the education assistant role. In trying to ensure transfer credits, disability specific content has been eclipsed by the ability to ladder into the diploma. Although laddering is made easier with the inclusion of UT courses and SWOK courses the cost is that it has watered down the program for applied

practice in the field. Taking a social work course and some of the other courses were noted as confusing for students in the certificate program. (Recommendation 40- Response and Action Plan)

School content in curriculum is limited as is course materials. It is important to examine social and emotional learning, if students do not develop teaching strategies and learn to recognize opportunities to understand various disabilities it is hard to support students socially and emotionally. Need to incorporate teaching and learning strategies, positive behavior supports and inclusion practice as part of the role of an EA. Updated textbooks on the role of an EA are available. (Recommendation 41 - Response and Action Plan)

Reduce the number of sessional faculty in this program and ensure that there is a faculty member who is a 'point person' for this specific program. The sense is that the certificate receives less attention than the diploma program and that the chair of these programs does not have adequate release in order to support both Human Services programs. (Recommendation 42- Response and Action Plan)

Including the Indigenous course in the certificate program, would further strengthen the commitment to indigenization and support practice knowledge of cultural humility in the field. (Recommendation 43 - Response and Action Plan)

Clearly decide on how this program languages 'disability'. Although we recognize the variances in how disability language it is important to decide between diversability and disability but ensure that you do not genericize it to diverse learners as this may contribute to the lack of visibility of an identity related to disability. This would provide consistency in the realm of both marketing and program philosophy. (Recommendation 44 - Response and Action Plan)

Although students like SWOK 110 and it is an important introduction course to social work it does not fit in the disability specific certificate program as students may not be planning to ladder into the diploma program. (Recommendation 45 - Response and Action Plan)

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. (Recommendation 46- Response and Action Plan)

If it is decided, as a program, to focus the certificate as a specific EA program it is imperative that the curriculum include one course on disability and community in order to ensure that students understand the political and social impact of disability as a construct in the context of ableism, stereotypes and discrimination. (Recommendation 47- Response and Action Plan)

Ensure that if you do keep community it is important not to make student choose between community and school – They are not mutually exclusive except for the setting in which practice takes place – therefore it is critical that students who want to be an EA be exposed to principles of work in general with people with disabilities and that community support workers also learn about teaching and positive behavior support. If we teach these as two different careers, then we forget to see people with disabilities in a holistic manner – children and youth live in community and will transition once school is finished. (Recommendation 48 - Response and Action Plan)

Recommend that with maintaining two practice areas in the program that there be an option for students to have an experience in both community and the school system - whether the 200 hours is split or whether the one that is not the primary focus for the student be a short two-week introductory experience so that students have some exposure. (Recommendation 49 - Response and Action Plan)

HSER 196 may not need to be a full clinical lab course on personal care. Although health issues are a part of supporting individuals with disabilities this course could be modularized with a specific module on personal care. The other elements of the course could relate to mental health and disability, creative engagement strategies and augmentative communication. (Recommendation 50- Response and Action Plan)

The reviewers question whether there is a need for an interpersonal interviewing/ counselling course at this level – especially since there is already a course in professional communication CMNS 125. The HSER 120 course has a primary focus on how to interview ‘clients’. Currently there is no content on how to communicate with someone who uses alternative or augmented communication highlighting that this course needs more of a disability lens necessary for applied practice in the certificate. This topic could also be covered in a modularized wellness course (see above). (Recommendation 51 - Response and Action Plan)

5. Utilization of Resources

The ERC detected a theme that came to light through the interviews, self-study and materials shared around the *“extraordinary human capital as a resource in the Human Services Programs. Those guiding, teaching in and supporting the Human Services programs have been working very hard to secure new resources, deliver and evaluate courses, and address community needs.”*

In particular, the ERC notes *“The SSW program is well established and visible to those consulted in the review process. It utilizes the resources of both permanent faculty and sessional instructors who work in the areas they teach in, and a student shares that staff and instructors “live up to the social services title, with a caring approach to education”.*

Reviewers noticed that the *“commitment to renewal of the Diploma is strong, as new staff and faculty have been hired recently to better meet the needs of practicum and strengthen the curricular focus on Indigenization, Diverse populations, Substance Use and Mental Health, and gender and sexual diversity. The Indigenous Affairs Advisor offered that the school was one of the first to implement Indigenous courses in their program, and have many faculty who are very committed to Decolonization and Indigenization.”*

With respect to the SW certificate, the ERC comments, *“The Human Services committee and stakeholders have identified that this program will need special attention, to determine the resource needs once a direction is determined. ... Two faculty questioned whether human services are the best programs to be teaching about support in schools, or whether this focus would be best accomplished in the Education department, or through collaboration with that department. Another commented that EA work requires specialized knowledge base that has similarities to but is different from Community support – that clearer distinctions are necessary. ... It seems prudent that the Certificate program also be decolonized and Indigenized.*

The ERC identified the associated strengths with the utilization of resources as follows:

- course availability meets student demand and is flexible, students feel consulted, respected, and appreciate the quality instruction by permanent and sessional faculty.
- The high degree of investment in collaboration and relationship building within the university, disciplinary and local communities is evident, and these relationships are fostering some good discussions about the best approaches to program delivery.
- faculty and staff make good use of Professional Development opportunities to grow their knowledge and skills in their respect roles.
- It is surprising to see the level that faculty are contributing to both service and scholarship while still needing to meet the demands inherent in a teaching intensive university.
- Several students offered their appreciation for the individual attention the practicum coordinator provided, that led to exploring many options and a good practicum fit.
- library currently houses a strong collection of holdings that are relevant for human services programs
- many individual faculty are regular users of teaching and learning

The ERC makes the following recommendations:

The review panel supports the Human Services Committees first recommendation to “Increase the number of permanent faculty who teach in the Humans Services” and suggests that the school adjust teaching

assignments so that this can be implemented in both the SSW Diploma and SCSW Certificate as soon as possible. (Recommendation 11 - Response and Action Plan)

The self-study recommended an increase in “diversity of faculty and staff to reflect the student body and community at large”. This infers attention to the continual needs for hiring practices that promote equity, diversity and inclusion, and professional development for current faculty so they are well situated to privileges Indigenization, decolonization, and diversity in their teaching. With the proposed plan for a fully Indigenized SSW Diploma, considerations for new Indigenous faculty could be particularly important. (Recommendation 12 and 52 - Response and Action Plan)

The Human Services Committee and School consider diversity needs for upcoming hiring based on proposed curriculum changes (e.g. Indigenizing full Diploma) and put a plan in place for future hiring directed at these needs (e.g. posting, interviews, etc.) (Recommendation 13 - Response and Action Plan)

That sessional and permanent faculty continue to identify their training needs for Decolonizing, Indigenizing, and promoting diversity, Internationalization and Anti-Racism. (Recommendation 14 - Response and Action Plan)

As sessional faculty teach more in the Certificate and Diploma, that the programs find a way to support the training needs of sessional faculty. UFV teaching and learning can be a resource here, as they have workshops and Teaching and Learning Specialists for both areas. (Recommendation 15 - Response and Action Plan)

The reviewers recommend that the Human Services Committee determine the needs for major course revisions in the Certificate and Diploma, and advocate for adequate release time from the university. (Recommendation 16 - Response and Action Plan)

It is recommended that the school increase support for the work of the field education coordinator by increasing the duties of the field education assistant or add in a specific position to work with Human Services Programs, so that they are given priority focus. (Recommendation 17 - Response and Action Plan)

It would be consistent with the schools Social Justice values to align pay for the Human Services Practicum Coordinator with that of the Degree Program Field Education Coordinator and establish this position as faculty versus staff. (Recommendation 18 - Response and Action Plan)

Given the Human Services Committee’s plan to bring more experiential learning to each of the programs, the reviewers suggest that the SSW Diploma and SCSW Certificate review their dedicated classroom and “other” space needs, and continue to press the Institution to secure dedicated classroom and spaces (offices/recording rooms, etc.) that will create suitable environments for experiential learning. (Recommendation 19 - Response and Action Plan)

It is recommended that library services be shared with sessional and permanent faculty, so opportunities and relationship with the library can be forged early in the certificate and diploma. (Recommendation 20 - Response and Action Plan)

Other first year programs have worked with the library to build “libguides”, collections of practical toys and books, and offer a yearly workshop for first year students to interact with the library. (Recommendation 21 - Response and Action Plan)

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 structure and resource this role. (Recommendation 56 - Response and Action Plan)

Conclusion

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

It is evident that one of the clear strengths of the Human Services Programs lies within the human resources of the School and the supporting departments. The passion, commitment, and leadership of the people is obviously discernable. It is evident in the priority seen in meeting student needs for accessible, flexible, relevant, current and forward-focused learning.

The collaborative approach taken, and investment in relationships, within the School, the broader university and beyond into the community has fostered a thoughtful and contemplative approach for this review. It set the stage for the necessary reflective discussions and areas of development for Human Services programming. The review team commends participants for staying the course and engaging in self-reflection and thoughtful assessment of both strengths and opportunities in an open, honest and genuine manner. With the review process near completion, the review team respectfully suggests building upon the key assets.

As previously noted, in response to the recommendations made by the ERC, the HSER area of the School of SWHS collaboratively produced a Response and Action Plan (copied below). I look forward to supporting the HSER programs as we move forward together with the Action plan.

Sincerely,



Tracy Ryder Glass

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 guided by Stó:lō elders, knowledge keepers, and UFV’s Teaching and Learning Indigenization specialist.</p>	<p>We agree that it is important to weave Indigenous content throughout all courses and this work continues as courses come up for review.</p> <p>we have talked about forming an Indigenous Advisory Working Group, which could provide some guidance and assistance with this.</p> <p>We have already seen how impactful indigenization has been, particularly for non-Indigenous students enrolled in HSER 140, who have then been placed in an Indigenous agency for their practicum.</p>	<p>The HSER committee plans to invite the Indigenization Teaching and Learning Specialist to our committee meeting three times per year to teach, inform, and support our faculty and staff in our indigenization and decolonization efforts.</p>
<p>Recommendation 2: Evaluate and implement plans for Indigenizing programs on page 16 and 17 of the Self-Study, including but not limited to: Developing one Indigenized Social Service Worker diploma that all students take, reviewing all curriculum to update for Indigenous content, assignments, and learning outcomes, and consult with Indigenous scholars and Elders at the University and beyond in the redesign and updating of courses.</p>	<p>We will begin by discussing with Indigenous Studies, Teaching and Learning, and Indigenous Affairs on collaborations and support to Indigenize the Social Service Worker diploma program.</p> <p>Some courses are already reviewed by the Indigenous Studies Curriculum Committee of the University and we will continue to do so.</p>	<p>The School and HSER Committee will discuss the indigenization of the diploma program at an upcoming retreat and further discuss whether there is value in retaining an Indigenous specialization in addition to developing additional specializations (e.g., mental health, substance use, etc.)</p>
<p>Recommendation 3: Assess and adapt curriculum and assessment strategies for fit with principles of Universal Design and experiential learning. Consider flexible and creative ways of representing learning and increase experiential learning opportunities.</p>	<p>We address the experiential learning component of this recommendation in our course content and classroom-based learning activities. All program students undertake practicum placements and many of our courses involved role-plays and other forms of experiential learning.</p> <p>The School requires additional information and training in the principles of Universal Design.</p>	<p>We will continue to develop course content and teaching materials grounded in problem-solving and critical thinking skills to enhance not only classroom-based learning activities but also practice in the field.</p> <p>The School will invite a specialist in Universal Design to an upcoming meeting to learn more about how to go about implementing this important initiative.</p>

<p>Recommendation 4: Intentionally integrate information about working with diverse populations into curriculum for both programs. This includes continuing to grow practicum opportunities that offer experiences with diverse populations. Populations identified by students to be underrepresented provide a starting place for this investigation.</p>	<p>The Field Team is committed to providing students with opportunities for practicum placements with diverse populations and on a variety of social justice issues. Much of this community engagement work is focused on relationship building with agencies with the goal of creating new opportunities for field placements.</p>	<p>The Practicum and Internship Coordinator will ask students what they see as being underrepresented and/or missing in terms of practicum opportunities that can help guide targeted community engagement endeavours.</p>
<p>Recommendation 5: Investigate resources and information (including funding) to support opportunities for international practicum placements for Human Services.</p>	<p>We would like to be able to support students who are interested in international placements.</p>	<p>The Practicum and Internship Coordinator will consult with colleagues across BC to gather more information.</p> <p>Collaborations will be sought with NGOs, non-profit organizations, and academic institutions that meet the requirement of providing an SCSW and/or an SSW level placement opportunity.</p>
<p>Recommendation 6: The committee recommends, based on discussion with Teaching and Learning, that the Human Services Committee review and finalize SSW and SCSW program level outcomes as they are currently in draft form.</p>	<p>These outcomes were developed in response to the Human Services Program Review. The Committee would like to live with the draft learning outcomes for at least one year before finalizing them.</p>	<p>We will discuss these with Teaching and Learning and bring these to a future School meeting for approval.</p>
<p>Recommendation 7: Complete curriculum mapping of course outcomes to program outcomes. Teaching and Learning assists with this process and we encourage both programs to connect with that support. Once mapping has been completed then program changes can occur with the support of a clear alignment with the curriculum.</p>	<p>We will pursue this when we return to in-person learning.</p>	<p>The mapping will be scheduled during the 2021-22 school year. The Program Chair will contact Teaching and Learning upon resumption of in-person learning to schedule these sessions.</p>
<p>Recommendation 8: To continue to investigate current curriculum trends within both programs to ensure that content is in alignment with provincial standards across institutions.</p>	<p>We are a member of the Deans and Directors of Human Services in British Columbia, whose members sought support from the Ministry of Education to pursue Provincial Standards of Practice for Education Assistants.</p> <p>There are no provincial standards for or regulation of Social Service Workers. This is</p>	<p>We have received funding to revise and develop a new SCSW course in 2021. The Human Services Committee will look at regional trends to ensure our course content aligns with other institutions.</p>

	<p>an ongoing process that is undertaken annually through Human Services Articulation and by articulating courses with other post-secondary institutions.</p>	
<p>Recommendation 9: To continue to work with Admissions in clarifying the requirement and practice of first qualified first served practice.</p>	<p>An annual meeting with both Admissions and Advising staff takes place between the Human Services Chair and members of these departments. The admissions process used by the Human Services Committee has been explained repeatedly.</p>	<p>In June 2021, the Human Services Chair, administrative support staff, and the Director are scheduled to meet with Admission representatives and the Registrar's Office to review application procedures and practices.</p>
<p>Recommendation 10: It is recommended that there be increased curriculum content around self-care and wellness in the field.</p>	<p>This is presently part of the curriculum in the field seminars of HSER 130, HSER 131, and HSER 230. Students complete and journal about their self-assessments and wellness plans. A seminar class is devoted to this topic.</p>	<p>The Practicum and Internship Coordinator will include self-care and wellness in pre-placement activities and host a session to discuss strategies and personal plans.</p>
<p>Recommendation 11: The review panel supports the Human Services Committee's first recommendation to "Increase the number of permanent faculty who teach in the Humans Services" and suggests that the School adjust teaching assignments so that this can be implemented in both the SSW diploma and SCSW certificate as soon as possible.</p>	<p>The School is currently in the process of hiring a tenure-track Assistant Professor to teach Human Services courses.</p> <p>The Collective Agreement language says that faculty are to teach across all program levels, on all campuses, and during all time blocks; however, this does not always happen.</p> <p>The committee has no authority to oversee the assignment of work.</p>	<p>In January 2021, the School hired a faculty member to teach HSER 192: Supporting Students in Schools.</p> <p>The Director and Chair have recently received the faculty member's suggestions for proposed changes to the SCSW certificate program. These will be brought to the next HSER Committee meeting.</p>

<p>Recommendation 12: The self-study recommended an increase in “diversity of faculty and staff to reflect the student body and community at large”. This infers attention to the continual needs for hiring practices that promote equity, diversity, and inclusion, and professional development for current faculty so they are well situated to privileges, Indigenization, decolonization, and diversity in their teaching. With the proposed plan for a fully Indigenized SSW diploma, considerations for new Indigenous faculty could be particularly important.</p>	<p>A faculty representative from the School sits on an Indigenous hiring committee at UFV – the committee is in the process of applying for a Human Rights exemption to restrict hiring to Indigenous employees across the university in all positions.</p> <p>This goal is also reflected in our current recruitment of new faculty members.</p>	<p>The School has recently increased the diversity of its faculty component as a result of recent hires. The School will continue to work towards increasing diversity of its workforce.</p>
<p>Recommendation 13: The Human Services Committee and School consider diversity needs for upcoming hiring based on proposed curriculum changes (e.g. Indigenizing diploma) and put a plan in place for future hiring directed at these needs (e.g., posting, interviews, etc.)</p>	<p>Preference is given to Indigenous applicants in hiring and postings for new faculty read, "a commitment to Indigenization and Reconciliation is core to our institutional vision and our Education Plan. This commitment includes the goal of centring Indigenous ways of knowing throughout our organization, recognizing our responsibilities to community, and a multi-year plan to increase the number of Indigenous faculty, staff, and administrators working at UFV."</p>	<p>The School will continue to increase the numbers of Indigenous faculty who teach in the School.</p>
<p>Recommendation 14: Sessional and permanent faculty continue to identify their training needs for decolonizing, indigenizing, and promoting diversity, Internationalization, and anti-racism.</p>	<p>These are done through annual professional development plans approved by the Associate Dean and evaluated every three years for tenured faculty.</p>	<p>Faculty have recently undertaken several webinar courses on Indigenization and decolonization and this work will continue.</p>
<p>Recommendation 15: As sessional faculty teach more in the certificate and diploma, we recommend that the School find a way to support the training needs of sessional faculty.</p>	<p>The Committee has no authority in this area. Sessional faculty are entitled to some professional development funds but how they use those is beyond our control.</p>	<p>We will continue to encourage sessional faculty to request Professional Development activities and encourage them to enrol in courses that focus on indigenization.</p>
<p>Recommendation 16: The Reviewers recommend that after the Human Services Committee determines the need for major course revisions in the certificate and diploma, they continue to advocate</p>	<p>The Human Service committee used discretionary funds to revise two (HSER 190 & 192) and develop another (HSER 194) certificate course. SOWK 297 was also developed using</p>	<p>The School is in discussion with a sessional faculty member to revise or develop a new EA-focused course in the certificate program. As noted in Recommendation 11,</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>
<p>(Staff and Administrative Support)</p>		
<p>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.</p>	<p>The Practicum and Internship Coordinator has spoken with the Committees Assistant about ways to provide support. This is mostly in the areas of updating IPT forms and lists from Admissions and statistics. The day-to-day tasks are performed by the Practicum and Internship Coordinator.</p> <p>Presently, the Field Education Assistant's main focus is supporting the degree programs. The Assistant provides support to HSER in the areas of criminal records checks and Prior Learning Assessment Recognition (PLAR), as well as tracking Affiliation Agreements and administrative support for the Field Committee.</p>	<p>The School's Director will work with the Dean on a proposal to increase the responsibilities and classification of the Field Education Assistant position in 2021-22.</p> <p>It is unlikely that the School will generate sufficient budgeted funds to create and fill an additional administrative support position.</p>

<p>Recommendation 18: It would be consistent with the School's social justice values to align pay for the Human Services Practicum and Internship Coordinator with that of the degree programs' Field Education Coordinator and establish this position as faculty versus staff.</p>	<p>There are inequities between the positions in terms of pay and classification. While the credentials for these positions are different, the roles are almost identical.</p> <p>The Human Services Practicum and Internship Coordinator is a staff position requiring a BSW degree. In comparison, the Social Work Field Education Coordinator is an academic support faculty position and requires an MSW degree.</p>	<p>In 2022, the School's Director will work with the Dean of Professional Studies to achieve parity between these two positions.</p>
<p>(Physical Space)</p>		
<p>Recommendation 19: The SSW diploma and SCSW certificate review their dedicated classroom and other space needs and continue to press the Institution to secure dedicated classroom and spaces (offices/recording rooms, etc.) that will create suitable environments for experiential learning.</p>	<p>We fully agree with and support this recommendation and have made this requirement known. This was not pursued in 2020-21 due to the pandemic and all courses going online.</p>	<p>The School will submit a rationale to the University for dedicated classroom space when classes return to an in-person delivery model.</p>
<p>Institutional Resources (Library)</p>		
<p>Recommendation 20: It is recommended that library services be shared with sessional and permanent faculty, so opportunities and relationship with the library can be forged early in the certificate and diploma.</p>	<p>During the orientation of new hires, tenure-track faculty learn how to access the library and other resources. Sessional Instructors receive information on accessing library services and resources via the new hire handbook or attending the new employee orientation.</p> <p>Sessional instructors have access to the library and resources throughout their contract, typically for two-years, or while maintaining their seniority.</p> <p>During the School meeting and in our minutes, information is shared with the School's library</p>	<p>In August 2021, the School will invite our School's library liaison to our Retreat to provide an overview of services, resources, and workshops for new faculty.</p>

	contact person and available funds and resources.	
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.	A member of the Human Services Committee could fulfill this liaison function between the library and Human Services programs.	The School will request library workshops for all first-year students in 2021-2022. The Committee will consider nominating one member to liaise with the university library.
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.	Permanent and sessional faculty receive ongoing service updates about TLC-sponsored workshops and available training. The Faculty of Professional Studies and UFV websites also promote these resources. Because of the pandemic during the 2020-21 school year, these updates were provided weekly.	The School will arrange for Teaching and Learning to provide one-hour tutorials to interested permanent and sessional faculty at the beginning of the Fall and Winter semesters.

Recommendations for the School and Community Support Worker certificate

RECOMMENDATION	COMMENT	NEXT STEP
Recommendation 23: Continue to gather specific feedback for the School and Community Support Worker Certificate from stakeholders and consider whether an advisory council focused on the Certificate might assist with information to make decisions about curriculum changes in this area.	<p>We agree with this recommendation and have received some initial feedback from school districts about our program. Bringing these stakeholders together as an advisory group would help us see where our current gaps are and where we need to focus and strengthen our program.</p> <p>It was a recent agenda item at the School's Advisory Council meeting, which supported Human Services initiatives to develop and revise SCSW course content. A council member with the School District offered to provide input on making the courses more relevant to the needs of the community and local school districts.</p>	<p>We will identify who our stakeholders are and establish an Advisory Committee specific to the certificate program.</p> <p>A representative from the Abbotsford School District has agreed to assist in guiding our course revisions and, in April and May 2021, will provide input on current knowledge and skills required by Educational Assistants.</p>

<p>Recommendation 24: 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.</p>	<p>We already have strong relationships with various community and school partners who hire our students from their practicum post-graduation.</p>	<p>Compile a list of these partners and invite them to form an Advisory Council for the certificate program.</p>
<p>Recommendation 25: Consider specific strategies to indigenize the SCSW certificate. For instance, adding HSER 140 to the certificate could serve as a starting point.</p>	<p>The SCSW certificate comprises 31 credits, of which the site visitors recommend a minimum of 50% be EA-focused. Adding HSER 140 to the program would further weaken the EA focus of the program.</p>	<p>We will discuss this at a future committee meeting and consult with stakeholders before proposing or proceeding with any change.</p>
<p>Recommendation 26: The committee supports the recommended need for the inclusion of specific disability information and content. The committee would revise this recommendation to include the inclusion of course content to reflect all disability areas with a possibility of this being part of the course on lifespan development.</p>	<p>SOWK 225 is overdue for revision and these suggestions will be taken into consideration in redeveloping this course.</p>	<p>SOWK 225 will be scheduled for review during the 2021-22 school year and a decision made about whether to focus the curriculum of this course on human development as it relates to disability.</p>
<p>Recommendation 27: HSER 195 & 196 were last reviewed and updated in 2007 as per the outlines in appendix 15. The committee recommends these courses be scheduled for review and update to meet the standards set by the University's process of course and program approvals.</p>	<p>The Committee has been awaiting feedback from the Human Services Program Review before moving on either of these courses.</p>	<p>HSER 195 and 196 will be included in the proposed curriculum revisions to the certificate program. These courses will either be modified or replaced depending on the extent and nature of the changes proposed.</p>
<p>Recommendation 28: The committee recommends revisiting the idea of a single mission statement. The SCSW program could benefit from a stronger identity. Separate mission statements may support the development of a vision and identity from which all SCSW program revisions will flow.</p>	<p>An interesting idea worth exploring. If we are able to form an Advisory Council specific to the certificate program, this would be an excellent place to start.</p>	<p>The Committee will consider this at a future meeting and if an advisory committee for the certificate program is formed then that committee will be part of the body that decides on whether to adopt a separate mission statement.</p>
<p>Recommendation 29: The committee recommends that time and necessary resourcing be put in place for the School to meet, in a retreat format, to determine the vision and mission of the program, including where they want it to reside.</p>	<p>We agree with this recommendation wholeheartedly and it has been discussed at recent meetings of the School.</p>	<p>The Director will call a meeting of the School to discuss and review options regarding this proposal before moving forward with major curriculum revisions.</p>

<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>
<p>Recommendation 31: The committee supports the recommended need for the inclusion of specific disability information and content. The committee would revise this recommendation to include the inclusion of course content to reflect all disability areas with a possibility of this being part of the course on lifespan development.</p>	<p>SOWK 225 is overdue for revision and this recommendation will inform the direction the revised course will take.</p>	<p>As each course undergoes review, we will consider adding additional content to reflect all disability areas. We will also discuss the idea of redeveloping SOWK 225 to focus on lifespan development as it relates to disability specifically.</p>
<p>Recommendation 32: To ensure ongoing consistent representation at the provincial sub-sector table for the certificate – also known as the Community and School Sub-sector (CASS), assign a consistent person from the certificate program to attend and network.</p>	<p>We agree with this recommendation, but it has been difficult to achieve given that the Program Chair is responsible for two programs and no faculty member teaches exclusively in the certificate program.</p>	<p>It is hoped that the new faculty hire will be willing to take on this role.</p>
<p>Recommendation 33: Consider the idea of identifying specific volunteer hours in the field of disability as a requirement for admission to the certificate program to help students understand the elements of the field and the link between community and school practice.</p>	<p>Some students enter our program with volunteer hours in this area and others, who are right out of high school, do not. For some students, their practicum is the first time they have experienced direct practice in the area of disability. This is a good idea to explore, although it could have a negative effect on the number of students who apply to the program.</p>	<p>This is an important recommendation, and we will explore whether it can be implemented. Kwantlen’s EA program requires specific disability-related volunteer experience prior to admission. Our program is much smaller and to require additional volunteer hours may have a negative impact on our admissions numbers.</p>
<p>Recommendation 34: Consider the laddering of the certificate practicum into the diploma for students who choose to continue on. Since students in the diploma are placed in schools, it seems only logical that this type of practicum be recognized in the diploma program directly versus through a PLAR process.</p>	<p>Some of the core certificate courses are also required in the diploma. There are not very many diploma students who pursue school-based practicum placements. Now that students in the diploma program require HSER 192 in order to be placed in a school, some of these students have decided not to pursue this. This recommendation would only make sense for school-based practicum, but it is worth considering.</p>	<p>This recommendation is not something the committee is prepared to move on at this time for a variety of reasons, including the fact that some certificate practicum placements do not predict success in the broad spectrum of practice within social services. To graduate diploma students with only one practicum is not something the Committee embraces.</p>

<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>
<p>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.</p>	<p>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." The recent name change of the program was an attempt to be more intentional with students and the community.</p>	<p>Members of the School need to talk about this in a dedicated meeting without being attached to a predetermined outcome.</p>
<p>Recommendation 37: Continue with the commitment of improving the certificate program by developing course content that addresses the diverse needs and abilities of individuals with disabilities in the school and the community. Consider using the course on human development to examine development through the lens of various disabilities.</p>	<p>This is an interesting and useful recommendation. Because diploma students are able to take human development through the Psychology department, we could rewrite SOWK 225 in such a way that it does approach development through the lens of various disabilities.</p>	<p>This will be considered at an upcoming meeting of the Human Services Committee and brought to the School for further consideration.</p>
<p>Recommendation 38: One course on work in the schools is limited if the program is wanting to meet the needs of current and future school districts. We recommend that the program 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.</p>	<p>We have been given feedback from various stakeholders that our curriculum is lacking in these areas. This has resulted in some school districts not accepting our students for practicum placements.</p>	<p>We are in the process of having HSER 194: Emotionally Safe Schools for Diverse Learners approved by the University and are working to propose additional courses specific to Education Assisting.</p>
<p>Recommendation 39: Revise marketing material to reflect current thinking in the field.</p>	<p>The School is responsible for all of its own marketing materials. We have worked hard over the past year to update the university calendar, landing pages, and program pages within the School's website.</p>	<p>We will solicit more feedback on the marketing materials we have recently updated.</p>
<p>Recommendation 40:</p>	<p>This will be difficult to achieve in the short term given the</p>	<p>The Committee brought forward the removal of SOWK</p>

<p>We recommend a complete review of course content to ensure that at least 75% 80% of the courses are disability focused.</p>	<p>current course composition of the certificate program. It requires more discussion and will require more curriculum development, which we are open to, but it will also require resources that we do not presently have.</p>	<p>110 as recommended by the reviewers to be replaced by HSER 194. SOWK 225 could also be redeveloped, and we will consider this as well as whether a section of HSER 120 could be disability focused. However, we are not in agreement with this recommendation at this time.</p>
<p>Recommendation 41: School content in curriculum is limited as are course materials. Need to incorporate teaching and learning strategies, positive behavior supports, and inclusion practice as part of the role of an EA. Updated textbooks on the role of an EA are available.</p>	<p>We agree with this recommendation and have recently updated textbooks for some of our certificate courses. Implementing this recommendation requires restructuring the program and developing new resources.</p>	<p>We will require additional resources to achieve this outcome. We do not have the resources at this time to implement this recommendation in its entirety.</p>
<p>Recommendation 42: Reduce the number of sessional faculty in this program.</p>	<p>A good idea but not one that the HSER Committee has any authority over. We do not assign work to sessional or regular faculty and do not have many faculty members with sufficient expertise to replace qualified sessional instructors.</p>	<p>One of the recently posted faculty positions is geared towards Human Services but that includes social services as well. A dedicated faculty position to teach within the certificate program would be desirable.</p>
<p>Recommendation 43: Include the Indigenous course in the certificate program, which would further strengthen the commitment to indigenization and support practice knowledge of cultural humility in the field.</p>	<p>This recommendation will be given serious consideration and discussion; however, it is hard to achieve the goal of increasing EA components of the 31-credit certificate program when adding HSER 140 would not achieve that end. Cultural humility is covered extensively in HSER 120 and other courses.</p>	<p>The committee will discuss this at an upcoming meeting and also bring it to the attention of the School for consideration.</p>
<p>Recommendation 44: Clearly decide on how this program languages 'disability'. Although we recognize the variances in how disability language it is important to decide between diversability and disability but ensure that you do not genericize it to diverse learners as this may contribute to the lack of visibility of an identity related to disability.</p>	<p>This is an interesting observation. Everyone who teaches in this area has their preferred nomenclature. We have been using diverse abilities or diverse learners upon the recommendation of a sessional instructor who teaches exclusively in this field.</p>	<p>We will discuss this at a future committee meeting and try to develop a consistent approach to nomenclature.</p>
<p>Recommendation 45: Although students like SWOK 110 and it is an important introduction course to social work, it does not fit in the</p>	<p>We agree with this recommendation and asked the site visitors for feedback on the suitability of retaining SOWK</p>	<p>This recommendation is in the process of being implemented. It currently sits with the Curriculum</p>

<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>	<p>This is something that requires further discussion and consideration. At the present time, we do not agree that HSER 195 should be retained unless it can be made into a course that is more relevant to Education Assisting.</p>
<p>Recommendation 47: If it is decided, as a program, to focus the certificate as a specific EA program, it is imperative that the curriculum include one course on disability and community in order to ensure that students understand the political and social impact of disability as a construct in the context of ableism, stereotypes and discrimination.</p>	<p>At present, there is more than one course dedicated to disability and community, HSER 190 and HSER 195. It is challenging to see how we can both increase EA components of our program while retaining a strong focus on community. These are contradictory goals within the context of our program.</p>	<p>This will require further discussion and consideration and we will seek feedback from stakeholders and curriculum consultants before proceeding.</p>
<p>Recommendation 48: Ensure that if you do keep community, it is important not to make student choose between community and school – They are not mutually exclusive except for the setting in which practice takes place – therefore, it is critical that students who want to be an EA be exposed to principles of work in general with people with disabilities and that community support workers also learn about teaching and positive behaviour support.</p>	<p>This is already achieved in our program as it is currently constituted. All students take HSER 190: Introduction to Community and School Support, HSER 192: Supporting Students in Schools, and HSER 195: Relationships in the Community. We are also bringing forward another EA focused course, HSER 194: Emotionally Safe Schools for Diverse Learners.</p>	<p>This will be considered in the broader context of restructuring the certificate program; however, it is important to recognize that both of these goals are currently being met.</p>
<p>Recommendation 49: Recommend that with maintaining two practice areas in the program that there be an option for students to have an experience in both community and the school system - whether the 200 hours is split or whether the one that is not the primary focus for the student be a short two-week introductory</p>	<p>This is an interesting recommendation which is worth exploring. We do have some concerns about watering down the practicum experience by having two 100-hour practicum placements. We encourage students not only to challenge themselves but also to support their stated goals. If a student is clear about wanting</p>	<p>We will take a look at comparable programs in BC and compare and contrast how they deliver the field education component of their program. We are not supportive of a two-week practicum experience. It is inconsistent with the School's requirement that placements be of</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.
Recommendation 50: HSER 196 does not need to be a full clinical lab course on personal care. Although health issues are a part of supporting individuals with disabilities, this course could be modularized with a short module on personal care. Other elements of the course could relate to mental health and disability, creative engagement strategies, and augmentative communication.	This is an interesting recommendation worthy of consideration. If HSER 196 remains a required course in our certificate program, it will have to move in the direction proposed by the reviewers. Otherwise, it will be removed from the certificate to make room for the development of a new course.	This recommendation is in line with our own thinking about this course and we will explore how to approach this at an upcoming meeting. If HSER 196 can be revised to achieve greater learning outcomes, then we support retaining it. Otherwise, we would recommend discontinuance to develop a new course.
Recommendation 51: The reviewers question whether there is a need for interpersonal interviewing counselling course at this level – especially since there is already a course in professional communication CMNS 125. The HSER 120 course has a primary focus on how to interview ‘clients.’ Currently there is no content on how to communicate with someone who uses alternative or augmented communication, highlighting that this course could use a disability lens which is necessary for applied practice. This topic could also be covered in a modularized wellness course (see above).	This recommendation comes as a surprise to committee members, who have long considered HSER 120 essential to all Human Services programs. While it is true that the course does not focus on using augmented/alternative communication technologies, it does teach students interpersonal skills that assist them to be effective human services workers with a variety of people of diverse backgrounds. CMNS 125 is a writing course and serves a very different purpose than HSER 120.	We will explore the possibility of developing a specific Interpersonal Communications course for the certificate program, but resources and numbers of students will have a bearing on whether or not we can proceed. By way of example, for the Fall 2021 semester, there were a total of 25 complete applications for the certificate program, which accepts a minimum of 24 students per year.
Recommendation 52: It seems prudent that the Certificate program be decolonized and Indigenized. (See article offered in Appendix 1).	This is true of all of our courses and programs. It is an ongoing process that we undertake with each course that is reviewed or new course that is proposed.	Further discussion will be required to determine the best approach to take to decolonizing the certificate program.
Faculty Experience and Focus		
Recommendation 53: 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.	We agree with this recommendation, particularly in light of the fact that the certificate requires extensive revision at this time. Most faculty within the School are not specialists in this area, with the exception of a few, who teach in this program as well as all of our other programs.	The Director will call a meeting of the School to discuss these matters and bring forward a recommendation to the Dean of Professional Studies.
Recommendation 54:	We agree with this recommendation and are	The results of the current faculty postings will give us

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.	currently trying to recruit a faculty member who has this specialization and expertise.	some direction on whether this recommendation can be implemented.
Faculty Workload		
Recommendation 55: 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.	The Human Services Committee agrees with this recommendation. The one-course release provided to the Human Services Chair is inadequate and inconsistent with the release time provided to the other program chairs, who are responsible for one program each, whereas the Human Services Chair is responsible for both the certificate and diploma programs.	Given the small size of the certificate program, it is unclear whether this additional release time would be made available. Even if it were, at the present time it is unclear whether any current faculty member would have the interest or expertise in being the Chair of this program.
Recommendation 56: Reviewers recommend investigating how other programs who are part of the CASS subsector structure and resource this role.	This is a good suggestion, but it should be considered in light of the fact that almost all other EA programs in the Province are stand alone, whereas our certificate is one small component of a much larger School that offers this certificate, a diploma program, as well as Bachelor and Master of Social Work degrees.	We will confirm how this release time is structured at other BC post-secondary institutions and report our findings and recommendations to the School and the Dean.

Recommendations for the Social Service Worker Diploma

RECOMMENDATION	COMMENT	NEXT STEP
Recommendation 57: SOWK 110, SOWK 210, and SOWK 225 were last reviewed and updated in 2011, 2012, and 2013 respectively as per the outlines in appendix 15. The committee recommends these courses be scheduled for review and update to meet the standards set by the University's process of course and program approvals.	SOWK 110 is currently in the review process. The School recently approved a revised course outline, which has been sent to the Faculty's curriculum committee, faculty council, and the Undergraduate Education Committee for decision.	SOWK 210 will be reviewed in 2021-22 and SOWK 225 will be reviewed in light of the feedback from the site visitors that it could be revised to include a disability perspective to human development. A decision on SOWK 225 may take some time.
Recommendation 58: Another observation of the committee, following its review of appendix 14 and course outlines, is the variety of terms used for the same concept, some of which are outdated in the	We agree with this recommendation and it is something we continue to work on as courses come up for review. The School needs to	We will ask that this topic be put on the School's annual retreat for discussion and decision.

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 addition of language updates be added to the review of the course outlines.	agree on common language in order to proceed with the implementation of this recommendation across all levels of programming offered by the School.	
Recommendation 59: To continue the conversation and explore the Indigenous diploma as either a separate entity within the Human Service Program or to drop this in favour of Indigenizing the curriculum across all courses or thirdly create a blend of both.	We have discussed forming an Indigenous Advisory Working Group, which could provide guidance and input. We have not come to a decision on the future direction to take but it will be discussed at future meetings of the Committee and at the School meeting. We have already seen how impactful indigenization has been, particularly for non-Indigenous students who have taken HSER 140, and who have been placed in an Indigenous agency for their practicum.	We will attempt to form an Indigenous Advisory Committee. The discussion of how to incorporate Indigenization within Human Services is ongoing. We hope to make a decision within the next academic year.
Recommendation 60: Explore more clearly articulated methods for Universal Design for Learning used in course delivery such as alternative methods to assessment beyond exams and academic papers.	We agree with and will seek out additional information and resources to go about implementing this.	The School requires consultation and assistance with this and will attempt to find it within the University.
Recommendation 61: Ensure that sessional instructors (the majority of instructors in the certificate program) have access to the Teaching and Learning courses mandated for all full-time faculty.	This recommendation was addressed earlier in this report.	
Recommendation 62: Expand current issues in courses and strengthen link to social justice issues and self-care/wellness. (student feedback).	Self-care and wellness are covered in all practicum seminars (HSER 130, 131, 230). Students conduct two self-assessments and create wellness plans. Practicum students are also required to describe the ways in which the agencies they are placed implement social justice initiatives.	The Practicum and Internship Coordinator will include self-care and wellness in pre-placement activities and host a session discussing strategies and personal plans.
Recommendation 63:	There is no “laddering process”, per se. The specific courses that	None

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