

Social Work

Faculty of Education, Community and Human
Development

Dean's Summary

Submitted by:

Dr. Mary Gene Saudelli, Associate Dean, Faculty of
Education, Community and Human Development

Accepted by:

Senate in June 2023

Academic Planning and Priorities Committee in May 2023

MEMORANDUM

Academic Planning and Priorities Committee

TO: James Mandigo, Chair, Senate

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

CC: Allyson Jule, Dean, Faculty of Education, Community, and Human Development
Claire Carolan, Associate Director, Program Development and Quality Assurance

DATE: May 24, 2023

RE: Master of Social Work and Bachelor of Social Work Program Review

The Master of Social Work and Bachelor of Social Work programs within the Faculty of Education, Community, and Human Development underwent a program review and accreditation in 2022-23. The Academic Planning and Priorities Committee (APPC) reviewed all of the documentation related to the program review and accepted them at its May 17, 2023 meeting and recommend to Senate for approval.

As noted in the attachments, the Bachelor and Master of Social Work degrees are externally accredited by the Canadian Association for Social Work Education (CASWE). CASWE extended the School of Social Work and Human Service's previous period of accreditation for two years because of the global pandemic, until January 31, 2023. The re-accreditation site visit took place at UFV on October 27 and 28, 2022. The site visitors' report recommended re-accreditation of both degrees for a period of eight years without conditions, which is the maximum period of accreditation permitted. The Board of Accreditation voted to confirm the site visitors' recommendation at its meeting on January 20, 2023. As a result, the School's Bachelor and Master of Social Work degrees are fully accredited without any conditional requirements until January 31, 2031.

The APPC had no questions or comments to offer.

SUGGESTED MOTION:

THAT Senate accept the Dean's Summary Report of the Master of Social Work and Bachelor of Social Work Program Review as presented.

Attachments:

- Memo to APPC
- Dean's Summary Report

Remainder of the documents located:

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

To: Dr. Tracy Ryder-Glass, Chair APPC

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

Date: May 2, 2023

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

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

Process

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

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

The ERC was comprised of two members external to UFV. As part of the review process, 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 SW area's own reflections on their challenges and opportunities. In addition, the ERC conducted a two-day site visit and met in person 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 site visit and subsequent review was quite positive. As the ERC shared in their report:

"Their (the School of Social Work) commitment to social justice and decolonization was apparent within their self-study and also articulated by members of the UFV and School communities with whom we met. Students particularly indicated appreciating that these commitments were not only presented within individual courses but woven throughout their education."

In providing their recommendations and feedback, the ERC organized their recommendations thematically by the four key areas:

1. Recommendations regarding field education (3 recommendations)
2. Recommendations regarding teaching-research balance, and resulting implications for progression through the ranks (3 recommendations)
3. Recommendations regarding student support (5 recommendations)
4. Recommendations regarding the MSW program (4 recommendations)

In total, 15 recommendations were presented by the ERC. In response to these recommendations, School of SWHS collaboratively produced a Response and Action Plan.

Included in the SW area's Response and Next Steps Plan, is a concise summary in the form of a graphic organizer of all 15 recommendations organized according to the above-mentioned key areas. The recommendations shared by the ERC pursuant to each of the 4 key areas 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.

The ERC commends SW; "The School is to be commended for its ability to meet the principles guiding accreditation, integrating these principles throughout the curriculum." Strengths were identified as follows:

- Program mission and goals
- Program governance and structure including financial and physical resources
- Faculty and professional staff
- Student development
- Program development, curriculum and field education (BSW and MSW)
- Program evaluation and assessment

The ERC supports the work of the SW programs, granted the full 8-year accreditation with no conditions, and offers the following recommendations:

1. Regarding Field Education

- a. We recommend the School consider various timing options for field education placement beginning in the January term but perhaps also in Spring or Summer 'block' options. (addressed in Response 1a)
- b. 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. (addressed in Response 1b)
- c. 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. (addressed in Response 1c)

2. Teaching-Research Balance, and resulting implications for Progression through the Ranks

- a. We strongly recommend that the faculty within the School be further supported and acknowledged for their research productivity and knowledge-mobilization. (addressed in Response 2a)
- 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. (addressed in Response 2b)
- c. 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. (addressed in Response 2c)

3. Student supports

- a. Accessibility services require faculty 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. (addressed in Response 3a)
- b. Feedback from students asked the School to consider making their Gender elective/special topics course a required course. (addressed in Response 2b)
- c. Feedback suggested a challenge in regards 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. (addressed in Response 3c)
- d. The School is encouraged to consider finding ways to support their students in their wish to see the Queer Space reopened. (addressed in Response 3d)
- e. 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. (addressed in Response 3e)

4. MSW program

- a. 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. (addressed in Response 4a)

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

Conclusion

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

“We heard a great deal of praise from everyone we met about the collaborative nature of the School and how committed faculty and staff within the School are to social work students and the broader community. We were impressed by the integration of decolonizing and Indigenizing perspectives across the curriculum, as well as the focus on the environment, ecological sustainability and environmental equity, all of which position the School well for the accreditation process under the new Educational Policies and Accreditation Standards approved in 2021, which the School will use for the next re-accreditation cycle. Students remarked on their appreciation of how faculty appear reflective and often one-step ahead of any recommendations the students bring forward. The students also indicated appreciating the respectful tone of faculty within the School and how they often comment positively on one another’s research.”

As previously noted, in response to the recommendations made by the ERC, the SW 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,

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

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

1. Recommendations Regarding Field Education		
RECOMMENDATION	SWHS RESPONSE	NEXT STEPS
<p>Recommendation A 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 the Social Work 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>Recommendation B Due to staff turnover and COVID-related confusion, students indicated being worried by messaging that indicated field education placements are not guaranteed. We</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</p>	<p>The School is currently updating the language in the academic calendar to clarify and articulate the circumstances under which</p>

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<p>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>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>a student may be assessed as not being professionally ready for placement.</p>
<p>Recommendation C 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 School has 1 FTE Academic Support Faculty Field Education Coordinator for 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>If the School were to expand its MSW 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>2. Recommendations Regarding Teaching-Research Balance, and Resulting Implications for Progression Through the Ranks</p>		
<p>RECOMMENDATION</p>	<p>SWHS RESPONSE</p>	<p>NEXT STEPS</p>
<p>Recommendation A 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</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>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</p>

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<p>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 be provided through further course releases allocated via further funding to research active departments.</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>the outcome of the current round of collective bargaining.</p>
<p>Recommendation 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>Recommendation C 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 purposes. However, this is outside the School's authority and could be a matter</p>	<p>None at this time.</p>

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	<p>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>3. Recommendations Regarding Student Support</p>		
RECOMMENDATION	SWHS RESPONSE	NEXT STEPS
<p>Recommendation A 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 University has now integrated Blackboard Ally in our online teaching platform, which should also assist.</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>Recommendation B Feedback from students asked the School to consider making their Gender</p>	<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</p>	<p>The BSW Committee will consider the viability of developing the current special topics course into a</p>

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<p>elective/special topics course a required course.</p>	<p>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>	<p>stand-alone elective over the coming academic year.</p>
<p>Recommendation C 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>	<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>	<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.</p>
<p>Recommendation D The School is encouraged to consider finding ways to support their students in their wish to see the Queer Space reopened.</p>	<p>The School has a long association with UFV Pride going back to its formation in 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 SWHS Interim Director has invited the UFV Pride Collective to meet to discuss ways in which the School can offer its support to the Pride Collective.</p>
<p>Recommendation E 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>

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

4. Recommendations Regarding the MSW Program		
RECOMMENDATION	SWHS RESPONSE	NEXT STEPS
<p>Recommendation A 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>~~~~~</p>	<p>The School will consult the Director of the Advising Centre, who is the School's Academic Advisor for BSW students, to determine whether it is possible to provide 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>Recommendation B Consideration is recommended in terms of how to provide appropriate writing support to MSW students since the undergraduate peer-support model used on campus is not appropriate for the MSW students.</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 their writing by working more closely with their professors.</p>	<p>The MSW Chair will revisit this issue with the Associate Vice-President of Research and Graduate Studies.</p>

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