**Curriculum Renewal:**

**Analysis and Action Plan Template 2014/15**

| **Program Coordinator:** | **Ann hines** | **School:** | **Community Development and Health** |
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|  |  | **Date Completed:** | **December 5, 2015** |
| **Program Name:** | **Developmental Services Worker** | | |

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| **A. Analysis of Indicators**  **Reflect on, and discuss, the following indicators in the context of the curriculum and program:** |
| 1. **Industry / Sector Trends**    1. Identify any new or emergent *industry or sector* related issues and trends over the past year that will impact your program?   The Developmental Services Human Resources Committee continues to collaborate between MCSS, Developmental Services Agencies and Community Colleges to promote competency building within the sector as well ensure consistency in training and education for the sector. The Steering committee is committed to providing 31 workplace training modules/units for frontline employees that they hope will lead to some PLAR’s and potentially transfer credit. This has created a consistent response from the Colleges regarding the titles of the units (so as not to give the impression that it would be direct transfer, or decrease the motivation for formal education) and promoting the academic rigor in which they are created for possible PLAR consideration. There continues to be a need for professionalization and many agencies are still understaffed with employees who do not have DSW diplomas. Many employees have SSW, PSW or CYW diplomas.  <http://www.ontariodevelopmentalservices.ca/ds-hr-strategies>   * 1. What are the Advisory Committee recommendations from the past year that will affect the positioning, nature, or scope of your program?   The Advisory Committee has indicated that our students should have the Food handler’s certificate course <http://www.pcchu.ca/clinics-classes/classes/foodhandler-course/> as this is required in all groups home and supported living environments.  The advisory Committee also suggested ASIST is provided to our students.   * 1. What information / observations have been generated via faculty and staff professional development, engagement in sectoral and profession associations, or involvement in community and employer networks connected to the field?   There is a strong need for a specific focus on neurodevelopment and more intentionally educating students about Acquired Brain Injury, Autism and Fetal Alcohol Spectrum Disorders as they sometimes fall outside of the “Developmental Disabilities” label.  There is a growing need to equip students from entrepreneurial work due to Passport funding as there is more family support required on a contractual basis rather than working under a specific agency. This is a gap in our curriculum, and although discussed it is not one of our VLO’s not it is intentionally embedded in our curriculum.  All other colleges have a course requirement of 70% pass for the math/dosage calculations in their Pharmacology course. We currently do not have this.  The need for respite worker training is abundantly clear as it is a gap in the field. A connection between the DSW program and a certificate program through Continuing Education is a possibility.  There is currently work being done through a committee (DSSIG) to create a Professional Association and eventually create a regulatory body for DSW’s. <http://www.oadd.org/DSSIG_Overview_544.html>  Areas of lifeskills, social skills, employment skills  and leisure skills that need to be developed to create a really complete program for DSW populations are in our curriculum but need to be threaded in a more significant and intentional way.  In order to attract working professionals in the developmental services Sector, we are offering various courses online beginning Fall 2015, and others will be offered during a twilight period.    We continue to get calls regarding any online courses available which we had to refer to Loyalist. During the previous grid verification we have requested a few changes to respond to that need. This will also help attract frontline staff in the sector to Fleming (especially local staff). |
| **2. Curriculum Development**   * 1. Identify any curriculum changes in the last year such as changes in course content and course materials, course / program outcomes, innovative delivery approaches, and/or assessment practices.   We have been striving to provide more hands on learning in lectures and seminars and the students are responding positively to this.  We also attempted to integrate semester three courses with learning that happens in the field placement, however that was not as successful as some students struggled to find the right client, some were more administrative at the beginning of placement, and some students working in a day program did not have access to information readily available to consider from their assignment. There was also a student who was exempt from the first field placement so this created some difficulty for her as well.  As a faculty group we recognized that we had not given as much instruction or practice in the various uses of D2L and online learning which created a sense of anxiety for the students. We also made these courses online and blended in an already overloaded semester, which at the time was thought to help alleviate some stress rather than add it.  We have a fully online course in semester 3 as well as a blended course which created challenges for students as it was the first introduction to these modes of e-learning.  We are moving Sem 1 Introduction to Disabilities (Soci 183) to Blended learning beginning Fall 2015  We are making Sem 1 Social Welfare and Community Resources (COUN 68) fully online Fall 2015  Some of the proposed changes need to be approved by the Human Services Certificate program since those students will be also affected by the changes.  We moved NVCI (Coun 30) from being embedded in a course (Soci 186) to a standalone course in semester 2 for preparation for filed placement 1 in semester 3.   * 1. Does the current curriculum align with the college’s e-learning strategy which strives to have all Fleming graduates experience technology enhanced learning in each semester of their program? Identify courses where possible.   We have a fully online course in semester 3 as well as a blended course which created challenges for students as it was the first introduction to these modes of e-learning.  We are moving Sem 1 Introduction to Disabilities (Soci 183) to Blended learning beginning Fall 2015  We are making Sem 1 Social Welfare and Community Resources (COUN 68) fully online Fall 2015  Some of the proposed changes need to be approved by the Human Services Certificate program since those students will be also affected by the changes.  We moved NVCI (Coun 30) from being embedded in a course (Soci 186) to a standalone course in semester 2 for preparation for filed placement 1 in semester 3.   * 1. Does the current curriculum align with the College’s Strategic Plan to *“infuse sustainability across the curriculum and across the student experience so that graduates understand and address sustainability issues.” (Goal 3.3)* Please identify which courses/experiences in the students’ program that sustainability issues are addressed.   It is aligned in some areas but not necessarily in an intentional way. More work needs to be done here.   * 1. Identify any recent or anticipated initiatives that promote student pathways including partnerships with high schools, program laddering, university transfer / articulations, or continuing education?   We have a pathway for SSW to DSW, but need to work toward a PSW-DSW pathway.  We could look at a CYW-DSW pathway as well.  We also need to work more closely with high schools especially in Learning and life skills classes as most coop students who are interested in the field begin here.  Ryerson currently offers a 2 for 2 degree in Disability Studies to DSW graduates.  We will need to investigate the potential of Ryerson or Brock doing on site courses toward a degree in Disability Studies.  We are looking at a possible respite care worker training through Continuing Education.  We currently do not have a post grad certificate associated with our program as a pathway, but we could investigate once we know how we are focusing our differentiation efforts.   * 1. Identify any new competitor programs and/or re-positioning of existing programs?   2. Identify if there are any new or changing provincial standards, standards for accreditation, credentials, and / or industry or sector certifications over the past year?   As previously mentioned. |
| **3. Applied Learning**   * 1. Does the current program contain a discrete Applied Learning opportunity for students? If yes, which category of Applied Learning is fulfilled?   Field Work (Indirect Supervision) in both semesters 3 and 4  Semester 3- COUN 90- Building Inclusive Communities is a project based course with the intention of students being in the community.     * 1. If the answer to 3.1 is no, are there plans to create a discrete Applied Learning opportunity for students within this program? Why or why not? |
| **4. Student and Graduate Satisfaction**  4.1 Comment upon this year’s Key performance indicators (KPI # 4, 8, 9, and 11) regarding student and graduate satisfaction (\*reference Fleming Data Research website)  We scored above the provincial standard in most of the areas.  Lower than others in Q 7 (Speaking skills); 11 (Computer skills);Q 22 (Quality of field placements) \* Note- they had not had any at the time of evaluation);25 (library/resources);Q 26 Tutopring services \* Note – we were well below the provincial standing in this; 27, 28, 29 all deal with acadmice advising, disabnility services etc. and we were below provincial standings in all.  Significantly higher in Q 16 and 17 (student support by faculty re: available and feedback), Q 30 and 31 (although we did not have any international students)  Q 50 and 55 (overall experience) were significantly higher as well.  4.2 Review and discuss student retention on a semester by semester basis over the past year.  Semester 1 F 2013 – 34 First semester of the new program  Semester 1 W 2014 – 15 Some of these (3) were unsuccessful students from fall, some (5) were SSW students who migrated over (all of whom dropped the program within a few weeks). One left for medical reasons.  Semester 2 W 2014 – 32  Semester 2 S 2014 – 8 (see above) 4 students continued into semester 3  Semester 3 F 2014 – 31  Semester 1 F 2014 - 27 |
| **B. Curriculum Strengths and Challenges**  Summarize the curriculum strengths and challenges identified by the team. |
| Strengths:   * Small cohort = more personable * Strands tie together nicely * Some overlap but minor * Courses Dovetail together nicely * The interconnectedness of some of the courses and staff * Students report they like the hands on- activity based learning vs. lecture style * Faculty are open and approachable, and able to have contact/build rapport with students * Courses that stand out:   Interventions – other courses feed into it and enhance learning; allows for application of theory and skills from other courses and defines what DSW role is.  Health and Wellbeing stream – one faculty who teaches all three courses is an asset and can build the concepts and reinforce over all three semesters.   * Augmentative Communication - Material covered in class can be trialed/put in to practice during their placements and then learned from during class * Each faculty is passionate, trained and experienced, well respected by students, able to use experiences to help theory make sense. * The use of professionals who are currently working in the field as instructors with current, active experiences   Challenges   * Coun 93 (Building Inclusive Communities) course – the applied learning/project component does not work well in semester three with co-occurring placement. Moving it to semester 2 would give applied learning in 3 of four semesters. * Intervention’s need assignment revisions – stronger links to VLO’s and CLO’s. * In general- assignments in various courses need to be “tweaked” for the same reasons. * Social welfare is not as strong as it could be in terms of content. It needs to be reviewed. * Online engagement for web facilitated/blended and online course * Third semester is a big challenge in terms of workload and placement, (total of 270 in class hours with a 2 day per week/195 hour placement) \*\*Need to modify to ensure student success. If we move COUN 90 that would help. * Neurodevelopment as a focus of our program needs to be more specifically laddered throughout the course sequencing. Presently, it is presented more haphazardly throughout the program. This would also allow more intentionality regarding content learning for Acquired Brian Injury. * Being able to prepare students for online and blended courses. * Currently there is no significant orientation to specific pieces of LMS * More laddering/scaffolding for self-directed learning as well as more web based learning. Perhaps offering “Succeeding in online courses” mini webinar or include in first week of course? * Adding professionalism and engagement rubric to all/some courses throughout the program. With a halfway mark review/report * Placement 1 – two days per week not timetabled well –move to Specific days/week or block placement in first half wk 2-7. Some courses (ie. AAC) could have more meaning once they have practical experience which can be applied to what is being learned (ie. Courses after placements) * Understanding complex behavior cap can be reviewed. It may not need to be as low as 20. * HW 1 seminar– needs a tech or max cap of 15 students for lab skills training * not having the technology needed to learn from in a reliable fashion (ie: free demo version of BoardMaker proved to be extremely problematic for many students to download and use to learn the program and to complete assignments). |
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| **D. Deferred Actions**  Record any issues that will need to bemonitored, researched, or deferred for future action. |
| All other colleges have a course requirement of 70% pass for the math/dosage calculations in their Pharmacology course. We currently do not have this.  The need for respite worker training is abundantly clear as it is a gap in the field. A connection between the DSW program and a certificate program through Continuing Education is a possibility.  We have a pathway for SSW to DSW, but need to work toward a PSW-DSW pathway.  Investigate a DSW for Working Professionals that could be a combination of online and modular courses (similar to the MSW for working professionals offered through University of Windsor). We would need to work with the local DS agencies to see if they could motivate staff to pursue formal credentials specific to the Developmental Services Sector.  Research the possibility of doing “In house training” with local agencies (ie: CAS).  Investigate possible post grad certificates such as specialization in FASD, Autism or ABI with a specific stream/emphasis in Augmentative Communication. |
| **E. Attach an updated Program Curriculum Map to your report** |
| **ADD EXTRA PROGRAM LEARNING OUTCOMES….**  **We will be adding a couple of extra Program Learning Outcomes related to:**  **Neurodevelopment and Acquired Brain Injury**  Please file an updated Program Curriculum Map in folder named Program Curriculum Map.:  **S:\shared data\CLT\School Name\Program Name\Program Curriculum Map** |