**Program Review Self Study**

| **Program Coordinator:** | | **Jill Stocker (until June 30, 2014) Kirstin Parry (Sept. 1-2013- ongoing)** | **School:** | **Community Development and Health** |
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| **Program Code:** | | **SWS and SWF** | **Date Completed:** | **May- October 2013** |
| **Program Name:** | | **Social Service Worker** | | |
| **Indicator**  **1.0 Industry Trends** | | **Summary of Key Findings** | |
| **1.1 Sectoral Standards and Industry Trends**  **Review / discuss:**   * New or emergent industry / sector themes or issues that may have a potential impact on program positioning * Industry / sector issues identified by the Program Advisory Committee * Recent labour market data or sector reports * Recent or anticipated changes in occupational standards, level of entry and credential and / or standards of accreditation * Program alignment to labour market and sectoral trends * Trends identified by the Program Advisory Committee | | **There are a number of emerging trends in the Social Service Worker industry that may impact the program. These include:**   1. **Restorative Care embedded in new Long Term Care Homes Act (2007).**  * A restorative care approach promotes independence, health and well-being, and improves quality of life. <http://www.health.gov.on.ca/en/public/programs/ltc/docs/ltcha_guide_phase1.pdf> * Restorative Care principles to be applied within a long-term care home are:   + Providing resident focused care based on the resident’s needs and desires   + Fostering the individual resident’s independence and quality of life   + Optimizing the resident’s remaining strengths and abilities to attain and maintain optimal level of function possible   + Promoting an interdisciplinary team and coordinated approach to resident care   (<http://www.oanhss.org>)   1. **College of Registered Psychotherapists and Registered Mental Health Therapists of Ontario**  * A new professional college being formed based on competencies and practice hours * Will likely be proclaimed and included under the Regulated Health Professions Act by the end of 2013 * Members of OCSWSSW can have access to this title (regardless of class) as long as standards of practice are met (guidelines currently being drafted).  1. **Increased inclusion of peoples with disabilities**  * AODA * 5 Accessibility Standards – ongoing rollout through to 2025   + Customer Service Standard   + Information and Communications Standard   + Employment Standard   + Transportation Standard   + Built Environment Standard  1. **Cultural Competence**  * In 2011-2012, the New Canadians Centre welcomed clients from 75 different countries and served 777 clients  1. **Credentials**  * Increased need across professions for credentials and membership in professional associations * Increased use of specialization of titles such as DSW, CYW * Social Service Worker is currently protected title  1. **Changing nature of Professional Decorum for today’s graduates**      * Social networking, appropriate email & telephone etiquette, privacy, providing electronic resources, boundaries * Many new grads not member of the College of Social Worker and Social Service Workers.  1. **Evidence-based practice**  * Increased emphasis on evidence informed care in the industry. * **Industry / sector issues & trends identified by the Program Advisory Committee**   (\* indicates it was brought up more than once)  Populations:   1. Seniors & increased homelessness 2. Men aged 19-25 – unemployed, under-employed, involved in illegal activity, increase in younger men being charged with domestic assault   General Issues in the field:   1. More people calling who don’t know where to call/go – getting lost in system 2. Accountability 3. Outcome & evidence based practice 4. Scent-free policies 5. Cell phone use 6. Bullying & bullying policies   Specific suggestions from PAC for curricula:   1. Training surrounding attachment theory & disorders\* 2. Inclusion of trauma, self-care & self-awareness\* in regards to family violence 3. Linking family violence to power, privilege, and oppression – shifting to a peace lens rather than a violence lens 4. Skills related to proper case notes and files, as well as an understanding of basic reporting and project management skills 5. Conflict resolution skills 6. Boundaries 7. Improving communication, writing skills, resume writing – linking skill development and experiences to job description roles 8. Social service agency operations, including funding models, public vs. private, compliance, decision-making structures, reporting requirements\* 9. Structural social work/anti-oppression 10. Social determinants of health 11. A feminist lens for family violence course   Specific suggestions from PAC for program operations   1. Electronic copies of placement evaluations are preferred by some agencies 2. Placement Agency Handbook 3. Social networking tools (from 2009 – unclear from notes where suggestion directed)  * **Recent labour market data or sector reports**   **General Labour Market Information**  from Employment Ontario, Community and Social Service Workers – NOC 4212 (<http://www.tcu.gov.on.ca/eng/labourmarket/ojf/pdf/4212_e.pdf>)  Community and social service workers administer and implement a variety of social assistance programs and community services, and assist clients to deal with personal and social problems.  *Common Job Titles*  Aboriginal Outreach Worker Addictions Worker, Child and Youth Worker, Crisis Intervention Worker, Family Service Worker, Income Maintenance Officer, Mental Health Worker, Veterans Service Officer, Case aide/assistant/worker/manager - social service worker, employment counsellor, life skills worker  *Typical Employers*  federal, provincial and municipal governments hospitals, non-institutional health services, non-institutional social services, health and social service associations, institutional health residential settings and social services firms  **Labour Market Statistics**  Peterborough has the highest unemployment rate of all 33 Census Metropolitan Areas in the country. The most recent data shows that it is at 11.7% (http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/lfss04e-eng.htm), while the national unemployment rate is 7.4% and the provincial unemployment rate is at 7.6% (<http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/lfss02b-eng.htm>)  Provincially, the sectors of “Health Care and Social Assistance” see an overall increase of people employed (both full-time and part-time)   |  |  |  |  | | --- | --- | --- | --- | | **Seasonally Adjusted Data**  **(‘000)** | **February**  **2013** | **January**  **2013** | **February**  **2012** | | | **Health care and social assistance** | 779.6 | 768.4 | 761.8 |   from <http://www.hrsdc.gc.ca/eng/jobs/lmi/publications/bulletins/on/mar2013.shtml#h2.2>  The HRSDC Job Market Report suggests that the outlook for community and social service workers is expected to be good in 2012-2013 for the Muskoka-Kawarthas region. In particular, growth areas have included mental health services, early childhood services, services to the elderly, and community-based outreach services. (<http://www.workingincanada.gc.ca>) Finally, social programs spending is one of only a handful of areas the Drummond Report recommended grow until at least 2017-2018 (from <http://www.fin.gov.on.ca/en/reformcommission/chapters/ch8.html>)  **KPI Results**  Summer 2011, Fall 2011, Winter 2012   |  |  |  |  | | --- | --- | --- | --- | | **KPI/Location** | **Brealey** | **Frost** | **Province** | | Graduate Employment Rate | 83.9% | 81.3% | 76.6% | | Working in Related Job | 58.9% | 37.5% | N/A | | Employer Satisfaction | 100% (Very Satisfied) | 100% (Very Satisfied) | 95.6% (Very Satisfied) | | Average Salary | $33, 000 | N/A | N/A | | |
| **1.2 Industry Liaison**  **Review / discuss:**   * Program initiatives to maintain involvement with the industry / sector such as field placement supervisions, clinical, faculty renewal, professional learning, other professional affiliations, or community-based projects | | The program includes a variety of ways of maintaining involvement with the industry/sector. The program includes a block placement in semester 4. There are over 400 placement sites that are included in the data base of possible placements. Many of the courses include applied learning activities that assist the student involvement with the community such as, students in Mental Health and Addictions course visit an Alcoholics Anonymous group and discuss the visit in class. Students in FLPL 64 create and present a public service activity. Students in FLPL 64 hone their fund-raising skills. There are a number of students in the program in quite advanced level advocacy work in the community during their studies. For example, this year’s Valedictorian worked with UNESCO in Jamaica supporting social justice issues, one student won the OPSEU award this year for her efforts in supporting the disabled of the College.  Faculty of the program is also involved in a variety of sector specific activities. These activities include active participation on Boards of Directors of a local long term care facility, Volunteering at local long term care facility, being an active blogger for Aboriginal issues and being active members of the Ontario Social Service Workers Association. For the 2013-2014 academic year, one faculty is undertaking an internship at a community agency relating to addictions. There continues to be a chasm of believes amongst the faculty and students regarding their thoughts and feelings surrounding membership in Ontario College of Social Workers and Social Service Workers as well as the Ontario Social Service Workers Association.  The curriculum of the program includes some of the major concepts seen in the community such as   * Poverty –   + Power, privilege, & oppression   + Social Justice & Diversity   + Community Organizing   + Ethics * Advocacy   + Community Organizing   + Power, Privilege & Oppression   + Social Justice & Diversity   + Field Prep 2   + Intro to SSW Practice * Seniors/Aging/Older Adults   + Human Growth & Development   + Social Justice & Diversity   + Ethics   + NVCI   + PPO   + Need more work in this area * Death, Dying, Grief   + Intro to SSW Practice   + ASIST   + Ethics * Conflict Resolution   + NVCI   + Intro to SSW Practice   + Need more work in this area * Professional Decorum   + Field Prep 2   + Ethics   + Counseling III   + Field Placement | |
| **2.0 Curriculum Development and Framework** | | **Summary of Key Findings** | |
| **2.1 Curriculum Framework**    **Review / discuss:**   * Describe how your program demonstrates a learner centered approach and addresses our core promise to students concerning personalized learning and support. | | The SSW faculty provides academic advising and learning support for all students regarding their progress throughout each semester of the program. Formative and continuous feedback related to acquisition of knowledge and skill pertaining to performance expectations within each course is provided. While a generalist program in approach and design, students are encouraged to identify their particular areas of interest and specialization and apply these to the focus of their assignments and field placement experiences. The program enables students with diverse backgrounds and wide-ranging interests to meet their individual learning needs and career goals | |
| **2.2 Outcomes from Curriculum Renewal**  **Review / discuss:**   * Key outcomes from the Curriculum Renewal processes of the past few years * Progress to date in implementing the recommendations arising from Curriculum Renewal * Success of the changes implemented and the means by which they are being evaluated | | The SSW program significantly renewed curriculum (new course development and alignment of course threads) in 2009/2010 By 2011, all 4 semesters were operating with the “new” curriculum. The curriculum revisions included:  Semester 1   * Development of Power, Privilege and Oppression course (replacing Introduction to Psychology SOCI36) * Development of Counselling thread with the introduction of the foundation Counselling Skills 1 course (replacing Introduction to Helping SOCI34) * Development of Introduction to Social Service Work Practice (replacing Intro to social Services) * Development of Introduction to Social Welfare course   Semester 2   * Renewal of Social Justice and Diversity course (aligned to Power, Privilege and Oppression and Introduction to Social Welfare courses) * Development of Counselling Skills 11 course (Replacing Counselling Methods Coun12) – aligned to Counselling 1 and Introduction to Social Service Work Practice * Development of Case Management course (replacing Advocacy Coun4) * Development of ASSIT Crisis Intervention of Social Service Workers * Renewal of Program Design and Development course * Renewal of Preparing for Field Work 1 course   Semester 3   * Development of Knowledge, Values and Ethics for SSW (replacing Ethics for Helping Professions) * Development of SSW Practice in Mental Health and Addictions (replacing Abnormal Psychology SOCI1) * Development of Counselling Skills 111 course * Development of Responding to Intimate Partners and Family Maltreatment (replacing working with Families Coun48) * Development of NVCI for SSW (replacing Abnormal Psychology SOCI 59) * Development of Community Organizing course (replacing Community Development COUN11) * Renewal of Preparing for Field Work 11 course * Renewal of Group Theory: Models and Dynamics course   The curriculum revisions and new course development were undertaken with various faculty taking lead roles in revising courses and/or developing new courses. In many instances, it was challenging to collaborate on the development due to limited time and lack of infrastructure around program development. It was difficult to combine resources and expertise and courses were launched quickly and refined in the midst of delivery. The SSW program has continuous intake and a high volume of registered students in any given semester, and a number of non-fulltime faculty teaching in the program. This further compounded the logistical challenges of collectively meeting together to review the merits and drawbacks of the newly launched curriculum.  Despite the logistical challenges identified, the new courses and in particular the newly aligned course threads are effectively supporting learning pathways and performance requirements of students. An area of strength is the alignment and newly created sequence of course delivery. An area of continuous challenge is to ensure collaborative exchanges between faculty teaching in aligned course areas to ensure clear introduction, reinforcement and assessment of concepts within and between semesters of course delivery. | |
| **2.3 Curriculum Sequencing and Alignment with Standards**  **Review / discuss:**   * The Ontario College Credentials Framework and the extent to which the program aligns with the provincial standards. * The program’s current admission requirements and their suitability in relation to program rigour and student preparedness * The extent to which course content, levels of learning, and assessment methodology are successfully sequenced and aligned between courses and across semesters | | The curriculum within Fleming’s SSW Program supports and directly aligns to the 9 vocational learning outcomes established within the provincial program standard for the SSW Program, as well as the Essential Employability Skills and the General Education requirements specified for a College Diploma (refer to SSW Program Map Appendix). The curriculum comprises three semesters of course work followed by a 4th semester block Field placement. Total instructional hours for the program = 1462, and within that, the block field placement comprises 525 hours. (Typical duration for an Ontario College Diploma is 4 semesters or 1200-1400 equivalent instructional hours.)  Knowledge, skill, and performance expectations of students in the program reflect requirements for successful performance in the Social Service Work practice setting.(Note: Role of the Social Service Worker as defined by Ontario Regulation 383/00(Registration) made under the Social Work and Social Service Work Act, 1998 is as follows: “means the role of a person who assesses, treats and evaluates individual, interpersonal and societal problems through the use of social service work knowledge, skills, interventions and strategies to assist individuals, dyads, families, groups, organizations and communities to achieve optimum social functioning.”)  The SSW program curriculum reflects performance expectations, knowledge and skills for generalist practice with individuals, families, groups, organizations and communities.  **Admission Requirements**  OSSD with the majority of credits at the College (C) and Open (O) level, including:   * 2 College (C) English courses (Grade 11 or Grade 12)   When (C) is the minimum course level for admission, (U) or (U/C) courses are also accepted.  **Mature Students**  If you are 19 years of age or older before classes start, and you do not possess an OSSD, you can write the Canadian Adult Achievement Test to assess your eligibility for admission.  This is an appropriate admission requirement for this program.  The sequencing and alignment between courses and across semesters is reinforced through a “Curriculum Thread” progression which bundles skills and knowledge concepts into courses which are strategically designed to link introductory to more advanced learning and practice within the field (See SSW Curriculum Thread chart).  While the overall courses are aligned, the more difficult challenge is to ensure that topics and skills are coherently organized and that assessment activities accurately align to the stated outcomes of the course as well as map to the VLO’s and OCSWSSW standards and principles of practice.  Generally, basic and introductory concepts and skills and an awareness of the practice field is introduced in Semester 1. While it appears that Semester 2 is effectively building upon Semester 1, discernment between learning levels of Semester 2 and 3 needs to be more readily apparent. Connections between courses need to be more strongly and deliberately built from a course design standpoint.  In future, course threads will be more closely monitored and tracked across semester delivery. Efforts are being made within the program review initiative to appropriately sequence the introduction and subsequent reinforcement and building of complexity of concepts and skills. As well, assignments and assessment activities are being double checked to ensure that they build upon and link to one another. (For example, in some courses, similar case studies or scenarios may be used while in higher semesters, a more complex or detailed analysis may be applied. In other scenarios, introductory concepts, tools and resources may be introduced in a course in Semester 1 and followed up in subsequent semesters.)  The following course thread progression comprises the current curriculum blueprint and flow of knowledge and applied learning for the SSW core vocational courses within the program:   |  |  |  | | --- | --- | --- | | **SEMESTER 1** | **SEMESTER 2** | **SEMESTER 3** | | Counselling 1 | Counselling 11 | Counselling 111  Group Theory: Models and Dynamics | | Power Privilege and Oppression | Social Justice and Diversity | Knowledge, Values and Ethics | | Intro Social Welfare | Program Design and Development | Community Organizing | | Intro SSW Theory and Practice | Prep for Field Work 1 | Prep for Field Work 11 | | Case Management | Family Malpractice  SSW Practice in Mental Health and Addictions | | | |
| **2.4 a) Curriculum Map**   * Review the Program Curriculum Map and discuss the extent to which there is alignment of vocational and course outcomes * Review / discuss the distribution and progression of Vocational Learning Outcomes, Essential Employability Skills, and General Education themes across the curriculum. | | In this review process, the SSW program faculty have documented how their courses link to VLO’s, course learning outcomes and Standards of Practice and Principles from the Ontario College of Social Work and Social Service Work (OCSWSSW). At the course level, the course learning outcomes are being mapped against the assessment activities to ensure alignment and to verify that the course description and learning outcomes are supporting the VLO’s that have been identified and linked to the course. A more deliberate approach to aligning course learning outcomes to VLO’s, needs to occur.  The renewed curriculum map for the SSW program reveals a relatively balanced alignment of courses to VLO’s and EEE’s with an appropriate progression throughout each semester. The General Education requirements for the program are met through two mandatory General Education courses: Human Growth and Development and Aboriginal History and Culture. In semester 2, there is a General Education elective option. A challenge for the program has been in meeting the VLO, EES and Gen. Ed requirements in 3 academic semesters of course delivery as the 4th semester of study is a block field placement requirement.  Course learning expectations and assignment guidelines generally reflect an incremental increase in complexity and performance requirements over the three academic semesters of course delivery. Course texts selections are being reviewed for Semester 1 courses as there have been concerns expressed by students and faculty that in some instances the breadth and depth of the text is at a higher level than appropriate for 1st semester students.  While there are courses aligned to all VLO’s, it is noticeable that there is less support for VLO # 8 – “Integrate social group work and group facilitation skills across a wide range of environments, supporting growth and development of individuals, families, and communities.” In previous iterations of the SSW program curriculum, there were two 45 hour courses that addressed group work at the introductory and advanced level. (Group and Leadership Development and Advanced group work) For unknown reasons, this area of curriculum has been reduced to a 30 hour course in 3rd semester entitled. This area of curriculum requires bolstering as it is a core component and performance requirement of the SSW practice setting. | |
| **2.4 b) Curriculum Map**  **Submit an updated curriculum map as an attachment to the Program Review Report** | |  | |
| **2.5 Delivery Mode**  **Review / discuss:**   * The *primary* modes used to deliver curriculum such as lecture, seminar, lab, applied project, field camp and web based courses * The rationale for, and appropriateness of, these delivery modes in relation to program learning outcomes * The degree and depth to which the program is providing work integrated learning experiences * The degree and depth to which the learning experiences are enhanced by the use of educational technology. | | Curriculum in the SSW Ontario College Diploma program is primarily delivered in a lecture and seminar format in semesters 1, 2 and 3. Two of the courses are delivered in a compressed workshop format over 2 days- Friday and Saturday. (ASIST and NVCI) Courses within the SSW program also make use of the LMS course discussion boards, grade books and assignment drop boxes and posting of course notes.  In semester 4, there is a block field placement experience in an agency/ practice setting supported with a blended form of delivery to enable integrated learning and supervision between the student and the College.  Program learning outcomes reflect integration of theory and practice, connecting knowledge, values and skills. Applied and experiential learning is reinforced through labs and seminars whereby theoretical concepts related to the field of practice are demonstrated and reinforced.  The 525 hour block field placement was designed in the 4th semester to provide the student with an immersed, experiential, cumulative applied learning opportunity. Feedback solicited over the past 5 years from students, agency partners and program advisory committee members has affirmed that this format is mutually beneficial for all stakeholders. In many instances, students have moved easily from their field placement experience into entry-level career positions with the same agency where they were completing their field placement. The intensive 4 month block field placement enables students to effectively demonstrate and apply concepts and skills learned throughout the program  In 2009, in order to help students better integrate their block field placement learning with material from semester 1-3, an online delivery component was initiated. This evolved from students reflecting by email with College supervisors to using electronic discussion boards. This also enabled them to further connect with other peers in their program who are placed in settings across the province and in some cases placed internationally.  Learning experiences in the SSW program include: case studies, reflections (journals), oral presentations, intervention plans, debates, discussions, literature review, research plans, essays, portfolios, mock placement calls/interviews, enactments, and client engagement (twitter), photojournal, bucket list, educational awareness (Bell Let’s Talk, Social Work Week, Draw the Line Campaign, etc.), fundraising, certifications in NVCI and ASIST, blogs/discussion boards, online and in-class tests, group work and group projects, group facilitation, case assessment and treatment plan, relapse prevention plan, in-class activities (Indigenous teachings) and practice, peer feedback and evaluation, video presentations, grant writing, asset map, volunteering, guest speakers, and block placement.  Block field placement in Semester 4 provides multiple opportunities for developing and refining a range of practice skills and work integrated learning experiences.  Learning experiences within the SSW program are currently enhanced by the use of the following activities in some, yet not all courses: blogs/discussion boards, twitter, email, drop boxes, power point, YouTube clips, LMS grade forms, video and audio material and equipment, video postings, Google docs, Facebook, course notes on the LMS, use of the testing centre, and close captioning.  While core program courses are web-enhanced; in future, more extensive use and integration of D2L (Desire to Learn – Fleming College’s learning management system) will occur - including course notes, quizzes, assignments, discussions, surveys and supplemental course resources. It is also recommended that the SSW program consider the development of several online learning modules to support students who are transferring into the program and are requiring access to core and foundational learning concepts to better position them for entry into higher level courses that link to and build upon these concepts and theories. | |
| **2.6 Assessment and Evaluation Methods**  **Review / discuss:**   * The program approach to learning assessment * The balance and frequency of assessment types across the curriculum and their appropriateness to course / vocational outcomes * Reflect and comment upon the variety of methods used to demonstrate outcomes. Are learner centered principles part of the assessment approaches? | | As evidenced in the SSW Program Assessment Cumulative chart, as well as the SSW Weekly Assessment charts for each semester, there is a strong and balanced focus across all semesters on applied learning assignments that integrate theory and practice. The intention is for learning assessments within individual courses to align and build upon each other across the specified curriculum threads as well.(See attached Curriculum Course Threads diagram) The program review process has revealed gaps as well as duplications in some of the course content and assessments which will be addressed in the action plans emerging. More communication and collaboration between fulltime and part time faculty will occur as well as stronger efforts to work directly with the faculty as whole and with the CLT consultant, Chair or Dean.  Assessment categories/methods as well as the frequency of each across semesters is reflected in the following list: (Note: The accrued numbers in each category have been extracted from the assessment section for each course):  Semester 1  1) Assignments/essays/projects - 23  2) Labs/Practicum/in-class activities - 0  3) Tests/exams/quizzes - 9  4) Presentations - 1  5) Online - 0  Semester 2  1) Assignments/essays/projects - 17  2) Labs/Practicum/in-class activities - 19  3) Tests/exams/quizzes - 8  4) Presentations - 3  5) Online - 7  Semester 3  1) Assignments/essays/projects - 49  2) Labs/Practicum/in-class activities - 50  3) Tests/exams/quizzes - 3  4) Presentations - 5  5) Online - 15  Semester 4  1) Assignments/essays/projects - 3  2) Labs/Practicum/in-class activities - 16  3) Tests/exams/quizzes - 0  4) Presentations - 0  5) Online - 15  In total over the 4 Semesters:  1) Assignments/essays/projects - 92  2) Labs/Practicum/in-class activities - 85  3) Tests/exams/quizzes - 20  4) Presentations - 9  5) Online – 37  While this chart reflects a significant volume of assignment requirements, it also positively reflects a focus on incremental progression of applied learning approaches and integration of theory and practice.  During this review process, tracking and strengthening of alignment between course assessment activities, course learning outcomes, VLO statements and OCSWSSW standards is occurring. (See attached SSW Compiled Assessment chart)  Generally, there is an incremental building of complexity and performance expectations of students as they progress through each semester of academic study. As concepts are introduced and assessment methods are applied, common approaches to evaluative tools are being built in. (example- common approach to the design and application of enactment feedback sheets. As well, various learning activities and assessment methodologies such as role playing, enactments, interviews, exchanging feedback, etc involve specific protocols. These protocols will be introduced in the courses where the methodology is being used. A student handbook is being developed which will be distributed to students as they enter the program. It will include these protocols and other important resources that support learning within the SSW program and field of practice.  It is evident from the volume of assignments that there are various pressure points for both students and faculty in the frequency of assignments due within any given semester. (See SSW Weekly Assessment charts)  Most assignments are distinct in that they are not linked to other courses or developed and/or marked collaboratively by faculty within the program. Within the program review process, there have been discussions as to how to potentially diminish the number of overall required assignments by faculty collaborating (i.e. one assignment serving to meet assessment requirements for two courses) as well as to more effectively balance the volume of assignments due in any given week.  **Learner Centered Teaching and Assessment Principles**  Extracted from : ***Learner-Centered Teaching: Five Key Changes to Practice***by M. Weimer, 2002, San Francisco: Jossey-Bass. Copyright 2002 by John Wiley & Sons.   * **PRINCIPLE 1**: Teachers do learning tasks less. Teachers must stop always doing the learning tasks of organizing content, generating examples, asking and answering questions, summarizing discussion, solving problems, constructing diagrams, and others. * **PRINCIPLE 2**: Teachers do less telling; students do more discovering. Teachers should stop telling students everything they need to know and begin to permit students to find out for themselves what they need to know. * **PRINCIPLE 3**: Teachers do more design work. With student-centered learning the instructional design functions of the teacher are more important because learning activities become the vehicles by which learning occurs. * **PRINCIPLE 4**: Teachers do more modeling. Teachers must assume the role of master learner and demonstrate for students how expert learners approach learning tasks. * **PRINCIPLE 5**: Teachers do more to get students learning from and with each other. Teachers often underestimate the potential of students working together collaboratively and cooperatively on learning tasks. * **PRINCIPLE 6**: Teachers work to create climates for learning. With student-centered learning teachers are much more involved in designing and implementing activities that create conditions conducive to learning. * **PRINCIPLE 7**: Teachers do more with feedback. Evaluation and assessment are used to maximize learning through the constructive delivery of feedback to students. * Within the SSW program, there are creative methods that incorporate many of the learning principle themes. Two examples from each curriculum thread as well as block field placement are provided:  1. In the Conceptual Thread:  * Knowledge, Ethics, and Values - students are given assessment choices like producing a paper, presentation, or video to demonstrate their knowledge and critical thinking skills and this parallels Universal Design Learning; * Program Development and Design - students have opportunities to engage with community agencies when creating grant proposals and writing advocacy letters.  1. In the Practice Thread:  * Preparing for the Field II - students do mock placement calls, mock interviews, and are an integral part of their placement assignment which help them discover their professionalism; * Social Service Work Practice in Mental Health and Addiction – the online design and delivery of “Twitter Clients” gives students opportunities to apply their mental health/addiction knowledge and counselling and case management skills with their personal style of engagement;  1. In the SkillsThread:  * Counselling I, ll and III - students learn from each other through feedback and discussion after participating in simulations; * In Group Theory: Models and Dynamics – faculty model and then work with students to develop group facilitation skills  1. In Block Placement – students do a full-time block placement to apply their knowledge and skills as well as meet their own learning objectives with online and face-to-face support. | |
| **2.7 Curriculum and Diversity**  **Review / discuss:**   * Program strategies that support student diversity and promote understanding of diversity, including program culture / climate, curriculum content and approaches to teaching and learning | | The SSW Program curriculum promotes generalist practice with people in a dynamic and diverse society (recognizing personal strengths, societal inequities and a broad span of human needs and experiences) The curriculum integrates concepts of multiculturalism, diversity and social justice pertaining to individuals, groups, families and communities. Concepts of assessment and intervention are taught from a bio psychosocial perspective.  Fleming College's Indigenous Education Experience Program IEEP (formerly the Aboriginal Emphasis Initiative), is an inclusive approach to providing more understanding of Aboriginal peoples, communities and nations. Students in the SSW program have an opportunity to take courses designed from an Aboriginal perspective with emphasis on Aboriginal peoples, history, spirituality and culture. There are approximately 25,410 Aboriginal people living within the Kawartha, Oshawa and Durham regions. Given that Aboriginal people have the fastest growing youth demographic in Canada, (Stats Canada, 2013), it is most appropriate to have an Aboriginal Emphasis/IEEP program here at the college.  The Aboriginal Emphasis Stream is currently under revision. At present, all Social Service Worker students take a first semester course on the histories, cultures and traditions of Aboriginal peoples; and had been able to use specific courses to integrate indigenous themes and approaches in each of semesters 2 and 3. Indigenous curriculum development has been supported through a recent SSW faculty hire and there are plans to further develop curriculum in this area. The School of General Arts and Science has acquired the Aboriginal portfolio and will be working to redesign and revitalize this stream.  Faculty training opportunities through Diversity and Positive Space workshops offered by Debbie Harrison are available and well supported by the SSW program. The College has developed an AODA implementation plan that will support diversity and accessibility for all Ontarians. | |
| **2.8 Learning Pathways**  **Review / discuss:**   * Recent or anticipated initiatives that promote student pathways including high school articulations, dual credit, program laddering, dual diplomas, and university transfer, articulations, and partnerships | | There are no official written agreements between the SSW program and other diploma programs at Fleming College. Entry from another Fleming program is organized on an individual basis between the Registrar’s Office, the SSW coordinator with collaboration from other faculty and coordinators, and the interested student. There is a new Ontario certificate program within the School that is launching in Fall 2013- the Humans Services Foundation program. Graduates of this 2 semester program will be able to directly enter into the second semester of the Fleming SSW program.   * There are no official written agreements between the SSW program and other BSW University programs at this time. Fleming SSW graduates can get a variety of exemptions from university courses when attending a number of universities that offer BSW programs sometimes eliminating one year of a four year degree. * There is a direct entry policy for Canadian University graduates from Humanities and/or Social Science program into the second semester of the Fleming SSW program. * Although not an official written agreement, sponsoring agencies like Second Career and WSIB do encourage people to apply to the Fleming SSW program because of the three intakes and all semesters running year round. The continuous cycle allows for funding for such students to not be disrupted. We also support students that are sponsored by Band Councils. * Trent University is launching a BSW program in September 2014. There are plans underway to build an articulation agreement between Fleming and Trent University and to create a pathway for SSW students to the Trent BSW program. | |
| **3.0 Student and Graduate Satisfaction** | | **Summary of Key Findings** | |
| **3.1 Formal Measures of Student and / or Graduate Satisfaction**  **Review / discuss:**   * Key Performance Indicator results for the program with a focus on #s 4, 8, 9, and 11 * Program status and positioning in relation to the KPIs of other programs of a similar type (where applicable) * Feedback and summary report from Learning Support Services (LSS) summary * Themes or issues emerging from a review of course evaluation summaries (Chair/Dean response here) | | * Key Performance Indicator results for the program with a focus on #s 4, 8, 9, and 11   + **KPI4 – Graduate Satisfaction – Generic and Vocational Learning Outcomes**     - **Frost**   2009 Program 94% System 87  2010 Program 91% System 86  2011 Program 75% System 84  2012 Program 74% System 84  2013 Program 84% System 84  Five Year Average –Program 84% System 85% College 87%   * + - **Brealey**   2009 Program 82% System 87  2010 Program 91% System 86  2011 Program 84% System 84  2012 Program 76% System 84  2013 Program 82% System 84  Five Year Average-Program 83% System 85% College 87%  In both sites, the five year average for the graduate Satisfaction with Generic and Vocational Learning Outcomes is below the system and college average. There is also a trending downwards throughout the five years.   * + **KPI8 – Student Satisfaction – Learning Experience**     - **Frost**   2009 Program 89% System 88%  2010 Program 81% System 87%  2011 Program 67% System 85%  2012 Program 67% System 85%  2013 Program 79% System 86%  Five year Average Program 77% College 82% System 86%     * + - **Brealey**   2009 Program 87% System 88%  2010 Program 86% System 87%  2011 Program 77% System 85%  2012 Program 79% System 85%  2013 Program 77% System 86%  Five Year Average Program 81% , System 82%, College 86%  In both sites, more so at the Frost site, the student satisfaction with the Learning Experience is lower than the five year system and college average. Both sites have a slight downward trend throughout the five year.   * + **KPI9 – Student Satisfaction – Teachers**     - **Frost**   2009 Program 76% System 79%  2010 Program 66% System 75%  2011 Program 62% System 75%  2012 Program 59% System 76%  2013 Program 67% System 78%  Five year Average Program 77% College 82% System 86%   * + - **Brealey**   2009 Program 75% System 79%  2010 Program 70% System 75%  2011 Program 63% System 75%  2012 Program 64% System 76%  2013 Program 69% System 78%  Five year Average Program 68% College 76% System 77%  At both sites, the student satisfaction with Teachers is significantly lower than the system average. Both sites have a downward trend throughout the five years.   * + **KPI11 – Graduate Satisfaction – Program**     - **Frost**   2009 Program 66% System 85%  2010 Program 83% System 82%  2011 Program 63% System 81%  2012 Program 67% System 79%  2013 Program 81% System 81%  Five year average Program 71% College 83%, System 82%   * + - **Brealey**   2009 Program 87% System 85%  2010 Program 87% System 82%  2011 Program 79% System 81%  2012 Program 73% System 79%  2013 Program 75% System 81%  Five year average Program 80% College 83%, System 82%  At both sites, the student satisfaction with the program is lower than the college and system average, however, at the Frost site there was a significant improvement in 2013. The Brealey campus continued to have a downward trend throughout the five years.  There is evidence (PAC, focus groups and KPIs) to suggest that students are experiencing conflicting information/discussions about scope of practice and possible roles of the SSW versus SW. | |
| **3.2 Other Measures of Student and Graduate Satisfaction**  **Review / discuss outcomes from:**   * Student focus groups (mandatory component)      * Student Advisor observations / reports * Formal or informal discussions with students and graduates such as class councils, class representatives, individuals or delegations * Debriefing sessions following a field placement, clinical placement, or practicum | | The results of a focus group held with third semester students included concern with the text books particularly the Intro to Social Welfare. They students complained that the readability of the text was challenging and that many of them did not read the materials. The group also was concerned with the number of assignments that seemed to be repeats in courses. They felt they would prefer fewer, yet larger assignments that dealt with real life issues they would encounter in practice. They enjoyed the majority of the curriculum, but felt that there was unnecessary duplication and miscommunication. The course they enjoyed most was the counseling classes and they liked least the social welfare class. The majority of the students felt that the block placement was the best way to do placement, however a few felt that more placements throughout the program would be more beneficial especially for work life balance.  The majority of the themes established in the focus group were echoed in a survey monkey study completed by a faculty for her Master’s level work. The major themes were as follows (major theme included thoughts that were repeated a number of times).   * Assignments   -Too many with too little marks  -Many assignments without clear explanations (repeated 5 times)  -increase the enactments  -not challenging enough “felt like they were filler”  -make tests more than just memorization  -remove repeat assignments (repeated four times)  -journals in more than one class per semester a waste, “attach it to one course for the entire program would be more powerful and help us to pull together themes  -unsure of learning objectives relating to assignments   * Courses   -Add PSY and Abnormal PSY  -Add focus on elderly  -increase discussions about political activity and professional association  -increase legal and ethical content  -increase aboriginal and other cultural information  -increase time to case management  -disliked social welfare (5 times)  -duplication (mentioned 3 times)   * Faculty   - loved the story-telling and real life examples of many of the faculty  -increase the links and communication between faculty (four times)  -better prepared teachers (three times)  -different teachers each have different expectations  -Awesome –three times  -email response too long (three times)   * Course Materials   -too expensive  -Social welfare text-“terrible read”, dry (four times mentioned) | |
| **4.0 Employment Trends** | | **Summary of Key Findings** | |
| **4.1 Employment**  **Review / discuss:**   * Graduate employment statistics over the last few years, including those of students employed in the field, in a related field, outside the field, or unemployed, and any emerging patterns in this data * Student preparedness for entry-level positions * Emergent employment trends such as new types of positions, changing job market, regional distinctions, changing employer profile, or emerging skill shortages | | |  |  |  |  | | --- | --- | --- | --- | | ***Topics*** | **Summer 2009, Fall 2009,**  **Winter 2010** | **Summer 2010,**  **Fall 2010,**  **Winter 2011** | **Summer 2011, Fall 2011,**  **Winter 2012** | | # Graduate Students | 120 | 108 | 114 | | # valid Surveys | 76 | 75 | 72 | | Continuing Education | 7 | 9 | 13 | | Not Seeking Employ | 2 | 1 | 3 | | Available for work | 67 | 65 | 56 | | No. working | 53 | 55 | 47 | | % working | 79.10% | 84.60% | 84% | | No. in related Full-time | 23 | 24 | 20 | | No. in related Part-time | 13 | 15 | 12 | | Did not indicate f/t, p/t | 2 | 1 | 1 | | Total Working | 38 | 40 | 33 | | % working in Related | 56.70% | 61.50% | 60% | | No. with salary info | 20 | 20 | 18 | | Average Annual Salary | $34,000.00 | $29,000.00 | $33,000.00 | |  |  |  |  |   Employment titles continue to indicate graduates are hired for positions such as shift work, late night staff, support work all of which indicate readiness for entry level work.  Reports indicate that graduates continue to be hired as Child and Youth Workers, with the emergence of graduates with CYW designations these positions may not continue to be filled by SSW grads. Similarly the new Developmental Service Worker graduate DSWs may also affect employment opportunities working with agencies servicing developmentally delayed individuals.  Available data indicates 1/3 to ½ of graduates are employed in Peterborough and surrounding area; almost all graduates are hired in Ontario. Small numbers (2 or 3 per graduating group) are hired into municipal agencies, Indigenous organizations, or employment agencies. The vast majority of graduates are hired by community based support agencies for mental health, the developmentally delayed, youth at risk, group homes and shelters.  It is interesting to note that in the past 4 years only one graduate was employed by a seniors’ service organization.  Source: Fleming Graduate Placement Reports 2011-2012; 2010-2011; 2009-2010. | |
| **4.2 Other Graduate Destinations**  **Review / discuss:**   * Alternative graduate destinations such as further education, international opportunities, volunteer service, or other experiences | | We are aware that students increasingly express interest in continuing on to university – existing stats indicate an increase from 7 students to 9 to now 13 graduates continued their education. In the last 3 years, Lakehead University in Orillia has attracted several graduates into their BSW program. Graduates are also entering Carleton University, York and Western in their BSW programs. Trent University plan for a BSW for Fall 2014 has generated much student interest.  Future opportunities might lie in post diploma programs for SSW grads such as the existing international opportunities through e.g. the Loyalist College post diploma International Support Worker (Mexico), or Fleming’s Applied and Community Based Research Post Diploma (Costa Rica). Other Fleming post-diploma programs may also attract SSW graduates as the programs are developed.  With the increase of international placement opportunities (Fall 2012 – Jamaica; Winter 2013 – Trinidad, Jamaica, Costa Rica; Spring 2013 – Zambia) there is a potential to explore graduate connections that might continue the development work with international agencies that SSW students have started while on placement.  With an increase in emphasis and connection with Indigenous communities more opportunities could be explored for placements and employment.  Further connections with SSW Alumni may assist with outside Ontario and other placement/employment contacts; other college SSW programs afford some potential for exchanges and partnerships. | |
| **5.0 Strategic Positioning** | | **Summary of Key Findings** | |
| **5.1** **College Alignment**  **Review / discuss:**   * Program alignment with college priorities such as vision, mission, values, strategic plan, academic framework, and the educational mandate, and / or academic priorities of the School * Opportunities for new program initiatives based on Program, School, or community strengths and alliances | | **Fleming Vision**: Students succeeding through personalized learning. Innovation and achievement powered by people.  **SSW Vision:** Currently under revision.  **Fleming Mission**: Fleming champions personal and career success through applied learning. We contribute to community success and environmental sustainability through programs, services and applied research.  **SSW Mission:** Currently under revision.  **Fleming Values**: The students learning experience is our first priority. We value people and community. Fleming is committed to a sustainable future. We are inspired by Sir Sandford Fleming to innovate with vision and implement excellence.  **SSW Values:** Currently under revision.  **College Strategic Priorities**:   1. **Achieving Excellence in Student Learning:**  * Indigenous Education Experience Programming - In total, there are 21 SSW programs across the province. We are 1 of 4 programs that provide this opportunity in Ontario. In addition, at Fleming College , there are 7 different IEEP’s happening in the School of Law and Justice as well as 2 at the Frost Campus * Block Placement - In the 4th semester, students attend placement 5 days per week for 15 weeks. This mirrors a true working environment in the social services field. Students obtain opportunities to experience all facets of the working environment. * Applied learning opportunities provided in and outside the classroom. Examples include block placement, celebrations of Social Work Week and Mental Health Awareness day, courses that include activities and assignments that have students practicing various skills, and the development of the SSW student leader council. * Annual advisory committee meetings. Members include a cross-section of social service agencies from the Peterborough and City of Kawartha counties as well as first and second year SSW students. See May 24, 2013 PAC meeting minutes with ideas from stakeholders. * Current program and curriculum review occurring with the action plan to be implemented fully for Fall of 2014. * Unique in integrating ASIST and NVCI as part of the regular curriculum. There a very few SSW program across the province that include NVCI as part of the curriculum and none other than Fleming that include ASIST. * Part-time and Partial Load Faculty with previous and current expertise in the social service field which informs the program of current trends and benefits students within the classroom setting. * Offering of three intakes per year with all four semesters running simultaneously which is customer friendly not highlighted on website and other promo materials * The program is currently offered at two different campuses which draws students from a larger geographical region, however one is slated to close in the next year or two. With the Frost intake being cancelled as of Sept 2014, there may be creative delivery options using researched best practices to provide opportunities to these communities. * Opportunities for national and international placements * Generalist approach which allows students upon graduation to seek employment for a number of different job titles beyond SSW while still being a member of the OCSWSSW (regulatory body). * E-learning opportunities in courses which makes the program more customer friendly, accessible, and introduces students how to engage using social media. * Collaboration with Student Services to enhance student experience i.e. use of Career Service staff to take part in mock placement interviews and resume writing, collaboration for special events like the upcoming Mental Health Awareness Week, Social Work Week, One Billion Rising, etc. Lou Ann Hanes from Career Services is a member of our PAC.   **2)** **Providing Superior Services and Facilities**   * Encourage the use of IT - IT provides technical support and education to both faculty and students as needed ie. Learning Commons, digital resources. * Library services experience minimal use from SSW students. Students need to be encouraged to the use of the library services. This can be in a specific course each semester … suggestion of the conceptual thread … Intro to Social Welfare (sem 1), Program Design (sem 2), Community Organizing (sem 3), with an identifier in D2L that doesn’t allow going forward without completing this aspect, or have this in the communication courses. I.e. have library staff to class to demonstrate how to do research, access library staff for reserve items and additional material in the classroom. APA skills are also a possibility. * Encourage the use of Learning Support and Counseling Services i.e. have counselors come to address students regarding available services; regular contact with LSS staff to organize how to support students that are struggling.   **3) Leading in Sustainability**   * Ecological - Adopted the Fleming College green policy. * Economic - Adopted 3 intakes and have all semesters running simultaneously which has led to enrolment growth (see #4 Growing with Positive Results) * Social - Sustainability concepts are integral to several assignments and course topics such as social justice and diversity, power, privilege and oppression, and community organization. Students have field placement opportunities year round in community development, organization, fundraising, advocacy, etc.   **4)** **Growing with Positive Results**   * Adopted 3 intakes and have all semesters running simultaneously since 2010 which has led to enrolment growth – currently one of the largest programs at Fleming College. * We accept students that are involved in Worker’s Compensation, retraining initiatives like Second Career and Employment Insurance, and the Ontario Disability Support Program. We also have an increase in students with previous post-secondary education who desire applied learning opportunities. * The SSW program faculty (FT and PT/PLD) have had an integral role in the development of new programming like DSW, CYW, DA, HSC.   **5) Building Community Success**   * The faculty view collaboration with the college and external community as extremely important. Therefore, continuous relationships are developed through having the SSW program at Frost Campus, regular Advisory Committee meetings; encouragement of students doing fundraising and volunteering with social service agencies and student participation on community boards, volunteering, and working in agencies; having a faculty member on the board for Wellness and Academic Standards; having a faculty member that’s a union steward; having a faculty member involved with C-Links; having a faculty on the Senior’s Summit committee; having a faculty on the board at St. Joseph’s at Fleming. Also we use St. Joseph’s at Fleming facilities for ASIST. * Community agencies have accessed faculty on areas of expertise and vice versa.   **6) Developing the Fleming Working Environment**   * The faculty has regular meetings and minutes are taken and posted to ensure accountability. These meetings often include part-time and partial load faculty who inform the program on the current trends in social services. * Some faculty have: obtained or are currently working on additional degrees and/or certificates; we have one faculty who has been working in the CLT for the past two years; faculty have actively used the Know-it-All system with the School of Community Development and Health; faculty share resources and training opportunities with each other regularly; and faculty collaborate with other programs regarding curriculum development and joint teaching. * Faculty has engaged in discussing a mission and vision/value statements for the program which is going forward and there’s active participation in the completion of integrated plan. * A greater number of faculty are committing to participation on school-wide and college-wide committees. * Faculty recognize the importance of faculty evaluations, course evaluations, KPI results and feedback from various sources of information.   Opportunities for new program initiatives based on Program, School, or community strengths and alliances   * Human Services Foundations certificate beginning fall 2013 * Developmental Service Worker diploma beginning fall 2013 * Trent BSW, anticipated for fall 2014 … pathway * IEEP-under revision * Older Adult course post graduate certificate | |
| **5.2 Competitor Programs**  **Review / discuss:**   * Key parallels and differences between this program and those of its closest competitors, where applicable * ’Value-added’ program distinctions and their attractiveness to prospective students | | * NVCI, ASIST, Diversity Training levels 1 and 2- not available at competitor programs * Year round intake into all semesters. * Block placement in fourth semester. * Addition of the simulation equipment and introducing use of the equipment in fall 2013. * Small to medium program, therefore faculty/staff know students, peers know one another. * Large complement of full-time faculty which results in continuity. * Potential partnership and pathway with Trent BSW | |
| **6.0 Enrolment Trends** | | **Summary of Key Findings** | |
| **6.1 Demand for the Program**  **Review / discuss:**   * Patterns in the number of program applicants, qualified applicants, and actual registrants over the past 6 years * Changes, if any, in the student demographic profile, including level of maturity, diversity, prior knowledge, technological literacy, work experience, and expectations * Impact, if any, of this changing student profile on program curriculum | | A marketing analysis completed in the summer of 2012 by Marketing student interns included an assessment of the OCAS (2007-2011) enrolment data determined there is a weak demand by students for this program. Fleming has a lower mean growth rate of -2% compared to the college system rate of 6%. (5 year average intake of 126 students). However the statistics are taken from Fall only registration data and therefore may be misleading.  Fall 2008 App – 543 Reg. – 129  Fall 2009 App – 544 Reg. – 132  Fall 2010 App – 591 Reg. – 125  Fall 2011 App. – 563 Reg. – 123  Fall 2012 App – 538 Reg. – 119    Fleming’s SSW program continues to have a high interest and demand for Second Career sponsored students. Numbers of students since the inception of Second Career (including Frost campus):   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  | **SW** | **SWF** |  | | 1091 | **Winter 99** | 3 | 0 |  | | 1095 | **Spring 99** | 0 | 0 |  | | 1099 | **Fall 99** | 15 | 10 |  | | 1101 | **Winter 10** | 14 | 0 |  | | 1105 | **Spring 10** | 4 | 0 |  | | 1109 | **Fall 10** | 3 | 7 |  | | 1111 | **Winter 11** | 5 | 0 |  | | 1115 | **Spring 11** | 10 | 0 |  | | 1119 | **Fall 11** | 4 | 5 |  | | 1121 | **Winter 12** | 8 | 0 |  | | 1125 | **Spring 12** | 3 | 0 |  | | 1129 | **Fall 12** | 6 | 5 |  | | 1131 | **Winter 13** | 7 | 0 |  | | 1135 | **Spring 13** | 3 | 0 |  | | **Totals** |  | **85** | **27** | **112** |   We have noted a slight increase in International students (currently 2013 there are 2 students from India registered).  Without advertising or promotion (word of mouth only) for the last 2 years, each semester there are at least 3-4 students with university degrees entering the program in order to gain applied and practical experience.  Higher percentage of students with identified learning needs who requiring support. Data from Accuplacer Testing indicates these students in the lowest percentile with respect to literacy. This information would support the data below in 6.2 related to retention.  High percentage of students requiring Individualized Disability Accommodations Educational Plans developed in concert with Counseling and Learning Supports.  Program Plans are developed for a variety of students who may not be in ‘lock-step’ in following each semester’s curriculum; assisted by the flexibility of year round course offerings.  The mature student population in SSW, such as previous manual workers or stay at home parents returning to school or those who have not been in the school system for a number of years are having difficulty with the challenges imposed by entry level technical demands especially in computers and courses that assume and require basic computer skills.  The impacts of this changing student profile on program curriculum include:   * More instruction, time and assistance for students to develop and improve computer literacy * Computer tutors, students use volunteer time to coach * A focus on Universal Design | |
| **6.2 Student Progression**  **Review / discuss:**   * Patterns of student success and retention on a semester by semester basis over the last six years * The effectiveness of any strategies adopted to improve student success and retention | | * Patterns of student success and retention on a semester by semester basis.   Retention from 2007 – 2011 (statistics from Fall semester intakes only) indicates an average retention for the following semesters  Sem 1 – Sem 2 Sem 2 – Sem 3 Sem 3 – Sem 4  2007 77% 62% 79%  2008 91% 74% 78%  2009 83% 67% 70%  2010 76% 75% 80%  2011 72%  Anecdotally, the coordinator reports that the vast majority of students that leave , return to complete their remaining semesters. Some reasons for this include: financial need, personal and family obligations, employment necessity or health concerns. The flexibility of the curriculum (year round semester offerings) may encourage this trend.  To assist first semester student success, in fall 2012, a new college–wide student advising model was implemented. It is presently under review. Some assets from the previous model may have been lost (like the weekly personalized informational emails); some programs seem to be successful in developing first semester student identity with their programs by connecting with their own students through Facebook or specific faculty-student connections. Because of computer concerns, some SSW students may not be able to access information, therefore student-faculty large group face-to-face meetings could be considered to ensure students are aware of the total range of resources and supports available. | |
| **7.0 External Relations** | | **Summary of Key Findings** | |
| **7.1 Alumnae**  **Review / discuss:**   * The type and range of alumnae involvement in the program * Current and future strategies to engage alumnae in the program | | The creation of the Paul McKinnon Memorial Award in 2013 was made possible through funds raised by alumni of the program at both Frost and Brealey campuses: (CAA fund $536.19 - Paul McKinnon Memorial Award Frost; CAA fund $2,236.94 - Paul McKinnon Memorial Award Brealey). Paul McKinnon was also a Fleming Social Service Worker graduate as well as Professor and Program Coordinator.  SSW graduates have been consistently represented and been very active members of the Program Advisory Committee over the past five years (e.g. Vicki Barrow, Lindsay Haacke).  Alumni are involved with mentoring students through classroom presentations, guest speakers and mock interviews for placement  Alumni who are working in the field, provide supervision to our students during their block placements, as well are placement peers  Alumni continue their academics and complete degrees in related fields or BSW’s / MSW’s and move on as managers within a range of agencies. We have alumni who continue their academics and return to the program to teach | |
| **7.2 Community Relations**    **Review / discuss:**   * Significant partnerships, relationships, connections, or offers of support from the community that help to enrich the program and the student experience * Faculty, staff, and student involvement in volunteer projects and events * Contributions to the not for profit sector such as committee or board service by program-associated faculty and staff * Community recognition in the form of student bursaries, awards and scholarships | | The SSW program is generalist in nature. We partner with agencies that serve populations such as children, teens, seniors, victims of crime, people in trouble with the criminal justice system, young mom’s and babies, people living in poverty, women and men who have been abused by an intimate partner, bereaved persons, children who have suffered abuse, persons needing financial support, psychiatric survivors, people with intellectual impairment, Aboriginal community centres, homelessness, difficult to employ individuals, people accessing various community centres and veterans.  Currently, this college has developed (or is developing) programs in Child and Youth Work, Developmental Service Work, and a Human Services Certificate. This will mean, of course, that there will be more “animals around the same water hole” in terms of placement opportunities.  In researching the placement data as well as in speaking to both coordinators for CYW and DSW programs, it would appear that the SSW program will have a loss of placement opportunities. Here are some of the factors involved in decreasing our placement opportunities:  The Ministry of Community and Social Services is looking to create a more specifically qualified workforce, (Ministry of Community and Social Services, Human Resource Strategy for Developmental Services Plan: 2013). This will mean that agencies such as Community Living, who have been a mainstay for our program placements, will be looking to the Developmental Services students for placement. Community Living, in Peterborough usually takes five SSW students each semester. This would mean that in the past ten years, we have had approximately one hundred and fifty students placed within this agency. The agency itself employs SSWs mostly, (90% of Community Living employees in Peterborough are SSW graduates, Jamie Coones, Human Recourses, Community Living, Peterborough). Ann Hines, from the DSW program stated that the Ministry intends to have DSWs within developmental services agencies, by 2017.  Many Group Homes and Residential Treatment facilities for youth may be going through an accreditation process in the next five years. One of the requirements for being accredited is to have CYWs as staff and as students. As for the school system, the trend will be away from SSWs and towards CYWs. This will also apply to residential facilities for people involved in the Justice system.  Each semester, we would typically place SSW students in approximately eighty local, (this includes Peterborough, Lindsay, Cobourg, Port Hope, Cambellford and Oshawa), placements which will now be trending away from SSW students. As for the number of students placed per year in these agencies over the course of three semesters, the number would be approximately one hundred, (Data Base for SSW Placements, SSFC, 2013). Indeed, we have many, many more “animals around the watering hole”!  Without creative thinking and action, we may have difficulty providing our SSW students with placement opportunities in the near future.  With the addition of Common Block Development Time, faculty may have additional time to spend in their areas of specialty in renewal activities.  Graduates of the program have had success at contributing greatly to the local environment. One graduate began the Pride Parade in Peterborough. It continues to this day as a once a year event. In recent years, the local majors have agreed to read the GBLQTS manifesto at the beginning of the march. Some would say that this is an indication of this population being recognized and valued within our city. The churches and a variety of social service groups are also involved at this point.  More recently, our SSW students have either raised money and/or volunteered with the following agencies or projects: KSAC, Bell’s Let’s Talk Day, Pennies for Change, Books for Inmates, Light it up Blue-for Autism, Peterborough Hospice, Kawartha Youth Help Services, SSFC, Big Brothers and Sisters, and our local Animal Shelter.  Contributions to the not for profit sector such as committee or board service by program-associated faculty and staff. Faculty members belong to a variety of community agency Board, ranging from ones that provide community development, services for Aboriginal women, groups promoting the Arts, a variety of Professional memberships in clinical organizations and social justice groups. As for volunteering, our team members support palliative care, new Canadians, church/ social justice groups, animal rights advocacy and an Aboriginal Arts collective locally.  As the social service sector is that has difficulty acquiring funds. Social service agencies have less funding provided to them than in previous years. Given this situation, our agencies are not in a position to provide funding towards scholarships, awards or bursaries. Given this situation, we need to brainstorm ideas around how to make sure that students actually know what money is available and, to look at how best to generate funds for SSW specific financial supports. | |
| **7.3 Program Advisory Committee**  **Review / discuss:**   * The distribution of Committee membership by constituency, sector, and / or region * The vitality of the Committee such as the frequency of meetings, and members’ level of participation, engagement, and turnover * The extent to which Committee operations are aligned with the Fleming College Advisory Committee Orientation Manual and Advisory Committee policy. | | The Social Service Worker Advisory Committee has a wide and diverse membership which represents a cross section of the social service community including from government, umbrella groups as well as a range of organizations. We do not at present have representatives from the multi-cultural or Aboriginal communities or representing people with disabilities.  The committee had been meeting twice a year and now has face to face meetings only once a year. It is felt that the lack of frequency may be a contributing factor to the lack of engagement. Twice a year meetings are held during the Program Review period or if there is a change in a program’s status. Additional on-going connections and information sharing electronically could be held in lieu of more frequent meetings. Suggestions include mailings, Skype meeting or an e-newsletter. | |
| **8.0 Program Resources** | | **Summary of Key Findings** | |
| **8.1 Human Resources**  **Review / discuss:**   * The number and distribution of all faculty, technicians, and technologists associated with the program including full-time, part-time, sessional, and cross-appointments * Profile of the Dean, faculty, and staff associated with the program including cumulative credentials, scholarship, work-related and teaching experience, and expertise in education * Significant faculty or staff accomplishments such as professional recognition and awards, achievement of credentials, and appointments * Contributions to the professional community or industry by program-associated faculty and staff including board / committee service, research, and presentations / publications * Current staffing levels for the program in relation to program   numbers, curriculum, delivery modes and areas of specialization / generalization   * Hiring priorities over the next few years based on the above * Current professional development and renewal plans in relation to program or student needs | | The program is supported by a Dean, Chair, Operations Leader and two School Liaison Officers. There is adequate support for the administrative leadership of the program.  The program has an immediate risk relating to the retirement of coordinator and the loss of a long standing faculty member. This has created a loss of community development, advocacy, LTC and Palliative care content expertise. A new coordinator, a long time existing faculty has been chosen to support the program.  There continues to be the need for support for the community placement component of the program to assist in the assimilation of new programs such as DA, DSW, CYW, TR and the changing roles of Recreation Leadership program.  Program has been supported by the inclusion of a new faculty member with current specialization in Aboriginal Studies. This will provide the opportunity for further advancement in the Aboriginal Emphasis program.  The program is supported by the inclusion of new faculty with current knowledge in Child Welfare issues.  There is a vast amount of experience and engagement in the current faculty however there are risks relating to the need for succession planning. There potentially will be an imbalance of new faculty's need for support from the “mavens and wizards.”  One faculty currently seconded to as curriculum consultant will return to faculty after a sabbatical to increase her interdisciplinary expertise in concurrent disorders. | |
| **8.2 Physical Resources**  **Review / discuss:**   * Program costing information * Scope of current program resources such as laboratory equipment, software, library holdings, or tools essential to or which enhance program delivery or student learning * The adequacy of above resources in the context of program outcomes, program currency, and student numbers * Program specific external revenue such as sponsorships, grants, donations or gifts-in-kind * Other externally generated revenues, if applicable | | * The program is part of a dynamic and growing school with a large number of resources in expertise and experience. The School has a new and growing philosophy that encourages inter-disciplinarity. * The program has adequate space; however there is a continued need for additional seminar space that allows for ease of movement and activity. * Training related to the use of the new School wide audiovisual recording equipment will be a required to ensure its uptake for Sept 2014. * There are adequate library and software holdings for the program. | |

File Program Review report in: **S:\shared data\CLT\School Name\Program Name**

Attach copies of existing and revised bench marks

Attach an updated Program Curriculum Map

| **Community Health and Development**  **Program Review Recommendations/Action Plan 2013- 2014** | | | | |
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| **CDH** | **Program: Social Service Work** | | | |
| **Curriculum Recommendations** | | **Action Plan** | |  |
|  | | **Responsibility** | **Timeframe** | **Actions Taken/Ongoing Strategies** |
| **SSW BELIEFS AND APPROACHES TO TEACHING AND LEARNING**   1. **Develop a Mission statement and a Teaching and Learning Philosophy statement for the SSW Program**   **SSW PROGRAM CURRICULUM RESOURCES AND TEACHING/LEARNING STRATEGIES**   1. **SSW faculty and student curriculum resources will be stored and available through one electronic site.** 2. Develop and populate a SSW program Faculty web/LMS page that will house all relevant current curriculum documents (such as the SSW Curriculum Map, Weekly Assessment charts, Assessment Map, Course Outlines, Assignment Guidelines, Portfolio, Learning Plan, Volunteer Hour Tracking forms, Behavioral Contracts, Confidentiality agreements, Contacts/Roles checklist, Glossary/Acronyms etc.) Note: The agreed upon format for the Portfolio, Learning Plans and Behavioural contracts will be finalized. (in alignment to resources available through OCSWSSW and OSSWEA - the Ontario Social Service Worker Educators Association). 3. Develop a Student Handbook (also available electronically through the LMS) which will contain all relevant curriculum material for the SSW students (including behavioural contracts and other agreement forms, Code of Ethics, Program Mission, Vision and Teaching and Learning philosophy, Portfolio guidelines, etc.) 4. **Develop regular PD opportunities for SSW faculty to convene and share effective applied teaching and learning practices and strategies.** 5. Register F.T. SSW faculty (those who have not previously taken the program) into the ABC- Eastern Region professional development program (October 2013) 6. Design and schedule a SSW faculty clinic led by Communications faculty which will focus on guidelines for effective writing of assignments and tips/ techniques for grading essays and reports. 7. Schedule SSW faculty PD session(s) on effective practice in applied and experiential learning methodologies and strategies   **CURRICULUM MAPPING**  The SSW Curriculum map has been updated to include current alignment to the program VLO’s, EES’s, General Education requirements. The map also includes alignment to the OCSWSSW (Ontario College of Social Work and Social Service Work) standards of practice and principles. (See Appendix 1 for SSW Curriculum Map.)   1. **All faculty will update their course outlines, learning content and assessment activities to reflect accurate alignment to the SSW curriculum map.** 2. The curriculum map will be reviewed and updated annually during the scheduled Common Block Development time. 3. Course “leads” or mentors (FT Faculty from the SSW program) will be designated for each course. “Lead/mentor” responsibilities include preparation/updating of the course outline as required, as well as being key point of contact for other faculty teaching the course. 4. The possibility of faculty auditing other courses to become more familiar with all aspects of SSW program curriculum will be explored. 5. Faculty (FT and PT) engaged to teach courses within the program, will review the SSW curriculum map, and determine implications of required alignments within the course(s) they will be teaching. 6. Proposed changes to course outlines will be reviewed and considered in collaboration with the SSW program faculty team, School Chair and CLT consultant .(Tracking and documentation of how course changes in one course area impacts upon another will occur. Where applicable, consultations will also include Program Coordinators from other programs such as DA, CYW, DSW, HSF) 7. All program course outlines will be reviewed and edited as required, to verify a common approach to quality presentation and ensure that course learning outcome statements are strongly articulated and aligned with VLO’s, and are appropriated linked to assessment tasks and assignment guidelines. (Particular attention to this task will be required as the program begins to engage in discussions with partners such as other direct entry program stakeholders, University articulation teams, etc.) 8. Text requirements for all SSW courses will be reviewed to ensure appropriate alignment to the course learning level and overall content.   **COURSE STRUCTURES/FORMATS**  The following recommendations stem from an analysis of the revised SSW Curriculum Map.   1. **Increase course and program hours aligned to VLO #8** (“Integrate social group work and group facilitation skills across a wide range of environments, supporting growth and development of individuals, families, and communities.”) **to create a more balanced and equitable coverage of all SSW program VLO’s.**   Compared to other SSW programs across the province, the SSW program at Fleming appears light in terms of Group Work curriculum. (Note: In previous iterations of the SSW program at Fleming, there were two 45 hour Group Work courses. Currently, there is only one group course in Semester 3 which is comprised of 30 hours.)   * 1. Change course delivery of 3rd semester course – Group Theory: Models and Practices to increase from 30 hours to 45 hours (3 hour seminar).   2. Deliver introductory and foundational group and facilitation concepts earlier than Semester 3. This would set the stage for the more advanced Group Theory: Models and Practices course.   3. Formally embed and assess group related concepts (reflected in learning outcomes, activities and assessments) in designated Semester 1 and 2 courses  1. **Change the delivery of the Preparing for Field Work 1 and Preparing for Field Work 11 courses from a workshop delivery to a 2 hour weekly class delivery – retaining the same number of overall course hours (30 hours) allocated to each.** 2. **Retain the delivery of the Program Design and Development course as a 1 hour lecture/2 hour seminar with the 2nd hour of the seminar being dedicated to project group work. The overall course hour allocation remains at 45 hours.** 3. **Revise the hours of delivery of the NVCI (Non Violent Crisis Intervention) course from 18 hours (3 days @ 6 hrs./day) to 12 hours (2 days @ 6 hrs.)** 4. **Cap the section size for all Counselling Skills 1,11,111, Group Theory: Models and Dynamics, Responding to Family Maltreatment, and Social Service Work Mental Heatlh and Addictions seminar/labs at 25 students.** 5. **Consider/review increasing Case Management course hours from 30 - 45 hours and redesigning course accordingly**   **CURRICULUM THREADS (Tracking and Alignment )**  (See Appendix 2 for SSW Curriculum Thread graphic)   1. **The Curriculum Threads between clustered courses will be reinforced and bolstered.**    1. Core concepts, theories, learning and assessment activities within aligned courses will be integrated with more clarity and transparency. (Particular attention will be paid to the course outline course descriptions, learning sequence and assessment guidelines. Clear explanations will be provided as to how one course builds upon the other.    2. Examine curriculum scaffolding in terms of how the threads are introduced and reinforced throughout Semesters 1, 2 and 3 as learning progresses from foundational to more complex applications.    3. Reorganize the Curriculum Thread sequence to integrate the GAS and General Education courses, rename each Curriculum Thread cluster to more accurately reflect the composition/theme of each and ensure the sequence and progression of curriculum and course delivery is sound.   \*Review course titles to ensure appropriate match to content and outcomes.  Conceptual Thread   1. **Examine/review resources, concepts, theories and world views introduced in Power, Privilege and Oppression and determine how they align to Social Welfare and are built upon in Social Justice and Diversity and Knowledge, Values and Ethics courses.** (Ensure that courses are distinct in that they are not duplicating core learning requirements and that distinctions are well understood by students and all stakeholders.) 2. **Examine/review concepts, theories and applications introduced in Social Welfare and determine how they are built upon in the Program Design and Development and the Community Organizing courses**.   Practice Thread   1. **Introduction to Social Service Work Practice will introduce the SSW Program volunteer hour requirement (volunteer hours acquired over Semester 1, 2 and 3.) to the students with accompanied resources and templates for tracking.** 2. Check in and tracking of volunteer hours will occur in the Introduction to Social Service Work: Theory and Practice course and will be followed up in Preparing for Field Preparation 1 and Preparing for Field Preparation 11. Acquisition and tracking of volunteer hours will be built into the course descriptions and assessment plans for each of these courses. 3. Volunteer hour tracking and Supervision check-in forms will be redesigned and implemented in Semester 1. (with adherence to College policy regarding PLAR, Grade Deferred options) 4. SSW Faculty will review the volunteer hour component for the SSW program and determine how many hours are required (Current suggested number of acquired hours is 50. The recommendation is to significantly reduce the overall hours. 5. Investigate implications and process for making the acquisition of volunteer hours in Sem. 1, 2 and 3 a mandatory requirement. (It is now documented as a “Recommended”, not a “Required” experience for students.) 6. Align the redesign of the SSW student volunteer hours requirement to a Service Learning, co-curricular model 7. **Develop a student Portfolio requirement for the program whereby the Portfolio assignment is launched in the Introduction to Social Service Work: Theory and Practice course and monitored and assessed in the Preparing for Field Preparation 1 and Preparing for Field Preparation 11 courses.** 8. A Portfolio framework and assignment guidelines for the Portfolio will be developed (considering and aligning to the CYW Portfolio format and to the resources from OCSWSSW pertaining to Professional Development, Portfolios and Continued Competency initiatives.) 9. Faculty from all courses will support the student portfolio initiative by identifying/tagging assignments and learning experiences within specified courses that will go into the portfolio. 10. **The design and format of the Student Learning Plans (currently presented and assessed in the Preparing for Field Work 1 and Preparing for Field Work 11 courses) will be reviewed to ensure alignment and to determine appropriate progression.** 11. As applicable, student Learning Plans will reflect alignment to relevant resources from OCSWSSW.   Skills Thread     1. **Faculty teaching Counselling 1, Counselling 11 and Counselling 111 will collaborate on course design, ensuring that there is progressive and transparent scaffolding of concepts, theories and methodologies and shared use of resources.** 2. Enactment feedback sheets will be reviewed and re-developed to ensure continuity and a common approach between the Counselling courses in the program. 3. Resource materials outlining protocols for learning methods such as role playing, scenario videotaping, practice interviewing and case studies will be renewed and included in the relevant assignment guidelines for each of the Counselling courses. 4. Investigate use of a new seminar room for Counselling courses 5. Explore and decide upon options to ensure there is an effectively designed Interview room that can be scheduled for use by the SSW program. The goal is to either repair Rm. 235 (problems with mirror, audio sounds from fan, etc) or acquire a new room for use.   **ASSESSMENT STRATEGIES**  Assessment charts displaying weekly due dates for all assessments in Semester 1, 2 and 3 have been developed. A master assessment chart of all assessment activities aligned to the VLO’s and course learning outcomes has also been prepared.  These resources reveal multiple and varied approaches to incremental and applied learning assessments laced throughout the entire curriculum However, the charts also reveal an overload of assessments in some areas and in almost all instances, assessments are not linked or shared in terms of being co-created and/or graded by faculty.(i.e. collaborative assignments in terms of students submitting assignments that serve as an assessment activity for a complementary course )   1. **Reduce the number of assignments due in any given week during Semester 1, 2 and 3.** 2. Review assignment requirements in every course and determine if some assignments could be linked together (within or between courses) and/or in some instances, if some graded assignments could be eliminated from a course with a redistribution of the grade values to other assignments.   **INDIVIDUAL COURSE CURRICULUM REVISIONS**  **Semester 1**  **Counselling 1** -align to Counselling 11 (resources, enactments, feedback sheets). Consider renaming “enactments” to “simulations” in all Counselling courses)  **Intro to SSW Practice** - introduction of volunteer hours and portfolio as previously described in alignment to Preparing for Field Practice 1, 11,reduction of theories +alignment to theories introduced in HGD + Counselling 11  **Introduction to Power, Privilege and Oppression** – Ensure strong alignment to Social Justice and Diversity (\*Refer to Curriculum Thread section)  **Introduction to Social Welfare** – Review course text for appropriate learning level. Create more applied learning activities within the course. Design an online module for this course.    **Semester Two**  **Case Management** - Build on clinical case assignment from Counselling 11, remove quiz from assessment requirements, remove “Self-care” reference in the course description. Consider increasing the course hours from 30 – 45 hours to enable the inclusion/application of additional core material and approaches.  **Counselling Skills 11** – alignment to Counselling Skills 11, 111 through enactments, use of feedback sheets, behavioural contracts .Integrate Intro Psych concepts and theories.  **ASIST Crisis Intervention for Social Service Workers** - Consider offering a “booster” component for ASIST through Con. Ed  **Preparing for Field Work 1** - align with Communications course- re: resumes, covering letters, interviews, etc., Bring in Career Services to work on resumes, Bring in community agency reps and students who are currently on placement into the course as guest speakers. Monitor volunteer hours and Portfolio as described, introduce Learning Plan for Field Placement, integrate self-care into the Learning Plan, Align with Preparing for Field Work 11  **Program Design and Development** - Choose a new text, Extend surveys to two weeks- Wks. 5 and 6, Change final report from 25% to 30%,Change assignment from a Literature Review to an annotated bibliography. Increase from 15% to 20%.Consider removing 10% content quiz from Wk. 13 with a possible redistribution of the grades, Introduce group process and determine how best to set up the group contract and designation of groups  **Social Justice and Diversity –** Alignment to Power, Privilege and Oppression, infuse and integrate indigenous themes  **Semester Three**  **Community Organizing** – Align to Program Design and Development, use same program for grant application in Comm. Organizing course  **Social Service Work Practice in Mental Health and Addiction** – Integrate 4 R model into course description and outcome statements. Illuminate lifespan thread in the course. As a culminating practice course, ensure that relevant skills, concepts such as behaviour manifestations, roles of SSW in referrals etc. are introduced in earlier courses. Retain and enhance Social Media/Twitter methodology and consider ways to introduce this methodology earlier to SSW students.  **Responding to Intimate Partners and Family Maltreatment** – Review this course for recommended changes as it was not closely investigated.  **Knowledge, Values and Ethics for Social Service Workers –** see Curriculum Threads comments re: alignment. Ensure that the Code of Ethics handbook from OCSWSSW is introduced/available to students in earlier semesters to ensure progressive follow-up in this course.  **NVCI for Social Service Workers** – see previous comments  **Preparing for Field Work 11** – see previous comments  **Group Theory: Models and Dynamics** – see previous comments  **IEEP - Indigenous Experiential Education Program**  **(Former Aboriginal Emphasis Initiative Program )**   1. **Recognizing that the IEEP program (formerly Aboriginal Emphasis Initiative) is a college-wide offering, specific initiatives and strategies will be pursued within the SSW program that will align to and support IEEP** **as an over-arching academic framework**. 2. Within the Introduction to Social Service Work Practice course offered in Semester 1, students are advised to complete volunteer hours to explore their areas of interest in the field of practice. IEEP students will be asked to consider volunteer opportunities that are directed toward an indigenous project or organization. 3. As the Gen Ed 49- Introduction to Aboriginal History and Culture course is renewed, investigate the course content/themes and integrate as a relevant Gen. Ed offering for SSW/IEEP students. 4. Embed Indigenous themes into the current Social Justice and Diversity course. This will preclude the need to offer a distinct IEEP course section. 5. Develop a new course that will focus on the Helping Professions in Indigenous communities. Consideration will be for this course to be offered as a Gen Ed Elective to SSW students and other students in the School/College.   The course could serve multiple purposes – support Gen Ed requirements for SSW students and other students in the college; support students in the SSW program and other programs in the college who enroll in the IEEP; serve as a specific pathway course for SSW students who wish to apply for the BSW program at Trent University.   1. Embed indigenous themes and concepts into the Semester 3 Community Organizing course 2. Continue to research and develop an operational framework for offering a “Culture Camp” experiential workshop – hosted by a community, to Sem. 3 SSW students, that would also be available for other students in SSW and other programs.   **STUDENT LEARNING PATHWAYS**  **Direct Entry/Advanced Standing opportunities for students entering the SSW program**  Currently, there are direct entry opportunities into the SSW program for students graduating from other human service programs at Fleming and from other colleges. As well, there are students who enter the SSW program from University degree programs in Liberal Arts and Social Sciences. Some pathways are clear, while others are not. For example, clear pathway options in terms of direct applicability of course credits exist from the newly developed Human Services Foundation (1 year Ontario Certificate) program and for students who transfer from other SSW programs in the province.  However, graduates from the Drug and Alcohol, Child and Youth Worker and Developmental Services Worker programs who wish to directly enter the SSW program have less clear pathways. Despite having completed an Ontario College diploma (DA, DSW) or an Ontario College Advanced Diploma (CYW) in related human service fields, they are currently entering SSW at the same level as the Ontario Certificate graduates from the Human Services Foundation program.   1. Review curriculum of CYW, DSW, DA and SSW to determine which specific courses can directly align to the SSW program for graduates from other human services programs. (The goal will be to distinguish between entry points and options for students transferring to SSW with an Ontario Certificate, an Ontario Diploma, and/or an Ontario Advanced Diploma) 2. Develop a standardized learning plan (Block transfer of credits/Accelerated Stream) for direct entry students that will address most transfer scenarios (including university graduates from degree programs in Liberal Arts and Social Sciences) with individualized learning plans being the exception rather than the norm. 3. Design online module packages (in areas of Counselling Skills 1, Power Privilege and Oppression and Social Welfare) which will be accessible for students transferring to the SSW program who do not have foundational courses in SSW/Human Services.   **LEARNING PATHWAYS FOR SSW GRADUATES**  Post Graduate Certificate Pathways   1. **Create descriptions within the program marketing materials that specifically identify pathways for SSW graduates to post-graduate certificates such as**:   Therapeutic Recreation (Fleming)  Applied and Community Based Research (Fleming)   1. **Research the development of a new Post Graduate certificate program - Working with the Older Adult (Fleming tbd)**   BSW Trent Program   1. **Develop a specialized curriculum pathway for SSW graduate students who wish to apply to the BSW program at Trent University and achieve optimal credit for transfer.** 2. **Designate a Fleming transition team to specifically work on the SSW curriculum pathway to the Trent BSW program, in liaison with the Trent team.** 3. **Review and examine preliminary ideas for consideration in building the SSW/Trent BSW pathway that address specified program learning outcomes, degree level expectations and CASWE accreditation standards.**   Some preliminary ideas for further investigation and consideration in building the SSW/ Trent BSW pathway could include:   1. Advising students entering the SSW program of minimal academic requirements for acceptance into the BSW program- including overall 75% average with at least 70% achieved in each course. 2. Providing students who choose the BSW pathway with a range of courses offered within Fleming’s University Transfer Program (including Introduction to Psychology, Introduction to Sociology and Classic and Early Modern Philosophy) as well as the Aboriginal History and Culture course to be applied to the Human/Social Behavior, Humanities/Liberal Arts and Critical Theory cluster. 3. Examine application of other SSW core courses toward other credits within the BSW program that form the Introduction to Social work/welfare and Generalist Social Work Practice requirements. 4. Advising students who choose the BSW pathway to select Field Placement settings whereby they are supervised in the field consistent with Canadian Association for Social Work Education (CASWE) and Trent University requirements. 5. Build an opportunity for SSW students to obtain a Research Methods/Statistics course to apply toward the BSW program at Trent.   **E- LEARNING STRATEGIES**   1. **Apply more extensive use and integration of D2L (Desire to Learn – Fleming College’s learning management system)into all SSW course delivery** - including course notes, quizzes, assignments, discussions, surveys and supplemental course resources such as online video clips of enactments, etc. 2. **Designate release time for SSW faculty to develop online modules in Counselling 1, Social Welfare, and Power, Privilege and Oppression.** These modules will be accessible for students who are transferring/direct entering into the SSW program and will form the basis of the Standardized Learning Plan for direct entry students. 3. **Schedule ongoing PD and mentorship opportunities for SSW faculty in online and applied learning methodologies and activities.** 4. **Create an inventory of Ontario Learn courses/credits available/recommended for SSW students.** | | SSW faculty  SSW faculty  SSW faculty  SSW Faculty, Dean, Chair, Faculty Development/HR  SSW/GAS faculty  SSW Faculty, CLT, Fac. Dev.  SSW Faculty  SSW Faculty, CLT, Chair  SSW Faculty, Coordinator, Chair ,Dean  SSW Faculty, Coordinator, Chair, CLT  SSW Faculty, Chair, CLT  SSW Faculty, CLT, Chair, Dean  SSW Faculty  SSW Faculty, Chair, Dean  SSW Faculty  SSW Faculty  SSW Faculty, Chair, CLT  SSW Faculty Coordinator, CLT Chair  SSW Coordinator, Chair  SSW Faculty, Chair, Dean  SSW Faculty, Chair, Dean  SSW Faculty, Chair, Dean, CLT  SSW Faculty, CLT  SSW Faculty, CLT  SSW Faculty, CLT  SSW Faculty  CLT  SSW Faculty, CLT  SSW Faculty, Chair, Dean  SSW Faculty, Chair, Dean  SSW Faculty, Chair, Dean  SSW Faculty, Chair, Dean  SSW Faculty, Chair, Dean  SSW Faculty, Chair, Dean, CLT  SSW Faculty, Chair, Dean, CLT  SSW Faculty, CLT, Chair  SSW Faculty. CLT  SSW Faculty  SSW Faculty  SSW Faculty  SSW Faculty, CLT  SSW Faculty  SSW Faculty  SSW Faculty, Chair, Dean  SSW Faculty, Chair, Dean  SSW, GAS, COMM Faculty  SSW Faculty, CLT  SSW Faculty, CLT  SSW Faculty, CLT  SSW Faculty, CLT  SSW Faculty, Chair, CLT  SSW Faculty, CLT  SSW Faculty, Chair  SSW and COMM Faculty, CLT  SSW Faculty, CLT  SSW Faculty, CLT  SSW Faculty  SSW Faculty  SSW Faculty, CLT  SSW Faculty, CLT  SSW Faculty, Chair, Dean  SSW Faculty, CLT, Chair, Dean, DA, CYW, DSW, HSF Program faculty  SSW Faculty, CLT, Chair  SSW Faculty, CLT, Chair  SSW Faculty, CLT, Chair  LLL divison  CLT, Dean, Chair, Program coordinator and faculty  CLT, Dean, Chair, Program coordinator and faculty  CLT, Dean, Chair, Program coordinator and faculty  SSW Faculty, CLT  SSW Faculty, Chair, Dean, CLT  SSW Faculty, CLT, Fac. Facili  SSW Faculty, CLT | Sept – Nov. 2013  Sept – April 2014  Sept – June 2014  Fall 2013  Sept – June 2014  Sept 2013 – June 2014  Aug/Sept 2013  May/June 2014  Aug. – Nov. 2013  Aug 2013 – June 2014  August 2013 – June 2014  August – December 2013  August 2013 – June 2014  September 2013 -September 2014  September 2014  Sept 2013 – Sept 2014  Sept 2014  Sept 2014  Sept 2014  Sept 2013 - Sept 2014  Sept 2014  Sept 2013 – Sept 2014  Sept 2013 – Sept 2014  Sept 2013 – Sept 2014  Sept 2013 – Sept 2014  Sept – December 2013  Sept 2013 – Sept 2014  Sept 2013 – Sept 2014  Sept – December 2014  Sept – December 2014  Sept – December 2014  Sept 2013 – Sept 2014  Sept 2013 – Sept 2014  Sept 2013 – Sept 2014  Sept 2013 – Jan. 2015  Sept 2013 – Jan. 2015  Sept 2013 – Jan. 2015  Sept 2013 – Jan. 2015  Sept 2013 – Jan. 2015  Sept 2013 – Jan. 2015  Sept 2013 – Jan. 2015  Sept 2013 – Jan. 2015  Sept 2013 – Jan. 2015  Sept 2013 – Jan. 2015  Sept 2013 – Sept 2014  Sept 2013 – Sept 2014  Sept 2013 – Sept 2014  Sept 2013 – Sept 2014  Sept 2013 – Sept 2014  Sept 2013 – Sept 2014  Sept 2013 – Jan. 2014  Sept 2013 – Sept 2014  Sept 2013 – Sept 2014  Sept 2013 – Sept 2014  Sept. 2013 – Sept 2014  Sept 2013 – Sept 2014  Sept 2013 – Sept 2014  Sept 2013 – Sept 2014  Sept 2013 – Sept 2014  All actions in this section will be examined and developed over the next academic year (Sept. 2103 – Sept 2014)  Sept 2013 – Sept 2015  Sept 2013 – Sept 2015  Sept 2013 – Sept 2015  Sept 2013 – Sept 2015  Sept 2013 – Sept 2014  Sept 2013 – Sept 2015  Sept 2013 – Sept 2015  Sept 2013 – Sept 2015  Sept 2013 – Sept 2014  Sept 2013 – Sept 2014  Sept 2013 – Sept 2014  Sept 2013 – Sept 2014 |  |
| The program requires greater opportunities for students to understand and appreciate the advantages of belonging to the College of Social Workers and Social Service Workers as well as the importance of belonging to the Social Service Workers Association.  Create a support staff position to support the increased complexity of placements due to the increase number of community development specialties. This position could also champion international and aboriginal placement opportunities. | | Program Team  Dean and Operations Leader | September 2014  September 2015 |  |