**Curriculum Renewal:**

**Analysis and Action Plan Template**

| **Program Coordinator:** | **Jill Stocker** | **School:** | **CD&H** |
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| **Program Code:** | **50721** | **Date Completed:** | **Feb 15/13** |
| **Program Name:** | **Social Service Worker - SSW** | | |
| **A. Analysis of Indicators**  Note: data is **not** recorded in this section of the template.  **Reflect on, and discuss, the following indicators in the context of the curriculum and program:** | | | | |
| 1. **Industry / Sector Trends**   The sector for Social Service Workers is National Occupational Code NOC 4212 Community and Social Service Workers. Current forecast in Ontario is good (3 stars) across all regions in Ontario. Peterborough is in the Muskoka-Kawarthas region  *..”the outlook for community and social service workers is expected to be good in 2012-2013. According to the 2006 census, there were over 1,500 community and social service workers in this area.*  *In Ontario, the outlook for community and social service workers is expected to be good for the period 2012-2013. It is a large, young occupation, with many opportunities occurring as workers leave for other jobs or advancement. According to the 2006 census, there were over 39,000 community and social service workers in the Ontario labour force with an average age of 38, compared to 40 for all occupations. Some job openings will be part-time or temporary in nature.*  *Demand in this occupation is mostly dependent on government funding. Employment growth has been fairly strong over the last several years, as health and social services budgets have increased to meet the changing needs of a growing, aging population. Some opportunities have occurred with a shift in the delivery of services to a more community-based model. Prospects could moderate with tighter government spending expected over the next few years. Positions within voluntary organizations are vulnerable to declines in charitable giving. Growth areas have included mental health services, early childhood services, services to the elderly, and community-based outreach services.*  *Employment prospects will be better for individuals with post-secondary education, and previous work experience in social service work or as a volunteer.”* [ Source: [Labour Market Information - HRSDC](http://www.hrsdc.gc.ca/eng/workplaceskills/labour_market_information/index.shtml) from: <http://www.workingincanada.gc.ca/LMI_report_bynoc.do?&noc=4212&reportOption=outlook>  2. The SSW Program Advisory Committee last met in Spring 2012. The next meeting is expected to receive a report on a survey regarding SSW curriculum adaptations or inclusions that might be contemplated in increasing student learning to be better prepared in working with the ageing population.  3. Faculty have noted that students express an increasing interest in international placements as well as working in new areas such a palliative care and hospice.  **New or changing employment trends in the industry or sector.**  1. Although the current forecast for this field is good, faculty observed that most SSW graduates hired in the social services field obtain part-time or contract versus full-time positions.  **Curriculum issues / strengths that have been identified by employers pertaining to graduate job readiness.**  1. Faculty and placement sites have observed that students require more skills in documentation, however, see benefits in their knowledge of grant proposal writing. | | | | |
| **2. Curriculum Development**  2.1 **Recent Curriculum Changes**  The SSW Curriculum underwent a massive change with a new curriculum, changed course numbers  and new courses developed or existing ones updated in 2009 and 2010. The new curriculum was  rolled out with First Semester in Fall 2010, then January 2011 new Semesters 1 & 2; for May 2011  faculty were released for curriculum development time (no semester 3 ran) and by September 2011 all  4 semesters were running with the new curriculum. (see attached 2 lists of 2008 courses (old Curriculum) and 2011 (new).  2.2 Over the past year curriculum changes have included an enhancement and increased emphasis  in course content and course materials relating to Indigenous perspectives, fine tuning the  Workshops that prepare students for Placements; clarifications on supervision for applied learning  experiences; we continue to identify courses offered on-line (e-learning) equivalent to program  courses delivered on site.  2.3 Graduates from universities, especially Trent (Sociology, Psychology) have found their way to  Fleming’s SSW program after completing their university studies. This has not been advertised in any  way and by word of mouth there seem to be 2-6 students per intake in this category; We maintain  close contact with those SSW graduate that go on to university for especially a BSW – Lakehead  University, Orillia Campus at this point appears to have the most Fleming SSW grads studying for their  BSW, We are encouraged with recent indications of some interest on the part of Trent University to  explore a BSW potentially and other post secondary options for a BSW Indigenous interest. We have  no partnerships with high schools at this point  2.4 Fleming SSW has participated in a province-wide survey and initiative that is investigating the  possibility of any student from any Ontario community college SSW program receiving automatic credit  for 2 semesters to enter Fleming’s semester 3. It poses somewhat of a problem for SSW programs  such as Fleming that have very heavy academic semesters 1, 2 & 3 and retain their experiential  learning block placement course for semester 4 (there are 4 similar SSW programs in the province at  this point.)  2.5 There has been some difficulty obtaining specifics from last year’s curriculum renewal initiative –  the SSW program participated in and cooperated fully with the Quality Assurance Process PQAPA. | | | | |
| **3. Student and Graduate Satisfaction**  3.1 Key performance indicators # 4, 8, 9, and 11 (see **Appendix of Curriculum Guide** for a description of these).  **KPI#4** Graduate Satisfaction **–** Generic & Vocational Learning Outcomes –  **Program – 55 (N) 76 (%), College – 1167 (N) 87 (%), System – 960 (N) 84 (%)**  **KPI#8** Student Satisfaction – Learning Experience **–**  **Program – 117 (N) 79 (%), College – 3893 (N) 82 (%), System – 2594 (N) 85 (%)**  **KPI#9 –** Student Satisfaction – Teachers –  **Program –** **117 (N) 64 (%), College – 3893 (N) 76 (%), System – 2594 (N) 76 (%)**  **KPI#11 –** Graduate Satisfaction – Program –  **Program – 75 (N) 73 (%), College – 1852 (N) 83 (%), System – 1604 (N) 79 (%)**  3.2 Review and discuss student retention on a semester by semester basis over the past year.  Note: Analysis not available | | | | |
| **B. Curriculum Strengths and Challenges**  Summarize the curriculum strengths and challenges identified by the team. | | | | |
| **Program Mission Statement “**Fleming SSW program graduates have a specialized knowledge of social service agencies that people may need and the skills necessary to help them bridge the gaps to identify and access these services.  The SSW program provides students with practical, integrated learning experiences and a body of knowledge related to the promotion of human well-being and the affirmation of strengths and capacities of people in their environments.”  Program Focus   * Graduates are well prepared for entry level positions as generalized front-line workers * The Fleming SSW program focus is on generalist social service work * Fleming prepares graduates through a transformative learning process involving a combination of traditional, experiential and applied learning. * Emphasis includes assessing professionalism, positive working relationships clinical skills, self-awareness and understanding based on a commitment to social justice. * Courses provide advanced knowledge of social service systems and programs; resources and skills to advocate and to bridge gaps; core skills in writing, counselling, relational and clinical skills, case management and an understanding of “this is how the world works”; * Fleming’s SSW program is unique as it has   + an Indigenous/Aboriginal Emphasis option;   + direct entry to second semester for Canadian University grads from humanities or social science;   + positive and continuing response by sponsoring agencies such as Second Career, WSIB and Band Councils that the Fleming SSW program supports their clients   + desirable flexibility for students with 3 intakes and 4 semesters year round   + recognized accreditation for graduates eligible to be registered with the Ontario College of Social Workers and Social Service Workers OCSWSSW * **Core Challenges** include   + Increasingly larger classes and a concern with providing adequate experiential learning opportunities (i.e. block placement experiential learning sites)   + KPIs that indicate a lower than system and lower than college and decreasingly lower % of student satisfaction with teachers and with graduate satisfaction with the program (from the 5 year historical overview 2008-2012)   + Ensuring curriculum relevance and keeping pace with changes especially with demographic shifts (i.e. curriculum relevant to the ageing population.)   + Limited space, materials, and technical equipment to engage in experiential activities in the classroom   + Limited placement sites due to the demand of spaces for several internal and external college programs and other post-secondary institutions | | | | |
| **C. Action Plan**    Identify priority actions for the next year and the rationale for their inclusion. For each, indicate the project lead, and the proposed timelines for completion. | | | | |
| * Obtain adequate space as well as materials and technical equipment for experiential learning in the classroom ie. intervention room, viewing room, activity room and computer lab in May 2013 * Meet better KPIs; TBD * Participate in the program review process in 2013 * Improve course delivery TBD * Explore additional placement options (e.g. international), engage with local placement sites about maintaining spaces for Fleming College SSW students, and recruit new or less used placement agencies about the benefits of taking our students in 2013 (after program review?) * Explore curriculum adaptations and enhancements on subjects relevant to the ageing population in 2013 (after program review?) * Develop a direct entry BSW with Trent University and memorandums of understanding with other BSW programs provincially and nationally. * Increased e-learning opportunities for students in 2013 (after program review?) * Development and the hiring of a full-time specific Field Placement Coordinator position for the SSW program ASAP * Hiring of full-time SSW faculty to replace the positions being vacated ASAP * Hiring of new program coordinator to assist in continuity and contribute to leadership in program Action Plan. | | | | |
| **D. Deferred Actions**  Record any issues that will need to bemonitored, researched, or deferred for future action. | | | | |
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| **E. Attach an updated Program Curriculum Map to your report** | | | | |
| See attached also filed as requested in specified folder.  **S:\shared data\CLT\School Name\Program Name\Program Curriculum Map** | | | | |