

***SUBMITTED TO OUCQA FOR INFORMATION – June 5, 2023***

***APPROVED BY TRENT UNIVERSITY’S SENATE COMMITTEE – March 21, 2023***

# Final Assessment Report & Implementation Plan – Executive Summary

# Bachelor of Social Work

# Completed by the Cyclical Program Review Committee (CPRC)

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| **Degree Programs Being Reviewed** | Bachelor of Social Work |
| **External Reviewers** | Dr. Jackie Sieppert, University of Calgary  Dr. Peter Donahue, King’s University College |
| **Internal Representative** | Dr. Hasmet Uluorta, Department of Political Studies |
| **Year of Review** | 2021-2022 |
| **Date of Site Visit** | March 2-3, 2022 |
| **Due Date for Implementation Report from the Program** | March 1, 2024 |
| **Date Prepared by CPRC** | February 15, 2023 |
| **Date Approved by Provost & VP Academic** | March 7, 2023 |
| **Signature of Provost & VP Academic** | S:\Provost\0 - Attendance, Forms, Lists, Signatures, Expenses\Electronic Signatures\Michael Khan.jpg |

The field of social work provides essential supports to communities by providing basic human needs to individuals, groups, and facilities and by advocating for social change. Trent’s Bachelor of Social Work program is offered at both the Peterborough and Durham campuses, and provides an interdisciplinary curriculum that focusses on social justice, human rights and cultural awareness. Students will develop a strong foundation of clinical knowledge, critical thinking skills, and social responsibility. Admission to the professional years (years 3 and 4) is competitive and will focus on social work theory and practice, where students will have the opportunity to be involved in meaningful professional practice through field placements. Students graduating with a BSW can register with the Ontario College of Social Workers and Social Service Workers as a Registered Social Worker.

**Overview**

During the 2021-2022 academic year, the undergraduate program in Social Work underwent a review. Two arm’s length external reviewers, Dr. Jackie Sieppert, University of Calgary and Dr. Peter

Donahue, King’s University College, were invited to review the self study documentation. The virtual visit took place on March 2-3, 2022. Dr. Hasmet Uluorta, internal representative from the Department of Political Studies, participated in the virtual visit.

This Final Assessment Report (FAR), in accordance with Trent University’s Institutional Quality Assurance Policy (IQAP), provides a synthesis of the cyclical review of the degree programs. The Report considers: the Self-Study, the External Reviewers’ Report, and the Program and Decanal Responses.

A summary of the review process is as follows: the academic unit completed a self-study that addressed all components of the evaluation criteria as outlined in Trent’s IQAP. Appendices included: Curriculum Vitae, Course Syllabi, Data Tables, Student and Alumni Surveys, a Staffing Plan and a Library Statement of Support. Qualified external reviewers were invited to conduct a review of the programs that involved a review of all relevant documentation (self-studies, appendices, and IQAP policy) and participation in a virtual visit. During the virtual site visit, reviewers met with senior administration, faculty, students and staff.

The External Reviewers’ Report identified ten (10) recommendations with the primary focus being to provide a program that is both sustainable and of high quality. Ideally, recommendations will focus on a culture of ongoing and continuous improvement, and prioritizing student-centred learning and experiences.

Following receipt of the External Reviewers’ Report, the Program and Dean provided responses to the Report. Based on the four review documents, the Cyclical Program Review Committee (CPRC) then reviewed and assessed the quality of the degree programs and reported on significant program strengths, opportunities for improvement and enhancement, and the implementation of recommendations.

The Implementation Plan identifies eight (8) recommendations for implementation, and specifies the proposed follow-up and the person(s) responsible for leading the follow-up. The Academic Unit, in consultation with their Dean, will submit an Implementation Report in response to the recommendations identified for follow-up. The Report is due March 1, 2024.

**Significant Program Strengths**

The Program has received its first accreditation for a four-year period and is well on its way to meeting the required criteria, as determined by the Canadian Association for Social Work Education (CASWE). The university is committed to providing students with a high standard of education in order to be successful in their chosen pathways, whether it be pursuing a graduate degree or a more immediate career in social work.

Trent’s BSW degree has a strong anti-oppressive focus, integrating anti-oppressive social work principles and knowledge throughout the program’s curriculum. The concepts, knowledge, research, and practical application of anti-oppressive social work are woven into every course.

Faculty are passionate about their work and are committed to providing excellence through

education and research. Students may have opportunities to work alongside faculty and participate in ongoing research projects.

**Opportunities for Program Improvement and Enhancement**

As a newer program, one that is growing, there are many opportunities for program improvement and enhancement.

A clear vision is needed for the department/program. This will provide direction and a foundation for building the program’s reputation that will in turn help build strong relationships with organizations and agencies that are necessary to ensure our students receive hands-on experience in a professional setting. Maintaining and increasing the availability of field placements is key to the success of this program, and it is evident that the program and faculty are committed to making this happen.

Strengthening placements by ensuring that field placement supervisors have the appropriate background and level of education will ensure that our students are receiving the level of support they need in the field.

Curriculum review will be significant to ensure that curriculum continues to focus on the current and future needs of the profession. As part of this review, the department may want to consider alternate assessment and evaluation methods for their students. As well, the program may wish to establish protocols and policies to facilitate the department’s work.

The program should also consider expanding the frequency of co-curricular events. Non-academic activities such as professional panels, talks and presentations provide opportunities for student mentorship and leadership.

Agreement.

**Implementation Plan**

The Implementation Plan identifies those recommendations that require action by the academic unit. The Chair or Director, with members of the academic unit, will be responsible for leading the follow-up in consultation, and where appropriate, with Dean(s) and other university departments.

The Academic Unit will report on actions taken and the status of each recommendation by the due date provided. The Dean will be responsible for reviewing the Implementation Report and submitting the final report to the Office of the Provost.

**DUE DATE FOR IMPLEMENTATION REPORT: March 1, 2024**

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| **Recommendation** | **Proposed Follow-Up**  If no follow-up is recommended, indicate ‘No follow-up report is required’ and provide rationale | **Specific Timeline**  For addressing or completion | **Position Responsible for Leading Follow-up** |
| **Recommendation 1 (a)**  That the Program work to improve the student experience and satisfaction by - Enhancing opportunities that support instructor availability for student interaction and mentoring. | The Department has a clear plan for renewed events and engagement post-COVID. They are also making good use of in-person and remote means of interacting with students.  The Implementation Report will identify activities that have taken place that enhance student interaction and mentoring by faculty. | Ongoing; update to be provided by March 1, 2024 | Chair |
| **Recommendation 1 (b)**  That the Program work to improve the student experience by - Securing more and varied practicum placements with BSW qualified field instructors for student supervision. | The Department will build a network of placements and field instructors, including the development and maintenance of relationships with program graduates who are working in relevant areas.  The Implementation Report will identify initiatives taken in this area. | Progress should be evident by December 2023 in preparation for next CASWE accreditation process. | Chair, in consultation with Field Education Coordinator |
| **Curriculum**  **Recommendation 1 (c)**  That the Program work to improve the student experience by - Considering additional course offerings that reflect student interest and evolution of the profession.  **Recommendation 2**  That the Program focus on curriculum renewal to ensure that the program remains current in a quickly evolving profession. | The Department should continue to regularly undertake curriculum review as part of their retreats.  The Implementation Report will indicate results of the discussion, including:   * the process taken, and whether any new courses have been added * changes made to ensure the program remains current * any additional course offerings that reflect student interest | Ongoing; update to be provided by March 1, 2024 | Chair, in consultation with Curriculum Committee |
| **Recommendation 3**  That the faculty complement be solidified and expanded to  address challenges of the program expansion and/or the introduction of specializations. | No follow up required.  Hiring requests are to be included in Annual Department Staffing plans for consideration by Deans. |  |  |
| **Recommendation 4**  That communication be enhanced to inform students of admission processes to the professional years and potential career pathways beyond social work. | The Department should ensure that students are made aware of the processes and related expectations. Pathways to other programs and/or careers should be highlighted.  The Implementation Report should identify specific measures being taken. | Implementation expected for 2023-24, noting that the timing of implementation will depend on processes developed. | Chair, in consultation with Academic Coordinator and Academic Advising |
| **Recommendation 5**  That a long-term succession plan be considered for the Director’s role. | Department is currently undertaking search process guided by the terms of the Collective Agreement.  The Implementation Report should provide an update on the search status of new Director. | Search of new Director expected for July 2023. | Chair and Personnel Committee |
| **Recommendation 6**  That the program structure and associated processes be reviewed for clarification and streamlined across the two campuses. | Although certain aspects of the structured are subject to the Collective Agreement, the Department should consider how the program is structured across the two campuses, specifically when considering the professional years of the program.  The Implementation Report should discuss how the structure works across the two campuses, with respect to decision-making, teaching, placements, and the professional years. | March 1, 2024 | Chair in consultation with Deans |
| **Recommendation 7**  That the Program examines service loads to ensure commitments are shared and managed across faculty. | The Department is encouraged to review faculty service at the departmental-level, and how faculty are placed on these committees.  The Implementation Report should report on how faculty are allocated to departmental level committees. | Ongoing; update to be provided by March 1, 2024 | Chair, in consultation with Deans |
| **Recommendation 8**  That the Program review procedures for hiring part-time and LTA appointments. | No follow up required.  Hiring procedures are determined by the CUPE and TUFA collective agreements. |  |  |
| **Recommendation 9**  That the program reviews the process and the number of  credits transferred for students entering via an affiliated agreement from a college program. | The Department is encouraged to review transfer credits accepted by other institutions.  The Implementation Report should provide findings from this review and indicate whether the Program is considering any changes to accepted transfer credits. | To be completed by March 1, 2024 | Chair |
| **Recommendation 10**  That the Program consider launching an Indigenous specialization, ensuring that adequate human, financial and infrastructure resources will be in place to support the initiative. | Consultation with Chanie Wenjack School and local Indigenous communities is encouraged. Hiring requests are to be included in Annual Department Staffing plans for consideration by Deans and other resources requests can be included in annual budget discussions.  The Implementation Report should provide an update on plans to launch an Indigenous specialization. | To be determined based on direction of the Department via curricular review. | Chair |