

Action Plan: Department of Social Services

Date Self-Study was submitted to AQA: 8/31/2022

Date of External Review: 11/29/2022

Institutional Response

The Department of Social Services is to be commended for a comprehensive program review leading to this Action Plan. The Plan contains robust goals that include increased indigenization of curriculum, strategies to support student recruitment, and a complete mapping of curriculum and course delivery that will support future curriculum development.

The Dean will work with the Department to respond to Planned Actions that may depend on additional resources, especially in Goal 3. The Dean and Department will articulate space needs and work with Facilities and other departments to support the best possible future environment for student collaboration and learning.

Signed




June 26, 2024

Dean

Date

Signed



Provost and Vice-President

June 26, 2024

Date

Goal 1: Evaluate existing recruitment and enrollment strategies and outcomes for the SSRV program.

Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Work with Langara Global and with the Curriculum Consultants & Indigenization Specialists, from TCDC to identify ways to more effectively recruit and enrol international and Indigenous students.	JD	April 2024	April 2025	
Explore pathways and create a plan to encourage applications from Indigenous students to the program.	MN	April 2024	December 2024	Consult with Indigenous Education and Services. Explore opportunities to reach out to local First Nations – relationship development would be ideal. Consider formalizing part-time option.
Review recommendations from the Social Services Sector Training and Education Plan May 2023 that relate to recruitment and enrollment (when available to the public) and create a plan for the implementation of these (as applicable).	JD	When recommendations are received	TBD	
Work with C&M to increase the resources available for advertising and promotion of the certificate/diploma programs. Identify, implement, and evaluate department-led strategies for this.	MN	April 2024	September 2026	We have been advsed that C&M no longer will be supporting department recruitment, so this will likely be an internal process and will require consultation with the Dean and Division Chair to make sure that the resources and skills necessary are available.
Explore strategies to increase enrolment in SSRV 2000 and 2001, including the consideration of offering courses in the evening, or offering hybrid or online options for these classes. Once implemented, evaluate success.	SR and JD	June 2024	January 2026	This will require consultation with the Dean and Division Chair, and should include work with TCDC.
Evaluate oportunites for expanding the accessibility of the program for diverse students. This could include developing part-time options.	MN	May, 2025	TBD	Consult with TCDC

What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Evaluate whether reversing the registration restriction should correct the issue over the past few years of low enrollment in SSRV 2000 and 2001.	p. 30	
Work with the Dean to secure resources for an analysis of whether online offerings of 2000 and 2001 would be beneficial.	p. 30	
Work with C&M to increase the resources available for advertising and promotion of the certificate/diploma programs.	p. 30	
Work with C&M to increase the resources available for advertising and promotion of certificate/diploma programs. To support keeping the Langara SSW program enrolment competitive with other institutions, marketing of the certificate/diploma program is necessary. Current marketing budget constraints were noted by the department. It is recommended that the department work with C & M, the division chair and dean to discuss budget requirements for advertising and promotion.		p. 3

NOTE: Add “Planned Actions” and “Recommendations” tables if there are distinct themes within each Goal.

Which [Academic Plan 2025 Lens or Lenses](#) does this Goal supports? Add or remove rows as needed,

Academic Plan 2025 Lens (only include the title of the lens)
HOLISTIC STUDENT ENGAGEMENT AND SUPPORT
SOCIAL RESPONSIBILITY/ COMMUNITY RELATIONSHIPS

What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.

Resources
Langara Global, TCDC, Dean, Division Chair, C&M, Indigenous Education

Goal 2: Develop an ongoing process of program and curriculum renewal.

Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Undertake process of Curriculum Mapping – to include evaluation and revision of learning outcomes so that these reflect and support the pedagogy and values of the program.	MN	TBD	TBD	Need to schedule this with TCDC, and need guidance on expected length of process.

What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Review the program learning outcomes and rewrite them to reflect the pedagogy and values of the program.	p.3	
The program should review and rewrite the program’s learning outcomes that are measurable and observable, and that reflect its pedagogy, values, and the context of social work practice. While there is an acknowledgement that these are integrated into the curriculum and delivery of the program, they need to be more explicit for students, faculty and community partners and stakeholders. These learning outcomes should be reflective of social work values, perspectives and worldviews that inform the program including: CASW Code of Ethics, anti-oppressive practice, social justice Indigenous ways of knowing and being (including Indigenous social determinants of health, and acknowledgement of the commitment to Truth and Reconciliation), gender social determinants of health, and other structural factors. They should also link to and be aligned with Langara’s Academic Plan. Collaboration and consultation with community stakeholders and partners will help to ensure that the learning outcomes meet identified needs.		p.4
Develop a curriculum matrix/map to help identify and address strengths and potential gaps or weaknesses in the curriculum and to formalize processes already happening at Langara. This may also help address grade inflation issues and offer opportunities for students to take part-time and full-time courses and encourage flexibility and retention. Within this, link to the program learning outcomes and servable/measurables and integrate guiding principles and values as stated in recommendation directly above.		p.4

NOTE: Add “Planned Actions” and “Recommendations” tables if there are distinct themes within each Goal.

Which [Academic Plan 2025 Lens or Lenses](#) does this Goal supports? Add or remove rows as needed,

Academic Plan 2025 Lens (only include the title of the lens)

TRANSFORMATIONAL LEARNING EXPERIENCES

CURIOSITY, CREATIVITY, AND INNOVATION: CREATE THE FUTURE TOGETHER

HOLISTIC STUDENT ENGAGEMENT AND SUPPORT

SOCIAL RESPONSIBILITY/ COMMUNITY RELATIONSHIPS

What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.

Resources

TCDC, Indigenous Education

Goal 3: Evaluate, improve, and expand the ways in which the program supports student success.

Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Review recommendations from the Social Services Sector Training and Education Plan May 2023 that relate to student success (when available to the public), and create a plan for the implementation of these (as applicable).	JD	TBD		
Through the process of curriculum mapping evaluate: grade inflation, student stressors related to evaluation, impact of evaluation methods on diverse students, and how to mitigate any negative impacts.	MN	Determine schedule with TCDC by June 2024	TBD	Need to schedule this with TCDCC, and need guidance on expected length of process.
Increase the structure of practicum preparation and evaluation processes. This can include a student Practicum Handbook and timeline/calendar for students and supervisors.	MN, SR	June 2023	September, 2024	Already in process
Work with the Dean to evaluate options that would allow the department to split the Methods courses into two sections each. If indicated, work with the Dean to identify budget opportunities to fund these sections.	MN	September 2025	TBD	This may need to flow from the curriculum mapping process (per EB)
Evaluate options for providing Naloxone, First Aid/CPR, and Crisis Intervention trainings through our seminar course. If necessary, work with the Dean to identify budget opportunities to fund these.	SR	February 2024	TBD	May require consultation with Dean re: budget opportunities Already in process. This may also comprise part of the Curriculum Mapping process.
Work with the Dean and Facilities to explore the possibility of establishing a dedicated classroom for the program. This would provide more opportunities for students to work on group projects, build community, and practice their skills in a safe, secure, and private space outside of class time.	MN	September 2025	TBD	

What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
The high percentage of A+/A/A- marks should be evaluated as part of the curriculum mapping process.	p.30	
The department should continue to work with RES and Recruitment to enhance admissions success	p.30	
The faculty recommend that Non-Violent Crisis Intervention Training be included in the curriculum. This is a certification that is increasingly being required by our industry partners. The provision of this training will require support from the College, as there is a cost for instructors to acquire and maintain certification and also a cost for students to get certificates. The Department should work with the Dean to identify additional resources from the college.	p.30	
Students spoke about the need for more time to be available for practical skills development. Achieving this would require that the methods courses be split into two sections each, as the instructor time for this course is already very significant and creating additional opportunities for practice and feedback from instructors is not possible with the current enrollment of 35 students in this course. The Department should work with the Dean to identify additional resources from the college.	p.30	
The department should work with the Dean and Facilities to explore the possibility of establishing a dedicated classroom for the program. This would provide more opportunities for students to work on group projects, build community, and practice their skills in a safe, secure, and private space outside of class time.	p.31	
Submit a budget request to allow the department to split the Methods course into two sections. The current methods course allows the students to experientially work on their communication and practice skills, which prepares them for direct practice and practicum. The current size of the class (35) does not allow for the opportunity for the instructor to focus on individual support and skill development. This course was strongly identified by current students and alumni as instrumental in helping develop key skills that make/made them ready for practice. As students noted, it helped to address 'how do we do this work?' We recommend that course enrollment in this course should be aligned to the class size of practicums (12).		p.4
Identify budget resources that would allow the department to provide supplemental learning to students including Naloxone training, First Aid/CPR, and Non-violent Crisis Intervention (NCVI) training to the curriculum to ensure that all students are ready for practice and employment.		p.4

Recommendation	Self-Study (specify page #)	External Review (specify page #)
<p>For Naloxone/Narcan training – the department could consider contracting a reputable harm reduction organization (ex. OPS) that specializes in supporting individuals with lived experience who have navigated multiple, intersecting forms of oppression to provide this training rather than a health practitioner or technician (ex. Nurse, NP, or Paramedic/First responder). Engaging frontline harm reduction professionals specifically will give the students the opportunity to learn and practice an intersectional-trauma-informed approach to overdose intervention for vulnerable individuals – effectively reducing the risk of harm or trauma that the intervention/ist may cause an individual with lived experience of recent or persistent trauma <i>and</i> prioritizes individual agency and choice.</p>		p.4
<p>Assessment issues were focused on grade inflation and student stressors regarding evaluation. Faculty expressed challenges with expectations and evaluation of students who have unique and differing academic experiences and capabilities, and career goals. This should be reviewed when developing learning outcomes and curriculum.</p>		p.5
<p>The face-to-face cohort model has historically been used in the program, but there are students who have wanted to complete it part-time. The use of hybrid and online options during COVID also illustrated that students may be interested in these options, and that this may address issues of accessibility for students. Curriculum mapping may help to address the potential of part-time pathways, and an exploration of whether that is a viable option for the program to take moving forward. Assessment and evaluation processes that track student progress should be explored to determine whether this is something that the program may want to explore in more depth. This may address issues of enrolment and retention.</p>		p.5
<p>Practicums were identified as central to the program’s learning outcomes and objectives by students and faculty. Evaluation data suggests that students and community (practica) partners felt that “students were moderately, very, or extremely prepared for work in their organizations. They described our students as compassionate, eager, self-sufficient, and resourceful. Some students noted confusion as to how the model of practicum went (that it was in two parts) and there was some misunderstanding of what that would entail for them. A suggestion (we did not see this in the review process) is to ensure that there is specific procedural information provided to students before placements start, and as they move through the process. This may include the development of a practicum guide.</p>		p.5

Recommendation	Self-Study (specify page #)	External Review (specify page #)
To increase the representation of diversity in instruction in the program. This was identified by the alumni as being missing from the program. While there are restrictions as to position availability in the program, this may be temporarily addressed by ensuring that guest speakers and sessionals are representative of the student body.		p.6

NOTE: Add "Planned Actions" and "Recommendations" tables if there are distinct themes within each Goal.

Which [Academic Plan 2025 Lens or Lenses](#) does this Goal supports? Add or remove rows as needed,

Academic Plan 2025 Lens (only include the title of the lens)
HOLISTIC STUDENT ENGAGEMENT AND SUPPORT
TRANSFORMATIONAL LEARNING EXPERIENCES
CURIOSITY, CREATIVITY, AND INNOVATION: CREATE THE FUTURE TOGETHER

What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.

Resources
TCDC, Dean

Goal 4: Continue to work towards Indigenization and globalization of the SSRV program and to evaluate and improve representation and diversity of faculty, guest speakers, and students.

Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Develop course and program level learning outcomes that reflect the Indigenous content in our program and courses.	All	June 2023	June 2025	Need to consult with Indigenous Education, TCDC, Edco. Already in process. This will also comprise part of the Curriculum Mapping process.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Identify and review areas where the program supports the TRC Calls for Action and areas that need strengthening. Create a plan for addressing any gaps.	MN	April 2024	September 2025	This will be done collaboratively with all instructors in department
Increase representation in the program through the selection of guest speakers, written resources, podcasts, videos etc that reflect the diversity and lived experiences of the student body.	All faculty	Sept 2023	Ongoing	
Research organizations and guest speakers that reflect the diversity of our student population. Invite speakers from these organizations to participate in SSRV 1131 and 1232.	SR	Sept 2023	Ongoing	

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Recommendation	Self-Study (specify page #)	External Review (specify page #)
To increase the representation of diversity in instruction in the program. This was identified by the alumni as being missing from the program. While there are restrictions as to position availability in the program, this may be temporarily addressed by ensuring that guest speakers and sessionals are representative of the student body.		p.6
The department shared that they are considering ways to encourage application, retention, and graduation of Indigenous students in the Program. The external team agrees with this plan and suggests that the department work with Langara Global and with the Curriculum Consultants Indigenization Specialists, from TCDC to support this work.		p. 3

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Academic Plan 2025 Lens (only include the title of the lens)
TRANSFORMATIONAL LEARNING EXPERIENCES

Academic Plan 2025 Lens (only include the title of the lens)

SOCIAL RESPONSIBILITY/ COMMUNITY RELATIONSHIPS

What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.

Resources

TCDC, Indigenous Education, Langara Global, Community Partners

Goal 5: Evaluate, improve, and expand the ways in which the SSRV program of strengthening relationships with the community outside of the college.

Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Continue to monitor Program Advisory membership and engagement through annual check-ins with members.	MN	April, 2024	Ongoing	
Evaluate the potential of maintaining active alumni email lists for students who are interested in being included, including methods to streamline and sustain this.	MN	March, 2024	Ongoing	Need to review privacy policies etc...

What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
The Program Advisory Group (PAC) noted that students would benefit from more knowledge on local resources, increased confidence, and active listening and communication skills. For confidence building, and a focus on clinical and communication skills, this could be addressed by 1) splitting methods course into two sections for more opportunity for practice, instructor mentoring and feedback, thereby enhancing student learning and readiness for practice. For an increase in knowledge around community resources, curriculum mapping will provide an opportunity for the program team to address where content is specific to this and where it may be lacking (including guest speakers and site visits).		p.4

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Continue to maintain strong external, collaborative relationships through the PAC, and look to include new areas of practice that are emerging, including health care, and to maintain commitment to diverse representation, including Indigenous communities and organizations.		p.4
Continue to maintain alumni relations and correspondence.		p.4

NOTE: Add “Planned Actions” and “Recommendations” tables if there are distinct themes within each Goal.

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Academic Plan 2025 Lens (only include the title of the lens)
SOCIAL RESPONSIBILITY/ COMMUNITY RELATIONSHIPS

What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.

Resources
PAC, Community Partners

Recommendations from the Self-Study and External Review this Action Plan does NOT Address.

Provide a brief rationale for why each Recommendation cannot be addressed. Add or remove rows as necessary.

Not applicable. All recommendations addressed in this plan.