



DOUGLAS COLLEGE

Comprehensive Program Review

Faculty of Applied Community Studies

Bachelor of Social Work

Table of Contents

1. Self – Study Report (Excerpts)	Page 3
2. External Reviewer Report	Page 7
3. Response from the Vice President Academic and Provost	Page 16

SUMMARY OF RECOMMENDATIONS

Recom. Number	Report Section	Recommendations (listed in the order they appear in study)	Status/Timeline
1.	1	Remove Statistics pre-requisite from Research Methods course	Underway: revision submitted Dec 2024; at EdCo
2.	1	Support Student Research Ambassadors to facilitate student focus groups on course content for Race and Culture in Social Work course	Underway: groups scheduled for March 2025
3.	1	In collaboration with BIPOC partners develop Curriculum Guidelines for Race and Culture in Social Work course	Short-term priority
4.	1	In collaboration with community partners develop Curriculum Guidelines for Social Work in Health course and determine teaching assignment	Short-term priority
5.	1	Complete the Curriculum Guidelines revision process for remaining SOWK courses	Underway: EdCo approvals January 2025
6.	2	Update course content to align with revised Curriculum Guidelines	Short-term priority
7.	2	Review course outlines to ensure learning outcomes are appropriately scaffolded across courses	Medium-term priority
8.	2	In collaboration with all partners, including students, sessional faculty and the Program Advisory Committee, build on the program's mission statement to articulate the goals, principles and unique character of the program.	Short-term priority
9.	2	Once complete, publicize updated mission statement to students, prospective students and community partners.	Medium-term priority
10.	3	Approve the use of actors in SOWK 3122 and 4133 as an ongoing operational budget expense	Short-term priority
11.	3	Formalize agreement with the Nursing Department for the use of the Simulation Labs in courses SOWK 3122 and SOWK 4133	Short-term priority
12.	3	Develop plan for cross-cohort participation in annual events on February 14 th to honour Missing and Murdered Indigenous Women, Girls and Two-Spirit people, with accompanying student preparation and reflection activities.	Underway: team planning February 2025
13.	3	Review barriers and opportunities for the partnership with Absalon and other international partners	Medium-term priority
14.	3	Explore learning exchange opportunities within Canada	Long-term priority

15.	4	Review the need for Departmental PD activities related to the use of technology in teaching	Short-term priority
16.	4	Review grading practices across the Department	Medium-term priority
17.	4	Review the use of small group activities across courses	Medium-term priority
18.	4	Request a named Student Success Advisor to liaise with the program and invite them to Student Orientation Day	Short-term priority
19.	4	Collaborate with instructors in relevant elective courses to negotiate agreements for pre-requisite overrides where these are a barrier	Medium-term priority
20.	4	When student numbers indicate, conduct a feasibility study into strategies to increase course flexibility, including condensed, hybrid and part-time offerings and the development of SOWK electives	Long-term priority
21.	5	Continue collaboration with the Director of Indigenous Initiatives to embed the hən̓q̓əmin̓əŋ Word of the Day and Place-Based Teaching workshops in course schedules throughout the year and explore the possibility of SOWK supporting a set of Coquitlam-based workshops	Underway: 2 workshops Winter 2025
22.	5	In collaboration with the Director of Indigenous Initiatives plan and implement the 2025 BSW Orientation Day to include half a day dedicated to Indigenous knowledge	Underway: meeting Director and SOWK team Fall 2024
23.	5	Collaborate with the FACS Dean and Director of Indigenous Initiatives to develop a comprehensive plan for program Indigenization and decolonization, including for establishing relations with the local Indigenous Nations	Short-term priority
24.	5	When student numbers indicate, explore possibilities for a section of the Race and Culture in Social Work course for Indigenous students only, potentially open to students across the College	Long-term priority
25.	5	Explore how the above course section might interface with the goal of creating a supported BSW pathway for interested VACFSS YAC youth	Long-term priority
26.	6	Integrate RSW exam preparation workshops into the program schedule	Short-term priority
27.	6	Formalize support for the Social Work Student Mentor Program	Underway: team discussion March 2025
28.	6	Develop an expanded schedule for cross-cohort gatherings	Underway: Social Work week event March 2025

29.	6	Track temporary program withdrawals and the reasons for them	Short-term priority
30.	6	Continue to pursue UT Credit Transfer status for AIST Advanced Research Course	Underway: universities contacted 2024
31.	7	Record self-identified racial/cultural identity of students to support equity initiatives	Short-term priority
32.	7	Create and publicize policy that frames the Department's commitment to equity-seeking groups in its admission process	Short-term priority
33.	7	Use findings of the Specifications Grading research study to inform Departmental equity initiatives and student support	Long-term priority
34.	7	Submit waitlist data to Institutional Research	Medium-term priority
35.	8	Include in the feasibility study recommended in Section 4 new pathways and lower barriers into the social work program from Human/Social Service Worker Certificate and Diploma programs	Long-term priority
36.	8	Work with Admissions to create a code and website button for direct application into the Certificate in Academic Foundations (Indigenous Studies)	Medium-term priority
37.	8	Add a Minor in Criminology as an additional option on the SOWK webpage	Short-term priority
38.	8	Submit all unaccredited courses to BCCAT once the program is accredited	Long-term priority
39.	9	Invite new agencies to PAC meetings including VACFSS, CLBC, Corrections, and Health Authorities	Short-term priority
40.	9	Strengthen connections between the Social Work Program and BCCSW	Medium-term priority
41.	9	Apply for accreditation with CASWE	Underway: plan in place for submission of Letter of Intent April 2025
42.	9	Formalize plans to provide enhanced social work support for students whose practicum supervisor does not hold a BSW	Medium-term priority
43.	9	Use the PAC more effectively to consult on initiatives and vote on motions, and document and follow up action items	Short-term priority

44.	9	Implement bi-annual alumni newsletter and a system to maintain regular post-graduation contact with alumni	Underway: 4 th years to be advised April 2025
45.	9	Offer opportunities for Masters students to complete their practicum within the Department	Medium-term priority
46.	9	Review and strengthen social media presence	Long-term priority
47.	10	Return to a split Coordinator model with one Program Coordinator and one Practicum Coordinator	Short-term priority
48.	10	Increase course release for the Practicum Coordinator role and expand the role to include recruitment, matching, support and development responsibilities	Medium-term priority (September 2026)
49.	10	Work with Human Resources to conduct a planned search for a BIPOC permanent part-time instructor holding a PhD in social work or an affiliated discipline	Short-term priority
50.	10	Discuss enhanced supports and opportunities for engagement with Sessional Faculty	Short-term priority
51.	10	Explore the creation of FACS Student Research Ambassador positions	Medium-term priority
52.	11	On an annual basis work with the Douglas College library to identify and request new Social Work resources	Medium-term priority
53.	11	Review communication mechanisms to ensure that listed policies and procedures are communicated to students, faculty members, field education personnel, sessional instructors, and professional and administrative staff	Medium-term priority

External Reviewers' Report

Social Work

Douglas College

External Reviewers:

Dr. Darrell Fox, University of Fraser Valley

Dr. Yasmin Dean, Thompson Rivers University

Site Visit : May 23, 2025

Preface and Acknowledgements

We express appreciation to interim dean, Dr. Jonathon Davies and the Social Work program for their gracious hospitality during the visit to Douglas Campus, Coquitlam. The program went to great lengths to ensure we met with resources such as the library, learning labs, along with Indigenous student services. We acknowledge all those who provided us with information, recommendations, and thoughtful reflections.

DOUGLAS COLLEGE REVIEW

Introduction to Review Team:

This program review was conducted on site at Douglas College on May 23, 2025. The review team consisted of Associate Professor, Dr. Darrell Fox, School of Social Work and Human Services in the Faculty of Education, Community and Human Development at the University of the Fraser Valley and Professor and Dean, Dr. Yasmin Dean, Faculty of Education and Social Work at Thompson Rivers University. Both Dr. Fox and Dr. Dean are registered Social Workers. Fox and Dean have over 50 years of Social Work practice and education between them.

Environmental Scan

It is a pleasure to offer this review for Douglas College's Bachelor of Social Work housed within the Faculty of Applied Community Studies led by interim Dean Jonathon Davies.

As part of our review, we met with:

- The interim Dean
- The BSW Program Team
- Alumni / Students
- Director of Indigenous Initiatives / Indigenous Student Services
- Library

- Learning Resources
- Simulation Lab

At a general level, we note that the BSW program is comparable in structure and content to other BSW programs across British Columbia. The resources provided at Douglas College are robust and meeting current needs.

There is clear commitment demonstrated by the program to Indigenous relations. This includes a focus on supporting a more socially just society for all peoples, creation of respectful, collaborative and consultative processes with Indigenous and non-Indigenous knowledge keepers. The Office of Indigenous Initiatives is committed to helping ensure the program has an Indigenous focus with culturally relevant content and pedagogy. Spaces on campus are welcoming demonstrating clear support for Indigenization and reconciliation. There is a strong commitment to helping faculty understand Indigenization and the “Learning Journey” orientation provides a tangible way for understanding to be fostered. Faculty are engaged with processes to decolonize assessments. Like many programs across Canada, we recommend that the program take steps to attract, invest in, support and retain First Nation, Metis and Inuit Peoples as Faculty, Staff, and Administrators.

Douglas College’s Social Work Program fills an important need in the field for educated and experienced people to work in areas such as youth justice, child protection, community engagement and social services. The program itself, as evidenced by its strong and detailed self-study demonstrates awareness of strengths and areas for further growth.

The single major concern arising from this review is that currently, Douglas College is not yet accredited by the Canadian Association for Social Work Education (CASWE). To meet the needs of employers, students and society, we recommend that the program apply for professional accreditation as soon as possible. The current lack of accreditation adversely affects student enrolment numbers and the capacity of graduates to secure employment and graduate school admission. Even more compelling is the reality that without admission to CASWE, Douglas College is unable to meet its full obligations to the community. Lack of accreditation will also lead to fewer enrolments, factors which will also impact faculty size, capacity for new electives, and ability to offer flexible learning modalities.

Our overall assessment of the program is very positive. We hope that the program can succeed in implementing the recommendations of the self-study and this report and continues to thrive as it serves students’ interests and the needs of the field.

Assessment of Self Study Recommendations

2. Audit of Self-study

Self-Study Recommendations

We have found the methodology, data and findings of the recommendations to be robust, thoughtful, and thorough. We agree with the suggestions as they maintain and support the current excellent approach to providing social work training, while underpinning the future aims of the program to become CASWE accredited.

Given the number of recommendations, we have grouped them together for brevity and to avoid repetition.

Self Study Recommendations		External Reviewer Assessment		
No	Content	Agree	Disagree	Other
1.	Remove Statistics pre-requisite from Research Methods course	√		
2.	Support Student Research Ambassadors to facilitate student focus groups on course content for Race and Culture in Social Work course	√		
3.	In collaboration with BIPOC partners develop Curriculum Guidelines for Race and Culture in Social Work course	√		
4.	In collaboration with community partners develop Curriculum Guidelines for Social Work in Health course and determine teaching assignment	√		
5.	Complete the Curriculum Guidelines revision process for remaining SOWK courses	√		
Comments/ Rationale Section 1 provides information on the methodology, program history, and in addition program content and curriculum covering the required credit completion requirements. This is complemented with detailed information regarding course delivery year on year. The recommendations are thoughtfully identified, and both reviewers agree that these suggestions would maintain, and develop the program, supporting the aim of achieving CASWE accreditation.				
6.	Update course content to align with revised Curriculum Guidelines	√		
7.	Review course outlines to ensure learning outcomes are appropriately scaffolded across courses	√		
8.	In collaboration with all partners, including students, sessional faculty and the Program Advisory Committee,	√		

	build on the program's mission statement to articulate the goals, principles and unique character of the program.			
9.	Once complete, publicize updated mission statement to students, prospective students and community partners.	√		
<p>Comments/ Rationale</p> <p>The recommendations made for section 2 highlight the preparation and forethought that underlies this comprehensive self study. Good program management can be seen in updating and amending course outlines, and planning is reflected in seeking to promote the uniqueness of Douglas College's BSW program and addressing some of the potential barriers to accreditation, such as, course learning outcome alignment. Once again, we as reviewers whole heartedly support these recommendations.</p>				
10.	Approve the use of actors in SOWK 3122 and 4133 as an ongoing operational budget expense	√		
11.	Formalize agreement with the Nursing Department for the use of the Simulation Labs in courses SOWK 3122 and SOWK 4133	√		
12.	Develop plan for cross-cohort participation in annual events on February 14th to honour Missing and Murdered Indigenous Women, Girls and Two-Spirit people, with accompanying student preparation and reflection activities.	√		
13.	Review barriers and opportunities for the partnership with Absalon and other international partners	√		
14.	Explore learning exchange opportunities within Canada	√		
<p>Comments/ Rationale</p> <p>We were shown around simulation labs and saw firsthand the benefits of the interdisciplinary partnership with nursing colleagues and the role that actors play in the experiential learning of social work students. The interdisciplinarity continues by seeking opportunities on campus to show solidarity and allyship with Indigenous Peoples, along with country wide and international ambitions for collaboration. This does not only support program development but acts as an example for students of effective social work practice.</p>				
15.	Review the need for Departmental PD activities related to the use of technology in teaching	√		
16.	Review grading practices across the Department	√		
17.	Review the use of small group activities across courses	√		
18.	Request a named Student Success Advisor to liaise with the program and invite them to Student Orientation Day	√		
19.	Collaborate with instructors in relevant elective courses to negotiate agreements for pre-requisite overrides where these are a barrier	√		

20.	When student numbers indicate, conduct a feasibility study into strategies to increase course flexibility, including condensed, hybrid and part-time offerings and the development of SOWK electives	√		
Comments/ Rationale Section 4 of the study highlights how the instructors on the social work program are mindfully responding to student wishes and program requirements concurrently. The self study skillful understands the challenges of contemporary teaching in higher education while seeking to remove barriers to student success. All the recommendations are rightly focussed on the aims of imminent accreditation of the program.				
21.	Continue collaboration with the Director of Indigenous Initiatives to embed the hən'qəmin'əm' Word of the Day and Place-Based Teaching workshops in course schedules throughout the year and explore the possibility of SOWK supporting a set of Coquitlam-based workshops	√		
22.	In collaboration with the Director of Indigenous Initiatives plan and implement the 2025 BSW Orientation Day to include half a day dedicated to Indigenous knowledge	√		
23.	Collaborate with the FACS Dean and Director of Indigenous Initiatives to develop a comprehensive plan for program Indigenization and decolonization, including for establishing relations with the local Indigenous Nations	√		
24.	When student numbers indicate, explore possibilities for a section of the Race and Culture in Social Work course for Indigenous students only, potentially open to students across the College	√		
25.	Explore how the above course section might interface with the goal of creating a supported BSW pathway for interested VACFSS YAC youth	√		
Comments/ Rationale The goal of indigenizing and decolonizing of the curriculum is underway. With the guidance and support of the Director of Indigenous Initiatives more will be achieved. Goals 21-25 outlined a commitment to not only decolonizing curriculum but to also empowering youth who have experienced colonial systems so that they can influence the changes required. Decolonizing the program/curriculum will benefit all structurally marginalized groups. The social work program has our full support in its endeavours.				
26.	Integrate RSW exam preparation workshops into the program schedule	√		
27.	Formalize support for the Social Work Student Mentor Program	√		
28.	Develop an expanded schedule for cross-cohort gatherings	√		

29.	Track temporary program withdrawals and the reasons for them	√		
30.	Continue to pursue UT Credit Transfer status for AIST Advanced Research Course	√		
31.	Record self-identified racial/cultural identity of students to support equity initiatives	√		
32.	Create and publicize policy that frames the Department's commitment to equity-seeking groups in its admission process	√		
33.	Use findings of the Specifications Grading research study to inform Departmental equity initiatives and student support	√		
34.	Submit waitlist data to Institutional Research	√		
35.	Include in the feasibility study recommended in Section 4 new pathways and lower barriers into the social work program from Human/Social Service Worker Certificate and Diploma programs	√		
36.	Work with Admissions to create a code and website button for direct application into the Certificate in Academic Foundations (Indigenous Studies)	√		
37.	Add a Minor in Criminology as an additional option on the SOWK webpage	√		
38.	Submit all unaccredited courses to BCCAT once the program is accredited	√		
<p>Comments/ Rationale</p> <p>Recommendations 26-38 reflect the administrative aims of the program encompassing the enhancement of student outcomes by addressing the feedback and areas for growth from the program student satisfaction survey. The recommendations for RSW exam prep, developing a student mentor program and cross cohort gatherings along with tracking student engagement all continue to establish a robust educational foundation for successful student outcomes. Admission, Enrollments and FTE along with Transfer and Pathways combine to identify the necessity of consistent admission numbers for the stability and future planning of the program, ensuring its existence and potential for growth towards its accreditation goal. A vulnerability of the BSW program relates to its non accredited status as this undermines student and instructor recruitment, thereby making future planning a challenge. The additional FTE faculty position would fulfill several of the recommendations not only in terms of an additional instructor meeting accreditation requirements, but also offering the opportunity to diversify faculty membership to represent the student body and the communities served.</p>				
39.	Invite new agencies to PAC meetings including VACFSS, CLBC, Corrections, and Health Authorities	√		

40.	Strengthen connections between the Social Work Program and BCCSW	√		
41.	Apply for accreditation with CASWE	√		
42.	Formalize plans to provide enhanced social work support for students whose practicum supervisor does not hold a BSW	√		
43.	Use the PAC more effectively to consult on initiatives and vote on motions, and document and follow up action items	√		
44.	Implement bi-annual alumni newsletter and a system to maintain regular post-graduation contact with alumni	√		
45.	Offer opportunities for master's students to complete their practicum within the Department	√		
46.	Review and strengthen social media presence	√		
Comments/ Rationale Recommendations 39-46 seek to strengthen the BSW program in several relationally significant ways. These include increasing the number of agencies on the program advisory committee and using the committee to assist in supporting the development of the program. Establishing more effective communication channels for engaging students both current and alumni creates connection and a potential resource pool of qualified practitioners to assist with faculty recruitment, practicum opportunities and supervision challenges. Again, this is forward thinking in terms of addressing future accreditation requirements. Maintaining a positive connection with CASWE and the BCCSW, is a prudent strategy given the importance that accreditation and continued licensure has on the future of the program and for the integrity of the Social Work profession.				
47.	Return to a split Coordinator model with one Program Coordinator and one Practicum Coordinator	√		
48.	Increase course release for the Practicum Coordinator role and expand the role to include recruitment, matching, support and development responsibilities	√		
49.	Work with Human Resources to conduct a planned search for a BIPOC permanent part-time instructor holding a PhD in social work or an affiliated discipline	√		
50.	Discuss enhanced supports and opportunities for engagement with Sessional Faculty	√		
51.	Explore the creation of FACS Student Research Ambassador positions	√		
Comments/ Rationale If the previous section sought to strengthen the BSW program, then recommendations 47-51 seek to strengthen faculty and teaching capacity, by restructuring roles, adding capacity in terms of increased course releases and increasing faculty numbers. Professional Development activities have been identified to enhance this capacity. In relation to recruitment, faculty are seeking to work with Human Resources to conduct a planned search				

<p>to recruit a part time faculty member from a priority population (example: Black, Indigenous or Person of Colour). We suggest the following criteria to assist in the recruitment process:</p> <ul style="list-style-type: none"> • That the position is for a permanent part-time instructor holding a PhD in social work or an affiliated discipline. • They have at least one degree in Social Work, relevant work experience and a minimum master's degree with PhD in Social Work or equivalent is preferred. • Applicants should be eligible for registration with the BC Association of Social Workers. 				
52.	On an annual basis work with the Douglas College library to identify and request new Social Work resources	√		
53.	Review communication mechanisms to ensure that listed policies and procedures are communicated to students, faculty members, field education personnel, sessional instructors, and professional and administrative staff	√		
<p>Comments/ Rationale The last 2 recommendations seek to increase the operation of the program. Drawing on external resources such as library services which will soon incorporate the learning centre into its current location offering better research, study and literacy skills development opportunities for students. In addition, faculty are seeking to establish a robust communication process to raise awareness for students and sessional colleagues regarding the programs policies and procedures.</p>				

3. Additional Considerations / Anything Missing?

A strength of the program is that faculty members possess significant practice experience in Social Work. Specifically, these include practical knowledge, practice wisdom, connection with one another, and shared purpose. These strengths were seen by the students and alumni who commented: “Douglas college attracts students with lived experience”, noting faculty worked well with this population. One self-identified older student also commented, “the program helped me to increase confidence and to know I could now attend a bigger university”.

All students agreed that accreditation would enable the program to grow in student numbers, a factor that has potential to increase the number of hybrid offerings and more electives with the possibility for more diversity among faculty members. This need for diversity and increased understanding of equity, diversity, inclusion and anti-racism was commented on by some students who did note that on occasion, racialized students were called on to speak for their ‘community’. Developing greater “bench strength” among the academic staff will help them to recruit new faculty who might bring greater levels of diverse representation to the program.

The program, students and faculty all benefit from having a dedicated program advisor. This role is pivotal in terms of student recruitment and retention as it supports continuity on the program. This role will prove more vital upon accreditation. The positive elements of a dedicated program advisor have been mentioned, however, given the centralised nature of advising at Douglas the focus on one program may lead to advisor disconnection and isolation. We suggest that opportunities for collaboration and additional training within the college and externally be encouraged. For example, exploring the following resources:

1. **National Academic Advising Association (NACADA)** – higher education organization focused on improving academic advising practices.
2. **Canadian Association of College and University Student Services (CACUSS)** – a professional association representing and serving those who work in Canadian post-secondary in student affairs and student services.

Lastly, that any structural barriers to streamlining the admission's process for a future accredited social work program be identified and addressed.



DOUGLAS COLLEGE COMPREHENSIVE REVIEW (CR)
RESPONSE FROM THE
OFFICE OF THE VICE-PRESIDENT, ACADEMIC AND PROVOST

Douglas College Administration policy A38: Program Review requires a follow-up plan be developed by the Vice President, Academic and Provost, in response to the Self-Study and External Report.

FACULTY (Lead Dean/Associate Dean)	Applied Community Studies	
Department / Program	Bachelor of Social Work	
Date Submitted	May 2025	
External Review Panel (ERP) [List all]	Dr. Darrell Fox	Associate Professor, School of Social Work and Human Services University of Fraser Valley
	Dr. Yasmin Dean	Dean, Faculty of Education and Social Work Thompson Rivers University
Reason for Timing of Comprehensive Review	<input checked="" type="checkbox"/> Schedule (routine) or <input type="checkbox"/> Off-cycle, due to emergent concerns (specify below) <ul style="list-style-type: none"> <input type="checkbox"/> Changes in discipline/field/licensing <input type="checkbox"/> New program development <input type="checkbox"/> Demand/enrolment/budget concerns <input type="checkbox"/> Other (specify) 	
Date of last Comprehensive Review	N/A: First Review	
RESPONSE/RECOMMENDATIONS		
SUMMARY RESPONSE AND VPA&P RECOMMENDATIONS In particular, DDP name should focus on the following:	<p>The external review panel for Social Work expressed their gratitude to the faculty, staff, administrators of the program, and supporting areas of the college, for the lengths they went to provide relevant information, self-study recommendations and other thoughtful reflections.</p> <p>The panel stated, <i>"At a general level, we note that the BSW program is comparable in structure and content to other BSW programs across British Columbia. The resources provided at Douglas College are robust and meeting current needs."</i></p> <p>And further, <i>"There is clear commitment demonstrated by the program to Indigenous relations."</i></p> <p>The panel also expressed, <i>"The single major concern arising from this review is that currently, Douglas College is not yet accredited by the Canadian Association for Social Work Education (CASWE). To meet the needs of employers, students and society, we recommend that the program apply for professional accreditation as soon as possible."</i></p>	

The VPA&P accepts the recommendations of the program self-study and panel review with some caveats.

Notably, the Bachelor of Social Work (BSW) program has sought accreditation from the Canadian Association of Social Work Educators (CASWE) since first receiving ministerial approval of the degree in 2017. Initially, CASWE refused to consider the Douglas College BSW program for accreditation on the basis that Douglas is not, and cannot be, a member of the post-secondary association now known as Universities Canada (i.e., Douglas does not carry the name “*university*”). However, following recent changes to CASWE’s accreditation policy, the door was opened to allow Douglas College to apply for a first accreditation. Douglas College has been invited to submit an accreditation eligibility application to CASWE in the Fall of 2025.

In this context, self-study recommendation (#42) to “*Formalize plans to provide enhanced social work support for students whose practicum supervisor does not hold a BSW*” is consistent with the accreditation standards set out by CASWE. The VPA&P supports this aim.

However, the VPA&P does not currently endorse the self-study recommendations for changes to program coordination (#47) and the provision of additional resources in the form of faculty course release (# 48) that aim to address the need for improved practicum supervision (#42). The VPA&P notes the review panel’s comment “*The resources provided at Douglas College are robust and meeting current needs.*” The VPA&P therefore requests that the Dean work with the Program Coordinator(s) to identify the most effective means to address issues of practicum supervision, which may include a reallocation of current resources or time release, additional staff support or additional faculty supervision. The VPA&P further notes that, if the College’s accreditation eligibility application to CASWE is successful, a CASWE panel review will provide further feedback regarding this subject.

The external reviewers provided several additional recommendations/considerations. They emphasized the importance of CASWE accreditation in encouraging student enrolment and program growth with the spin-off benefit that a larger faculty base will yield opportunities to hire instructors from diverse backgrounds. In turn, this broader pool of instructors has the potential to increase the “*understanding of equity, diversity, inclusion and anti-racism.*”

The VPA&P notes that Douglas College is committed to the objectives of Equity, Diversity and Inclusion (EDI) <https://www.douglascollege.ca/about-douglas/learn-about-douglas/equity-diversity-inclusion> and supports self-study recommendation #49 to “*Work with Human Resources to conduct a planned search for a BIPOC permanent part-time instructor holding a*

	<p><i>PhD in social work or an affiliated discipline.”</i> The VPA&P advises that this initiative must be compliant with the provisions of the College’s faculty Collective Agreement and policies as well as the provincial labour code.</p> <p>The panel suggested the program could benefit from having a dedicated program advisor. The VPA&P therefore asks the Dean to investigate such a model, noting that the College already has a highly centralized student advising structure. Finally, the panel requested consideration be given to any structural barriers to streamlining the admissions processes. The VPA&P endorses a close review of admissions requirements to the Bachelor of Social Work program, with a view to reducing barriers to qualified applicants.</p> <p>The VPA&P thanks and commends the Program Coordinator, faculty, Dean and Office Manager for their preparation and participation in a thorough and thoughtful review.</p> <p>As per the College’s routine follow-up to comprehensive program reviews, the Department is to submit its <u>Implementation and Action Plan (IAP)</u> to the Dean within 45 days of receipt of this Report, and to report back to the Dean one year after submission of the IAP to account for progress made.</p>
All Self-Study recommendations accepted?	<input checked="" type="checkbox"/> Yes – With caveats relating to #47, #48 and #49
All External Report recommendations accepted?	<input checked="" type="checkbox"/> Yes – With caveats.
Next scheduled PR (5 – 7 years):	2030



Vice-President, Academic and Provost

July 31, 2025

Date