
2017 Provincial Articulation Meeting Minutes

Human Service Programs

College of the Rockies – May 15-16, 2017

Articulation 2017



Culture Shift

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PLENARY SESSION

Human Service Programs Provincial Articulation Meeting

PLENARY SESSION MEETING MINUTES

College of the Rockies: Cranbrook, BC

May 15-16, 2017

Present:

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Guest Name	Institution/Agency	Email/contact
John FitzGibbon	BCCAT (Director, Transfer & Articulation)	jfitzgibbon@bccat.ca
Heather Hepworth	College of the Rockies (Dean)	hepworth@cotr.bc.ca
Karen Langan	College of the Rockies (Recorder)	langan@cotr.bc.ca

Regrets	Institution Name	Email/contact
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Recorder: Karen L. Langan, College of the Rockies

Welcome from Jane Green and Heather Wik, Co-Chairs

Thank you to Tara Ramdin for co-organizing the Human Service Programs articulation meeting.

Introduction of Theme: Outside of the Box: Culture shift- Jane Green

This year we selected a theme of “Outside the Box: Culture Shift” to frame some of our meeting discussions. There are many ongoing issues in the field of human services, and wouldn’t it be great to collectively come up with some ideas that will make a difference to address some of the following issues:

- Increasing public visibility and value for the work done in human service workplaces
- Increasing public esteem for diversity
- Building bridges towards reconciliation
- Increasing government support for things like standards of practice and funding
- Improving ways post-secondary institutions can equip our graduates to be effective in meeting the needs of the communities and the clients they serve across our province
- Identifying best practices for teaching post-secondary students taking human service programs today
- Identifying and implementing standards of professional suitability for those choosing to pursue careers in this sector

Thinking outside of the box, how can we make a difference? What can we do right now that will make a difference in both the short and long term?

1. Meeting Called to Order at 9:05 a.m. on May 15, 2017

2. Introductions/Welcome

- *Greetings from Ktunaxa Elder:* Shauna Murphy, standing in for resident Elder Herman Alpine, welcomed the members to the Ktunaxa traditional land.
- Heather Hepworth, Dean of Health and Human Services, welcomed members to College of the Rockies.

3. Approval of Agenda and Any Additional Items

Motion: To adopt the agenda of May 15 and 16, 2017 as presented

Moved: Leif Rasmussen

Seconded: Susan Shantz

Carried

4. Approval of minutes of the Articulation Committee meeting of May 30 – 31, 2016

- Amendments: On the first page John FitzGibbon's name is spelled two different ways.

Motion: to accept the Human Service Minutes of May 30 and 31, 2016 as presented/with amendments as noted

Moved: Jo-Dee Hecko

Seconded: Sylvia Woodyard

Carried

5. Review of Purpose of Meeting- Heather Wik

- Articulation committees are established for the purpose of expanding educational opportunities for students by facilitating students' transfer of credits from one educational institution to another.
- We do this by exchanging information and enhancing cooperation and coordination among institutions in a given area of study. Promoting course and program equivalency where appropriate. Contributing to the facilitation of inter-institutional transfer credit arrangements.
- The objects of the meeting is:
 - To foster understanding of course objectives/learning outcomes in the discipline/program relevant to the committee.
 - To exchange information about entry requirements, measures of achievement, course numbering system, instructional practices, textbooks, and learning materials.
 - To discuss new developments in the relevant discipline/program, and to identify common professional issues and opportunities for program development as well as transfer research and innovation opportunities.
 - To discuss any potential changes in courses and/or programs at institutions that may affect transfer relationships.
 - To foster understanding of the Principles and Guidelines for Transfer.
 - To identify significant transfer issues and to forward such issues to BCCAT's attention.

Question: What is John FitzGibbon's role? Answer: To oversee the transfer system, transfer policy, 68 articulation committees, listen to the committees' issues and concerns and report what BCCAT is doing back to the committees.

6. Business Arising from Previous Minutes –N/A

7. Turning the World Around Activity:

- a. Team activities lead by Jane Green
 - i. Compassion Beads
 - ii. What are the biggest problems facing our field(s) right now?
 - iii. What would an ideal world look like for our field(s)?
 - iv. Practical hands on things we can do to integrate –Heart, Head, Hands and Feet-exercise

8. Breakout of Subsector Committees:

- a. Child and Youth Care
- b. Community & School Support
- c. Social Services



9. BCCAT Report – John FitzGibbon

John presented on some of the highlights from the BCCAT Spring 2017 Update previously emailed to members.

John attends provincial articulation committee meetings to listen for issues of importance to the system and to provide support for transfer and articulation. The BCCAT system is set up to help transfer for students. BCCAT is not a legal entity but a committee of the minister of advanced education and does not report to the Ministry.

Highlights of report:

- The BCCAT website has been updated and each committee will now have a webpage. This model was set up to support articulation committees and to eliminate some of the problems with BC list serves.
- The new Transfer Credit System (TCS) will replace the TCES. BCCAT is always upgrading the technical platform for the transfer system. Currently working with Manitoba, Ontario, and Alberta transfer systems.
- With the MOE's significant changes proposed for K-12, BCCAT sees a lot of grappling by post-secondary institutions with students with a variety of learning experiences and abilities within this model.
- Please review the recent publications section of BCCAT.ca for reports on the 'Impact of Secondary Education Reform on PSE' and 'Experiential Education'
- BCCAT has many ongoing projects of interest, along with a multitude of resources for articulation committees that can be found on the BCCAT website: www.bccat.ca/

Question: Is online admissions available for a student who applies to a program and if the program is full his/her name would be sent to another institution who has available seats in a similar program?

BCCAT: We are working with Education Planner BC on a universal common application process. All of the institutions have agreed to join and are working to get 'onboard'. There will likely be a non-profit governing body, with policies, technology committees, planning etc. One objective is to offer students the ability to apply for a program and if not accepted, be put in a common pool

that other institutions can see and then make an offer to the student so they can be admitted into their institution.

10. Sub-Sector Circle Activity.

Jane Green led a “fishbowl” activity that had each sub-sector sit in the center of the room to discuss the following:

- a. What is your subsector name?
- b. What are the roles of our graduates in your community?
- c. What are the challenges and concerns in your subsector?
- d. What is the biggest hope in your subsector?
- e. What courses crossover into other subsectors?
- f. What are the values of your subsector?

11. New Business

- **Upcoming Meeting Location and Date:**
 - 2018 Northwest Community College- Terrace, BC (May 28 -29, 2018)
 - 2019 Kwantlen Polytechnic University
 - 2020 University of Victoria/Camosun College
- **Election of Chair and Vice-Chair for 2018 meeting**
 - Jane Green, Selkirk College and Marja Burrows, Northwest Community College volunteered to co-chair. Members agreed.
- **Incomplete Articulation Requests:** Sent via email and paper copy handed out to each institution. This is a current list of unevaluated articulation requests in the BCCAT Transfer Credit Evaluation System (TCES). These lists are to be taken back to each institution to help facilitate the evaluation process.

May 15, 2017 plenary meeting adjourned at 3:00 pm.

12. Breakout of Subsector Committees until 4:30 p.m.

- a. Child and Youth Care
- b. Community & School Support
- c. Social Services

May 16, 2017 plenary meeting reconvened at 9:00 am

13. Discussion Panel & Round Table Activity

- a. Internationalization at College of the Rockies - Patricia Bowron, Executive Director, International & Regional Development
- b. The Graduation Plan - Ministry Updates- School District No.5 Southeast Kootenay- Jason Tichauer, Director of Student Learning and Aboriginal Education

- c. Trauma Informed Practice - Jennifer Westcott, Team Leader for Child and Youth Mental Health, East Kootenays and therapist.
- d. Canadian Mental Health - Elaina Englesby, Administrator to the Office of the Executive Director, CMHA
- e. Reconciliation - Christopher Horsethief, COTR Indigenous Scholar, UVIC and Selkirk College faculty



Dr. Christopher Horsethief

14. Breakout of Subsector Committees

- a. Child and Youth Care
- b. Community and School Support
- c. Social Services

15. Deans and Directors Report- Heather Hepworth

- a. Heather Hepworth is the College of the Rockies Dean of Health and Human Services. Heather has sat at the deans and directors table for 3 years. For the human services table, there is a lot of transition in institutions. There is not a stable group at the deans and directors table.
- b. The deans and directors report from spring 2017 meeting: Ministry of Child and Family Development are currently looking at work force needs and training. It is estimated that there will be a need for 300 plus employees needed for child welfare specialization. There is a multi-year action plan based on recommendations from the Plecas report; focus on streamlining policy and quality assurance within the ministry. They are also looking at caregiving training for foster parents, integrating trauma informed practice and truth and reconciliation implementation.
- c. At the last meeting, they discussed open textbooks. The Ministry of Advanced Education is moving towards these types of textbooks. The committee shared institutional reports and had working group discussions in the afternoon.
- d. Question: We have members at the Human Services program articulation meeting who are here for the first time. Help us understand the roles of the deans and directors and how many times they meet. How does the deans and directors fit into articulation? Answer: The deans and directors meet bi-annually, once in the fall and once in the spring. In the three years that Heather has been at the table, the turnover of people has been significant. The committee receives reports from AVED, MCFD and BCCAT. They talk about issues in each institution, commonalities and challenges. There is a working group time in the afternoon and each one of the deans or directors brings back the information to their respective institution.
- e. The connection between our two groups? One dean takes the role of the SLP (System Liaison Person) for each provincial articulation committee and should attend that meeting. The SLP for the Human Services program is Rhys Andrews, Selkirk College. The SLP brings a report from the Deans' meeting to articulation and from articulation back to the deans and directors meetings. The deans look at how they can support faculty/programs across the province; and advocate at the Ministerial level.
- f. Question: Last year the deans and directors meeting invited the Community & School Support subcommittee to review education assistant standards of practice and regulations for EA's. We wonder what follow-up occurred after the presentation. Answer: At the last deans and director's we looked at the possibility of writing a letter asking for review of the regulations. Because there were a number of acting leadership positions and designates at the meeting the group was hesitant to write a letter at that time. We suggested that

individual post-secondary institutions could advocate in their own districts by speaking to their Superintendents. Dean Hepworth will add this item to the October 2017 agenda. It is important to have a clear and unified voice through the deans and directors' table.

16. Motions from Sub-Sector Committees:

- a. **Motion:** The social service subsector moves that indigenization and de-colonization be a standing agenda item at provincial human service articulation.

Moved-Curtis Magnuson

Seconded – Lori Woods

Carried

17. Proposed Topics & Recommendations for Next Meeting

- a. Indigenization and de-colonization (standing agenda item)
- b. Mental Health related to face to face and blended courses: Supports in place.
- c. Follow-up with the BC graduation requirements and dual credit (curriculum)
- d. Celebrating Articulation Champions
- e. More time available for the sub-sector committee meetings
- f. *Propose:* in the interest of resource sharing faculty could bring an exercise or an activity (instructional strategy on one piece of paper) that could be shared with the group and taken away as a resource. This would be an opportunity to collect resources. We could showcase a couple of them at the next meeting. We would add 'Slam Sessions' that would be 2 minutes long.
- g. *Suggestion:* Add activities online or on a blog. BCCAT is looking at hosting a site for each program area and this would be a good place for them.

18. Confirmation of Location for 2018 Meeting

- a. Northwest Community College, Terrace
- b. May 28 and 29th, 2018
- c. Chairs – Jane Green & Marja Burrows
- d. Subsector Chairs
 - i. Child and Youth Care - Cindy Rammage
 - ii. Community & School Support - Sylvia Woodyard and Jay Goddard
 - iii. Social Services - Chair-Curtis Magnuson

19. Adjournment: May 16, 2017 at 1:50 p.m.

CHILD & YOUTH CARE (CYC)
Education Consortium of BC

Subsector Minutes

Human Service Programs Articulation Committee

CYC Education Consortium of BC

Minutes

Location: College of the Rockies
Date: May 15-16, 2017
Chair: Cindy Rammage, University of the Fraser Valley
Recorder: Robin Fast, Camosun College

Present:

Institution Name	Committee Member Name	Email/Contact
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Vancouver Island University	Teri Derksen	teri.clerksen@viu.ca
University of Victoria	Christine Shelton	cshelton@uvic.ca
University of Victoria	Jin-Sun Yoon	jsyoon@uvic.ca

1. Institutional Reports

Institution	Report
Camosun College	<p>Program Update</p> <ul style="list-style-type: none">▪ The programs in the Community, Family and Child Studies department continue to be fully subscribed and we are currently running a second cohort of the Mental Health and Addictions certificate with one-time funding from AvEd.▪ Indigenization and Interdisciplinary Education are current focuses in our School with dedicated faculty assigned to support both of these areas and our Department has been focusing on these areas as an ongoing process.▪ The Community, Family, and Child Studies program will begin a program review this fall with these lenses at the forefront. The Early Learning and Care program, also in our department, has been integrating indigenous ways of knowing, being, and doing into their program as a result of a similar program review, so we are beginning to develop our abilities in this area.▪ Supporting the success of international students, as well as other students that have traditionally experienced marginalization in the college setting, is another focus for us this year and we are examining both individualized and universal design approaches to improving student success and satisfaction.▪ Camosun has received funding to build a new building for the School of Health and Human Services and ground broke earlier this year with a plan to be occupying the building for September of 2019. Programs from our department, as well as from the Nursing, Continuing Care, and Allied Health departments will be moving to this new building. We haven't occupied one space before, so along with discussions about what is needed in the new space we are looking for new ways to collaborate across the School. The project's complexity is compounded by a move from one campus to another and will impact student services and other Schools that will also need to adjust services or move locations. The current plans for the building include a virtual reality multi-purpose space, an apartment setting simulation space, and a living lab for the ELC program.▪ CFCS Diploma grads continue to be successful in finding employment. As many as a 1/3 move on to the CYC degree, most at UVic. This fall, two grads are moving on to UVic's Public Health and Social Policy program.

Selkirk College	<p>Program Update</p> <ul style="list-style-type: none"> ▪ We have a generalist human services diploma that feeds in to CYC (This year we had 10 students focus on CYC.) or Social Work, with students specializing in one of them in the second year via two courses. ▪ We have a three to five year timeframe for mentorship and a transition of new faculty as several faculty retire. We've created an employee handbook for new faculty, for example. Matty finished his MA three weeks ago. ▪ There has been the creation of a healthy campus advisor position that includes things like sexual violence prevention, orientation for students, peer mentorship. We've created a few new resources, including an app that consolidates student resources and is organized student immediate needs (e.g. Are you hungry, bored?). ▪ Matty has been bringing in a diverse collection of guests into the classroom highlighting the diversity of the field, helping to mitigate the misnomer that is CYC. ▪ We have had full enrolment, including 4 international students and there have been some challenges with these students (language and academics) but once we get to know these students you recognize their rich backgrounds that is an asset to the program and the cultural differences that are impacting performance. ▪ Using testimonials as part of their marketing and student engagement survey data. ▪ We have a few approaches to responding to the TRC recommendations. ▪ We are also recognizing personal challenges students come in with that make this field not workable for them at this time and are balancing the human rights of the student for education and the requirements of practicum. We have been grappling with how we determine before they enter or support them to determine if they are ready? For example, the discussion of trauma in the classroom enriches the learning and may jeopardize the learning for some students.
University of the Fraser Valley	<p>Institutional Update</p> <ul style="list-style-type: none"> ▪ General--Presidential search was unsuccessful, so it will be reposted. Our former CFO is acting president. ▪ Budget/Facilities--Only 49 % of base funding is coming from government. Student Union Building is completed. An Innovation HUB is in the planning stages for technology, creativity, makerspaces, community, and student spaces. Current facilities are at 110% capacity. ▪ Students/Enrollment--Last reported student enrollment was 16000+. This is also greater than 100% capacity.

	<ul style="list-style-type: none"> ▪ Staffing--Succession planning is occurring as we expect a large number of retirements in the next 5-10 years. ▪ Instruction--Though we are a teaching intensive university, two new MA degrees have been approved within the institution and will be seeking Ministry approval. Two new grad certificates are proposed and several new programs and courses are in process. <p>Program Update</p> <ul style="list-style-type: none"> ▪ Curriculum Developments—We have gone to a first-year entry. This allowed us to add several new courses including: Developing Healthy Relationships; Policy, Politics & Planning; Transitions Through Grief and Loss; and a pilot interdisciplinary one on Self-Regulation. ▪ Transfer Credit Applications or Alternations—we are working with our Registrar's office to support our Consortium block transfer agreements. We hope to accommodate the spirit of the block transfer agreement with some additional content necessary in the 60+ credit model. It is challenging with our partners', as well as our curriculum in flux. ▪ Issues—We have more sessional instructors than fulltime faculty. We are grateful for a large pool of very capable community people who take on the role of sessional instructor. This translates to many jobs for the few fulltime people, especially as we have one faculty member (of only four of us) on sabbatical. ▪ Research/Projects—We have been investigating the effect of Mindfulness training with our students, and with some community groups. There is sabbatical research being done on the use of labyrinths in educational settings. <p>Other Items of Interest</p> <ul style="list-style-type: none"> ▪ Two of our students/grads have completed the National Certification process and exam and passed with close to perfect marks.
University of Victoria	<p>Program Update</p> <ul style="list-style-type: none"> ▪ Applications have been strong, particularly indigenous students. The new courses we reported on last year went very well. We have had a significant increase in international students. We are heading into a full day retreat for our curriculum revision, which we have been working on for three years. For example, we have always had a first year course in helping skills and working towards calling it a "relational practices" course instead. We have also piloted a practice approach that is more connected to community and it has been very successful. ▪ We had two retirements of long term faculty and we will have hired five new people, so half of our faculty will be new. ▪ In the graduate program, it is a PhD intake year. We've taken in

	six PhD and 11 Masters students. More than half of our students received some sort of funding.
Vancouver Island University	<p>Program Update:</p> <ul style="list-style-type: none"> ▪ We are excited about our newest course, Therapeutic application of expeditionary activities. Other professionals and students can take this course as well. The outreach centre, a third year practicum placement opportunity where students work with faculty and community members in an experiential and problem based learning model, recently had a community event that attracted 70 community members. 10 students were involved this year. ▪ Student enrolment: We are full all years this year (34 students in each year). We are doing more social media outreach and mail outs across Canada. ▪ We have just finished the second year of the implementation of our new curriculum and we've been working with our advisory committee regarding the skills students need and ensuring the changes to our curriculum has been successfully implementing these.

2. Block Transfer

- a. UFV has been directed to shift from block transfer to course by course. The current block transfer document appears to be out of date. UFV would like to have the block transfer of 60 credits as UVic and VIU are doing.
- b. Most institutions have been offering the block transfer and requiring students to do some bridging courses. Some may graduate with more than 120 credits.
- c. In the past, block transfer students needed a GPA of 3.0 or B.
- d. Once current curricular changes are complete in BC institutions, we might discuss how to create more seamless transferability with block transfer from diploma (The two plus two model), with the first two years having more common curriculum amongst BC institutions and curricular distinctions made in the third and fourth year.

3. Educational Accreditation - Certification

- a. Douglas is planning to use the NAC document for the process of accreditation but is "very invested" in our current document. Most at the meeting e concluded that the North American Competency document is more practitioner based, and institutions will update and continue to use BC Consortium of CYC curriculum outcomes document, which is more representative of academic outcomes.
- b. Rather than overhaul, it would be valuable to update and simplify the Consortium's outcomes document.
- c. Two students at UFV took the NACP certification and did well, validating the existing BC Consortium of CYC curriculum document.
- d. Action:
 - i. Cindy, Chris, Robin, Jin-Sun, Maple, Terry, and Kristy: Update our consortium curriculum document, with the first meeting 10 - 5 on June 29th at VIU. This group

will set the next meeting, as needed.

- ii. Chris: Collect identified gaps and outcome statements that need to be changed from each institution, in preparation for our first meeting. Gaps identified to this point: Trauma, TRC, Indigenization, Mindfulness & Wellness, Work/Wellness Balance, Mental Health, Substance Use, Preparation for Complexity of the Work, Work with Specific Populations, Community Development, Interdisciplinary Practice.
- iii. All: Craft some draft outcomes statements that reflect the gaps sent out by Chris, and bring to the meeting on June 29th.

4. CYC ABC Conference

- a. The national and international conference: May 1st to 4th, 2018
- b. How do institutions support the ABC?
- c. Some institutions have representatives come in to the program early and towards the end of the program. Some have reps as part of their advisory committees. VIU and UFV have hosted joint events.

5. Decolonizing and Indigenizing

- a. The group discussed the complexity of integrating indigenization into curriculum and strategies our institutions are using regarding the TRC and indigenization.
- b. UVic has offered CYC 230, CYC Practice in Indigenous Contexts as a core requirement for all students for many years. In 2016 we piloted a new version of our CYC 250 law course that looks at the law through an Indigenous lens. The pilot was successful and we have updated our 250 calendar description for 2017. This revised course offers a course, developed by Shanne McCaffrey, is now called CYC 250 Law, Indigenous People and the TRC Calls to Action (Units: 1.5, Hours: 3-0). It is an introduction to law through an Indigenous lens and is framed by the Truth and Reconciliation Commission – Calls to Action. Explores pre-colonial, historical and current legal systems and processes that shape the lives and experiences of Indigenous children, youth, families and communities. Also considers meaningful practice pieces that deepen the understanding of culturally-honouring, decolonizing, strength-based practice, Indigenous people and the law.
- c. Camosun offers IST 120 Intro to Indigenous Peoples. Develop an understanding of the experience of Indigenous peoples in Canada. Offered in September. This course is offered in a combination of in-class and online instruction.
- d. If you're unfamiliar with Indigenous worldviews and want to dispel stereotypes and myths and identify why they persist, this unique, award-winning course will help you to understand the experience of Indigenous peoples in a Canadian context. Learn from Indigenous people about Indigenous worldviews and colonization through video, audio interviews and shows, and articles, as well as respectful and honest discussions conducted in circle format. You'll gain the knowledge and skills to begin to interact respectfully with Aboriginal peoples in community and in the workplace. A great elective or professional development opportunity.
- e. UVic, under Indigenous Academic Planning Director's leadership, has been piloting "Indigenous Cultural Acumen training" for staff and faculty. Still not yet known how widespread and accessible it will be.
- f. Action:
 - i. Chair: Decolonizing and indigenizing curriculum will be a regular item on the CYC Consortium agenda.
 - ii. All: Ensure the CYC Consortium is a helpful and welcoming place for discussion on this issue and discuss creating safety intentionally prior to each discussion.

6. Pluralism

- a. Teri and VIU is wondering how other programs are teaching about pluralism.
- b. The group discussed the importance of students learning about social location, intersectionality, responses to difference, critical thinking skills.
- c. UFV offers CYC 485 Understanding Diverse Populations. Using the construct of Social Capital, students hear the voices from those who are living in diverse populations. These speakers share how their diversity shaped who they are now, the challenges in their youth, and how CYC practitioners could support them.

7. Fentanyl/Naloxone

- a. Camosun is concerned about ensuring we have a realistic and workable practice related to students on practicum and training, administration, and risks related to Naloxone administration. Currently, we are working to ensure students are supervised closely enough so that students will not be in a position to administer.
- b. The group briefly discussed the implications for practicum.
- c. Action:
 - i. All: Bring this issue back to our own departments.
 - ii. Chair: Ensure short-training certifications are discussed at a future meeting.
 - iii. Chair: Bring this issue back to today's report to the Human Services large table.

8. Resources

- a. We had a discussion about the Relational Child and Youth Care Journal, its value and how much it is being used as well as other journals and resources, their usefulness and accessibility.
- b. Vbookz is a pdf reader for support people in their reading.
- c. You.selkirk.ca offers a collection of community and campus resources (e.g. housing, financial, counseling, academic, etc.).
- d. Action:
 - i. Chair: Ensure resource sharing is given a higher priority at future Consortium meetings with a reminder ahead of the meeting to come prepared to discuss.

9. Future Meetings

- a. Those in attendance agreed that it is important to connect, share information, and collaborate on curriculum and outcomes.
- b. Action:
 - i. The working group on Outcomes: Determine the need for timing of the next full CYC Education Consortium meeting at the June 29th meeting in Nanaimo.

Meeting Adjourned at 12:10 pm

COMMUNITY AND SCHOOL SUPPORT (CASS) Subsector Minutes

Human Service Programs Articulation Committee

COMMUNITY AND SCHOOL SUPPORT

Minutes

Location: College of the Rockies

Date: May 15-16, 2017

Chair: Leif Rasmussen, VIU

Recorder: Heather Wik, COTR

Present:

Institution Name	Committee Member Name	Email/Contact
Camosun College	Mary Harber	harberm@camosun.ca
Capilano University	Diane Kosh (via teleconference)	dkoch@capilanou.ca
College of New Caledonia	Val Waughtal	waughtal@cnc.bc.ca
College of the Rockies	Heather Wik Barb Eckersley	wik@cotr.bc.ca beckersley@cotr.bc.ca
Douglas College	Lori Woods	woodsl@douglascollege.ca
Kwantlen Polytechnic University	Sylvia Woodyard	Sylvia.woodyard@kpu.ca
Langara College	Jen Erickson	jerickson@langara.ca
North Island College	Susan Shantz	susan.shantz@nic.bc.ca
Northern Lights College	Sharon Strasdin	sstrasdin@nlc.bc.ca
Okanagan College	Carol Halle-Bowering	challebowering@okanagan.bc.ca
Selkirk College	Jane Green	jgreen@selkirk.ca
Thompson Rivers University	Jay Godard	jgoddard@tru.ca
University of the Fraser Valley	Melanie Scott	Melanie.scott@ufv.ca
Vancouver Island University	Leif Rasmussen	Leif.rasmussen@viu.ca
Yukon College	Ann Gedrose	agedrose@yukoncollege.yk.ca

Institution Regrets: None

Guests:

Guest Name	Institution/Agency	Email/Contact
John FitzGibbon	BCCAT	jfitzgibbon@bccat.ca

Institutional Reports:

Institution	Report
Camosun College	Program Update <ul style="list-style-type: none"> ▪ Collapsed a couple courses ▪ Added IST120 Intro to Indigenous Peoples ▪ Added a capstone course with final practicum ▪ Issue with any course over 23% practicum not meet BC Financial Aid requirements. There are tips for getting around this challenge. ▪ Trend for students with disabilities applying for the program. Issues with practicum. ▪ Student readiness checklist
Capilano University	Institution Update <ul style="list-style-type: none"> ▪ This year is a re-branding year with new logo and many changes being proposed regarding both program and policy at the institution ▪ New president Dr. Paul Dangerfield ▪ New Dean for our area of Faculty of Education, Health and Human Services – Dr. Brad Martin ▪ Increase observed in staff/faculty attrition in several department areas (Registrar's office, IR, etc) as proposed changes start to be implemented. ▪ Discussion at senior administration level regarding potential changes to Faculties and Schools composition. More details to be provided as 2017-18 year proceeds. Program Update <ul style="list-style-type: none"> ▪ EA program for North Vancouver August 2017 start is full ▪ Several people remain on interest list. However, no additional sections may be considered until summer 2018 to offer another intake at the North Vancouver campus ▪ EA program being offered at the Kalaxay Sunshine Coast campus starting in July 2017. Part time offering. Blend of students from Sunshine Coast area and lower mainland ▪ Discussion for 2018 operational plan to offer a second section at the NV campus due to demand in the field for qualified EAs. ▪ Receiving calls weekly from HR employers, private schools looking for postings to be filled with qualified applicants.

	<ul style="list-style-type: none"> ▪ Need for EAs continues to grow. Same statements being made at every school district we liaison with: casual pools are empty, more EAs needed! ▪ Our EA program may be put on institution's list for program review sometime in late 2018 so preparations under way to start the process. ▪ Looking at ways to support folks who continue to request PLA for work completed in the field as employers are tightening up on credentialing in some school districts. ▪ As our faculty demographic is reaching retirement age; we will be looking at long range planning for the next 5 years for faculty, leadership and program needs
College of New Caledonia	<p>Institutional Update</p> <ul style="list-style-type: none"> ▪ CNC is experiencing significant increase of International students at the Prince George Campus. The CASS (online) program has not been affected at this point. ▪ The CASS Dean has committed to seek funding for local Aboriginal art (clipart) for online courses ▪ Higher than normal applications to the CASS program for fall 2017 have been noted. The majority of student have applied to the EA verses the CSW certificate ▪ Succession planning needs to be addressed. With Bev Curries's retirement and increased student applications we will need to look at hiring new part (or possibly) full-time faculty ▪ The CASS Transfer Request Application package can be found at: http://blogs.cnc.bc.ca/cass <p>Program/Course Update</p> <ul style="list-style-type: none"> ▪ CASS is increasing program requirement from 27 to 30 credits ▪ We continuing to work towards indigenizing individual courses within the program. ▪ Transfer Credit Applications or Alternations - Some course outline changes will be submitted in the near future, however they are small changes and should not affect transfer agreements ▪ Issues - Students in the CASS program are not eligible for Financial Aid because our full-time (3 courses) are not recognized as full time. However, several students have noted funding from Work BC even though the length of time to complete the program is slightly longer than typically funded. ▪ The new credential policy at CNC requires students to complete an additional 15 credits for a second CASS certificate (EA/CSW) <p>Other Items of Interest</p> <ul style="list-style-type: none"> ▪ The CASS Program has incorporated a digital (video) online welcome to the Lheid-T'eeneh territories in each course. Many thanks to - Elder Darlene Macintosh ▪ UNBC notified PG CASS program that they are interested in laddering our program into their Education Program ▪ CNC Lakes District Campus has received funding for a three-year Aboriginal offering of the CASS program. The first 1.5 years will be

	used to support students to complete upgrading for the program and the second 1.5 years will allow students to complete the program.
College of the Rockies	<p>Institutional Update</p> <ul style="list-style-type: none"> ▪ Full 4 year of BSN program will be completed in Cranbrook beginning in 2017-2018 ▪ Expanded trades programming and new building ▪ Agreement for dual admission with UVIC finalized ▪ Variety of expanded programs offered at satellite campuses ▪ Piloted gamification for calculus course ▪ Increased applied researching, including community forest use analysis and physical literacy <p>Program Update</p> <ul style="list-style-type: none"> ▪ Increased EA intake by 10 seats in response to continued requests from local school districts ▪ Many students being hired as unqualified prior to completing the program. The shortage of qualified EAs continues to be an issue for all surrounding school districts ▪ Completed significant course updates for EAP108 Autism and EAP 105 Special Education. ▪ In response to our external Advisory Committee recommendations, we have increased the focus on mental health and anxiety in two courses ▪ Looking at revamping our AESW program for 2018-2019 ▪ Considering adding an “introduction to Practicum” course to the program to help better prepare students for meeting professional standards of practice ▪ Created a new orientation for face-to-face and online students to better prepare them for the rigors of the program ▪ Currently have a large waitlist for September 2017
Douglas College	<p>Institutional Update</p> <ul style="list-style-type: none"> ▪ General: our main focus this year has been on a formal department wide review of our BI, CCS, DABA and ESS programs ▪ Budget/Facilities: no changes ▪ Students/Enrollment: currently working to fill the four programs and our long-term contract with MCFD 2-course package (approximately 165 intakes). Retention remains good, but we are noticing an increase in PT applicants who find FT too demanding. We also benefit from significant laddering from one program into another. ▪ Staffing: two faculty members have returned from maternity leave; one who has been on long term medical leave has resigned; one is currently taking a ½ time secondment to the FASD project; we are currently hiring for contract faculty to teach a variety of courses. ▪ Instruction/Open Education Resources: enhancing UDL practices throughout courses, i.e. implemented consistent templates for

	<p>syllabus and online course homepages; using Collaborate consistently in more online courses; heading into major content revisions of the DABA program to meet BACB requirements for 5th edition; refining practicum placement process</p> <p>Program/Course Update</p> <ul style="list-style-type: none"> Curriculum Developments: we are already responding to recommendations from the program review, e.g. reduce 1.5-credit courses, increase rotation of CCS PT courses from 3 to 2 years, pare down formal course assessments to 3, add more content re: mental health and employment supports. CCS credentials have been revised to include English within the 45 and 60 credits rather than an extra requirement beginning fall 2017. The BI program has been formally approved to increase to 18 credits beginning fall 2018. Transfer Credit Applications or Alternations: the move from 1.5 to 3-credit should increase transfer credit. Otherwise, working hard on the BCCAT Matrix project Issues: The field continues to need significantly more practitioners than we can graduate; private programs continue to pop up; the EA Standards of Practice initiative has stalled as we attempt to get Ministry of Education's attention; transition from secondary to employment remains an issue; as does our own student's mental health; faculty are also feeling stressed with increasing work demands as the college systematizes their process Research/Projects: one faculty completing PHD this coming year and another beginning PHD; MCFD Online Autism Project; Victoria Foundation FASD Project. <p>Other Items of Interest</p> <ul style="list-style-type: none"> Entered into a partnership between Ready-Willing-Able federal initiative to sponsor 20 seats for the ESS program. Initiative going well and will wrap up in fall 2017. PLAR in BI and CASS are robust!
Kwantlen Polytechnic University	<p>Institutional Update</p> <ul style="list-style-type: none"> Continuing to enjoy high numbers A quickly growing Teaching and Learning Commons for faculty, with focal points on Open and Experiential Learning, e-portfolios, working with students who have English as an Additional language in our classrooms. We have 3 "teaching fellows", one for open education, one for outcomes education and another for experiential education. This is indicative of KPU's president Davis wanting to support faculty to in their teaching and to move the institution forward more current modalities in teaching and learning. <p>Program Update</p>

	<ul style="list-style-type: none"> Curriculum will start to be reviewed in the near future. We will be looking largely at updating curriculum and ensuring credits are accurate. Dean Diane Purvey has asked us to work on opening a 3rd full time cohort which will unfold in the fall of Sept '18. Our 2 fulltime cohorts are full for the fall, and part-time slower in filling. 115 students will complete their EA certificate requirements this spring, but school districts need more. New course from last year ENGL 1104, <i>Reading and Writing Skills for Educational Assistants</i>, has received excellent reviews from both students and faculty. Struggling with how best to indigenize curriculum.
Langara College	<p>Institutional Update</p> <ul style="list-style-type: none"> New Dean of Social Services Full enrollment Given a new section for departmental/administration duties <p>Program Update</p> <ul style="list-style-type: none"> Curriculum Developments - Approval of new course 'Current Issues in Education' given in 2016 – started new course in Spring 2017 – course is pass/fail – course offers opportunities for EDAS Langara faculty and students to learn from professionals in the field (interdisciplinary connections). Examples include: <ul style="list-style-type: none"> Workshop at the District Reception and Placement Center presented by the District Principal for Student Placement and ELL Services, Multi-Cultural Liaison Workers, Engaging Immigrant Youth Workers and ELL Consultants. Presentation from a Social Worker on Child Protection in BC. Content covered included MCFD, Confidentiality and Child Protection, Barriers to Disclosure, Types of Child Maltreatment, Assessment and Investigation, the responsibility and role of an EA when a child discloses suspected abuse and ways to work together (social workers and schools) to best support students. Field Trip to Aboriginal Focus School. Presentations by Shane Point, Musqueam and VSB Knowledge Keeper, by Don Fiddler, Metis, VSB District Principal Aboriginal Education, Dee Hughes Slade, Tsimshian Aboriginal Focus Worker, Lucy Champman, Sto:lo, Elder, about her experiences in Residential School and by Honorable Harry Slade, Supreme Court Judge who is a member of the Specific Claims Tribunal, and by the students. A Week Long Introductory Course on Autism Spectrum Disorder and Applied Behaviour Analysis. Sexual Education and Healthy Relationships. Have been working in collaboration with Jessica Wollen from Shift Education – Sexual Health and Online Safety Expert. Field trip to BCCH Mental Health Building. Topics include a Mental Health program overview, Trauma Informed

	<p>Practice, Occupational Therapist resources and regulation in schools, overview of Attachment, Regulation and Competency, visit to the Kelty Mental Health Resource Library, tour of the facility including the classrooms.</p> <ul style="list-style-type: none"> ▪ Transfer Credit Applications or Alternations – Nothing new to report ▪ Issues - Ways to continue supporting the mental health and well-being of students are being examined. Continue to be encouraged by employers to train more Education Assistants as the districts in the Lower Mainland are finding it very challenging to fill positions. ▪ Other Items of Interest - Implemented the use of iPads in all courses (EDAS faculty were given a dedicated iPad cart). Some app providers will work in collaboration with the colleges/universities so we can access the apps for free (e.g. TouchChat) with the understanding that the apps are being used to teach future Education Assistant candidates.
North Island College	<p>Program Update</p> <ul style="list-style-type: none"> ▪ Three EA programs running currently (2 ongoing plus 1 indigenous out of Port Alberni). All fully subscribed. ▪ Strong cohort in Port Hardy ▪ Stresses around people being off work and need for sessionals ▪ Revisions for indigenous programs being completed ▪ New mental health certificate being offered for EAs and Health Care Assistants ▪ Mary Pat has stayed on part-time as they work through succession planning
Northern Lights College	<p>Institutional Update</p> <ul style="list-style-type: none"> ▪ Domestic numbers are down; International are strong. Belief in a need to expand on-line offerings and continuing education. ▪ Hiring an Information Technology Video Conference Specialist for Fort St. John Campus. Video-conferencing upgrades are in the works ▪ Piloted an On-line Registration system for spring registration. ECEC/EA students were invited to be the pilot group (due to size of student base) <p>Program Update</p> <ul style="list-style-type: none"> ▪ Students/Enrollment-3 intakes/year. Enrollments increased this year from last year ▪ Staffing- 1 EA full-time faculty retiring Sept. 2017. ▪ Program/Course Update <ul style="list-style-type: none"> ▪ Faculty have been working to integrate info on new BC curriculum ▪ Program Dean seeking funds from upper Administration for an EA Program Review-Review is necessary before further expansion can occur

	<ul style="list-style-type: none"> ▪ One of the tasks will be to assess the 6 cored courses between EA & ECEC; are they meeting each program's learning outcomes? ▪ Students want more elective choices: added one more ECEC elective: ECED 203A Infant and Toddler Development (rationale-understanding development from conception assists in EA practitioner's understanding of the older child). Will continue to seek other courses in other NLC program areas-limited by delivery model as they must be on-line. ▪ French Partners Educacentre Vancouver: <ul style="list-style-type: none"> ▪ Offered one course for employees in partnership with the French School Board ▪ Working with the French School Board towards a Dual Credit Pilot. Hoping to start with 2 beginning courses.
Okanagan College	<p>Institutional Update</p> <ul style="list-style-type: none"> ▪ General - Our Vernon campus is in the process of building a new Trades Building on site. Very exciting for the community. ▪ Students/Enrollment - Our programs continue have good numbers in the North Okanagan. Our Vernon campus has a cohort of 25. These students are second year students and will be graduating this year. This cohort began with 25 and are all completing the program together. Our Salmon Arm campus had our intake this year and we have 15 first year students. We will be having our year one intake in Vernon in September 2017 and anticipate this will be a full cohort. ▪ Staffing - Staffing remains the same - Mark Nishihara and Carol Halle-Bowering are teaching in the North Okanagan (Vernon, Salmon Arm) and Jo-Dee Hecko and Nick Deagnon are teaching in the Kelowna program. Nick has been with us a year and a half and has been a great addition to our team. He is a Moodle and technology whiz which we appreciate! <p>Program/Course Updates</p> <ul style="list-style-type: none"> ▪ Our program is currently in the process of adding a new professionalism course. HSW 101: Professional Skills for Human Service Work. It is replacing our HSW 123: Foundations of Human Service Work Practice. Historically, our students have taken either HSW 123 or SOCW 200A. Although HSW 123 provided students with transfer credit to the majority of BC Institutions, it was not universally transferrable. In the past few years, there has been an Increasing trend in the number of students taking SOCW 200A vs HSW 123. We understand this shift as reflecting a growing number of students that are interested in keeping their post-secondary options open, should they decide to further their education at another post-secondary institution. We are proposing that all our students take SOCW 200A. ▪ This gives us space to have a course that will house all the core values and skills around professionalism that we were covering in other courses. We also see the need and the opportunity to

	<p>teach topics such as objective report writing, professional communications, and self-care strategies; all of which are skills that are essential for job readiness, and, for healthy longevity in the field. Currently small amounts of class time are appropriated to cover these topics superficially, but we see these as areas where students should receive a deeper learning experience in developing their professional skills. We are very excited about our new course and hope to have it approved for Sept. 2018.</p> <p>Other Areas of Interest</p> <ul style="list-style-type: none"> Our PAC has asked that we look at ways to encourage more men to apply for our HSW program. The community is finding it difficult to find men trained in the field and we are exploring some marketing strategies that promote the Human Service Field as a career option for both men and women.
Selkirk College	<p>Program Update</p> <ul style="list-style-type: none"> Changed name from CCSW to EASW (in transition) Looking at a full cohort for 2017 Increased collaboration with other internal programs Increased interdisciplinary activities (ie: POPFASD webinar) “Imagine a World Without Barriers” student event – did an inclusive flash mob Significant lack of EAs Authentic assessment focus Succession planning Light board for digital media in some online courses
Thompson Rivers University	<p>Institutional Update</p> <ul style="list-style-type: none"> Human service programs coming back to a full staff contingent, after many years. EA demand is huge Remote school district brings some challenges Adjusting some academic requirements to enable more students to enter program Developing 5 year strategic plan
University of the Fraser Valley	<p>Program Update</p> <ul style="list-style-type: none"> Currently reviewing all community support worker courses Lots of sessional instructors Great hiring rate for graduates Partnership with one of the school districts (high school students being in community support worker program)
Vancouver Island University	<p>Program Update</p> <ul style="list-style-type: none"> Cowichan school district SD79 contract – purchased a cohort for dual credit students (12-16 students) – got a grant from MOE (younger than 19) Don’t have dean currently. Leif now chair of program. Lots of trickle down hiring and shifting Disability Studies Diploma – now leadership and disabilities studies diploma

	<ul style="list-style-type: none"> ▪ Launching new EA community support program in September (2 x 8 month semesters) – huge dividends already ▪ SD68 wouldn't take practicum students due to union/admin dispute – due to need of graduates union has agreed to the pilot for placing students
Yukon College	<p>Institutional Update</p> <ul style="list-style-type: none"> ▪ Bachelor of Arts in Indigenous Governance degree (title is tentative and subject to external quality assurance process) ▪ Proposed 3-year (90 credit) program will be YC's first independently offered degree; it builds on and incorporates YC's existing First Nations Governance and Public Administration program. ▪ The degree is supported by all 14 Yukon First Nations via YC's President's Advisory Committee on First Nations Initiatives (PACFNI). ▪ YC is currently preparing for an external quality assurance process with Campus Alberta Quality Council (CAQC); institutional and degree reviews and site visits are tentatively slated for 2017. ▪ Post-Degree Certificate in Climate Change Policy ▪ 15-credit (5 courses) program designed for working professionals with relevant degrees who want to see good policy decisions emerge from the latest climate change science; 4 courses online and 1 Yukon-based field school. Program is now accepting applications for its fall 2017 launch. ▪ University Transition ▪ YC is preparing for eventual transition to university status sometime after 2021 and is currently receiving 3 years of university transition funding from Yukon Government. ▪ Yukon University will be a "hybrid" institution, continuing to deliver Adult Basic Education and Trades programming alongside increased degree offerings. ▪ With university status in mind, government funding has also been approved for the renovation of the College's library; work on the new Learning Commons is slated to begin in spring 2017. ▪ Yukon College Enrolments in 2016-17 ▪ After several successive years of declining program enrolments, YC saw modest increases in 2016-17: up 9% in fall 2016 and 5% in winter 2017 from the same periods in the previous academic year. ▪ Enrolment in programs offered by YC's School of Health, Education and Human Services are particularly strong, with full cohorts in Health Care Assistant and Practical Nursing, more First Nations students in the Bachelor of Social Work program than in previous years, a strong initial cohort for the Bachelor of Education's new 2-year after-degree option, and consistently solid student numbers in Early Learning and Child Care. ▪ Enrolment numbers in Liberal Arts programs are down slightly, with the exception of the Multimedia Communication certificate.

	<ul style="list-style-type: none"> ▪ Although overall the enrolment news is encouraging, YC will continue its Strategic Enrolment Management efforts to help keep trend moving upwards. <p>Program/Course Update</p> <ul style="list-style-type: none"> ▪ Yukon College Education Assistant Program ▪ Yukon College's Education Assistant Certificate Program was part of the 'Migrating the Matrix' project to migrate as many courses as possible from the CASS Matrix to the BC Transfer guide. We thank Alison Taplay and Leif Rasmussen for designing the project and providing direction and support. We thank all participating CASS programs for their thoughtful participation and diligence in this matter. ▪ Five Education Assistant Certificate recipients will graduate from Yukon College May 19, 2017. We anticipate an additional four students who have attended part-time will graduate in 2018. Some plan to complete some of their credits by distance with BC institutions and transfer the credit to Yukon College. We understand that the Yukon Department of Education is implementing a new, mandatory program of in-house training for currently employed Education Assistants.
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1. Welcome & Introductions
2. Approval of Agenda
 - a. Sylvia Woodyard moved the agenda be accepted. Seconded by Jane Green. Carried.
3. Approval of 2016 CASS Subsector Minutes
 - a. Two corrections: John Fitzgibbon's and Leif Rasmussen's names were spelled incorrectly.
 - b. Mary Harber moved the minutes be accepted as amended. Seconded by Sylvia Woodyard. Carried.
4. BCCAT Innovation Grant – CASS Transfer Matrix
 - a. Thanks to everyone for contributing to this project. A huge thanks to Alison Taplay for coordinating this project. This was an enormous undertaking and she did an absolutely amazing job. Alison was not able to attend this meeting, so in her absence we had a toast with sparkling juice in her honour. Alison....thank you!



- b. The goal of the grant was to move the matrix to the transfer guide.
- c. Next steps
 - i. Finalize the few remaining transfer requests
 - ii. All transfers will be uploaded at one time
 - iii. Once this is done institutions will need to notify articulation partners as things change (ie: learning outcomes changed, new course name, etc.)
- d. This should make it much easier for students to navigate between institutions (as they won't need to go to a matrix).

- e. Several institutions have some upcoming courses changes. They will email these changes as they are finalized.
- f. One of the challenges have been trying to determine what is equivalent. Credits and content differ significantly between institutions.
- g. There is a student appeals policy for transfer credit.
- h. Student transfer requests can be very time consuming for faculty. CNC have an internal process where students submit a letter and rationale, comparing learning objectives between the courses, which has reduced faculty workload on requests for transfer and/or prior learning assessment. Info on this process can be found at <https://blogs.cnc.bc.ca/cass>.
- i. John FitzGibbon commends the work done by Alison Taplay and CASS members. This is a great step forward!

5. Mental Health

- a. Issues for faculty, students, and clients
- b. Anxiety and depression are on the rise
- c. What are some faculty supports?
 - i. Succession planning
 - ii. Self-preservation vs. self-care
 - iii. Modeling appropriate boundaries (ie: faculty not emailing students at midnight)
- d. Supporting online learners
 - i. Greater need to advocate for services for online students
 - ii. Trauma informed practice – how can we see and meet the needs of online learners better?
 - iii. Encourage faculty to participate in PD opportunities for developing best practices for online learning
 - iv. Possible topic for next year: How do we address mental health in online, blended, and f2f courses?
- e. Resource - “Healthy Minds/ Healthy Campuses” (www.healthycampuses.ca) – a group who share the common goal of promoting campus mental health and healthier relationships with substances in BC
- f. Resource - “I Need to Unplug – A Journal for Escaping”
- g. Resource - “Reasons to Stay Alive” by Matt Haig
- h. Resource - “The Head Space” app
- i. Langara has partnered with BC Children’s Hospital for a one day workshop on mental health. They are looking at ways to partner more.
- j. Dual diagnosis is a growing concern.
 - i. Jane Green shared that there is only one Developmental Disability Mental Health (DDMH) worker in the West Kootenays. DDMH is a Ministry of Health resource which provides mental health services for individuals aged 14 years or older who have developmental disabilities. Clients must have an IQ under 70, which disqualifies many who are on the autism spectrum. How can we advocate for more DDMH support workers?

- ii. Resource – BC Campus open source “Supporting Individuals with Intellectual Disabilities & Mental Illness” - <https://open.bccampus.ca/find-open-textbooks/?uuid=5872a030-f5d9-4ea3-a9d2-696a99c005dc&contributor=&keyword=&subject=>
- 6. *Standards of Practice* Presentation at Deans & Directors
 - a. Jay Goddard, Diane Kosh, Lori Woods, and Angela Clancy presented *at Deans & Directors* meeting last fall. Lori Woods will send the PowerPoint presentation out to everyone.
 - b. The information was well received and they found it very informative. Not a lot of traction for proceeding forward though.
 - c. CUPE has stalled discussions as they wanted to address working hours for EAs first.
 - d. The goal is to get the Ministry of Education to formally adopt the document.
 - e. The high turnover of deans at many institutions may be contributing to the challenge of getting this document moving to the right hands.
 - f. What can we do?
 - i. Could we go to teacher education programs at universities to get support?
 - ii. Could we connect with Shelley Moore?
 - iii. Could we focus on student health and safety?
 - iv. Can we market this differently?
 - v. Can the other sub-sectors incorporate it as well?
 - vi. Take the draft document and put it in your courses!
- 7. Education Assistant Textbook
 - a. Mary Harber is working with Canadian Scholars Press on a proposal for a Canadian EA specific textbook.
 - b. The text would encompass the scope and standards of EAs. Possible sections include:
 - i. Forward by indigenous educator
 - ii. Role of EA (past, present, future)
 - iii. Indigenous education
 - iv. Supporting full classroom inclusion
 - v. Inter-cultural inclusion
 - vi. Academics
 - vii. Behaviour as communication & mental health
 - viii. Social skills
 - ix. Inclusion & advocacy
 - x. System
 - xi. Part of a team
 - xii. EA as a profession – standards
 - xiii. Transition
 - c. The book will include experiential segments, case studies, and critical thought components.
 - d. Suggestions shared: History, family involvement, rural vs urban practice, language around disability, advocacy, glossary, theory behind practice, poverty,

- social/emotional competence (rather than social skills), working with those not diagnosed, invisible vs. visible disabilities, purposeful practice
- e. Audience – for our program students; required text for EAs and a recommended text for BEd programs
 8. There continues to be a tremendous shortage of qualified EAs across the province. The concern for standards in our profession was expressed repeatedly.
 9. Succession Planning
 - a. Many institutions are facing this challenge. As many of our long-term faculty are looking ahead to retire, how are we equipping our programs?
 - b. Some of the challenges include:
 - i. Some institutions are having trouble attracting the faculty as jobs are often part-time, and may include evening/weekend requirements
 - ii. There is a shortage of applicants with the required credentials. Faculty need to have a specific and unique skill set (teach adults, know K-12 education, have a good knowledge of mental health)
 - iii. Faculty burnout
 - iv. Most jobs start as auxiliary or are ongoing sessional
 - v. Inadequate time to mentor new faculty
 - vi. Unwillingness of administration to regularize employees
 - vii. Contract right of refusal issues
 - viii. Tenure system is a very slow process
 - ix. Many sessional faculty work at multiple jobs
 - x. Online teaching requires an additional skill set
 - c. We need to ensure that as faculty retire there are others who are equipped to lead our programs. They need to hold the big picture....which includes teaching, updating courses, professional development within field, administration, marketing to own institution as well as community, championing programs. Wow...this is a big province wide issue in this field.
 - d. We need to have these conversations in our institutions. Building capacity has to be a priority.
 10. Employment & Transition - EAs need skills in job coaching and work experience. Lori Woods shared “Work-Based Learning Progression” and “Relationship Facilitation” handouts.
 11. BCCAT is looking into options for housing articulation committee repositories for resources and documents. This would be a tremendous support for us!
 12. Indigenous Resources and Practices
 - a. Truth and Reconciliation Commission of Canada - *They Came for the Children* (linked on <http://www.trc.ca/websites/trcinstitution/index.php?p=580>)
 - b. Aboriginal worldviews and perspectives in the Classroom: Moving Forward (http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/aboriginal-education/awp_moving_forward.pdf)



- c. Discussed the need for finding “space” for an indigenous voice – one without the burden of representation
- d. Val Waughtal shared that she has an Indigenous welcome video embedded into courses.
- e. *Travelling a Mirrored Pathway: Care of Children and Adults with Special needs in Aboriginal Communities* by Joyce Clouston Carlson. (<http://oadd.org/wp-content/uploads/2007/01/carlson.pdf>)
- f. Health Canada First Nations & Inuit Health – *Mental Health and Wellness*” (<http://www.hc-sc.gc.ca/fniah-spnia/promotion/mental/index-eng.php>)
- g. Wendy Burton from UFV does amazing workshops
- h. Incorporate local indigenous art
- i. How are we bringing content into our courses? Embedding content into all courses; interdisciplinary sharing of course materials; UDL; purposeful decisions on to how present and assess in various ways; providing sample assignments; offering choices for assignments; increasing self-assessment; incorporating learning reports rather than exams; use of the circle of courage; inviting guest speakers; taking field trips

13. Attendance and Participation Issues

- a. Several shared the frustration of lower levels of student engagement.
- b. Policies and grading systems can be used to increase involvement.
- c. Importance of balancing support with student autonomy and responsibility.
- d. Many institutions are using “early alert” systems to improve early intervention and support.
- e. Jane Green shared that she has incorporated more self-assessment, requiring students to reflect on their levels of professional readiness (among other things).
- f. As faculty, it is important to remember that sometimes it just is not the right time for a student to be in the program. We need to access the supports at our disposal, but balance that with student responsibility and ownership of learning.

14. Thank You’s

- a. Card & gift certificate for Bev Currie who is re-retiring
- b. Huge congratulations to Ann Gedrose who is retiring in June
- c. Thanks to Leif Rasmussen for chairing this meeting
- d. Thanks to Heather Wik for taking minutes
- e. Another big thanks to Alison Taplay for her work on the BCCAT innovation grant project

15. Next Year: Sylvia Woodyard and Jay Godard will co-chair.

SOCIAL SERVICES (SS)

Subsector Minutes

Human Service Programs Articulation Committee

Social Services Sub-Sector

Minutes

Location: College of the Rockies
Date: May 15-16, 2017
Chair: Curtis Magnuson, University of Fraser Valley
Recorder: Karen L. Langan, College of the Rockies

Present:

Committee Member Name	Institution Name	Email/Contact
Ardemis Fire - via teleconference	Camosun College	firea@camosun.ca
Nicki Hemstad-Leete	College of New Caledonia	hemstad-leeten@cnc.bc.ca
Kathy Nelson	College of the Rockies	knelson@cotr.bc.ca
Tara Ramdin	College of the Rockies	tramdin@cotr.bc.ca
Jonathan Davis	Douglas College	daviesj2@douglascollege.ca
Margo Nelson	Langara College	margo.nelson@gmail.com
Wendy Simon	Native Education College	wsimon@necvancouver.org
Jason LaRochelle	Native Education College	jlarochelle@necvancouver.org
Susan Shantz	North Island College	susan.shantz@nic.bc.ca
Theresa Campbell	Northern Lights College	sstrasdin@nlc.bc.ca
Marja Burrows	Northwest Community College	mburrows@nwcc.bc.ca
Jo-Dee Hecko	Okanagan College	jdhecko@okanagan.bc.ca
Leanna Kozak	Selkirk College	lkozak@selkirk.ca
Tanya Pawliuk	Thompson Rivers University	tpawliuk@tru.ca
Alexandra Dueck	Trinity Western University	alexandra.dueck@twu.ca
Curtis Magnuson	University of Fraser Valley	curtis.manguson@ufv.ca
Marian Simmonds	University of Victoria	swadvuse@uvic.ca
Louise Stern	Vancouver Island University	louise.stern@viu.ca

Regrets: UBC, UNBC

Institutional Reports:

Institution	Report
Camosun College	<p>Program Update</p> <ul style="list-style-type: none"> ▪ The programs in the Community, Family and Child Studies department continue to be fully subscribed and we are currently running a second cohort of the Mental Health and Addictions certificate with one-time funding from AvEd. ▪ Indigenization and Interdisciplinary Education are current focuses in our School with dedicated faculty assigned to support both of these areas and our Department has been focusing on these areas as an ongoing process. The Community, Family, and Child Studies program will begin a program review this fall with these lenses at the forefront. The Early Learning and Care program, also in our department, has been integrating indigenous ways of knowing, being, and doing into their program as a result of a similar program review, so we are beginning to develop our abilities in this area. ▪ Supporting the success of international students, as well as other students that have traditionally experienced marginalization in the college setting, is another focus for us this year and we are examining both individualized and universal design approaches to improving student success and satisfaction. ▪ Camosun has received funding to build a new building for the School of Health and Human Services and ground broke earlier this year with a plan to be occupying the building for September of 2019. Programs from our department, as well as from the Nursing, Continuing Care, and Allied Health departments will be moving to this new building. We haven't occupied one space before, so along with discussions about what is needed in the new space we are looking for new ways to collaborate across the School. The project's complexity is compounded by a move from one campus to another and will impact student services and other Schools that will also need to adjust services or move locations. The current plans for the building include a virtual reality multi-purpose space, an apartment setting simulation space, and a living lab for the ELC program. ▪ CFCS Diploma grads continue to be successful in finding employment. As many as a 1/3 move on to the CYC degree, most at UVic. This fall, two grads are moving on to UVic's Public Health and Social Policy program.
College of New Caledonia	<p>Institutional Update</p> <ul style="list-style-type: none"> ▪ General – CNC has completed round-table discussions with community stake-holders regarding the strategic plan, (details can be found under “strategic plan” at the CNC website). ▪ Budget/Facilities – CNC experienced a balanced budget for the 2016/2017 year.

	<ul style="list-style-type: none"> ▪ Students/Enrollment – numbers remain high for student enrollment across the campus; the social services department is on-track to have another year of full seats for student enrollment. ▪ Staffing – department staff for SSWK is 3 FTE positions, (Nikki Hemstad-Leete, Bruce Northey and Glen Beech). ▪ Instruction/Open Education Resources – classes are taught on-campus with some on-line, (FASD class) as well as video conference to satellite campuses. <p>Program/Course Updates</p> <ul style="list-style-type: none"> ▪ Curriculum Developments – program revisions were accepted by EDCO, (3 diploma citations are available: applied diploma; UT diploma; Aboriginal citation diploma) ▪ Transfer Credit Applications or Alterations – CNC continues to work with universities for increased transferability and student ease of entry to BSW programs. ▪ Issues – cuts to the student success center, as well as the counselling department have made for a challenging year for students and faculty. Increased stress, mental health issues and student crisis have resulted in support from educators. Instructors from the English Department volunteered time to support students in the Student Success center. SSWK students are planning a grass-roots, social activism project for September 2018 to advocate for the return of counsellors and staff in the student success center. International students struggle with the challenges of high tuition cost, academic expectations, employment and culture shock. ▪ Research/Projects – 3 students are currently at locations for practicum with 'Projects Abroad', (Samoa, Italy and Ethiopia).
College of the Rockies	<p>Institutional Update</p> <ul style="list-style-type: none"> ▪ New 10 million dollar trades building being built for electrical, millwright and heavy-duty mechanic programs ▪ Pilot Gamification Calculus course ▪ More programing being offered at satellite campuses ▪ Applied research activities- Community Forest Use & Physical Literacy ▪ Will be offering full 4 year BSN in Cranbrook starting in January 2018. <p>Program/Course Update</p> <ul style="list-style-type: none"> ▪ Curriculum Developments –process of revising diploma courses will occur over the next year ▪ Transfer Credit Applications or Alternations – N/A ▪ Issues – Lots of challenging students this year; as a result we are developing a series of program orientation videos for accepted students in the program to review in the spring so they can come into the program feeling more prepared and engaged in their studies. ▪ Research/Projects – HSWR students took part in the Point in Time Homeless Count <p>Other Items of Interest</p> <ul style="list-style-type: none"> ▪ Currently will be looking for a part-time HSWR faculty member due to Louise Abbott's retirement.

Douglas College	<p>Program Update</p> <ul style="list-style-type: none"> ▪ The BSW will be starting in September 2017 and we will be phasing out direct entry to our CSSW. ▪ We have changed our selection process, length of practicum and type of practicum. ▪ Right now, there is internal and external governance and discussions about accreditation going on. ▪ One of our faculty is in Uganda with six of our CSSW students. ▪ John Fox retired so we are in the process of hiring one faculty member. ▪ For this year only, there are two intakes into the three year degree with both classes having a maximum of 35 students. This is a one off for this year only and the program is taught fully face to face.
Langara College	<p>Program Update</p> <ul style="list-style-type: none"> ▪ We continue to enrol about 35 students a year. Although we are still accepting students for the waitlist, we are full for the 2017-2018 cohort. ▪ Two of our long-time faculty are retiring this summer, and two faculty who have been with the program part-time for several years will be filling those positions.
Native Education Centre	<p>Institutional Update</p> <ul style="list-style-type: none"> ▪ Students/Enrollments & Section Allocations (2016-2017) ▪ Family and Community Counselling Certificate Enrollment - 15 students ▪ Family and Community Counselling Diploma Enrollment - 16 students ▪ Aboriginal Youth Care Enrollment - 4 students ▪ Department Staffing Changes - Kevin Kokoska, MEd, RCC is the interim F/T FCC Instructor <p>Program Update</p> <ul style="list-style-type: none"> ▪ NEC's partnership program with Douglas College's CFCS Aboriginal Stream, the Aboriginal Youth Care certificate program, will transition from running as an independent program to a sub-stream program under NEC's existing Family and Community Counselling (FCC) program. Students interested in developing a specialized skill set to work with youth can apply to the new Indigenous Youth Care stream. No major curriculum, schedule, or admissions changes are expected; the 2017-2018 academic year will be our transitional year. <p>Other Areas of Interest</p> <ul style="list-style-type: none"> ▪ Sept. 28 – Official Celebration of NEC's 50th Anniversary. Everyone welcome!
North Island College	<p>Institutional Update</p> <ul style="list-style-type: none"> ▪ A busy year with an increase in students enrolled. Biggest challenge has been finding enough practicum settings for students between two communities.

	<ul style="list-style-type: none"> ▪ Will be two new hospitals opening in both Comox Valley and Campbell River and increase in VIHA programs so hopefully may be some opportunities that evolve out of these. ▪ This year were able to move one course that had previously not been paid for out of core funding to course and another course rewritten so increased overall operating budget to allow dept. to increase regularization of one faculty from 50% to 90%. ▪ is facilities funding available this coming year and was announced will finally have space made available to create more office space for our Dept. Downfall is that it will decrease size of main classroom we use ▪ Program has been highly prescribed to with wait lists. Increased caps for this past year as a pilot. Examining pros and cons of increased numbers how will impact budget, community partnerships and placements. ▪ Staffing - Challenging year as had one faculty on leave all year only returning this spring, a second went down to half time leaving only one regular faculty for all of the HSW Department. <p>Program Updates</p> <ul style="list-style-type: none"> ▪ Curriculum Developments - Focus of our updates over the last two years has primarily been in the updating of courses in Indigenous EACSW program ▪ Have done some revisions to our evaluation and guide for the field practicums ▪ Transfer Credit Applications or Alterations - None for SSW program this year. Will be sending program and course info to Thompson River shortly. Also seeing to create more block transferability ▪ Issue - Seeing with the increased use of sessional faculty that students becoming little more challenging of them if unfamiliar with them. ▪ Continual challenge for recognition that has more reliance on sessional faculty and shrinking faculty that the workload and aspects involved in running a cohort based program are not acknowledged and with fewer faculty it has increased the stress level of the faculty. ▪ Research/Projects - Exploring possibility of taking group of students to Philippines next spring.
Northern Lights College	<p>Program Updates</p> <ul style="list-style-type: none"> ▪ We have one retiree in the program. ▪ We have a cap of 25 in Dawson Creek campus and Fort Saint John campus. ▪ We are running 50% at both campuses (International Students). ▪ One big change is the new Indigenous HSWR certificate which is just at the beginning stage. ▪ The goal is to have people interested in the college through this certificate and then move into the 2nd year diploma
Northwest Community College	<p>Institutional Update</p> <ul style="list-style-type: none"> ▪ General: The College Administrative Team has begun the process of developing a new strategic plan. It is currently before our Education Council for discussion. The focus of this new plan is on experiential, place-based learning. The Board of Governor's has approved a new

	<p>name for Northwest Community College and this is now before the province for approval.</p> <ul style="list-style-type: none"> ▪ Budget/Facilities: NWCC Trades building renovation has begun. During the renovation period, programs housed in the Trades building will be shifted to other buildings. Students and faculty are bracing for the challenges this will create in particular on class room and office availability. ▪ Students/Enrollment: This year NWCC saw a small increase in student enrollments both domestic and international. ▪ Staffing: This past year, 2 layoff notices were issued in our early childhood education department. These were later rescinded. There are ongoing pressures to deliver more with less. <p>Program Update</p> <ul style="list-style-type: none"> ▪ Curriculum Developments: The department continues to request release time in order to undertake a program review. However, this release has not been granted. ▪ Transfer Credit Applications or Alterations: The department is currently seeking to expand the number of block transfer agreements currently in place. ▪ Issues: The department continues to feel the pressures of delivering more with no additional resources. This year our Dean did not approve departmental workloads to include our SSW elective course or the delivery of 2 courses at the regional campus which would have allowed regional students to complete the certificate program in their home community. <p>Other Items of Interest</p> <ul style="list-style-type: none"> ▪ ACCESS: there is need for new representatives for BC. ACCESS is also seeking new members to join
Okanagan College	<p>Institutional Update</p> <ul style="list-style-type: none"> ▪ General - It's been a fairly positive year with some minor changes/adjustments. See below. ▪ Students/Enrolment - A typical year of applications with approximately 130 and we take in 30 students. There continues to be College wide pressure to take on more International Students but we have been able to keep our numbers at 2. We're appreciating that some students from some countries appear to struggle more in terms of being able to communicate well verbally and nonverbally and thus impacts their ability to be successful in the program. ▪ Although we appreciate that these numbers can be considered normal for health/social development programs, we continue to look at ways to support incoming students to reflect upon fit and readiness. ▪ Staffing - Our newest full-time team member settling in and our team is finding our equilibrium. ▪ One of the challenges that may fit in with budget/facilities is the amount of additional tasks asked of chairs & instructional staff. We are finding ourselves having conversations about how to fit in these

	<p>increasing demands and manage heavier workloads with decreasing support and resources.</p> <ul style="list-style-type: none"> ▪ Instruction/Open Education Resources - Our team is engaging in dialogue about how to address changing student demographics and internationalization and how we can motivate students to engage in an active, reflective learning process <p>Program Update</p> <ul style="list-style-type: none"> ▪ Curriculum Developments - The HSW program is currently engaged in the EdCo process to make some curriculum changes. Historically, our students had an option of <i>either</i> HSW 123 <i>or</i> SOCW 200A. There has been an increasing trend in the number of students taking SOCW 200A vs. HSW 123. Logically, SOCW 200A should be mandatory course and HSW 123 should from the options. Additionally, there is an increasing need for a concentrated focus on applied professionalism skills and values, professional communication, objective report writing and self-care strategies. Initiating HSW 100 as a new course will provide the opportunity to teach and evaluate these competencies in a consistent manner and establish them as foundational to the discipline. ▪ Transfer Credit Applications or Alterations - One of the consequences of the above curriculum changes is one less UT transfer course. We will be exploring if the new Professionalism course may be transferable to other Institutions. ▪ Research/Projects - Our program is looking at applying to an Innovation Fund where we could expand marketing options to support those interested to explore fit and readiness prior to applying to the program. Specifically, we are looking at website videos from Community Members and current students who could share their insights on what is needed to be successful in the HSW program as well as in the field. <p>Other Items of Interest</p> <ul style="list-style-type: none"> • Our Program engaged in a community partnership trial with CMHA where they provided ASSIST training - Applied Suicide Intervention Skills Training (ASIST) to our 2nd years just prior to their 2nd year Practicum. The two-day training then counted towards their total practicum hours. Although it was a challenge to fit in 2 full days of training, students reported it being very informative. We're curious if any other program also engaged in this partnership and what their sense of it is?
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Selkirk College	<p>Institutional Update</p> <ul style="list-style-type: none"> ▪ General-Selkirk College celebrated 50-year anniversary. ▪ Students/Enrollment-Had a large number of HSER students this year and was challenging to place them in practicums in our rural area. Enrollment for the SSW program is going well and we will probably be at full capacity. ▪ Staffing-challenges with staff with one member on sick leave and the other leaving the program on a disability. Two new staff were hired on contract to cover the positions. <p>Program Update</p> <ul style="list-style-type: none"> ▪ Curriculum Developments-the SSW program is at the last stage of the curriculum development and the college is looking at starting the HSER curriculum development in the fall. ▪ Issues-large number of students to place in practicums in rural communities and many agencies are taking on 2 to 3 students to help with placements. There seems to be an increase in the number of students with mental health challenges and needing to be put on a probation learning plan.
Thompson Rivers University	<p>Institutional Update</p> <ul style="list-style-type: none"> ▪ General - Currently the TRU HUMS program is in a state of transition. One faculty member has retired. ▪ Students/Enrollment - Registration is robust. We expect to have a waitlist this year. ▪ Staffing - We are hiring for a lecturer and assistant professor position in our Human Service Program. ▪ Instruction/Open Education Resources - Our campus based HUMS program faculty have been supporting the roll out of an online version of the 2nd year of the HUMS program, and a review of the first year Social Service Certificate Program. <p>Program/Course Updates</p> <ul style="list-style-type: none"> ▪ Curriculum Developments - The TRU HUMS faculty completed a three-year program review resulting in a reconfiguration of courses, and an emphasis on scaffolded learning for the benefit of our cohorts and faculty. Additionally, our roll out of an online version of the 2nd year of the HUMS program plus review of the first-year Social Service Certificate Program have necessitated the development of several courses previously only offered on campus. Several first-year Social Service Certificate Program are also receiving a content review and refresh.

<p>Trinity Western University</p>	<p>Institutional Update</p> <ul style="list-style-type: none"> ▪ General - The Human Services Certificate Program is an option for students completing a Bachelor of Arts in Psychology, Sociology, or Social Sciences. Our program is essentially a “concentration” for students where they take seven Sociology courses and three practicum placements to complete the certificate, along with the required courses to complete their major. It is a unique program as students are equipped to graduate and work in any human services field, or continue to get a Masters in Counselling or Masters in Social Work. ▪ Budget/Facilities - We fall under the Sociology program and have a budget of approximately \$1500. We do not have our own facility. ▪ Students/Enrolment - In fall 2016, I had 31 students enroll in the Intro to Human Services class. This spring 2017, 18 students graduated with their Human Services Certificate. Currently there are 70 students currently enrolled in Human Services classes. ▪ Staffing - I (Alexandra Dueck) am solely responsible to coordinate the entire Human Services Certificate Program. I help to market, administer, advise students, and supervise practicums for the students. ▪ Instruction/Open Education Resources - For Sociology 201 (Intro to Human Services): Corey, M. S., & Corey, G. (2010). Becoming a helper. Pacific Grove: Brooks/Cole. For Sociology 320, 411 & 420 (Practicum I, II, III): Alle-Corliss, L., & Alle-Corliss, R. (2005). Human service agencies: An orientation to fieldwork. Pacific Grove, CA: Brooks/Cole Pub. Co. For Sociology 400 (Critical Issues in Human Services): Chappell, R. (2013). Social welfare in Canadian society. Toronto: ITP Nelson. <p>Program Update</p> <ul style="list-style-type: none"> ▪ Curriculum Developments - I have implemented a Capstone Project for students’ final practicum where they research a need of their agency and seek to meet it through an event, project, or resource. This past semester, students completed a variety of unique projects including: <ul style="list-style-type: none"> ○ Developing a reading program in the federal prisons where Dads were recorded reading bedtime stories to their children. ○ Developing a business plan for Wagner Hills Rehabilitation Centre to begin The Market where women learned artistic skills and then sell their wares as a way of connecting with the local community and raising funds for Wagner Hills. ○ Working with Hope for Women to build a library and resource centre of appropriate books, online sites, and other resources for women with unplanned pregnancies. ○ Updating an Operations Manual for Tri-Cities Transition House so new volunteers and practicum students had a sense of how the agency was run.
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	<ul style="list-style-type: none"> ○ Coordinating a Year End Report binder for Big Brothers Big Sisters. ▪ Research/Projects - Plan to have a research assistant assist in doing a program evaluation in order to expand our marketing, improve our program coordination, and enhance our practicums for students.
University of the Fraser Valley	<p>Institutional Update</p> <ul style="list-style-type: none"> ▪ In conjunction with our Advisory Committee, the School recently held a half-day community forum and invited community partners to provide feedback on curriculum and practicum-related matters as well as discuss issues of concern in our local communities. ▪ The School has recently agreed to implement a non-BSW entry option to the MSW program commencing in September 2019. ▪ The School's partnership with a university in China had Glen Paddock spend the fall semester teaching students there. ▪ Office space is at a premium, as is available classroom space. Timetabling is becoming more challenging because courses cannot be scheduled at certain times due to a lack of classroom resources. Financial resources appear to be adequate and the new Director has been very successful at accessing resources. ▪ Students/Enrolment – September 2017 <ul style="list-style-type: none"> a. 32 student admitted to the Community Support Worker Certificate b. 54 students admitted to the Social Services Diploma c. 60 students admitted to the Bachelor of Social Work d. 18 students admitted to the Master of Social Work ▪ Staffing - In August 2016, Anita Vaillancourt and Melanie Scott were both hired into tenure- track faculty positions and Eli Manning was hired into a one-year Limited Term Appointment. Margaret Coombes replaced Darrell Fox as Director of the School in September 2016 for a five-year term. The School is currently interviewing for another tenure-track faculty position. Leah Douglas will return from sabbatical in August. ▪ The School's full-time Program Advisor position is being returned to central advising, which will be a significant change for our students, who have had access to a dedicated advisor for several years. ▪ A Committees Assistant position is being created to support the work of the Program Chairs and the Intern Placement Tracking system. ▪ Instruction/Open Education Resources - The School continues to make progress at further indigenizing our curriculum. The Diploma program has a "First Nations Option", who's courses, as well as the name of the concentration, are things I would like to see revisited in the next few years. <p>Program Update</p> <ul style="list-style-type: none"> ▪ The Social Services Diploma program continues to undergo changes and several were recently approved. Practicum classes in first and second year were revised and students are no longer able to PLA

	<p>their second practicum but eligible students may request PLA of the first practicum. HSER 120 and 200, our interpersonal communications and direct practice courses, are currently under revision. SOWK 283, Introduction to Social Work Practice with Families, has been revised and is in the approval process. HSER 250, Integration of Social Services Theory and Practice, has been discontinued, and we are looking for a curriculum writer to develop an HSER course on substance use and mental health. Changes to two courses in the CSW program are also underway.</p> <ul style="list-style-type: none"> ▪ A revised admissions process was implemented for September 2017. Admissions to the CSW and Diploma programs are not strictly competitive. We use a threshold system; however, we are ensuring that the criteria are being accurately assessed. ▪ All of the practicum forms for the CSW and Diploma programs underwent extensive revision and are in the process of being uploaded to the Intern Placement Tracking (IPT) system, the first time that Human Services students and faculty will have access to this database. ▪ The CSW program is exploring new partnerships with two school districts and has recently been asked to partner with an Indigenous organization. These partnerships are in the discussion phase at this time. ▪ Transfer Credit Applications or Alterations - Quite recently, a college in Alberta has approached us to request block transfer for their social services graduates who would like to apply to our BSW program. ▪ Issues - The University's search for a new President was unsuccessful so an interim President has been named for one year. ▪ Research/Projects - Several faculty members are engaged in a variety of research projects and initiatives.
University of Victoria	<p>Institutional Update</p> <ul style="list-style-type: none"> ▪ Current Director: Kundoqk, Jacquie Green <p>Program Update</p> <ul style="list-style-type: none"> ▪ BSW – Standard Program, Child Welfare Specialization, Indigenous Specialization, Indigenous Child Welfare Specialization. On-campus/Distance Education Combined Program and Distance Education across Canada (with 5 days required on-campus). Application yearly ▪ MSW – Advanced or Indigenous Specialization (BSW entry) and MSW Foundation (non BSW entry). Advance BSW application every year, Indigenous Specialization and MSW Foundation alternating years. On-Campus and Distance Education – see website as varies by program stream. Practicum and Thesis Options ▪ Current News - We are currently in an Accreditation cycle with a site visit by CASWE anticipated in fall 2017. Application numbers are high – with 500+ for the BSW and 250 for the MSW (Advanced and

	<p>Foundation programs this year). We have a fairly consistent student body of 450 BSW students and 60 MSW.</p> <p>Research/Projects</p> <ul style="list-style-type: none"> ▪ School of Social work faculty member Dr. Bruce Wallace is a recipient of Canadian Institutes of Health Research funding for the following 2017-2018 research project: Closing the health equity gap: Implementing health equity in harm reduction responses to the opioid overdose crisis. ▪ <i>Calling Our Families Home</i> is the first book ever written in Canada describing the Métis child welfare experience. Dr. Jeannine Carriere, Professor with UVic's School of Social Work, and Dr. Catherine Richardson, Professor with the Université de Montréal, are two Métis academics who edited this collective work, with chapters by noted scholars and activists from across North America. The book is being received extremely well.
Vancouver Island University	<p>Program Update</p> <ul style="list-style-type: none"> ▪ We had a faculty retirement and permission to hire an extra faculty so are now hiring two FTEs. ▪ We have revised our social service matrix because we are having problems with transferability for our SSR students into our BSW program. ▪ We offer a course called Trauma across the Life Span. We want to address that student's deal with trauma across their lifespan and will be working with individuals, groups and communities who are also dealing with it. HSWR students will take this course and can use it when they apply to the BSW degree. ▪ We finalized accreditation last year which will cover the next eight years. ▪ We have 40 students enrolled into the BSW next year; 34 in SS, though the number of applications has declined. Some students considering forgoing the diploma and heading straight into BSW

1. Call meeting to order: 10:40 a.m.

2. Approval of the Agenda with additions (in no particular order)

- How others are doing around International Students
- Student counselling Services
- Practicum Placements – paperwork
- Mental Health/Professional Suitability
- Documentation, standard of practice, best practices.
- How are we doing? Self-care for instructors
- Textbooks

Motion: To accept the agenda as presented.

Moved: Marja Burrows

Seconded: Jo Dee Hecko

Carried

3. Approval of Previous Meeting Minutes

Motion: To approve the May 30- 31, 2016 Social Services sub-sector meeting minutes.

Moved: Theresa Campbell

Seconded: Nikki Hemstad-Leete

Carried

4. Business Arising-

There was discussion at the previous articulation meeting in 2016 regarding the BCCAT Innovation Fund available for projects involving transfer credit. CASS are in the final completion stage of their innovation project. If our sector were to look at a similar project, we would need to each bring forth our courses outlines, look through them and decide whether they would receive transfer credit through our institutions. This is a time-consuming project and we would need an institution to take the lead.

Suggestion: To create a list of Social Service certificate and diploma courses and circulate to the subcommittee. Look at the curriculum at each institution and review the courses. Bring feedback back to the subcommittee.

Some issues to address if starting this project:

- What would the project entail?
- Time
- What would be the outcome?
- Commitment to apply to BCCAT and chair the subcommittee.

5. New Business

(a) How others are doing around International Students

At Okanagan College one of the things, at the chair level, that they are talking about is the English testing requirements for International students to enroll in the college. No one seems to be able to indicate how the testing is completed. Some students have difficulty putting a sentence together when they enroll into the college.

At Langara, in the social service program, this has not been an issue. International students have to pass a Langara English test. Administrative support needs to be in place and the international department needs to be more involved. This needs to be advocated through the deans.

At NWCC the citation in different countries is quite a bit different than from our country. Plagiarism and cheating is high in a lot of the classes.

At Selkirk College, instead of individual reports, students complete their work within a group setting and the grades are evenly distributed.

At UFV if a student enrolls with a low English requirement they must take adequate English courses before they can advance into academic courses.

Discussion:

- IELT levels (International English Language Test) range from 4 to 6 within Institutions.
- What can we do to support international students and what is administration's responsibility?
- Within a practicum setting there is a difference between a student speaking clear English or having a strong accent.

(b) Student Counselling Services

Are institutions seeing a cut in student counselling services?

At VIU the online programs are up and running without any counselling services available for online students.

At NWCC there is a counselling service on the main campus but not on external campuses.

UFV's counselling service is expanding.

At CNC, counselling services were discontinued. Is there any suggestions from the group to help implement change at CNC? Letters were sent from the advisory committee members, students etc. to the Deans.

Suggestion: Send letters directly to the President, Board of Directors, the College Lawyer, and the Ombudsman Person.

(c) Administration of Naloxone by Practicum Students (presented by Robin Fast, Camosun College)

Robin is looking for the committee's opinion on how to deal with practicum students administering naloxone and too look at what are the implications. At some mental health facilities, practicum students where naloxone is being administered by staff, are being asked to administer the drug themselves. A lot of the students have taken courses and carry the naloxone kit with them. We, as institutions, do not offer the training. What are the implications if a student does not administer the medicine and someone dies? It is a bit of an ethical dilemma.

Discussion:

- Students are placed in the downtown Vancouver East Side. There is concern about the constant exposure to trauma such as death. Correct supervision is very important and there isn't a lot of policy in place yet. Duty of care is our responsibility to adhere too- not to put our students in unnecessary risk of harm.
- Any member of the public can administer naloxone. The Good Samaritan Act does not mention practicum students. The GSA protects the general public not people in professional practice. The students should be covered by the individual institutions.
- Is it the institutions responsibility to provide this type of training and deal with the trauma that may ensue if having to use the medication on a person?
- It is important to find out the day to day responsibilities the practicum student is going to have; what type of supervision that the student is going to have and will there be a person with the student at all times in the high risk agencies.
- **Suggestion:** to review/explore the literature around the usage of EpiPens (Epinephrine autoinjector)

(d) Mental Health/Professional Suitability

Professional suitability is the safe way to talk about mental health.

Discussion:

- Some students need support within the program and some can be counselled out of the program.
- Is there an obligation to the people in the agency that we are sending students to that may display or have identified a mental health issue?
- Where is the connection between the regulating bodies, faculty and the practicum sites? What is our responsibility as gate keepers- the college tells us we are not gatekeepers but educators only.

- Douglas College does interviews on perspective students.
- Other institutions are first come first serve as long as the perspective student meets the admission criteria.

(e) Information privacy and practice: when documenting.

Jo-Dee – Our program co-creates a professional rubric with our 1st and 2nd year students that supports us with a foundational understanding of what behaviours are expected in the program. When a student is demonstrating concerning behaviours, this rubric supports us with how to proceed with them. The process of creating the Rubric? We start with asking students what they need in order for the classroom to be a safe place where optimal learning can take place. From there, as they brainstorm, we begin co-creating a mind map. Our input focuses on the aspects the 1st year students have not learned yet. For example, professional values, showing up section (attitudes etc.), respect (texting), skill section (learning and applying). It takes several weeks with 1st years to complete the Rubric. The agreed upon Rubric is then allocated increasing percentages for each semester (10% in 1st semester; 15% in the 2nd, etc.

Suggestion: for Jo-Dee to send out the professional rubric to the Social Services subcommittee.

(f) Practicum Placements – paperwork

Discussion:

- Smaller institutions are reaching their capacity for practicum placements. We don't have the community agencies within each town. In some cases, independent research base projects are being completed instead of practicum placements.
- Some institutions are taking more than one student in an agency.
- Institutions are using the Interim Placement Tracking system (IPT) which students, supervisors, and instructors can access. Information within a practicum is always changing so the IPT changes when, for example, a supervisor changes. Agencies are required to provide a harassment free work environment.
- Research projects or capstone projects are being completed in some institutions where a student completed a service based project in their first year- creating something for the agency. There is also group placements.
- Using PLA's to help practicum placement; for example, if a student has 15 years' experience in the field they would not be required to go on a practicum but instead create a research project.

(g) Textbooks- TRU is looking for suggestions for a Human Service theory book for the 2nd year HUMS 2220/HUMS 2221 courses.

(h) Self Care, self- preservation

Support is needed for sessional and new faculty.

APPENDIX

Articulation 2017

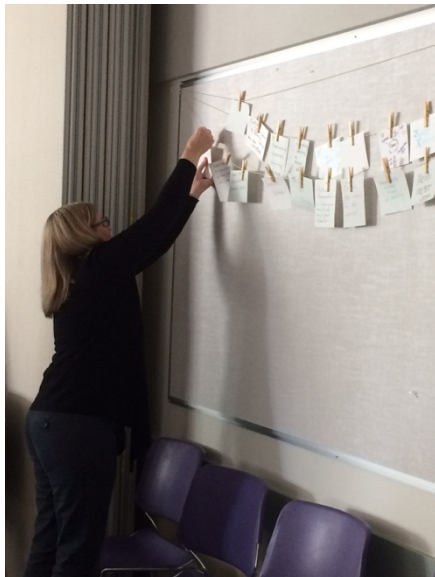
Photos



Welcome Boxes



Turn the World Around Activity



Clothesline Activity



Jane Green Leading a Song

Clothesline Activity

What can we do to make a difference?

1. The villages workshop – experiential workshop, residential school
2. Communities of practice
3. Creating structures with newspapers – collaborative
4. Making learning a reality
5. Language as opportunity – “decolonized love” “resurgence”
6. Voice
7. Mentimeter.com
8. Fishbowl circles
9. Do we need to be separated into distinct disciplines?
10. Building relationships
11. Throwing away values – getting core values
12. But student in charge of teaching
13. Taking action
14. Promoting everyone is a leader
15. Communication
16. Effective listening
17. Walking the talk
18. Sooner critical reflection
19. Asking hard questions
20. Humble and courageous....together
21. Engaged students in community
22. Social responsibility – citizenship – inclusive
23. Critical thinking
24. Bull ring – collaborative activity – “focus your locus”
25. Critical political lens in curriculum
26. Explain the reason for the action
27. Create the path
28. Community service
29. Demonstrate kindness through role-modelling
30. Courage – vulnerable, risk taking, conversations, walk softly with a big stick
31. Teach and model skills in the classroom (eg: mindfulness, heartmath)
32. More experiential experiences – community and student
33. Integrating wholeness – ie: medicine wheel
34. Meaningful collaborative engagement
35. Being open to others
36. Active engagement – a culture or community with which you are unfamiliar
37. Be valiant – be articulate, be educated, be courageous, be strong, have integrity
38. Inclusion of service users in classroom
39. Create safe space and brave spaces to be unsettled
40. Strengths perspective
41. Build relationship with students; mentors

- 42. Boxed in – How do we get course transfer?
- 43. Commitment to agency culture of taking care of self/employees
- 44. Grass roots communication with community partners
- 45. Jonathon Mooney (total support)
- 46. Community art projects on campus
- 47. Tell our story
- 48. Democratic activism

Compassion Beads Activity

Compassion

Dignity

Equanimity

Forgiveness

Gratitude

Humility

Integrity

Justice

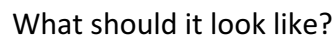
Kindness

Love

Ten Bead repetition of alphabetical mnemonic begins with compassion and ends with love, resulting in the golden rule found in all world religions.

Compassion beads were inspired by the “Alphabet of the Heart” mnemonic created by Dr. Doty.

What are the issues?



Fishbowl Activity

What are your sub-sector values?

Child & Youth Care	Community and School Support	Social Services
<ul style="list-style-type: none"> ▪ Cultural pluralism ▪ Creativity ▪ Development- strength spaced ▪ Ecological systems ▪ Responsive ▪ Generalist ▪ Transdisciplinary ▪ Political, critical theory ▪ Clinical 	<ul style="list-style-type: none"> ▪ Social Justice ▪ Inclusion ▪ Advocacy ▪ Allied ▪ Dignity and Risk ▪ Diversity ▪ Leadership ▪ Empowerment ▪ Behaviors and Communication ▪ Insight ▪ Curiously ▪ Valued ▪ Respect ▪ Dignity ▪ Flexibility ▪ Welcome ▪ Relationships 	<ul style="list-style-type: none"> ▪ Empowerment ▪ Self determination ▪ Inclusiveness ▪ Radical empathy ▪ Non- judgmental ▪ Radical acceptance ▪ Anti-oppressive ▪ Social justice ▪ Advocacy ▪ Grass roots ▪ Diversity ▪ Dignity ▪ Collaboration ▪ Kindness ▪ Compassion

Panelist Led Round Table Discussions Highlights

The Graduation Plan (Jason Tichauer)

- What do kids need for post-secondary success?
- Does GPA work? Top student does not equal success in field.
- Emotional Intelligence
- Are the changes driven by social and emotional development?
- Do we allow bonus work? Late assignments?
- What about writing?
- Still need the basics
- Non erosion of skills
- How will this work for special education?
- Expectations that this will be adapted
- The expectations for work will be the same
- Possible that student designations will end
- Transitions- If we are worried about transitions we need to blur the transition
 - le/ ACE it programs, dual credit
- We need to get high school kids on campus while they are in high school
- What opportunities are here for high school kids to get on campus?

International Education (Pat Bowron)

- Look for /at
- Learning methodologies
- Seeing students as resources
- Have different programs working together (students and staff)
- Finding different learning strategies
- How do we train people to work in groups and take on different roles in those groups?
- Enrich the tools for teaching and learning experiences
- Where is the successes
- Look at different assignments and styles
- Understanding culture
- Listening to the students and asking them questions:
- Learning styles for the students
- Ask the students: How would you have learned ____ at home
- Understand what the students are used to hearing (direct – you must instead of if you would like to take part)
- Faculty meet from all departments and talk about what is working and what is not
- Having the conversations with the college community
- Being prepared before the students come on campus with all departments of the college community
- Listen and learn
- Can be a shared experience together with all parts of the College employees and other students in other programs.
- Interactions and conversations between all departments – getting the English department to be double checking course outlines, assignments – are they clear?

- Food, language, climate, classroom, accommodations, are all different for the students and this change is happening all at once. Be mindful of that.
- What are ways your language is an asset? Conversation around practicum placement, where the students' language can have a positive impact and be a benefit.

Trauma Informed Practice (Jennifer Westcott)

Online courses have students with trauma too.
 How can we support them?
 Where does it show itself?
 Check in with them.
 Their journaling
 Search for those who have gone AWOL
 Email is invited
 Video sessions done by specialists
 Some disclose too much
 Could we have informed "drop-in" electronically?
 Emotional check-ins
 Acknowledgement of humanity
 "I Word" check in helps – do a "right now" to keep it grounded (fear, anger, sad, joy, shame)
 Ask questions
 Contact – see as a person first
 Trigger alerts on syllabi – things to do – contact instructor, call a friend
 Permission to talk about it / institutional rules against
 Dysfunctional co-dependence – we "cause" others activation"
 "Hot memory" – activation may land on those around
 Preventing sexual violence on campus
 Trauma from that; bystanders
 What are some activities? Build prevention into course; use course as a container for that; self-soothing as bookends; safety of room/space is critical; safe object made by each

Canadian Mental Health (Elaina Englesby)

Education and destigmatization
 How?
 Have you considered...
 Have you thought about...
 Have you tried...
 How to support before people are ready to share?
 Space
 Honour silence
 Social Media – pros and cons; can help or hinder
 Understanding what exactly IS mental health?
 Parenting and how fear stops from openness
 How appearances silence the perception of perfection
 It's essential to know the community and the people
 Social, parental, financial, emotional (etc.) pressure = increased mental health issues
 Isolation, transient communities, no relationships

Students: pressure, lack of insight, not aware of self-care, fear

Reconciliation (Christopher Horsethief)

Unfortunately we were not able to retrieve a clear image from the digital flipchart. Below are the few phrases that were captured.

Tapestry – collective, nation, personal

Create space to have a meaningful voice

Thank you for making Articulation 2017 so amazing!



Thank you gifts given to all presenters and meeting recorders