

FORM B

2019-2020 PROGRAM REVIEW *Great Basin College* *Bachelor of Social Work 3+1*

I. Description of Program reviewed

Mostly online program designed to prepare social work professionals to serve individuals, families, groups, communities and/or other supported social work functions.

Social Work Mission Statement: To educate, train and nurture competent, committed, compassionate and diverse social work leaders who advance the social justice mission of social work through their leadership in research, public policy, academics, and clinical practice at local, national and global levels. Program Mission and Goals: The mission and goals of the social work program address the profession's purpose, are grounded in core professional values, and are informed by program context. Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice. The GBC/UNR 3+1 Social work program exists in both the rural setting of the campuses in rural Nevada as well as the urban setting of University of Nevada, Reno which is a setting rich in its historical land grand mission and within a profession rich in a history that reflects the highest regard for humanity. These mission statement evolved through careful consideration and thorough careful consideration and thorough discussion of the profession's purpose and values, the university's and the college's mission and goals, the Council on Social Work Education 2015 Educational Policy and Accreditation Standards, as well as the unique social conditions and service needs of Nevada.

Students experience personal and professional growth while growing personally and professionally while learning to appreciate individual and cultural diversity through understanding the dynamics involved in interpersonal relationships in society underlies the mission of the program. The interdisciplinary nature of the human services profession sets it apart from other science-based helping professions; social work is a generalist preparation that draws from psychology, sociology, medical, and relevant business management and information technologies.

Social work occupations require a high level of interpersonal awareness and a high degree of empathy, compassion, and knowledge of evidence-based techniques and interventions for the field. Insights into the strength's perspective, systems approach, as well as specific, aspects of human functioning are essential. The GBC/UNR 3+1 staff and faculty are committed to supporting students in developing interpersonal skills (i.e. effective communication, cultural awareness, cultivating individual strengths) and the capability and commitment to effectively serving others.

Upon successful completion of the Social Work 3+1 degree program students will:

- Perform client-centered assessments and interventions.
- Provide client services which reflect cultural competence, respect for social diversity, and the application of the principles of the NASW Code of Ethics.
- Demonstrate leadership, collaborative, and problem-solving skills.
- Apply the principals of Social Work based on knowledge of human development and functioning throughout the lifespan.
- Identify current trends, topics, and issues in social work professions.
- Engage in personal reflection as related to social work skills, professional effectiveness, and stress management.

The program goals are attached to learning outcomes and are assessed throughout the program. The first three years of study are completed through Great Basin College and the final year, including internship is completed through University of Nevada in Reno. The program assessment plan is updated biannually and is shared with the HSHS department.

FORM B

BSW 3+1 Program Goals

The goals of the BSW program flow from the School and BSW program missions and reflect the profession's core competencies as articulated by CSWE (EPAS, 2008). The goals guiding the BSW Program are to prepare entry-level social work practitioners who:

1. Challenge social and economic injustice and promote social well-being and human rights (EP 2.1.3, EP 2.1.5);
2. Integrate social work values and ethics into all professional endeavors (EP 2.1.1, EP 2.1.2);
3. Critically utilize research to inform assessments, prevention strategies and interventions (EP 2.1.3, EP 2.1.4, EP 2.1.5, EP 2.1.6);
4. Critically apply knowledge of cultural, organizational, community, spiritual, social, psychological, and biological functioning as well as strengths, resiliency and systems of oppression to understand and assess client systems (EP 2.1.3, EP 2.1.4, EP 2.1.5, EP 2.1.7, EP 2.1.9, EP 2.1.10b);
5. Conduct themselves as professionals, able to communicate effectively, reflect upon practice, and engage in continuous learning (EP 2.1.1, EP 2.1.3); and,
6. Effectively apply the planned changed process in interventions with diverse client systems (individuals, couples, families, groups, communities, organizations, policy-making bodies and society) (EP 2.1.1, EP 2.1.4, EP 2.1.8, EP 2.1.10 a-d).

In the section below we address how each program goal relates to the BSW program mission. Italics are used to highlight *the most relevant elements of the mission statement* associated with each goal.

The first goal relates to the program's commitment to preparing practitioners who *challenge injustice*. It links primarily with the core competencies associated with critical thinking and advancing social and economic justice, as well as human rights. Operationally we expect our graduates to be able to identify and critically analyze oppressive structures, protocols and power differentials and then take action to promote circumstances that are more just and humane.

Goal two highlights the importance of social work values and ethics in preparing competent *generalist social work practitioners*. It addresses not only understanding and applying social works' ethical principles in practice, but the need to integrate these principles into one's professional identity and related interactions, as well.

Competent generalist social workers ...who are able to effectively intervene are able to use evidence drawn from empirical, theoretical, and experiential sources to inform their assessment, prevention, and intervention activities. Goal three conveys our expectation that graduates will be able to use evidence from multiple sources to inform their practice. We believe that the capacity to critically utilize research also implies a feedback loop—where graduates use their practice experiences to inform agency-level evaluation efforts, as well as broader professional practice-related questions. Essential to these activities is the ability to think critically and effectively communicate one's professional observations and assessments to relevant constituencies. Competent generalist practitioners also recognize how individual and cultural characteristics intersect in ways that marginalize some and privilege others. In turn, they are able to incorporate their understanding of these unique differences and strengths into their interventions. This includes advocating for more humane and just practices when encountering unfair or oppressive practices, protocols, or circumstances.

Goal four builds upon the commitment articulated in goal three of preparing graduates who are able to integrate and critique information from multiple sources and disciplines as they strive to *effectively and compassionately intervene at all system levels with diverse client groups*. Underpinning this is a generalist practitioner who deeply understands human behavior and the contexts within which people live. Important, too, is the person-in-environment perspective and a solid grounding in the liberal arts. In particular, graduates are expected to critically apply understandings drawn from biology, psychology, anthropology, economics, and the humanities in making professional assessments and judgments. As they interact with clients, we expect them to practice cultural humility and intentionally engage diversity and difference in practice. In part this involves identifying how various dimensions of diversity come together for a client—and how this

FORM B

intersectionality may lead to experiences of oppression and marginalization or privilege and power. It also involves helping clients identify the unique constellation of capacities and strengths they bring to the problem resolution process. As one might expect, the capacity to effectively advocate for clients and challenge oppressive conditions comes into to play here, as well. Also within this goal is the expectation that graduates attend to the changing contexts of practice –constantly keeping a finger on the pulse of organizational, community, service network and other changes that may impact the client-worker system.

Goal five speaks to the program’s commitment to helping students forge their identity with a profession focused on improving well-being, steeped in values that convey respect for all people, and dedicated to the quest for social and economic justice. As articulated in EP 2.1.1, professional identity is believed to be expressed through professional conduct, which entails behaviors such as advocating for client access to services and practicing within one’s scope of practice. It also speaks to the expectation that *competent generalist social workers* constantly strive to improve their practice through ongoing reflection, use of supervision and consultation, as well as the pursuit of professional development through lifelong learning. Critical to this goal is the practitioner’s understanding of, and identification with, the profession’s history, purpose, and values. Importantly, given the centrality of communication to social work practice, this goal emphasizes expectations surrounding the development of effective, professional oral and written communications skills. This includes the capacity to accurately describe, thoughtfully analyze, and effectively persuade.

Goal six addresses the “doing” of social work, that is the expectation that program graduates will be *able to effectively and compassionately intervene at all system levels with diverse client groups*. This captures our belief that graduates must be prepared to bring a wide range of knowledge and skills to bear on problems confronting the individuals, couples, families and groups with whom they work. This includes the capacity to intervene effectively at the organizational and service system levels, which encompasses working with legislative and other policy making bodies. In accomplishing this goal, graduates are expected to professionally and compassionately apply the planned change process (i.e., engagement, assessment, planning intervention, evaluation and termination) with clients of diverse backgrounds. This entails competently using a range of prevention and intervention strategies to enhance social well-being and functioning at all system levels.

II. Review Process and Criteria

2015 Educational Policy and Accreditation Standards

CSWE is a national association of social work education programs and individuals that ensures and enhances the quality of social work education for a professional practice that promotes individual, family, and community well-being, and social and economic justice.

The 3+1 Social Work Program is accredited by the Council for Standards in Social Work Education (CSWE). The following standards based on the Council for Standards in Social Work Education have been incorporated into the program and have been mapped to specific courses and student learning outcomes for each Social Work Competencies. Established thresholds for culminating assignments demonstrate competency within these categories and course assessment reports generated to ensure the students are meeting expected performance measures.

Social Work Competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

FORM B

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers do the following:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

- Social workers do the following:
 - Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and

FORM B

responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers do the following:

- Use practice experience and theory to inform scientific inquiry and research.
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers do the following:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers do the following:

FORM B

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers do the following:

- Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers do the following:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes

FORM B

and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers do the following:

- Select and use appropriate methods for evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Program Context: Context encompasses the mission of Great Basin College as it educates students to enriches people's lives by providing student-centered, post-secondary education to rural Nevada. The GBC/UNR Social Work 3+1 program is further influenced by the communities which it serves and is informed by the historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways we engage these factors. Additional factors the social work program adheres to include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Context: The mission and goals are consistent with Generalist practice and is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices.

Educational Policy 2.0: The curriculum will include material in which the social work students will learn that the generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels.

Specifications for Educational Policy 2.0:

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum. Demonstrate how the UNR/GBC 3+1 social work program prepares students for generalist practice:

- a. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice.
- b. Generalist practitioners recognize, support, and build on the strengths and resiliency of all human beings.
- c. Generalist practitioners engage in research-informed practice and are proactive in responding to the impact of context on professional practice.
- d. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Context: The professional social worker must have a good understanding of specialized practice within the practice of social work. A social worker must understand the variety of needs clients have in terms of mental illness and within the structure of culture and sub-culture. This understanding is prerequisite to the determination of appropriate responses to a variety of human needs.

Educational Policy M2.1: Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice.

Specifics for Educational Policy M2.1:

FORM B

Students in the GBC 3+1 Social Work Program are expected to demonstrate how the knowledge, theory, and skills for each of the following specifications in specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization:

- a. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice.
- b. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values.
- c. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

Context: A professional social worker must be able to think, perform and to act ethically and with integrity. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice.

Educational Policy 2.2: Signature Pedagogy

Field Education Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity.

Specifics for Educational Policy 2.2

- a. Field education is the signature pedagogy for social work.
- b. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies.
- c. Field education may integrate forms of technology as a component of the program.
- d. The GBC 3+1 Social Work program connects the theoretical and conceptual contribution of the classroom and field settings.
- e. The GBC 3+1 Social Work program includes field education program which provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations and communities. This is accomplished through internships within the rural communities the GBC students typically reside in. Internships are supervised during the students' senior year which is through UNR School of Social Work. UNR provides supervision as well as a course specifically structured to provide support for students as they complete 400 hours in a professional setting.
- f. The GBC 3+1 Social Work program provides a field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.
- g. The GBC 3+1 Social Work program guide students across all program options in its field education program as they demonstrate social work competencies through in-person contact with clients and constituencies.
- h. The GBC 3+1 Social Work program provides a minimum of 400 hours of field education for baccalaureate programs.

FORM B

Context: The professional social worker should have an excellent understanding of the dimensions of diversity and understand them as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/ spirituality, sex, sexual orientation, and tribal sovereign status.

Educational Policy 3.0: Diversity

The GBC 3+1 program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Specifics for Education Policy 3.0

- a. The GBC 3+1 Social Work program makes specific and continuous efforts to provide a learning environment that models affirmation and respect for diversity and difference.
- b. The GBC 3+1 Social Work program provides a supportive and inclusive learning environment.
- c. The GBC 3+1 Social Work program strives to continually improve the learning environment to affirm and support persons with diverse identities.

Context: Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development.

Educational Policy 3.1: Student Development

To promote the social work education continuum, graduates of the GBC 3+1 social work program are encouraged to work toward admittance to master's social work programs where they are presented with an articulated pathway toward specialized practice.

Specifics for Educational Policy 3.1

- a. Faculty in the GBC 3+1 Social Work program make student development a priority through the following: Admissions; Advisement, Retention, and Termination; and Student Participation.
- b. Because of the great need for social workers within rural Nevada, students need merely enroll in Social Work 101 to be admitted into the 3+1 Social Work program. Great Basin College has open admissions, meaning any **individual who meets the admissions requirements can study at the school**. This institution has a robust admissions process that involves a multitude of academic measures. Applicants must complete an online application.
- c. The GBC 3+1 Social Work program provides advisement for students as they progress through the program. In Social Work 101, students are instructed to make and advisement appointment. They are provided with a course sequence and are given instructions on how to pull a What If report. Procedures include articulation of previous courses and an efficient course of classes to take. Advisement is individualized and students are encouraged to communicate regularly with their advisor.
- d. Professional advising is provided by social work program faculty and staff.
- e. The GBC 3+1 Social Work program uses a letter grade system to evaluate student's academic and professional performance. GBC considers academic honesty one of its highest values. A student who obtains academic credit for work that is not the product of his or her own effort is being dishonest and undermining the academic honesty one of its highest values. A student who obtains academic credit for work that is not the product of his or her own effort is being

FORM B

dishonest and undermining the academic integrity of the college. Students are expected to be the sole authors of their work. Use of another's ideas must be accompanied by specific citation and reference. In addition, a learner may not submit the same work for credit in more than one course. The disciplinary consequences of plagiarism and other forms of academic dishonesty include non-acceptance of work submitted, a failing grade in the course, and/or other disciplinary action as outlined in Great Basin College's Student Conduct Policy.

- f. The Great Basin College 3+1 Social Work program informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance by providing this information in the syllabus for each course as well as on the website for the college.
- g. The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.
- h. The program describes how it informs students of these policies and procedures.
- i. Student participation program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.
- j. The program describes how it provides opportunities and encourages students to organize in their interests.

Context:

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers.

Educational Policy 3.2: Faculty

Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the faculty at GBC's 3+1 Social Worker program models the behavior and values expected of professional social workers. Faculty is required to have both experience in the profession and graduate level degree in social work and are qualified to teach the courses to which they are assigned.

Specifics for Educational Policy 3.2:

- a. The GBC 3+1 Social Work program is in the Health Sciences Department. There are two instructors. Laura Debenham, LMSW is the coordinator of the program and a full-time instructor. She is on a tenure track and has experience in clinical work, parent education, domestic violence counseling, substance abuse treatment, autism spectrum treatment and education, owning her own agency and school social work. Laura is in her 4th year full-time with Great Basin College. Wendy Charlebois, MSW was the previous coordinator and has extensive experience as a social worker including in crisis intervention, grief counseling and child protective services. Wendy works part-time as an adjunct instructor. She has been with Great Basin College for 15 years.
- b. Faculty-to-student ratio at Great Basin College is not greater than 1:25 for the BSW 3+1 Social Work program.
- c. The University of Nevada BSW program is CSWE-accredited. GBC 3+1 Social Work program educates students for the first 3 years and follows the syllabi used by UNR. Students complete their final year through the UNR program.
- d. The NSHE Board of Regents governs the workload of all faculty through guidelines established in their Handbook. These guidelines form the primary set of rules for faculty workload. Every agreement established in the Great Basin College Workload Policy conforms to those rules set down by the regents. Relevant portions of the section of the Handbook addressing faculty workload include: "...all NSHE instructional faculty members are expected to teach; develop

FORM B

curriculum; conduct other instructional activities including advising, grading, and preparing for classes; maintain currency in their academic discipline; and perform public and professional service, service to the institution, and similar academic activities." "Consistent with the principles identified herein, and consistent with their mission, the NSHE institutions shall have substantial autonomy to select and determine the relative importance of faculty activities in the areas of teaching, scholarly research or creative activity, and service. The distribution of responsibilities should take maximum advantage of the talents of individual faculty members and may reflect differences among academic disciplines." "The Board of Regents affirms that the duties in each of these areas are essential elements of the work of the faculty and must be viewed whenever faculty workload and productivity are measured and reported. Faculty workload cannot and should not be measured solely by the time spent by the faculty member in the classroom." "At the community colleges, [there is] an expectation of 30 instructional units per academic year, or 15 units per semester...reassignments from the expected teaching load as well as course overloads must be approved in advance by the appropriate vice president, president, or at an alternative level to be determined by the institution." "It shall be the responsibility of the president of each NSHE institution to establish justifiable, equitable instructional workload standards through a process of shared governance with the faculty. It is expected that the institutional policies will provide detailed guidelines for equivalent teaching load credit as well as adjustments of workloads that reflect different kinds of instruction – including, but not limited to, distance education, rural education, internet instruction, vocational education, and clinical education. The policies should also take into account noninstructional activities that may be essential to the work of faculty in particular disciplines and provide equitable recognition for extra contact hours that faculty spend with students in courses that involve studios, laboratories, clinics, independent study, thesis and dissertation, internships, and similar activities related to instruction.

- e. The workload policy supports the achievement of institutional priorities and the program's mission and goals.
- f. Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.
- g. Faculty in the GBC 3+1 Social Work program models the behavior and values of the profession in the program's educational environment. Faculty has created and continue to oversee the progress and development of both face-to-face and online support and educational resources including the following:
 - a. BSW page on the GBC website
 - b. Great Basin College Social Work Facebook page
 - c. Lending Library on Pahrump Campus
 - d. Food Bank
 - e. Great Basin College Book Club
- h. Faculty has provided service to faculty through the following:
 - a. Department Meetings
 - b. Curriculum and Articulation Committee
 - c. Behavior Intervention Team
 - d. SOLAR
- i. Faculty has provided service to the community through the following:
 - a. Teaching workshops through community education
 - b. Presenting at conferences
 - c. Creating presentations for first generation college students through the Gear Up program.

FORM B

- j. Faculty has provided recruitment services and recruited students through both online and face-to-face organizations including the following:
 - a. Pahrump Chamber of Commerce
 - b. Pahrump Rants and Raves
 - c. Pahrump Valley Times
 - d. Pahrump Valley Rotary Club
 - e. Pahrump Valley Lions Club
 - f. Pahrump GBC
 - g. GBC Continuing Education

Context: Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Educational Policy 3.3: Administrative and Governance Structure

The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, the GBC 3+1 social work program provides an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Specifics for Educational Policy:

- a. The GBC 3+1 Social Work program is under the administration of the Dean of the Health Science department. The coordinator of the GBC 3+1 Social Work program is also under the advisement of a tenure committee with is made up of PhD professors. UNR is also available for advising the coordinator and support for help with achieving the program's mission and goals. The administrative structure provides the necessary autonomy for the program to successfully achieve the program's mission and goals.
- b. The GBC 3+1 Social Work program is an extension of the University of Nevada Social Work program. UNR has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
- c. The GBC 3+1 Social Work program has administration and faculty who participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
- d. The GBC 3+1 Social Work program is under the direction of Laura Debenham. Mariana Dubose is the interim director of the University of Nevada Social Work program, (BSW).
- e. The GBC 3+1 Social Work program's director has a master's degree in social work from Walla Walla University which is a CSWE-accredited program.
- f. The GBC 3+1 Social Work program's director has a full-time appointment to the social work baccalaureate program.
- g. The GBC 3+1 Social Work program provides documentation that the director has a full-time appointment to the social work master's program. 2015 Educational Policy and Accreditation Standards 17
- h. The GBC 3+1 Social Work program field director is Valerie Lavano at UNR. She has the ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

FORM B

Context: Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners.
Educational Policy 3.4—Resources

The GBC 3+1 Social Work program has the necessary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4—Resources 3.4.1

- a. The GBC 3+1 Social Work program has adequate procedures for budget development and administration in order to achieve its mission and goals. Please see attached for a completed budget form explaining how financial resources are sufficient and stable to achieve its mission and goals.
- b. The GBC 3+1 Social Work program uses resources to address challenges and continuously improve the program.
- c. The GBC 3+1 Social Work program has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.
- d. The GBC 3+1 Social Work program demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals. Please see attached library report.
- e. The GBC 3+1 Social Work program has sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
- f. The GBC 3+1 Social Work program has the availability of and access to assistive technology, including materials in alternative formats.

Context: Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice. Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies.

Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time. Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used, and the data collected may vary by context. Assessment information is used to guide student learning, assess student outcomes, assess, and improve effectiveness of the curriculum, and strengthen the assessment methods used. Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0: Assessment 4.0.1

- a. The GBC 3+1 Social Work program includes ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs).

FORM B

- b. Assessment of competence is done by program designated faculty or field personnel. The plan includes the following:
 - a. A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
 - b. At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
 - c. An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
 - d. Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
 - e. An explanation of how the program determines the percentage of students achieving the benchmark.
 - f. Copies of all assessment measures used to assess all identified competencies.
- c. The most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option. Please see attached.

The GBC 3+1 Social Work program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely updates (minimally every 2 years) its findings. <https://nevada.app.box.com/s/dafek31mkx3wkruggew9ulizto6q7jdv>

In February 2014, the CSWE Commission on Accreditation re-affirmed accreditation of the BSW and the MSW programs of the University of Nevada, Reno through February 2021.

III. Major Findings and Conclusions of the Program Review

During the review process it was noted that students were able to complete the Associate of Arts degree with the number of credits they completed. A review of current students vetted out a process to identify students that had met the requirements for the AA degree.

The Great Basin College catalog needed to be updated to include current details on the Silver State Transfer agreement with the University of Nevada, Reno. It is now more clearly aligned and the process for students to transfer to University of Nevada, Reno working directly with a transfer coordinator.

Feedback from community and student's as well as data collection on student persistence supported the decision for the social work program to go to fully online with their courses starting Fall 2020. This includes courses that are completed at Great Basin College only.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The next steps for the program:

1. Advising for student enrolled in Social Work 101 the first-class students take will create an opportunity to track and advise them to complete the AA degree at GBC as well as get them on the path for the Silver State transfer process.
2. Collection of data on persistence related to the change in online instruction will be tracked.
3. Creating a more cohesive relationship with UNR to track graduates and student persistence.

V. Descriptive Statistics

FORM B

A. Number of students with declared major in the program area:

2019-20	<u>60</u>
---------	-----------

B. Number of graduates from the program for the following years:

2017-18	<u>14</u>
2018-19	<u>15</u>
2019-20	<u>8</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 15 percent completion time:

The cohort size based on this information, which is a match of GBC with UNR data is small when evaluating first-time, full-time, degree seeking students. In the future we will work with UNR to develop a methodology to reflect better outcomes for this program.

2017-18	<u>0%</u>
2018-19	<u>50%</u>
2019-20	<u>0%</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2019	<u>68</u>
-----------	-----------

FORM B

VI. Please submit a copy of the corresponding institutional report. You may submit this in the form of an electronic file (e.g. PDF or Word) or you may provide a weblink to the report from which we will create a file. These reports should be formatted in such a way that they do not include any information that should not be made public. These reports will be filed in a web location that interested parties may access via a weblink that we will create. Please indicate below whether you are attaching the report or providing a weblink:

The following is a weblink to the Great Basin College Bachelor of Social Work 3+1 program with University of https://www.gbcnv.edu/programs/human_services/bsw_sw/

View the Assessment of Student Learning Outcomes.

<https://nevada.app.box.com/s/dafek31mkx3wkruggew9ulizto6q7jdv>

University of Nevada, Reno School of Social Work <https://www.unr.edu/social-work>

The school of Social Work at the University of Nevada, Reno baccalaureate is accredited by the Council on Social Work Education CSWE <https://www.cswe.org/>

Institutional Strategic Plan: 2015-2021, University of Nevada, Reno. Retrieved from <https://www.unr.edu/provost/strategic-plan>

National Association of Social Workers, (n.d). *NASW's National Survey of Licensed Social Workers*. Retrieved from <https://www.socialworkers.org/>

University of Nevada, Reno General Course Catalog 2020-2021. Retrieved from <https://catalog.unr.edu/>