

Annual Departmental Plan Report

Program Information

Program/Department: *Human Services/ Behavioral Sciences*
 Department Chair: Dr. Christine Shane
 Department Assessment Committee Contact: Dr. Lynne Kellner

*Please be as detailed as possible in your responses. We will use this information to fulfill our NEASC requirements and this report will help with your next Program Review or aid with your external accreditation. This file is to be kept in the department and an electronic file is due to the Director of Assessment by **May 31** each academic year.*

Program Learning Outcomes (PLOs) (Educational Objectives)

I. List all PLOs and the timeline for assessment.

PLO #	PLO – Stated in assessable terms.	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
1.	Students will apply an ethical decision making model to demonstrate critical understanding of and ability to apply relevant ethics in analyzing a professional dilemma in the HMSV field. (See Appendix A)	Annual	Spring 2018
2.	Students will be able to advocate for marginalized groups (See Appendix B, C, & D)	Each Semester	Spring 2018
3.	Students will be able to assess, analyze, and synthesis empirical research from a Human Services primary source.	Annual	Fall 2017
4.	Adhered to ethical standards in the Human Services Field	Each Semester	Spring 2018
5.	Students will be able to write a professional level Mental Status Exam	Each Semester	Spring 2018
6.			

II. PLO Assessment (Please report on the PLOs assessed and/or reviewed this year, programs should be assessing at least one each year.)

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

PLO #	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st year, etc.)	To which students were assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)	Reflection on the results: How was the “loop closed”?
1	Series of three papers	Juniors-Seniors	All students in Professional Issues Class	Minimum of 7.5 on 10-point scale	On average, there was not significant progress in assignment scores between the second and third assignment. In order to foster mastery of the decision-making model, we will do more in-class practice with the model later in the semester, since the introduction and practice with the model were largely done in the first few

					weeks of the semester.
2	Group Project and Oral presentation	Sophomores-Juniors	All students in the Diversity in HMSV Class	Minimum grade of 80/100	When first implemented, (Fall 2017), students produced well-meaning, but not well-researched programs, and some struggled to articulate their ideas in oral form. It was important to improve the assessment to better measure 1) students' information literacy skills, 2) engagement in the skills of identifying, addressing, and implementing evidence-based human service programs based on community need, and 3) integrating complex information about individuals and groups that students may not be terribly familiar with. As a result, the rubric was

					<p>revised to better scaffold the assignment; it resembles a grant proposal (minus funding requests). Students were given more specific prompts to walk them through the process of developing the foundation of a human services program: they also acted as “reviewers” to evaluate one another’s proposals and presentations. As a result, students were better able to identify pertinent needs and appropriate information, present the information in a more organized way, and better identify potential strengths and weaknesses of the program. It is anticipated that future iterations of this assignment and</p>
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					assessment will include a self-assessment or reflection component.
3	Article Critique Paper (Appendix E)	Sophomores-Juniors	Research Methods Class	Minimum of Proficient Rating	We will be switching the text to <i>Research Methods for Social Workers</i> (8 th ed.) by Yegidis, Weinbach, and Myers, which includes information on evaluating human service programs, logic models, needs assessments, outcome evaluations, and practice effectiveness. Increased emphasis will be placed on students as consumers .
4	Site Supervisor’s Evaluation from Practicum	Senior Capstone	All students in Internship	Minimum of 4 on 5-point scale	Student scores averaged 4.83; goal achieved and continue to monitor
5	Paper (See Attached F)	Senior Year	All students in HMSV 3800: Case Management Class	Minimum 17/20 points	Increased time in class on basic rules of grammar and sentence structure; helpful resources added to Blackboard

III. Summary of Findings: Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you “closing the loop”?

Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence? (close the loop)
1 & 4 above: Feedback from site supervisors for Case Management class and Internship (Formal evaluation form)	Faculty supervising practicum/internship and Field Placement Coordinator; reviewed every semester	Included more emphasis on professional presentation in Case Management and Professional Issues class
Students will be able to establish rapport with service recipients at placement sites and respect their points of view Feedback from site supervisors for Case Management class and Internship (Formal evaluation form)	Faculty supervising practicum/internship and Field Placement Coordinator; reviewed every semester	Increased emphasis on Person-Centered Planning in Building Community Supports for Persons with Disabilities and Case Management classes
3 above: Students will present a brief synopsis of 5 research articles pertaining to their placement sites during the capstone Internship Seminar	Faculty Supervisor each semester; Curriculum Committee during annual Retreat	See reflections on Section I, # 3.
Review by HMSV Review Committee	Core Faculty	Students in risk of not achieving a minimum of 2.5 in core classes are reviewed by the committee and a corrective action plan is established for each. The Chair provides

		additional monthly check-ins with students at high risk.
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Assessment Plan for Program/Department

- I. Insert the program or department Assessment Plan
- II. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success.
- III. If you do not have a plan, would you like help in developing one?

Yes

University Data

I. SSC Data

Indicate **at least one** Student Success Performance Measure that the department/program has identified for planned change or improvement.

Freshman retention, bottleneck courses, graduation rates, at risk student retention etc.

a. What was the focus this year?

Student Success Measure (data point from SSC)	Implemented Intervention	Update on Implemented Intervention (i.e. change in target, satisfied with outcome, not satisfied, will continue or not)
HMSV 3600 graduation rates	Additional advising before Case Mgt class to prepare students for 90-hour practicum	Difficult to assess given age of data. Goal would be in increase graduation rates from 46-47% to 55%
Correlation of grades between HMSV 2500 and 3600	Grades are fairly similar; use class time in HMSV 3600 for some review of HMSV 2500	Satisfied with outcome

b. What will your focus be for the upcoming year?*

Student Success Measure (data point from SSC)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score	This measure was selected because of last Program Review or Accreditation (yes/no)

HMSV 2050	Number of students getting a 2.0 or below in class	Change of textbook	Increase percentage of students obtaining a 2.3 or higher	No
HMSV 3800	16% of students completing senior level course do not graduate	More advising on internship options	Decrease students not receiving a degree to 12%	No

*Note: Programs may wish to monitor or review the same data point over multiple years.

II. Trend Data

Indicate **at least one** Department Performance Measure that the program/department identified for change or improvement. Number of graduates, number of majors, credit production, substitutions etc.

a. What was the focus this year?

Department Performance Measure (data point from Trend Data)	Implemented Intervention	Update on Implemented Intervention (i.e. change in target, satisfied with outcome, not satisfied, will continue or not)
Graduation Rates for Hispanic Students	Provide extra support and understand the value of family for Hispanic students	Since our graduation rate of 50% is higher than the institutional one of 43%, we are encouraged. However, this is an ongoing goal and would like to increase nearer to the 57.5% for non-Hispanic HMSV students.

b. What will be the focus next year?*

Department Performance Measure (data point from Trend Data)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score	This measure was selected because of last Program Review or

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				Accreditation (yes/no)
Time for students transferring from SPED to complete HMSV major	average time = 4.9 years	Meet with SPED faculty to inform them of our program as an option for students who may want to change majors	Reduce average time to 4.5 years	No

*Note: Programs may wish to monitor or review the same data point over multiple years.

Program Review Action Plan or External Accreditation Action Letter/Report

Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program)

I. Programs that fall under Program Review:

- i. Date of most recent Review:
- ii. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

Specific area where improvement is needed	Evidence to support the recommended change	Person(s) responsible for implementing the change	Timeline for implementation	Resources needed	Assessment Plan	Progress Made this Year

- iii. If you do not have an action plan, would you like help in developing one based on your last program review and needs of the program?

Yes

II. Programs with external Accreditation:

- i. Accreditor: Council on Standards for Human Services Education
- ii. Date of last review: June 2016
- iii. Date of next review and type of review: June 2021
- iv. List key performance indicators: 21 Standards (see Appendix G)

List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.)(If required.)	Update on fulfilling the action letter/report or on meeting the key performance indicators.
Clarify learning objectives in Case Management class	Council indicator	Syllabus revised to include

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UARC Peer Review of the Program Annual Report

Program: _____ Date of Review: _____

Program Learning Outcomes (PLOs)					
Criterion	Highly Developed (3)	Developed (2)	Emerging (1)	Initial (0)	Score
<i>Program Learning Outcomes (PLOs)</i>	All or almost all PLOs clearly stated and measurable.	Most of the PLOs clearly stated and measurable.	PLOs written in general, broad or abstract statements OR are not measurable.	PLOs not provided.	
<i>Expected Timing of Assessment</i>	All or almost all PLOs have a timeline stated.	Most PLOs have a timeline stated.	Very few PLOs have a stated timeline.	No timelines are given or are To Be Determined (TBD).	
<i>Assessment Tool Quality</i>	Assessment tool(s) is/are strong: very good quality and appropriate.	Assessment tool(s) are acceptable: good quality and appropriate	Assessment tool(s) are a good start but could use some strengthening or changes.	Assessment tool(s) are either not appropriate or not discussed.	
<i>PLO Assessment</i>	More than one PLO assessed and information is complete in the chart.	At least one PLO assessed and information is complete in chart.	At least one PLO assessed, information is not complete in chart.	No assessments completed during the academic year reported.	
<i>Criteria for Success</i>	The criteria for student success of each PLO is clearly stated and is appropriate.	Most criteria for student success of each PLO is clearly stated and is appropriate.	Criteria for student success discussed or touched upon but not clearly stated or is not appropriate.	Criteria for student success not provided.	
<i>Summary of Findings</i>	Measures used in from PLO assessment fully	Very limited use of data from PLO assessment	Used evidence other than PLO	No summary utilizing	

	incorporated with additional evidence to formulate the summary and analysis supports the summary.	incorporated with additional evidence to formulate the summary and analysis somewhat supports summary.	assessment to formulate the summary or analysis of the data doesn't seem to support summary.	assessment data is evident.	
Assessment Plan for Program/Department					
Criterion	Highly Developed (3)	Developed (2)	Emerging (1)	Initial (0)	Score
<i>Department or Program Assessment Plan</i>	Assessment Plan provided. Has clearly stated process with reasonable expectations.	Assessment Plan provided. Has somewhat clear process and/or somewhat reasonable expectations.	Assessment Plan provided, the process is not clear and/or the expectations are not reasonable.	No Assessment Plan provided.	
<i>Activities and Adjustments to/Deviation from the Department/Program Assessment Plan</i>	Decision to change or not change the assessment plan are clearly stated and decision(s) are appropriate based on the reported results.	Decision to change or not change the assessment plan are described in general terms and may be appropriate based on the reported results.	Decision to change or not change the assessment plan are vague and lack clarity.	No changes are discussed.	
University Data					
Criterion	Highly Developed (3)	Developed (2)	Emerging (1)	Initial (0)	Score
<i>SSC Data for Current Review Period</i>	Intervention undertaken by program/department for at least one SSC data point. Clearly documented results.	Intervention undertaken by program/department for at least one SSC data point. Plan not fully implemented.	Planned intervention by program/department for at least one SSC data point. No plan implemented.	No SSC data analyzed and/or reported on.	
<i>SSC Data for Upcoming Review Period</i>	At least one component of the SSC data selected to assess, rationale provided,	At least one component of the SSC selected to assessed, some of the	SSC data discussed and some or part of the assessment,	No SSC data analyzed and/or reported on.	

	targets set and intervention seems to be appropriate based on information provided.	rationale provided, targets set and intervention seems to be appropriate based on information provided.	targets or interventions are emerging but not fully appropriate.		
<i>Trend Data for Current Review Period</i>	Intervention undertaken by program/department for at least one Trend data point. Clearly documented results.	Intervention undertaken by program/department for at least one Trend data point. Plan not fully implemented.	Planned intervention by program/department for at least one Trend data point. No plan implemented.	No Trend data analyzed and/or reported on.	
<i>Trend Data for Upcoming Review Period</i>	At least one component of the Trend data selected to assess, rationale provided, targets set and intervention seems to be appropriate based on information provided.	At least one component of the Trend selected to assessed, some of the rationale provided, targets set and intervention seems to be appropriate based on information provided.	Trend data discussed and some or part of the assessment, targets or interventions are emerging but not fully appropriate.	No Trend data analyzed and/or reported on.	
Action Plane or External Accreditation Action Letter/Report					
Criterion	Highly Developed (3)	Developed (2)	Emerging (1)	Initial (0)	Score
<i>Only for those under Program Review Annual Reflection on Program Review</i>	Full Action Plan provided with definitive on-going progress clearly stated.	Full Action Plan provided with some discussion of on-going progress plans stated.	Full Action Plan provided with vague ideas regarding on-going progress plans stated.	Action Plan is either not provided or there no progress or plans stated for progress discussed.	
<i>Only for those under External Accreditation</i>	Key issues and performance standards provided with definitive on-going progress clearly stated.	Key issues and performance standards provided with some	Key issues and performance standards provided with vague ideas	Key issues and/or performance standards are either not	

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<i>Annual Reflection on Report/Letter from accrediting body.</i>		discussion of on-going progress stated.	regarding on-going progress plans stated.	provided or there has been no progress or plans stated for progress.	
Comments:					

NOTE: This rubric is NOT an evaluation of the program/department. It is simply a tool for UARC to use as an aid in reviewing and providing constructive feedback to each program.

Appendix A:

Ethical Decision Analysis #1
HMSV 3700 Professional Issues

Purpose: Students will apply the ethical decision making model to demonstrate critical understanding of and ability to apply relevant ethics in analyzing a professional dilemma.

Procedure: Read the following scenario and then respond to the questions below.

You have been working with Suzanne, 31, for the last three months. She is struggling with what to do about her marriage; her husband refuses to be involved in services. You and Suzanne have many common interests and you like her a lot. Your supervisor has told you before to be careful not to “get over involved.” Nevertheless, you see Suzanne several times a week; she often calls because “something happened.” She has two children, ages five and four. Yesterday, she came in after leaving the emergency room with a mild fracture in her left arm that resulted from her husband pushing her. She has reported that he “gets rough” when he is drunk or angry with her. You have discussed filing a restraining order or leaving him, but Suzanne feels that she could not survive without his income. As you tell your supervisor of this latest incident, you are advised to tell your client that she needs to take some action and that you will not see her again until she files a restraining order or moves out.

Product: Write a 4-5 page paper that answers the following questions, using the NOHS Codes of Ethics and one other professional code of ethics discussed in class as a guide. You may separate the questions by number, however you must answer the questions thoroughly with complete sentences. The assignment is worth 50 points.

1. Describe the dilemma and potential issues involved (# 1 & 2 in model in Corey).
2. Which ethical codes and legal issues are involved (# 3-4)?

3. Identify additional questions about the situation and the means of obtaining these answers (#5).
4. State potential courses of action and pros/cons of each (# 6-7).
5. Choose one course of action and defend your rationale for this particular one (#8).

Evaluation: The assignment will be graded based on clearly and thoroughly applying each numbered step in conducting an ethical analysis of the practice dilemma. Each component of the analysis will contribute to the overall assignment grade, as well as the consistency of the analysis from step to step. An example of problematic inconsistency would be citing an ethical standard in defending your chosen course of action (section 5) without having discussed that ethical standard earlier (section 2). Correct grammar, spelling, and formatting (including APA formatted citations) will also factor into the assignment grade.

Point to Address	Fails to Address	Marginally Addressed	Vague or General; lack of clear connections	Clear description; makes connections to prompt	Detailed, focused; thoroughly addresses the prompt
Description and Issues Involved	0-1.5	2-4	4.5-7	7.5-8.5	9-10
Relevant Ethical & Legal Codes	0-1.5	2-4	4.5-7	7.5-8.5	9-10
Identify Additional Issues	0-0.5	1-1.5	2-2.5	3-3.5	4-5
Potential Courses of Action & Consequences	0-1.5	2-4	4.5-7	7.5-8.5	9-10
Defense of Recommended Action	0-1.5	2-4	4.5-7	7.5-8.5	9-10
Writing Quality & Formatting	0-0.5	1-1.5	2-2.5	3-3.5	4-5

Appendix B: Diversity Advocacy Program Project - Paper

<p>Introduction (30 points)</p> <ul style="list-style-type: none">• Statement of the problem. Provide a statement of the problem you wish to address.• Provide a justification (need for your project) Where is the need for this project or program? What is the relevant literature?• Minimum of 5 sources (academic in nature) should be utilized)
<p>Overview of the program (30 points)</p> <ul style="list-style-type: none">• What resources do you need? Think in terms of staff, physical space, resources, funding• Who would the program serve?• What are the goals of the program or project? What are you trying to accomplish?• How does this project address issues related to diversity?• How would you evaluate the program?• What are the strengths/weaknesses?
<p>Conclusion: (10 points)</p> <ul style="list-style-type: none">• Are the future needs identified?
<p>Peer edit (20 points)</p>
<p>APA style, Grammar, Spelling (10 points)</p>

Appendix C: Peer Edit Checklist

Hand this paper in with the marked-up hard copy to Dr. Ryan by 5/7/18.

Diversity Advocacy Program Project – Paper

Introduction (30 points)

- Statement of the problem. Provide a statement of the problem you wish to address.
 - Provide a justification (need for your project) Where is the need for this project or program? What is the relevant literature?
 - Minimum of 5 sources (academic in nature) should be utilized)
- 1) Did the paper meet these criteria? Identify in the paper where things are clearly laid out, or where students could provide more information.
 - 2) Did the paper utilize the appropriate sources? Identify where the sources are appropriate and where they are not (are they recent, scholarly, appropriately support the point being made?)
 - 3) Identify overall issues with grammar/spelling. If there was clearly no proofreading done, it is not your job to proofread for them. Identify large-scale issues (paragraphs don't have structure, no transition sentences, APA issues such as lack of citations). Identify a few spelling issues or grammar issues (You do not need to identify every errant comma, for example) Do this WITHIN THE HARD COPY.
 - 4) Score the section 0-30 based on the above here:

Overview of the program (30 points)

- What resources do you need? Think in terms of staff, physical space, resources, funding
- Who would the program serve?
- What are the goals of the program or project? What are you trying to accomplish?
- How does this project address issues related to diversity?
- How would you evaluate the program?
- What are the strengths/weaknesses?

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- 1) Did the paper meet and identify each of these criteria? Identify in the paper where things are clearly laid out, or where students could provide more information. Do you think there is enough information to warrant 30 points?
- 2) Identify overall issues with grammar/spelling. If there was clearly no proofreading done, it is not your job to proofread for them. Identify large-scale issues (paragraphs don't have structure, no transition sentences, APA issues such as lack of citations). Identify a few spelling issues or grammar issues (You do not need to identify every errant comma, for example) Do this WITHIN THE HARD COPY.
- 3) What questions do you have based on the information provided?
- 4) Score the section 0-30 based on the above here:

Appendix D: Advocacy Project Rubric

Item	Expectation	Possible Points	Points Awarded	Instructor Comments
<p>Presentation</p> <p>Content</p>	<p>Pitch your program!</p> <p>Be creative.</p> <p>Provide:</p> <ul style="list-style-type: none"> • Brief statement of the problem • How you would implement the program? • How would you evaluate the program? • How would you ensure engagement with the community that the program would serve? 	<p>50</p>		
<p>Professionalism</p>	<ul style="list-style-type: none"> • Is the presentation well organized, well-prepared? Minimal wording on slides • Are the presenters presenting 	<p>30</p>		

	<p>themselves and their material in a professional manner? (Dress, speech, organization, knowledge)</p> <ul style="list-style-type: none"> • Is the program and pitch creative or innovative? 			
Class evaluation	<p>Is the class able to clearly identify the need and proposed solution?</p>	20		

Appendix E: Article Critique

Students will prepare a written critique based a research article of choice. **The article must be a human services-related, peer-reviewed, AND empirical.**

Your written critique must:

- follow APA format (cover page and APA reference page of article citation)
- be a **minimum** of 2 typed pages and a **maximum** of 5 full pages, size 12 font, double spaced with 1 inch margins (not including cover page)
- be proofread! (print out and proof-read a hard copy before submitting this paper; points will be deducted for poor grammar, misspelling, or typographical errors)
- cover all relevant items as denoted in the outline below

Critique Outline:

Article Summary –

- Briefly summarize the article (research questions, sample, variables, methods, data analysis, results, and key findings)

Article Critique –

- Provide a brief general critique of the article (did it help contribute to the literature, or was it fraught with problems)
- Provide research-specific critiques including:
 - Critique the scope of the literature review (how detailed was it, was there information you needed that was not included?)
 - Critique the ethical considerations (were there any ethical considerations made in this study?)
 - Critique the sampling design chosen (was the sample size large enough, was the sampling procedure appropriate?)
 - Critique the methodology and analysis (how appropriate was the methodology, were there ways to make this research stronger?)
 - Critique the presentation of results (were there charts/graphs, how was the information presented, would you change anything, was it helpful or confusing?)
 - Critique the limitations (how significant were the limitations, were there limitations that you can think of that were not identified?)

- Critique areas for future research (how well was this addressed, were there areas for future research that you can think of that were not identified?)

Concluding Remarks –What did you enjoy most about this article?

- What did you not like about this article?
- Would you recommend it to other students? Why or why not?
- What would you have added or done differently if you were to have done this study? (Be specific)

Grading Rubric

	4 - Exemplary	3 - Proficient/ On Target	2 - Needs Improvement	1 - Unsatisfactory
Article Summary 20%	Student provides a succinct, accurate, well-written summary of the article.	Student provides a succinct, accurate summary of the article.	Summary misrepresents the study; student provides too much/little information about the article.	Summary is not accurate or not provided.
Article Critique	All required components are critiqued;	All required components are critiqued;	Not all required components are critiqued;	Several required components are not

<p>55%</p>	<p>student accurately utilizes research methods terminology; student makes clear, well thought-out critiques; explanations are very specific and clear</p>	<p>most research methods terms are utilized accurately; student makes clear critiques; explanations are specific and clear</p>	<p>several research methods terms are used inaccurately; critiques are unclear; explanations are vague</p>	<p>critiqued; many research methods terms are used inaccurately; critiques are very unclear; explanations are vague or confusing</p>
<p>Reflection 20%</p>	<p>Student provides a well-thought-out reflection of the article; explanations are very specific and clear</p>	<p>Student provides a reflection of the article; explanations are specific and clear</p>	<p>Not all required components of the reflection are answered; explanations are vague</p>	<p>Many required components of the reflection are missing; explanations are unclear or confusing</p>
<p>Mechanics 5%</p>	<p>Impeccable spelling, grammar, word order, word usage, and punctuation</p>	<p>Very few errors in spelling, grammar, word usage, and punctuation</p>	<p>Several errors in spelling, grammar, word order, word usage, and punctuation</p>	<p>Many errors in spelling, grammar, word order, word usage, and punctuation</p>

Appendix F: Mental Status Exam

Mental Status Exam: Case Management

For this assignment you will write a concise MSE on a client from your practicum site or on the one in the YouTube video listed below; I think you should be able to do this in a couple of pages. Please refer to Chapter 18 in your text for clarification on terms.

Here's what to include:

- **General Description of Client:** age, reason for referral if one, gender, general appearance, attitude, behaviors, attitude toward interviewer, speech and other relevant information. Also describe the client's orientation (i.e.: "oriented by 3" or otherwise). If there is something you think is important to know, but you do not know that information, indicate so. (40 points)
- **Emotional Experience:** describe client's basic mood and the client's affect at the time of your observation (see pages 303-304). (20 points)
- **For the last part**, you may choose whether to focus on Memory (page 305-306) or Thought and Perception (pages 308-309 for "Disordered Perceptions" and "Thought Content"). (20 points)
- **Writing Quality:** be clear and detail oriented (20 points).

Youtube Video:

Monday / Wednesday Class

https://www.youtube.com/watch?v=5LCtV1_TgiM

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Tuesday/Thursday Class:

<https://www.youtube.com/watch?v=mqKoYWEYZ3A>

Rubric:

Coverage of Material	Not covered	Marginally Covered	Vague or General; lack of specific examples	Clear description; provides examples	Detailed, focused; thoroughly covers material
Description of Client	0-22	23-26	27-31	32-35	36-40
Emotional Experience	0-11	12-13	14-15	16-17.5	18-20
Memory or Perception	0-11	12-13	14-15	16-17.5	18-20
	Many grammatical errors and problems in coherence	Problems with sentence structure and grammar	Lacks coherence; many grammatical errors	Cohesive, but more than 3 grammatical errors	Cohesive, few errors
Writing Quality & Formatting	0-11	12-13	14-15	16-17.5	18-20

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Appendix G: Council for Standards in Human Services Education: Standards for Baccalaureate Programs:

I. GENERAL PROGRAM CHARACTERISTICS

1. Institutional Requirements and Primary Program Objective

Context: There is strong national commitment to the view that human services programs should develop professionals who provide direct or indirect services. These programs prepare human services professionals for a variety of functions related to the care and treatment of individuals, families, groups, and communities.

Standard 1: The primary program objective shall be to prepare human services professionals to serve individuals, families, groups, communities and/or other supported human services organization functions.

Specifications for Standard 1

- 1. The program is part of a degree granting college or university that is regionally accredited.**
- 2. Provide evidence that the development of competent human services professionals is the primary objective of the program and the basis for the degree program title, design, goals and curriculum, teaching methodology, and program administration (e.g. through documents such as catalog, brochures, course syllabi, website, and marketing materials).**
- 3. Articulate how students are informed of the curricular and program expectations and requirements prior to admission.**
- 4. Provide a brief history of the program.**
- 5. Describe the student population including the number, gender, and diversity of students, as well as the numbers of full time, part time, and students graduating each year.**
- 6. Provide a complete program description, courses required, time to completion, and other program details (refer to catalogs and other appendices).**

2. Philosophical Base of Programs

Context: A benchmark of human services education and services delivery is the interdisciplinary approach to learning and professionalism. Curriculum development integrates specific theories, knowledge and skills that are tied to a conceptual

framework and underlying philosophy. This must be congruent with the CSHSE National Standards and reflect the major theoretical emphasis and uniqueness of the program and curriculum.

Standard 2: The program shall have an explicit philosophical statement and clearly defined knowledge base.

Specifications for Standard 2

- 1. Provide a succinct philosophical statement that becomes the conceptual framework for the curriculum.**
- 2. Include a mission statement for the program.**

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c. Demonstrate alignment with the mission of the units in which the program is housed (e.g., department, college, university, etc.).

4. Provide a brief description of the major knowledge base and theories from which the curriculum draws to support the conceptual framework (e.g. counseling theories, biopsychosocial, systems theory, change theory, etc.).
5. Describe the multidisciplinary, interdisciplinary, or transdisciplinary approach to knowledge, theories, and skills included in the curriculum.
6. Provide a matrix mapping the curriculum Standards (11-21) and Specifications to required courses. The information provided on the matrix must clearly reflect congruence with the information provided in the self-study narrative and the syllabi.

C. Community Assessment

Context: Human services programs continually interact with and affect human services delivery within the local community through field placements and alumnae/i. Programs should be designed to interface with the needs of major employers in terms of job needs and career ladders so there is an orderly and continuous supply of competent professionals.

Standard 3: The program shall include periodic mechanisms for assessment of and response to changing policies, needs, and trends of the profession and community.

Specifications for Standard 3

1. If the program is less than five years old, provide documentation that supported the initial development of the human services program (such as a community needs assessment).
2. An Advisory Committee shall be established to provide feedback regarding local, state, and national trends and needs, policy changes, and to act as an advocate for the program. The committee should include individuals representing the human services field, such as field

experience agencies, employing agencies, citizen advocacy groups, alumnae/i, current students, adjunct faculty, and other persons related to the field of human services. Provide the following:

1. A detailed description of the membership of the Advisory Committee (e.g. names, agencies, roles, relationship to program, etc.),
2. Minutes of advisory committee meetings from the last two years, and
3. A narrative or table of how the committee interfaces with the program in

relationship to specific issues.

3. Describe other mechanisms, if any, used to respond to changing needs in the human services field.

D. Program Evaluation

Context: To ensure the program is effective in producing competent professionals, the program must be evaluated on a regular basis. In addition, the program must assess how well the needs of students and graduates are being met. These evaluations/ assessments are the bases for modifying and improving the program.

Standard 4: The program shall conduct, and report to the public, consistent formal evaluations, which determine its effectiveness in meeting the needs of the students, community, and the human services field and result in modifications to the program as necessary.

Specifications for Standard 4

a. The program has clearly stated measureable student learning outcomes that are tied to the standards and an assessment plan that has been implemented. Provide the following:

1. Measureable student learning outcomes,

2. Assessment plan, and

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3. Examples of assessment tools, e.g., rubrics, exams, portfolios, surveys, capstone evaluations, etc.

2. The program shall conduct a formal program evaluation every five years. The formal evaluation shall include: student surveys, agency surveys, graduate follow-up surveys (directed to both graduates and their employers), active participation of the advisory committee,

involvement of agencies where students are in field placements, course and faculty evaluations, and evaluative data mandated or conducted by the institution. Provide the following:

1. A history of program evaluations,
 2. A description of the methodology,
 3. A summative analysis of the most recent evaluation, and
 4. A description of how and in what way the evaluation resulted in any change.
3. The program must routinely provide reliable information to the public on its performance, including student achievement. [NOTE: This Specification relates to the need for transparency about a program's performance outcomes and student achievement (Specifications a. and b.)] Provide the following:
1. Mechanisms used to share evaluative data with internal and external stakeholders. [NOTE: Program performance data and student outcomes, must, at minimum, be posted on the program's website, and the links must be included in the self-study narrative.]
 2. Content of information shared. NOTE: Public information provided by the program must include: 1) examples of student learning outcomes as defined by the program's assessment plan as required in Specification a; 2) examples of program effectiveness obtained through formal program evaluation as required in Specification b; e.g., student satisfaction, agency feedback, enrollment trends, graduates placement data, program quality improvement information, grade point average, student performance on standardized examinations such as the HS-BCP (Human Services Board Certified Practitioner) credential, program completion data, etc.]

E. Standards and Procedures for Admitting, Retaining, and Dismissing Students

Context: Students have a right to know, prior to enrollment, the standards of the human services program and the procedures for admitting, retaining, and dismissing students. Both academic and behavioral issues need to be considered.

Standard 5: The program shall have written standards and procedures for admitting, retaining, and dismissing students.

Specifications for Standard 5

1. Provide documentation of policies regarding the selection and admission of students.
2. Provide documentation of policies and procedures for enrolling, advising, counseling,

and assisting students with special needs (e.g., minorities, students with disabilities, or otherwise disadvantaged or underrepresented students) in order to assure entrance of qualified individuals of diverse background and conditions. These policies must be consistent with the institution's policies.

3. Provide documentation of policies and procedures for referring students for personal help.
4. Provide documentation of written policies and procedures describing the due process for probation, dismissal, appeal, and grievance procedures affecting students.

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e. Provide documentation of policies and procedures for managing students with behavior or legal problems that may interfere with their development as human services professionals.

F. Credentials of Human Services Faculty

Context: Human services programs have relied primarily on professionals from fields such as human services, psychology, sociology, social work, counseling, political science, adult education, and nursing to provide teaching faculty. Since both field and classroom orientations are important characteristics of teaching staff, consideration should be given to faculty trained in human services and/or interdisciplinary methods and approaches.

Standard 6: The combined competencies and disciplines of the faculty for each program shall include both a strong and diverse knowledge base and clinical/practical experience in the delivery of human services to clients.

Specifications for Standard 6

a. Include curriculum vitae of full-time and part-time faculty who teach human services courses. The vitae must demonstrate that:

1. Faculty have education in various disciplines and experience in human services or related fields, and
2. Teaching faculty have no less than one degree above the level of certificate or degree in which they teach. It is recommended that faculty have no less than a master's degree.

7. Essential Program Roles

Context: To balance the academic and experiential characteristics of human services programs, adequate faculty and staff should be available to fill essential program roles.

Standard 7: The program shall adequately manage the essential program roles and provide professional development opportunities for faculty and staff.

Specifications for Standard 7

1. Document that faculty have the ultimate responsibility for setting policies and determining the content, implementation, and evaluation of the curriculum.
 2. Essential program roles include administration, curriculum development and review, instruction, field supervision, program planning, program evaluation, student advising, and student evaluation.
 1. Provide a brief description of how the essential roles are fulfilled in the program,

and
 2. Provide a table matching faculty and staff positions and names with these roles.
 3. Describe how faculty and staff are provided opportunities for appropriate professional development.
8. Faculty and Staff Evaluations

Context: In order to assure that all essential roles are continually fulfilled in a way that is relevant to community and student needs, programs need to periodically evaluate the performance of each faculty or staff member in relationship to individual essential role responsibilities (see Standard 7).

Standard 8: Evaluations for each faculty and staff member shall reflect the essential roles and be conducted at least every two years.

Specifications for Standard 8

1. Describe the process for faculty and staff evaluation.
2. Summarize documentation for faculty or staff evaluations and how they relate to the

role statements. Documentation shall come from a variety of sources and may

field placement agencies, and peer review.

c. Document how the evaluative process is used to identify strengths and limitations and

how it is incorporated in specific procedures for improvement.

9. Program Support

Context: To remain relevant to community and student needs, human services programs require adequate faculty, staff, and program resources.

Standard 9: The program shall have adequate faculty, staff, and program resources to provide a complete program.

Specifications for Standard 9

1. Include budgetary information that demonstrates sufficient funding, faculty, and staff to provide an ongoing and stable program.
2. Describe how program and field experience coordination is considered in calculating the teaching loads of faculty. It is recommended that consideration be given to distance between sites, expectations of observation, documentation requirements, number of students enrolled in the field experience, and the characteristics of the student population.
3. Describe how the program has adequate professional support staff to meet the needs of students, faculty, and administration.
4. Describe how there is adequate resource support (e.g., technology, library, computer labs, etc.) to meet the needs of students, faculty, and administration.
5. Describe office, classroom, meeting, and informal gathering spaces and how they meet the needs of students, faculty, and administration.

10. Transfer Advising

Context: In order to facilitate transfer of credits, link programs, and reduce confusion, each program should evaluate previous learning from lower level or parallel transfer programs and from life experiences. In addition, it should promote acceptance of credits from/by other institutions.

Standard 10: Each program shall make efforts to increase the transferability of credits to other academic programs.

Specifications for Standard 10

1. Describe formal and informal efforts to collaborate with other human services programs on the transfer of credits.
2. Briefly describe problems encountered by students in transferring credits.
3. Summarize any formal and informal articulation agreements and describe how

students receive the information.

- 4. If the program grants credit for prior experiential learning, waives required credits, or**

allows substitution of required credits, document how the learning is substantiated and verified as equivalent to the field study hours or courses for which it is substituted.

II. CURRICULUM: BACCALAUREATE DEGREE

The paragraph preceding each standard describes the *context* for the standard. The specifications following each curriculum standard define the *content* for the baccalaureate degree in human services. Each higher level of degree requires both additional *content* and a greater depth of knowledge, theory, and skills. The curriculum standards are divided into two parts: (A) Knowledge, Theory, Skills and Values, and (B) Field Practice. Note that critical thinking is included throughout the Specifications through words such as analyze, assess, appropriately respond, etc.

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A. Knowledge, Theory, Skills, and Values

1. History

***Context:* The history of human services provides the context in which the profession evolved, a foundation for assessment of present conditions in the field, and a framework for projecting and shaping trends and outcomes. Thus, human services professionals must have knowledge of how different human services emerged and the various forces that influenced their development.**

Standard 11: The curriculum shall include the historical development of human services.

Specifications for Standard 11

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- a. The historical roots of human services.**
- b. The creation of the human services profession.**

- c. Historical and current legislation affecting services delivery.
- d. How public and private attitudes influence legislation and the interpretation of policies

related to human services.

- e. Differences between systems of governance and economics.
- f. Exposure to a spectrum of political ideologies.
- g. Skills to analyze and interpret historical data for application in advocacy and social change.

2. Human Systems

Context: The human services professional must have an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs.

Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.

Specifications for Standard 12

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- a. Theories of human development.
- b. Small groups:
 - 1. Overview of how small groups are used in human services settings, 2. Theories of group dynamics, and 3. Group facilitation skills.
- c. Changing family structures and roles.
- d. An introduction to the organizational structures of communities.
- e. An understanding of the capacities, limitations, and resiliency of human systems.
- f. Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs.

g. Processes to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism.

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h. Processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems.

3. Human Services Delivery Systems

Context: The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession.

Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.

Specifications for Standard 13

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

a. The range and characteristics of human services delivery systems and organizations. b. The range of populations served and needs addressed by human services

professionals.

c. The major models used to conceptualize and integrate prevention, maintenance,

intervention, rehabilitation, and healthy functioning.

d. Economic and social class systems including systemic causes of poverty. e. Political and ideological aspects of human services.

f. International and global influences on services delivery. g. Skills to effect and influence social policy.

4. Information Management

Context: The delivery of human services depends on the appropriate integration and use of information such as client data, statistical information, and record keeping. Information management skills include obtaining, organizing, analyzing, evaluating and disseminating information.

Standard 14: The curriculum shall provide knowledge and skills in information management.

Specifications for Standard 14

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

1. Obtaining information through interviewing, active listening, consultation with others, library or other research, and the observation of clients and systems.
2. Recording, organizing, and assessing the relevance, adequacy, accuracy, and validity of information provided by others.
3. Compiling, synthesizing, and categorizing information.
4. Disseminating routine and critical information to clients, colleagues, or other members of the related services system that is:
 1. Provided in written or oral form, and
 2. Provided in a timely manner.
5. Applying maintenance of client confidentiality and appropriate use of client data.
6. Using technology for word processing, sending email, and locating and evaluating information.
7. Performing an elementary community-needs assessment.
8. Conducting a basic program evaluation.
9. Utilizing research findings and other information for community education and public relations.
10. Using technology to create and manage spreadsheets and databases.

5. Planning and Evaluation

Context: A major component of the human services profession involves the assessment of the needs of clients and client groups and the planning of programs and interventions that will assist clients and client groups in promoting optimal functioning, growth, and goal attainment. At regular intervals, the outcomes must be evaluated and necessary adjustments made to the plan both at an individual client and program level.

Standard 15: The curriculum shall provide knowledge and skill development in systematic analysis of services needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.

Specifications for Standard 15

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- a. Analysis and assessment of the needs of clients or client groups.
- b. Development of goals, design, and implementation of a plan of action.
- c. Evaluation of the outcomes of the plan and the impact on the client or client group.
- d. Program design.
- e. Program implementation.
- f. Program evaluation.

6. Interventions and Direct Services

Context: Human services professionals function as change agents and must therefore attain and develop a core of knowledge, theory, and skills to provide direct services and interventions to clients and client groups.

Standard 16: The curriculum shall provide knowledge and skills in direct service delivery and appropriate interventions.

Specifications for Standard 16

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

1. Theory and knowledge bases of prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning.
2. Skills to facilitate appropriate direct services and interventions related to specific client or client group goals.

- 3. **Knowledge and skill development in the following areas: 1. Case management, 2. Intake interviewing, 3. Individual counseling, 4. Group facilitation and counseling, 5. Location and use of appropriate resources and referrals, and 6. Use of consultation.**

7. Interpersonal Communication

Context: The ability to create genuine and empathic relationships with others is central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level.

Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.

Specifications for Standard 17

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- a. **Clarifying expectations.**
- b. **Dealing effectively with conflict.**
- c. **Establishing rapport with clients.**

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d. **Developing and sustaining behaviors that are congruent with the values and ethics of the profession.**

8. Administrative

Context: A holistic approach to human services recognizes direct and indirect services as components of the same system. Administrative support (indirect service) is essential to the effective delivery of direct services to clients or client groups.

Standard 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.

Specifications for Standard 18

Demonstrate how the knowledge, theory, and skills for each of the following areas are included, analyzed, and applied in the curriculum:

- a. Managing organizations through leadership and strategic planning.
- b. Supervision and human resource management.
- c. Planning and evaluating programs, services, and operational functions. d. Developing budgets and monitoring expenditures.
- e. Grant and contract negotiation.

- f. Legal and regulatory issues and risk management. g. Managing professional development of staff.
- h. Recruiting and managing volunteers.

- i. Constituency building and other advocacy techniques such as lobbying, grassroots movements, and community development and organizing.

9. Client-Related Values and Attitudes

Context: There are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice.

Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.

Specifications for Standard 19

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- a. The least intrusive intervention in the least restrictive environment.
- b. Client self-determination.
- c. Confidentiality of information.
- d. The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity. e. Belief that individuals, services systems, and society can change.

- f. Interdisciplinary team approaches to problem solving. g. Appropriate professional boundaries.

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h. Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available on NOHS website).

10. Self-Development

Context: Human services professionals use their experience and knowledge for understanding and helping clients. This requires awareness of one's own values, cultural bias, philosophies, personality, and style in the effective use of the professional self. It also requires an understanding of how these personal characteristics affect clients.

Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.

Specifications for Standard 20

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- a. Conscious use of self.
- b. Clarification of personal and professional values.
- c. Awareness of diversity.
- d. Strategies for self-care.
- e. Reflection on professional self (e.g., journaling, development of a portfolio, or project

demonstrating competency).

B. Field Experience

Context: Field experience such as a practicum or internship occurs in a human services setting. Fieldwork provides an environment and context to integrate the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. It must be an integral part of the education process.

Standard 21: The program shall provide field experience that is integrated with the curriculum.

Specifications for Standard 21

As evidence of meeting this standard, programs must:

1. Provide a brief description of the overall process and structure of the fieldwork learning experience.
2. Provide evidence that one academic credit is awarded for no less than three hours of field experience per week.
3. Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program.
4. Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements and policies.
5. Provide documentation of written learning agreements with field agencies that specify the student's role, activities, anticipated learning outcomes, supervision, and field instruction. The agreement must be signed by the appropriate agency director, fieldwork supervisor, program instructor, and student.
6. Provide syllabi for required seminars. Seminars must meet no less than every two weeks. Seminar hours must not be included in field experience hours.
7. Provide evidence that required field experience is no less than 350 (may include 250 from associate level) clock hours of field experience with at least 100 of these clock hours occurring in the junior and senior years.

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8. Demonstrate how the field experience provides the student an opportunity to progress from:
 1. Observation to
 2. Directly supervised client contact to

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3. Indirectly supervised client contact to
 4. An independent caseload OR assignment of administrative responsibility.
-
9. Demonstrate that field supervisors have no less than the same degree the program awards. It is strongly recommended that field supervisors have no less than one level of degree above the level of degree awarded by the program.
 10. Demonstrate that the program continually monitors the progress of each student and performs no less than one site visit to each field placement site per quarter or semester.