

FORM B

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, pro.5 (u)3.81-3.3 (r)05 Td[(o)0.8 (p (x)1 (p .2 (n)3.8 (d)-1.J0 Tc0.8 (e)-4.2 (r)-1.5 (o)o (e)-4.1 2 (ll)0.

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

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/TT2 1 Tf0.001TJO o (t)-3.4 (8 Tc 0.004 Tw -13l)-2.8 (/gC /C2_0 1 Tf-12.3371.6BDC



FORM B

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.

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

FORM B

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.

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,

FORM B

Context: Adequate resources are fundamental to creating, maintaining, and improving an

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/dafek31mkx3wkrugqew9ulizto6q7jdv>

FORM B

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

2019-20 60

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

2017-18 14

2018-19 15

2019-20 8

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 0%

2018-

FORM B

V/. 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