



# CLARK COLLEGE BACCALAUREATE OF APPLIED SCIENCES IN HUMAN SERVICES PROGRAM PROPOSAL

New Degree Program Proposal

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**COVER SHEET**  
**NEW DEGREE PROGRAM PROPOSAL**

**Program Information**

Institution Name: Clark College  
Degree: BAS in Human Services CIP Code: 44.0000

Name(s) of the existing technical associate degree(s) that will serve as the foundation for this program:

Degree: Addiction Counselor AAS CIP Code: 51.1501 Year Began: 1974

Degree: \_\_\_\_\_ CIP Code: \_\_\_\_\_ Year Began: \_\_\_\_\_

Planned Implementation Date ( i.e. Fall 2014): Fall 2018

**Proposal Criteria:** *Please respond to all eight (8) areas listed in proposal criteria FORM D.*  
*Page Limit: 30 pages*

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11-20-17  
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## New degree program proposal

### *Introduction*

Clark College is proposing a Bachelors of Applied Sciences degree in Human Services to serve the needs of the community and Clark College students by keeping current with emerging trends in mental health and addictions treatment. This BASHS degree will operate in tandem with the Addiction Counseling Education Department, which will function as the primary foundational Associates degree for the BAS.

The Addiction Counseling Education Department (ACED) has been in existence at Clark College since 1974 under various titles. The department offers two Associates degrees and one Certificate of Proficiency. The ACED AAS degree provides students with the educational requirements necessary to sit for the Washington Department of Health Chemical Dependency Professional (CDP) exam. These requirements are: A minimum of 90 college credits, with a minimum of 45 courses in addictions, covering 23 competencies and the other 45 credits in the general education requirements from a regionally accredited college.

The ACE department also offers a Certificate of Proficiency, which is intended for individuals who already hold an associate degree or above. The degree holder has already satisfied the state requirement of 45 general education requirements for the CDP exam. Therefore, the Certificate of Proficiency primarily consists of the full contingent of addictions counseling courses from the AAS degree, which fulfill the content course requirement to qualify the student to sit for the CDP exam in Washington State. The CDP Certification is required for individuals working with clients in affiliated agencies in Washington as well as third-party payers.

The AA degree in addictions contains 18 credits of the ACED courses in the major, but not the full contingent of courses to fulfill the requirements for the CDP certification. The intent of the AA in ACED is to provide the student who is interested in working in some aspect of Human Services a basic understanding of the addictive process in order to ascertain an appropriate referral. The AA curriculum is not intended to prepare these students to *treat* substance abuse disorders, merely to *recognize* the contributing role of addictive disorders amid other social and individual problems in the Human Services client populations.

In recent years, the demand has increased for baccalaureate-level trained addiction and mental health clinicians among employers. This demand was reflected in the submitted Statement of Need with 93% of local employers surveyed stating the preference for baccalaureate-trained clinicians. The same survey projected 145 clinician openings in the next 3 years in the Clark county area, in the fields of addictions and mental health. Seventy one percent of the local employers surveyed responded that they have difficulty recruiting bachelor's level degree applicants.

Clark and Skamania counties are Early Adopters of the Affordable Care Act as of April 1, 2016. This adoption means all of the provisions and requirements of the ACA were fully implemented

as of that date and are contractually guaranteed for 5 years. The structure of the ACA directs that counties merge into regional systems to provide Behavioral Health services to individuals regionally, as Regional Health Networks (RSN), as opposed to separate counties. Clark and Skamania counties comprise the only region of Washington State which has adopted the ACA, a full four years ahead of the rest of the state. Along with this Early Adoption implementation, Human Services agencies in the region in both the private and public sectors have expanded greatly. Under the mandate of the ACA, addictions and mental health fields merge under the umbrella of Behavioral Health in order to provide a more holistic care model for both populations.

Clark College proposes the Bachelors of Applied Sciences in Human Services (BASHS) degree to fulfill the demand for these holistically-trained clinicians. This proposed degree fulfills both the local employer demand for the higher level of education, as well as serving those students who are place-bound and wish to pursue the AAS and gain the CDP credential. This proposal also recognizes the emerging field of Behavioral Health clinicians, who are educated in both mental health as well as addictions, thus meeting the objectives of the ACA to accomplish the goal of more holistic treatment systems for clients. This degree is also intended to provide the place-bound student with a broader range of employment options in this newly emerging, high demand field of Human Services.

The Clark College BASHS proposal will demonstrate how this degree displays the appropriate academic rigor, utilizing qualified faculty, with an open door admissions policy that incorporates ample student services support for BASHS students. The proposal also demonstrates a fiscal commitment on the part of Clark College to build and sustain a high quality program with regional accreditation through NWCCU, providing the BASHS students a strong educational foundation to enable them to become competitive graduate school candidates and succeed at that level if they so choose.

#### Criteria 1. Curriculum demonstrates baccalaureate level rigor.

***Standard:***

***Describe curriculum:***

All of the BASHS courses are 5-credit courses. The 12 major area courses comprise the 60 required upper-division credits for the Baccalaureate in Applied Sciences degree; the remaining 30 credits of the degree are lower-division general education courses. The program maps for full-time and part-time students are in Table 1 and 2 below. As the program is designed for working adult students, the BASHS core courses will all be offered in the evenings, twice weekly, 2.5 hours per night, in face-to-face modality. The lower division general education courses are offered online. A listing of all course descriptions comprising the BASHS degree, including general education courses, is contained in Appendix I.

*Table 1. Full-time program map.*

<b>BASHS Full-time Program map</b>		
<b>Year One</b>		
<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
BASHS 301 (5 credits) <i>Introduction to Human Services</i>	BASHS 303 (5 credits) <i>Ethics in Human Services</i>	BASHS 305 (5 credits) <i>Advanced Co-occurring Disorders Treatment interventions</i>
BASHS 302 (5 credits) <i>Systems and Social Justice</i>	BASHS 304 (5 credits) <i>Practical Family Therapy</i>	BASHS 306 (5 credits) <i>Trauma, Grief and Loss</i>
SOC& 101 (5 credits)* <i>Introduction to Sociology</i>	SOC 230 (5 credits)* <i>Domestic Violence</i>	BIOL 164/165 (5 credits)* <i>Human Biology</i>
<b>Year Two</b>		
BASHS 401 (5 credits) <i>Multicultural Counseling in Human Services</i>	BASHS 403 (5 credits) <i>Research and Evaluation Methodologies in Human Services</i>	BASHS 404 (5 credits) <i>Advanced Case Management Skills in Behavioral Health</i>
BASHS 402 (5 credits) <i>Human Services Intervention and Advocacy</i>	BASHS 410 (5 credits) <i>Human Services Field Placement I</i>	BASHS 411 (5 credits) <i>Human Services Field Placement II</i>
MATH& 146 (5 credits) <i>Introduction to Statistics</i>	WS 101 (5 credits)* <i>Introduction to Women's Studies</i>	ANTH& 206 (5 credits)* <i>Cultural Anthropology</i>

*\*Suggested courses*

Table 2. Part-time program map.

<b>BASHS Part-time Program map</b>		
<b>Year One</b>		
<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
BASHS 301 (5 credits) <i>Introduction to Human Services</i>	BASHS 303 (5 credits) <i>Ethics in Human Services</i>	BASHS 305 (5 credits) <i>Advanced Co-occurring Disorders Treatment interventions</i>
SOC& 101 (5 credits)* <i>Introduction to Sociology</i>	SOC 230 (5 credits)* <i>Domestic Violence</i>	BIOL 164/165 (5 credits)* <i>Human Biology</i>
<b>Year Two</b>		
BASHS 302 (5 credits)	BASHS 304 (5 credits)	BASHS 306 (5 credits)

<i>Systems and Social Justice</i>	<i>Practical Family Therapy</i>	<i>Trauma, Grief and Loss</i>
MATH& 146 (5 credits) <i>Introduction to Statistics</i>	WS 101 (5 credits)* <i>Introduction to Women's Studies</i>	ANTH& 206 (5 credits)* <i>Cultural Anthropology</i>
<b>Year Three</b>		
BASHS 401 (5 credits ) <i>Multicultural Counseling in Human Services</i>	BASHS 403 (5 credits) <i>Research and Evaluation Methodologies in Human Services</i>	BASHS 404 (5 credits) <i>Advanced Case Management Skills in Behavioral Health</i>
BASHS 402 (5 credits ) <i>Human Services Intervention and Advocacy</i>	BASHS 410 (5 credits) <i>Human Services Field Placement I</i>	BASHS 411 (5 credits) <i>Human Services Field Placement II</i>

**\*Suggested courses**

**General education component:**

Courses that fulfill the BAS general education requirements are listed in Table 3. Students in the ACED AAS program will be advised to take the specific courses listed in the associate degree column so that they can efficiently fulfill the general education requirements without excess credits. The general education courses included in the BASHS program map have been selected to complement the major-area courses (e.g., Math& 146 Introduction to Statistics course is preparatory course work for BASHS 403 Research and Evaluation Methodologies in Human Services).

Table 3. BASHS General Education courses.

<b>BASHS General Education Courses</b>				
<b>BAS Committee Distribution Requirement</b>	<b>Credits required</b>	<b>Typically Taken in Associate Degree</b>	<b>Typically taken in BASHS</b>	<b>Credits</b>
Communication skills	10	ENGL&101--English Composition		5
		ENGL& 102--English Composition II		5
Quantitative skills	5		MATH& 146--Introduction to Statistics	5
Humanities	10	Any 5-credit course from AA DTA Humanities distribution list	WS 101--Introduction to Women's Studies	10
Social Sciences	10	PSYC&100; General Psychology		5

		PSYC& 200; Lifespan Psychology		5
Natural Sciences	10	Any 5-credit course from AA DTA Natural Science distribution list	BIOL 164/165-- <i>Human Biology</i>	10
Additional General Education Courses	15		SOC& 101-- Introduction to Sociology	5
			SOC 230--Domestic Violence	5
			ANTH& 206-- Cultural Anthropology	5
Total General Education Requirements	60			60

### ***Program learning outcomes***

The BASHS core courses are competency-based. Program outcomes are adapted from: M.A. Hoge and M. McFaul (Eds.). Alaskan Core Competencies for Direct Care Workers in Health and Human Services. Anchorage, AK: The Alaska Mental Health Trust Authority, 2010. The Alaskan Competencies were selected because of their clear behavioral guidelines and relevance to the goals and objectives of this degree program. Permission has been granted for adaptation of the Alaskan Core Competencies from the authors.

The BASHS Program Outcomes derive from the 10 competency categories in the Alaskan Core Competencies:

#### **1. Working effectively with Others**

- a. Listens Effectively
- b. Communicates effectively
- c. Collaborates
- d. Maintains appropriate boundaries

#### **2. Assessing strengths and needs in clients**

- a. Gathers and summarizes information
- b. Assists in identifying personal values, goals, and priorities
- c. Identifies strengths and resources
- d. Identifies problems, deficits and stressors
- e. Detects warning signs
- f. Communicates results clearly
- g. Reassesses routinely

#### **3. Plan services for clients**

- a. Identifies recommended goals and services
- b. Supports individual and family member decision-making in developing a

- plan of care
- c. Assist individuals in developing personal plans
- d. Critical thinking

**4. Provide appropriate services with an emphasis on safety**

- a. Implements and coordinates the plan of care
- b. Conducts outreach and engagement
- c. Maintains safety
- d. Creates a therapeutic learning environment
- e. Provides emotional support
- f. Provides physical support
- g. Teaches and trains
- h. Supports problem solving and conflict resolution
- i. Prevents and intervenes in crises
- j. Organizes and conducts group activities
- k. Promotes health and wellness

**5. Link clients and their support networks to appropriate resources**

- a. Identifies recommended resources
- b. Supports individual and family decision making in selecting resources
- c. Connects individuals and families to community resources

**6. Advocate effectively for clients and their support networks**

- a. Advocates on behalf of the individual and family
- b. Supports self-advocacy
- c. Systems thinking

**7. Individualizing care for clients**

- a. Assesses the influence of key individual, family, and community characteristics
- b. Tailors services to unique individual, family, and community characteristics
- c. Modifies plans and services based on individual and family experience

**8. Create and maintain required documentation**

- a. Completes required documentation
- b. Balances privacy with documentation requirements

**9. Demonstrate professional and ethical behavior**

- a. Fulfills responsibilities and commitments
- b. Complies with laws, regulations, policies, and ethical codes
- c. Seeks supervision and consultation
- d. Manages stress and maintains personal health

**10. Engage in ongoing professional development**

- a. Seeks opportunities to improve knowledge, skills, and abilities
- b. Uses performance evaluations and feedback to improve performance
- c. Information and resource literacy

In addition, each Alaskan HS Core Competency contains specific behavioral descriptors of excellent, successful and unsuccessful performance that allow both the student and instructor to ascertain the student’s performance in acquiring the identified skill or knowledge. The competencies reflect an application of learning directly to the work in the field, an aspect of education which employers consider highly useful in the Human Services field.

An example of the behavioral descriptors for the competencies is depicted below.

*Table 4. Example of core competency behavioral descriptors.*

### Competency Category 1: Working effectively with others

#### A. Listens effectively

	Excellent Performance	Satisfactory Performance	Unsatisfactory Performance
1	Uses verbal or non-verbal responses to indicate that he or she is paying attention	Attends to verbal and non-verbal communications from others (individuals, families, co-workers, and other service providers)	Ignores communications from others; walks away as others are talking
2	Paraphrases what has been heard to ensure that he or she understands correctly	Asks questions to clarify communications or requests	Asks no questions; ends the interaction quickly or abruptly
3	Pauses from other activities or sits down to give full attention	Shows interest or concern about others through facial expressions or tone of voice	Dismisses communications and requests

#### *Program evaluation criteria and process*

##### BASHS Assessment and program evaluation plan

Clark College requires a program review of all transfer and CTE programs every three years. The Clark College Academic Plan outlines this process. The Office of Planning and Effectiveness conducts a SWOT analysis every summer. The Instructional Planning Team (IPT) conducts Program Review through the work of its Program Improvement Process (PIP) subcommittee. In all, the Program Improvement Process Screening subcommittee consists of:

- Four faculty members (2 CTE faculty, 2 transfer).
- Faculty outcomes assessment liaison
- Power, Privilege, and Inequity faculty liaison member on a temporary basis
- TLC advisory committee member

- Institutional Research representative
- Associate Dean of Instructional Operations
- Two instructional deans

The PIP subcommittee reviews the following existing indicators of program effectiveness:

- Enrollment
- Completion
- Student course success rate
- Retention
- Employment rate of leavers/completers
- Wage of former students (leavers/completers)
- Labor market outlook – based on confirmation of SOC codes
- Projected positions
- Salary
- Identification of entry (including pre -college) paths
- Organization of program curriculum within a guided pathway
- CTE programs identify General Education requirements in the pathway
- Identified and implemented exit pathways to transfer and/or employment
- Mapping of courses and assignments to program outcomes
- Self -reported active learning strategies to support each program outcome and embedded global perspective
- Evidence that students have learned program and course outcomes
- Evidence of students' ability to analyze systems of power, privilege, and inequity
- Evidence that the appropriate advisory committee has reviewed the program improvement process indicators
- Identification of program improvement strategies, especially since last review
- Identify active partnerships of program faculty with actual businesses, educational institutions, and others

The PIP takes a full academic year to accomplish. Recommendations are then examined, presented to advisory committees for feedback and then implemented as appropriate. The BASHS program will undergo the normal PIP process in year three.

#### *ACED/BASHS advisory committee*

The ACED program has an active, committed advisory committee of service providers in the community. As part of the state mandate for vocational programs, they are tasked with an annual Work Plan, which is updated as necessary to continually monitor the progress of the program and serve the students in the program by tailoring the curriculum to industry needs. This committee has served the program and students exceedingly well over the years, assisting in providing valuable input into emerging trends in treatment services. The SBCTC Policy Manual requires committees to meet twice yearly. The ACED advisory committee meet routinely three times annually and has in the past met during summer term in special meetings as needed. This demonstrates a high level of commitment on the part of the local employers to the program and its continued improvement. The Advisory Committee members also serve as field placement site

supervisors for the ACED students. Field Placement site supervisors routinely provide survey information on mastery of the competencies of the Field Placement students.

The plan for the BASHS degree is to add members of the various local Human Services service providers to this existing committee in order to create a Behavioral Health committee paralleling the current state and national trend and thus provide a broader scope of expertise in addressing social service needs in the area. A recruiting effort will be launched to identify service providers from the healthcare field who interface with the behavioral health community, e.g. psychiatrists, nursing practitioners, Medically Assisted Treatment providers to serve on the committee as well to provide a well-rounded profile of community needs. Providing the BASHS with an advisory committee serves as a supplementary evaluation process that is in turn anticipated to serve the providers in the community by producing graduates possessing the desired skill sets. Program evaluation via the annual work plan will also occur on an ongoing basis as it does now.

#### *Graduate follow up survey*

The BASHS application queries the applicant as to their goals in the program. A graduate survey is planned to follow up with the graduates on whether or not their goals were met by the curriculum in the program.

#### *Outcomes Assessment*

Clark College conducts annual outcomes assessment projects for each program. Faculty identify an outcome and artifact or assessment which will demonstrate the student mastery of the program outcome.

#### *Program Statistics*

Program Statistics are compiled annually and are available to program leads to allow for curriculum or program changes to occur. Program changes are then brought to the Instructional Planning team and curriculum changes are brought to the Curriculum committee for implementation.

#### *Student course evaluations*

BASHS students will conduct course evaluations on each course for the first three years and then after the first PIP review, will be determined on a course-by-course basis.

#### *Student Satisfaction Survey*

This survey is currently an integral part of the evaluation process at Clark College. BASHS students will assess the level of student services support as well as overall campus experience.

See Appendix III for summary table of BASHS evaluation methods.

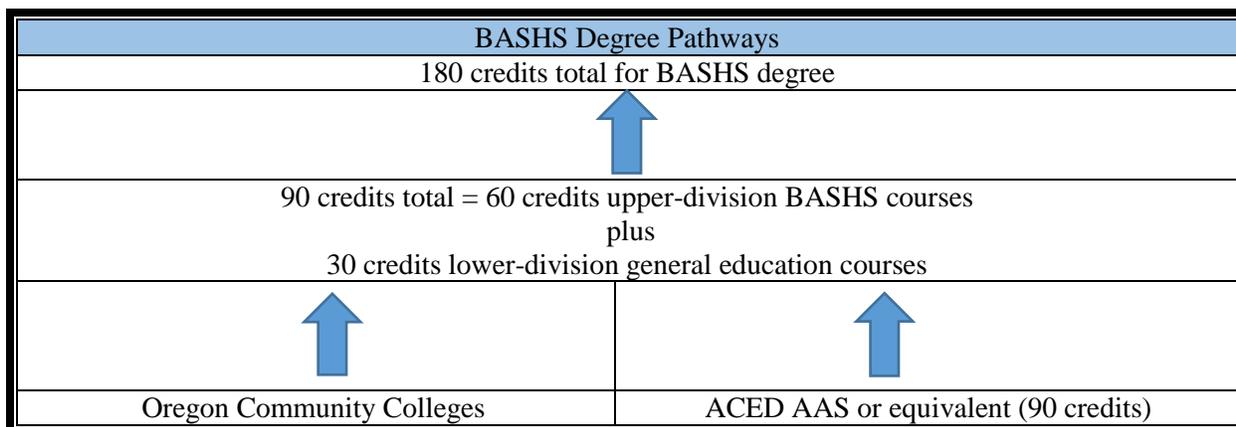
#### ***Course preparation needed by students transferring with technical associate degree***

The intent of the BASHS degree is to offer the opportunity for students with an Addictions Counseling or Human Services AAS degree or equivalent to acquire the educational qualifications to enter the Human Services field as depicted in Table 5. Portland Community College and Mt. Hood Community College have Chemical Dependency AAS degrees, and Clackamas CC has a Human Services AAS degree. In addition, Portland Community College is in the process of implementing a Human Services AAS. The BASHS is designed to accommodate the out of state students from these schools. The ACED Core will be required for admission to the program. The ACED core consists of the following courses:

- ACED 101 Survey of Addictionology 3 credits
  - ACED 122 Introduction to Addiction Counseling Skills 3 credits
  - ACED 125 Group Counseling in Addictions 3 credits
  - ACED 136 Law and Ethics in Addictions Counseling 3 credits
  - ACED 160 Pharmacology of Drugs of Abuse 3 credits
  - ACED 201 Theories of Counseling 3 credits
  - PSYC 100 General Psychology 5 credits
  - PSYC 200 Lifespan Psychology 5 credits
- 28 credits

ACED AAS students will have already have completed all of these courses as a part of the degree. Potential BASHS students who have not taken the ACED AAS education core will be required to complete the educational core courses before enrolling in the BASHS program. ACED students who are admitted within the 15 credits of graduation who have not completed the ACED core will also be required to complete the core before enrolling in the BASHS coursework. This in effect creates a “rolling bridge” that will allow students to begin BASHS enrollment in any term following completion of the ACED core.

Table 5. BASHS Degree Pathways.



AAS in Chemical Dependency degree or Human Services (90 credits)	With 45 credits of ACED courses, qualifying for CDP certification
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**Math requirement**

The ACED AAS degree requires Math 30 Pre-algebra. The BASHS degree requires Math& 146 Introduction to Statistics as a prerequisite for BASHS 403 Research and Evaluation Methodologies in Human Services. Students may be accepted into the BASHS within 15 credits of completing their AAS degree. This will afford them the opportunity to complete the prerequisite math courses before continuing on to the BASHS 403.

Criteria 2. Qualified faculty

**Standard:**

*Provide a profile, including education credentials, of anticipated faculty (full-time, part-time, regular, and continuing) that will support the program for each year (junior and senior).*

*Include faculty needed to cover the technical course work, general education courses and electives.*

Below are the faculty tentatively designated to teach the Curriculum in the BASHS.

Table 6. Program faculty.

Proposed BASHS faculty					
Faculty member	Position	Academic Degrees	Industry Credentials	Teaching experience	BASHS area
<b>Marcia Roi</b>	Department chair Tenured faculty; ACED	Ph.D., Adult Education M.S., Community Counseling	National Certified Alcohol Counselor II; Certified technical instructor	25 years	BASHS & ACED
<b>Donald Wissusik</b>	Adjunct faculty; ACED	M.S., Vocational Rehabilitation; Counseling M.A. Counseling	WA CDP; Licensed Marriage and Family therapist; LPC	17 years	BASHS & ACED
<b>James Jensen</b>	Adjunct faculty; ACED	M.A., Counseling Psychology	Certified MAT	8 years	BASHS & ACED
<b>Mika Marayuma</b>	Tenured Faculty;	Ph.D. Psychology		8 years	BASHS

	Psychology department				
<b>Kate Cook</b>	Tenured faculty; Mathematics department	MS Mathematics		8 Years	MATH & 146
<b>Carlos Castro</b>	Tenured Faculty; Sociology department	PhD. Sociology		10 years	SOC& 101
<b>Mika Marayuma</b>	Tenured faculty; Psychology department	PhD. Psychology		8 years	SOC 230
<b>Kushlani de Soyza</b>	Adjunct Faculty Women's Studies department	M.S. English		5 years	WS 101
<b>Robert Schubert</b>	Tenured faculty; Anthropology department	Ph.D. Anthropology		9 years	ANTH &206
<b>William Cushwa</b>	Tenured faculty; Biology department	Ph.D. Biology		22 years	BIOL 164/165

***In addition, provide the total faculty FTE allocated to the program.***

Year one there will be 1.0 FTEF, year two and beyond there will be 2.0 FTEF.

***Faculty and administrators responsible for technical courses must meet certification requirements for professional and technical administrators and instructors in the Washington Administrative Code.***

As demonstrated above, all faculty involved with the BASHS major have a minimum of a master's degree. Faculty who teach in the preparatory ACED program also hold industry credentials. The department chair is a certified WA professional and technical instructor. All of the ACED faculty meet the requirements for WA technical instructor.

Those BASHS faculty whose BASHS teaching loads require them to obtain vocational certification will complete the requirements for state certification within the prescribed timelines. All other part-time faculty will be assessed in accordance with the Clark College Association of Higher Education agreement.

Criteria 3. Selective admissions process, if used for the program, consistent with an open door institution.

**Standard:**

***Describe the selection and admission process. Explain effort that will be used to assure the program serves as diverse a population as possible. Include specific detail for selecting and students for admittance when there are more applicants than available seats in the program.***

Admission procedures for BASHS degree

The intent of this degree is to allow any graduate with a degree equivalent to the ACED AAS to acquire the educational qualifications to work in the Human Services field. The BASHS degree is designed for working adult students, as the Human Services field attracts many mid-life career changers. An overall GPA of 2.5 is required for acceptance. Current Clark students with a 2.5 GPA within 15 credits of graduation may also be accepted. Currently the ACED program requires students to attain a 2.0 in all ACED courses. This requirement is carried over into the BASHS program for the ACED core courses as an admission requirement. AAS holders of an equivalent ACED AAS with a GPA of 2.0 (minimum for graduation) are also provisionally admitted with a stipulation of an overall 2.5 GPA with 2.0 in the ACED core after the first quarter in order to progress in the program. A one page application form, completed and submitted to Registration, along with an official copy of transcripts from all college coursework comprise the admission process. A twenty-five dollar application fee is required at the time of application for non-Clark students, if initially applying to Clark College. Clark College Registration will accept and collect the applications and process them as all students are processed now. The Admissions department will notify the BASHS department as well as financial aid of those student successfully admitted. Admission to the degree program will be on first come basis for applicants who submit completed application packets and meet the admission requirements. BASHS courses are to be assigned course entry codes, just as the ACED courses are now. A marketing plan will include strategies to attract a diverse population representative of the community to serves the needs of the surrounding population. Funding for a marketing plan is included in the annual budget for the program.

BASHS Applicant overflow

The BASHS program will utilize rolling admissions, meaning students will be accepted any term. If there are more qualified students accepted to the program than there are seats in the classes, they will be placed on a waitlist by the faculty lead for admission the following term. Waitlisted students will be provided priority admission over new admissions the next term. BASHS courses are not strictly sequenced, with the exception of MATH& 146 Introduction to Statistics and BASHS 403 Research and Evaluation Methodologies. Therefore students who “stop out” a term will be able to register the next term for courses upon their return without reapplication to the program. Because the majority of courses are not sequenced, there will be a course available for which a “stop out” student can register. Stop out students will be provided

the same priority as waitlisted students, on a first come basis. We believe this type of enrollment process and course scheduling is consistent with an open door institution.

The admission requirements for the BASHS degree program are:

1. An Associate's degree from a regionally accredited institution.  
OR  
Within 15 credits of graduating with an Associate's degree from an accredited institution.  
AND
2. Completion of the 28 credit ACED Core
3. Official college transcripts from all previous colleges attended
4. One page application form
5. For non-Clark students, payment of a \$25.00 application fee. (Current Clark College students have already paid this fee upon initial enrollment.)

[Criteria 4. Appropriate student services plan.](#)

***Standard:***

***Describe services that will be needed by the students admitted to the degree program and college plan for providing those services for baccalaureate level students. Include a description of financial aid services and academic advising for student admitted into the program***

*Admissions*

Admission to the BASHS program will be conducted utilizing the Admissions department as the first contact for students. The process will consist of the existing admissions process for any Clark College student. The Admissions department will notify the department as well as financial aid after the BASHS student is admitted.

*Registration*

Registration into the BASHS will be accomplished by the Registration office after the student has met with the BASHS faculty advisor and obtained the course entry codes for the BASHS courses. Registration for BASHS courses will be handled routinely as any Clark College student.

*Advising*

Students' first point of contact for advising will be the Clark College advising center. Students who express an interest in the program will be referred by the advising center advisors to the designated BASHS department faculty advisor in the BASHS department. Advising will be accomplished at the department level, as it is now in the ACED program. A designated faculty advisor will advise the current and prospective BASHS students. The ACED department utilizes a developmental advising approach. Students are required to come in each term during registration to secure their course entry code for their ACED classes. This is an opportunity for the faculty advisor to personally check in with them and provide any necessary referrals to campus resources for the student. During registration, the faculty advisor is also available for

students after evening classes for them to secure the course entry codes. BASHS will utilize Developmental Advising, which is considered a “high touch” approach to student advising. Advising BASHS students alongside the ACED students will allow for a smoother transition for students into the BASHS program and greater opportunity for student retention by utilizing the developmental advising approach for the BASHS students as well. The faculty advisor is supported by the advising center on campus for referrals and electronic advising resources. Students are entered into the advising center’s electronic Advisor Trac system by the BASHS designated faculty advisor. This allows the faculty advisor to create and maintain a record of the student advising sessions as enrolled Clark College students.

### *Tutoring*

Tutoring services are free to Clark students and are available at one of the 5 campus locations, depending on the discipline. Tutoring is also available at each center to assist students in computer skills. In addition to online tutoring, the Tutoring centers are staffed 8:00-5:00 p.m. weekdays. Two tutors are available in the building which currently houses the ACED program. BASHS students will be able to access tutoring services also. The tutoring center has the capacity to assist the BASHS students in their coursework.

### *Writing Center*

The writing center is located on the main campus. The writing center assists students in writing term papers and various classroom projects. The Writing center will be available to the BASHS students as a campus resource.

### *Counseling Center*

Students who are experiencing personal difficulties or stress due to academic or personal issues, may access the counseling center and are allotted eight free counseling sessions. Personal, academic and mental health issues can be addressed at the counseling center. In addition, the counseling center offers free workshops year round, on academic and personal subjects, such as test anxiety, essay writing, Notetaking, career decisions, budgeting and others. These workshops are on a drop in basis and are free to Clark students. The BASHS students are able to access all of these services as enrolled Clark College students.

### *Financial Aid*

The Financial Aid office on main campus will process the BASHS student FAFSA application routinely, as they do now for the ACED students. Students will be required to complete their FAFSA according to current timelines. Students who have the AAS and need to complete their math requirement will be accepted into the program and apply to financial aid as BASHS students while they complete this requirement.

Those students who are within 15 credits of graduating will work with the department advisor to devise an academic work sheet, which will be submitted to financial aid upon their acceptance. The worksheet will detail to financial aid a timeline and plan as to how the student will complete the requisite associate’s degree credits alongside the BASHS. This will allow financial aid time to adjust the award as necessary.

### *Child Care*

Clark College also operates an on-campus daycare facility for Clark students. The teacher to child ratio is 1:3 for toddlers, and the facility serves children 1-10 years old. The facility strives to maintain a rich learning environment for the children in their care.

### *Computing services*

Clark College has 8 computer labs on the 3 campus locations in Clark County. Labs are open as late as 9 p.m. Lab technicians are available in the labs during operation to provide student assistance. The BASHS students will be able to utilize all of the computer labs as registered Clark students.

### *Career services*

Career Services offers a variety of activities to support career development and successful job search endeavors. Events and workshops are free and open to all enrolled students, with no sign-up required. The quarterly Student Success Workshop topics include Resume Building, Interview Skills, Destroy Debt, Conquer Credit, Choosing a Major/Career, and many more. There is a four day Career Days event held each spring featuring workshops, skill-building sessions, resume writing and events designed to assist students and job seekers with career and college transfer preparation. Most of the students currently entering the ACED program are older students changing careers, the career center will be instrumental in assisting students in preparing for a successful professional transition.

### *Marketing*

Office of Marketing and Communications is tasked with designing and producing recruitment documents for recruitment of students for the BASHS degree program. The Office of Marketing and Communications will work in tandem with the faculty lead on planning a marketing timeline and marketing program for the BASHS degree. The program budget provides for an annual marketing budget. As soon as the institution receives notice of the proposal acceptance by the State Board, the BASHS faculty will work with the marketing department to produce the annual plan.

Elements of this plan will include:

- Contacting service providers in the area
- Information sessions at treatment centers
- Recruitment through the ACED/BASHS advisory committee members
- Workforce Education information sessions
- Information sessions with Clark College advising department
- Campus information sessions
- Outreach to DSHS, Mental Health facilities and primary care facilities
- Recruitment through the Addiction Counseling Education Students service club
- Development of articulation agreements with the following: Portland Community College Chemical dependency program, PCC Human Services program, Mt. Hood CC

Chemical Dependency program, Clackamas Human Services program, Lower Columbia CC addictions program

The BASHS program will utilize the service provider network through the advisory committee as well as through personal contact by the faculty lead. Many of the service providers offer tuition assistance for counselors to go on to the baccalaureate level and some require the additional degree as a condition of hire.

The ACED students have a very active service club on the campus as well that serves as a fairly effective networking stratagem for students seeking trainee positions as well as peer support. Combining the BASHS students with the ACED students through the service club will also serve to market the program as it does now. Many Prospective ACED students are recruited through alumni or current students.

#### *Library Services*

Clark College reference librarians are available during all open hours to assist students. The Clark College library also offers a 5-module computer assessment entitled *Smarter Measure*, which assesses their readiness for online courses. Since the pathway for the BASHS degree contains online recommendations for the general education requirement portion of the degree, ascertaining the readiness of a student to take an online course is important to their success in the BASHS. The library also offers courses in citation and navigation of the library's electronic databases.

The BASHS proposal includes funding for additional library holdings to include more resources in the mental health/human services field. This funding recognizes the increasing costs of the electronic databases and incorporates this cost inflation into the budget. Pertinent additional databases will be purchased to support BASHS students by librarian staff in consultation with BASHS faculty. An existing reference librarian with expertise in Social Services will be designated to assist BASHS students.

#### *Book Store*

The Clark College bookstore will be able to accommodate the BASHS student by ordering their textbooks, and assisting them in their purchases of textbooks as well as supplies for BASHS students. The Clark College Bookstore handles instructor requests for textbooks and works with department and division chairs to ensure Clark College students have access to the most affordable textbook options. The existing services are adequate to accommodate the BASHS program students.

#### *Veterans' Services*

The Veterans Resource Center is located on the Clark main campus. The VRC provides student veterans with free tutoring for math and English courses, as well as assistance in applying for Veteran's benefits. Students who identify themselves as veterans will be referred by the BASHS academic advisor to the VRC for assistance in application for educational benefits.

The Veteran's center also has an academic advisor who currently works in collaboration with the ACED academic advisor in assisting students with academic plans and other paperwork required by the VA. BASHS students will be able to access both advisors for these services as well.

#### *Disability Support Services*

The DSS Office will provide information and auxiliary aids or services, as well as serving as a resource to the BASHS students in striving to make Clark College both an accessible and hospitable place for persons with disabilities to enjoy full and equal participation. The DSS office provides accommodations for all Clark College students to assist them in their courses. The DSS has the existing resources to accommodate the BASHS students.

#### *Work force Education*

The ACED program has an extensive history of working with workforce education. The Human Services field as well as the addiction field are in-demand careers. As such, the established ACED relationship with worker retraining will also serve the BASHS students well. Work force Education assists students with grants, scholarships and tuition assistance for low income students. The office also provides assistance to students in securing services such as food stamps, housing assistance. The office is available to assist the BASHS students as well as they have the ACED students over the years.

### Criteria 5. Commitment to build and sustain a high quality program

#### ***Standard:***

***Provide a financial plan for the first five years of program operation. This plan should include types of funds to be used to support the program; projected program expenses; appropriate facilities; equipment, technology, and instructional resources needed for the program; and anticipated revenue. Document the college's ability to sustain the program over time.***

The enrollment and financial plan for the BASHS program is summarized in Table 7. First year enrollment is conservatively estimated to be 20 FTE, and it is anticipated that enrollment will grow gradually to 50 FTE by the fourth year of program implementation. Tuition revenue is projected to exceed program expenses starting in year three, and the tuition revenue stream will provide a stable source of funding for substantial program revision, innovation, and expansion by year four. Goods and services, travel, and library resource budgets are gradually increased over the five-year period to account for inflation. Although both tuition rates and faculty salary costs may also increase over this period, it is difficult to predict the effects of future legislative action, so these revenues and expenses are assumed to be stable. As the program enrollment grows, instructional costs and program support costs per enrolled student are projected to drop (a 20:1 student/faculty ratio is projected in year one, and that will rise to 25:1 by year four). Curriculum development expenses in the pre-implementation year will be covered by temporary college funds that have been earmarked for program development. Given these funding sources and projected expenses, the program is fiscally sustainable.

Table 7. BASHS Enrollment and Financial Plan.

<b>1. Program FTE projections</b>						
item	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
annualized FTE	0	20	30	40	50	50
<b>2. Program revenue</b>						
Item	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Operating fee revenue (5501/FTE per State Board policy; 73.19% tuition capture estimate)	0	80,524	120,785	161,047	201,309	201,309
<b>3. Program expenses</b>						
Item	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Curriculum development (1,640/course)	19,680	0	0	0	0	0
Instruction (1.0 FTE yr. 1; 2.0 FTE yr. 2-5)	0	49,026	87,492	87,492	87,492	87,492
Faculty Lead release time (67%)	0	25,644	25,644	25,644	25,644	25,644
Program coordinator (staff reclassification)	0	3,842	3,842	3,842	3,842	3,842
Goods and services	0	2,000	2,000	2,100	2,100	2,200
Travel	0	1,500	1,500	1,600	1,600	1,700
Library resources	0	6,000	6,000	7,000	7,000	8,000
Marketing and outreach	0	5,000	5,000	5,000	5,000	5,000
Total expenses	19,680	93,012	131,478	132,678	132,678	133,878
Revenue less total expenses	(19,680)	(12,488)	(10,693)	28,369	68,631	67,431

In addition, the planned program expenditures reflect a commitment to establishing a stable operational foundation for high-quality baccalaureate education at the college. As with the two existing applied baccalaureate programs at Clark (Dental Hygiene and Applied Management), the faculty lead is assigned substantial release time (67%) to advise students, engage in recruitment, manage class scheduling and staffing, coordinate program assessment projects, and lead program improvement initiatives.

Given the evening modality of the BASHS courses and ability to use general purpose classrooms, existing college facilities are available to run the program at full capacity. No specialized equipment needs are anticipated. Annual funding for baccalaureate-level library resources and library support has been included in the budget plan, and one of the priorities for the use of unallocated revenues as the program expands is establishing dedicated library staff support.

### Criteria 6. Program specific accreditation

***Standard:***

***Indicate whether the institution will seek specialized program accreditation. If so, describe plans for accreditation and identify appropriate accreditation body. Include a statement of college's plan to seek accreditation through NWCCU and/or current status of college's standing to offer applied baccalaureate degrees***

Clark College will seek accreditation for this applied baccalaureate program from the Northwest Commission on Colleges and Universities (NWCCU) before promoting or starting this program. The plan is to begin the accreditation process as soon as the program is approved by SBCTC. The college currently offers two other applied baccalaureate programs, one in dental hygiene and one in applied management. Both degrees are accredited through NWCCU.

The feeder program, ACED is certified as an approved CDP preparatory program by the WA State Department of Health. The National Addiction Studies Accreditation Commission also nationally accredits the ACED. There are no plans to seek any other accreditation at this time for the BASHS beyond NWCCU.

### Criteria 7. Pathway options beyond baccalaureate degree.

***Standard:***

***Describe opportunities and articulation agreements for the place- bound BAS graduate to continue their education onto a graduate (Master's) degree program.***

Currently, Clark College has articulation agreements with the following local institutions which provide access to their master's degrees. Clark College BASHS students will have access to the:

- Washington State University- Vancouver
- Concordia University- Portland, Oregon
- Marylhurst University- Master's in Art Therapy Counseling- Lake Oswego, Oregon
- Eastern Washington University- MSW, Vancouver
- Phoenix University- Counseling, Portland
- Portland State University- MSW, Counseling Psychology

The BASHS degree has the academic rigor and breadth of desired curriculum requested by master's degree programs. Writing intensive courses, which include topics on Social Justice, power, privilege and inequity, research and evaluation as well as co-occurring disorders round out the curriculum. Another desired component for master's programs is real-world applied emphasis which is accomplished through the two-term Field Placement sequence and capstone project. This curriculum was created with the advice of graduate level practitioners and programs faculty in the area.

***Detail specific discussions with public and private baccalaureate institutions (when applicable) regarding post-baccalaureate pathways for graduates.***

Discussions have been held with Washington State University, Eastern Washington University, and Portland State University regarding pathways to PSU's MSW program, Eastern Washington's MSW program as well as graduate opportunities at Washington State University. The discussions at all of these institutions indicated support for this degree as a pathway to their respective graduate programs.

Portland State University provided valuable guidance into the curriculum which would assist students in attaining successful candidacy standing in the MSW program. In addition one of the reviewers, Dr. Ben Anderson-Nathe has reviewed the program proposal and provided a favorable review of the plan.

Eastern Washington University teaches a BSW and MSW program on the Clark Campus. Representatives from that institution recognized that the current ACED AAS students have no direct pathway to graduate school and were supportive of the opportunity to support a pathway to their MSW degree. Washington State University has recognized that this degree would be a pathway into several of their Social Service graduate programs.

**Criteria 8. External expert evaluation of program**

**Standard:**

***The institution will select two external experts to review the program. External experts should come from a university level institution, i.e. departmental professor, academic dean or department head. The expert should be a practitioner/instructor from within the content area of the proposal.***

The two external experts chosen for this program are:

Dr. Kathy Tomlin from Kaiser Permanente, and Dr. Ben Anderson-Nathe from Portland State University. The reviewers' biographies are included in Appendix II

***In a separate document, provide copies of external evaluators' report or letters. Summarize the institution's responses and subsequent modification to the proposal based on evaluator's recommendations. Attach a short bio of the evaluators.***

Both reviewers commented on the staffing for the program and the need for full-time faculty who are pertinent to the discipline. The decision was made to recruit a .90 FTEF faculty member initially as opposed to various adjunct faculty in response to these concerns. This change is reflected in the proposal's budget. As the program expands in the year, additional faculty support is planned in the form of another full-time position in years 2-5 and beyond

The rigidity of the curriculum was also voiced by the reviewers. The proposed curriculum affords a student a guaranteed 2-year pathway to graduation. The classes listed are the *suggested* courses for the program and students may elect through discussion with the faculty advisor to take alternative courses in the distribution area which will fulfill the requirement, for example

another SOC course instead of SOC & 101 will fulfill the requirement. For the purpose of providing students with a clear 2 or 3-year pathway, the proposed curriculum was created. The Program map now contains an explanation of this in the form of an asterisk and explanation on the program map.

The inclusion of the Earth Sciences course was commented on also as outside the realm of the major. Based on this feedback, the suggested lab science course was changed to BIOL 164/165 Human Biology.

The advising function was also commented on as a workload issue, the proposal was modified to include a *designated* faculty advisor, not necessarily the lead faculty member for this function. As the program expands, more BASHS faculty will provide advising in the department.

The inclusion into the field placement of a capstone project in which the student will design a program at the agency with an evaluation component enhances the suggestion to give the students “real world” skills. The competencies will be utilized as a means to accomplish the academic learning as well.

The suggestion to include a diagnostic in mental health is included in the BASHS 305 Advanced Co-occurring Disorders course.

A concern was raised regarding the balance of the skills-based curriculum component of the Alaskan Core Competencies the conceptual learning component. The syllabi of the program reflect this balance of theory and application through the course outcomes and assignments.

The concern of additional curricular support in the addition of faculty who possess the pertinent background of the ACED/BASHS program is recognized and will be a priority in the recruitment of the additional faculty member. Dr. Maruyama was chosen for the research and evaluation component in part due to her experience as an adjunct instructor in the graduate program at Portland State University.

## Appendix 1 Course descriptions

### INTRODUCTION TO HUMAN SERVICES

#### BASHS 301

5 Credits

55 hours of lecture

Overviews the role of the Human Services worker including the various settings, types of Human Services for specific populations as well as a history of the helping professions. Desirable skills and knowledge and personal characteristics for Human Services workers are also discussed. An emphasis on self-awareness required for advocating for specific populations in the various settings. Prerequisite: admission to BASHS program

#### **Course Outcomes:**

Competency Category 1: Working Effectively with Others

- Listens effectively
- Communicates effectively
- Builds positive relationships
- Collaborates
- Maintains appropriate boundaries

### SYSTEMS AND SOCIAL JUSTICE

#### BASHS 302

5 Credits

55 hours of lecture

Designed to improve student knowledge of power, privilege, inequity, and social justice. Students will learn to identify their own social location in relation to others. They will also apply class concepts to case studies in Human Services in order to analyze the impact of systemic oppression on potential clients, learn appropriate methods of resistance and intervention, and develop strategies for implementing social justice.

#### **Course Outcomes:**

Category 2: Assessing Strengths and Needs in Clients

- Gathers and summarizes information regarding PPI sources and impacts
- Assists in identifying personal values, goals, and priorities
- Identifies strengths and resources
- Identifies problems, deficits and stressors in systems which restrict social justice
- Detect warning signs
- Communicates analytic results clearly
- Reassesses routinely

Category 6: Advocating Effectively for Clients and their Support Networks

- Advocates on behalf of the individual in oppressed cultures and families
- Supports self-advocacy and empowerment
- Systems thinking

## ETHICS IN HUMAN SERVICES

BASHS 303

5 Credits

55 hours of lecture

Explores the concepts of self-awareness in ethical decision-making, including theories of ethical decision making. Provides an overview of federal and state laws pertaining to specific populations and situations the Human Services field. Prerequisite: admission to BASHS program

### **Course outcomes:**

Competency Category 9: Demonstrate Professional and Ethical Behavior

- Fulfills responsibilities and commitments
- Complies with laws, regulations, policies, and ethical codes
- Seeks supervision and consultation
- Manages stress and maintains personal health

## PRACTICAL FAMILY THERAPY

BASHS 304

5 Credits

55 hours of lecture

Explores practical perspectives on marital and family counseling including an examination of family advocacy, assessment techniques, treatment planning strategies, and use of techniques. The course will focus on an integration of family theory and practice. Prerequisite: admission to BASHS program

### **Course Outcomes:**

Category 1: Working Effectively with Others

- Listens effectively
- Communicates effectively
- Builds positive relationships with family members
- Collaborates
- Maintains appropriate boundaries

Category 3: Plan Services for Clients

- Identifies goals and services for families
- Supports individual and family member decision-making in developing a plan of care
- Assists individual family members in developing personal plans
- Critical thinking

Category 6: Advocate Effectively for Clients and their Support Networks

- Advocates on behalf of the individual and family
- Supports self-advocacy for the individual and family
- Systems thinking

## ADVANCED CO-OCCURRING DISORDERS, TREATMENT INTERVENTIONS

BASHS 305

5 Credits

55 hours of lecture

Provides clinical experience in assessing accurately the various aspects of common co-occurring disorders encountered in the behavioral health field including: Personality disorders, mood disorders, bipolar, trauma disorders and other associated DSM V disorders.

Prerequisites: Admission to the BASHS program.

### **Course outcomes:**

Competency Category 2: Assessing Strengths and Needs in Clients

- Gathers and summarizes information
- Assists in identifying personal values, goals, and priorities
- Identifies strengths and resources
- Identifies problems, deficits, and stressors
- Detects warning signs
- Communicates results clearly
- Reassesses routinely

## TRAUMA, GRIEF AND LOSS

BASHS 306

5 Credits

55 hours of lecture

Provide a theoretical and practical frame work for working with traumatized and grieving populations and individuals and families in a broad Human Services context.

Prerequisite: Admission to BASHS program

### **Course outcomes:**

Competency Category 2: Assessing Strengths and Needs in Clients

- Gathers and summarizes client information
- Assists in identifying personal values, goals, and priorities of clients
- Identifies strengths and resources of clients
- Identifies problems, deficits, and stressors
- Detects warning signs of stress, grief and trauma
- Communicates results clearly
- Reassesses routinely

Competency Category 6: Advocate effectively for Clients and their Support Networks

- Student demonstrates and understanding of advocating on behalf of the individual and family
- Supports self-advocacy
- Systems thinking

## MULTICULTURAL COUNSELING IN HUMAN SERVICES

BASHS 401

5 Credits

55 hours of lecture

Presents current theories and practices for working with clients of various cultural, racial, economic, ethnic, developmental backgrounds and subcultures. Human Services field.

Prerequisite: admission to BASHS program

### **Course Outcomes:**

Competency Category 6: Advocate Effectively for Clients and their Support Networks

- Advocates on behalf of the individual and family
- Supports self-advocacy
- Systems thinking

Competency Category 7: Individualizing Care for Clients

- Assesses the influence of key individual, family, and community characteristics
- Tailors services to unique individual, family, and community characteristics
- Modifies plans and services based on individual and family experience

## HUMAN SERVICES INTERVENTION AND ADVOCACY

BASHS 402

5 Credits

55 hours of lecture

Practical application of theory in counseling and advocacy for multiple Human Services populations in various settings. Emphasis is on developing a personal awareness of strengths and personal challenges in counseling and advocacy and integrating responding skills and theoretical orientations.

Prerequisite: admission to BASHS program

### **Course Outcomes:**

Competency Category 1: Working Effectively with Others

- Listens effectively
- Communicates effectively
- Builds positive relationships
- Collaborates
- Maintains appropriate boundaries

Competency Category 7: Individualizing Care for Clients

- Assesses the influence of key individual, family, and community characteristics
- Tailors services to unique individual, family, and community characteristics
- Modifies plans and services based on individual and family experience

Competency Category 6: Advocate Effectively for Clients and their Support Networks

- Advocates on behalf of the individual and family
- Supports self-advocacy
- Systems thinking

## RESEARCH AND EVALUATION METHODOLOGIES IN HUMAN SERVICES

### BASHS 403

5 Credits

Focus is on critical understanding of qualitative and quantitative research methods and program evaluation employed in the field of Human Services that empower and promote social and economic justice and respect for cultural and social diversity. Students will gain and understanding of the various research methods, program evaluation techniques, qualitative and quantitative data analysis techniques, data management skills, and ethical issues around research.

#### **Course Outcomes:**

##### Category 1: Working Effectively with Others

- Listens effectively
- communicates effectively

##### Category 2: Assessing Strengths and Needs in Clients

- Gathers and summarizes information
- Identifies strengths and needs in methods of inquiry used in critical and creative investigations
- Recognize, define, and apply different methods of inquiry
- Articulate ethical principles and challenges that arise in conducting academic inquiry.
- Identifies problems and deficits in program evaluation
- Communicate results clearly
- Reassess routinely

##### Category 9: Demonstrate Professional and Ethical Behavior

- Complies with laws, regulations, policies, and ethical codes.

## ADVANCED CASE MANAGEMENT SKILLS IN BEHAVIORAL HEALTH

### BASHS 404

5 Credits

55 hours of lecture

Explores the clinical practice of working from an accurate psych-social assessment to the necessary steps in the development of an appropriate treatment plan. A previous knowledge of ASAM and the use of the DSM V is recommended.

Prerequisites: admission to the BASHS program.

#### **Course outcomes:**

Competency Category 3: Plan Services for Clients

- Identifies recommended goals and services
- Supports individual and family members decision-making in developing a plan of care
- Assists individuals in developing personal plans
- Critical thinking

Competency Category 7: Individualize Care for Clients

- Assesses the influence of key individual, family, and community characteristics
- Tailors services to unique individual, family, and community characteristics
- Modifies plans and services based on individual and family experience

Competency Category 8: Create and Maintain Required Documentation

- Completes required documentation
- Balances privacy and documentation standards

HUMAN SERVICES FIELD PLACEMENT I

BASHS 410

5 Credits

Experiential learning in a Human Services environment. Students will assist in providing direct therapeutic, educational, referral, support and outreach services to those clients and family members of that service provider.

Prerequisite: Completion of 35 credits of BASHS courses with “C” or above.

**Course Outcomes:**

Competency Category 4: Provide Appropriate Services with an Emphasis on Safety

- Implements and coordinates the plan of care
- Conducts outreach and engagement
- Maintains safety
- Creates a therapeutic learning environment
- Provides emotional support
- Provides physical support
- Teaches and trains
- Supports problem solving and conflict resolution
- Prevents and intervenes in crises
- Organizes and conducts group activities
- Promotes health and wellness

Competency Category 10: Engage in Ongoing Professional Development

- Seeks opportunities to improve knowledge, skills, and abilities
- Uses performance evaluations and feedback to improve performance
- Information and resource literacy

HUMAN SERVICES FIELD PLACEMENT II

BASHS 411

5 Credits

Continuation of BASHS 410. Experiential learning in a Human Services environment. Students will assist in providing direct therapeutic, educational, referral, support and outreach services to those clients and family members of that service provider. Successful completion of Capstone project.

Prerequisite: Completion of 40 credits of BASHS courses with “C” or above and completion of BASHS 410 with “C” or above.

**Course Outcomes:**

Competency Category 4: Provide Appropriate Services with an Emphasis on Safety

- Implements and coordinates the plan of care
- Conducts outreach and engagement
- Maintains safety
- Creates a therapeutic learning environment
- Provides emotional support
- Provides physical support
- Teaches and trains
- Supports problem solving and conflict resolution
- Prevents and intervenes in crises
- Organizes and conducts group activities
- Promotes health and wellness

Competency Category 10: Engage in Ongoing Professional Development

- Seeks opportunities to improve knowledge, skills, and abilities
- Uses performance evaluations and feedback to improve performance
- Information and resource literacy

## Appendix II-Reviewer biographies

### Ben Anderson-Nathe

Ben Anderson-Nathe is an associate professor and program director of the Child & Family Studies program in the School of Social Work at Portland State University. He holds masters degrees in social work (2002) and public policy (2002), a graduate certificate in disability policy and services (2003), and a PhD in community education and youth studies (2005) from the University of Minnesota.

Ben began his career with young people in the mid-1990s, working in short-term and crisis residential care. He has also worked with youth in therapeutic foster and group care, community mental health, juvenile corrections, homeless and street settings, community education, sexuality education and sexual health, and recreation/camping. His courses draw from this practice experience and focus primarily on youth work and professional development of youth workers, social justice, and gender/sexuality. Ben also provides training, consultation, and reviews for youth serving organizations and educational institutions.

His research and scholarship focuses on youth and young adults, critical and qualitative epistemologies, gender and sexuality, and professional development of youth workers. Ben has conducted a number of studies rooted in qualitative and critical methodologies including ethnography, interpretive phenomenology, and content analysis. Ben has published three books, including *Youth Workers, Stuckness*, and *the Myth of Supercompetence* (an interpretive phenomenology), *Compassionate Confinement: A Year in the Life of Unit C* (ethnography of a boys' detention facility, authored with Laura Abrams and recognized as runner-up for the 2015 Society for Social Work and Research Outstanding Social Work Book award), and *Feminisms in Social Work Research: Promise and Possibilities for Justice-Based Knowledge* (an edited collection exploring critical feminist research). He is also co-editor of *Child & Youth Services*, an international peer-reviewed journal, and serves as consulting editor of *Affilia*.

### Kathleen M. Tomlin PhD, LPC, CADC III

Since 1974, Dr. Tomlin has been in the addictions and mental health treatment and prevention field as a counselor, administrator, educator and consultant. In 1981, specialized in the treatment of adolescents, young adults and their families who suffer from addiction and multiple DSM diagnoses. She has provided care in outpatient as well as residential settings. Part of her career has focused on the development of supervision and training initiatives to enhance the practice skills and professional development of professionals in the counseling and related fields promoting evidenced based practices. Currently Dr. Tomlin works as a Program Manager for Professional Development and Clinical Education within a large integrated health care system in Portland, Oregon. She continues an active private practice in Portland as an internship supervisor, writer, trainer and consultant.

## Appendix III program evaluation plan

<b>BASHS program assessment plan</b>		
<b>Curriculum Effectiveness-</b> continuously refine curriculum to deliver up-to-date approaches		
<i>Method</i>	<i>Element Assessed</i>	<i>Time Frame</i>
Program statistics	<ul style="list-style-type: none"> <li>• Average student GPA</li> <li>• Course Completion and success</li> <li>• Program Enrollment</li> <li>• Retention</li> <li>• Course fill rate</li> </ul>	Annually
<b>Program integrity-</b> assess whether the program is producing the stated outcomes		
<i>Method</i>	<i>Element assessed</i>	<i>Time Frame</i>
Program Improvement Process	<ul style="list-style-type: none"> <li>• Program Enrollment</li> <li>• Student course success rate</li> <li>• Retention</li> <li>• Identify active partnerships of program faculty with actual businesses, educational institutions, and others</li> </ul>	Every 3 years
SWOT analysis	<ul style="list-style-type: none"> <li>• Program Enrollment</li> <li>• Program Completion rate</li> <li>• Student course success rate</li> <li>• Retention</li> <li>• Salaries</li> <li>• Labor Market Demand</li> </ul>	Each summer
Outcomes Assessment	<ul style="list-style-type: none"> <li>• Mapping of courses and assignments to program outcomes</li> <li>• Evidence of student mastery of course/program outcomes</li> </ul>	Annually & Quarterly
<b>Industry feedback-</b> assess the program's ability to meet industry demands		
<i>Method</i>	<i>Element Assessed</i>	<i>Time Frame</i>
Advisory Committee Work plan	<ul style="list-style-type: none"> <li>• Alignment of curriculum with industry needs</li> </ul>	Quarterly
Field Placement survey of employers	<ul style="list-style-type: none"> <li>• Mastery of desired skills</li> </ul>	Quarterly
Employer survey of number of hires	<ul style="list-style-type: none"> <li>• Effectiveness in meeting industry expectations</li> </ul>	Annually
<b>Student satisfaction-</b> Assess whether the program is meeting students' stated goals		
<i>Method</i>	<i>Element Assessed</i>	<i>Time Frame</i>
Student course evaluations	<ul style="list-style-type: none"> <li>• Course rigor</li> <li>• Effectiveness of instruction</li> <li>• Classroom experience</li> </ul>	Quarterly
Student Satisfaction survey	<ul style="list-style-type: none"> <li>• Student satisfaction with student support services</li> </ul>	Annually
Graduate follow up survey	<ul style="list-style-type: none"> <li>• Accomplishment of stated educational/ career goals</li> </ul>	Annually