



Council for Standards in Human Service Education

Assuring best practices in Human Service Education through
evidence-based standards and a peer-review accreditation process

<https://cshse.org>

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June 13, 2020

Oscar Flores Sida MS, LCPC, LCADC, CPGC
Licensed Clinical Mental Health Professional
Coordinator/Faculty Human Services Program
Great Basin College - Nevada
551 East Calvada Blvd
Pahrump, NV 89048

Dear Mr. Sida,

The CSHSE Board reviewed the submitted requested information for Standards that needed a response by June 2020. The narrative and documented evidence that was provided demonstrated compliance for Introductory 5; Standard 1c and 1d; Standard 2f; and Standard 3b; and Standard 20c. Upon review of the submitted information, the Board voted to approve compliance of these standards and continue the conditional accreditation status until the review of Standard 9a; Standard 12c, d, e; Standard 16b, c; Standard 19a; and Standard 20i is completed at the November 2020 Board meeting.

According to the CSHSE Policy for Board Accreditation/Reaccreditation Decisions found in Appendix I of the July 2019 CSHSE Membership Handbook:

*Appendix I CSHSE Policy for Board Accreditation/Reaccreditation Decisions
(pp 96-98)*

The Board of Directors of the Council will take action on the initial accreditation, interim report and review, or reaccreditation at the appropriate Board Meeting (see schedule of deadlines in Member Handbook) based on: reader reports evaluating the Self-Study; Site Visitor reports; and policies and procedures of the Board. Programs under review will be informally notified of Board action via email, by the Vice President of Accreditation, within 10 days, and formally notified of Board action, by a letter from the Vice President of Accreditation, within 30 days. Board action will also be posted on the website within 30 days following the Board decision.

D. Conditional Accreditation:

1. The CSHSE places a program on Conditional Accreditation when the program is not in compliance with one or more of the CSHSE's Standards, and this noncompliance raises concerns about the following:

- a. the quality of the program and curriculum.*
- b. the program's capacity to make appropriate improvements in a timely fashion; and/or*

c. the program's capacity to sustain itself in the long term. The program is required to submit a report describing actions taken to achieve compliance. Conditional Accreditation will not exceed one year.

The Readers did note the following strengths of the program:

- The institution is committed to maintaining the program.
- The program offers state-wide articulation of courses.
- The program focuses on a client-centered environmental support model.
- The program offers affordable human service education across Nevada and surrounding rural areas of other states.
- The program has a strong focus on substance abuse
- The sole program director demonstrates persistence and resiliency in sustaining the human service program
- The program is offered online to address the demographic needs of the student population.

The Board recognizes the program's ability to make appropriate improvements and has set the timeline so the program can address the noncompliant standards in a due diligent manner. The following is a description of the reason for the noncompliance decisions, the requested information, and the date by which the information must be submitted for the November 2020 Board review.

Introduction 5. If the Program is delivered at multiple sites: For each site describe the physical location and any unique characteristics.

The self-study narrative alluded to the fact that the Human Services program is entirely online. However, in this section, the narrative noted that the Human Services program is at Elko, Nevada, the main campus, and then on 4 campuses and 20 sites. It was not clear to the Readers how the online program and online students use the physical sites, as to the difference between a campus and site, if students are taking blended courses which would require attendance at a physical site, how students use the campuses and sites, and at which site or campus the faculty, directors, and staff are available to students.

When describing the unique characteristics, the program noted that the human services program is within the Health Sciences Department. The program is dependent upon one faculty member. Then the self-study provided multiple documents noting 13 Human Services students in 2017, less than 20 in 2018 and then in another documented report there were over 100 Human services students. None of the documented evidence were congruent nor was there any explanation as to the differences in data. It is not clear as to how many students are in the AAS program as there are several human services certificate programs under the auspices of Health Sciences Department.

Provide a narrative and congruent documentation of how the organization of the Human Services program is integrated within the physical locations of Great Basin College; specifically describe how the students are using the physical locations if the Human Services AAS is only provided online, clarify how the students access the faculty and staff, clarify if the Human Services courses are online, hybrid or blended, and provide congruent documents that provide evidence of the enrollment and retention of AAS



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Human Services students. This information must be submitted by June 1, 2020 for the June Board review. At the June 2020 meeting, the Board decided that the program is in compliance of this Standard

- **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.**

c. Describe any major program changes since the prior accreditation. The Readers felt that there was not enough detail about what was accomplished. *Provide more detail as to what was accomplished and the impact it had on the program. This information must be submitted by June 1, 2020 for the June Board review. At the June 2020 meeting, the Board decided that the program is in compliance of this Standard*

d. Describe any major curriculum changes since the prior accreditation. The Readers noted that a list of changes was given; however, there was no detail as to why they were made nor how they relate to the overall program. *Provide more detail as to the justification of the changes and the impact that the changes have had on the program. This information must be submitted by June 1, 2020 for the June Board review. At the June 2020 meeting, the Board decided that the program is in compliance of this Standard*

Standard 2f. Provide a matrix mapping the curriculum Standards (11-20). The program submitted a Matrix; however, the courses were not identified in the table. The courses listed on the Matrix are considered the “core courses” which demonstrate compliance of the standards and which every program graduate student must complete to graduate from the program. *Provide a completed table which clearly identifies in the table heading the Human Services courses and/or general study courses that are being used to demonstrate compliance with the standards. This information must be submitted by June 1, 2020 for the June Board review. At the June 2020 meeting, the Board decided that the program is in compliance of this Standard*

- **Standard 3b 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**
- 3. A narrative or table of how the committee interfaces with the program in relationship to specific issues.**

The Readers did not feel that the advisory committee adequately fulfills the role intended for an accredited Human Service program. This was an issue during the first accreditation cycle that was to be addressed for this Interim Report and Review cycle. The Human Service advisory committee is currently combined with the Health Science advisory committee. There appears to be more college faculty and staff on the board than Human Service agency representatives and more representation for the Health Sciences. There is no evidence that the Advisory board met for 2 years prior to applying for reaccreditation. The minutes do not reflect substantive program feedback and the committee membership is principally faculty from the Division of Health Sciences with limited participation of community practitioners. There was one set of meeting minutes for January 2019. There was no indication how the committee interfaces with the Human Services program. *Create a Human Services Advisory Committee with a purposeful directed method of recruiting and maintaining Human Service agency representatives. Provide a list of members and roles, a description of how the advisory members will interface with the Human Services program. Provide minutes from one meeting with the new Advisory Committee that is held before June 1, 2020. This information must be submitted by June 1, 2020 for the June Board review. At the June 2020 meeting, the Board decided that the program is in compliance of this Standard*

- **Standard 9 a The program shall have adequate faculty, staff, and program resources. Include a budget.** The budget that was submitted appears to be a Health Sciences Department budget and not a Human Services budget. **The program must provide documentation of budget accounting that demonstrates sufficient funding, faculty, and staff to provide an ongoing and stable human services program. There must be a narrative describing how the program provides input to the budget process, and accounting documents of how the funds are spent on the program. The narrative must provide a description of how to read and interpret the budget spreadsheet. The program must provide documentation of a program budget specifically for the Human Services program, an explanation of how the program submits requests for budget needs, how the requests are processed, how the funds are allocated, and a final approved proposed budget with current spending. This requested information must be submitted by October 1, 2020 for the October Board review.**
- **Standard 12 The curriculum shall include knowledge and theory of the interaction of human systems, including individual, interpersonal, group, family, organizational, community, and societal.**
 - c. Family Structures**
 - d. Organizational structure of communities**



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e. Understanding of human systems.

The Readers felt that the responses did not clearly address these domains in the human services field but instead addressed human development and sociological tenets more generally. The narrative for Standard 12e addressed self-care not human services.

Provide a narrative and curriculum documentation (course outlines, teaching syllabi, assessments) from human service courses that demonstrates student learning of this knowledge and theory. This requested information must be submitted by October 1, 2020 for the October Board review.

- **Standard 16: The curriculum shall provide knowledge and skills regarding appropriate interventions in service delivery.**
 - b. Assess and analyze the needs of clients or client groups through observation, interviewing, active listening, consultation, and research.**
 - c. Knowledge and skill development in**
 - 1. Case Management:**
 - a. Intake interviewing**
 - b. Helping skills**
 - c. Identification and use of appropriate resources and referrals**
 - 2. Group facilitation**
 - 3. Use of consultation.**

This was an issue that was to be addressed after that last accreditation cycle. The Readers noted that assessments were principally connected to classroom-faculty evaluation and not student performance outcomes. Some of the outcomes appear more like process measures, where students reflect rather than skill performance outcomes. The data presented was based upon 5-year assessment regimen which would take 10+ years to develop any trend data for skill development. The assessment measures provided were reflecting what the university was doing rather than the Human Services program was doing. **Provide a curriculum assessment regimen that reflects skill development learning objectives, skill development learning activities, and skill performance assessments. Recognizing that this information may require institutional curriculum review, this requested information must be submitted by October 1, 2020 for the October Board review.**

Standard 19a The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.

a. Conscious use of self

The explanation provided in the Interim Report related more to self-care than developing oneself as a therapeutic person or change agent.

Provide a narrative and curriculum documentation (course outlines, teaching syllabi, assessments) from human service courses that demonstrates student learning of this knowledge. This requested information must be submitted by October 1, 2020 for the October Board review.

- **Standard 20c The program shall provide field experience that is integrated with the curriculum. Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program.**
This was an issue that was to be addressed after the last accreditation cycle and the evidence does not support a compliant response for this Standard. The Readers noted that students are creating a resource directory and watch videos pertaining to practice, but otherwise have limited real client exposure, exposure to human service agencies in their communities, or volunteer hours before the fieldwork placements. *Provide curriculum evidence that reflects learning objectives, learning activities, and performance assessments that demonstrate students are directly exposed to human services agencies and clients. This requested information must be submitted by June 1, 2020 for the June Board review. At the June 2020 meeting, the Board decided that the program is in compliance of this Standard*

- **Standard 20h Demonstrate how the field experience provides the student an opportunity to progress from:**
 1. **Observation to**
 2. **Directly supervised client contact to**
 3. **Indirectly supervised client contact.**The Readers found no documentation to indicate that there is a three-tier progression from observation to indirectly supervised. **Provide curriculum evidence that reflects learning objectives, learning activities, and performance assessments that demonstrate students have an opportunity to progress from observation to directly supervised to indirectly supervised. Recognizing that this information may require institutional curriculum review, this requested information must be submitted by October 1, 2020 for the October Board review.**

- **Standard 20i 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.**
The Readers found no evidence to support that this requirement is followed in the program. **The program must provide a policy and data that this practice is being followed. Recognizing that this information may require institutional curriculum review, this requested information must be submitted by October 1, 2020 for the October Board review.**

The AAS degree will be in a conditional accreditation status until the requested narrative and documented evidence for the remaining Standards are submitted and reviewed. A truncated self-study template for the Standards reviewed at the October Board meeting had been emailed to



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you. Your responses must be written in this template and supporting documents must accompany the template. Since the Board members will be reviewing this requested information, all the requested information shall be submitted via emailed in a zipped folder to Winona Schappell, Vice President of Accreditation, who will disseminate the information to all the Board members.

Timeline summary

October 1, 2020 Standard 9a, Standard 12c, d, e; Standard 16b, c; Standard 19a,
Standard 20h, i

If the information is not furnished by the given timeline, then the accreditation will be suspended or revoked, and the Program will need to reapply for accreditation as if it were an initial accreditation.

Please contact me if you have any questions or need for clarifications.

Sincerely,

Winona Schappell, M.Ed.
CSHSE Vice President of Accreditation

CC: Dr. Amber Donnelly, Dean of Health Sciences and Human Services
Dr. Yvonne Chase, CSHSE President
Dr. Susan Kinsella, Lead Reader