



Program Proposal:

Bachelor of Applied Science  
in Behavioral Healthcare

Centralia College  
600 Centralia College Blvd. Centralia, WA 98531

May 2021 State Board Meeting

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## New Degree Program Proposal Cover Sheet

### Program Information

Institution Name: Centralia College

Degree: BAS in Behavioral Healthcare

CIP Code: 51.1501

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

Degree: Substance Use Disorder Professional CIP Code: 51.1501 Year Began: 2014

Degree: Criminal Justice CIP Code: 43.0103 Year Began: 1998

Planned Implementation Date ( i.e. Fall 2014): Fall 2022

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

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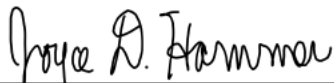
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Chief Academic Officer

April 13, 2021

Date

## NEW DEGREE PROGRAM PROPOSAL CENTRALIA COLLEGE

### Program Overview

Centralia College is the oldest continuously operating community college in Washington State. Originally established in 1925 under the auspices of the University of Washington, the college has grown from 15 students in 1925 to an unduplicated degree-seeking student headcount of 4,065 students in 2018-2019, which equates to 1,899 full-time equivalent (FTE) students [[year-one 2019.pdf \(centralia.edu\)](#)]. Centralia College supports the economic development of a primarily rural service district providing relevant education, training, and learning opportunities aligned with local employment opportunities. Centralia College is a comprehensive institution offering curriculum in multiple areas of study including transfer, career and technical education, and applied baccalaureates.

Centralia College is well prepared to serve the needs of our local economy and employer demand through a wide range of career and technical programs designed to prepare students to enter the workforce with current and relevant skills. An increasing demand from local employers seeking employees with advanced degrees prompted Centralia College to develop and implement applied baccalaureate degrees. The college currently offers four applied baccalaureate degrees in applied management, information technology, diesel technology, and teacher education providing access and a pathway to higher education to graduates from industrial trades, business, education, and information technology programs. Currently, graduates from healthcare pathways do not have an option at the college to further their education.

Centralia College proposes to bridge the gap in baccalaureate offering and build upon its current Substance Use Disorder Professional and Criminal Justice degrees by developing and offering a Bachelor of Applied Science (BAS) degree in Behavioral Healthcare.

The proposed BAS in Behavioral Healthcare:

1. Aligns with Centralia College's mission, vision, and focus areas.
2. Provides access to baccalaureate education not available to place-bound students in rural Lewis County at an affordable rate.
3. Supports SBCTC goals of providing an educated workforce to meet the demands of local employers and increase the number of bachelor degrees in the state.
4. Builds on existing career and technical education programs in substance use disorder and criminal justice.
5. Provides a bachelor degree pathway for other career and technical education programs.
6. Supports in-demand, living-wage jobs.
7. Allows for advancement to graduate studies.

## Criteria 1: Curriculum Demonstrates Baccalaureate Level Rigor

### Centralia College Learning Outcomes

Centralia College is committed to preparing students for success. The college strives to ensure students who earn any degree or certificate, whether in baccalaureate, academic or career and technical education programs, achieve skills and abilities in the following four areas:

- **Critical analysis.** The student effectively evaluates information and creates solutions through observation, reflection, reasoning, and experience.
- **Communication skills.** The student effectively conveys information and ideas by adapting their communication style to different situations and audiences when speaking, writing, and listening to others.
- **Global awareness and cultural competency.** The student effectively engages with the multi-cultural world by studying the practices and perspectives of varying communities and cultures.
- **Information literacy.** The student effectively engages in a reflective process of inquiry to find, evaluate, use, and ethically create content.

The four areas constitute Centralia College's global student learning competencies, which demonstrate our commitment to all students across all college programs. The outcomes were updated in 2021 to reflect current assessment and skill standards needed in today's educational and work environments.

The college's faculty-led assessment committee is revising assessment tools that will allow faculty to complete reflective evaluations of student learning through the lens of student learning competencies in addition to the ongoing assessment of program/distribution outcomes and individual course objectives.

The BAS in Behavioral Healthcare courses will be assessed based on Centralia College's student learning competencies as well as the program outcomes specific to this degree.

### **Standard (1): Program learning outcomes**

The Substance Abuse and Mental Health Services Administration (SAMHSA) and the Health resources and Services Administration (HRSA) charged the Center for Integrated Health Solutions (CIHA: [www.integration.samhsa.gov](http://www.integration.samhsa.gov)) to identify and disseminate core competencies on integrated practice relevant to behavioral health and primary care providers (Core Competencies for Integrated Behavioral Health and Primary Care, January 2014).

The following are the current Substance Abuse and Mental Health Services Administration competencies:

- A. **Interpersonal Communication.** The ability to establish rapport quickly and to communicate effectively with consumers of healthcare, their family members and other providers

- B. **Collaboration & Teamwork.** The ability to function effectively as a member of an interprofessional team that includes behavioral health and primary care providers, consumers and family members
- C. **Screening & Assessment.** The ability to conduct brief, evidence-based and developmentally appropriate screening and to conduct or arrange for more detailed assessments when indicated
- D. **Care Planning & Care Coordination.** The ability to create and implement integrated care plans, ensuring access to an array of linked services, and the exchange of information among consumers, family members, and providers
- E. **Intervention.** The ability to provide a range of brief, focused prevention, treatment and recovery services, as well as longer-term treatment and support for consumers with persistent illnesses
- F. **Cultural Competence & Adaptation.** The ability to provide services that are relevant to the culture of the consumer and their family
- G. **Systems Oriented Practice.** The ability to function effectively within the organizational and financial structures of the local system of healthcare
- H. **Practice-Based Learning & Quality Improvement.** The ability to assess and continually improve the services delivered as an individual provider and as an interprofessional team
- I. **Informatics.** The ability to use information technology to support and improve integrated healthcare

The Substance Abuse and Mental Health Services Administration competencies were the foundation used to create the BAS in Behavioral Healthcare program outcomes. The BAS in Behavioral Healthcare program outcomes reflect the skills students gain throughout the program.

The BAS in Behavioral Healthcare program is designed for students seeking employment as substance abuse, behavioral health, and/or mental health counselors. According to the Bureau of Labor Statistics, the job outlook for those professional is projected to grow by 25% in the next decade (bls.gov). The Rural Health Information Hub recognizes Lewis County in particular as having a county-wide shortage of mental health services (ruralhealthinfo.org). The COVID-19 pandemic has only exacerbated the need for services and qualified professionals to provide the needed service.

Graduates from the college's AAS in Substance Use Disorder are provided the opportunity to expand their education, build from their existing skills and experience which will provide promotional opportunities within their existing employers and prepare them to continue their education in graduate programs. This gateway to graduate studies will also provide the opportunity to gain higher level employment opportunities.

#### BAS in Behavioral Healthcare Program Outcomes:

Upon completion of this program, successful students will be able to:

1. Analyze behavioral health concepts such as current trends, theories, approaches, and best practices
2. Recognize institutional and social barriers that impede access, equity, and success for individuals and families within behavioral health systems

3. Effectively analyze, evaluate, and conduct behavioral health research
4. Identify the structures, functions, and organizations which comprise the local healthcare system, with a particular focus on behavioral healthcare organizations
5. Demonstrate the ability to adhere to professional, ethical standards, including confidentiality and sensitivity when working with diverse populations within the behavioral health field
6. Demonstrate clear, concise, and effective written, electronic, and verbal communication skills with clients, families, and interdisciplinary team members to enhance person-centered care and health outcomes
7. Complete both brief screenings and biopsychosocial assessments to include co-occurring disorders and develop and monitor client-centered treatment plans in the context of family, community, and cultural identities
8. Demonstrate the ability to function effectively as a member of a multi-disciplinary team in coordinating services and resources to meet the needs of diverse populations

The program outcomes start with the foundational knowledge required prior to the implementation and demonstration of skills in classroom and clinical application. Students entering the BAS in Behavioral Healthcare will have minimal exposure to the concepts prior to the program. This foundational knowledge is critical as the students progress through the program and demonstrate, in-depth, their skills and abilities through the capstone or clinical work experience.

Appendix A shows the crosswalk between The Substance Abuse and Mental Health Services Administration (SAMSAH) which are considered industry competencies, the BAS in Behavioral Healthcare (BASBH) program outcomes, and the coursework that will address each. The coursework includes coursework prescribed in the program as well as the required general education coursework and pre-requisites.

### **Standard (2): Program evaluation and criteria and process**

Upon approval by SBCTC, the BAS in Behavioral Healthcare program will be submitted to Northwest Commission on Colleges and Universities (NWCCU) as an addition to Centralia College's BAS accredited inventory. The program will be submitted to the Department of Education for financial aid eligibility. Once approved through external entities the program will integrate fully into the established Centralia College evaluation processes, including curriculum approval, program review, and program evaluation.

#### **Curriculum Approval**

Course outlines developed by faculty specifically for the BAS in Behavioral Healthcare, and not already included in Centralia College's course catalog, will be presented to and approved by the college's Curriculum Review Committee for a first reading and then presented to the Instructional Council Committee for a second reading and approval. Once approved, courses are added to the college's inventory and updated in publications such as schedules and catalogs.

#### **Curriculum Review**

Centralia College's Assessment Committee oversees the college's program review process. The BAS in Behavioral Healthcare will be added to the five-year formal review process for Career

and Technical Education courses. The program review process is faculty-directed, with reflection of a variety of assessment components included. Once the review is completed, the division dean reviews and provides feedback to the program faculty. The review is then peer reviewed by faculty representatives serving on the Assessment Committee. The peer review feedback is shared with the dean and faculty members. Changes, as needed, are incorporated. Once finalized, the program review is presented to the Curriculum Review Committee for approval. Approval by the Curriculum Review Committee completes the review cycle and the review is published on the college's assessment intranet page. Action items from the review related to fiscal needs are incorporated into the Instructional Workplan which is approved through the college's Institutional Effectiveness Committee and used in establishing fiscal priorities.

#### Program Evaluation

The BAS in Behavioral Healthcare will be reviewed across a variety of timelines: quarterly, annually, and biannually to ensure all programmatic components are reviewed continually through the first two cohorts of the program. See Table 1 and explanation below.



Table 1: Program Evaluation Elements

BAS in Behavioral Healthcare Program Evaluations Criteria and Process	
Quarterly Student Evaluations	<ul style="list-style-type: none"> <li>• Completion of online standard student evaluations on individual courses each quarter (evaluation includes student perspective of content, delivery, instructor availability/communication, resources)</li> </ul> <p>Feedback helps inform continuous improvement of course delivery</p>
Quarterly Classroom Observations	<ul style="list-style-type: none"> <li>• Faculty lead or division dean will conduct classroom observations of individual courses each quarter (evaluation includes peer/supervisor perspective of content delivery and engagement)</li> </ul> <p>Feedback helps inform continuous improvement of course delivery</p>
Quarterly Review of Syllabi	<ul style="list-style-type: none"> <li>• Using the approved Centralia College syllabus checklist, syllabi will be reviewed to ensure content is aligned with college requirements</li> </ul>
Quarterly Program Outcomes Assessment	<ul style="list-style-type: none"> <li>• Using Canvas, faculty assess completed courses at the program level with student learning/assessments of outcomes</li> </ul> <p>Data is used to identify gaps in student achievement of program outcomes and determine revisions needed to curriculum delivery to address the gap(s)</p>
Biannual Program Advisory Committee	<ul style="list-style-type: none"> <li>• Effectiveness of program in meeting community and employer needs</li> <li>• Consultation with membership to evaluate emerging employment needs/internship opportunities</li> <li>• Evaluation of program relevance and rigor</li> <li>• Guidance for program changes</li> <li>• Reporting of student data</li> </ul> <p>Feedback from the advisory committee is used to modify the program courses and program outcomes to ensure students are learning relevant skills</p>
Annual Course Evaluation	<ul style="list-style-type: none"> <li>• Annual faculty meetings to discuss alignment of coursework and student</li> </ul>

	<p>preparedness for practicum and capstone experiences</p> <ul style="list-style-type: none"> <li>• Topics and sequencing evaluated for greatest impact of foundational knowledge</li> </ul> <p>Assessment is used to modify coursework and course alignment</p>
Annual Program Data Collection	<ul style="list-style-type: none"> <li>• Demographics of students applying for program</li> <li>• Quarterly and annual retention rates</li> <li>• Graduation rates</li> </ul> <p>Data is used to determine gaps in access and completion of specific student populations. Data will be used to determine changes needed to address gaps.</p>
Exit Survey	<ul style="list-style-type: none"> <li>• Student exit survey to include effectiveness of skills and knowledge progressions, effectiveness of program and institutional support and resources, and preparedness to enter workforce</li> </ul> <p>Data will be used to identify and modify/add curriculum, support, and resources to improve student readiness</p>
Graduate/Alumni Surveys	<ul style="list-style-type: none"> <li>• Completed annually and includes information regarding employment information, graduate studies, and career advancement/satisfaction</li> </ul> <p>Data collected will provide insight to career opportunities and modifications needed to improve employability/readiness</p>
Employer/Externship Surveys	<ul style="list-style-type: none"> <li>• Completed at the end of a student's capstone experience. Externship supervisors will provide ratings and feedback regarding students' performance and readiness for the workplace.</li> </ul> <p>Feedback will be used to identify and modify curriculum to improve student readiness</p>

Junior Year Student Survey/Focus Group	<ul style="list-style-type: none"> <li>Completed at the end of year one and includes questions regarding program content, structure, and availability of resources</li> </ul>
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Data driven decisions

Faculty-led assessment of course objectives and program outcomes will inform curriculum delivery, sequencing, and course revisions.

Institutional data will be disaggregated by student demographics such as gender, age, ethnicity, and socioeconomic status to determine the program’s audience. This data will be used in comparison to the college population to determine if potential gaps exist in the student population mix. Marketing will be adjusted to address identified gaps.

Progression and completion rates will be evaluated based on student demographics to determine if gaps exist. Through the use of student surveys, resources to reduce existing gaps will be identified and implemented.

The Dean of Instruction for Industrial Trades and Healthcare programs will complete administrative review of the BAS in Behavioral Healthcare program using the guiding questions presented in the Program Viability Analysis as outlined by SBCTC ([viabilityanalysis.pdf](http://viabilityanalysis.pdf) ([sbctc.edu](http://sbctc.edu))). The results of this review will be shared with the Vice President of Instruction and program faculty to identify and create a plan to address potential areas for improvement. Action items stemming from the results will be further disseminated through the campus-wide Institutional Effectiveness Committee and the college’s executive leadership team.

**Standard (3) Course preparation by students transferring with technical associate degrees**

All interested students meeting the minimum requirements for entrance in the BAS in Behavioral Healthcare program are encouraged to apply. Admissions requirements were carefully developed to ensure students’ preparedness for the program without creating unnecessary and extensive admissions requirements. Applicants must have completed the following coursework prior to admissions:

- Completion of a two-year degree, or equivalent junior level standing with a minimum cumulative GPA of a 2.5 or higher.
- Completion of foundational coursework with a 2.0 or higher:
  1. ENGL& 101 English Composition I (5 credits)
  2. CDP 111 Counseling Techniques (5 credits)
  3. PSYC& 100 General Psychology (5 credits)
  4. PSYC& 220 Abnormal Psychology (5 credits)

**Standard (4) General education components**

To support programmatic and course-level outcomes, students are required to have at least 60 credits of general education coursework upon completion of the BAS in Behavioral Healthcare degree identified in Table 2, below. Fifty general education credits are at the associate’s level,

with the balance earned during the BAS in Behavioral Healthcare program. To support the achievement of Centralia College’s student learning competencies and the BAS in Behavioral Healthcare program outcomes, the general education courses focus on foundational knowledge to promote student understanding of the functions of the human body and human behavior, communication skills, critical analysis and problem solving of complex situations, and support for people from diverse populations in an inclusive nature. All lower-division general education courses are regularly offered at Centralia College.

The required general education courses will be published on the college’s BAS in Behavioral Healthcare webpage as well as clearly listed on the educational planner. This will allow students to incorporate as many required general education courses as possible in their two-year degree. Individuals seeking enrollment into the BAS in Behavioral Healthcare program need not have completed all general education coursework prior to entering the program. This approach will help to reduce barriers for current students and graduates that completed a technical degree in other than Substance Use Disorder Professional. In addition to funding, the prerequisites to upper division will insure the foundational skills are completed prior to enrolling in the upper division coursework.

Financial aid will fund courses that are prerequisites to upper division coursework either as part of a two-year degree or BAS degree. However, financial aid does not fund “gap” courses which would be considered entrance requirement coursework for a program that falls after the two-year degree is complete but prior to the start of the BAS program. Making more general education courses program prerequisites (courses completed prior to entry) would create a financial barrier to students. Financial barriers tend to disproportionately impact low-income, first-generation students which are a significant percentage of the students at Centralia College.

General education courses not provided as part of the 90 program credits will be in addition to the 90 credits required to earn the BAS degree.

*Table 2: General Education Requirements BAS in Behavioral Healthcare*

Subject	Credits	Course	Typical Completion (Associate or BAS)
Communication Skills	5	ENGL& 101 – English Composition I	Associate
	5	ENGL& 102 English Composition II	Associate or BAS
Quantitative Reasoning	5	MATH& 146 Introduction to Statistics	Associate
Social Sciences	5	*PSYC& 200 Lifespan Psychology	Associate
	5	PSYC& 100 General Psychology	Associate
	5	*PSYC& 220 Abnormal Psychology	Associate
	5	SOC& 101 Intro. To Sociology	Associate
Natural Sciences	5	BIOL& 170 Human Biology	Associate
	1	BIOL& 172 Human Biology lab	Associate
	5	BIOL350 Intro to Neurobiology	BAS
Humanities	5	CMST& 220 Public Speaking	Associate
	5	CMST 330 Professional and Organizational Communication	BAS
Gen Ed Elective	5	Any general education distribution	Associate
Total Required	61		

\* PSYC& 100 General Psychology is a prerequisite for PSYC& 200 Lifespan Psychology and PSYC& 220 Abnormal Psychology

**Standard (5) Junior/senior level coursework**

Based on research of industry skills, similar educational programs, and advisory board input, Centralia College will create 70 credits of upper division courses specific to the BAS in Behavioral Healthcare program. The program will include one existing upper division general education course, CMST 330 Professional and Organizational Communication and 15 credits of existing lower division coursework focused on foundational knowledge relevant to human services careers.

Upper division curriculum will be designed in collaboration with the advisory board. Diversity and inclusion will be addressed throughout curriculum. It is critical that graduates are prepared to work with diverse clientele that may not reflect their own diversity.

Table 3: Program courses and sequencing

Course #	Course Title	Credits
<b>Quarter 1</b>		
ENGL& 102	English Composition II (if not completed in associate's degree)	5
	OR	
CDP 100	Intro to Chemical Dependency (if ENGL& 102 is completed in associate's degree)	5
CMST 330	Professional & Organizational Communication (Humanities)	5
BASBH 300	Intro. To Behavioral Healthcare	5
	<b>Total Credits Quarter 1</b>	<b>15</b>
<b>Quarter 2</b>		
BASBH 320	Social & Cultural Diversity in Behavioral Health	5
BASBH 330	Ethics in Behavioral Health	5
BIOL 350	Intro to Neurobiology w/Lab (Natural Science)	5
	<b>Total Credits Quarter 2</b>	<b>15</b>
<b>Quarter 3</b>		
PSYC 209	Research Methods	5
BASBH 450	Advanced Counseling Techniques	5
BASBH 400	Case Management	5
	<b>Total Credits Quarter 3</b>	<b>15</b>
<b>Quarter 4</b>		
BASBH 455	Behavioral Healthcare in Primary Care	5
BASBH 420	Treatment of Mental Health Disorders	5
BASBH 430	Trauma-Informed Care	5
	<b>Total Credits Quarter 4</b>	<b>15</b>
<b>Quarter 5</b>		
BASBH 440	Family Counseling	5

BASBH 340	Professional Development	5
	Elective (if general education requirement is needed)	<u>5</u>
	or	
BASBH 470	Practicum	5
	<b>Total Credits Quarter 5</b>	<b>15</b>
<b>Quarter 6</b>		
PSYC 409	Positive Psychology, Health & Aging	5
BASBH 325	Sociology of Health & Healthcare	5
BASBH 470	Practicum	5
	OR	
BASBH 471	Capstone Project (if Practicum was already completed)	<u>5</u>
	<b>Total Credits Quarter 6</b>	<b><u>15</u></b>
	<b>Total Degree Credits</b>	<b>90</b>

Table 4: Program Requirements

	Credits
General Education	60 (50 lower division and 10 upper division credits)
Associate's level curriculum	60 credits
BASBH upper division coursework	60 credits
Associate's level curriculum	60
<b>*Total Degree Credits</b>	<b>180</b>

\*Students will enroll in and complete 90 credits of coursework to earn the BAS in Behavioral Healthcare. The 90 credits include the coursework outlined in Table 3, above.

## Criteria 2: Qualified Faculty

The coursework for BAS in Behavioral Healthcare will be taught by a combination of faculty from the Substance Use Disorder Professional program, current Psychology and Sociology faculty, as well as additional faculty hired specifically for the BAS in Behavioral Healthcare program. Faculty in Substance Use Disorder Professional (SUDP) program have work experience and industry credentials/certification. Current faculty will teach lower division prerequisite courses and upper division coursework specifically developed for the BAS in Behavioral Healthcare program.

Faculty will be overseen by the Dean of Instruction – Healthcare and Industrial Trades. The dean currently oversees all of the college's healthcare programs including Substance Use Disorder Professional. The dean will ensure all faculty hired to teach in the BAS in Behavioral Healthcare program meet minimum hiring and certification standards, facilitate student learning at an appropriate level of rigor, and are actively involved in curriculum development, revisions, and program review.

All full-time and pro-rata faculty teaching in the BAS in Behavioral Healthcare program hold a minimum of a master's degree with a doctoral degree preferred. Faculty teaching SUDP and

BASBH coursework are required to complete and maintain certification as Washington professional and technical college instructors. All adjunct faculty hired to teach in the program will be required to have a master's degree or doctoral degree preferred in a field aligned with course content. Instructors will also hold relevant industry certifications and relevant work experience.

General education courses in psychology, sociology, English, and biology, will be taught by existing faculty for already existing and ongoing courses. Additional faculty will be hired in conjunction with distribution area's department chair and divisional dean. Minimum qualifications for general education instructors is a master's degree with a doctoral degree preferred. Lower division general education coursework is already offered at the college multiple quarters per year. Dependent on enrollment, additional sections of lower division coursework may need to be offered to support the pathway to the BAS in Behavioral Healthcare program.

A full-time, tenure-track faculty position will be created to specifically support the BAS in Behavioral Healthcare program prior to the start of year two of the program. The full-time faculty member will have teaching and advising responsibilities in the program.

A full-time faculty member is contracted to teach 45 credits annually. The remaining 45 credits in the program will be taught by other current full-time and pro-rata faculty as an additional (moonlight) contract in addition to their current teaching load and part-time (adjunct) faculty hired on a by quarter basis.

Table 5, below, outlines current faculty teaching lower division coursework applicable to the BAS in Behavioral Healthcare and planned upper-division coursework aligned with their qualifications. A summary of faculty qualifications is contained in Appendix C and full CVs available upon request.

Table 5: BAS in Behavioral Health Faculty Profiles

Faculty Name	Credentials	Status	Courses Qualified to Teach:
Shyla Rabe	<p>M.S. in Addiction Counseling</p> <p>B.S. in Sociology Substance Use Disorder Professional Credential</p>	<p>Pro-Rata Faculty</p> <p>Program Lead for Substance Use Disorder Professional program</p>	<p>CDP 100 Intro to Chemical Dependency</p> <p>CDP 111 Counseling Techniques</p> <p>CDP 130 Assessment &amp; Treatment Plans</p> <p>CDP 210 Group</p> <p>BASBH 300 Intro to Behavioral Healthcare</p> <p>BASBH 430 Trauma-Informed Care</p> <p>BASBH 450 Advanced Counseling Techniques</p>
Renate Starroff	<p>M.A. Psychology</p> <p>Licensed Mental Health Counselor</p>	<p>Adjunct faculty in Psychology and Substance Use Disorder Professional programs</p>	<p>BASBH 300 Intro to Behavioral Healthcare</p> <p>BASBH 450 Advanced Counseling Techniques</p> <p>BASBH 430 Trauma-Informed Care</p> <p>BASBH 455 Behavioral Healthcare in Primary Care</p> <p>BASBH 440 Family Counseling</p> <p>BASBH 420 Treatment of Mental Health Disorders</p> <p>CDP 111 Counseling Techniques</p> <p>PSYC&amp;100 General Psychology</p> <p>PSYC&amp;200 Lifespan Psychology</p>



			PSYC&220 Abnormal Psychology
Rachel Bryant-Anderson	Ph.D. Sociology, Designated Emphasis in Feminist Studies,  M.A. Sociology  B.A. Sociology	Pro-Rata faculty Sociology	SOC& 101: Intro. to Sociology SOC& 201: Social Problems SOC 125: Sociology of Family  BASBH 325: Sociology of Health & Healthcare
Atara MacNamara	Ph.D. Social and Developmental Psychology  M.S. Social Psychology  B.A. Psychology	Full-time Tenured Faculty in Psychology	PSYC&100 General Psychology PSYC&200 Lifespan Psychology PSYC 209 Research Methods PSYC 210 Personality Theories PSYC 250 Social Psychology PSYC 409 Positive Psychology, Health, and Aging

Additional faculty needed to teach:

Adjunct and/or full-time faculty hired to teach in the skills courses will hold a minimum of a master's degree in a relevant field such as behavioral healthcare, social work, counseling psychology, psychology, social work, or addiction studies. In addition to a master's degrees experience as a clinician and/or licensed professionals in counseling, therapists, and social workers will teach the applied coursework.

- BASBH 320 Social & Cultural Diversity in Behavioral Healthcare
- BASBH 330 Ethics in Behavioral Healthcare
- BASBH 340 Professional Development
- BASBH 400 Case Management
- BASBH 470 Practicum
- BASBH 471 Capstone
- BIOL 350 Neurobiology

Provide the total faculty FTE allocated to the program

The BAS in Behavioral Healthcare program is projected to offer one cohort per year. In Year 1, 45 credits of coursework will be delivered. In year two and forward, 90 credits of coursework

(45 credits for first year students and 45 credits for second year students) will be delivered annually. Year 1: Adjunct faculty equivalent to 1.0 FTE; Year 2 – 5: Full-time, tenure track, faculty and adjunct faculty equivalent to 2.0 FTE.

### Professional and Technical Certifications

Centralia College will ensure that all faculty and administrators responsible for technical program courses meet certification requirements for professional and technical administrators and instructors in the Washington Administrative Code.

## Criteria 3: Selective admissions process

### Open Access

Centralia College is an open admission policy institution in accordance with state regulations. Any applicant for admission to Centralia College shall be admitted as determined by the President or their designee, such applicant

- is competent to profit from the curricular offerings of the college; and,
- would not, by their conduct, create a disruptive atmosphere within the college inconsistent with the purposes of the institution; and,
- is 18 years of age or older; or,
- is a high school graduate, or the equivalent; or
- has qualified for admission under the provisions of the Running Start program or has been released by the high school.

Some programs may require additional criteria for admissions and/or separate admission process. These include but are not limited to all bachelor of applied science programs, some associate degree programs, underage admissions, and International programs. Applicants interested in these programs should review the Centralia College website for additional information (Centralia College Policy 4.020).

The college's policies will apply to the BAS in Behavioral Healthcare program and will guide the program's selection process. One goal of the selection process is that participants in the BAS in Behavioral Healthcare will mirror or exceed the diversity of students in other Centralia College programs. The navigator will create and implement a recruiting and outreach plan designed to attract a diverse applicant pool supported by the college's Vice President of Human Resources and Equity, with a particular goal of increasing racial diversity in the program.

Graduates from associate of applied science programs from other Washington state or accredited institutions will be eligible to apply for the BAS in Behavioral Healthcare. The students may need to complete some prerequisite courses prior to entering the program. Admissions requirements, application process, and program information will remain updated on the college's website.

### Admissions Criteria

The following admissions criteria have been identified as creating opportunities for a broad spectrum of applicants while optimizing the likelihood of successful completion of the BAS in Behavioral Healthcare program.

All BAS programs at Centralia College use a program specific admissions rubric. The rubric is used to ensure all applications are reviewed objectively and to reduce bias in the evaluation of admissions criteria.

Admissions criteria for the BAS in Behavioral Healthcare:

- Completion of the application packet:
  - Centralia College admissions form (if not a current Centralia College student)
  - Completed BAS program application
  - Official college transcripts
- Completion of a two-year degree, or equivalent junior level standing with a minimum cumulative GPA of a 2.5 or higher.
- Completion of foundational coursework with a 2.0 or higher:
  - ENGL& 101 English Composition I (5 credits)
  - CDP 111 Counseling Techniques (5 credits)
  - PSYC& 220 Abnormal Psychology (5 credits)

If the number of qualified applicants exceeds space availability, the applicants will be ranked based on the admissions rubric scores with highest scoring applicants admitted first. In the event of a tie and not enough space to accommodate all qualified applicants, the date of application submission will be the tie breaker. The remainder of the qualified applicants will be placed on a waitlist and contacted when space becomes available. If space does not become available, the students will be notified the program is full and provided the application dates for the next available cohort.

Table 6: Admissions Rubric

Criteria	3 points	2 points	1 point	0 points
Applicant's Cumulative GPA	3.50-4.0 Cumulative GPA	3.00-3.49 Cumulative GPA	2.50-2.99 Cumulative GPA	2.49 or lower Cumulative GPA – Applicant does not currently Qualify for admissions
Associate Degree	Applicant has already completed their associate degree or junior level standing	Applicant is currently working on their associate degree or junior level standing		Applicant does not have an associate degree or junior level standing and is not currently working towards one. Applicant does not

				currently qualify for admissions
Required Entrance Courses: (English Composition I, Chemical Dependency Introduction, Abnormal Psychology)	Completed all three courses: <ul style="list-style-type: none"> <li>• ENGL&amp; 101</li> <li>• CDP 111</li> <li>• PSYC&amp; 220</li> </ul>	Completed 2 of the 3 required courses and has a plan to complete all three prior to cohort start date	Completed 1 of the 3 required courses and has a plan to complete all three prior to cohort start date	Missing 1-3 of the entrance required courses and will be unable to, or does not plan to, complete them prior to cohort start date. Applicant does not currently qualify for admissions
Work Experience	More than 5 years of full-time equivalent experience working in a related field	More than 3 years and less than 5 of full-time equivalent experience working in a related field	More than 1 year and less than 3 of full-time equivalent experience working in a related field	Less than 1 year or no experience working in a related field

The admissions rubric is used by enrollment services to evaluate every application submitted. Enrollment services has a minimum of two people who review applications based on the rubric. A final review of the applicant is completed by the director of enrollment services. In the event that a student does not qualify for admissions, admissions provides the student a list of item(s) that need to be completed to qualify. This information is also shared with the program advisor and/or BAS Program Coordinator to help the student develop a plan to address the gaps. If the student does not believe their application was accurately reviewed they can appeal to enrollment services. Enrollment services in collaboration with the program dean and lead faculty will review the application to determine if an error was made in the initial decision.

### Support for Diverse Populations

Centralia College’s service district population is predominately white and 10 percent Hispanic ([Lewis County, WA - Profile data - Census Reporter](#)). While the service district population is comprised of approximately 17 percent people of color, the student population at Centralia College includes 29 percent people of color [SBCTC Field Guide, 2018]. The college is serving an increasing population of Latino students ([year-one 2019.pdf \(centralia.edu\)](#)). The college’s service district has a lower percentage of the population with a bachelor degree or higher education credentials, with a rate of 16.8 percent compared to the state average of 35.3 percent.

Centralia College is focused on removing barriers and providing an inclusive learning environment based on a guided pathways framework. In addition to the recent hiring of the Vice

President of Human Resources and Equity, the college has established a Justice, Equity, Diversity, and Inclusion (JEDI) committee focused on identifying systemic barriers for students and resources needed to serve underrepresented student populations. The increased focus on diversity and inclusion will help the college ensure a lens of inclusion is used in making decisions, revising and writing policies and practices, hiring, and resources for students and staff. The faculty developing curriculum for the BAS in Behavioral Healthcare program have included knowledge and application skills to prepare students to understand, empathize with, and assist clients of diverse ethnicities, cultures, and socioeconomic backgrounds. Part of the college's strategy to close educational attainment gaps is to add relevant pathways such as the BAS in Behavioral Healthcare.

The BAS in Behavioral Healthcare will be monitored through our Institutional Research office that will disaggregate data to determine systemic barriers to access, retention, and completion of underserved student populations. Racial inequities will be of particular focus for the advisory committee and addressed by college leadership as they consider equity and opportunity gaps in all BAS programs.

The BAS Program Navigator/Recruiter will:

- Recruit people of color from Centralia College's graduates. All eligible graduates will receive information about the program via email and direct mail correspondence
- Recruit students from local high schools by attending career fairs
- Create targeted marketing efforts to encourage persons of color to apply for the program
- Present information to businesses and professional organizations to recruit their employees from under-represented populations
- Hold orientations to share program information with perspective students and families
- Provide one-on-one sessions to address perspective students concerns regarding readiness, finances, and possible careers

## Criteria 4: Appropriate Student Services Plan

The BAS in Behavioral Healthcare will use the same student services plan as the college's other four BAS programs though additional resources in some cases have been allocated to account for the additional impacts from this proposed degree.

Centralia College's Justice, Equity, Diversity and Inclusion Committee is leading equity work on campus. The college is in the process of defining the words equity, diversity and inclusion and how the college will use the terms overall. This is the first step of creating the college's equity and inclusion strategic plan.

### Enrollment Services

Centralia College's enrollment services department is integral in the application collection, review, and acceptance process. The college's credit evaluator will review transcripts from all applications to verify previous coursework. The credit evaluator has extensive experience evaluating transcripts from accredited institutions. The credit evaluator will evaluate applications packets for completion of admissions requirements and student records for degree requirements when students near graduation. The credit evaluator will work with the BAS program coordinator to relate information regarding general education completed and any outstanding

general education requirements. Enrollment services works closely with the BAS dean, students, and faculty advisors to walk students through the application and evaluation process. Students can receive support throughout the process from a point-of-contact they are most comfortable working with which is often someone they developed a relationship with during their two-year program.

The college has approved policy that allows students, faculty, and staff to update preferred names and pronouns. The policy will allow students to be identified based on their preferences without having to ask for preferences from individual faculty and/or staff.

The college is reviewing fees such as application and graduation fees to determine appropriateness in waiving fees and/or providing reduced fees to eliminate financial barriers.

### Faculty Advisor

Students in the BAS in Behavioral Healthcare program will receive quarterly advising from a discipline specific faculty teaching in the program. The faculty advisor will meet with students quarterly to determine progress, identify if any resources are needed to support the student, plan future courses, and discuss career opportunities.

### BAS Program Navigator/ Recruiter

The BAS Program Navigator is a point of contact for students interested in the program. This role will help focus primarily on outreach and providing general program, financial aid, and admissions information. Once a student is admitted in the program, the BAS Program Coordinator becomes the point of contact. The BAS Program Navigator will attend college fairs, visit high schools and attend the Latinx Open House. The Latinx Open Houses will be available on campus and in-person once normal operations can resume.

### BAS Program Coordinator

The BAS Program Coordinator will assist admitted students through quarterly tracking of progress and assists students with finding resources to help support their education and learning (financial aid, scholarships, tutoring, etc.)

### Mandatory Orientation

All student accepted in the BAS in Behavioral Healthcare program will attend a mandatory orientation session prior to the start of classes. This orientation is conducted the lead faculty in collaboration with the BAS Program Coordinator and Dean. In this session, the expectations and policies of the program will be discussed. The students will receive a BAS handbook which will include policies surrounding the program, student resources, and where to find additional information on the Centralia College website.

### Tutoring and Writing Center

Centralia College provides a variety of tutoring services to assist students with math, writing, and science courses. Discipline-specific tutors are arranged for students as needed. Tutoring services are available in-person or online. Centralia College views tutoring as one of the most critical resources on campus and has dedicated two spaces to ensure students receive the tutoring they need in a comfortable, professional, and supportive environment. Additional tutors trained in the social sciences and human services will be hired or additional hours assigned as needed.

The Writing Center provides an online portal for students to submit papers for review. The consultants in the Writing Center are trained and supervised by a tenured English faculty member. Students can expect to receive feedback on their writing within two business days of submission. The Writing Center website also provide documents on key writing tips, such as: introductions and conclusions, tips for writing a thesis statement, critical analysis, writing a response, plagiarism, MLA format, website evaluation, and multiple grammar and punctuation tips.

### Advising and Counseling Center

Centralia College's Advising and Counseling Center provides career planning and initial intake for new students. The center also provides short-term mental health support for students and references to community resources when needed. The services are free, voluntary, and confidential for all Centralia College students. BAS students are eligible to access the advising and counseling center for short-term mental health support and references to community resources. The advising and counseling center does not complete initial intake for BAS students. Once admitted, BAS students are immediately assigned a faculty advisor that will provide advising and registration information beginning in quarter one.

### Blazer Central

Blazer Central is a student resource and success hub. Blazer Central provides a relaxed and supportive study and collaboration space that offers programming and resources to promote student success. Blazer Central provides academic planning, basic technology support, workshops focused on time management, effective reading techniques, and note-taking. Peer mentoring is available and pairs students with a personal guide through their college experience. Blazer Center is actively seeking peer monitors of color to support students of color, specifically the Spanish speaking students

### Veterans Services

Centralia College is an approved institution for the education and training of veterans, reservists and the children and spouses of deceased or 100% "total and permanently" disabled veterans. Services include assistance with the college application and registration process, educational benefit process, notification of and enrollment changes to the VA, and assistance with interpreting, explaining and implementing VA policies and college regulations. Veterans receive priority registration, which allows all eligible veterans to register to secure their courses prior to other students.

### Library

Students have access to the library's print and online resources. Online resources include the library's collection of databases, e-books, and streaming videos. The databases include articles appropriate for use by BAS students conducting research. Healthcare-related databases to which the library subscribes are *Nursing and Allied Health*, *Family, Health*, and *OneFile Health and Medicine*. There is additional healthcare article coverage in our multidisciplinary databases, Academic Search Complete and Research Library. The library also makes available high-quality open access health databases, such as PubMed. The library will add whatever additional resources are recommended by program faculty.

Remote assistance through email or telephone is available for students needing help when off campus. Centralia College's library is also part of Ask-a-Librarian, a live chat research help service which students can access 24 hours a day, seven days a week.

Centralia College programs have designated librarians that specialize in and fully integrate library services in specific programs assigned to them. The librarian currently designated to the Psychology and Chemical Dependency programs will be the point of contact for BAS in Behavioral Healthcare faculty and students. Centralia College's librarians support the college's other four BAS programs and have the skills, knowledge, and ability to support the BAS in Behavioral Healthcare. The librarian will provide support to the BAS in Behavioral Healthcare program by teaching classes on database searches, APA formatting, online resources, one-on-one research consultations, and other topics as requested. BAS in Behavioral Healthcare students will consult with a librarian to discuss research needs for a variety of research papers throughout the program. Librarians work closely with faculty to find diverse curriculum reflective of student and/or client populations. The college has a librarian with a primary focus of providing professional development and assist faculty in finding and using quality Open Education Resources. The use of OER can significantly reduce textbook costs for students.

#### Disability Services

Centralia College is committed to providing access to all students. Disability Services provides services and reasonable accommodations to currently enrolled students with disabilities who are otherwise qualified to enroll in courses. A collaborative process is initiated when the student contacts the director of Disability Services. The director communicates reasonable accommodations to faculty and provide assistance to faculty with implementation of accommodations, if needed.

#### Financial Aid & Scholarships

Centralia College's financial aid office assists students in the completion of financial aid applications which allows students to access financial assistance through grants, work-study, and scholarships. The college provides a quarterly payment plan to assist students with out-of-pocket expenses. The Centralia College Foundation provides scholarships for students and works with the community to ensure scholarships dedicated to bachelor degree students.

### **Criteria 5: Commitment to Build and Sustain a High-Quality Program**

#### Financial plan for the first five years of program operation

Detailed below is a financial plan for the first five years of the BAS in Behavioral Healthcare program at Centralia College. The college commits to sustaining high-quality bachelor degree programs which will further strengthen the college's offerings, serving place-bound students, and graduating highly skilled graduates to meet the workforce needs in the service district.

The implementation timeline assumes that Northwest Commission on Colleges and Universities (NWCCU) approval, as well as veteran's services approval and Department of Education financial aid approval, occur in 2021.

The BAS in Behavioral Healthcare program will be administratively housed within the existing healthcare/social services pathway, specifically the Substance Use Disorder Professional program. Healthcare programs, part of Career and Technical Education division, fall under the



Instruction umbrella of the institution. The Career and Technical Education division houses four existing BAS programs, each in a different pathway (Industrial Trades, Information Technology, Business, and Teacher Education). The Arts and Science division houses the academic courses and fully supports, develops, and provides instruction for upper division general education courses.

**Standard (1) Types of funds to be used to support the program**

Tuition is the primary long-term funding source for the BAS in Behavioral Healthcare program, based on enrollment projections explained and shown in Table 8; however, the college is committed to funding the BAS in Behavioral Healthcare program from BAS reserves generated from current offerings whether tuition covers the full expenses or not.

Based on the seven percent increase in BAS programs across the state, Centralia College’s current enrollment trends from the primary AAS feeder programs, Criminal Justice and Substance Use Disorder Professional, and AA Psychology, and student surveys conducted in fall 2020, it is anticipated that seventy-eight percent of interested students will aim to complete the BAS in Behavioral Healthcare program in two years, while the rest anticipated the need to take 3-4 years to complete. Fifty-one percent of survey respondents indicated they want to remain at Centralia College to complete a bachelor degree and have no intention of transferring to another college or university. Twenty-eight respondents, roughly twenty-one percent of current enrollments in identified feeder programs, will be prepared to begin the program fall quarter 2021.

Classes will be offered in an evening hybrid model to provide access and flexibility to working adults across the college’s service district. Results of the student survey demonstrate the need for hands-on class time with limited days on campus. A hybrid model will provide a balance of time on campus for hands-on activities with online learning.

With enrollment projections, we have projected one cohort of full-time students to begin annually. Students will complete 15 credits per quarter, graduating in two years. The cohort can accommodate slots for part-time students completing 10 credits per quarter graduating in three years. The enrollment projections, shown in Table 7, assume an eighty-five percent retention rate and are conservative considering the survey results of students interested in a fall 2021 start.

Table 7: Five Year Enrollment Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-22	2022-23	2023-24	2024-25	2025-26
Full-time Students	15	17	19	22	26
Second Year Student Continue		13	15	17	19
Total	15	30	34	39	45

Notes: Cohort Launch and Expansion Years 2021-22, 2022-23, 2023-24. Full capacity 2025-26

**Standard (2) Projected program revenue**

Projected revenue is based on the enrollment estimates in Table 7, above. The revenue projections assume full-time enrollment. Tuition includes operating fees only and uses current

tuition rates for lower and upper division courses as set by SBCTC. In accordance with tuition requirements for BAS programs, students will be charged per credit for upper division courses and lower division courses up to the full-time tuition allowed.

Revenue projections in Table 8, below, are conservative and do not consider tuition revenue to be gained in lower division admissions pre-requisites or required general education.

*Table 8: Five Year Revenue Projections*

	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-22	2022-23	2023-24	2024-25	2025-26
Annual Tuition @ 15 credits	\$88,520	\$177,039	\$200,644	\$230,151	\$265,559

**Standard (3) Projected program expenses**

Projected program expenses are shown in Table 9. This includes start-up expenses for 2020-21. Table 10 shows the cumulative projected budget. The college is projected to invest \$50,000 from local funds to sustain the program while enrollments trend to capacity. In year three (2023-24), the program will show positive cash flow with the initial investment returned to the college by the end of year four with the program being self-support by year five (2025-26). During this time, the college will hire a BAS Program Coordinator, BAS Navigator/Recruiter, stipend current faculty for proposal and curriculum development, finalize admissions documents, and marketing of the new program. The proposed BAS in Behavioral Healthcare is slated to begin in fall 2021.

The budget estimates are based on the 90 credits of coursework prescribed in the BAS in Behavioral Healthcare program. Currently full-time faculty will teach BAS coursework as moonlight/adjunct contracts in year 1. Prior to the start of year 2, a full-time faculty dedicated to BAS in Behavioral Healthcare will be hired.

Table 9: Five Year Expense Projections

Expense	Start-up	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Full-Time Faculty			69,785	69,785	69,785	69,785
Adjunct Faculty		37,824	37,824	37,824	37,824	37,824
BAS Program Coordinator (20%)		4,400	8,800	8,800	8,800	8,800
BAS Navigator/Recruiter		22,000	44,000	44,000	44,000	44,000
Benefits (30%)		<u>19,267</u>	<u>27,187</u>	<u>27,187</u>	<u>27,187</u>	<u>27,187</u>
<b>Total Salary &amp; Benefits</b>		<b>83,491</b>	<b>187,596</b>	<b>187,596</b>	<b>187,596</b>	<b>187,596</b>
Curriculum Development	4,500.00	6,750	1,500	1,500	1,500	1,500
Marketing	2,000.00	2,000	2,000	2,000	2,000	2,000
External Reviews	2,000.00					
Proposal Development Faculty Stipends	4,000.00					
Library		5,000	5,000	5,000	5,000	5,000
Travel & Training		2,500	2,500	2,500	2,500	2,500
Materials & Supplies		<u>1,000</u>	<u>1,000</u>	<u>1,000</u>	<u>1,000</u>	<u>1,000</u>
<b>Total Expenses</b>	<b>\$12,500</b>	<b>\$100,741</b>	<b>\$199,596</b>	<b>\$199,596</b>	<b>\$199,596</b>	<b>\$199,596</b>

Table 10: Projected Cumulative Budget

Projected Budget	Start-up	Year 1	Year 2	Year 3	Year 4	Year 5
Total Revenue		\$88,520	\$177,039	\$200,644	\$230,151	\$265,559
Total Expenses	\$12,500	\$100,741	\$199,596	\$199,596	\$199,596	\$199,596
<b>Profit (Loss)</b>	<b>\$(12,500)</b>	<b>\$(12,222)</b>	<b>\$(22,557)</b>	<b>\$1,048</b>	<b>\$30,555</b>	<b>\$65,962</b>
Cumulative	\$(12,500)	\$(24,722)	\$(47,279)	\$(46,231)	\$(15,676)	\$50,286

Below is a detailed explanation of each expense category projection:

#### Start-up Costs

\$2,000, one-time funds, are allocated for the required completion of two external peer reviewers to provide feedback pertaining to the BAS in Behavioral Healthcare proposal.

\$4,000, one-time funds, are allocated to stipend faculty to support the development of the BAS in Behavioral Healthcare proposal.

\$4500, curriculum development funds will be paid for the development of year one coursework for the BAS in Behavioral Healthcare. Funding will be stipends to content experts in the amount of \$750 per course.

\$2,000, marketing funds will be spent for the initial launch of the program. This will include, but is not limited to; radio ad, social media, and newspaper ads.

#### Ongoing Costs

Tenure (track) Faculty (full-time, start year 2)

This person is responsible for:

Teaching 15 credits of upper and lower division BAS coursework, quarterly

Quarterly student advising

Program and curriculum review implementing revisions to courses as needed

This position is funded based on initial placement as outlined in the faculty negotiated contract.

The minimum initial placement rate \$53,758 - \$69,785 maximum initial placement. The amount budgeted is for maximum placement. This position will be hired in time to begin teaching in winter of 2022.

#### Moonlight/Adjunct Faculty (starting in year 1)

These people are responsible for:

Teaching lower and upper division BAS coursework

Compensation will be paid at a rate of \$840.52 for qualified faculty currently teaching in pro-rata or full-time positions at the college as an additional moonlight contract. Compensation will be paid at a rate of \$773.50 for qualified adjunct faculty. The budget projects 45 credits annually taught by moonlight/adjunct faculty.

#### BAS Program Coordinator (20%)

This person is responsible to:

Monitor academic progress of students

Connect students to campus resources and supports

Coordinate and support faculty in conducting informational sessions and mandatory orientations

Communicate program changes to admissions, financial aid, and other campus departments.

Coordinate marketing efforts with public relations office

#### BAS Navigator/Recruiter (100%)

This person is responsible for:

Point of contact for potential students seeking program information

Attend and host recruiting events on and off campus  
Provide campus tours  
Partner with industry partners to secure practicum work experiences for students  
Facilitate pathways articulations with college and university master's programs  
Provide graduate program information to graduates  
Conduct surveys of students, practicum supervisors, and employers  
Collect program data and create reports for faculty and administration

#### Curriculum Development (Subject matter experts)

These people are responsible for:

Developing the curriculum for each new course in the BAS in Behavioral Healthcare program  
Updating course curriculum as needed based on student, employer, advisory board feedback  
Compensation will be paid at \$750 per course as stipends. The budget allows for development of six courses prior to the program starting with the remaining nine courses developed in year 1 for delivery in year 2. Allocation for new course development totals \$11,250 with ongoing allocation of \$1,500 to support needed curriculum revisions. Minor revisions are not funded and are part of faculty requirements. Major revisions are funded based on the extent of changes needed with this funding provides 10 credits of major revisions. In addition to this funding, the college has additional earmarked curriculum development and eLearning quality matters funding available if revisions exceed program budget.

#### Marketing

Marketing funds will allow the purchase of radio, print, video, and other advertising mediums to inform the community, employers, and prospective students about the new BAS in Behavioral Healthcare program. \$2,000 annually is budgeted for program-specific marketing. The college has another \$7,500 budgeted for general BAS marketing for the college's current four programs. General marketing will incorporate the BAS in Behavioral Healthcare.

#### Library

\$5,000 annually is allocated toward the purchase of additional library databases and other resources such as books and other electronic or physical resources requested by program faculty.

#### Travel/Trainings

\$2,500 annually is allocated for travel and training. This covers the cost of travel and conference fees. In addition to this allocation, faculty have access to professional development funding and extended studies funding specified in the negotiated faculty contract.

#### Materials and Supplies

\$1,000 annually is allocated to purchase materials and supplies to support program faculty and support staff. This will include, but is not limited to, basic office supplies.

#### Enrollment Services and Financial Aid

Conversations with enrollment services and financial aid regarding capacity to provide support for projected applications, enrollments, funding and transcript evaluation resulted in no additional funding needed. Enrollment services has the capacity to fully support the BAS in

Behavioral Healthcare with no additional staffing or resources therefore, funding for the BAS in Behavioral Healthcare will not earmark funds dedicated to this support.

#### **Standard (4) Appropriate facilities to be used**

Centralia College has appropriate facilities to support the BAS in Behavioral Healthcare. In 2009, the science center opened. The 70,000 square foot facility houses science laboratories, the nursing department, classrooms, a 100-seat tiered auditorium, faculty and administrative offices. In 2019, the Trans Alta Commons, also a 70,000 square foot building, came online. The first two floors contain all student services activities, clubs, and common space for students to study together. The third-floor houses classrooms and faculty offices. Classrooms in each building contain appropriate instructional equipment, including instructor computer, Wi-Fi, document readers, and projectors. Classroom spaces provide outlets for student laptops and all students have access to the college's Wi-Fi 33. The BAS in Behavioral Healthcare will hold classes in the evening when classroom use is at a minimum.

#### **Standard (5) Equipment, technology, and instructional resources needed for the program**

The BAS in Behavioral Healthcare program leverages current equipment, technology, and instructional resources. The program does not require any additional or program specific equipment or technology.

The college has budgeted \$5,000 annually to provide additional library resources – subscriptions for electronic databases and books. The library is dedicated to fulfilling the needs of students, faculty and staff (outlined in Criteria 4). Librarians are assigned to specific pathways, allowing the librarian to provide specific program support. The current librarian for healthcare programs will support the BAS in Behavioral Healthcare and will provide support to faculty and students with resource guidance and appropriate use of resources.

#### **Standard (6) The college's ability to sustain the program over time**

Centralia College is fully committed and able to sustain the BAS in Behavioral Healthcare program, long-term. The BAS in Behavioral Healthcare program will work with an advisory board to ensure curriculum remains current and relevant to local employers. The program will provide informational sessions and actively market to ensure continued student interest. The five-year budget is conservative in nature and demonstrates the program will be self-sufficient by the third year and will be generating profit that will be applied to program reserves. The college has administered BAS programs for nine years in a self-support model as enrollment continues to grow.

### **Criteria 6: Program Specific Accreditation**

The institution will not be seeking specialized program accreditation for the BAS in Behavioral Healthcare.

Upon approval of the BAS in Behavioral Healthcare by the state board, Centralia College will submit a substantive change application and proposal to the North West Commission on Colleges and Universities (NWCCU).

## Criteria 7: Pathway Options Beyond Baccalaureate Degree

Centralia College has had preliminary discussions with St. Martin's University regarding possible pathways from the BAS in Behavioral Healthcare to their Master's in Counseling program. Graduates of the BAS in Behavioral Healthcare will have achieved entrance requirements for admissions. St. Martin's entrance requirements for admissions, as outlined on the website Graduate | Saint Martin's University (stmartin.edu), include:

- A baccalaureate degree from an accredited college or university
- Undergraduate coursework in psychology, social work, family studies, or other related fields is desirable but not required
- Clinical experience

Grand Canyon University offers a fully online Master's degree in Addiction Counseling. This degree would align with the coursework completed in the BAS in Behavioral Healthcare program, particularly for students who entered the BAS from the college's AAS Substance Use Disorder Professional.

Centralia College administration has held preliminary conversations regarding pathways to The Evergreen State College. The Evergreen State College offers a Master of Public Administration. This program would provide a viable pathway from the BAS in Behavioral Healthcare for graduates with career goals of administrative positions in government entities that support mental health, social services, and counseling services.

Primary pathways from two-year degree through master's include, but are not limited to:

- AAS Substance Use Disorder Professional to BAS in Behavioral Healthcare to St. Martin's University for a Master's in Counseling or Grand Canyon University for a Master's in Addiction Counseling.
- AAS Criminal Justice to BAS in Behavioral Healthcare to The Evergreen State College for a Master's of Public Administration.
- AA Psychology to BAS in Behavioral Healthcare to St. Martin's University of a Master's in Counseling.

## Criteria 8: External Expert Evaluation of Program

Centralia College has selected and provided this proposal and SBCTC's proposal review rubric to two external reviewers. The selected faculty are experts in the coursework proposed in the BAS in Behavioral Healthcare.

- Peer evaluator 1: Dr. Rex Rempel, Professor and Department Director for Behavioral Health School of Health Sciences at Lake Washington Institute of Technology
- Peer evaluator 2: Dr. Emily Coyle, Associate Professor Department of Psychology at St. Martin's University

### Summary of feedback

Feedback was primarily in two areas, qualifications of faculty and curriculum content. On page 15 of this document minimum requirements for faculty needing to be hired have been



documented. Curriculum suggestions do not alter the outcomes of this program and will be shared with the advisory board as course outlines are developed and implemented. This will include terminology used to align with industry as well as consideration for increased clinical experiences. Additional feedback will be incorporated in webpages and marketing to prospective students.

#### Modifications based on feedback

- Continued curriculum conversations with the advisory board as course outlines are developed and vetted through the college's curriculum review process.
- Inclusion of requirements needed when hiring new and part-time faculty to teach the applied coursework.
- Ensuring curriculum contains inclusive and diverse materials to ensure graduates are prepared to work with all clients in the local community.
- Updating tables for clarity.

#### Biography of evaluators

##### Dr. Rex Rempel

Doctor of Social Work (DSW): Education of Practice from University of St. Thomas – St. Catherine University. Professor, Department Chair, Department Director in Behavioral Health and Social Services, baccalaureate and associates programs at Lake Washington Institute of Technology for five years. Additional experience in teaching and field instruction in social work and behavioral sciences.

##### Dr. Emily Coyle

Emily Coyle is an Associate Professor of Psychology at Saint Martin's University (Lacey, WA), with affiliated appointments in Women's Gender, and Ethnic Studies and in Leadership Studies. She holds a Ph.D. in developmental psychology from the Pennsylvania State University. Her teaching is primarily in undergraduate Psychology courses in developmental psychology, gender development, research methods and statistics, and capstone research. She has a teaching emphasis on developing student researchers. Her own research is in social cognitive development and the its impact on aspiration and achievement, particularly for girls in STEM domains. She regularly consults on and evaluates curriculum and programs with regard to equity and mitigation of bias.

## Summary and Conclusion

Centralia College continues to play a key role in providing the academic training needed for local employers to have strong and highly skilled hiring pools. The college currently provides four BAS programs that have addressed labor gaps in management, teacher education, information technology, and diesel technology. The BAS in Behavioral Healthcare degree will allow the college to fill the current largest need in our community, providing a highly-skilled workforce at a bachelor degree level to meet the hiring and employment needs of healthcare providers. The graduates of this program would be able to obtain work in the local community and would also be positioned to continue their education in a master degree program to further career growth. Centralia College is excited about the opportunity to offer the BAS in Behavioral Healthcare program and support the local community in greater access to skilled professionals in social and human services.

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National Council for Behavioral Health. Demand for mental health and addiction services increasing as COVID-19 impact continues. [National Council for Behavioral Health \(thenationalcouncil.org\)](https://thenationalcouncil.org)

Rural Health Information Hub. Chart – whole county is a shortage area. [Map of Health Professional Shortage Areas: Mental Health, by County, 2021 - Rural Health Information Hub](#)

St. Martin's University. Master of Arts in Counseling. [Master of Arts in counseling | Saint Martin's University \(stmartin.edu\)](#)

## Appendix A: Crosswalk

BASBH Program Outcome	SAMHSA Competency	Courses
<p>1. Analyze behavioral health concepts such as current trends, theories, approaches, and best practices</p>		<p>CDP 100 Intro to Chemical Dependency</p> <p>PSYC&amp; 100 General Psychology</p> <p>PSYC&amp; 220 Abnormal Psychology</p> <p>BASBH 300 Intro. to Behavioral Healthcare</p> <p>BASBH 320 Social &amp; Cultural Diversity in Behavioral Health</p> <p>BASBH 450 Advanced Counseling Techniques</p> <p>BASBH 455 Behavioral Health in Primary Care</p> <p>BASBH 471 Capstone Project</p>
<p>2. Recognize institutional and social barriers that impede access, equity, and success for individuals and families within behavioral health systems</p>	<p>F. Cultural Competence &amp; Adaptation</p> <p>G. Systems Oriented Practice</p>	<p>BASBH 320 Social &amp; Cultural Diversity in Behavioral Health</p> <p>BASBH 325 Sociology of</p>

		Health & Healthcare  BASBH 471 Capstone Project
3. Effectively analyze, evaluate, and conduct behavioral health research		PSYC 209 Research Methods  BASBH 471 Capstone Project
4. Identify the structures, functions, and organizations, which comprise the local healthcare system, with a particular focus on behavioral healthcare organizations	G. Systems Oriented Practices	BASBH 340 Professional Development  BASBH 455 Behavioral Health in Primary Care  BASBH 470 Practicum  BASBH 471 Capstone Project
5. Demonstrate the ability to adhere to professional, ethical standards, including confidentiality and sensitivity when working with diverse populations within the behavioral health field	F. Cultural Competence & Adaptation	BASBH 320 Social & Cultural Diversity in Behavioral Health  BASBH 325 Sociology of Health & Healthcare  BASBH 470 Practicum  BASBH 471 Capstone Project
6. Demonstrate clear, concise, and effective written, electronic, and verbal communication skills with clients, families, and interdisciplinary team members to enhance person-centered care and health outcomes	A. Interpersonal Communication  B. Collaboration & Teamwork	CMST 330 Professional & Organizational Communication

	D. Care Planning & Care Coordination	BASBH 450 Advanced Counseling Techniques
	I. Informatics	BASBH 470 Practicum
7. Complete both brief screenings and biopsychosocial assessments to include co-occurring disorders, and develop and monitor client-centered treatment plans in the context of family, community, and cultural identities	B. Collaboration & Teamwork	BIOL& 170 Human Biology
	C. Screening & Assessment	CDP 111 Counseling Techniques
	D. Care Planning & Care Coordination	BIOL 350 Intro to Neurobiology
	E. Intervention	BASBH 320 Social & Cultural Diversity in Behavioral Health
	F. Cultural Competence & Adaptation	
	H. Practice-Based Learning & Quality Improvement	BASBH 400 Case Management
		BASBH 430 Trauma-informed Care
		BASBH 440 Family Counseling
		BASBH 450 Advanced Counseling Techniques
		BASBH 470 Practicum
8. Demonstrate the ability to function effectively as a member of a multi-disciplinary team in	B. Collaboration & Teamwork	CMST 330 Professional &

coordinating services and resources to meet the needs of diverse populations.	D. Care Planning & Care Coordination	Organizational Communication
	F. Cultural Competence & Adaptation	BASBH 340 Professional Development
	H. Practice-Based Learning & Quality Improvement	BASBH 455 Behavioral Health in Primary Care
	I. Informatics	BASBH 470 Practicum

## Appendix B: BASBH Educational Planner

Course #	Course Title	Credits
<b>Quarter 1</b>		
ENGL& 102	English Composition II	5
	OR	
CDP 100	Intro to Chemical Dependency	5
CMST 330	Professional & Organizational Communication (Humanities)	5
BASBH 300	Intro. To Behavioral Healthcare	5
	<b>Total Credits Quarter 1</b>	<b>15</b>
<b>Quarter 2</b>		
BASBH 320	Social & Cultural Diversity in Behavioral Health	5
BASBH 330	Ethics in Behavioral Health	5
BIOL 350	Intro to Neurobiology w/Lab (Natural Science)	5
	<b>Total Credits Quarter 2</b>	<b>15</b>
<b>Quarter 3</b>		
PSYC 209	Research Methods	5
BASBH 450	Advanced Counseling Techniques	5
BASBH 400	Case Management	5
	<b>Total Credits Quarter 3</b>	<b>15</b>
<b>Quarter 4</b>		
BASBH 455	Behavioral Healthcare in Primary Care	5
BASBH 420	Treatment of Mental Health Disorders	5
BASBH 430	Trauma-Informed Care	5
	<b>Total Credits Quarter 4</b>	<b>15</b>
<b>Quarter 5</b>		
BASBH 440	Family Counseling	5
BASBH 340	Professional Development	5
	Elective	5
	OR	
BASBH 470	Practicum	5
	<b>Total Credits Quarter 5</b>	<b>15</b>
<b>Quarter 6</b>		
PSYC 409	Positive Psychology, Health & Aging	5
BASBH 325	Sociology of Health & Healthcare	5
BASBH 470	Practicum	5
	OR	
BASBH 471	Capstone Project	5
	<b>Total Credits Quarter 6</b>	<b>15</b>
	<b>Total Degree Credits</b>	<b>90</b>

## Appendix C: Faculty Qualifications

Shyla Rabe, Pro-Rata Assistant Professor & Substance Use Disorder Professional Lead

- M.S. in Addiction Counseling

- B.S. in Sociology
- Substance Use Disorder Professional Credential
- CPR/First Aid Training
- Suicide Prevention Training
- HIV Training
- Five years teaching experience – Substance Use Disorder coursework
- Faculty advisor for Substance Use Disorder Professional students

Renate Starroff, Adjunct Faculty

- M.A. Psychology
- B.A. Psychology
- Seven years work experience and currently employed with NW Family Therapy as a Therapist
- Five years work experience Child/Adolescent Counselor
- Four years teaching experience – Substance Use Disorder and Psychology coursework

Rachel Bryant-Anderson, Pro-Rata

- Ph.D. Sociology, Designated Emphasis in Feminist Studies, Dissertation: *The Family Work Negotiations of Couples Seeking Equality*
- M.A. Sociology
- B.A. Sociology
- Twelve years teaching experience – Sociology coursework
- Twelve Guest Lectures/Panel Presentations
- Facilitation of trainings and Workshops

Atara MacNamara, Associate Professor

- Ph.D. Social and Developmental Psychology, Dissertation: *The effects of optimism on narrative identity: Do optimists redeem negative events, or just focus on more controllable ones?*
- M.S. Social Psychology
- B.A. Psychology
- Twenty years teaching experience – Psychology coursework



## Appendix D: Course Descriptions

The following courses are the upper divisions specific to the BAS in Behavioral Healthcare. Lower division coursework is existing coursework approved through the college's curriculum approval process.

### **BASBH 300 Intro to Behavioral Healthcare**

#### **Description:**

This course introduces students to the field of Behavioral Health and Human Services. In this course, students gain an understanding of the historical underpinnings of the field. Students are also introduced to the work of the human service provider and the milieu in which client services are provided. An exploration of ethics, values and self-understanding as these apply to the human services worker also comprises an important element of the course.

#### **Course Objectives:**

- Examine one's motivation for entering the Behavioral Health/Human Services fields.
- Explain significant historical and legislative developments within the field of Human Services.
- Identify and describe the specific client populations that are helped by Human Services workers
- Compare and contrast major theoretical perspectives in Human Services
- Distinguish among the various kinds of professionals in the Behavioral Health/Human Services fields
- Identify the values, ethics, and characteristics of an effective Human Services professional
- Discuss how personal values and attitudes affect the client and the helping relationship
- Identify the types of agencies and explore the range of services found in Washington's Human Service System
- Discuss contemporary problems and issues in Human Services

### **BASBH 320 Social & Cultural Diversity in BH**

#### **Description:**

This course examines how cultural, biological, and social diversity affect thought and behavior. It presents current theories and practices for working with diverse populations in the behavioral health field and fosters the understanding and application of cultural diversity, cultural competency, self-awareness, social justice, and advocacy.

#### **Course Objectives:**

- Describe how culture, cultural identity, and intersectionality are related to behavioral health and behavioral healthcare
- Explain how culture and stigma can influence help-seeking behaviors
- Analyze the impacts of local, state, and national public policies on the quality and accessibility of behavioral health services
- Examine how one's own social statuses, culture-bound worldviews, assumptions, biases, and experiences influence counseling interactions
- Demonstrate the ability to modify counseling theories, techniques, and interventions to make them culturally appropriate for diverse populations

- Describe how oppression, power, privilege, racism, and discrimination impact clients of diverse populations and the therapeutic relationship
- Examine strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

### **BASBH 325 Sociology of Health & Healthcare**

#### **Description:**

This course explores health, illness, and healthcare from a sociological perspective. It considers the relationship between individuals' health and their cultural and structural realities, including the social determinants of health and the social construction of illness. In addition, it examines healthcare professions from a sociological perspective and critically analyze the structure, functions, and outcomes of the U.S. healthcare system.

#### **Course Objectives:**

- Describe major social issues related to health and healthcare in the U.S.
- Explain how the social construction process creates notions of "health" and "disease," and thus shapes the strategies we develop to promote health and intervene in the illness process
- Apply key sociological concepts to explain the social distribution of health, healthcare, and disease in the U.S
- Analyze social factors that contribute to population health inequalities, including race, ethnicity, gender, class, immigration status, sexuality, and disability
- Describe the social influences that shape medical authority, knowledge, and patient experiences with illness and treatment

### **BASBH 330 Ethics in BH**

#### **Description:**

This course provides a broad understanding of ethics, legal standards, and professional responsibilities in behavioral health with an emphasis on counseling ethics. Students explore behavioral health professionals' responsibilities to themselves, clients, colleagues, and society. Facilitates an understanding of ethical standards and ethical decision-making, professional boundaries, confidentiality and federal and state laws pertaining to specific populations and situations in the behavioral health field.

#### **Course Objectives:**

- Synthesize common themes in professional associations' ethical standards or codes of conduct
- Define person-first and client-centered care and generate examples
- Articulate how to support the rights of clients, including their rights to confidentiality, informed consent, self-determination, and least-restrictive treatment options
- Determine when and how to report suspicions of abuse, exploitation, neglect, danger to self, and danger to others
- Explain examples of racism, sexism, and other types of discrimination and societal structures or systems which facilitate inequality
- Formulate strategies to avoid the disclosure of personal information which has the potential to interfere with clients' work toward recovery

- Describe how to advocate to the state legislature and executive branch for policy change

### **BASBH 340 Professional Development**

#### **Description:**

Prepares students for field entry through resume and goal preparation, scheduling interviews, self-assessment, supervision discussions, and site selection. Students must complete this course prior to enrolling in BASBH 470 Practicum or BASBH 471 Capstone Courses.

#### **Course Objectives:**

- Identify behavioral healthcare or human service jobs that interest them and for which they are qualified
- Describe the duties and desired characteristics of behavioral healthcare or human service supervisors
- Identify multiple options for continued professional education, including formal coursework, trainings, professional journals, peer-to-peer communication, etc.
- Evaluate personal readiness for a practicum/work setting and set preliminary learning goals
- Create a resume, research agencies, select a site, prepare for an interview, and engage in clinical documentation
- Explain the requirements, tasks, challenges, and responsibilities required to ensure success in a practicum/work setting
- Demonstrate the ability to evaluate sites for match with personal goals and setting for practicum/work

### **BASBH 400 Case Management**

#### **Description:**

Overview of case management within the context of human service delivery. Students develop observation, problem-solving, recording and relationship building skills through the exploration of the case management process which includes client engagement and assessment, interview techniques and collection of client information. Students learn how to plan and develop a case file, refer clients for services, monitor the service coordination process and terminate a case. They also explore professional responsibility and cultural diversity in the context of case management practice.

#### **Course Objectives:**

- Analyze the primary roles and responsibilities of case managers in Behavioral Health and Human Service settings
- Demonstrate interpersonal skills to support and guide clients/families/significant others receiving case management services
- Identify and articulate the unique case management issues that come into play while working with specific populations
- Demonstrate the ability to complete client-centered assessments, identifying areas of problems and strengths
- Develop mutually agreed upon goals with clients and develop appropriate service plans from these goals
- Apply detailed, step-by-step information on how to record impressions and recommendations effectively

- Apply knowledge to forms and letter writing to practice compiling and sending information throughout the management of a case
- Identify community resources and demonstrate the ability to make necessary and appropriate referrals to community providers
- Apply knowledge to simulations that represent an extremely broad range of possible circumstances and difficulties in the field

## **BASBH 420 Treatment of Mental Health Disorders**

### **Description:**

This course offers students experience in assessing the various aspects of common mental health disorders encountered in the behavioral health field. Students will develop the knowledge and skills necessary to conduct systematic and culturally-sensitive biopsychosocial assessments, diagnosis, and treatment recommendations.

### **Course Objectives:**

- Define the terms mental health, mental disorder, and abnormal behavior
- Demonstrate the ability to carry out a brief mental health screen, navigate and access the psychiatric/mental health system, and communicate with mental health providers across the treatment continuum
- Conduct systematic and culturally-sensitive biopsychosocial assessments
- Discuss the use of the Diagnostic and Statistical Manual of Mental Disorders (DSM) when working with specific populations
- Formulate a diagnosis utilizing the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM)
- Develop culturally-sensitive and developmentally appropriate treatment plans that reflect assessment needs, measurable outcomes, evidence-based counseling practices, and referral needs

## **BASBH 430 Trauma-Informed Care**

### **Description:**

This course offers an overview of the various types of trauma and the impact they have on individuals, couples, families, and communities. Students who complete the course will gain the knowledge, skills, and dispositions required by behavioral health professionals to utilize trauma-informed intervention and treatment principles and successfully assist in a time of crisis.

### **Course Objectives:**

- Summarize specific intervention and treatment principles that guide clinicians, other behavioral health workers, and administrators in becoming trauma informed and in creating a trauma-informed organization and workforce
- Delineate types of trauma; distinguish among traumas that affect individuals, groups, and communities; describe trauma characteristics; and address the socioecological and cultural factors that influence the impact of trauma
- Evaluate the impact of trauma, trauma-related stress reactions and associated symptoms, and common mental health and substance use disorders associated with trauma

- Delineate screening and assessment processes and tools that are useful in evaluating trauma exposure, its effects, and client intervention and treatment needs
- Evaluate clinical issues that counselors and other behavioral health professionals may need to know and address when treating clients who have histories of trauma
- Evaluate specific treatment models for trauma, distinguishing integrated models (which address substance use disorders, mental disorders, and trauma simultaneously) from those that treat trauma alone
- Evaluate programmatic and administrative practices that will help behavioral health program administrators increase the capacity of their organizations to deliver trauma-informed services

### **BASBH 440 Family Counseling**

#### **Description:**

The purpose of the course is to introduce students to the theory, assessment techniques and intervention strategies used in the practice of family systems counseling. The focus of the course will be on building a theoretical base for understanding and applying family systems counseling strategies and techniques. Didactic and experiential learning will provide students with the opportunity to apply and integrate knowledge and skills gained through reading, lectures and videos.

#### **Course Objectives:**

- Articulate a fundamental understanding of family systems theory
- Describe assessment, treatment planning, intervention, and evaluation in family therapy.
- Compare and contrast two or more approaches in family therapy
- Describe family developmental processes as they relate to the family lifecycle
- Describe how problems develop, are maintained, and are resolved within a family system
- Apply basic family therapy skills during in-class demonstrations and in a focused conversation with a family
- Describe families as distinct cultural systems, embedded in and influenced by other sociocultural systems
- Recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders

### **BASBH 450 Advanced Counseling Techniques**

#### **Description:**

This course provides a comprehensive survey of the major contemporary theories of counseling, as well as their implications for practice. Core topics such as historical background, key concepts, the counseling process, counseling techniques and procedures, multicultural perspectives, and evaluation are examined for each theory. Students are given the opportunity to conceptualize selected case studies, decide on appropriate counseling interventions, and practice a variety of techniques that are commonly used in counseling practice.

#### **Course Objectives:**

- Compare and contrast major theoretical models of counseling
- Explain a systems approach to conceptualizing clients

- Apply basic therapeutic techniques used by each theoretical approach during in-class demonstrations
- Describe the multicultural and diversity effectiveness of each theory
- Evaluate and demonstrate the appropriate use of techniques associated with major counseling theories
- Evaluate and demonstrate the appropriate use of techniques associated with selected alternative and emerging therapies
- Demonstrate skills of referral and advocacy
- Identify issues specific to various social and cultural groups, including those based on gender, race, ethnicity, social class, and ability
- Demonstrate the ability to assess for difficulties in the areas of addictive behavior, depression, suicidality and/or homicidal and violent behavior
- Evaluate the emerging role of technology-based counseling

### **BASBH 455 Behavioral Healthcare in Primary Care**

#### **Description:**

This course is an advanced practice class that builds on the student's knowledge of behavioral health assessment, treatment planning, documentation, and evaluation. Students will learn advanced applications of this knowledge within an integrated healthcare model of treatment. This course will emphasize practice skills designed to enhance effective communication across disciplines to prepare students for a collaborative health care treatment approach. Practice skills learned in class promote consumer engagement, motivation, and empowered decision making among clients.

#### **Course Objectives:**

- Distinguish the role of behavioral health in integrated care settings
- Describe theories, perspectives and practice models in integrated care
- Identify core concepts utilized within integrated care
- Discuss common co-occurring behavioral health conditions seen in primary care settings
- Apply evidence-based treatment for behavioral health disorders across different age groups
- Apply advanced skills in engagement and assessment for mental health, substance abuse, chronic pain, and other health issues

### **BASBH 470 Practicum**

#### **Description:**

Through supervised clinical experience, the student begins hands-on training in a behavioral health/human service field. Skills focused upon are: intake interviewing, case management, assessment of client/consumer needs and intervention strategies to meet those needs, individual and group counseling, outreach activities, recording procedures, appropriate use of community referral and networking resources, staff relations, and inter-agency communication. One hundred hours of recorded clinical experience are required. **Prerequisite** Specific foundational course work based on area of study.

#### **Course Objectives:**

- Integrate theoretical classroom learning with experiential learning to implement professionalism and best practices related to behavioral health in a community agency setting
- Articulate the mission, history, and services of the placement agency
- Outline the charting procedures and paperwork requirements for entry level positions at the practicum site
- Explain the procedures for admission to and discharge from the host program
- Outline the community resources used by the placement agency
- Create personal learning objectives in measurable terms appropriate to practicum setting
- Demonstrate increase in self-knowledge and awareness of strengths and limitations
- Demonstrate ability to relate effectively with clients in an ethical and culturally sensitive manner
- Demonstrate successful work relationships with agency administrators, supervisors, and colleagues in the practicum setting

### **BASBH 471 Capstone Project**

#### **Description:**

In the capstone course, students synthesize, apply, and extend content learned throughout the Behavioral Health degree program. In consultation with faculty, students will propose, complete, evaluate, and present a project that demonstrates their mastery of a specific component of their Behavioral Health coursework relevant to the field and to their own academic and professional goals.

#### **Course Objectives:**

- Create a written proposal for a one-quarter capstone project that addresses a behavioral health/human service issue, problem, information gap, or creative endeavor, including relevant, tailored, and measurable learning objectives. Obtain faculty approval for the capstone project proposal
- Research, interpret, and critically analyze literature pertaining to the capstone project
- Synthesize research findings, theories, and practice into a comprehensive explanation and resolution of the issue, problem, information gap, or creative endeavor identified
- Complete the capstone project after receiving approval, culminating in a presentation of the project to demonstrate mastery of a specific component of their Behavioral Health coursework

### **BIO 350 Intro to Neurobiology**

#### **Description:**

Building on the study of human biology, this course introduces the structures and processes of the human brain. Designed for non-science majors, the course emphasizes the relationships among biology, emotions, thoughts, and behavior.

#### **Course Objectives:**

- Explain the basic structure of the central nervous system, the function of brain structures, and the communication between parts of the nervous system
- Predict typical changes to human brain functioning during critical periods of the lifespan
- Describe how medications and psychoactive substances affect brain functioning.



- Identify the physiological underpinnings of substance use disorders
- Describe the impacts of physical changes to the central nervous system, such as head trauma, dementia, spinal cord injury, fetal exposure to alcohol or other drugs, and long-term use of alcohol or other drugs
- Explain the biological basis of psychosis, depression, anxiety, and substance use disorders

## **CMST 330 Professional and Organizational Communication**

### **Description:**

Foundation course designed to develop effective written and verbal communication skills in organizational settings. Students will gain an appreciation for the crucial role communication plays in organizations and how to improve their employability.

### **Course Objectives:**

- Verify the ways in which communication skills help solve problems, learn new things, and build careers
- Create an effective business presentation applying the procedures learned in this course
- Analyze key steps for group problem solving in various scenarios
- Explain how to prepare for and conduct effective business meetings
- Apply teamwork, leadership and methods for overcoming group challenges
- Determine the key considerations in facilitating intercultural communications
- Devise effective e-mails for both internal and external communication
- Apply techniques for writing professional memos and business letters
- Prepare effective strategies to use in a business proposal
- Construct a reverse chronological resume and identify the different types of resumes
- Outline the steps of a communication audit and analyze the role it plays in improving organizational communication
- Assess the importance of public relations and marketing in communication strategy
- Point out the ways that business communicators effectively use social media to communicate

## **PSYC 209 Research Methods**

### **Description:**

Overview of scientific method, major research designs, statistical concepts and utilization of materials related to scientific journals. Prerequisites: PSYC& 100 (may be currently enrolled), eligible for ENGL& 101 and college-level math.

### **Course Objectives:**

- Discuss the basic research methods including fundamentals of hypothesis testing, fundamentals of experimental and correlational research
- Discuss key professional and legal guidelines for conducting ethical research, including the importance of honesty, due care, and integrity



- Explain the fundamental components of psychological measurement including reliability, validity, random selection and assignment
- Conduct a literature review using approved databases and summarize findings using APA style
- Distinguish between descriptive and inferential statistical concepts
- Explain the basics of experimental, non-experimental and complex research design with strategies for design selection
- Discuss how to construct and evaluate a survey questionnaire

### **PSYC 409 Positive Psychology, Health & Aging**

#### **Description:**

Students examine the foundations of positive psychology and its relationship to healthy aging through PERMA (Positive emotion, Engagement, Relationship, Meaningfulness, and Achievement), and explore positive interventions through theory, research and practice. Presents an overview on aging that includes the social aspects of aging, how personality affects aging, research on learned helplessness and specific techniques to combat depression based on cognitive behavioral therapy.

#### **Course Objectives:**

- Discuss the components of the PERMA model for the study of happiness
- Describe and evaluate positive psychology methodology
- Generate positive psychology research ideas pertaining to health and aging
- Analyze and discuss core concepts of positive psychology practice
- Evaluate research on the relationship between positive affect and health outcomes
- Develop skills and practices that increase well-being and contribute to productive aging

## Appendix E: External Review Rubrics

External Review #1: Rex Rempel, Lake Washington Institute of Technology

### Applied Baccalaureate External Review

College: Central College

BAS degree title: Behavioral Healthcare

Reviewer: Rex Rempel

Institutional affiliation: Lake Washington Institute of Technology

Qualification: Doctor of Social Work; Licensed Independent Clinical Social Worker

Relationship to Centralia College: none

Reviewer resume: following the review

- a. **Concept and overview:** Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?

Employers in this profession will seek applicants with understanding of mental health and substance use disorders, therapeutic skills, good communication skills, holistic and client-centered perspectives, interdisciplinary teamwork skills, a recovery orientation, trauma-informed practices, and the ability to work in both harm reduction and abstinence-based manners.

Graduates from this program need to be prepared to serve residents of a rural service district around issues of substance use disorders, mental health disorders, poverty, homelessness, and health concerns. Doing so will require their understanding of key theories, acquisition of key facts, development of appropriate dispositions, and development of necessary skills.

### Commendations

Except for those with graduate degrees, most applicants for jobs in behavioral healthcare and human services in Washington state have relatively little relevant education. In particular they have very little practical academic preparation for the field. Applicants with baccalaureate degrees in behavioral healthcare such as this one will be better prepared than most and therefore much stronger applicants for employment. The coursework in this program provides much better preparation for employment in behavioral healthcare than the psychology, sociology, and humanities degrees held by most baccalaureate-level behavioral health employees.

Though I cannot speak to the particular employment market of Lewis County, Washington state has significant workforce needs in behavioral healthcare. The current labor needs within the state are commonly described as desperate. As such, graduates from this program should be very well positioned to obtain employment in their chosen field.

## Concern

The BAS explicitly prepares graduates to work within primary care but shows no evidence of attention to work within the community behavioral health organizations which support residents with severe behavioral health disorders.

- b. **Degree learning objective:** Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?

## Commendations

The BAS program outcomes appear both sound and appropriate to prepare students for work in this discipline.

The SAMHSA and HRSA core competencies on integrated practice provide a reasonable basis for the curriculum. The planned curriculum appears to support those core competencies and the program outcomes.

## Concern

All students will take a course in advanced counseling techniques during their third quarter but some applicants will not have prior basic counseling education.

- c. **Curriculum alignment:** Does the curriculum align with the program's Statement of Needs Document?

Unknown. The program's Statement of Needs Document was not provided. I cannot speak to their alignment.

- d. **Academic relevance and rigor:** Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?

The course objectives support rigorous higher-level learning. Whether they will be rigorous at that level, however, is dependent upon how they are taught.

## Commendation

Yes, the upper division coursework does align with needs of employers and the local community. As noted above, I believe that this curriculum is more relevant than the baccalaureate education received by most who work in our profession.

## Concern

Students taking the planned curriculum would complete only one quarter of practicum or a one—

quarter capstone project. Students will graduate this applied baccalaureate program with no more than one hundred hours of fieldwork and possibly none. This poses great challenges to the development of the skills sought by employers in this profession.

### **Suggestions**

Teaching the planned curriculum across several years will provide the department with significant insight into its effectiveness. I recommend planning to review the curriculum for necessary adjustments three years after beginning studies.

You acknowledge balancing student preparedness against easy access in choosing the program's admission requirements. The required foundation coursework for admission to the program is very basic, with no healthcare or clinical elements. While this may be suitable for a new program seeking maximum enrollment, it will reduce the student body's ability to incisively engage upper-level courses and could threaten the rate of successful program completion. I acknowledge that your valuation of applicants' related work experience will mitigate for this concern. Nevertheless, as annual program enrollment nears capacity, I would encourage consideration of requiring more healthcare or social science coursework as criteria for admission or at least weighing them as part of your rubric in comparing applicants.

- e. **General education requirements:** Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?

### **Commendations**

The general education requirements for the BAS in Behavioral Healthcare appear suitable and rigorous.

- f. **Preparation for graduate program acceptance:** Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?

There are many possible avenues for graduate studies in behavioral healthcare including social work, counseling psychology, marriage and family therapy and rehabilitation counseling. Such programs often admit students whose undergraduate studies are unconnected to the discipline.

### **Commendations**

I believe that graduates from Centralia College's proposed BAS in Behavioral Healthcare would be among the stronger applicants for such programs, particularly those graduates with relevant work experience.

The study of research methods and of statistics will support their readiness for graduate studies and make them more attractive candidates. (Those courses are not, however, necessary for baccalaureate-level employment in this field.)

## Concern

As noted in the program proposal, clinical experience is a common entrance requirement for graduate programs in behavioral healthcare. The BAS curriculum, however, does not require any fieldwork and provides for only one hundred hours of fieldwork for those who opt into a Practicum.

- g. **Faculty:** Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?

This is an area of concern for the reviewer.

## Commendations

Creating a full-time tenure-track faculty position to support the BAS will serve the program well.

It is wise to require that all program faculty hold at minimum a master's degree.

## Concern

The preparation of healthcare clinicians requires applied education. A significant portion of the teaching faculty should have recent, relevant clinical experience. Only one of the faculty members profiled, however, is a licensed practitioner with clinical experience and such qualifications are not mandated for the additional instructor(s) added to the department faculty.

## Suggestions

Program faculty should at minimum hold a master's degree in a relevant field such as behavioral healthcare, social work, counseling psychology, psychology, social work, or addiction studies. More importantly, a majority of the instructors should be experienced clinicians—preferably licensed as counselors, therapists, or social workers and with supervisory experience—and such faculty members should teach the applied coursework.

Nurse practitioners, psychiatrists, and psychologists may be best equipped to teach neurobiology.

- h. **Resources:** Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?

A program such as this requires relatively little equipment, technology, or special instructional resources.

## Commendations

There are a number of very useful student services identified, including the faculty advisor,

mandatory orientation, writing center, counseling, veterans services, the library, and disability services. Counseling services will be particularly important for behavioral healthcare students.

Your conservative, comprehensive, and extensive (five-year) budget to support the program should serve you well.

I applaud the decisions to budget for curriculum development, marketing, and significant library resources during the program build-out. The allocation for library databases and resources is generous. The full-time BAS Navigator/Recruiter will boost enrollment. Likewise, the BAS Program Coordinator role should significantly enhance student retention.

### **Concerns**

The projected program enrollment and retention in the initial years seem ambitious, particularly coming out of a pandemic which has diminished enrollment at community colleges.

Tuition projections may be overly optimistic if calculated on a presumption that all students will enroll full-time.

### **Suggestions**

The planned multi-modal program evaluations appear extensive and worthwhile. Staff time must be allocated to complete the planned program evaluation elements.

The Writing Center reportedly assists students with MLA format. The APA style guide, however, is the standard in this discipline and familiarity with it is necessary for graduate studies in our field. Require its use and ensure that those supporting your students in their academic writing are ready to assist with APA format.

Advertise repeatedly the availability of counseling and disability services (on and off campus) to behavioral healthcare students and heavily promote the use of these services. Behavioral healthcare programs attract a disproportionate number of students with personal experience of behavioral health disorders. Such students can be excellent behavioral health professionals. They are also at risk for exacerbation of underlying issues when facing the stress of rigorous academics as well as possible secondary trauma during fieldwork.

- i. **Membership and advisory committee:** Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?

Unknown. No information was provided about Advisory Committee input into the program.

## **Suggestions**

More frequent Advisory Committee meetings could enhance the program quality and the strength of connections with important community partners. Biannual program meetings provide only the minimum.

Leaders from NAMI, shelter and housing providers, behavioral health treatment providers, Federally Qualified Health Centers, crisis services, and organizations providing for basic needs could all be valuable Advisory Committee members. They can facilitate the program's awareness of community and employer needs and provide access to desirable practicum sites.

### **j. Overall assessment and recommendations**

#### **Commendations**

If executed as described, this BAS in Behavioral Healthcare will prepare its graduates for employment as substance use counselors, case managers, entry-level clinicians, peer support specialists, shelter counselors, and permanent supportive housing staff. The curricular content is sound and likely to be appropriately rigorous. I expect few applicants for behavioral healthcare jobs or graduate schools would have more relevant baccalaureate educations

The program is well funded. Program solvency is unlikely to be an issue during the initial years. Sufficient numbers of faculty will be available. Students are likely to have the tools and support services they need to succeed.

#### **Concerns**

Only one of the existing instructors appears to have clinical experience. It will be important that new instructors bring significant clinical experience. An applied degree preparing students for work as clinicians needs faculty members who can speak to real-world issues.

Fieldwork is widely recognized as a standard educational practice within behavioral healthcare and related disciplines—even called the “signature pedagogy”—because of its unique ability to help students connect theory to practice, foster skill development, enhance professional identity, and help students determine whether they are well suited for the profession. The possibility that students will complete this degree with no field work—and others will have at most one hundred hours of fieldwork—is concerning, especially given the shortage of experienced clinicians on the faculty.

Preparation for work in primary care settings but not behavioral healthcare organizations per se seems to be a significant oversight.

#### **Suggestions**

For any additional instructor roles hire experienced clinical supervisors who are licensed by the state as counselors, therapists, or social workers.

Expand the use of field work (or at least high-quality simulation) in this curriculum. Skill development will require understanding of relevant theories, the application of those theories to particular problems, and practice. Though classroom experiences are valuable, I would recommend expansion of the use of field work or high-quality simulation. Current research validates that well-administered simulation can be as effective for skill development in behavioral healthcare students as field work.

Maintain close connections with an Advisory Committee comprised of local behavioral healthcare leaders.

- k. Other:** Additional observations and comments not covered above. Some of these have minimal bearing on the assessment of the program.

### **Commendations**

The evening hybrid and online model will likely maximize the intended student population's access to the program.

I applaud the planned evaluation of student progression and completion rates to determine whether achievement gaps exist.

Students' families may be unfamiliar with behavioral healthcare professions and leery of this as a field of study likely to provide livable wages. Providing orientations for perspective students and their families is therefore sensible. Recent scholarly work suggests that family orientations are particularly valuable to support academic completion by Hispanic students at community colleges in our state.

It is prudent to plan for part-time students. Some students' circumstances will preclude them from full-time studies.

BASBH 300 Intro to Behavioral Healthcare provides a valuable starting point to help students understand the discipline and profession for which they are preparing.

### **Concerns**

The description and objectives for BASBH 420 Treatment of Mental Health Disorders state that baccalaureate students will develop the ability to diagnose behavioral health disorders. Diagnosis is only the purview of licensed clinicians with graduate educations. Baccalaureate graduates are not qualified to make diagnoses and should not be encouraged to do so.

The existing technical associate degrees that will serve as the foundation of this program appear appropriate. I would disagree, however, that Criminal Justice can appropriately be termed a healthcare pathway.

The description of BASBH 470 Practicum includes a list of skills which are unlikely to be



developed in one hundred hours of fieldwork (including orientation and training) and which are not reflected in the course objectives.

It seems backwards to house a behavioral healthcare program as an element of/under a Substance Use Disorder Professional department. Behavioral healthcare incorporates substance use work and is the broader category.

BASBH 300 Intro to Behavioral Healthcare conflates two professions: behavioral healthcare and human services. Course and program focus can be sharpened by better clarifying this distinction.

Some course objectives provided for BASBH 400 Case Management and BASBH 420 Treatment of Mental Health Disorders represent course activities rather than objectives/abilities graduates will have due to the coursework.

Per its course objectives, CMST 330 Professional & Organizational Communication seems focused on work in business rather than healthcare.

### **Suggestions**

Your planned curriculum appears to adopt elements from similar programs at peer institutions. I would encourage you to engage the faculty and leaders of such programs for collaboration and consultation about the aspects of their programs which they find most valuable or challenging.

People entering behavioral healthcare in Lewis County should be prepared to meet the needs of the ten percent of the local population which is Hispanic. Courses across the curriculum, beyond BASBH 320 Social & Cultural Diversity in Behavioral Health, can include content to bring awareness to strengths, viewpoints, and issues pertinent to Hispanics.

Nine percent of Lewis County residents are veterans of military service. They may be a rich target for student recruitment by the Program Navigator and provide a well-qualified set of applicants. This program can also be marketed to current entry-level social service employees who do not yet have a baccalaureate degree and to associate degree students at other community colleges in the area.

Some elements of program evaluation would benefit from additional detail as to the frequency or extent of observation or review.

BASBH 330 Ethics in Behavioral Health can appropriately be added to the list of courses supporting program outcome 5. BASBH 400 Case Management supports program outcome 8.

The fifth course objective for BASBH 340 Professional Development should be rewritten to separate clinical documentation from practicum preparation.

The description of BASBH 400 Case Management could be made more client-centered by speaking of the termination of “client services” rather than the termination of “a case.”

Assessment of Mental Health Disorders seems a more accurate title for BASBH 420 (currently

Treatment of Mental Health Disorders).

The final two objectives for BIOL 350 Intro to Neurobiology can be simplified and combined by stating a focus on the biological basis for behavioral health disorders (which is inclusive of substance use disorders and mental health disorders).

Where possible the inclusion of lessons on behavioral health treatment systems, telehealth, electronic health records, poverty, homelessness, self-care, suicidality, and crisis response would benefit students and the organization which hire them.

Curriculum Vitae

**Rex J. Rempel, DSW, LICSW, MSW**

*Professor | Department Assignments: Baccalaureate and Associate  
Behavioral and Social Services  
Lake Washington Institute of Technology  
11605 132<sup>nd</sup> Ave NE, Kirkland, WA 98034  
(425) 739-8285 | Rex.Rempel@LWTech.edu*

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**Education**

- 2019 ***Doctor of Social Work (DSW): Education as Practice***  
University of St. Thomas—St. Catherine University  
Dissertation: Reconsidering the Social Work Education Continuum ~ Social Work  
Education at Community Colleges in the United States
- 2009 ***Post-Graduate Certificate in Field Education***  
University of Washington School of Social Work
- 2002 ***Master of Social Work (MSW)***  
Summa Cum Laude  
University of Washington
- 1993 ***Bachelor of Philosophy***  
Suma Cum Laude, Honors Program  
University of Notre Dame
- 

**Faculty Positions**

- 2016- **Professor, Department Chair, Department Director**  
Behavioral Health and Social Services, baccalaureate and associates programs  
Lake Washington Institute of Technology, Kirkland, Washington.
- 2015-2016 **Lead Faculty** in the Social and Human Services associates program  
Lake Washington Institute of Technology, Kirkland, Washington.
- 2012-2015 **Adjunct Instructor** in the baccalaureate psychology program  
College of Social and Behavioral Sciences, Northwest University, Kirkland,  
Washington.
- 2008-2015 **Field Instructor**, School of Social Work, University of Washington, Seattle, WA.
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## Peer-Reviewed Publications

1. **Rempel, R. J.** (2020). Truth in labeling? An initial evaluation of Associate in Social Work programs. *Journal of Baccalaureate Social Work*, 25, 65-88. <https://doi.org/10.18084/1084-7219.25.1.65>
2. **Rempel, R. J.** (2020). The forgotten history of CSWE's shift away from community colleges. *Social Work Education*. <https://doi.org/10.1080/02615479.2019.1662896>
3. **Rempel, R. J.** (2019). *Reconsidering the Social Work Education Continuum: Social Work Education at Community Colleges in the United States* [Doctoral dissertation, University of St. Thomas]. Sophia. <https://sophia.stkate.edu/dsw/42>
4. **Rempel, R. J.** (2018). The validity and utility of student evaluations. *Perspectives on Social Work*, 14(1), 33-43. [https://www.uh.edu/socialwork/academics/phd/doctoral-journal/perspectivesonsocialwork\\_summer2018r82918.pdf](https://www.uh.edu/socialwork/academics/phd/doctoral-journal/perspectivesonsocialwork_summer2018r82918.pdf)

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## Peer-Reviewed Regional and National Conferences

1. **Rempel, R. J.** (2018). *Factors leading to the exclusion of community colleges from the Council on Social Work Education*. Council for the Study of Community Colleges, Dallas, TX.
2. **Rempel, R. J.,** Buchanan, S., & Burnison, M. (2014). *Integrating case management & housing: Bringing out-patient work into client's homes*. 2014 Housing First Partners Conference, Chicago, IL.
3. **Rempel, R. J.,** Fay, N., & Ward, L. (2013). *Integrating case management & housing: bringing out-patient work into client's homes*. 2013 Washington Behavioral Healthcare Conference, Yakima, WA.
4. **Rempel, R. J.,** & Andrus, G. (2007). *Beyond Treatment Plans: Recovery focus through consumer participation in goal planning*. 2007 Washington Behavioral Healthcare Conference, Yakima, WA.

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## **Professional Practice Experience**

### **Licensed social work supervisor**

*Independent contractor, Kirkland, WA (2006-2015, 2021-).*

### **Consultant**

*Local organizations serving those experiencing homelessness (2015-2018).*

### **Home Health Medical Social Worker**

*Gentiva, Bellevue, WA (2015).*

### **Project Manager, Crisis Diversion Facility**

*Downtown Emergency Service Center, Seattle, WA (2013-2015).*

### **Clinical supervisor**

*Downtown Emergency Service Center, Seattle, WA (2005-2013).*

### **Interim Site Manager, Social Worker**

*ElderHealth Northwest, Seattle, WA (2003-2005).*

### **Mental health case manager**

*Downtown Emergency Service Center, Seattle, WA (2002-2003).*

### **Administration Intern**

*ElderHealth Northwest, Seattle, WA (2002).*

### **Therapist intern**

*Community Psychiatric Clinic, Seattle, WA (2001-2002).*

### **Case manager**

*Spokane Mental Health, Spokane, WA (1997-2000).*

### **Case manager**

*ElderHealth Northwest, Seattle, WA (1996).*

### **Interim supervisor, information & referral counselor**

*Downtown Emergency Service Center, Seattle, WA (1993-1995).*

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## **Professional Designations**

- Licensed Independent Clinical Social Worker (LICSW) LW00009184, Washington; first issued September 15, 2006
- Approved supervisor for LICSW, LASW and LMHC applicants
- Mental Health Professional

*External Reviewer #2 Emily Coyle, St. Martins University*

***Instructions for colleges submitting a BAS degree proposal:***

1. As part of completing a program proposal, colleges must select two external experts to review the program.
2. Reviews should be completed by an independent, third-party person or team with subject/discipline expertise.
3. At least one, preferably two, of these external expert reviewers should come from a university level institution, i.e. departmental professor, academic dean or department head.
4. A second external expert reviewer may be a professional/practitioner who works for a private or public organization other than the university.
5. External Expert Reviewers should be instructed by colleges to address the criteria listed in this rubric.

***Instructions for External Expert Reviewers:***

1. External Expert Reviews provide critical feedback to colleges so that they may address potential concerns, issues or criticisms prior to final submission of a program proposal to the State Board of Community and Technical Colleges.
  2. Reviewers should be independent, third-party persons or teams with subject/discipline expertise.
  3. The goal of a review is to assess the credibility, design, relevance, rigor, and effectiveness of the proposed BAS program.
  4. Reviewers should also validate the congruency and consistency of the program's curriculum with current research, academic thinking and industry standards.
  5. Reviewers need not provide responses to every criterion listed in the Rubric. If reviewers feel that they cannot adequately address any one of the criteria, they may simply state that this is the case.
  6. This form is designed to assist External Expert Reviewers to complete assessments of baccalaureate degree program proposals. External Expert Reviewers are not restricted to the use of this rubric template. Reviewers may choose, instead, to provide a college with a written narrative. In whatever format they choose, reviewers should address the criteria outline in the rubric.
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<b>College Name:</b>	Centralia College	<b>BAS Degree Title:</b>	Behavioral Healthcare
<b>Reviewer Name/ Team Name:</b>	Emily Coyle	<b>Institutional or Professional Affiliation:</b>	Saint Martin's University
<b>Professional License or Qualification, if any:</b>	PhD in Developmental Psychology;  Associate Professor of Psychology	<b>Relationship to Program, if any:</b>	none
<b>Please evaluate the following Specific Elements</b>			
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		

**Comment**

Yes, the overall concept of the degree program is highly relevant and appropriate to current employer demands and to academic standards. There is a nation-wide shortage of mental health professionals, and the demand for mental health and addiction services has only been exacerbated by the COVID-19 pandemic<sup>1</sup>. According to the Bureau of Labor Statistics<sup>2</sup>, the job outlook for substance abuse, behavioral health, and mental health counselors is projected to grow 25% over the next decade nationwide. The Rural Health Information Hub<sup>3</sup> recognizes Lewis County in particular as having a county-wide shortage of mental health services.

I note that the proposal itself mentions only briefly that jobs in this area are in high demand. In fact, they are in extremely high demand and poised well for growth, and the proposal would be strengthened to cite some of those data. Currently the reference section for the proposal is quite brief.

Especially laudable is the program's commitment to increasing racial diversity, especially as the College is already serving a more racially diverse student body than the surrounding population might imply (p. 18). A central issue in behavioral healthcare currently is the lack of racial diversity among providers<sup>4</sup>. Psychology in particular reflects a more white provider base than the U.S. population<sup>5</sup>, though this issue is not unique to licensed psychologists and extends to other behavioral health services. This program is poised to address that issue by training a more diverse pool of future

<sup>1</sup> <https://www.thenationalcouncil.org/press-releases/demand-for-mental-health-and-addiction-services-increasing-as-covid-19-pandemic-continues-to-threaten-availability-of-treatment-options/>

<sup>2</sup> <https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm>

<sup>3</sup> <https://www.ruralhealthinfo.org/charts/7?state=WA>

<sup>4</sup> <https://www.behavioralhealthworkforce.org/project/moving-toward-a-more-diverse-behavioral-health-workforce/>

<sup>5</sup> Lin, L., Stamm, K., & Christidis, P. (2018, February). How diverse is the psychology workforce? *Monitor on Psychology*, 49(2). <http://www.apa.org/monitor/2018/02/datapoint>



	<p>providers. Thus, the strength of this proposed program lies not only in better serving prospective students of color, but also by better serving communities of color through appropriately trained professionals that reflect their lived experiences. The program proposal would be strengthened by explicitly addressing the demand for behavioral healthcare workers of color.</p> <p>The overall concept is appropriate to accepted academic standards. The focus at the foundational level is on human sciences, and at the upper level, on service provision and management. Similar to more traditional bachelor degree programs in psychology, students will receive training in research statistics alongside topical training in particular aspects of human behavior. Somewhat unique to the approach is the focus at the bachelor degree level on service provision, though this mirrors traditional social work training in many respects. It is a creative combination of approaches to provide students with a more immediately useful bachelor-level degree as compared to most undergraduate psychology programs which are designed to prepare students for graduate study given that the degree requirements to practice as a psychologist are at minimum at the master's level. Students graduating from the proposed program would be prepared for graduate study in counseling-related fields or bachelor-level jobs and credentialing in substance abuse prevention or similar. I additionally note the unique inclusion of coursework specifically in communication. This sets the program apart and should prepare students well for careers in the field.</p>
b) Degree Learning Outcomes	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p><b>Comment</b></p> <p>Yes. The proposal derives program learning outcomes from the Substance Abuse and Mental Health Services Administration (SAMHSA) and Health Resources and Service Administration (HRSA) published Core Competencies for Integrated Behavioral Health and Primary Care. Because bachelor degrees in most behavioral science disciplines (exception: social work) are not formally accredited by any disciplinary body, the use of the SAMHSA-HRSA competencies was a smart decision to ensure</p>

	<p>preparation for related careers. Indeed, the SAMHSA-HRSA publication specifically states that they should be used for “shaping workforce training” including as “a reference point for educators who are designing and delivering a training curriculum.”<sup>6</sup> I do note that the link in the proposal is broken – the proposal would be strengthened to make this correction.</p> <p>The Crosswalk table in Appendix A is useful to illustrate how the program learning outcomes map on to the SAMHSA-HRSA competencies. This table is quite lengthy and the organization could be strengthened. Adding the SAMHSA-HRSA competency numbers would help (as well as adding those to the proposal on pp. 5-6). It is a bit confusing that the table is ordered by the program outcomes but those appear in the center column and also are unnumbered in the proposal text (pp. 6-7). I additionally think the table is somewhat incomplete. For example, the ethics course, foundational to any behavioral science program, does not even appear in the Crosswalk. Some learning outcomes have a lengthy list of courses that it is not completely clear map on. For example, LO 7, complete screenings and assessments and develop treatment plans, is probably accomplished primarily in upper division coursework, yet the Crosswalk lists courses like Human Biology and Lifespan Psychology which, while extremely important courses, probably do not explicitly address that LO. Furthermore, modality may have important implications for learning outcomes in certain courses (e.g., skills that draw on face-to-face training may be best accomplished face-to-face). As noted in my response to criteria D below, it would strengthen the proposal to clarify which courses are expected to be hybrid versus online.</p>
c) Curriculum Alignment	<p>Does the curriculum align with the program’s Statement of Needs Document?</p> <p><b>Comment</b></p>

<sup>6</sup> Hoge M.A., Morris J.A., Laraia M., Pomerantz A., & Farley, T. (2014). Core Competencies for Integrated Behavioral Health and Primary Care. Washington, DC: SAMHSA - HRSA Center for Integrated Health Solutions. <http://womenshealthcouncil.org/wp-content/uploads/2016/11/WF-Core-Competencies-for-Integrated-Behavioral-Health-and-Primary-Care.pdf>

	<p>I do not have access to the Statement of Needs Document so I cannot speak to how the curriculum aligns. I do note that the curriculum aligns well with the program’s learning outcomes and the industry standards, per the SAMHSA-HRSA core competencies, as illustrated in the Appendix A Crosswalk table. Please see my suggestions above about how to strengthen that table with regard to interpretability.</p>
<p>d) Academic Relevance and Rigor</p>	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p><b>Comment</b></p> <p>Yes, the coursework aligns with employer needs and is relevant to industry. As I noted above, the program learning outcomes were developed in alignment with the SAMHSA-HRSA core competencies so there is a clear map between what students are learning and how it will serve them in the workforce.</p> <p>The upper level courses appear to demonstrate standard academic rigor for baccalaureate degrees. There is a mix of topical content courses, skills-based courses, and the degree culminates with an applied practicum or research-based capstone project. The course objectives (Appendix D) are clear, specific, and somewhat scaffolded across a student’s completion of the program. The course objectives draw from a range of levels in the Revised Bloom’s Taxonomy<sup>7</sup>, the most complex of which imply a great deal of rigor in those courses. Of the 185 degree credits, 75 (40%) are upper division (p. 12). This is an appropriate balance for a baccalaureate degree.</p>

<sup>7</sup>Anderson, L. W. and Krathwohl, D. R., et al. (Eds.) (2001) A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives. Allyn & Bacon. Boston, MA (Pearson Education Group)

	<p>One question I have is about the online and evening hybrid nature of the program (p. 22). The proposal states this design is a result of student demand for such scheduling. This is an important consideration for recruitment and retention. But, which courses specifically are planned for online or for hybrid? Key aspects of human services professional training demands in-person interaction. It would strengthen the proposal to clarify which courses are expected to require hybrid delivery for effective accomplishment of the course objectives and program learning outcomes.</p> <p>I note that the proposal states that the junior and senior level coursework selection was based on comparison to industry skills and “similar educational programs” though the comparison programs are not cited. It would strengthen the proposal to include a concrete statement about which programs were included in this research. Furthermore, the proposal might be strengthened with some revision to Table 3 (p. 11). This appears to duplicate the planner table in Appendix B. Table 3 would be easier to interpret if it was more parallel in form and function to Table 2.</p>
<p>e) General Education Requirements</p>	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p><b>Comment</b></p> <p>The general education requirements (p. 11) are highly appropriate for a bachelor-level degree and are tailored to the focus of the proposed BAS in behavior health program specifically. Students will acquire foundational knowledge and skills in a range of courses selected for their applicability to human behavior (e.g., human biology, neurobiology, general, lifespan, and abnormal psychology, among others). At the same time, students will get the expected liberal arts training of taking courses in multiple disciplines. Indeed, the general education selections reflect the interdisciplinary nature of healthcare itself. Especially useful at this level is the inclusion of communication courses: The humanities requirements are tailored to workforce skills and reflect the importance of the SAMHSA-HRSA Interpersonal Communication core competency.</p>

	<p>I am unsure how a transfer student with an AA would be evaluated on these requirements. The requirements for entry to the program are English Composition, abnormal psychology, and CDP 111. If a student had an AA but did not take statistics, for example, would they take it as part of the BAS program instead? I assume yes but this should be clarified in the proposal. I would be very worried if a student could graduate with the BAS in behavioral health without having taken statistics.</p>
<p>f) Preparation for Graduate Program Acceptance</p>	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p><b>Comment</b></p> <p>I believe that, generally, the degree concept, learning outcomes, and curriculum prepare graduates to enter and undertake suitable graduate degree programs. It is my evaluation that this program is especially well-suited to preparing students for masters-level programs in counseling. I have some concern about one of the pathways given in the proposal, specifically the inclusion of Grand Canyon University (p. 29). In principle I like the inclusion of a primarily online degree program especially for the student body that Centralia College serves. However, GCU is a for-profit college and similar “diploma mills” lack rigorous accreditation<sup>8</sup> and are considered a corruption risk in higher education according to the international organization ETICO<sup>9</sup>. This section of the proposal would be strengthened by including a different, not-for-profit advanced degree option similar to the inclusion of the Saint Martin’s University MAC program or Evergreen State College. I particularly like the inclusion of those two as regional options for place-bound students and I hope to see more detail about the pathway from the BAS program to Evergreen.</p>

<sup>8</sup> <https://www.cacrep.org/for-students/why-should-i-choose-an-accredited-program/>

<sup>9</sup> <https://etico.iiep.unesco.org/en/corruption-risks-education>

	<p>I do have some concern about a student's preparation for doctoral study as the program does not require much in the way of research preparation. A lower division research methods course and the capstone course would not be sufficient for admission to APA-accredited PhD programs, for example. I realize a doctoral degree may not be the primary or most appropriate outcome to evaluate with regard to this program, but a PhD is the terminal degree in some behavioral health settings (e.g., Clinical Psychologist in Washington State is defined by the holding of a doctoral degree<sup>10</sup>) and warrants a mention here.</p>
<p>g) Faculty</p>	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p><b>Comment</b></p> <p>The existing faculty are clearly well-qualified to teach many of the program courses, and the proposal reports a plan in place to hire a dedicated full-time, tenure-track faculty member in one year (pp. 23, 26). A timely hire will be critical to the success of the program, given that many of the courses not currently staffed (p. 15) are core to the upper division requirements of the program and central to the heart of behavioral healthcare training. Especially courses like the capstone would be best taught by a hire with a longer-term commitment to the College and stable, longer-term relationships with students than an adjunct faculty member might have. It might be challenging to find an appropriate faculty hire qualified to teach the diversity of courses current unstaffed and I expect some courses may need adjunct support over the long term.</p> <p>With regards to curriculum improvement, I note the inclusion of a rigorous program evaluation plan in Table 1 (pp. 8-10). I have no doubt the program will be thoroughly vetted and continuously improved. Especially strong is the multimodal and multisystem approach to evaluation. There are multiple means of assessing individual courses and the program overall, in addition to longer-term outcome measures such as alumni surveys and employer surveys. There do seem to be quite a lot of assessment activities</p>

<sup>10</sup> <https://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/Psychologist/LicenseRequirements>

	<p>that fall to faculty. For equity reasons and the long-term health of the program I hope that these responsibilities fall primarily to full-time or pro rata faculty, and are appropriately compensated. The proposed stipends for course development are one such way to accomplish that and I am very glad to see their inclusion in the proposal and in the budget (Table 9, p. 24; pp. 26-27).</p>
<p>h) Resources</p>	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p><b>Comment</b></p> <p>The financial plan suggests the program will sustain itself by Year 3 (Table 10 p. 25). Core resources are already functioning at Centralia College, including an existing librarian to serve the program, existing facilities to house the program, and student support services. The primary new expenditures are for curriculum development and program staffing. Assuming the enrollment projections are accurate, the proposal demonstrates the college has adequate resources to sustain and advance the program.</p> <p>As I noted in my evaluation of the previous criterion, the timely hire of a dedicated full-time, tenure-track faculty member for the program is critical to its success. This faculty member is responsible for student advising in the program. The proposal might be strengthened with some discussion of how advising will be handled before this hire is made.</p>
<p>i) Membership and Advisory Committee</p>	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?</p> <p><b>Comment</b></p>

	<p>I understand the program was developed in consultation with an advisory committee, and that the advisory committee will also assist in course evaluation and program review.<sup>11</sup> I do not have access to any of their recommendations so I cannot speak specifically to whether the program responded appropriately to those, though the process sounds highly collaborative and I have no concerns that the program is somehow counter to their recommendations.</p>
<p>j) Overall assessment and recommendations</p>	<p>Please summarize your overall assessment of the program.</p> <p><b>Comment</b></p> <p>The proposed program appears to meet a regional (and national) market need. It builds on the existing strengths of the College and creatively maximizes the use of existing resources. Coursework is interdisciplinary in nature, as appropriate for an applied sciences degree. The emphasis on service provision and systems-oriented behavioral healthcare is unique and sets the program apart from other social sciences bachelor degree programs in the area. Learning outcomes are aligned with industry standards for training in mental healthcare. The program shows appropriate baccalaureate-level rigor and depth. It will prepare students for masters-level programs in counseling or similar. It will also prepare students for bachelor-level human services professions. There is a strong plan in place for continuous program evaluation and improvement including the use of real-world indicators of success such as employer surveys. The program will serve a community need and has the potential to diversify the behavioral health workforce. I strongly support the approval of this program.</p> <p>Thank you for inviting me to review this exciting new program. I am available to answer any additional questions or provide clarification about my comments if needed.</p>
<p><b>Reviewer Bio or Resume</b></p>	

<sup>11</sup> Dean Connie Smejkal, personal communication, April 5, 2021



Evaluator, please insert a short bio here

Emily F. Coyle is an Associate Professor of Psychology at Saint Martin's University (Lacey, WA), with affiliated appointments in Women's, Gender, and Ethnic Studies and in Leadership Studies. She holds a Ph.D. in developmental psychology from the Pennsylvania State University. Her teaching is primarily in undergraduate Psychology courses in developmental psychology, gender development, research methods and statistics, and capstone research. She has a teaching emphasis on developing student researchers. Her own research is in social cognitive development and its impact on aspiration and achievement, particularly for girls in STEM domains. She regularly consults on and evaluates curriculum and programs with regard to equity and mitigation of bias.