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**LAKE WASHINGTON INSTITUTE OF TECHNOLOGY
DEPARTMENT OF SOCIAL AND HUMAN SERVICES**

11605 132ND Avenue N.E.
Kirkland, Washington 98034-8506

PROGRAM PROPOSAL

March 1, 2017

**BACHELOR OF APPLIED SCIENCE
BEHAVIORAL HEALTHCARE**

Prepared by: Rex Rempel, LICSW
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**COVER SHEET
NEW DEGREE PROGRAM PROPOSAL**

Program Information

Institution Name: Lake Washington Institute of Technology

Degree Name: BAS Behavioral Healthcare CIP Code: 51.1501

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

Degree: AAS Social & Human Services CIP Code: 44.0000 Year Began: 2003

Degree: _____ CIP Code: _____ Year Began: _____

Proposed Start Implementation Date: Fall 2017

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

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Date

NEW DEGREE PROGRAM PROPOSAL

Introduction

Lake Washington Institute of Technology is centrally located in Washington State's high-technology corridor in King County, near Seattle. A public technical college in Kirkland, it serves a diverse student body from throughout the Puget Sound region and countries around the world. More than 4,200 students enrolled at the college in Fall Quarter, 2015. LWTech has served its community since 1949 and has been a member of the Washington State Community and Technical college system since 1991. The Northwest Commission on Colleges and Universities accredits the college at both the associate and baccalaureate degree level.

LWTech currently offers more than one hundred degree and certification options. In 2009, following state agency and NWCCU approval, the college opened an applied baccalaureate degree program in Applied Design. The college received a commendation after the Fall 2011 visit for "establishing a rigorous and viable Bachelor of Technology degree program in Applied Design." Two new baccalaureate degrees followed in Fall 2014.

Today, Lake Washington Institute of Technology proposes its eighth baccalaureate degree, the Bachelor of Applied Science Behavioral Healthcare degree. This degree will prepare students for employment as professionals specializing in behavioral healthcare integration. LWTech proposes to prepare graduates to enter the rapidly changing field of social and human services, with special focus on employment with institutions providing support for clients with substance use disorders and mental health concerns. The disciplines of community mental health care and chemical dependency counseling have merged, creating the newly integrated discipline of behavioral healthcare. Next, this new discipline of behavioral healthcare will become a co-located allied partner with primary care medicine, especially within public-sector healthcare. LWTech has an Associate's level program in Social and Human Services.

Our program receives regular inquiries about further training both for addictions counseling and baccalaureate options within social services. This new programming has grown naturally from our efforts to meet employers' and students' needs. Employers consistently indicated a desire or demand for applicants with 4-year degrees. Our students asked repeatedly for options to improve their marketability by continuing their studies without disrupting their existing home and work lives on the Eastside. We aim to meet this frequently articulated need.

On June 6, 2016 Washington Governor Jay Inslee announced action to address challenges in the behavioral healthcare workforce. The Workforce Training and Education coordinating board and Health Workforce Council are investigating the issue, measuring the shortage of trained and licensed professionals, and submitting recommendations. Gov. Inslee was quoted in his press release stating,

"This evaluation will establish a baseline for behavioral health workforce shortages and provide a plan for improving how we coordinate the right services for patients. We need to better understand how and where our citizens are receiving services, identify providers meeting those needs and expand training opportunities. It is crucial for Washingtonians to get the 'whole person' health care services they need."

Gov. Jay Inslee

LWTech’s proposed BASBH degree will help address the state’s crisis. LWTech conducted a survey in May/June 2016 of local employers of behavioral healthcare professionals. The 31 survey responses show strong preference for baccalaureate prepared job candidates, strong support for the BASBH proposal, and willingness to assist LWTech with implementation and on-going operations. As one respondent noted, “This would be such a great opportunity for students. We have a huge workforce shortage within the behavioral health field, and anytime we can offer more opportunities to educate, the better.” 45% of respondents said their employers currently require a baccalaureate degree to work in their context, 96% prefer applicants have a baccalaureate degree. Further, 63% report having difficulty finding baccalaureate prepared applicants.

The proposed degree program reflects and supports LWTech’s role, mission, and priorities. The BASBH program will provide a new pathway for students to a behavioral healthcare career, a well-paying, high demand occupation that can provide the backbone for a prosperous household able to manage the high cost of living in the Puget Sound region. This program will allow us to provide our stakeholders with a range of study options, from certificate to baccalaureate degrees.

CRITERIA	STANDARD
1. Curriculum demonstrates baccalaureate level rigor.	Describe curriculum including (1) program learning outcomes (2) program evaluation criteria and process (3) course preparation needed by students transferring with technical associate degree (4) general education component (5) course work needed at junior and senior levels in the BAS.

1.1 Program learning outcomes

The mission of Lake Washington Institute of Technology is to prepare students for today’s careers and tomorrow’s opportunities.

The mission of the Social & Human Services program is to prepare students for sustainable careers as behavioral health and social service professionals.

Learning outcomes for the BAS in Behavioral Healthcare:

All students will demonstrate

- Knowledge of the structures, functions, and organizations which comprise the local healthcare system, with a particular focus on behavioral healthcare organizations;
- Understanding of the practical application of treatment principles to a variety of individual concerns;
- Awareness of the needs, roles, and strengths of the professionals within integrated healthcare and human services teams;
- Care coordination skills;
- The ability to complete holistic biopsychosocial assessments and develop client-centered, person-first plans; and
- Abiding hope in recovery for each and every person.

1.2 Program evaluation criteria and process

The LWTech Behavioral Healthcare Program will prepare students to competently provide evidence-based and ethically sound care. The program will engage students in didactic, community, and online settings.

Assessments will be performed quarterly and annually.

The program will be designed to accommodate the needs of working adults who are grappling with the demands of work, family, and educational aspirations. LWTech is uniquely positioned to offer economically and logistically accessible programming that is in high demand. The college has traditionally served a broad demographic base and receives State support for its operations. It therefore offers extensive economic and social support systems that are not available at other colleges. As the first public polytechnic college in Washington State, the college has embraced creative and flexible programming that accommodates students reflective of our socioeconomically and culturally diverse community.

The LWTech Social & Human Services Advisory Committee is composed of leaders from community health programs, representatives of local social service agencies, and active practitioners. Committee members review and comment on the program throughout its development.

Key Formative Outcomes	Assessment Tool	Timing
Translate the knowledge and skills derived from active practice, didactic courses and clinical experience into means that promote self-determination and progress toward fulfilment of human capacities.	Field practicum	Quarterly
Perform actions that demonstrate personal integrity, appreciation for social justice, and attention to legal and ethical standards.	Coursework projects Field practicum Instructor evaluation	Quarterly
Provide quality care irrespective of diverse cultures, values, perspectives and individual behavior.	Field practicum	Quarterly
Demonstrate knowledge of the structures, functions and organizations which comprise the local healthcare system, with a particular focus on behavioral healthcare organizations.	Coursework projects Field practicum	Annually
Demonstrate understanding of the practical application of treatment principles to a variety of individual concerns.	Coursework projects Field practicum	Annually

Key Formative Outcomes	Assessment Tool	Timing
Demonstrate awareness of the needs, roles and strengths of the professionals within integrated healthcare and human services teams.	Coursework projects Field practicum Instructor evaluation	Annually
Demonstrate care coordination skills.	Coursework projects Field practicum	Annually
Demonstrate the ability to complete holistic biopsychosocial assessments and develop client-centered, person-first plans.	Coursework projects Field practicum	Annually
Demonstrate abiding hope in recovery for each and every person.	Coursework projects Field practicum Instructor evaluation	Annually
Key Summative Outcomes	Assessment Tool	Timing
At least 90% of graduates responding to the Exit Survey will report satisfaction with the program.	Exit Survey	Annually
At least 90% of graduates responding to the Graduate Satisfaction Survey will indicate employment in social services or behavioral healthcare or enrollment in graduate school within one year post-graduation.	Post graduate survey	Quarterly
At least 80% of employers of BASBH graduates responding to the Employer Satisfaction Surveys will indicate satisfactory performance with the LWTech BASBH graduate.	Employer survey	Annually
At least 80% of students who enroll will successfully complete the BASBH.	Completion rates	Annually

The LWTech mission, program outcomes, and global outcomes provide the foundation for prerequisite course work and the Behavioral Healthcare curriculum. The college has adopted the following five Global Outcomes as institution wide student learning outcomes:

Communication

The ability to engage effectively in verbal, non-verbal, written, and/or symbolic expression.

Critical Thinking

The ability to evaluate information, draw inferences, arrive at conclusions, and create solutions based on objective analysis of the evidence.

Information Literacy

The ability to recognize when information is needed, to choose the appropriate tools to locate the required information, and to effectively gather and evaluate the information.

Intercultural Appreciation

The ability to describe and demonstrate the value of cultural differences and commonalities among people and to recognize and respond to those differences and commonalities in the workplace and the learning environment. Differences and commonalities include, but are not limited to, ethnicity, age, gender, ability, life experiences, family situations, race, and sexual orientation.

Teamwork

The ability to participate actively and cooperatively in a group to advance a common goal.

LWTech programs evaluate students so that each graduate is competent in all of the five global outcome areas. The Engagement & Learning department oversees the college wide process for implementing, supporting, and assessing global outcomes. Annual data is provided to departments and is used by faculty to inform program improvement plans.

At LWTech, each program performs summative and formative assessments, quarterly and annually. Together, those assessments roll up into a comprehensive five-year program assessment. The assessment model is in alignment with the college's core themes. In addition, the assessment includes a five-year comprehensive program overview based on the data collected throughout the years.

Five-Year Comprehensive Program Overview:

- Is the mission statement accurate and current?
- Is the program description accurate and current?

SWOT Analysis:

- Strengths and achievements
- Challenges
- Opportunities

Plan of action

- Short-term goals
- Mid-term goals
- Long-term goals

Table 1: LWTech Program Assessment

Core Theme	Assessment Topic	Specific Assessment	Timing
Pathways	Pathways	Admission, progression and graduation rates	Annually
		Demographics	Year 1
		Student services utilized during course of studies.	Year 1
		Post-graduation	Year 1
	Enrollment Data	FTE	Quarterly
		Headcount	Quarterly
		Student-Faculty Ratio	Annually
	Curriculum Review	Up-to-date course outlines	Annually
		Delivery methods	Annually

Core Theme	Assessment Topic	Specific Assessment	Timing
	Academic Advising	Entering student support	Year 2
		Continuing student support	Year 2
		Completing student support	Year 2
	Employment Opportunities	Employment projections	Annually
		Projected wage data	Annually
		Industry changes/response to changes	Annually
		Pending industry changes	Annually
	Transfer	Articulation agreements	Year 3
		Other transfer options	Year 3
	Resources	Student/Faculty ratio	Annually
		Staffing levels	Annually
		Adequate facilities	Annually
		Adequate equipment	Annually
		Adequate technology	Annually
Adequate budget		Annually	
Student Achievement	Data	Average or higher completion	Annually
		Average or higher retention	Annually
		Licensing/industry exam pass rates	Annually
		Internship/externship/clinical pass rates	Annually
		Employment rates	Annually
		Course Evaluations	Annually
	Global Outcomes	Communication: <ul style="list-style-type: none"> • Audience/Purpose • Content Development • Clarity/Organization Within Genre and Disciplinary Conventions • Technology/Visual Elements • Grammar/Language • Sources/Evidence Critical Thinking: <ul style="list-style-type: none"> • Identify the problem • Gather Information • Develop hypothesis • Assess/Analyze • Evaluate Information Literacy <ul style="list-style-type: none"> • Identify Information Need 	Rotates Annually

Core Theme	Assessment Topic	Specific Assessment	Timing
		<ul style="list-style-type: none"> • Formulate Research Plan • Select/Use Tools • Gather Information • Evaluate/Synthesize Information • Use Information Responsibly • Apply Technology to Enhance Learning <p>Intercultural Appreciation</p> <ul style="list-style-type: none"> • Cultural Awareness/Self Knowledge • Acknowledgement of Stereotypes/prejudice • Verbal/Non-Verbal Communication • Respect, Engagement, Inquiry • Teamwork/Openness <p>Teamwork:</p> <ul style="list-style-type: none"> • Working with Team Members • Time Management • Contributions • Attitude • Leadership/Participation <p>(Reference Global Outcome Guide)</p>	
College Community	Student Support Services	Relationship with library	Year 4
		Relationship with Learning Lab, Math Tutoring Center, Writing Tutoring Center	Year 4
		Relationship with eLearning	Year 4
		Relationship with Counseling	Year 4
		Relationship with Disability Support Services	Year 4
		Relationship with specific population programs (TRiO, BFET, etc.)	Year 4
	Associated Student Government	Relationship with ASG	Year 4
	Instructional Programs	Partnerships with other programs	Year 4
	Faculty Development	Activity engagement	Annually
Future training opportunities		Annually	

Core Theme	Assessment Topic	Specific Assessment	Timing
	Faculty Engagement	Committees engagement	Annually
		Initiatives involvement	Annually
		Events involvement	Annually
	Safety	Safe classrooms	Annually
		Safe labs	Annually
		Safe offices/workspaces	Annually
External Engagement	Recruiting/outreach	Involvement levels	Annually
		Notable successes	Annually
	Marketing	Supply of materials	Annually
		Adequacy of materials	Annually
	Advisory Committee	Diversity of representation	Quarterly
		Curriculum review feedback	Quarterly
		Contributions/recommendations	Annually
	Foundation	Partnership engagement	Annually

Program assessments roll up into institutional assessment and are reviewed by the Institutional Effectiveness Committee and inform the work of the Accreditation Committee.

1.3 Course preparation needed by students transferring with technical associate degree

Prerequisites

1. Associate of Applied Science (AAS) degree or equivalent in a social service- or health-related field.
2. Minimum cumulative GPA across all college coursework of 2.5.
3. Completion of at least 30 credits of College-level Academic Core courses with a minimum of a 2.0 GPA in each class as follows:
 - Communication Skills – 10 credits, including ENGL& 101 or equivalent
 - Quantitative/Symbolic Reasoning Skills – 5 credits: MATH& 107 or equivalent
 - Social Sciences – 10 credits
 - Humanities – 5 credits

Admission to the program may occur when any 15 credits of those specified above can be documented. This program includes a "bridge" quarter, such that remaining pre-requisites defined above may be taken after program admittance, but prior to admittance to the junior year of the program. The bridge may consist of 0-15 credits. Typically students in a "bridge" quarter are not eligible for financial aid; eligibility for financial aid may depend on the student's particular situation.

1.4 General education component

- Communication Skills – 10 credits including ENGL& 101 or equivalent
- Quantitative/Symbolic Reasoning Skills – 5 credits: MATH& 107 or equivalent
- Social Sciences – 25 credits

- Humanities – 10 credits (PHIL 301 + 5)
- Natural Sciences – 10 credits as follows
 - BIOL& 175 Human Biology with Lab – 5 credits
 - BIOL 270 Basic Neurology – 5 credits

1.5 Course work needed at junior and senior levels in the BAS.

Course	Title	Credits
	Applied Associate's degree	90
BIOL& 175	Human Biology with Lab	5
BIOL 270	Basic Neurology	5
SUDC 111	Substance use, abuse, and dependency	5
SUDC 121	Treatment of substance use issues	5
PHIL 301	Public health ethics	5
PUBH 330	Healthcare Structure and Leadership	5
SHSV 311	Treatment of mental health disorders	5
SHSV 321	Assessment & goal planning	5
SHSV 331	Professional Development	5
SHSV 411	Field Practicum 1	5
SHSV 412	Human service ethics	5
SHSV 421	Field Practicum 2	5
SHSV 431	Field Practicum 3	5
SHSV 432	Mental health systems & care	5
Social Science electives	<i>Choose 2 of 3 below</i>	10
POLS 430	Public Health Policy	
SOCI 311	Poverty in America	
SOCI 401	Behavioral and Cultural Issues in Healthcare	
General Education elective	<i>Choose 1 from Criminal Justice, Psychology or Sociology</i>	5
Technical elective	<i>Choose 1 from Public Health, Social & Human Services, or Substance Use Disorder Counseling</i>	5
	TOTAL	180

CRITERIA	STANDARD
2. Qualified faculty.	Provide a profile, including education credentials, of anticipated faculty (full-time, part-time, regular, continuing) that will support the program for each year (junior and senior). Include faculty needed to cover the technical course work, general education courses and electives. In addition, provide the total faculty FTE allocated to the program.

	Faculty and administrators responsible for technical courses must meet certification requirements for professional and technical administrators and instructors in the Washington Administrative Code.
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Rex Rempel, Associate Professor, department chair

Qualifications:

- Doctorate in Social Work, in process, University of St. Thomas, St. Paul, MN
- Post-graduate certificate in Field Education, University of Washington School of Social Work, Seattle, WA
- Master of Social Work, summa cum laude, University of Washington, Seattle, WA
- Bachelor of Arts, summa cum laude in Honors Program, University of Notre Dame, Notre Dame, IN
- Four years of collegiate teaching experience, in two college systems
- Twenty-three years of clinical experience
- Eleven years of clinical supervisory and management experience
- Local, regional, and national conference presentations
- Contributor, Washington State Taskforce on Behavioral Health Workforce
- Editorial reviewer, *Perspectives on Social Work*
- Practicum Instructor, University of Washington School of Social Work, Masters of Social Work
- Consultant and grant writer for homeless service organizations
- Community service and leadership
- Licensed Independent Clinical Social Worker
- Approved supervisor for LICSW, LASW and LMHC applicants
- Mental Health Professional

We will be recruiting for additional **part-time faculty**, with the following minimum qualifications:

- Master's degree in behavioral healthcare, social work, counseling, psychology, sociology, social and human services, social science, or a related field.
- Eligibility for Washington State professional-technical certification.
- Two years of related work experience in behavioral healthcare, social work, counseling, psychology, sociology, social and human services, social services, or a related field.
- Two years of clinical supervisory experience or teaching experience.
- Strong understanding of behavioral healthcare issues, treatments, and systems of care.
- Support for the values of holistic, client-centered work, abiding hope in recovery for each and every person, and readiness to teach the use of varied intervention strategies.
- Excellent written and verbal communication skills.
- Sensitivity and ability to successfully interact with diverse populations.

In addition to the above minimum requirements we will seek faculty with the maximum combination of the following preferred qualifications:

- Five years of related work experience.
- Collegiate teaching experience.
- State licensure as a behavioral healthcare provider without restrictions.

- Familiarity with local behavioral healthcare organizations.
- Experience working on multi-disciplinary teams.
- Bicultural and/or bilingual experience.

General Education Full-Time Faculty Profiles

Faculty Name	Degree	Courses
Jason Sobottka	M.F.A	Art
Laura Toussaint	Ph.D.	Social Science
Phil Snider	M.A.	English
Wes Mantooth	Ph.D.	
Sue Kuestner	M.Ed.	Math
Sherry McLean	M.S.	
Narayani Choudhury	Ph.D.	
Willian Bricken	Ed.D.	
George Dalich	Ph.D.	Science
Barry Robinson	PhD	
Priyanka Pant	MS	
Jo Nelson	MS	
Aparna Sen	PhD	

CRITERIA	STANDARD
3. Selective admissions process, if used for the program, consistent with an open door institution.	Describe the selection and admission process. Explain effort that will be used to assure the program serves as diverse a population as possible. Include specific detail for selecting and students for admittance when there are more applicants than available seats in the program.

Responsibility for the admission process rests with LWTech’s Student Services Division. Recruitment is a shared responsibility between Student Services and Instruction with both units having support staff and faculty involved in recruiting prospective students to the program. The recruiting effort involves faculty and staff working with industry, advisory committees, and feeder programs. A new Program Assistant II was added to the admissions office in 2013 to accommodate the additional processing workload needed for more baccalaureate admission cycles.

Students who apply for the program will be evaluated using the admission requirements shown below.

The admission process for the BASBH program closely follows the patterns previously established for LWTech’s six other Applied Bachelor degree the first of which began in 2009. Admission criteria reflect an approach that includes the student’s academic record, personal characteristics, and potential to work in the industry.

General

LWTech currently uses selective admissions processes for several programs of study at both the Associate and Baccalaureate level. Our processes meet standards for both community/technical colleges and baccalaureate institutions established by the American Association of Collegiate Registrars and Admissions Officers. The admissions staff members also have extensive experience in community/technical colleges, regional baccalaureates, upper-division, and Masters' level institutions.

Admissions procedures that serve all selective admission programs include:

1. Admissions office as the central locus of application
2. Comprehensive paper application with detailed, step-by-step instructions and clearly communicated timelines for admission
3. Regular day, evening, and online information sessions
4. In-house transfer credit evaluations conducted at the time of application so students know their exact status regarding admissions
5. Use of spreadsheets for easy candidate selection by faculty

Information Sessions

Information sessions will be presented on a regular basis, both day and evening, to provide prospective students with an overview of the BASBH program and to explain the admission process. An online option will also be available through the Admissions office for prospective students who are unable to attend an in-person session.

Program Admission Requirements

1. An earned associate degree or equivalent from a regionally accredited institution in a social service- or health-related field.
2. 5 credits of college-level math (with intermediate algebra as a prerequisite) or higher with a minimum 2.0 GP.
3. 5 credits of college-level English (ENGL&101 or equivalent) with a minimum 2.0 GP.
4. 10 credits of college-level Social Science with a minimum 2.0 GPA.
5. 5 credits of college-level Humanities with a minimum 2.0 GP.
6. Minimum cumulative GPA across all college coursework of 2.5.
7. A current resume.
8. A one-page cover letter describing their interest in Behavioral Healthcare.
9. \$50 non-refundable application fee.

Selection Criteria

Applicants will be selected based on the criteria listed above. Complete applications will be reviewed by an admission selection team (generally the program faculty, dean, director of admissions, and an advising representative). The GPA will be the most heavily-weighted criteria.

Prior to reviewing applicants, the admissions selection team will design comprehensive rubrics for evaluating transcript(s), cover letter, and resume. Evaluation rubrics will ensure a consistent and rigorous method is applied to each prospective student equitably.

Evaluation rubrics:

1. Transcripts will be reviewed for the appropriate pre-requisites.
2. Resumes will be evaluated for the range and depth of educational and work experiences.

- Cover letters will be evaluated for commitment to the field and alignment with the educational program.

Currently the college uses a weighted method for selection criteria for all selective programs, and anticipates the BASBH program will follow a similar pattern. The final decision on admission to the BASBH program will be made by the admissions selection team with available spots going to the applicants with the most points based on Table 2.

Table 2 – Weighted Criteria for Selective Program Admission

Application Requirements	Max. Pts	Notes
Cumulative College-Level Associate Degree GPA	40	Multiply cumulative GPA by 10 to determine total points
Resume	20	Based on evaluation rubric
Cover Letter	20	Based on evaluation rubric
College-Level Social Science Credits	20	Based on evaluation rubric
TOTAL	100	

Encouraging Diversity

LWTech values and celebrates student diversity in a number of ways including support for an active Equity, Diversity, and Inclusion Committee, using Intercultural Appreciation as one of the college’s five global outcomes (Critical Thinking, Intercultural Appreciation, Information and Technical Literacy, Teamwork, and Communication), focusing on diversity work within its Strategic Plan, and implementing its first 5-year Equity, Diversity, and Inclusion Plan. LWTech consistently enrolls greater percentages of students of color than reflected in the surrounding school districts. LWTech’s 2015-16 enrollment was 34% students of color compared to the surrounding school district average of 29%. Additionally, over 7% of enrolled students report having a disability and the average age of students is 32. This strong enrollment from diverse students in existing programs at LWTech will benefit the recruiting opportunities for a new baccalaureate program.

When recruiting, the college consistently reaches out to historically disadvantaged populations by participating in Veterans job and resource fairs, WorkSource resource fairs, LGBTQ education events, and students of color career conferences. Outreach for a new applied baccalaureate degree would occur at all of these events as well as new events specifically related to relevant industries.

Because the BASBH program will use selective admission, LWTech will carefully monitor diversity in the program to determine the extent to which it represents the local community and to determine if action needs to be taken to change the recruitment processes.

LWTech Social and Human Services also offers students the Whitney Young scholarship, an annual scholarship for men of color with a commitment to social justice and service.

CRITERIA	STANDARD
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4. Appropriate student services plan.	Describe services that will be needed by the students admitted to the degree program and college plan for providing those services for baccalaureate level students. Include a description of financial aid services and academic advising for student admitted into the program.
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These LWTech services for students are available to all BASBH applicants and regularly-enrolled students. We believe existing services will be sufficient.

Advising

Academic Advising is available for all new and continuing students on both a drop-in and appointment basis. Academic Advising has created dedicated Student Success Navigators (SSN) who provide comprehensive, case-managed advising to prospective and enrolled students in all programs of study. The SSN for baccalaureate programs also advises feeder programs. This insures students receive consistent and accurate information about courses and transferring as early as possible. It also creates a strong relationship between students and a single point of contact in Student Services for the full associate and baccalaureate experience whenever possible. The SSNs report to the Director of Student Development who reports to the Vice President of Student Services. Hours of work vary among the navigators depending upon program needs.

For prospective baccalaureate students, the SSN:

- Answers general inquiry questions
- Participates in information sessions with lead faculty from the program
- Provides one-on-one coaching for completing a competitive application
- Follows up on students who have inquired but not applied.

For enrolled baccalaureate students, the SSN:

- Participates in program-specific orientation prior to quarter start
- Ensures all students are registered quarterly and advises them on course selection
- Provides appropriate referrals for financial aid and support services
- Checks in with all students a minimum of once per quarter to promote success

For faculty, the SSN:

- Attends department and/or division meetings to learn about new curriculum developments and student concerns
- Serves as a single point of contact for faculty questions about student services processes

One FTE was added to the Academic Advising staff two years ago to assist with successful onboarding of baccalaureate students. According to the Council for Academic Standards (2009, p. 5)¹,

- “Academic advising caseloads must be consistent with the time required for the effective performance of this activity,”
- “academic advisors should allow an appropriate amount of time for students to discuss plans, programs, courses, academic progress, and other subjects related to their educational programs,”

¹ Council for the Advancement of Standards of Higher Education (CAS) (2009). Academic advising programs: CAS standards and guidelines.

- “the academic status of the student being advised should be taken into consideration when determining caseloads,”
- “when determining workloads it should be recognized that advisors may work with students not officially assigned to them and that contacts regarding advising may extend beyond direct contact with the student.”

Given LWTech’s size and dual advising model (lead faculty also advise students within their program), the college strives to keep the SSN to student ratio at or below 1 to 500 FTE (for a full time SSN). Students served by group advising and/or not case managed may exceed this ratio. Caseloads for SSNs and other related staff are detailed below (please note this does not include specialty populations such as WRT, WorkFirst, BFET, OG, International, High School Programs, or Veterans; all of whom have separate staff that serve as the equivalent of an SSN). While the College is close to capacity in Academic Advising, especially with the addition of newly developed programs, there is limited room for growth before another staff member will be needed. Last year, the College’s budget process prioritized Academic Advising staff as the most important need if/when new funding becomes available.

Position	Programs Covered	Approximate FTE served
Director of Student Development (25% case managed Academic Advising to students)	Business <ul style="list-style-type: none"> • Accounting • Business Technology • Human Resources 	100
Coordinator of Disability Support Services (40% direct case managed Academic Advising to students)	Services <ul style="list-style-type: none"> • Horticulture • Culinary/Baking • Early Childhood Ed • Social and Human Services 	150
Student Success Navigator (100% case managed Academic Advising to students and group advising for pre-selective admission students)	Health Care <ul style="list-style-type: none"> • Dental Assisting • Nursing • Medical Assisting • Fitness • Funeral Services • Occupational Therapist Assistant • Physical Therapist Assistant Baccalaureate Programs <ul style="list-style-type: none"> • Public Health • Dental Hygiene <i>All pre-selective admission Health Care (not case managed, not the admissions side of the work, only advising for classes, largely by group advising)</i>	250 (case managed) 300 (not case managed)
Student Success Navigator (100% case managed Academic Advising to students)	Applied Design <ul style="list-style-type: none"> • Multimedia Design and Production • Game Design • Engineering Graphics (Mechanical/Architectural/Civil) Information Technology <ul style="list-style-type: none"> • Computer Security and Network Technology 	500 (with both proposed programs)

Position	Programs Covered	Approximate FTE served
	<ul style="list-style-type: none"> Information Technology Application Development Baccalaureate Programs <ul style="list-style-type: none"> Applied Design <i>BAS-DGIM – Proposed</i> <i>BAS-SD – Proposed</i> 	
Student Success Navigator (100% case managed Academic Advising to students)	Transportation <ul style="list-style-type: none"> Automotive Auto Collision Diesel Power Equipment Transfer <ul style="list-style-type: none"> Biology DTA/MRP Business DTA/MRP Computer Science DTA/MRP Construction Mgt. DTA/MRP Math Education DTA/MRP Technology DTA/MRP Computer & Electrical Pre-Engineering (AS-T/MRP) Mechanical, Civil, Aeronautical, Industrial, Materials Science Pre-Engineering Bacc. Programs Transportation/Logistics Management 	450 (once new programs are fully enrolled)
Career and Recruitment Coordinator (50% case managed advising to students)	Manufacturing <ul style="list-style-type: none"> Electronics Machining Welding 	200

To ensure strong communication within the department, the Vice President of Student Services:

- Leads quarterly division meetings to discuss division and college updates
- Meets weekly with the student services leadership team who in turn share information with their teams
- Emails college and division updates to the full division weekly

The Director of Student Development coordinates a weekly meeting for all employees who provide Academic Advising services to students (SSNs, TRiO, WRT, OG, WorkFirst, BFET, International, High School Programs, etc.) where curriculum changes, services updates, and other information are shared. In our small college, Admissions, Registration, Academic Advising, Workforce Programs, and Financial Aid are all on the same floor and interact continuously to support students. Other student support services (TRiO, the Learning Lab, and Student Programs) are located in different campus locations.

Assessment

The Assessment Center provides placement testing, all College Level Examination Program exams, industry certification exams, accommodated testing for students with disabilities, and Washington Online proctoring. The Assessment Center can also proctor tests and quizzes for online classes.

Counseling

Counseling is available to support all students with short-term issues that might impact retention and academic success. One-on-one, crisis-response, and group counseling services are all available and used appropriately to support student needs. The College's Counselor has established relationships with community mental health and service-providing agencies that are utilized for both referrals and on-campus assistance

Student Development Services - Disability Support Services

Disability Support Services (DSS) offers academic adjustments to all students with documented disabilities. Adjustments provide equal access for students in a classroom setting. Academic adjustments are specific to the student, their disability, and class requirements. Students registered with this office are also eligible to join TRiO (see below).

Workforce Programs - Employment Resource Center

The Employment Resource Center (ERC) provides a comprehensive suite of services focused on individuals' career and professional development at all academic and career levels. The ERC provides career exploration, career and personality assessments, and labor market information and research. Through individual work and a workshop series, the Center assists students in clarifying their career aspirations, developing job readiness skills, and learning job search and job success skills (such as resume and cover letter writing and interviewing techniques). On-campus employment recruiting is coordinated through the ERC. An online e-career center allows employers to post job notices, and students to search and apply for those jobs or post their resumes.

Financial Aid

The Financial Aid office has successfully processed grant, loan, and scholarship awards for all enrolled students in other LWTech baccalaureate programs since inception in 2008. Services provided by Financial Aid, including FAFSA orientations, Veteran's services, in-person assistance, and scholarship referrals will be made available to students in the BASBH program.

Workforce Development

The Worker Retraining program provides individualized support and funding to BAS students that meet eligibility guidelines. Students that are receiving unemployment or have exhausted it in the last 4 years, Veterans discharged in the last 4 years, persons that need additional training to prevent being laid off of their job, and displaced homemakers that have lost their primary source of income may be eligible for Worker Retraining support.

Intervention Services – General Student Population

Students experiencing difficulties making adequate academic progress are assisted through several intervention programs under the direction of the Director for Student Development. Faculty can initiate assistance to students having difficulties with attendance, assignment completion, exams, and class preparation. Faculty inform the Director of Student Development about students' difficulties. Interventions by staff via email, phone and/or in-person meetings are second and third steps used in this process.

TRiO Student Support Services

TRiO Student Support Services is a federally-funded project established at LWTech for the purpose of assisting students in achieving their post-secondary ambitions.

The Student Support Services project is focused on increasing the retention and graduation rates of students with disabilities as well as low-income and first generation students. This is accomplished by providing supportive services such as academic action plans, individualized and group tutoring, and academic counseling supported by workshops in study skills, motivation, financial aid, stress reduction, test anxiety life skills, and campus resources as well as mentoring and monitoring of student progress.

The TRiO program also supports the Learning Lab, where any LWTech student can ask questions about any course, discover and utilize learning resources, and receive assistance in understanding important course concepts. The Learning Lab also helps LWTech students develop stronger study skills (e.g., test taking, textbook reading, time management, organization, stress management).

In addition, the program offers specialized services such as career guidance, resume and cover letter writing, and interview sessions; and cultural events to promote personal and educational development.

Student Programs

LWTech offers all enrolled students a variety of ways to get involved in campus life. BASBH students will enjoy the same access to these opportunities including: ability to hold student government office, participation in existing clubs, opportunities to form new student clubs, campus committee representation, volunteering, and the ability to participate in frequent, educational and community oriented campus life.

Library

LWTech added a full time Librarian focused on upper division education when it started its first baccalaureate degree in 2009. Library materials will be added with the addition of the BASBH program mostly in the form of on-line databases to support the coursework requiring the use of research literature. One-third funding of a new full-time Health Sciences librarian is part of this proposal. Additionally funding will come from approved baccalaureate degrees in Public Health and Dental Hygiene, and later Nursing and Funeral Service Education.

Tutoring

LWTech provides centralized tutoring services to all students, including those enrolled in its current four active baccalaureate programs. Managers for that service allocate tutoring support dollars based on student demand. Some of the need for tutoring for baccalaureate students is for required lower division coursework (e.g., lab science or ENGL& 102) that is often included in BAS programs, yet open to all students. LWTech will closely monitor the need for tutoring students enrolled in upper division courses.

CRITERIA	STANDARD
5. Commitment to build and sustain a high quality program.	Provide a financial plan for the first five years of program operation. This plan should include (1) types of funds to be used to support the program; (2) projected program expenses; (3) appropriate facilities to be

	(4) equipment, technology, and instructional resources needed for the program; and (5) anticipated revenue.
	Document the college’s ability to sustain the program over time.

5.1 Types of funds to be used to support the program

The BASBH program will be funded by a combination of tuition and fees. FTEs generated by the program are eligible for state reporting, but the program itself is not dependent on state-funding. The table below projects 5 years of expenses and revenue.

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Revenue					
Tuition ¹	\$104,708	\$209,416	\$209,416	\$209,416	\$209,416
Application fee	\$750	\$750	\$750	\$750	\$750
Total Revenue	\$105,458	\$210,166	\$210,166	\$210,166	\$210,166
Projected Expenses					
F/T Faculty Salaries	\$56,000	\$56,000	\$56,000	\$56,000	\$56,000
F/T Benefits	\$16,800	\$16,800	\$16,800	\$16,800	\$16,800
P/T Faculty	\$10,500	\$42,000	\$42,000	\$42,000	\$42,000
Curriculum Dev	\$10,500	\$2,100	\$2,100	\$2,100	\$2,100
Goods & Services	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Marketing	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
Travel & Conf	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Total Expenditures	\$104,800	\$127,900	\$127,900	\$127,900	\$127,900
Balance	\$658	\$82,266	\$82,266	\$82,266	\$82,266

¹Cohort size=15

5.3 & 5.4 Appropriate facilities, Equipment, technology, and instructional resources needed for the program

LWTech provides support and funding for the resource needs of the BASBH Program, enabling the Director and Faculty to meet program requirements and as well as introduce enhancements. Classrooms, laboratories, offices, and conference rooms are either available or assigned to the program. They are adequate in size, number, and type according to purpose and use. Classrooms support individual and group computer usage.

Additionally, the college has extensive support programs such as the Library Media Center and Information Technology Services that are available. These services consult with the Director and Faculty to procure materials or provide services specific to BASBH. The Director routinely seeks input from Faculty and staff regarding budget development, resource identification and evaluation of effectiveness of all resources, facilities, and services. Budget proposals are submitted annually to the Division Dean for approval and administered on a daily basis by the Program Director.

Document the college’s ability to sustain the program over time.

LWTech has built a wide-reaching and admirable reputation for turning out competent and well-prepared students since its founding. We continue to enjoy positive relationships with our healthcare community partners and many of our students are hired right out of school into those same organizations.

LWTech has a successful integrated system for recruiting students to its baccalaureate and Health Sciences programs. Marketing, Recruiting, and Admissions teams will work together to incorporate recruiting baccalaureate seeking BASBH students along with students for other Health Sciences and baccalaureate programs.

Comprised of program alumni, successful local practitioners, and the leaders of community organizations, a strong ten-person Advisory Committee supports the planning and work of the Social and Human Services program. This includes representatives from chemical dependency treatment, mental health treatment, vocational services, family support, and youth support programs.

BASBH students will engage in work-based learning opportunities, embedded within local behavioral healthcare organizations for three quarters each. In addition to the benefits to learning for individual students these placements will also facilitate strong program relationships with those in industry, those who can advise our program, refer potential students, and hire our graduates.

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

LWTech received accreditation from the Northwest Commission on Colleges and Universities (NWCCU) as a four-year degree granting institution in February 2012. Five subsequent BAS degrees have been approved by the Commission.

Upon receiving SBCTC approval, the LWTech Accreditation Liaison Officer will apply for NWCCU review of the BASBH program via the substantive change process.

Program-specific accreditation is not required for BASBH graduates to be employed in the industry.

CRITERIA	STANDARD
7. Pathway options beyond baccalaureate degree.	Describe opportunities and articulation agreements for the place bound BAS graduate to continue their education onto a graduate (Master’s) degree program. Detail specific discussions with public and private baccalaureate institutions (when applicable) regarding post-baccalaureate pathways for graduates.

Graduates of a Lake Washington Institute of Technology Baccalaureate of Applied Science in Behavioral Health would have opportunities to continue their education within multiple types of graduate programs, at the Masters and Doctorate levels.

Northwest University welcomes articulation agreements for graduates from the BASBH. In August 2016, Daniela Steinkamp, Director of M.A. Student Services for Northwest University, put it this way: “In a word, the answer is ‘Yes’.” Ms. Steinkamp enthusiastically reported that Northwest would welcome BASBH graduates for their Masters in Counseling Psychology (MACP), and for their Masters in International Community Development (MAICD), and possibly even into their PsyD program (Doctorate in Community Psychology). Northwest University’s graduate programs are located in Kirkland, only 4.2 miles from Lake Washington Institute of Technology.

BASBH graduates would also be welcomed in the **Seattle University Master of Social Work** program. In September 2016 meetings, program director Hye-Kyung Kang, MSW, PhD expressed interest in developing a graduate articulation agreement with our BASBH, should it be approved. She would be happy to welcome BASBH graduates into their MSW program.

CRITERIA	STANDARD
8. External expert evaluation of program	<p>The institution will select two external experts to review the program. External experts should come from a university level institution, i.e. departmental professor, academic dean or department head. The expert should be a practitioner/instructor from within the content area of the proposal.</p> <p>In a separate document, provide copies of external evaluators’ report or letters. Summarize the institution’s responses and subsequent modification to the proposal based on evaluator’s recommendations. Attach a short bio of the evaluators.</p>

1. Leihua Edstrom, PhD, ABSNP
Current title: Director, Doctorate of Psychology program, Northwest University, Kirkland, WA.

Education:

- Diplomate in School Neuropsychology, American Board of School Neuropsychology, 2012
- Ph.D. University of Washington, 2000
- M.Ed. University of Washington, 1994
- B.S. University of Washington, 1988

Background:

Dr. Edstrom practiced school psychology in Washington state for ten years, and has participated in school-based research on the prevention of bullying and promotion of social and emotional learning. Additionally, Dr. Edstrom founded NW Psychology Associates, where she conducts neuropsychological, psychological, and academic

evaluations for a variety of concerns including ADHD, learning disabilities, social and emotional problems, and autism.

2. David Pooler, PhD, MSSW

Current title: Associate Dean for Academic Affairs, Baylor University, Waco, TX.

Education:

- PhD, University of Louisville and University of Kentucky
- MSSW, University of Louisville
- BA, Lee College

Background:

Dr. Pooler has more than 15 years of social work practice experience with several different populations including at risk and abused children, adults with severe and persistent mental illness, persons with addictions, and homeless men. Dr. Pooler studies social workers and the organizational contexts in which social workers are employed. A primary focus of his research is studying how social workers find great joy in their work. He is interested in social work management and leadership. As an occupational social worker, Dr. Pooler is interested in assessing and developing interventions for social service organizations so that work environments are healthy, supportive, and just. He also has a strong interest in developing healthy congregations so that they can transform communities.

Response to their feedback

Dr. Pooler asked whether this degree supports professional certifications, or, if not, whether changes would allow it to support professional certifications. We have surveyed local employers about this and consulted with our Advisory Committee; none identified relevant professional certifications for employment in this field locally. A review of job descriptions confirmed this. Nevertheless the required and elective SUDC courses would help students meet educational requirements for Washington State's Chemical Dependency Professional credential.

Dr. Pooler asked whether LWTech surveyed current students to ascertain their interest in this degree. We did, as shown in our Statement of Need. In fact, 94% of respondents reported they would be highly likely to enroll.

Dr. Pooler recommended that the curriculum include interdisciplinary teamwork and documentation (professional writing) skills beyond those provided by English Composition I. We concur. We intend to demonstrate the need for interdisciplinary teamwork and practice the relevant skills in SHSV 311, SHSV 321, SHSV 331, SHSV 432, SUDC 121, and field practicums. We also agree that written communication skills comprise a primary competency in our field. Applicants are required to have completed 5 credits in communication skills in addition to English Composition I. Furthermore, SHSV 321 and SUDC 121 will directly teach professional documentation skills and such skills will be practiced, under supervision, in field practicums.

Stating her belief in their importance, Dr. Edstrom recommended that several elective courses—CMST& 210, HUM 215, SOCI 311, and SOCI 400—be required of all students. We appreciate

her vote of confidence in this content. We agree that their content can greatly benefit new behavioral health professionals. We have chosen to make these courses electives in order to maintain some student choice within the curriculum, without extending the degree beyond two years and 180 credits. We can revisit that choice should these courses prove successful and other elective options unsuccessful (or unchosen).

Drs. Edstrom and Pooler suggested that students may need to complete a statistics course to prepare for graduate school. In February 2017, our Advisory Committee explicitly directed us to exclude a requirement for statistics from the curriculum as unnecessary and inapplicable for employment at the baccalaureate level; they recommended leaving such content until graduate studies. The most prominent local graduate program—the MSW program at the University of Washington—does not require statistics from its applicants. Seattle University’s MSW program requires completion of a statistics course, but not prior to admission. We will consult with local graduate programs and our Advisory Committee further on whether to include a statistics course in our curriculum, as a required or elective component.

Dr. Pooler believes that students would benefit from access to discipline-specific databases (Academic Search Complete; MEDLINE; PsycINFO; PsycARTICLES; and Social Sciences Abstracts). The LWTech library’s database collection includes Academic Search Premier; PubMed Central; ScienceDirect; Nursing & Allied Health; Health Source: Nursing/Academic Edition; NCBI Bookshelf; and Lexis-Nexis. While the faculty librarians are aware of the usefulness of products such as PsycINFO, PsycARTICLES, and Social Science Abstract, these are, unfortunately, beyond the library’s current budget. The faculty librarians continually evaluate the collections, however, and update offerings annually as needs and finances allow.

Dr. Edstrom encouraged us to expand our program objectives to include recognition of each and every individuals’ inherent dignity and worth. This idea is consistent with the values of our discipline, college, and faculty. We will take this recommendation to our faculty and Advisory Committee for consideration. Similarly our teaching faculty will consider her recommended revisions to course objectives for SHSV 311, SHSV 412, SHSV 432, SUDC 111, and practicum courses. They, too, fit well within the intended skill- and knowledge-sets for our graduates.

Finally, Drs. Edstrom and Pooler commended the proposal in these ways:

- This degree is in line with current needs and the direction our field is moving.
- The “proposed curriculum that is adequately robust and allows the degree seeker some flexibility in choice of required courses.”
- “The BASBH degree program offers an extremely thorough, rigorous curriculum that will provide students the knowledge and competencies to be highly competitive for and effective within a broad array of behavioral healthcare positions.”
- Graduates are likely to find employment.
- Program cost, size, location, and format should meet students’ needs well, especially for adult learners.
- The well-designed, rigorous curriculum develops broad and appropriate competencies.
- The curriculum aligns closely with community and industry needs.
- The proposed degree would prepare students for graduate studies.
- The program builds on Lake Washington’s existing strengths.
- The primary instructor is qualified and well-suited. Adjunct faculty requirements are appropriate and adequate.

- Lake Washington provides the necessary stability and resources to offer the education.
- “This proposed degree will expand and enhance the ability of LWTech and the School of Health Sciences to prepare students for work in a wide range of behavioral health settings.... The program is appropriately rigorous and should lead to graduates who are employable and prepared for graduate programs in social work or counseling.”
- “The proposed BASBH program is exceptionally well-designed and rigorous to yield graduates who are knowledgeable, skilled, and highly competitive for entry-level positions in the behavioral healthcare industry. The program proposes a training curriculum that will provide the essential knowledge base and competencies critical for effective workers in the challenging field of social and human services.... I highly recommend support of the proposed BASBH program.”

We appreciate their support and encouragement. We intend to provide an education that is worthy of it, with the help of our state, our students, and our community.

Appendix A

Program Outline:
Baccalaureate of Applied Science in Behavioral Healthcare
90 credits

CIP: 15.1501 EPC: 437

The applied baccalaureate degree in Behavioral Healthcare prepares students for work in the integrated treatment of mental illnesses, substance use disorders, physical illness, poverty, and homelessness. Graduates would be prepared to enter the workforce, advance in their current employment, or enroll in a graduate degree program in a related field such as social work, addictions treatment, or counseling.

Prerequisites:

1. Associate of Applied Science (AAS) degree or equivalent in a social service- or health-related field.
2. Minimum cumulative GPA across all college coursework of 2.5.
3. Completion of at least 30 credits of College-level Academic Core courses with a minimum of a 2.0 GPA in each class as follows:
 - Communication Skills – 10 credits, including ENGL& 101 or equivalent
 - Quantitative/Symbolic Reasoning Skills – 5 credits: MATH& 107 or equivalent
 - Social Sciences – 10 credits
 - Humanities – 5 credits

Admission to the program may occur when any 15 credits of those specified above can be documented. This program includes a "bridge" quarter, such that remaining pre-requisites defined above may be taken after program admittance, but prior to admittance to the junior year of the program. The bridge may consist of 0-15 credits.

Admission Dates: fall

Course	Title	Credits
BIOL& 175	Human Biology with Lab	5
BIOL 270	Basic Neurology	5
SUDC 111	Substance use, abuse, and dependency	5
SUDC 121	Treatment of substance use issues	5
PHIL 301	Public health ethics	5
PUBH 330	Healthcare Structure and Leadership	5
SHSV 311	Treatment of mental health disorders	5
SHSV 321	Assessment & goal planning	5
SHSV 331	Professional Development	5
SHSV 411	Field Practicum 1	5
SHSV 412	Human service ethics	5
SHSV 421	Field Practicum 2	5
SHSV 431	Field Practicum 3	5
SHSV 432	Mental health systems & care	5
Social Science electives	<i>Choose 2 of 3 below</i>	10
POLS 430	Public Health Policy	
SOCI 311	Poverty in America	
SOCI 401	Behavioral and Cultural Issues in Healthcare	
General Education elective	<i>Choose 1 from Criminal Justice, Psychology or Sociology</i>	5
Technical elective	<i>Choose 1 from Public Health, Social & Human Services, or Substance Use Disorder Counseling</i>	5
	TOTAL	90

Appendix B

Course Outlines: Baccalaureate of Applied Science in Behavioral Healthcare

COURSE OUTLINE

COURSE: BIOL& 175

Lake Washington Institute of Technology

TITLE: Human Biology with Lab

5 credits

COURSE DESCRIPTION:

An introductory survey of human anatomy and physiology designed for non-science majors or pre-allied health students not going into nursing or dental hygiene. Relationships between structures and functions in each body system are emphasized.

PREREQUISITES:

ENGL 093 (or placement into ENGL 099 or higher) and ABED 040 (or placement into MATH 087 or higher)

STUDENT OUTCOMES/COMPETENCIES:

At the completion of this course students will be able to:

- Identify relevant terminology to the study of human anatomy and physiology
- Differentiate the structural levels of organization within the human body
- Define and provide examples of homeostasis and explain how it is maintained
- Explain the physiological inter-relationships between organ systems of the human body
- Identify major anatomical structures of the human body
- Research pathologies associated with organ systems

COURSE OUTLINE**COURSE: BIOL 270**

Lake Washington Institute of Technology

TITLE: Basic Neurology

Credits:	5	CIP Code: 51.1501
Total Contact Hrs/quarter:	50	EPC Code: 437
Lecture Hrs/quarter:	50	Admin Code: QH
Lab Hours/quarter:	0	Fee Code:
Other Hours/quarter:	0	

COURSE DESCRIPTION:

How does the human brain work? Attempts to understand and address behavioral health concerns rely upon an appreciation of the thought process, motivation, decision-making. Students of basic neurology will wrestle with the biological, psychological, and sociological natures of the central nervous system and its relationships with our thoughts, feelings, and behaviors.

PREREQUISITES:

BIOL& 175.

COURSE OBJECTIVES:

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

STUDENT OUTCOMES/COMPETENCIES:

At the completion of this course students will be able to:

- Explain the basic structure of the central nervous system, the functions 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.
- Educate clients about the physiological underpinnings of addiction.
- Describe the impacts of 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 addiction.
- Recognize the enduring possibility of change within each and every person.

ASSESSMENT METHODS:

Instructors will use a variety of methods including assignments, quizzes, exams, research paper/projects, and/or demonstration of competencies.

SPECIAL EQUIPMENT/COURSE MATERIALS:

None.

Lake Washington Institute of Technology

TITLE: Diversity and Social Justice

COURSE DESCRIPTION:

This course will engage students in an extended analysis of diversity and social justice in the United States with the aim of exploring current realities of race and social class and their relationship to power and privilege. Students will develop and strengthen awareness and understanding of how power, privilege, and inequity are reinforced and challenged at individual, institutional, and systemic levels.

PREREQUISITE(S):

ENGL& 101 (pre- or co-requisite)

COREQUISITE (s):

ENGL& 101 (pre- or co-requisite)

STUDENT OUTCOMES/COMPETENCIES

Upon successful completion of the course, the student will be able to:

- Define and apply key terms and concepts of diversity and social justice
- Discuss and analyze how categories of difference are created, maintained, and experienced through power, privilege, and inequity
- Communicate one's own intersecting identities of difference and how they position oneself in relation to power, privilege, and inequity
- Identify how power, privilege, and inequity are reinforced and challenged at individual, institutional, and systemic levels
- Engage in intentional communication with awareness of intent and impact
- Recognize stereotypes in self and others and their relationship to microaggressions
- Explain different types of knowledge and how knowledge construction maintains power, privilege, and inequity
- Identify specific ways of becoming an ally in order to disrupt power, privilege, and inequity

ASSESSMENT METHODS:

Instructors will use a variety of methods including assignments, quizzes, exams, research paper/projects, and/or demonstration of competencies.

SPECIAL EQUIPMENT/COURSE MATERIALS:

None.

COURSE OUTLINE

COURSE: POLS 430

Lake Washington Institute of Technology

TITLE: POLS 430 Public Health Policy

5 credits

COURSE DESCRIPTION:

This course examines public health policy at the local, state, and federal level. It investigates the many factors that influence public policy such as institutional, economic, social, ethical, and political factors.

PREREQUISITES:

Admission to the BASBH or BASPH programs.

Lake Washington Institute of Technology

TITLE: PUBH 330 Healthcare Structure and Leadership

5 credits

COURSE DESCRIPTION:

This course presents core concepts of healthcare structure and leadership, including organizational design as it relates to workplace diversity, managing versus leading professionals, and overall system function.

PREREQUISITES:

Admission to the BASBH or BASPH programs.

Lake Washington Institute of Technology

TITLE: Treatment of Mental Health Disorders

Credits:	5	CIP Code: 51.1501
Total Contact Hrs/quarter:	50	EPC Code: 437
Lecture Hrs/quarter:	50	Admin Code: QH
Lab Hours/quarter:	0	Fee Code:
Other Hours/quarter:	0	

COURSE DESCRIPTION:

Behavioral healthcare has made remarkable developments in the past century. We now have effective treatments for devastating brain disorders, allowing people who would have been locked away a few generations ago to lead healthy, happy, productive lives. This course investigates the variety of ways we can reduce the impacts of common mental health disorders.

PREREQUISITES:

PSYC& 220, BIOL 270, or admission to the BASBH program.

COURSE OBJECTIVES:

Reviewing evidence-based research, this course surveys the range of effective, promising, and ineffective treatments for common mental disorders such as psychosis, bipolar, depression, anxiety, personality disorders, ADHD, & PTSD. Topics include biological, psychological, and social treatments, including professional services and self-help options.

STUDENT OUTCOMES/COMPETENCIES:

At the completion of this course students will be able to:

- **Compare** behavioral indications of psychosis, depression, and anxiety to corresponding diagnoses in the Diagnostic and Statistical Manual of Mental Disorders, 5th edition.
- **Choose** evidence-based treatment options and strengths-based coping-strategies for psychosis, depression, and anxiety.
- **Recommend** out-patient, crisis-oriented, and in-patient, behavioral healthcare services.

- **Contrast** more- and less-restrictive treatment options.
- Refer clients appropriately to behavioral healthcare organizations and other needed resources.
- Articulate and ethically apply the rights of clients, including their rights to self-determination and informed consent.
- **Evaluate** others' risk of suicide.
- **Critique** the medical model and the recovery model for mental health.
- De-escalate crises using verbal conflict resolution skills.

ASSESSMENT METHODS:

Instructors will use a variety of methods including assignments, quizzes, exams, research paper/projects, and/or demonstration of competencies.

SPECIAL EQUIPMENT/COURSE MATERIALS:

None.

COURSE OUTLINE

COURSE: SHSV 321

Lake Washington Institute of Technology

TITLE: Assessment and Goal Planning

Credits:	5	CIP Code: 51.1501
Total Contact Hrs/quarter:	50	EPC Code: 437
Lecture Hrs/quarter:	50	Admin Code: QH
Lab Hours/quarter:	0	Fee Code:
Other Hours/quarter:	0	

COURSE DESCRIPTION:

Ancient Greeks recognized that “well begun is half done.” Counseling professionals know significant progress often happens rapidly at the outset of seeking help, once we understand our problem and what we want to change. Effective helpers explore their clients’ situation carefully in order to develop insight, before jumping into action.

PREREQUISITES:

SHSV 110, SUDC 111, admission to the BASBH program, or instructor permission.

COURSE OBJECTIVES:

This course introduces the skills necessary to screen clients for service eligibility, complete intake processes, conduct comprehensive assessments, and partner with clients to develop effective plans to achieve client-identified goals.

STUDENT OUTCOMES/COMPETENCIES:

At the completion of this course students will be able to:

- **Defend** the enduring possibility of change within each and every person and group.
- **Check** applicants' eligibility for services within a specified setting.
- **Formulate** a presenting problem.
- Interview clients and **assess** strengths, weaknesses, and service needs.
- Develop a biopsychosocial assessment.
- Use Motivational Interviewing techniques to help clients **create** specific, measurable goals.
- **Create** a client-centered, strengths-based, individualized service plan.
- Safely discharge clients from services.

ASSESSMENT METHODS:

Instructors will use a variety of methods including assignments, quizzes, exams, research paper/projects, and/or demonstration of competencies.

SPECIAL EQUIPMENT/COURSE MATERIALS:

None.

COURSE OUTLINE

COURSE: SHSV 331

Lake Washington Institute of Technology

TITLE: Professional Development

Credits:	5	CIP Code: 51.1501
Total Contact Hrs/quarter:	50	EPC Code: 437
Lecture Hrs/quarter:	50	Admin Code: QH
Lab Hours/quarter:	0	Fee Code:
Other Hours/quarter:	0	

COURSE DESCRIPTION:

Career success and job satisfaction require that human service professionals identify appropriate jobs, successfully compete for them, and perform well in them. Career advancement and life satisfaction also depend upon continual refinement of our professional knowledge and skills. This course looks beyond the student experience to prepare individuals for successful social service careers.

PREREQUISITES:

SHSV 110, SUDC 111, admission to the BASBH program, or instructor permission.

COURSE OBJECTIVES:

This course investigate job finding strategies, credentialing regulations, professional goal-setting, ways to continue learning outside of school, characteristics of professional organizations, and the use of available supports.

STUDENT OUTCOMES/COMPETENCIES:

At the completion of this course students will be able to:

- **Obtain** and maintain relevant credentials from the Washington State Department of Health.
- **Develop** strategies for success working within large organizations.
- **Choose** behavioral healthcare or social service jobs that excite them and for which they are qualified.
- Collaborate and work effectively with a variety of teammates, including those from other disciplines.
- **Create** and maintain a professional network.
- **Appraise** the benefits of consultation with supervisors and professional peers.
- **Identify** the duties and desired characteristics of behavioral healthcare or social service supervisors.
- **Identify** multiple options for continued professional education, including formal coursework, trainings, professional journals, and peer-to-peer communication.

ASSESSMENT METHODS:

Instructors will use a variety of methods including assignments, quizzes, exams, research paper/projects, self-assessment, written reflections, and/or demonstration of competencies.

SPECIAL EQUIPMENT/COURSE MATERIALS:

None.

COURSE OUTLINE

COURSE: SHSV 411

Lake Washington Institute of Technology

TITLE: Field Practicum 1

Credits:	5	CIP Code: 51.1501
Total Contact Hrs/quarter:	110	EPC Code: 437
Lecture Hrs/quarter:	20	Admin Code: QH
Lab Hours/quarter:	0	Fee Code:
Other Hours/quarter:	90	

COURSE DESCRIPTION:

Field Practicum is our signature learning-method. It provides a bridge by which we move from student to practicing professional. Field Practicum 1 exposes students to social services, clients, and practitioners that they would not otherwise meet. Students can observe a new aspect of social and human service to get a feel for it, to see whether it suits them, and identify what knowledge or skills they still need to develop. They will see new problems and solutions. They may have opportunities to begin to test new skills, with permission to make mistakes.

PREREQUISITES:

SHSV 311, SHSV 321, and SHSV 331.

COURSE OBJECTIVES:

The objectives of the three-quarter sequence of practicum courses are to provide learning opportunities which support student's individualized professional goals, through exposure, practice, and service.

STUDENT OUTCOMES/COMPETENCIES:

At the completion of this course students will be able to:

- Demonstrate welcoming behavior toward all clients, including those showing unusual or unpleasant behavior.
- **Inform** clients and service providers of their identity as a student and outline the extent of their education and credentials to prospective clients.
- **Identify** client needs beyond the student's competency and refer to qualified staff.
- Explain the roles of the variety of staff members in the setting.
- Ensure client, staff, and public safety by following agency protocols, including setting limits on client behavior.

- Protect client rights by following agency protocols, including confidentiality.
- Document services provided.
- **Formulate strategies** to avoid disclosure to clients of personal information which has the potential to interfere with the client’s work toward recovery.

ASSESSMENT METHODS:

Observation and evaluation by practicum supervisors.

Written reflections.

SPECIAL EQUIPMENT/COURSE MATERIALS:

None.

COURSE OUTLINE

COURSE: SHSV 412

Lake Washington Institute of Technology

TITLE: Human Service Ethics

Credits:	5	CIP Code: 51.1501
Total Contact Hrs/quarter:	50	EPC Code: 437
Lecture Hrs/quarter:	50	Admin Code: QH
Lab Hours/quarter:	0	Fee Code:
Other Hours/quarter:	0	

COURSE DESCRIPTION:

Human service is a value-driven profession, built upon core beliefs about the dignity and worth of all. To appropriately support our clients and protect ourselves we have established laws, regulations, and codes of conduct to facilitate decision-making and guide our behaviors. Those entering the profession need to understand the ethical standards by which they will be judged, the rationale for following them, and ways to resolve dilemmas between competing interests.

PREREQUISITES:

None.

COURSE OBJECTIVES:

This course reviews human service professionals’ responsibilities to themselves, clients, colleagues, and society. This will include moral and legal, proactive and reactive duties.

STUDENT OUTCOMES/COMPETENCIES:

At the completion of this course students will be able to:

- **Synthesize** common themes in the National Organization for Human Services, National Association of Social Workers, and The Association for Addiction Professionals (NAADAC) ethical standards or codes of conduct.
- Define person-first, client-centered care, and **generate** examples.
- Articulate and ethically apply the rights of clients, including their right to confidentiality, informed consent, self-determination, and least-restrictive treatment options.
- **Conclude** when and how they may or must report suspicions of abuse, exploitation, neglect, danger to self, danger to others, danger to property, grave disability.
- **Explain** specific examples of racism, sexism, and other types of discrimination and the societal structures or systems which facilitate inequality.
- **Formulate strategies** to avoid disclosure to clients of personal information which has the potential to interfere with the clients’ work toward recovery.
- Advocate to the state legislature and executive branch for policy change.

ASSESSMENT METHODS:

Instructors will use a variety of methods including assignments, quizzes, exams, research paper/projects, and/or demonstration of competencies.

SPECIAL EQUIPMENT/COURSE MATERIALS:

None.

COURSE OUTLINE

COURSE: SHSV 421

Lake Washington Institute of Technology

TITLE: Field Practicum 2

Credits:	5	CIP Code: 51.1501
Total Contact Hrs/quarter:	110	EPC Code: 437
Lecture Hrs/quarter:	20	Admin Code: QH
Lab Hours/quarter:	0	Fee Code:
Other Hours/quarter:	90	

COURSE DESCRIPTION:

Field Practicum is our signature learning-method. It provides a bridge by which we move from student to practicing professional. Field Practicum 2 continues to expose students to new clients, professionals, and services, building upon Practicum 1 by providing opportunities to try out ways of helping. In collaboration with practicum supervisors and agency staff students will work on new skills, making mistakes and building on successes.

PREREQUISITE:

SHSV 411.

COURSE OBJECTIVES:

The objectives of the three-quarter sequence of practicum courses are to provide learning opportunities which support student's individualized professional goals, through exposure, practice, and service. Field Practicum 2 builds upon students' experiences in Field Practicum 1.

STUDENT OUTCOMES/COMPETENCIES:

At the completion of this course students will be able to:

- Gather client information, listen to client concerns, and assist behavioral healthcare professionals.
- **Assess** potential clients' eligibility for service.
- Use a resource directory of referral agencies to refer clients to needed services.
- **Defend** the rationale for client-specific treatment recommendations based on the individual's particular behavioral health concerns.
- **Formulate** appropriate methods of positive behavior re-enforcement as well as crisis-management.
- Document services provided in an agency-approved manner.
- Demonstrate good work habits including punctuality and reliability, maintenance of a clean appearance, dress within the expected dress code, and complete assigned duties.
- Prepare for supervisory meetings.
- **Evaluate** their organization's scope of practice, staff positions, funding, clientele, strengths, and weaknesses.

ASSESSMENT METHODS:

Observation and evaluation by practicum supervisors.

Written reflections.

SPECIAL EQUIPMENT/COURSE MATERIALS:

None.

COURSE OUTLINE

COURSE: SHSV 431

Lake Washington Institute of Technology

TITLE: Field Practicum 3

Credits:	5	CIP Code: 51.1501
Total Contact Hrs/quarter:	110	EPC Code: 437
Lecture Hrs/quarter:	20	Admin Code: QH
Lab Hours/quarter:	0	Fee Code:
Other Hours/quarter:	90	

COURSE DESCRIPTION:

Field Practicum is our signature learning-method. It provides a bridge by which we move from student to practicing professional. Field Practicum 3 provides students opportunities for continued practice while also providing true service to people in need. Students will have more opportunity for unsupervised work, in collaboration with a variety of team members, demonstrating their synthesis of the knowledge, skills, and values developed through their education thus far. Doing so, students may prove their readiness for immediate employment as a behavioral healthcare professional.

PREREQUISITE:

SHSV 421.

COURSE OBJECTIVES:

The objectives of the three-quarter sequence of practicum courses are to provide learning opportunities which support student's individualized professional goals, through exposure, practice, and service. Field Practicum 3 builds upon students' experiences in Field Practicums 1 and 2.

STUDENT OUTCOMES/COMPETENCIES:

At the completion of this course students will be able to:

- Safely supervise clients with minimal supervision.
- **Justify** a belief in the enduring possibility of change within each and every person and group.
- **Appraise** with clients the potential benefits and risks of the team's treatment recommendations for them.

- Assist with case management duties.
- Address client concerns about the intern's age, gender, race, ability, history, or life circumstances.
- Document services provided in an agency-approved, clear, concise, and timely manner.
- Participate in staffing conferences by sharing feedback on client interaction.
- **Create** and maintain a professional network of behavioral healthcare providers.
- **Prioritize** and organize assigned tasks in order to meet deadlines for their completion.

ASSESSMENT METHODS:

Observation and evaluation by practicum supervisors.

Written reflections.

SPECIAL EQUIPMENT/COURSE MATERIALS:

None.

COURSE OUTLINE

COURSE: SHSV 432

Lake Washington Institute of Technology

TITLE: Mental Health Systems & Care

Credits:	5	CIP Code: 51.1501
Total Contact Hrs/quarter:	50	EPC Code: 437
Lecture Hrs/quarter:	50	Admin Code: QH
Lab Hours/quarter:	0	Fee Code:
Other Hours/quarter:	0	

COURSE DESCRIPTION:

This course reviews the systems which provide treatment for mental health concerns, with a focus on the local publicly-funded care networks. This overview of the principles of mental health systems and practice in clinical mental health settings includes prevention, intervention and service delivery.

PREREQUISITES:

PSYC& 220, BIOL 270, or SHSV 311.

COURSE OBJECTIVES:

This course surveys the variety of behavioral healthcare providers, with emphases on local, outpatient, and publicly-funded care.

STUDENT OUTCOMES/COMPETENCIES:

At the completion of this course students will be able to:

- Identify and **distinguish** the range of privately- and publicly-funded local behavioral health care systems including out-patient, crisis care, and in-patient services.
- **Recommend** urgent, hospital and, primary care medical services in our metropolitan area.
- **Classify** governmental influences on behavioral healthcare such as funding, public safety, access to treatment, criminal prosecution, and/or involuntary treatment.
- Detail the eligibility criteria and application process for public-funded out-patient behavioral healthcare, including Medicaid, Apple Care, and Affordable Care Act-subsidized insurance.
- **Compare** the overlapping and differentiated responsibilities of primary care medicine and behavioral healthcare.
- **Evaluate** others’ risk of suicide and connect them with appropriate professional services based on their degree of risk.
- **Contrast** more- and less-restrictive treatment options.

ASSESSMENT METHODS:

Instructors will use a variety of methods including assignments, quizzes, exams, research paper/projects, and/or demonstration of competencies.

SPECIAL EQUIPMENT/COURSE MATERIALS:

None.

COURSE OUTLINE

COURSE: SOCI 290

Lake Washington Institute of Technology

TITLE: Wellness, Resilience, and Self-Awareness

Credits:	5	CIP Code:
Total Contact Hrs/quarter:	50	EPC Code:
Lecture Hrs/quarter:	50	Admin Code:
Lab Hours/quarter:	0	Fee Code:
Other Hours/quarter:	0	

COURSE DESCRIPTION:

Social service work is unusually emotionally-taxing. Many professionals attribute low job satisfaction and poor mental health to difficult job conditions and the trauma of facing social problems day after day. Other social service professionals report enjoying their work for decades. Long-term health and job appreciation involves our use effective coping skills. Students in this course will explore and practice coping strategies, culminating in identification of an individualized wellness plan.

PREREQUISITES:

ENGL& 101.

COURSE OBJECTIVES:

This course introduces students to a variety of techniques to develop self-awareness, evaluate their wellness, and practice healthy ways of managing stress. Emphasis will be given to practical on-going self-care.

STUDENT OUTCOMES/COMPETENCIES:

At the completion of this course students will be able to:

- Routinely practice appropriate self-care.
- Show resilience in light of common pressures for social service professionals.
- Describe the impacts of their drug use on their wellness, employment, and credentialing.
- Avoid disclosure to clients of personal information which has the potential to interfere with the clients' work toward recovery or harm themselves as social service professionals.
- Recognize their emotions and articulate ways to moderate them.
- Differentiate between personal well-being and clients' concerns.

ASSESSMENT METHODS:

Instructors will use a variety of methods including assignments, quizzes, exams, research paper/projects, and/or demonstration of competencies.

SPECIAL EQUIPMENT/COURSE MATERIALS:

None.

COURSE OUTLINE**COURSE: SOCI 311**

Lake Washington Institute of Technology

TITLE: Poverty in America

Credits:	5	CIP Code:
Total Contact Hrs/quarter:	50	EPC Code:
Lecture Hrs/quarter:	50	Admin Code:
Lab Hours/quarter:	0	Fee Code:
Other Hours/quarter:	0	

COURSE DESCRIPTION:

Despite the promises of life, liberty, and the pursuit of happiness and despite the creation of history's wealthiest society, millions of Americans struggle to meet their basic needs. Human service professionals in any setting benefit from understanding poverty, the most common problem for those seeking social service assistance.

PREREQUISITES:

ENGL& 101.

COURSE OBJECTIVES:

This class examines the nature and extent poverty in the United States. Students will review dominant views of poverty, how poverty is measured, characteristics of the poverty population, international comparisons, underlying causes of poverty, and government programs and policies which address poverty. This study includes an examination of homelessness, a result of severe poverty.

STUDENT OUTCOMES/COMPETENCIES:

At the completion of this course students will be able to:

- Compare and evaluate definitions of poverty.
- Articulate systemic causes of poverty and homelessness in the United States.
- Identify groups at highest risk of poverty.
- Illustrate multiple types of homelessness.
- List evidence-based practices to prevent or respond to poverty and homelessness.
- Detail the scope, eligibility criteria, and application process for Medicare, Medicaid, Social Security retirement benefits, SSDI, SSI, TANF, Disability Lifeline, HEN, and SNAP.
- Distinguish Housing First principles from prior responses to homelessness.
- Explain King County's use of Clarity HMIS and Coordinated Entry for All.

ASSESSMENT METHODS:

Instructors will use a variety of methods including assignments, quizzes, exams, research paper/projects, and/or demonstration of competencies.

SPECIAL EQUIPMENT/COURSE MATERIALS:

None.

COURSE OUTLINE

COURSE: SOCI 401

Lake Washington Institute of Technology

TITLE: Behavioral and Cultural Issues in Healthcare

5 credits

COURSE DESCRIPTION:

This course introduces behavior and cultural issues that impact individual and population health and their relationship to public policy development and public health intervention programs.

PREREQUISITES:

Admission to the BASBH or BASPH programs.

COURSE OUTLINE**COURSE: SUDC 111**

Lake Washington Institute of Technology

TITLE: Substance Use, Abuse, and Dependency

Credits:	5	CIP Code: 51.1501
Total Contact Hrs/quarter:	50	EPC Code: 437
Lecture Hrs/quarter:	50	Admin Code: QH
Lab Hours/quarter:	0	Fee Code:
Other Hours/quarter:	0	

COURSE DESCRIPTION:

Competent professional substance use disorder counseling begins with an understanding the strengths, struggles, and concerns of those we serve. Every behavioral healthcare profession must comprehend how and why people use alcohol and other drugs, the physical effects of those substances, and the meaning of substance use disorder diagnoses, as well as appreciate the un-ending possibility of change. This course covers required educational topics listed in WAC 246-811-030 for Washington state Chemical Dependency Professional/Trainee applicants and alternative training education requirements for applicants with a relevant license, as outlined in WAC 246-811-076.

PREREQUISITES:

None.

COURSE OBJECTIVES:

This course is an introduction to the use of psychoactive substances. This survey of substance use, misuse, abuse, and dependency covers fundamentals including: alcohol and other commonly used drugs, the nature of addiction, diagnosis, legal rights, professional ethics, and the significance of maintaining hope in everyone's potential for change.

STUDENT OUTCOMES/COMPETENCIES:

At the completion of this course students will be able to:

- Classify commonly used psychoactive substances with regard to their form, use, effects, and legal status.
- Recognize the enduring possibility of change within each and every person and group.
- Locate Substance Use Disorders in the Diagnostic and Statistical Manual of Mental Disorders and evaluate their relevancy to individual's experiences.
- Articulate and ethically apply the rights of individuals with substance use disorders, including their right to self-determination.
- Educate clients about the physiological underpinnings of addiction or dependency.
- Analyze basic legal issues, rules, and regulations relevant to the treatment of substance use disorders.
- Consult the NAADAC Code of Ethics.

ASSESSMENT METHODS:

Instructors will use a variety of methods including assignments, quizzes, exams, research paper/projects, and/or demonstration of competencies.

SPECIAL EQUIPMENT/COURSE MATERIALS:

None.

COURSE OUTLINE**COURSE: SUDC 121**

Lake Washington Institute of Technology

TITLE: Treatment of Substance Use Issues

Credits:	5	CIP Code: 51.1501
Total Contact Hrs/quarter:	50	EPC Code: 437
Lecture Hrs/quarter:	50	Admin Code: QH
Lab Hours/quarter:	0	Fee Code:
Other Hours/quarter:	0	

COURSE DESCRIPTION:

This course covers the basic treatment of addiction and other substance use issues, with an emphasis on service to individuals. Students will examine proven, disproven, and promising treatment options and the variety of service settings. This course covers required educational topics listed in WAC 246-811-030 for Washington state Chemical Dependency Professional/Trainee applicants and alternative training education requirements for applicants with a relevant license, as outlined in WAC 246-811-076.

PREREQUISITES:

None.

COURSE OBJECTIVES:

The purpose of this course is to survey the variety of treatment options available to behavioral healthcare professionals and individuals with substance use disorders. Students will study and practice the use of common treatment techniques that they can use in their own work counselling individuals with substance use disorders.

STUDENT OUTCOMES/COMPETENCIES:

At the completion of this course students will be able to:

- Articulate and ethically apply the rights of individuals with substance use disorders, including their rights to confidentiality and self-determination.
- Evaluate individuals for the presence of Substance Use Disorders using American Society of Addiction Medicine (ASAM) criteria.
- Recognize the enduring possibility of change within each and every person and group.
- Generate a variety of treatment options including education, individual counseling, group treatment, self-help, and medication-assisted treatment.
- Create individualized recovery and treatment plans in collaboration with clients and a treatment team.
- Understand addiction placement, continuing care, and discharge criteria, including American Society of Addiction Medicine (ASAM) criteria.
- Apply concepts of person-first, client-centered care.
- Document services provided, including screening, intake, assessment, treatment plan, clinical reports, clinical progress notes, discharge summaries and other client-related data.
- Analyze basic legal issues, rules, and regulations relevant to the treatment of substance use disorders.
- Consult the NAADAC Code of Ethics.

ASSESSMENT METHODS:

Instructors will use a variety of methods including assignments, quizzes, exams, research paper/projects, and/or demonstration of competencies.

SPECIAL EQUIPMENT/COURSE MATERIALS:

None.