



**STATE BOARD FOR COMMUNITY  
AND TECHNICAL COLLEGES  
August 11, 2023**

**PROGRAM PROPOSAL  
APPLIED BACCALAUREATE DEGREE  
PROGRAM  
BACHELOR OF APPLIED SCIENCE  
BEHAVIORAL HEALTHCARE  
OLYMPIC COLLEGE**

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# Cover Page — Program Proposal

## Program Information

Institution Name: Olympic College

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-T Human Services

CIP Code: 51.1599

Year Began: 2022

Degree: ATA Human Services

CIP Code: 51.1501

Year Began: 2005

Proposed Start Implementation Date (i.e. Fall 2014): Fall 2024

Projected Enrollment (FTE) in Year One: 15

Projected Enrollment (FTE) by Year: 50 by 2027

Funding Source: State FTE

## Mode of Delivery

Single Campus Delivery: Bremerton, WA.

Off-site: Field Practicum required.

Distance Learning: Field Practicum required.

## Program Proposal

*Please see criteria and standard sheet. Page Limit: 30 pages*

## Contact Information (Academic Department Representative)

Name: Martin Cockroft

Title: Vice President of Instruction

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## Chief Academic Officer signature

The Program Proposal must be signed. To sign, double click on the signature line below.

X *Martin Cockroft*

10/09/2023

Chief Academic Officer

Click or tap to enter a date.

# Criteria 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 baccalaureate program.

### Standard 1: Program Learning Outcomes

The mission of Olympic College is to enriches our diverse communities through quality education and support, so students achieve their educational goals.

The mission of the 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:

- Awareness 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;
- Knowledge 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, individual service plans; and
- The ability to foster an enduring hope and potential for recovery in each and every person.

### Standard 2: Program Evaluation Criteria and Process

The Olympic College Behavioral Healthcare Program will prepare students to provide evidence-based and ethically sound care. The program will engage students in didactic, community, in-person, 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. Olympic College 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. The college has embraced creative and flexible programming that accommodates students reflective of our socioeconomically and culturally diverse community.

The Olympic College 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 fulfillment 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
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 enduring 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 annual Exit Survey will report satisfaction with the program.	Exit Survey	Annually

Key Formative Outcomes	Assessment Tool	Timing
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 Olympic College BASBH graduate.	Employer survey	Annually
At least 80% of students who enroll will successfully complete the BASBH.	Completion rates	Annually

The Olympic College mission and program outcomes, provide the foundation for prerequisite course work and the Behavioral Healthcare curriculum.

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

### **Curriculum Approval**

Course outlines developed by faculty specifically for the BAS in Behavioral Healthcare, and not already included in Olympic College's course catalog, will be presented to, and approved by the college's Faculty Curriculum Committee for approval. Once approved, courses are added to the college's inventory and updated in publications such as schedules and catalogs.

### **Curriculum Review**

Olympic College's Assessment Committee oversees the college's program assessment process. Instructional Program Planning & Review (IPPR) oversees the program review process. The BAS in Behavioral Healthcare will be added to the five-year formal review process for Professional and Technical programs. The assessment process is faculty-directed, with reflection of a variety of assessment components included. The assessment cycle requires some work and reflection on outcomes be done in every year except the Program Review year. Once the Program Review is completed, the division dean reviews and provides feedback to the program faculty. The review is then sent to staff and faculty representatives serving on the Instructional Program Planning & Review Committee (IPPR). The feedback is shared with the dean and faculty members. Changes, as needed, are incorporated. Action items from the review related to fiscal needs are incorporated into the Instructional Workplan which is approved through the college's governance system and used in establishing fiscal priorities.



## **Program Evaluation**

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

**Table 1: Program Evaluation Elements**

<b>BAS in Behavioral Healthcare Program Evaluations Criteria and Process</b>	
<b>Quarterly Student Evaluations</b>	<p>Completion of online standard student evaluations on individual courses each quarter (evaluation includes student perspective of content, delivery, instructor availability/communication, resources).</p> <p>Feedback helps inform continuous improvement of course delivery.</p>
<b>Quarterly Classroom Observations</b>	<p>Faculty lead or division dean will conduct classroom observations of individual courses each quarter (evaluation includes peer/supervisor perspective of content delivery and engagement).</p> <p>Feedback helps inform continuous improvement of course delivery.</p>
<b>Quarterly Review of Syllabi</b>	<p>Using the approved Olympic College syllabus checklist, syllabi will be reviewed to ensure content is aligned with college requirements.</p>
<b>Quarterly Program Outcomes Assessment</b>	<p>Using Canvas, faculty assess completed courses at the program level with student learning/assessments of outcomes.</p> <p>Data is used to identify gaps in student achievement of program outcomes and determine revisions needed to curriculum delivery to address the gap(s).</p>

<p><b>Biannual Program Advisory Committee</b></p>	<p>Effectiveness of program in meeting community and employer needs          Consultation with membership to evaluate emerging employment needs/internship opportunities.          Evaluation of program relevance and rigor          Guidance for program changes          Reporting of student data.</p> <p>Feedback from the advisory committee is used to modify the program courses and program outcomes to ensure students are learning relevant skills.</p>
<p><b>Annual Course Evaluation (Assessment Cycle)</b></p>	<p>Annual faculty meetings to discuss alignment of coursework and student preparedness for practicum and capstone experiences.          Topics and sequencing evaluated for greatest impact of foundational knowledge.</p> <p>Assessment is used to modify coursework and course alignment.</p>

<p><b>Annual Program Data Collection (Assessment Cycle)</b></p>	<p>Demographics of students applying for program          Quarterly and annual retention rates          Graduation rates</p> <p>Data is used to determine gaps in access and completion of specific student populations. Data will be used to determine changes needed to address gaps.</p>
<p><b>Exit Survey</b></p>	<p>Student exit survey to include effectiveness of skills and knowledge progressions, effectiveness of program and institutional support and resources, and preparedness to enter workforce.</p> <p>Data will be used to identify and modify/add curriculum, support, and resources to improve student readiness.</p>

<p><b>Graduate/Alumni Surveys</b></p>	<p>Completed annually and includes information regarding employment information, graduate studies, and career advancement/satisfaction.</p> <p>Data collected will provide insight to career opportunities and modifications needed to improve employability/readiness.</p>
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Employer/Externship Surveys	<p>Completed at the end of a student’s capstone experience. Externship supervisors will provide ratings and feedback regarding students’ performance and readiness for the workplace.</p> <p>Feedback will be used to identify and modify curriculum to improve student readiness.</p>
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Faculty-led assessment of course objectives and program outcomes will inform curriculum delivery, sequencing, and course revisions.

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

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

The Dean of Social Sciences and Humanities, who oversees the Human Services/Substance Use Disorder Professional program will complete administrative review of the BAS in Behavioral Healthcare program using the guiding questions presented in the Program Viability Analysis as outlined by SBCTC ([viabilityanalysis.pdf \(sbctc.edu\)](#)). The results of this review will be shared with the Vice President of Instruction and program faculty to identify and create a plan to address potential areas for improvement. Action items stemming from the results will be further disseminated through the college’s Executive Leadership Team.

### Standard 3: Course Preparation Needed by Students Transferring with an Associate Degree

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

- Completion of a two-year degree, or equivalent junior level standing with a minimum cumulative GPA of a 2.5 or higher.

- Completion of foundational coursework with a 2.0 or higher:
  1. ENGL& 101 English Composition I (5 credits)
  2. HS 113 Individual Counseling OR HS 114 Group Counseling (3 credits)
  3. PSYC& 100 General Psychology (5 credits)
  4. PSYC& 220 Abnormal Psychology (5 credits)

#### Standard 4: General Education Component

To support programmatic and course-level outcomes, students are required to have at least 60 credits of general education coursework upon completion of the BAS in Behavioral Healthcare degree identified in Table 2, below. Fifty general education credits are at the associate's level, with the balance earned during the BAS in Behavioral Healthcare program. To support the achievement of Olympic College's student learning competencies and the BAS in Behavioral Healthcare program outcomes, the general education courses focus on foundational knowledge to promote student understanding of the functions of the human body and human behavior, communication skills, writing skills, critical analysis and problem solving of complex situations, and support for people from diverse populations in an inclusive nature. All lower-division general education courses are regularly offered at Olympic College.

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

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

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

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

<b>Subject</b>	<b>Credits</b>	<b>Course</b>	<b>Typical Completion (Associate or BAS)</b>
Communication Skills	5	ENGL& 101 – English Composition I	Associate
	5	ENGL& 102 English Composition II	Associate or BAS
Quantitative Reasoning	5	MATH& 146 Introduction to Statistics	Associate
Social Sciences	5	*PSYC& 200 Lifespan Psychology	Associate
	5	PSYC& 100 General Psychology	Associate
	5	*PSYC& 220 Abnormal Psychology	Associate
	5	SOC& 101 Intro. To Sociology	Associate
Natural Sciences	5	BIOL& 175 Human Biology	Associate
	5	BIOL& 140 Environmental Issues	Associate
	5	BASBH 350 Neurobiology	BAS
Humanities	5	CMST& 220 Public Speaking	Associate
	5	CMST 330 Professional and Organizational Communication	BAS
Gen Ed Elective	5	Any general education distribution	Associate
<b>Total Required</b>	<b>60</b>		

**Standard 5: Course Work Needed at Junior and Senior Levels in the Baccalaureate Program.**

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

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

Table 3: Program courses and sequencing

Course #	Course Title	Credits
<b>Quarter 1</b>		
ENGL& 102	English Composition II (if not completed in associate's degree)	5
	AND	
	General Education Distribution Requirement	5
BASBH 300	Intro. To Behavioral Healthcare	5
	<b>Total Credits Quarter 1</b>	<b>15</b>
<b>Quarter 2</b>		
HS 114	Group Counseling	3
	OR	
	General Education Distribution Requirement	5
BASBH 330	Ethics in Behavioral Health	5
BASBH 350	Neurobiology	5
	<b>Total Credits Quarter 2</b>	<b>13-15</b>
<b>Quarter 3</b>		
HS 113	Individual Counseling	3
	OR	
	General Education Distribution Requirement	5
BASBH 400	Case Management	5
PSYCH 150	Community Psychology	5
	<b>Total Credits Quarter 3</b>	<b>13-15</b>
<b>Quarter 4</b>		
BASBH 455	Behavioral Healthcare in Primary Care	5
BASBH 420	Treatment of Mental Health Disorders	5
BASBH 450	Advanced Counseling Techniques	5
	<b>Total Credits Quarter 4</b>	<b>15</b>
<b>Quarter 5</b>		
BASBH 340	Professional Development	5
BASBH 430	Trauma Informed Care	5
BASBH 440	Family Counseling	5
	<b>Total Credits Quarter 5</b>	<b>15</b>
<b>Quarter 6</b>		
ANTH 335	Culture, Health, and Healing	5
AECS 320	Health Justice	5
BASBH 470	Practicum	5
	OR	

BASBH 471	Capstone	5
	<b>Total Credits Quarter 6</b>	<b>15</b>
	<b>Total Degree Credits</b>	<b>90</b>

**Table 4: Program Requirements**

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

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

## Criteria 2

### Qualified faculty.

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

Faculty will be overseen by the Dean of Social Sciences and Humanities. The dean will ensure all faculty hired to teach in the BAS in Behavioral Healthcare program meet minimum hiring and certification standards, facilitate student learning at an appropriate level of rigor, and are actively involved in curriculum development, revisions, and program review.

All full-time and pro-rata faculty teaching in the BAS in Behavioral Healthcare program hold a minimum of a master’s degree with a doctoral degree preferred. Faculty teaching SUDP and BASBH coursework are required to complete and maintain certification as Washington professional and technical college instructors. All adjunct faculty hired to teach in the program will be required to have a master’s degree or doctoral degree preferred in a field aligned with course content. Instructors will also hold relevant industry certifications and relevant work experience.

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



to the BAS in Behavioral Healthcare program.

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

A full-time faculty member is contracted to teach 45 credits annually, but this faculty will have 1/3 release time and likely teach 30 credits per year. The remaining 60 credits in the program will be taught by other current full-time and pro-rata faculty as an additional (moonlight) contract in addition to their current teaching load and part-time (adjunct) faculty hired on a by quarter basis.

Table 5: BAS in Behavioral Health Faculty Profiles

Faculty Name	Credentials	Status	Courses Qualified to Teach:
Terri Roper	M.S. in Education  B.A. in Psychology  Substance Use Disorder Credential	Adjunct faculty in Substance Use Disorder Professional programs	HS 113 Individual Counseling HS 114 Group Counseling BASBH 300 Intro to Behavioral Healthcare BASBH 450 Advanced Counseling Techniques BASBH 440 Family Counseling BASBH 400 Case Management BASBH 340 Professional Development BASBH 470 Practicum BASBH 471 Capstone Project
Bergen Starke	M.A. in Psychology, Marriage and Family Therapy  B.A. in Human Services  Substance Use Disorder Credential  Licensed Mental Health Counselor	Adjunct faculty in Substance Use Disorder Professional programs	HS 113 Individual Counseling HS 114 Group Counseling BASBH 300 Intro to Behavioral Healthcare BASBH 450 Advanced Counseling Techniques BASBH 440 Family Counseling BASBH 400 Case Management BASBH 340 Professional Development BASBH 470 Practicum BASBH 471 Capstone Project BASBH 430 Trauma-Informed Care BASBH 420 Treatment of Mental Health Disorders
Mirelle Cohen	Ph.D. Sociology  M.S. Sociology  B.S. Sociology	Full-Time Tenured Faculty	SOC& 101 Intro to Sociology HS107 Intro to Human Services HSSA&101 Intro to Human Services BASBH 320 Social & Cultural Diversity in Behavioral Healthcare

<b>Grace Jones</b>	<b>M.A. in Non-Profit Leadership</b> <b>B.A. in Indigenous Studies</b> <b>Substance Use Disorder Professional Credential</b>	<b>Full-Time Faculty</b>	<b>HS 113 Individual Counseling</b> <b>HS 114 Group Counseling</b> <b>BASBH 300 Intro to Behavioral Healthcare</b> <b>BASBH 330 Ethics in Behavioral Healthcare</b> <b>BASBH 320 Social &amp; Cultural Diversity in Behavioral Healthcare</b> <b>BASBH 450 Advanced Counseling Techniques</b> <b>BASBH 340 Professional Development</b> <b>BASBH 470 Practicum</b> <b>BASBH 471 Capstone Project</b>
<b>Maria Guarneri-White</b>	<b>Ph.D. Psychology</b> <b>M.S. Psychology</b> <b>B.S. Psychology</b>	<b>Full-time Tenured Faculty</b>	<b>PSYC&amp;100 General Psychology</b> <b>PSYC&amp;200 Lifespan Psychology</b> <b>PSYC 150 Community Psychology</b>
<b>Mathew Dodge</b>	<b>Ph.D. Biology</b> <b>M.S. Biology</b> <b>B.S. Biology</b>	<b>Full-time Tenured Faculty</b>	<b>BIOL&amp; 175 Human Biology</b> <b>BIOL 140 Environmental Issues</b> <b>BASBH 350 Neurobiology</b>
<b>James Estrella</b>	<b>Ph.D. American Ethnic and Gender Studies</b>	<b>Full-time Tenured Faculty</b>	<b>BASBH 320 Health Justice</b>
<b>Caroline Hartse</b>	<b>Ph.D. Anthropology</b> <b>M.S. Anthropology</b> <b>B.S. Anthropology</b>	<b>Full-time Tenured Faculty</b>	<b>ANTH 335 Culture, Health, and Healing</b>

**Additional faculty needed to teach:**

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

BASBH 320 Social & Cultural Diversity in Behavioral Healthcare

BASBH 330 Ethics in Behavioral Healthcare

BASBH 340 Professional Development

BASBH 400 Case Management

BASBH 470 Practicum

BASBH 471 Capstone

BASBH 350 Neurobiology

**Provide the total faculty FTE allocated to the program:**

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

(45 credits for first year students and 45 credits for second-year students) will be delivered annually.

Year 1: Adjunct faculty equivalent to 1.0 FTE; Year 2 – 5: Full-time, tenure track faculty and adjunct faculty equivalent to 2.0 FTE.

**Professional and Technical Certifications**

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

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.

## Criteria 3

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

Olympic College is an open admission policy institution in accordance with state regulations. While we are an open-door institution, we do have consider criminal background and recovery status as well as any restrictions that might prevent a candidate from working with vulnerable populations and in healthcare fields. A \$50 application fee will support the review of student transcripts.

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

The student population at Olympic College includes American Indian/Alaska Native: 5%, Asian: 13%, Black/African American: 6%, Hispanic/Latino: 12%, Pacific Islander: 3%, White: 79% [SBCTC Field Guide, 2022]. The Human Services program at Olympic College has traditionally served a very diverse student population due to the fact that addiction does not discriminate and many of our students have been touched by addiction either directly or via family members or loved ones [Tableau Program of Study Profile, Human Services 2016].

Olympic College is focused on removing barriers and providing an inclusive learning environment based on a guided pathways framework. In addition to the recent implementation of the role of Vice President of Diversity, Equity, and Inclusion, the college has established an official equity statement that states:

- Prevent and remove barriers for groups of students with histories of exclusion, discrimination, and marginalization,
- Achieve equal educational outcomes for historically marginalized groups relative to their peers,
- Lead with racial equity to maximize student potential across all social identities, including race,

ethnicity, socioeconomic status, sexual identity, gender identity, ability, age, national origin, citizenship, and religion,

- Maintain a culture of belonging that advances racial, social, and economic justice in service to our diverse communities focused on identifying systemic barriers for students and resources needed to serve underrepresented student populations.

The increased focus on diversity and inclusion will help the college ensure a lens of inclusion is used in making decisions, revising, and writing policies and practices, hiring, and resources for students and staff. The faculty developing curriculum for the BAS in Behavioral Healthcare program will include knowledge and application skills to prepare students to understand, empathize with, and assist clients of diverse ethnicities, cultures, and socioeconomic backgrounds. Part of the college's strategy to close educational attainment gaps is to add relevant pathways such as the BAS in Behavioral Healthcare. The BAS in Behavioral Healthcare will be monitored through our Institutional Research office that will disaggregate data to determine systemic barriers to access, retention, and completion of underserved student populations. Racial inequities will be of particular focus for the Diversity Advisory Committee and addressed by college leadership as they consider equity and opportunity gaps in all BAS programs. The BAS Program Navigator/Recruiter will:

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

<https://tableau.sbctc.edu/#/site/OC/views/FactsFigures/OCFactsFigures?iid=1>

## Criteria 4

### Appropriate student services plan.

These Olympic College services for students are available to all BASBH applicants and regularly-enrolled students. In addition to the services listed below, the BASBH students will be served by a outreach coordinator (.25FTE), a credentials evaluator (.25FTE) and a librarian (.25FTE).

#### **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 Coaches (SSC) who provide comprehensive, case-managed advising to prospective and enrolled students in all programs

of study. Olympic College has a vision to expand the advising scope of the SSCs Behavioral Healthcare certificate and associate degree programs to the baccalaureate program. This ensures 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 SSCs report to the Advising and Student Services Director who reports to the VP of Student Services. Hours of work vary among the navigators depending upon program needs.

**For prospective baccalaureate students, the SSC:**

- 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 SSC:**

- Participates in program-specific orientation prior to term start,
- Ensures all students are registered each term 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 term to promote success

**For faculty, the SSC:**

- 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

Given Olympic College's size and dual advising model (lead faculty also advise students within their program), the college strives to keep the SSC to student ratio at or below 1 to 400 FTE (for a full time SSC). Caseloads for SSCs and other related staff are detailed below. It is important to note this includes specialty populations such as Worker Retraining, WorkFirst, Basic Food, Education and Training (BFET), Opportunity Grant, International, High School Programs, Criminal Justice Reentry or Veterans, who receive SSC support as well as case management and wrap around services from staff in those offices.

Pathway	Position	Programs Covered	Approximate Headcount Served
Healthcare	<b>Student Success Coach</b> (100% case managed Academic Advising to students)	<ul style="list-style-type: none"> <li>Nursing</li> <li>Medical Assisting</li> <li>Physical Therapist Assistant</li> </ul>	400+ Headcount (HC) at present.  Redistributing given high demand in nursing programs.
Social Sciences / Humanities	<b>Student Success Coach</b> (100% case managed Academic Advising to students)	<ul style="list-style-type: none"> <li>Arts &amp; Humanities: Art, Communication, English, Music, World Languages</li> <li>Education / Early Childhood Education</li> <li>Filmmaking</li> </ul>	310 HC average of currently enrolled students served. 400 when prospective or Undeclared students are Included.
	<b>Student Success Coach</b> (100% case managed Academic Advising to students)	<ul style="list-style-type: none"> <li>Social Sciences: Anthropology, Criminal Justice, History, Philosophy, Political Science, Sociology</li> <li>Human Services / Psychology / Social Work / Counseling</li> <li>Substance Use Disorder Professional Counseling</li> <li>Pre-Law</li> </ul>	310 HC average of currently enrolled students served. 400 when prospective or Undeclared students are Included.
STEM	<b>Student Success Coach</b> (100% case managed Academic Advising to students)	<ul style="list-style-type: none"> <li>STEM: Astronomy, Biology, Chemistry, Computer Science, Engineering, Environmental Science, Exercise Science, Geography, Geology, Math, Nutrition, Physics</li> <li>Pre-Health</li> <li>Pre-Vet</li> </ul>	310 HC average of currently enrolled students served. 400 when prospective or Undeclared students are Included.
Business & Technology	<b>Student Success Coach</b> 100% case managed Academic Advising to students)	<ul style="list-style-type: none"> <li>Aviation Technology</li> <li>Cosmetology / Esthetics</li> <li>Culinary</li> <li>Engineering Tech / Manufacturing Tech / Technical Design</li> <li>Fashion Marketing</li> <li>Homeland Security Emergency Management</li> <li>Welding</li> <li>Shelton students</li> </ul>	310 HC average of currently enrolled students served. 400 when prospective or Undeclared students are Included.
	<b>Student Success Coach</b> (100% case managed Academic Advising to students)	<ul style="list-style-type: none"> <li>Associate in Business DTA</li> <li>Accounting Technology</li> <li>Business Management / Business Technology</li> <li>Computer Information Systems</li> <li>Digital Photography / Uncrewed Aerial Vehicle Economics</li> <li>Organizational Leadership and Resource Management (OLRM) / Leadership and Occupational Studies</li> </ul>	310 HC average of currently enrolled students served. 400 when prospective or Undeclared students are Included.

### Assessment

The Assessment Center provides placement testing for English, Math, Biology and Chemistry, make-up testing, GED preparation and testing, Certiport and Pearson VUE testing, Proctored exams, and industry certification exams. Accommodated testing for students with disabilities is also offered.

### **Counseling**

Counseling is available to support all students. Counselors are dedicated to promoting the emotional well-being of students by recognizing individuality, diversity, and the person's inherent ability to manage everyday challenges and achieve life goals. One-on-one, crisis-response, and personal counseling services are available. Counseling Services also offers a series of free workshops focused on learning skills that will improve performance in the classroom and in life. Topics include test taking skills, career and personality exploration, mindfulness, self-awareness and establishing limits.

### **Student Disability Services**

Student Disability Services determine eligibility for students with permanent or temporary disabilities and coordinate accommodations/adjustments, auxiliary aids and support services.

### **Career Center**

The Career Center assists students in the development of professional resumes, cover letters and improved interview techniques. Students can also connect with a Career Coach for one-on-one support with their job search preparation. Both on and off campus employment opportunities are available to students in our employment portal. Career Assessment tools are also available to students, including: a formula using personality, preferences, and strengths to identify occupations that align with the student's chosen academic pathway.

### **Financial Aid**

The Office of Financial Aid processes grant, loan and scholarship awards for students enrolled in applied baccalaureate programs. Specialized assistance is provided for students requiring support to complete the FAFSA or WASFA. Opportunities are offered to increase student learning around Financial Literacy. Topics for Financial Literacy include credit-card debt, personal budgets, and more. Veteran's services and Olympic College Foundation scholarship referrals are available to students in the BASBH program.

### **Workforce Development**

The Worker Retraining program provides individualized support and funding to 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, formerly self-employed persons who are now unemployed as a result of general economic conditions in the community of residence, disaster impacted workers and displaced homemakers that have lost their primary source of income may be eligible for Worker Retraining support.

### **Intervention Services**

Students experiencing difficulties making adequate academic progress are assisted through several intervention programs. Students, faculty, or staff can initiate assistance to students having difficulties with attendance, assignment completion, exams, and class preparation by connecting with Student Success Coaches, Faculty Advisors, Counseling Staff or Case Management staff for Workforce Funding Programs. Interventions by staff via email, phone and/or in-person meetings are the second and third steps used in this process. The Academic Intervention page on the Olympic



College website also offers links to learning and study aids, time management and decision-making tools, and mindfulness/mediation tips to work through challenges.

### **Student Programs**

Olympic College 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, recreation, fitness center, food pantry, resource center and the ability to participate in frequent, educational and community-oriented campus life.

### **Library**

Library materials will be added with the addition of the BASBH program to support the coursework requiring the use of research literature. Library staff are available to any enrolled student at Olympic College, and this will be true for BASBH students as well. Electronic books, films and the library database are available to students 24/7. The “Ask a Librarian” virtual reference and research feature is also available 24/7. The library also provides online research tutorials to assist students. The Student Tech Hub, physically located in the library, is a one-stop support center for student technology questions. The Student Tech Hub assists students with downloading required software, uploading assignments to Canvas, submitting answers to online homework sites and more. Virtual hours are also provided when support is needed from home. Olympic College recently hired a full-time librarian to assist faculty in finding, developing, and using Open Education Resources. We believe the use of OER will significantly reduce textbook costs for students.

### **Tutoring**

Olympic College is part of the Western E-tutoring Consortium. This service provides online Zoom-based chats with a tutor in specific subjects as well as assistance with Microsoft Office products and live writing. There is also an e-Writing Lab where students can upload papers for feedback and critique. Finally, students can post questions to the e-Question drop-box and get an answer as soon as an appropriate tutor is available. Olympic College provides centralized tutoring services to all students, including those enrolled in its current active baccalaureate programs. 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. Olympic College will closely monitor the need for tutoring students enrolled in upper division courses.

## **Criteria 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.

Financial plan for the first five years of program operation

Detailed below is a financial plan for the first five years of the BAS in Behavioral Healthcare program.

at Olympic College. The college commits to sustaining a high-quality bachelor's program which will further strengthen the college's offerings, serving place-bound students, and graduating highly skilled graduates to meet the workforce needs in the service district.

This timeline assumes that approval from the Northwest Commission on Colleges and Universities (NWCCU), veteran's services approval, and Department of Education financial aid occur in 2024.

The BAS in Behavioral Healthcare program will be administratively housed within the existing Social Science/Service & Education pathway and will provide an extension to the AAS-T degree Human Services & Substance Use Disorder Professional (SUDP) program. The Human Services/SUDP program receives financial support and oversight from both the Humanities and Social Sciences. This pathway falls under the Instruction Division of the institution. Olympic College currently supports five bachelor's degree programs: Digital Filmmaking, Information Systems, Bachelor of Science in Nursing, Veteran Bachelor of Science in Nursing and Organizational Leadership.

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

Olympic College is committed to supporting this program with state funds until tuition revenues are covering the costs if needed. There is a possibility that grant or proviso funds may support the development and launch of the program, which in the current budget climate would be very helpful. Either way, the program and the students will be appropriately supported by the college.

Based on the consistent increase in BAS programs across the state, Olympic College's current enrollment trends from the primary AAS-T feeder programs, Human Services and Substance Use Disorder Professional, and DTA Psychology, and student surveys conducted in fall 2022, it is anticipated that most students plan to enroll in the program on a full-time basis. Students who have transferred to other schools in the last 5 years report that they would have stayed at Olympic College had that option been available. Based on survey responses, there is significant interest from already graduated Olympic College students in returning to Olympic College to complete the BAS in Behavioral Health. Most respondents reported being anxious to start the program as soon as possible with a Fall 2024 start being optimal.

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

We project one cohort of full-time students to begin annually. Students will complete 15 credits per quarter, graduating in two years. The cohort can accommodate slots for part-time students completing 10 credits per quarter graduating in three years. The enrollment projections, shown in the table below, assume an eighty percent retention rate and are conservative considering the survey results of students interested in a fall 2024 start. Retention and completion rates in the SUDP program are high and similar results are expected in the BAS program.

Retention rates are expected to mirror the current ATA and AS degrees in Human Services:

	Year 1	Year 2	Year 3	Year 4	Year 5
Cohort 1	15	12			
Cohort 2		25	20		
Cohort 3			25	20	
Cohort 4				25	20
Cohort 5					25
Totals	15	37	45	45	45

Refer to Table 3, Program Courses and Sequencing, on Page 15 for clarification on the number of F/T Faculty and Adjunct Faculty needed for each year. Example: in year one, the F/T faculty member will teach all BASBH courses. The need for adjunct faculty will begin in year 2.

On the next page is a table of revenues and expenses.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students	15	37	45	45	45
Annual Full Time Tuition	\$7,145.85	\$7,145.85	7145.85	7145.85	7145.85
Projected Revenue	\$107,187.75	\$264,396.45	\$321,563.25	\$321,563.25	\$321,563.25
Application Fee	\$750	\$1,250	1250	1250	1250
<b>Total Revenue</b>	<b>\$107,938</b>	<b>\$265,646</b>	<b>\$322,813</b>	<b>\$322,813</b>	<b>\$322,813</b>
Projected Expenses					
F/T Faculty Salaries and Expenses */**	\$75,919	78,197	\$80,542	\$82,959	\$85,448
Adjunct Faculty *		\$35,000	\$36,050	\$37,132	\$38,245
Part-Time Outreach Coordinator * (.25 FTE)	\$17,508	\$18,033	\$18,574	\$19,131	\$19,705
Credential Evaluator * (.25 FTE)	\$12,768	\$13,151	\$13,546	\$13,952	\$14,371
Librarian * (.25 FTE)	\$25,370	\$26,131	\$26,915	\$27,722	\$28,544
Curriculum Dev Stipends (including benefits)	\$15,000	\$15,000	\$6,000	\$6,000	\$6,000
Goods & Services	\$2,500	2,500	2,500	\$2,500	\$2,500
Library	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Marketing	\$10,000	\$10,000	\$8,000	\$8,000	\$8,000
Faculty Professional Development	\$2,000	\$5,000	\$5,000	\$5,000	\$5,000
<b>Total Expenditures</b>	<b>\$171,065</b>	<b>\$213,012</b>	<b>\$207,127</b>	<b>\$212,396</b>	<b>\$217,813</b>
<b>Balance</b>	<b>(\$63,127)</b>	<b>\$52,634</b>	<b>\$115,686</b>	<b>\$110,418</b>	<b>\$105,000</b>

\*3% Annual increase to salaries

\*\*Full-time faculty hired Y1 will be lead faculty and receive 1/3 release time each term.

Tuition calculation: (FTE per year) (credits per year) (cost per credit)\*\*\*

\*\*\*\$232.36 for credits 1-10 and \$11.67 for credits 11

## Faculty Cost

Below is a table of the first two years during which cohorts one and two start. By year two the program is running at full capacity of two cohorts. Adjunct faculty costs are only for classes not currently offered in the regular schedule. Full time faculty will teach 10 credits of upper division courses per quarter.

Upper division, BASBH required courses per term + associated adjunct faculty costs:

	Y1/Q1	Y1/Q2	Y1/Q3	Y2/Q1	Y2/Q2	Y1/Q3
Cohort 1 credits	5*	10	5	15	15	15
Cohort 1 adjunct cost	0	0	0	\$5,000	\$5,000	\$5,000
Cohort 2 credits				5	10	5
Cohort 2 adjunct cost				\$5,000	\$10,000	\$5,000
<b>Total Cost</b>				<b>\$10,000</b>	<b>\$15,000</b>	<b>\$10,000</b>

\*Year 1 includes 25 credits of gen ed/courses that are already being offered.

## Criteria 6

### Program specific accreditation.

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

## Criteria 7

### Pathway options beyond baccalaureate degree.

Describe opportunities and articulation agreements for the place bound baccalaureate 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.

Eastern Washington University offers a Master's degree in Advanced Addiction Therapies. This degree would align with the coursework completed in the BAS in Behavioral Healthcare program. Olympic College has taken preliminary steps to discuss the potential for articulation into this program.

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

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

St. Martin's University offers a Master's in Counseling program. Graduates of the BAS in Behavioral Healthcare will have achieved the entrance requirements for admissions. St. Martin's entrance requirements for admissions, as outlined on the website Graduate | Saint Martin's University (stmartin.edu), include:

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

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

- AAS Substance Use Disorder Professional Counseling to BAS in Behavioral Healthcare to St. Martin's University for a Master's in Counseling, Grand Canyon University for a Master's in Addiction Counseling, or Eastern Washington University for a Master's in Advanced Addiction Therapies.
- AAS-T Organizational Leadership and Resource Management to BAS in Behavioral Healthcare to The Evergreen State College for a Master's of Public Administration.

## Criteria 8

## External expert evaluation of program.

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.

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.

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

- **Peer evaluator 1:** Dr. Rex Rempel, Professor and Department Director for Behavioral Health School of Health Sciences at Lake Washington Institute of Technology
- **Peer evaluator 2:** Grace Creasman, MSW SUDP, taught for 23 years in Addiction Studies, created BA Addiction Studies MA Addiction Studies, MA Behavioral Health, and MA Advanced Addiction Therapies at Eastern Washington University.

### Summary of feedback

Feedback was targeted at all areas of the Program Proposal and primarily in two areas, qualifications of faculty and curriculum content.

### Modifications based on feedback:

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

### Biography of evaluators:

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

**Grace Creasman MSW:** Director, Addiction Studies, over ten years' experience creating programs, and schedules for faculty and students, contacting new adjunct faculty, evaluating student learning outcomes & program learning outcomes. ADST Interim Director/Social Work, MSW Advisor, Lecturer/Practicum Supervisor.

### Summary and Conclusions

Olympic College continues to play a key role in providing the academic training needed for local

employers to have strong and highly skilled hiring pools. The college currently provides four BAS programs that have addressed labor gaps in management, teacher education, information technology, and filmmaking. The BAS in Behavioral Healthcare degree will allow the college to fill the current largest need in our community, providing a highly skilled workforce at a bachelor's level to meet healthcare providers' hiring and employment needs. The graduates of this program would be able to obtain work in the local community and would also be positioned to continue their education in a master's program to further career growth. Olympic College is excited about the opportunity to offer the BAS in Behavioral Healthcare.



## References

Eastern Washington University. Master of Arts in Advanced Addiction Therapies. <https://www.ewu.edu/cpp/social-work/addiction-studies/advanced-addiction-therapies-ma/>

Hoge M.A., Morris J.A., Laraia M., Pomerantz A., & Farley, T. (2014) Core Competencies for Integrated Behavioral Health and Primary Care. Washington D.C: SAMHSA – HRSA Center for Integrated Health Solutions.

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

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

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

## Appendix A: Crosswalk

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

		AEGS 320 Health Justice
		BASBH 471 Capstone Project
3. Effectively analyze, evaluate, and conduct behavioral health research		BASBH 471 Capstone Project
4. Identify the structures, functions, and organizations, which comprise the local healthcare system, with a particular focus on behavioral healthcare organizations	G. Systems Oriented Practices	BASBH 340 Professional Development  BASBH 455 Behavioral Health in Primary Care  BASBH 470 Practicum  BASBH 471 Capstone Project
5. Demonstrate the ability to adhere to professional, ethical standards, including confidentiality and sensitivity when working with diverse populations within the behavioral health field	F. Cultural Competence & Adaptation	BASBH 320 Social & Cultural Diversity in Behavioral Health  AEGS 320 Health Justice  BASBH 470 Practicum  BASBH 471 Capstone Project

6. Demonstrate clear, concise, and effective written, electronic, and verbal communication skills with clients, families, and interdisciplinary team members to enhance person-centered care and health outcomes	Interpersonal Communication Collaboration & Teamwork	BASBH 340 Professional Development
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	D. Care Planning & Care Coordination I. Informatics	BASBH 450 Advanced Counseling Techniques BASBH 470 Practicum
7. Complete both brief screenings and biopsychosocial assessments to include co-occurring disorders, and develop and monitor client-centered treatment plans in the context of family, community, and cultural identities	B. Collaboration & Teamwork C. Screening & Assessment D. Care Planning & Care Coordination E. Intervention F. Cultural Competence & Adaptation H. Practice-Based Learning & Quality Improvement	BIOL& 170 Human Biology BASBH 400 Case Management BIOL 350 Neurobiology BASBH 320 Social & Cultural Diversity in Behavioral Health BASBH 400 Case Management BASBH 430 Trauma-informed Care BASBH 440 Family Counseling BASBH 450 Advanced Counseling Techniques

		BASBH 470 Practicum
8. Demonstrate the ability to function effectively as a member of a multi-disciplinary team in coordinating services and resources to meet the needs of diverse populations.	<p>B. Collaboration &amp; Teamwork</p> <p>D. Care Planning &amp; Care Coordination</p> <p>F. Cultural Competence &amp; Adaptation</p> <p>H. Practice-Based Learning &amp; Quality Improvement</p> <p>I. Informatics</p>	<p>BASBH 340 Professional Development</p> <p>Organizational Communication</p> <p>BASBH 340 Professional Development</p> <p>BASBH 455 Behavioral Health in Primary Care</p> <p>BASBH 470 Practicum</p>

## Appendix B: Educational Planner

Course #	Course Title	Credits
<b>Quarter 1</b>		
ENGL& 102	English Composition II (if not completed in associate's degree)	5
	OR	
	General Education Distribution Requirement	5
BASBH 300	Intro. To Behavioral Healthcare	5
	<b>Total Credits Quarter 1</b>	<b>15</b>
<b>Quarter 2</b>		
HS 114	Group Counseling	3
	OR	
	General Education Distribution Requirement	5
BASBH 330	Ethics in Behavioral Health	5
BASBH 350	Neurobiology	5
	<b>Total Credits Quarter 2</b>	<b>13-15</b>
<b>Quarter 3</b>		
HS 113	Individual Counseling	3
	OR	
	General Education Distribution Requirement	5
BASBH 400	Case Management	5
PSYCH 150	Community Psychology	5
	<b>Total Credits Quarter 3</b>	<b>13-15</b>
<b>Quarter 4</b>		
BASBH 455	Behavioral Healthcare in Primary Care	5
BASBH 420	Treatment of Mental Health Disorders	5
BASBH 450	Advanced Counseling Techniques	5
	<b>Total Credits Quarter 4</b>	<b>15</b>
<b>Quarter 5</b>		
BASBH 340	Professional Development	5
BASBH 430	Trauma Informed Care	5
BASBH 440	Family Counseling	5
	<b>Total Credits Quarter 5</b>	<b>15</b>
<b>Quarter 6</b>		
ANTH 335	Culture, Health, and Healing	5
AECS 320	Health Justice	5
BASBH 470	Practicum	5
	OR	
BASBH 471	Capstone	5

	<b>Total Credits Quarter 6</b>	<b>15</b>
	<b>Total Degree Credits</b>	<b>90</b>

## Appendix C: Faculty Qualifications

**Terri Roper: Adjunct faculty in Substance Use Disorder Professional programs**

- M.S. in Education
- B.A. in Psychology
- Substance Use Disorder Credential
- More than 30 years of experience in behavioral healthcare
- Behavioral healthcare trainer and consultant

**Bergen Starke: Adjunct faculty in Substance Use Disorder Professional programs**

- M.A. in Psychology, Marriage and Family Therapy
- B.A. in Human Services
- Substance Use Disorder Credential
- Licensed Mental Health Counselor
- More than 25 years of experience in behavioral healthcare
- Behavioral healthcare trainer and consultant

**Mirelle Cohen: Full-time, tenured faculty, Interim Dean: Social Sciences and Humanities**

- Ph.D. Sociology
- M.S. Sociology
- B.S. Sociology
- Student Advising
- More than 25 years in education

**Grace Jones: Full-time, tenure-track faculty**

- M.A. in Non-Profit Leadership
- B.A. in Indigenous Studies
- Substance Use Disorder Professional Credential
- Student Advising
- More than 17 years in behavioral healthcare
- Behavioral healthcare trainer and consultant

**Maria Guarneri-White: Full-time tenured faculty**

- Ph.D. Psychology
- M.S. Psychology
- B.S. Psychology

**Mathew Dodge: Full-time tenured faculty**

- Ph.D. Biology
- M.S. Biology
- B.S. Biology

**James Estrella: Full-time tenured faculty**

- Ph.D. American Ethnic and Gender Studies

**Caroline Hartse: Full-time tenured faculty**



- **Ph.D. Anthropology**
- **M.S. Anthropology**
- **B.S. Anthropology**

## Appendix D: Course Descriptions

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

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

#### **Description:**

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

#### **Course Objectives:**

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

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

#### **Description:**

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

#### **Course Objectives:**

- Describe how culture, cultural identity, and intersectionality are related to behavioral health and behavioral healthcare
- Explain how culture and stigma can influence help-seeking behaviors
- Analyze the impacts of local, state, and national public policies on the quality and accessibility of behavioral health services

- Examine how one's own social statuses, culture-bound worldviews, assumptions, biases, and experiences influence counseling interactions
- Demonstrate the ability to modify counseling theories, techniques, and interventions to make them culturally appropriate for diverse populations
- Describe how oppression, power, privilege, racism, and discrimination impact clients of diverse populations and the therapeutic relationship
- Examine strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

## **ANTH 335 Culture, Health & Healing**

### **Description:**

Introduces student to an anthropological perspective on disease, illness, and health. Examines cultural explanations of and responses to disease and illness, Different cultural approaches to treatment and curing, and factors that influences the distribution of disease, illness and wealth within and between cultures.

### **Course Objectives:**

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

## **BASBH 330 Ethics in BH**

### **Description:**

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

### **Course Objectives:**

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

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

### **BASBH 340 Professional Development**

#### **Description:**

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

#### **Course Objectives:**

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

### **BASBH 400 Case Management**

#### **Description:**

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

#### **Course Objectives:**

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

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

**BASBH 420 Treatment of Mental Health Disorders Description:**

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

**Course Objectives:**

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

**BASBH 430 Trauma-Informed Care Description:**

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

**Course Objectives:**

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

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

### **BASBH 440 Family Counseling**

#### **Description:**

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

#### **Course Objectives:**

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

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

#### **Description:**

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

#### **Course Objectives:**

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

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

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

#### **Description:**

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

#### **Course Objectives:**

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

### **BASBH 470 Practicum Description:**

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

#### **Course Objectives:**

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

### **BASBH 471 Capstone Project**

#### **Description:**

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

#### **Course Objectives:**

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

### **BASBH 350 Neurobiology**

#### **Description:**

This course introduces the structures and processes of the human brain. Designed for non-science majors, the course emphasizes the relationships among biology, emotions, thoughts, and behavior and the impact of substance use on these processes.

#### **Course Objectives:**

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



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

### **AEGS 320 Health Justice**

#### **Description:**

This course investigates issues of gender, diversity, and health justice in the interdisciplinary field of Gender and Sexuality Studies. We explore how issues of power and privilege impact who has access to health and medicine in terms of social inequities. We investigate health inequities as they stem from unequal living conditions. This course questions, in Gender and Sexuality Studies, how might centering a health justice framework cultivate strong and healthy communities? The course aims to give students a solid intellectual foundation for the further study of gender and sexuality as they operate in health and medicine in multiple social, cultural, political, historical, and geographic locations.

#### **Course Objectives:**

- Investigate issues of gender, diversity, and their relation to health justice
- Determine the key considerations in the field of Gender and Sexuality Studies
- Explore the issues of power and privilege related to access to health and medicine
- Examine health inequities
- Probe how to cultivate strong, healthy communities

### **Psych 150 Community Psychology**

#### **Description:**

Community psychology integrates social, cultural, economic, political, environmental and international influences to promote positive well-being, increase empowerment, and prevent the development of systemic problems within communities, groups, and individuals. Community psychologists view social problems as a result of an unequal distribution of resources, which can result in issues like poverty, homelessness, substance abuse and crime. As a result of this worldview, their theories are based on core values and principles that involve a commitment to social justice for marginalized groups, creating a more equitable distribution of resources across groups, and an appreciation for diverse world views.

### Course Objectives:

- Discuss the components of the community psychology model for the study of positive well-being.
- Describe and evaluate community psychology methodology
- Generate community psychology research ideas pertaining to the equitable distribution of resources
- Analyze and discuss core concepts of community psychology practice
- Evaluate research on the relationship between positive affect and health outcomes
- Develop skills and practices that increase well-being

## Appendix E: External Review Rubrics

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

**College:** Olympic College (OC)

**BAS degree title:** BAS in Behavioral Healthcare (BASBH)

**A note about the proposal documentation:** Olympic College provided me with its Program Proposal, Educational Planner, Program Outcome Crosswalk, Course Descriptions, Reference Page, and Statement of Need

**Reviewer:** Rex Rempel

**Institutional affiliation:** Lake Washington Institute of Technology (LWTech)

**Qualification:** Doctor of Social Work, Licensed Independent Clinical Social Worker, Master's in Social Work degree

**Relationship to Olympic College:** I have partnered with Olympic College Human Services faculty and their dean as a member of the Washington Consortium of Addiction Educators and in local conferences for SBCTC Behavioral Healthcare programs. I have shared with them information about the development of Lake Washington Tech BASBH which I designed in the late 2010s and advice based on our experience. The BASBH designed by Olympic College is in part based on LWTech's existing program.

**Notes about the reviewer's discipline expertise:** I have over twenty years of clinical practice experience, including the supervision and management of behavioral healthcare clinicians. I have over ten years of collegiate teaching experience, including the creation and direction of an applied baccalaureate program in behavioral healthcare at a Washington state technical college. I hold an LICSW, MSW, and DSW. I have served as an Expert External Reviewer for three other CTC schools creating BAS degrees.

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

Washington state continues to experience a significant shortage of behavioral healthcare professionals. Services can be difficult to obtain as treatment provider agencies lack sufficient employees to meet the demand for services. This labor shortage is not expected to be ameliorated soon. There is widespread agreement that our healthcare and social service systems need an influx of additional professionals at all educational levels.

Employers in this discipline will seek applicants with insight into mental health and substance use disorders, therapeutic skills, good communication skills, holistic and client-centered perspectives, interdisciplinary teamwork skills, a recovery orientation, trauma-informed practices, an understanding of poverty, and professional habits.

Behavioral healthcare is recognized as an important component of healthcare, necessary in all communities. It is not itself recognized as a distinct academic discipline; it borrows from multiple fields including psychology, addictions studies, ethics, biology, and sociology with an emphasis on their application to social problems. It is, however, respected as proper within higher education.

As an applied discipline, it is particularly relevant for workforce-oriented community colleges, strengthened by community colleges' attention to the needs of their distinct local environments. Community colleges are proving themselves capable of baccalaureate education, including within behavioral healthcare.

### **Commendations**

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

I cannot speak to the particular employment market of Kitsap and Mason Counties. I am uncertain about the behavioral healthcare labor needs in this area. The state as a whole has significant workforce needs in behavioral healthcare, commonly described as desperate. Unless the region's behavioral healthcare needs are much better met than other areas of the state, this program's graduates should be well-positioned to obtain employment in their chosen field.

The chosen modality is sensible. An evening hybrid model is likely to meet students' needs and facilitate their education. On-campus classroom time will be valuable for skill-building work. Remote studies (when appropriate to the topic) will reduce student burdens. The establishment of

annual cohorts will facilitate the development of a sense of community and enhance graduation rates.

### **Concerns**

Behavioral healthcare is comprised of both mental health and Substance Use Disorder (SUD) services, in conjunction with general medicine. The program rightly anticipates that the bulk of its applicants will come from its own SUD and Human Services associates degree programs. The upper-division focus on mental healthcare is therefore appropriate. Such preparatory work is not, however, required. Some BASBH students, however, will come from very different educational backgrounds. The program will need to be intentional about ensuring all graduates' readiness for behavioral healthcare broadly, including mental healthcare and SUD treatment.

I recommend that all Behavioral Healthcare students complete at least 250 hours of fieldwork, to prepare them for work in our profession. Students would complete this program with either a quarter of practicum or a quarter of capstone work. Students could graduate with as little as 100 or no hours of fieldwork. That is insufficient to prepare people for clinical work. I expect that students who enter the BASBH from OC's SUDP program may have already completed a field practicum and that some students will already be working within the profession. All graduates, however, need adequate fieldwork. I recommend increasing the fieldwork requirement for students who do not have relevant prior professional experience.

### **Suggestions**

The pandemic changed how behavioral healthcare services are provided. Even today half or more of behavioral healthcare services are provided remotely using video conferencing and phone services. It is time for all Behavioral Healthcare programs (including my own) to include training in the effective use of telehealth modalities. We can and should teach future practitioners about the legal and ethical issues and help them develop the skills to develop rapport, assess, and counsel people who are not physically present with us.

OC's BASBH program designers have noted professional competencies recommended by SAMHSA. Those are appropriate. The competencies for the state's new Behavioral Health Support Specialist (BHSS) credential, however, are likely to be more important for people entering work within our state. In the coming years, employers may begin to expect (or at least reward) applicants' eligibility for the BHSS credential, which is based on their baccalaureate program's approval by the state. Those competencies are still in development. The BASBH program will have to pay careful attention to their development and make curricular modifications as necessary. Attention can already be paid to the draft BHSS competencies. I expect that the creation of this new credential will pull BASBH degrees toward more pragmatic, skill-based work, which is a positive for a workforce-oriented BAS. For Olympic College, this could mean replacing some more theoretical coursework, such as ANTH 335 Culture, Health & Healing, AEGS 320 Health Justice, or PSYCH 150 Community Psychology.

- b. **Program-specific accreditation:** Is the degree program likely to qualify for relevant accreditation?

There is no recognized accrediting body for behavioral healthcare education programs. As such, program-level accreditation is not relevant.

**Suggestion**

As noted in the prior section, however, it will behoove the program to become an approved program for Behavioral Health Support Specialist credentialing.

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

### **Commendations**

The program outcomes are appropriate and relevant to work in behavioral healthcare. They match closely with those of other state-approved BASBH programs.

Many courses focus on the knowledge, values, and skills needed for work in behavioral healthcare. Entry-level professionals should be prepared for case management, assessment, Trauma-Informed Care, and counseling. This meets and exceeds employers' current standards for job applicants in this profession. The inclusion of coursework in neurobiology also sets the Behavioral Healthcare programs at Washington state community and technical colleges apart from others throughout the country; most licensed professionals never receive this valuable content at any level of studies, let alone at the baccalaureate level.

All but one of the eight program outcomes are addressed in multiple courses.

### **Concern**

The third program outcome (Effectively analyze, evaluate, and conduct behavioral health research) may not be necessary for entry-level clinical work or entry into relevant master's degrees. If retained, however, it will need to be addressed in additional coursework as it is currently mapped only to BASBH 471 Capstone Project which is not a required course. Students who opt for the practicum rather than the capstone would thus not accomplish this outcome.

### **Suggestion**

Students in this program will develop counseling skills, through multiple courses. This is good and appropriate. Such skills could be recognized as an intentional learning outcome for the degree if so desired. That goal would be met through the degree program as described. Adding that outcome, however, is completely optional.

- d. **Curriculum alignment:** Does the curriculum align with the program’s Statement of Needs document?

and

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

Behavioral healthcare, mental healthcare, crisis services, counseling services, and social service organizations need employees with critical thinking skills, familiarity with behavioral health conditions, client engagement skills, understanding of social problems, familiarity with community resources, eligibility for state-issued professional credentials, baccalaureate degrees, and practical experience. They also need employees with the ability to persist in their roles, to reduce current problems with staff turnover.

### **Commendations**

The planned curriculum closely matches that of Centralia College’s BASBH (which has operated for two years) and the BASBH that will debut at Peninsula College this year. All three bear a likeness to LWTech BASBH coursework. Consequently, one must say that OC’s curriculum meets expectations for programs in our state for content and rigor. In fact, many of these courses may soon become part of SBCTC’s first BAS Common Course Numbering system; the colleges with BASBH programs, Olympic College, and others interested in developing BASBH programs are organizing such a proposal, with the help of SBCTC personnel.

The planned coursework would prepare students for the jobs described in the Statement of Needs. Currently, local employers hire graduates of social science or humanities baccalaureate programs, whom they then train. Students completing the planned coursework will be much more capable of meeting the community’s and employers’ needs. Graduates from this program are likely to share the profession’s values, as well.

Certain foundational courses as planned for the first-year students (juniors), which is appropriate, with more advanced courses in the senior year.

The planned multi-modal program evaluations appear worthwhile and yet reasonable. I appreciate that various dimensions will be reviewed and multiple perspectives (from faculty, employer, students, and alumni) will inform the program’s understanding of its results.

### **Concerns**

Fieldwork is necessary to prepare students for work as behavioral healthcare professionals. I encourage a minimum of 250 hours of fieldwork for all BASBH students, gained across their associate and baccalaureate degree programs.

Program admission criteria are limited. The required foundation coursework for admission to the program is very basic, with no healthcare or clinical elements. While this may be suitable for a new program seeking maximum enrollment, it can reduce the student body's ability to incisively engage in upper-level courses and can threaten the rate of successful program completion. The admissions policy will provide easy access to many students. It also means that some enrollees will come minimally prepared for advanced work. Program faculty should anticipate this and consider how best to support such students while also holding them accountable for meeting program standards. As program enrollment nears capacity, I would encourage consideration of requiring more healthcare or social science coursework as criteria for admission or at least weighing them as part of your rubric in comparing applicants.

### **Suggestions**

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

As noted in the Statement of Need, one cause of the demand for additional behavioral healthcare professionals is the rate of staff turnover in local behavioral healthcare and social service organizations, a problem that has only increased during the pandemic. Competence in the profession requires resilience. I encourage focused attention on helping students develop the cognitive traits, emotional skills, and wellness practices necessary for sustained employment in a challenging profession. This is a central component of their professional development, not an adjunct to the formal curriculum.

I encourage a focus on applied, practical skill development within the required courses.

The descriptions and objectives for several courses refer to competencies for work in Human Services. While Human Services is an allied discipline, the courses in question and this degree are identified as Behavioral Healthcare. I would suggest considering replacing references to Human Services with references to Behavioral Healthcare in upper-division courses.



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

### **Commendations**

The general education requirements seem reasonable. They are like the requirements of similar programs.

Many MSW programs require students to take or have taken a Statistics class. Completing this coursework during undergraduate studies may help students who wish to continue their studies.

While many behavioral healthcare students excel in interpersonal communication, writing skills can lag. I appreciate the early inclusion of a writing course.

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

Behavioral healthcare includes professional roles for individuals with baccalaureate degrees, with additional options for those with graduate degrees and corresponding practice licenses. As such, applied baccalaureate degree programs in behavioral healthcare should consider their graduates' preparedness for graduate studies.

There are many avenues for graduate studies in behavioral healthcare including social work, counseling psychology, marriage and family therapy, addiction treatment, and rehabilitation counseling. Such programs often admit students whose undergraduate studies are unconnected to the discipline but prioritize those with the most relevant educational and professional experience.

### **Commendations**

I believe that graduates from Olympic College's proposed BAS in Behavioral Healthcare would be among the stronger applicants for graduate programs in social work, counseling psychology, marriage and family therapy, addiction treatment, and rehabilitation counseling. The BASBH requirement for practicum only enhances their credibility, as clinical experience is a common entrance requirement for graduate programs in behavioral healthcare.

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

### **Suggestions**

Graduate schools will evaluate applicants' writing skills, including their use of APA style. Undergraduate programs can assist their students through robust coaching of writing skills including APA style and technical writing.

I encourage the development of relationships with in-state MSW programs, as likely destinations for BASBH graduates.

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

### **Commendations**

The proposed number of faculty is likely adequate to teach the required courses.

OC is likely to have some faculty teach both lower-division (associates) and upper-division (baccalaureate) coursework. This practice will provide some continuity. It will lead to the synthesis of the curricula and better experiences for students.

The faculty identified (including intended hires) would have appropriate educational degrees.

The preparation of healthcare clinicians requires applied education. Existing faculty have professional behavioral healthcare experience. That is essential. Students in applied studies in behavioral healthcare need the guidance of experienced clinicians.

### **Concern**

Behavioral Healthcare includes both mental healthcare and SUD treatment. Some instructors are licensed Substance Use Disorder Professionals (SUDP) but none of the full-time faculty in a program focused on the treatment of mental health disorders are identified as licensed mental health clinicians (e.g. LICSW or LMHC). A significant portion of the teaching faculty should have recent, relevant clinical experience, preferably with licensure as a social worker or counselor. Having SUDPs on faculty is not sufficient.

### **Suggestions**

Create a full-time tenure-track faculty position.

Professional technical certification is unnecessary for BAS faculty.

Practicum operations will begin one year from the start of the BASBH. The program will need someone with industry experience and local connections to develop practicum placements during year one.

It is wise to require that all program faculty hold at minimum a master's degree. I also appreciate requiring teaching or supervisory experience.

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

A program such as this requires relatively little equipment, technology, or special instructional resources. The academic operations of a BASBH program require classrooms, computers, library services, writing services, tutoring, and academic advising. Program support resource needs include marketing/recruiting materials, travel, and faculty professional development.

Student support resource needs include counseling, veterans' services, disability support services, technology support, financial aid, and career advising. Counseling and disability services are especially important for behavioral healthcare students, as this population has high rates of poverty, trauma, and behavioral health conditions and we are preparing them for entry into a profession that creates secondary trauma. This calls for deliberate attention to student wellness.

### **Commendations**

I am pleased to see the establishment of a half-time program manager and the inclusion of curriculum development stipends. The former will play a key role and the latter will accomplish the work of creating the needed courses.

I applaud the decisions to budget for marketing and significant library resources. The budget allocation for library resources is generous.

I also applaud OC's intention to use Open Education Resources. This decreases the cost of education and often results in students' more current materials. Education can help students develop information literacy skills relevant to their professional and personal lives. Increasingly, at home and work, we use electronic information sources. Practicing professionals are now more likely to turn to the internet than the bookshelf. The use of well-chosen Open Educational Resources in school can help students develop those information literacy skills. In addition, doing so typically reduces expenses for students and the college.

I commend having program faculty advise students.

### **Suggestions**

The valuable campus resources and student services noted must be available to all students. Creating an evening program means such services should be available during evening hours.

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

Behavioral healthcare programs attract a disproportionate number of students with personal experience of behavioral health disorders. Such students can be excellent behavioral health

professionals. They are also at risk for exacerbation of underlying issues when facing the stress of rigorous academics as well as possible secondary trauma during fieldwork. Attention to the wellness of these students will be central to student retention and degree completion. Campus counseling services should be robust and available to BASBH students during program hours (i.e. evenings) and via program modalities (i.e. in-person and/or remote).

Advertise repeatedly the availability of counseling and disability services (on and off campus) to behavioral healthcare students and heavily promote the use of these services. Inquire directly during advising each quarter with each student as to their connection to the healthcare that they need, including behavioral healthcare.

Mandatory orientation for new BASBH students is prudent, as in mandatory quarterly advising for all BASBH students.

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

The materials provided to me imply but do not state whether the BASBH proposal was approved by the program's Advisory Committee. There is no indication of the AdCom's perspectives. I do not know how often the AdCom meets or the extent of their involvement.

### **Commendations**

The BASBH must be relevant to local behavioral healthcare organizations (BHOs). I am glad that the program's Advisory Committee includes representatives from a variety of local BHOs.

### **Suggestions**

I believe that an Advisory Committee with representatives from the right collection of organizations can appropriately advise OC's Human Services, SUDP, and Behavioral Healthcare programs. An SUDP-focused AdCom, however, may be inadequate to meet the needs of a BASBH. A behavioral healthcare degree program Advisory Committee must include members from mental health treatment agencies.

Catholic Community Services of Western Washington is the largest social service employer west of the Cascade Mountains; it could be advantageous to include CCS personnel on the committee if CCS plays important roles in the local area. Leaders from local tribes, NAMI, shelter and housing providers, Federally Qualified Health Centers, crisis services, and organizations providing for basic needs can also be valuable Advisory Committee members. They can facilitate the program's awareness of community and employer needs and provide access to desirable practicum sites.

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

- k. **Other:** Additional observations and comments not covered above.

### **Commendations**

The BASBH is proposed as an evening course of study. That should facilitate enrollment by working adults, including those seeking to advance their nascent careers.

There is a natural progression from an associate of Human Services or an associates in SUD studies program to a BASBH. Graduates from either should be perfectly able to succeed in this BAS program.

Cohort models increase student comfort, success, and retention. Supportive peer relationships can be a boon to students.

The admissions criteria are simple and practical.

### **Concern**

My BASBH program struggled (failed) to meet early enrollment projections. It has taken several years to develop adequate student awareness and interest. Beware of overly optimistic projections for a new program.

The course description and objectives for BASBH 420 Treatment of Mental Health Disorders focus on assessment and goal planning skills, rather than treatment modalities. I believe this course is misnamed.

### **Suggestions**

It may be possible to recruit into the program some entry-level staff at local social service organizations. Those organizations can become partners in identifying potential students and thereby bolster enrollment.

Do not be surprised when some students take more than three years to complete the program.

Student retention is likely less than 85% in the initial years. Every course is new to both students and teachers. Faculty may be new. The practicum placements will be new. Despite the tremendous efforts of OC faculty and administrators, there will be growing pains, mistakes, and rough edges to the program. Students will be affected; expect some loss of students while the program finds its footing.

Medical Assistant Program graduates tend to be capable BASBH students (and generally lack BAS options). Do not hesitate to recruit them into the BASBH. Some PTA students might also be interested.

## 1. Overall assessment and recommendations

key concerns

key suggestions

my encouragement for those involved

Washington state desperately needs more behavioral healthcare professionals. Most who enter the profession with baccalaureate educations rely on on-the-job training to develop the necessary skills and knowledge. This is unnecessary. Programs like Olympic College's proposed BAS in Behavioral Healthcare can help people develop the necessary knowledge, values, skills, and practices before they enter the workforce. This benefits the employees, employers, and service recipients. This is why I have encouraged OC's development of this program.

OC is building on relevant existing associate-level degree programs. This BAS is a natural next step for the school and its students.

The BASBH would not represent OC's first baccalaureate degree program. I anticipate that the college can apply what it has learned from its prior work in developing BAS programs.

I anticipate that graduates will be successful in finding employment and in providing needed services. Most will also be prepared for graduate school in social work, counseling, or related fields.

While the BASBH will be new to Olympic College, it has not been designed from scratch. OC has chosen to use the insights and ideas of similar programs at other community and technical colleges. We all remain resources for one another. OC faculty have leaned into these partnerships already; I hope to see these inter-program relationships continue and deepen.

The proposed curriculum and the chosen modality fit with what is becoming a norm for BASBH programs in Washington state. I anticipate positive results.



Curriculum Vitae

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

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

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**Education**

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

**Faculty Positions**

- 2022- **Professor, Department Director**  
Behavioral Health and Social Services, baccalaureate program  
Lake Washington Institute of Technology, Kirkland, Washington.
- 2016-2022 **Professor, Department Chair, Department Director**  
Behavioral Health and Social Services, baccalaureate and associates programs  
Lake Washington Institute of Technology, Kirkland, Washington.
- 2015-2016 **Lead Faculty** in the Social and Human Services associates program  
Lake Washington Institute of Technology, Kirkland, Washington.
- 2012-2015 **Adjunct Instructor** in the baccalaureate psychology program  
College of Social and Behavioral Sciences, Northwest University, Kirkland,  
Washington.
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## Academic Appointments

**Professor** in the Baccalaureate and Associate Programs, Behavioral and Social Services, Lake Washington Institute of Technology (2019-)

**Associate Professor** in the Baccalaureate and Associate Programs, Behavioral and Social Services, Lake Washington Institute of Technology (2016-2019)

**Lead Faculty** in the Associate Programs, Social and Human Services, Lake Washington Institute of Technology (2015-2016)

- Baccalaureate Department Director (2018-)
- Department Chair (2015-2022)
- Field Practicum coordination (2015-2017, 2019-)
- Creation of Baccalaureate of Applied Science in Behavioral Healthcare
- Curriculum revision, Associate of Applied Science in Behavioral & Social Services
- BHAV 412: Human Service Ethics
- BHAV 411, 421, 431: Field Practicum 1, 2, 3
- BHAV 331: Professional Development
- BHAV 321: Assessment and Goal Planning
- SOC 311: Poverty in America
- BHAV 311: Treatment of Mental Health Disorders
- BHAV 251: Case Studies in Mental Health Disorders
- SHSV 222: Multicultural Counseling
- SHSV 212: Introduction to Chemical Dependency
- BHAV 210: Group Work
- BHAV 151 Peer Counselor Certification
- BHAV 141 Harm Reduction
- SHSV 140: Disability Issues and Practice
- SHSV 138, 218, 238: Field Practicum I, II, III
- SHSV 136: Leadership Development & Ethics
- BHAV 130: Therapeutic Skills
- BHAV 120: Case Management
- SHSV 111: Does Harry Potter have PTSD? Introduction to the DSM
- BHAV 110: Introduction to Behavioral and Social Services

**Adjunct Faculty**, Northwest University, College of Social and Behavioral Sciences (2012-2015)

- SOCI 2133: Social Problems

**Field Instructor**, School of Social Work, University of Washington (2008-2015)

- Supervised graduate students seeking field experience in clinical practice and clinical supervision.
- Completed learning plans and assessment of assigned students.

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## Academic Service

- *Organizer and convener*, Conferences on applied baccalaureate programs in behavioral healthcare and human services  
Lake Washington Institute of Technology (2023)
- *Faculty Senate development workgroup*  
Lake Washington Institute of Technology (2019-2022)
- *Chair, Faculty Member*, tenure committees  
Lake Washington Institute of Technology (2019-)
- *Faculty Member*, JED taskforce to enhance mental health and reduce suicide  
Lake Washington Institute of Technology (2016-2019)
- *Chair*, subcommittee to revise the all-college course schedule  
Lake Washington Institute of Technology (2017)
- *Faculty Member*, Taskforce to revise new program development procedures  
Lake Washington Institute of Technology (2017)
- *Faculty Advisor*, Social and Human Services Club  
Lake Washington Institute of Technology (2016-2017)
- *Faculty Member*, Hiring committee for Coordinator of Disability Support Services  
Lake Washington Institute of Technology (2016)

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## Academic Awards & Scholarly Honors

- |      |   |
|------|---|
| 2018 | <i>President's Commendation for Excellence in Student Enrollment</i><br>Lake Washington Institute of Technology |
| 2017 | <i>President's Commendation for Excellence in Student Completion</i><br>Lake Washington Institute of Technology |
| 2012 | <i>Affiliate Instructor</i><br>School of Social Work, University of Washington                                  |

## Research Interests

- Social work education at community colleges in the United States
  - Faculty responses to students' behavioral health issues
  - Critical pedagogy
  - Student evaluations of teaching
- 

## Peer-Reviewed Publications

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

## Manuscripts in Development

1. **Rempel, R. J.** (2024). Just what is appropriate? Guidelines for clinical faculty members' support of students with behavioral health problems.
- 

## Journal Review Experience

- Reviewer, *Social Work Education* (2022)
  - Reviewer, *Journal of Comparative Social Work* (2021)
  - Editorial reviewer, *Perspectives on Social Work* (2016-2017)
-

## Peer-Reviewed Regional and National Conferences

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

1. **Rempel, R. J.** (2023). *State tribal leaders address escalating opioid crisis*. Interview, KIRO-7 News, Kirkland, Washington.
2. **Rempel, R. J.** (2022). *College Youth Panel*. Youth Mental Health Conference, Redmond, Washington.
3. **Rempel, R. J.** (2017). *Limit Setting from a Strengths-Based Perspective*. Friends of Youth, Kirkland, Washington.
4. **Rempel, R. J.** (2017). *Responding effectively to suicidality*. Plymouth Healing Communities, Seattle, Washington.
5. **Rempel, R. J.** (2017). *Strengths-Based Work with Clients*. New Bethlehem Day Center, Kirkland, Washington.
6. **Rempel, R. J.** (2016). *Limit Setting from a Strengths-Based Perspective*. Friends of Youth Kirkland, Washington.
7. **Rempel, R. J.** (2016). *Responding effectively to suicidality*. Plymouth Healing Communities, Seattle, Washington.
8. **Rempel, R. J.** (2015). *Professional boundaries*. The Sophia Way, Bellevue, Washington.
9. **Rempel, R. J.** (2014). *Table Talk: Suicide*. Invited presentation at Northwest University,

10. **Rempel, R. J.** (2013). *Social Justice issues of chronic homelessness*. Invited lecture at Northwest University, Kirkland, Washington.
11. **Rempel, R. J.** (2012). *Mental illness and homelessness*. Invited lecture at Northwest University, Kirkland, Washington.
12. **Rempel, R. J.** (2012). *Pain, Purpose & Recovery: Implications for Mental Health Workers*. 2012 King County Conference on Behavioral Health and Recovery, Seattle, WA.
13. **Rempel, R. J.** (2012). *Social Justice issues of chronic homelessness*. Invited lecture at Northwest University, Kirkland, Washington.
14. **Rempel, R. J.** (2011). *Social Justice issues of chronic homelessness*. Invited lecture at Northwest University, Kirkland, Washington.
15. **Rempel, R. J.** (2011). *Use of the DSM*. Invited lecture at Northwest University, Kirkland, Washington.
16. **Rempel, R. J.** (2011). *Ways to Pray*. Invited presentation at Seattle Mennonite Church, Seattle, Washington.
17. **Rempel, R. J.** (2009). *Mental health services in King County*. Angeline's Center for Women, Seattle, Washington.
18. **Rempel, R. J.** (2009). *Resource Acquisition: Financial entitlements, making referrals and political advocacy*. Workshop at the Washington Institute for Mental Health Research and Training Case Management Academy for Adults with Co-occurring Mental and Substance Disorders, Tacoma, Washington
19. **Rempel, R. J.** (2008). *Mental health services in King County*. Angeline's Center for Women, Seattle, Washington.
20. **Rempel, R. J.** (2006-2015). *Benefits and Financial Entitlements for Low Income and Disabled Adults*. Downtown Emergency Service Center, Seattle, Washington.
21. **Rempel, R. J.** (2006-2015). *Systems 101: Financial Entitlements and the Local Mental Health System*. Downtown Emergency Service Center, Seattle, Washington.
22. **Rempel, R. J.** (2006-2015). *Housing Options for your Client*. Downtown Emergency Service Center, Seattle, Washington.
23. **Rempel, R. J.** (2005) *Strengths based work with clients*. ElderHealth Northwest, Seattle, Washington.

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## **Professional Practice Experience**

### **Licensed social work supervisor**

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

### **Consultant**

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

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

*Gentiva, Bellevue, WA (2015).*

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

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

### **Clinical supervisor**

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

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

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

### **Mental health case manager**

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

### **Administration Intern**

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

### **Therapist intern**

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

### **Case manager**

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

### **Case manager**

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

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

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

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## Professional Designations

- Licensed Independent Clinical Social Worker (LICSW) LW00009184, Washington; first issued September 15, 2006
- Approved supervisor for LICSW, LASW and LMHC applicants
- Mental Health Professional
- Adult Mental Health First Aider (2023)

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## Professional Service

- Expert External Reviewer, Baccalaureate of Applied Science in Behavioral Healthcare, Olympic College (2023).
- Treasurer, Washington State Consortium of Addiction Studies Educators (2023-)
- Organizer and consultant, Conference on building behavioral health education pathways, SEIU Healthcare 1199NW Multi-Employer Training Fund (2023)
- Expert External Reviewer, Baccalaureate of Applied Science in Behavioral Healthcare, Peninsula College (2023).
- Contributor/consultant, Behavioral Health Support Specialist credential development (2022-)
- Advisor, Kirkland City Council members (2021-).
- Expert External Reviewer, Baccalaureate of Applied Science in Social Work, Whatcom Community College (2022).
- Volunteer, youth sex education co-facilitator, Seattle Mennonite Church (2021-2022).
- Expert External Reviewer, Baccalaureate of Applied Science in Behavioral Healthcare, Centralia College (2021).
- Contributor, Washington State Taskforce on Behavioral Health Workforce (2016-2021).
- Volunteer, New Bethlehem family shelter (2015-2016).
- Grant writer, JustHealth Recuperative Care Project (2015-2016).
- Volunteer, Holy Family of Kirkland School (2006-2016).
- Soccer coach, Catholic Youth Organization (2015).
- Director & Program Committee member, Plymouth Healing Communities (2012-2013).
- Youth Mentor, Seattle Mennonite Church (2009-2012).
- Leadership Council & Outreach Ministries Coordinator, Seattle Mennonite Church (2009-2010).
- Steering Committee Member, Peace and Justice Action League of Spokane (1996-1999).
- Leadership Board, Shalom Fellowship (1997-1999).
- Full-time volunteer living in community, Mennonite Voluntary Service (1993-1995).

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## Non-academic Awards

- Citizen's Award, NAMI-Eastside (2023)





## Applied Baccalaureate External Review Rubric

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

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

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

1. External Expert Reviews provide critical feedback to colleges so that they may address potential concerns, issues or criticisms prior to final submission of a program proposal to the State Board of Community and Technical Colleges.
2. Reviewers should be independent, third-party persons or teams with subject/discipline expertise.
3. The goal of a review is to assess the credibility, design, relevance, rigor, and effectiveness of the proposed BAS program.
4. Reviewers should also validate the congruency and consistency of the program's curriculum with current research, academic thinking and industry standards.
5. Reviewers need not provide responses to every criteria listed in the Rubric. If reviewers feel that they cannot adequately address any one of the criteria, they may simply state that this is the case.
6. This form is designed to assist External Expert Reviewers to complete assessments of baccalaureate degree program proposals. External Expert Reviewers are not restricted to the use of this rubric template. Reviewers may choose, instead, to provide a college with a written narrative. In whatever format they choose, reviewers should address the criteria outline in the rubric.

## Applied Baccalaureate External Review Rubric

<b>College Name:</b>	Eastern WA University	<b>BAS Degree Title:</b>	
<b>Reviewer Name/ Team Name:</b>	Grace Creasman	<b>Institutional or Professional Affiliation:</b>	WACASE
<b>Professional License or Qualification, if any:</b>	MSW, SUDP	<b>Relationship to Program, if any:</b>	Created an MA in Behavioural Health Degree
<b>Please evaluate the following Specific Elements</b>			
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<b>Comment</b> <b>If students are required to complete the SUDP courses in the first two years this look like a good option for a BAS degree.</b>		
b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		
	<b>Comment</b> <b>The Learning Outcomes do appear to demonstrate appropriate degree of rigor.</b>		
	Does the curriculum align with the program's Statement of Needs Document		

## Applied Baccalaureate External Review Rubric

c) Curriculum Alignment	<p><b>I have reviewed the statement of need and this program appears to provide the information that was offered in the statement of need. We do know that there are multiple positions open in the behavioral health field and we do need programs that can meet the needs of students across WA state in various ways.</b></p>
d) Academic Relevance and Rigor	<p>Do the core and elective courses align with employer needs and demands? Are the upper-level courses, in particular, relevant to the industry? Do the upper-level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p><b>Comment</b>  <b>If the goal is to work toward behavioral health specifically while not addressing SUD's then it seems broad enough to cover multiple areas. If the program is working toward the SUDP profession, then the learning outcomes might want to show that. Also, not sure how the courses at the AA level fit into this degree. It was mentioned once about the AA degree SUD courses, but it appeared unclear.</b></p>
e) General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate-level program? Do the general education courses meet breadth and depth requirements?</p> <p><b>Comment</b>  <b>Yes, they appear to meet the specific general education requirements for a BS degree as I did not notice any language requirement.</b></p>
f) Preparation for Graduate Program Acceptance	<p>Do the degree concept, learning outcomes, and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p><b>Comment</b>  <b>That would depend on the requirements of other specific graduate degrees. It would for some but other graduate degrees may have specific requirements. One graduate program was created specifically for graduates of this degree.</b></p>
g) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p><b>Comment</b></p>

## Applied Baccalaureate External Review Rubric

	<b>Yes.</b>
h) Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities? <b>Comment</b> Yes, I am sure they do.
i) Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it? <b>Comment</b> N/A
j) Overall assessment and recommendations	Please summarize your overall assessment of the program. <b>Comment</b> If this degree program provides students with what is needed for certification as the SUDP then the learning outcomes may need to reflect that. Also, any course that is used for NASAC Accreditation would need to have the TAP 21 Learning Outcomes associated with the course.
<b>Reviewer Bio or Resume</b> Evaluator, please insert a short bio here. Grace Creasman, MSW SUDP, taught at EWU for 23 years in Addiction Studies, created BA Addiction Studies MA Addiction Studies, MA Behavioral Health, and MA Advanced Addiction Therapies.	

**Grace Creasman**  
**2114 W. Stearns Road**  
**Spokane, WA 99208**

Cell 509.981.2898, email: [gracecreasman@yahoo.com](mailto:gracecreasman@yahoo.com)

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### **Highlight of Qualifications**

- Director, Addiction Studies, over ten years' experience creating programs, and schedules for faculty and students, contacting new adjunct faculty, evaluating student learning outcomes & program learning outcomes.
- Created a Graduate Certificate program that brought in extra funding to the Addiction Studies program (200,000 in two years).
- Four years creating and providing online education to undergraduate and graduate students.
- Twelve years direct student contact providing advising, scheduling, and direction to students to meet their academic and professional needs.
- Providing students with competencies and requirements for Washington State Certification as Substance Use Disorder Professionals. Monitoring students' National Exam results with NAADAC and the Department of Health.
- Eighteen years teaching and providing support to a diverse range of students (new students to returning older students) in the Addiction Studies and Social Work program at Eastern Washington University.
- Partnered with Excelsior Youth Center to provide treatment services to college students on campus.

### **Director of Addiction Studies**

- Created three new graduate level master's degree programs.
- Increased revenue for Addiction Studies programs by providing self-support programs.
- Submitted to Graduate Program Approval Committee, Graduate Degree Proposal to align with Social Work and Psychology courses to allow students to gain state certification as Substance Use Disorder Professionals with minimal additional credit requirements.
- Applied for and received online status for multiple Graduate level programs.
- Evaluate student transcripts to create educational program to align with their educational and professional goals.
- Aligned competences for state certification with graduate certificate for graduate students with background in counseling.

**Grace Creasman**  
**2114 W. Stearns Road**  
**Spokane, WA 99208**

Cell 509.981.2898, email: [gracecreasman@yahoo.com](mailto:gracecreasman@yahoo.com)

- Created a BA degree for students wanting certification as Substance Use Professionals.
- Opened practicum placements for undergraduates and graduates outside of the Spokane area for online students across the state.
- Supported ADST faculty to ensure they have all necessary information, copies, and access to allow them to focus on teaching.
- Interviewed students in ADST program to evaluate eligibility for practicum placement.

**Presentations:**

- Scheduled for April 24, 2020, but Cancelled due to Italy Trip being cancelled.
- Understanding Addiction: San Patrignano Recovery Community – “The Rehabilitation Method”.
- Scheduled for April 24, 2020 to replace Italy Trip presentation this was cancelled due to not allowing crowds of more than 10.
- Self-Care for Helping Professions.
- What’s Opioids got to do with it. Presentation given to Child Welfare employees. 1 in Tri Cities and 1 in Everett 2019
- Opioid Presentation to Community of Medical Lake and Airway Heights. They wanted to know the impact of this on the work environment. The presentation was at EWU in Tawanka when Vickie Shields was still dean.
- Is Pot the problem- Presentation given at an online learning summer project with small groups going around to different presentations. 2017
- Understanding Chemical Dependency issues – This was a presentation that I worked on with the WACASE group. I presented with a professor from one of the local community colleges on the west side of the state. We presented in the summer of maybe 2016 in Yakima and in Spokane. The presentation in Yakima was one of the most powerful I had been involved in. We had a group of women who had been Meth Addicted and now they were able to talk about the impact of the Case Workers on their recovery. Once again, it came down to the impact of the relationship with the case worker that was the biggest catalyst for change.

**Grace Creasman**  
**2114 W. Stearns Road**  
**Spokane, WA 99208**

Cell 509.981.2898, email: [gracecreasman@yahoo.com](mailto:gracecreasman@yahoo.com)

**Highlight of Teaching Experience: Taught online for over 15 years. Currently, teaching courses using Canvas Management System.**

**Education**

- Master of Social Work, Eastern Washington University ~ Fall 2007
- Masters of Adult Education, Eastern Washington University ~ Fall 2001
- Bachelor of Arts Degree, Eastern Washington University ~ Winter 1998

**Certification**

- Substance Use Disorder Professional Washington State Level II
- Licensed Independent Clinical Social Work need exam to finish.
- Educational Staff Associate (ESA) School Social Work

**Teaching**

- Created and updated online Global Studies course to meet university requirements.
- Created capstone class to meet ADST BA requirements for graduation.
- Created online course to meet university requirements as a culture and gender diversity required course. Fall 2013.
- ADST 308 Cultural Diversity & Chemical Dependency: Winter 2013  
Created Online Course.
- ADST 430 Alcohol/Drug Family Counseling – Fall 2012, Winter 2011, Spring 2011, Created Online Course
- ADST 464 Relapse Prevention –Spring 2012 Created Online, Spring 2011
- ADST 308 Cultural Diversity and Chemical Dependency - Fall 2011, 2012
- ITDS 497 Career Exploration and Development – Summer 2007 - Bellevue
- ADST 496 Case Management/Korean Students Summer Program - Summer 2007
- ADST 300 Survey of Alcohol/Drug Problems - Fall & Winter quarters
- ADST 308 Cultural Diversity & Chemical Dependency – Created Syllabus
- ADST 450 Practicum Seminar – Quarterly – Created Course and Syllabus
- ADST 395 & 495 Practicum – Quarterly

**Programming**

- Worked with Online Learning to create an online programming proposal to create ADST courses online for rural areas to have access.



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- Collaborated with Social Work, Office of Field Education to create a process for School Social Work students on and off campus to complete necessary requirements for ESA Certification.
- Created a proposal to create a program of study for visiting Korean Students during Summer Institute 2006.
- Initiated a program between Addiction Studies and Excelsior Youth Center to assess students on EWU campus for Alcohol/Drug problems at no cost to students or university.

### **Counseling/Case Management**

- Counseled clients to overcome barriers to employment and education.
- Discussed with clients any culturally specific needs that might benefit or improve their treatment outcomes.
- Managed a case load of adolescent clients in outpatient setting providing individual, group, and family sessions.
- Set up a program to provide screening, assessment, and education to college students with drug/alcohol sanctions.
- Conducted assessments at Juvenile Court creating a program of treatment needs and goals for adolescent clients.
- Developed goals with clients to maintain sobriety and manage medication.
- Facilitated domestic violence women's perpetrator education group
- Facilitated group and individual counseling sessions with clients to increase functioning in school, work, home, and social environments.
- Arranged meetings with clients and families, facilitated transportation needs, provided resources and education about the counseling/treatment process.
- Developed host sites for client subsidized employment.
- Monitored drug testing specimen collections.
- Represented organization professionally and positively by treating all clients with respect and dignity to maintain a positive and productive environment.

### **Affiliations**

WACASE – WA Consortium of Addiction Studies Educators – Program  
Member NAADAC The Association for Addiction Professionals – Program

**Grace Creasman**  
**2114 W. Stearns Road**  
**Spokane, WA 99208**

Cell 509.981.2898, email: [gracecreasman@yahoo.com](mailto:gracecreasman@yahoo.com)

Member Public Education Advisory Board (PEAB) – Past Member  
P9158 Evaluation Committee for Behavioral Health Adult Felony Drug Court  
Treatment Services – Committee Member May 2015  
Recovery Coaching – Access to Recovery  
Co-Occurring Disorders Inter-Agency Advisory Committee (CODIAC)  
Participant  
Department of Health Chemical Dependency Board – Past Member  
CAARP, EWU - Past Chairperson  
Citizens Advisory Council (CAC) –Past Member  
Northwest Consortium of Chemical Dependency Educators – Past Secretary

**Work History**

**Eastern Washington University**

College of Social Science Senior Hall

Cheney, WA 99004

Amanda Reedy, Chair/Director, School of Social Work

509.359.6474

*September 2011 – June 30, 2023*

**Addiction Studies, Director**

Create course schedule, advise students, develop student academic plans, develop course materials, create online courses, facilitate course changes, create student learning objectives.

**September 2010 – June 2011**

**ADST Interim Director/Social Work**

Social Work – Created a Policy Manual for Social Work Graduate Director, attended Graduate Committee meetings, provide support for transition of new Graduate Director. Provide support to MSW students who are interested in obtaining ADST courses for professional certification. Provide information and facilitate the process for Post Masters students interested in ESA Certification. Provide academic advising to students interested in the MSW/MPA Dual Degree.

ADST – Manage course schedule for academic year 2010 – 2011 and 2011 – 2012.

Created a proposed Interdisciplinary BA in Addiction Studies Option to CPAC, provide academic and professional advising to new and current students on program of study, other university educational options, intended career goals.

**Grace Creasman**  
**2114 W. Stearns Road**  
**Spokane, WA 99208**

Cell 509.981.2898, email: [gracecreasman@yahoo.com](mailto:gracecreasman@yahoo.com)

**Eastern Washington University**

School of Social Work and Human Services

Senior Hall Rm. 121

Cheney, WA 99004

Maria Hernandez-Peck, Graduate Director, School of Social Work

509.359.6479

*September 17, 2007 – September, 2010*

**MSW Advisor**

Responsible for maintaining student matriculation through the two-year MSW campus program. Provided support to Graduate Director on campus and part time program directors off campus. Worked with the Director of Field with regard to student issues to formulate plans for continuing or dismissal. Worked closely with Director of Graduate Studies for mentoring on graduate and program policies. Notified student, faculty, Graduate Studies when a student is on academic probation.

**Eastern Washington University**

Alcohol Drug Studies

Senior Hall Rm. 139

Cheney, WA 99004

Irene Bittrick, Director, Alcohol Drug Studies

509.359.6265 or 509.359.7882

*September 15, 2001 – September 5, 2007*

**Lecturer/Practicum Supervisor**

Meet with students to discuss application process for practicum eligibility. Connect student with prevention or treatment practicum site. Monitor student progress within the agency. Conduct student seminars. Facilitate daily operations of office management  
Fall & winter 2001 – 2005 Instructor: Cultural Diversity & Chemical Dependency  
Spring 2001 - 2002 Instructor: Relapse Prevention  
Winter 2001- Spring 2003 Instructor: Survey of Chemical Dependency  
Fall 2000 – Intern instructor: Chemical Dependency and the Law

**Excelsior Youth Center**

3754 W. Indian Trail Road

Spokane, WA 99208-4736

(509) 328-7041- <http://excelsioryouthcenter.com/>

Supervisor: Dick Jones

*June 2003 – August 2004*

**Outpatient Treatment Counselor**

**Grace Creasman**  
**2114 W. Stearns Road**  
**Spokane, WA 99208**

Cell 509.981.2898, email: [gracecreasman@yahoo.com](mailto:gracecreasman@yahoo.com)

Individual and group counseling with youth 13-18. Treatment planning and case management. Juvenile court assessment – report recommended treatment level of care to probation officer when appropriate. Instruct class twice per week for at risk student's grades 9 through 12 at Rogers High School.

**Spokane School District 81**

200 N Bernard  
Spokane, WA 99201  
(509) 354-5906 Human Resources

*February 26, 2001-June 2001*

Substitute clerical & instructional assistant

**Spokane Regional Health District**

1101 W College Avenue  
Spokane, WA 99201 324-1558  
509-324-1500 - <http://www.srhd.org/>

*February 2000 to January 23, 2001*

Counselor Intern, Case Manager, and counselor for Methadone Maintenance Clients. Assess skills necessary to become productive in society again. Maintain treatment plans and contracts. Make necessary referrals to community services.

**Career Path Services**

905 N Washington, Suite 300  
Spokane, WA 99201  
(509) 326-7520 - <http://www.careerpathservices.org/>

*September 1, 1999 to March 15, 2000*

Employment Associate, Case Manager for TANF clients, assess barriers to employment, place client on job site monitoring time sheet for payment within proper program and evaluate success at site.

**Spokane School District 81**

200 N Bernard  
Spokane, WA 99201  
(509) 354-5906 Human Resources Department

*November 1997 – August 31, 1999*

Assessment Technician – Administer Woodcock Johnson Testing for students K-12. Assist Psychologists with student files and required paperwork for assessments.

**Clinkerdagger's Restaurant**

621 W Mallon  
Spokane, WA 99201

**Grace Creasman**  
**2114 W. Stearns Road**  
**Spokane, WA 99208**

Cell 509.981.2898, email: [gracecreasman@yahoo.com](mailto:gracecreasman@yahoo.com)

(509) 328-5965

*April 2000 – August 2000*

Lead Hostess, Replacement for hostess on maternity leave

*September 1990 – April 1998:* Left to go to college in the evening. Supervisor, Server, Trainer, Front Desk

**Marguerite's Nail Boutique**

621 W Mallon

Spokane, WA 99201

(509) 326-1727

*March 1994 – June 1996:* Left to finish Bachelor's Degree. Nail Technician

**Liberty School District**

29818 North Pine Creek Rd

Spangle, WA 99031

(509) 624-4371

*September 1986 – June 1990:* Left to attend Spokane Falls Community College.  
Instructional Assistant Pre School – High School

**Part Time, Volunteer/Practicum and Summer Employment**

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**Rogers High School**

1622 E. Wellesley Ave

Spokane, WA 99207

509-354-6600

*November – December 2012*

Chemical Dependency Professional - Part Time (10 Hours per week after school).

Reported to Ivan Corley.

Help students with low school performance. Assess needs, strength, and plan for improvement in school performance, and success.

**Havermale High School**

Master of Social Work School Social Work Intern

1300 W. Knox Ave

Spokane, WA 99205

509-354-6409

Jay Jordan Assistant Principal – Hydee Reeber Intervention Teacher

**Grace Creasman**  
**2114 W. Stearns Road**  
**Spokane, WA 99208**

Cell 509.981.2898, email: [gracecreasman@yahoo.com](mailto:gracecreasman@yahoo.com)

*March 2007 – December 2007:* Attended Student Lead Conferences with student, parent, and teacher. Presented Motivational Interviewing information to faculty, part of Advisory committee, worked with school on Peace one Day. Provided support and resources for students, staff, and families.

**The Inland Center**

9212 E Montgomery, Suite 501  
Spokane, WA 99206

*November 2000 to May 2001:* Facilitate Domestic Violence Perpetrator group for women

**Spokane Falls Community College**

Fort George Wright Drive  
Spokane, WA

*Summer 2000,* Assistant to Instructor, Chemical Dependency & Cultural Diversity, Youth & Chemical Dependency

**Spokane Regional Health District**

1101 W College AV  
Spokane, WA 99201  
(509) 324-1494

*June 1999 – August 1999:* Summer Intern, Case Manager Focus Program for pregnant women, and women with children from birth to three years of age who suffer from chemical dependency issues

**Kelly Services**

201 W North River Drive  
Spokane, WA 99201  
(509) 327-3637

*June 1998 – August 1998:* Temporary employment for the summer. Metropolitan Mortgage, Loan application processor

**Volt Services**

1120 North Mullan Suite 202  
Spokane, WA 99206  
(509) 891-8658

*June 1998 – August 1998:* Temporary employment for the summer. KeyTronic Corp. Accessory Sales

**City of Coeur d'Alene ~ Summer 1990 – 1991:** Lifeguard, Swimming Instructor - Parks & Recreation 221 S 5<sup>th</sup> - Coeur d'Alene, ID 8381

**Grace Creasman**  
**2114 W. Stearns Road**  
**Spokane, WA 99208**

Cell 509.981.2898, email: [gracecreasman@yahoo.com](mailto:gracecreasman@yahoo.com)

- (208) 769-2252

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Send for signing	wfox@olympic.edu	10/3/23 3:56:54 PM EDT	134.39.31.42
Resend for signing	wfox@olympic.edu	10/4/23 11:23:47 AM EDT	134.39.31.42
Resend for signing	wfox@olympic.edu	10/6/23 3:57:23 PM EDT	
Open document	mcockroft@olympic.edu	10/9/23 11:55:19 AM EDT	134.39.28.236
Sign document	mcockroft@olympic.edu	10/9/23 11:56:57 AM EDT	134.39.28.236
Close document	mcockroft@olympic.edu	10/9/23 11:56:57 AM EDT	134.39.28.236