

Docket Item:

Community College Approval: Chemeketa Community College, Associate of Applied Science Degree in Direct Support Professional, within 51.1504, Community Health Services/Liaison/Counseling.

Summary:

Chemeketa Community College proposes a new Associate of Applied Science Degree in Direct Support Professional. Higher Education Coordinating Commission (HECC) staff completed a review of the proposed program. After analysis, HECC staff recommends approval of the degree as proposed.

Staff Recommendation:

The HECC recommends the adoption of the following resolution:
RESOLVED, that the Higher Education Coordinating Commission approve the following degree: AAS in Direct Support Professional.



Chemeketa Community College seeks the Oregon Higher Education Coordinating Commission’s approval to offer an instructional program leading to an Associate of Applied Science Degree in Direct Support Professional.

Program Summary

The Direct Support Professional degree prepares graduates to work in support and leadership positions in public and private agencies serving people with cognitive disabilities. These agencies work within communities to provide direct support and advocacy to their clients. The curriculum includes courses in human development, leadership, and case management. An Associate of Applied Science Degree is awarded upon successful completion of 96 credits. Twenty-five credits of practicum are required.

1. Describe the need for this program by providing clear evidence.

Members of the Advisory Committee as well as Partnerships in Community Living, Catholic Community Services, and Shagri-La Corporation provided the impetus and data to support development of the certificate.

Depending on the route that a graduate will take towards employment will determine the income that someone will make upon graduation. Students will more than likely take two paths for employment with an AAS degree: Personal Care Aides and Social and Human Service Assistant.

Personal Care Aides:

According to the State of Oregon Employment Department (qualityinfo.org), it is projected that jobs will grow 25.4% statewide and 23.4% within the Mid-Valley region of Oregon between 2017-2027 with 3,918 statewide and 712 Mid-Valley projected openings per year. Average wages (2017) in the Mid-Valley region was \$26,712/year with starting wages at \$23,525/year. Statewide there were approximately 466 openings on November 27, 2018. The state predicts that job growth will be much faster than the statewide average for the foreseeable future.

The Bureau of Labor Statistics (bls.gov) shows a location quotient of .80 statewide and 1.20 for the Salem metropolitan area. “The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. A location quotient greater than one indicates the occupation has a higher share of employment than the average. . . .”

Social and Human Service Assistant

According to the State of Education Employment Department (qualityinfo.org), it is projected that jobs will grow 14.9% statewide and 11.9% within the Mid-Valley region of Oregon between 2017-2029 with 883 statewide and 128 Mid-Valley projected openings per year. Average wages (2017) in the Mid-Valley region was \$40,270/year with starting wages at \$25,480/year. Statewide there were approximately 941 openings on November 27, 2018. The state predicts that job growth will be much faster than statewide average for the foreseeable future. The Bureau of Labor Statistics (bls.gov) shows a location quotient of 1.27 statewide and 1.80 in the Salem Metropolitan area.

2. ***Does the community college utilize systemic methods for meaningful and ongoing involvement of the appropriate constituencies?***

The college uses a range of sources to establish ongoing partnerships with its community constituencies. Some of these partnerships include: Northwest Commission on Colleges and Universities, the State Board of Education, Community College Workforce Development, employment advisory boards, student placement organizations, and licensing boards for appropriate occupations.

The Direct Support Professional Applied Associate of Science was approved on February 5, 2019 by the Chemeketa Community College's Curriculum Committee and then approved by Chemeketa Community College's Board of Education on May 15, 2019.

Chemeketa Community College has partnerships with local high schools to offer courses in their schools for college credit. These courses will prepare students for entry into the program soon after graduating. Other required and general education courses will be valuable in preparation for entrance into the program and the workforce.

Collaboration with workforce and economic development partners assists the college to build a skilled and trained workforce ready to enter their fields immediately upon completion of the program. The Health Sciences department that will be offering this Direct Support Professional has an advisory committee composed of professionals from across the Willamette Valley:

Dr. Robert Winningham, Western Oregon University
Phillip Blea, Marion County Behavioral Health
Ashley Erb, Shangri-La Corporation
Maureen Jenne, Emergence Addiction & Behavior Therapies
Jennifer Lief, Polk County Mental Health & Addiction Services
Kevin Northcott, Bridgeway Recovery Services
Che Walker, Partnerships in Community Living, Inc.
Tanya Pritt, Milestones Family Recovery

3. ***Is the community college program aligned with appropriate education, workforce development, and economic development programs?***

The courses for this program have been approved by the advisory committee so that students are fully prepared for the workforce. The program courses are:

- HS101 Addiction Pharmacology and Physiology (4)
- HS103 Ethics for Human Services (3)
- HS140 Addressing Client Violence (1)
- HS150 Personal Effectiveness (3)
- HS152 Stress Management (1)
- HS155 Fundamentals of Interviewing (3)
- HS158 Trauma Informed Theory, Practice, and Case Management (3)
- HS170 Introduction to Practicum (4)
- HS211 Wellness Counseling (4)
- HS213 Multicultural Issues (3)
- HS223 Aging: Theory and Practice (3)
- HS225 Therapeutic Recreation (3)*
- HS250 Leadership in Behavioral Health (4)*
- HS260 Group Dynamics (3)
- HS265 Casework Interviewing (3)
- HS266 Case Management, Care Coordination, Systems Navigation (3)
- HS284-288D Practicum: Direct Support Professional (25)* J

These courses were approved by the advisory committee on October 26, 2018.

Chemeketa's Direct Support Professional program will lead to employable skills at the end of the program. Individuals in this field earn an annual wage of \$45,360 per year and starting wages at \$33,280 (qualityinfo.org), therefore it will allow these students to enter the workforce in a family-wage career.

4. ***Does the community college program lead to student achievement of academic and technical knowledge, skills, and related proficiencies?***

The design of the program is a 96 credit hour approved Associate of Applied Science. The primary audience for this program are students who wish to focus on direct client services. The learner outcomes for each course provide a range of skills to allow graduates to pursue employment in this industry:

HS101: Addiction Pharmacology and Physiology

- Compare the historical and cultural perspectives of AOD use and misuse.

- Recognize and explain the effects of AOD on the body at all levels of intake with major focus on misuse and addictive levels of intake.
- Describe human physiology on the neurological level and the effects of AOD on this physiology.
- Identify the bio/psycho/social disease process of AOD disorders.
- Explain the chemical and physiological effects of AOD combinations.
- Describe the effects of substance use disorders on the family.
- Explain the relationship of AOD and HIV disease.
- Identify behavioral, medical and psychological disorders to co-existing substance use disorders.
- Acknowledges context within which individual substance use disordered clients live.
- Assess and describe how current client treatment service resources are utilized.

HS103: Ethics for Human Services

- Describe how personal values attitudes, beliefs, and physical and mental health impact the helping relationship.
- Describe the strategies for ethical interactions, and explain the importance of interacting with consumers in a respectful, non-judgmental manner in all human services sections.
- Identify professional issues and stressors faced by human service professionals, remedies, and prevention strategies.
- Differentiate the roles of professional counselor, human services professional, recovery mentor, and sponsor.
- Describe Federal and State laws and regulations, agency policies, and professional codes of ethics and the ramifications of non-compliance.
- Recognize ethical dilemmas and make ethical decisions that reflect respect for cultural and lifestyle diversity.
- Define client rights and responsibilities and the legal guidelines on confidentiality, boundaries, dual relationships, and mandatory reporting in human services settings.
- Analyze and implement general and legal guidelines on confidentiality, boundaries, dual relationships, and mandatory reporting in human services settings.
- Explain the role of countertransference on the helping relationship.
- Articulate a working definition of professional boundaries.

HS140: Addressing Client Violence

- Identify basic prevention strategies to help clients avoid engaging in violent behaviors.
- Describe indicators present in the individual, the environment, and other staff which indicate the potential for violence.
- Identify specific crisis intervention, defusing, and prevention techniques in managing client violence.
- Apply individual and team communication strategies directed to the prevention of violence.

HS150: Personal Effectiveness

- Identify and clarify patterns of personal values and behaviors related to successful communication.
- Employ behaviors that demonstrate active listening, concreteness, respect, genuineness, and empathy while communicating verbally and in writing.
- Employ appropriate self-disclosure and accurate summaries in interpersonal communications.
- Utilize communication skills in group decision making, problem solving, and conflict management situations.
- Describe the significance of working with diverse populations.

- Develop awareness and ability to practice personal safety and health management strategies to maintain health and enhance the capacity to assist clients.

HS152: Stress Management

- Identify, list, and analyze major personal life stressors.
- Describe the general stress response and identify personal unique stress responses.
- Describe and use the basic procedures involved in deep breathing, autogenic training, muscle relaxation, meditation, imagery, and systematic desensitization, and mindfulness.
- Practice a cognitive relaxation technique to reduce stress.
- Develop and outline a personalized stress management plan which encompasses family and professional roles.

HS155: Fundamentals of Interviewing

- Set objectives for interviews.
- Identify the stages of an interview and apply techniques appropriate for each stage.
- Describe the theory of change and the stages of change in helping interviews, wellness coaching and advocacy.
- Analyze and apply communication skills specific to the “helping interview” required for information gathering interviews, wellness coaching, and advocacy in a variety of setting and with diverse populations.
- Identify and reduce common barriers occurring in interviews, wellness coaching, and advocacy.
- Use basic principles of case recording and reporting for human services workers.
- Relate the potential impact of the sociologically defined concept of “white privilege” to working with diverse populations.

HS158: Trauma Informed Management Care

- Describe the prevalence of physical, sexual, emotional, psychological, institutional and racial abuse and neglect.
- Differentiate and discuss sources, characteristics, acute and long-term impact of trauma on individuals, couples, families and systems.
- Practice skills to screen human service clients for past and current trauma including selection of effective motivation tools and appropriate referral.
- Identify and practice strategies to respond and intervene in crisis situations with clients experiencing trauma symptoms and practice crisis management skills from a trauma informed framework.
- Develop self-care practice to address secondary trauma and identify how practitioner trauma affects human service practice.
- Examine traumatization and re-traumatization of individuals in the human service system.
- Conduct and analyze a self-assessment of vicarious traumatization from the staff/organization reference point.
- Discuss steps contributing to reduction of stress and re-traumatization in consumers, staff, self and organizations.
- Describe a trauma-informed framework for employing empathetic interactions with individuals.
- Identify key elements in culturally appropriate trauma-informed services, interventions, and policies.

HS170: Introduction to Practicum

- Describe the purpose of a practicum as it relates to the human service field.

- Explain the roles, competencies, and functions common to human service training programs and workers.
- Identify cognitive, behavioral, and affective learning in relation to self and others.
- Write objectives in measurable terms in order to assess progress at practicum sites.
- Identify ethical issues and responses in the human service field.
- Identify issues relating to personal behavior in a human service agency.
- Review existing opportunities for Human Services practicum and apply the procedures for selecting and entering a practicum site.
- Articulate interests, values, and limits as they relate to practicum and career goals.
- Demonstrate advocacy, system navigation, and community outreach skills as they apply to individual and client needs.
- Develop resume, job search skills, interviewing techniques, and research possible practicum sites.

HS172: Peer Delivered Services—Substance Use Disorders

- Identify the competencies needed to work in substance use disorder peer delivered services.
- Explain the role and scope of practice of peer support specialists working with individuals and families impacted by addiction.
- Identify legal responsibilities.
- Describe recovery, resilience, and wellness.
- Demonstrate knowledge of community resources and how to navigate health and human services systems.

HS211: Wellness Counseling

- Discuss the relationship between alcohol and other drugs and infectious diseases.
- Discuss current trends in the spread and treatment of sexually transmitted and other infectious diseases for all people.
- Conduct a risk assessment and harm reduction interview.
- Identify barriers to testing and treatment for special populations in human services settings and describe strategies to overcome those barriers.
- Assess and propose management of personal discomforts from discussing the sexual/health behaviors of clients while applying behavioral health change principles and procedures to real life health situations and interpreting the results.
- Describe social and behavioral theories that guide health-related behavior and health promotion and prevention efforts.
- Illustrate methods of health counseling as they are used to integrate with behavior change in groups and with individual clients.

HS213: Multicultural Issues

- Increase awareness and knowledge of cultural differences, and skills needed to function effectively in a pluralistic society.
- Identify and examine personal biases, assumptions, values, attitudes, and limitations and how these can effect cross-cultural relationships.
- Explain social, political, and historical factors that confront racial, ethnic, and other cultural groups.
- Make associations of how privilege and power relations in U.S. society are inextricably interrelated with racial, ethnic, and cultural group membership.
- Explore various racial, ethnic, and cultural groups and examine their influence on members' worldview.
- Develop the skills to respond in culturally appropriate ways to work effectively across cultures.

- Describe personal biases, past experiences and potential areas of conflict related to counseling cross-culturally.
- Identify the student's own group memberships and identities and describe how these might influence his/her work with clients who are similar and different.

HS214: Advanced Interviewing and Counseling Skills

- Explain the principles of motivational interviewing and their role in effective counseling.
- Identify stages-of-change models and related counseling interventions.
- Design and conduct counseling sessions for the purpose of motivating client change.
- Identify evidence-based best practices in the treatment of substance use disorders.
- Discuss ways to view incremental change and the acceptance of relapse as an opportunity for positive growth.
- Integrate interviewing/counseling skills with theoretical orientations.

HS223: Aging: Theory and Practice

- Discuss the field of gerontology and the reasons for studying aging.
- Compare the major theories of aging.
- Describe the aging population in the United States including characteristics, changing population trends, and diversity of individuals.
- Understand drug and alcohol abuse and addiction among the older population.
- Review social, health, economic, and government policies relative to the older population.
- Describe major psychological, social, economic, and physical aspects of aging and their social consequences for the individual and society.
- Identify common organic and functional mental disorders and describe the process of assessment and treatment of the disorders.
- Describe attitudes toward death, dying, and bereavement in the elderly.
- Analyze discrimination and its consequences on older adults.

HS225: Therapeutic Recreation

- Describe the historical foundations and evolution of the therapeutic recreation (TR) profession.
- Describe the philosophical concepts/definitions of TR and implications for service delivery.
- Describe the health care and human service systems and the role and function of TR and allied disciplines within each.
- Describe both personal and societal attitudes related to health, illness, and disability.
- Describe the TR process: assessment, treatment planning, implementation and evaluation.
- Describe the role and responsibilities of TR practitioners working as an integral part of the interdisciplinary treatment process.

HS250: Leadership in Behavioral Health

- Identify, describe and discuss the theoretical and ethical concepts of leadership in health organizations.
- Analyze and propose solutions for selected organization/management problems and cases in health organizations.
- Describe, apply and critique selected leadership skills through problem solving, roleplaying and simulations relevant to health organizations.
- Select, analyze, summarize, critique and report on current events on leadership capabilities.
- Identify and describe personal leadership orientation, styles and strengths.
- Understand different ethical issues behind management and clinical leadership.
- Learn techniques, rules and regulations to provide managerial and clinical leadership.

HS260: Group Dynamics

- Describe the stages of group development.
- Describe communication skills of effective groups and for managing conflict
- Relate and discuss how their culture, stereotypes, and attitudes influence interactions with members of other cultures.
- Specify the ways in which cultural differences can affect group members' behaviors.
- Practice and assess beginning skills of effective group leadership.
- Describe decision making models.
- Describe and assess group interaction skills that achieve desired outcomes.
- Lead and evaluate small group interactions.

HS265: Casework Interviewing

- Practice the principles of motivational interviewing and discuss their role in effective casework.
- Identify stages-of-change model.
- Design and conduct counseling sessions for the purpose of motivating client change.
- Apply strength based interviewing skills.

HS266: Comprehensive Case Management

- Describe case management, care coordination, and systems navigation skills applied in human service and community health settings.
- Apply interviewing and assessment skills in all phases of case management, care coordination and systems navigation, including Screening Brief Intervention Referral Treatment (SBIRT) and other assessment tools.
- Apply principles of service coordination to case management, care coordination, and systems navigation.
- Develop a case file reflecting all phases of casework management, care coordination, and systems navigation.

HS284-288D: Practicum Direct Support Professional

- Personal knowledge and skills: Develop, practice, and evaluate the values and skills possessed and/or acquired as a direct support specialist.
- Service knowledge and skills: Develop and practice skills necessary to work with clients or consumers served by the agency.
- System knowledge and skills: Develop an awareness of the philosophy, activities, and practices of the agency.
- System knowledge and skills: Develop the capacity to work with agency staff in establishing and maintaining place in the agency.

These courses lead to the following outcomes that students will be prepared to accomplish:

- Describe conditions that promote or limit optimal functioning for the developmentally disabled.
- Provide care including activities of daily living within the values and ethics of one's self, clients, employing organization, and the human services profession.
- Assess, plan, implement, and evaluate interventions that promote goal attainment for individuals with developmental disabilities.
- Understand the effects of developmental disability in regards to mental health.

- Recognize and advocate the use of community resources for individuals with developmental disabilities.
- Recognize the worth and uniqueness of the client including race, culture, ethnicity, gender, religion, abilities, sexual orientation, and other expressions of diversity.
- Describe the effects of trauma and crisis management.

Learning will be ensured through the assessment of these program outcomes with the following methods:

The program has 25 courses of instruction plus practicum experiences which include seminars for students to discuss issues, focus topics, and concerns that come up during that experience.

An associate's is awarded upon successful completion of the required 96 credit hours with a grade of "C" or better in all Human Services and WR121 courses.

Students are evaluated on each course either separately and/or collectively for group projects. The evaluation consists of written products, quizzes and exams, graded homework, activities/projects, learning objectives approved and assessed by practicum agency supervisor and college practicum instructor, midterm and final evaluation by the same supervisor and instructor, and participation and contribution to course activities, projects, and discussions.

Instruction methods within this program will be include lecture, interactive instructional approaches, in-class activities, a portfolio, and supervised practical application of previously or currently studied theory. Students will have general education courses for the degree. Any general education courses may be provided in a face-to-face, a hybrid, or an online environment. Program course lectures provide various hands-on activities.

The college has a unit planning process that includes a program assessment on an annual basis. Student, faculty, advisory committee, and administrative collaboration is incorporated to ensure students are prepared with appropriate skills to enter the workforce and meet the requirements of Direct Support Professional.

5. *Does the community college identify and have the resources to develop, implement, and sustain the program?*

The Northwest Commission on Colleges and Universities (NWCCU) accredits Chemeketa Community College.

- The new program will have startup costs of \$.00.
- Year 0: Total Revenue: \$0 Total Expenditures: \$0 Net Income (Deficit): \$0
- Year 1: Total Revenue: \$67,158 Total Expenditures: \$750 Net Income (Deficit): \$66,408
- Year 2: Total Revenue: \$254,100 Total Expenditures: \$3,000 Net Income (Deficit): \$251,100
- Year 3: Total Revenue: \$254,100 Total Expenditures: \$3,000 Net Income (Deficit): \$251,100
- The Human Services program has three full-time faculty positions and one classified staff along with numerous adjunct faculty who generally work full-time in the industry.
- Chemeketa Community College has begun programs over the last fifty years and has had the institutional support in hiring qualified and trained faculty to teach in all CTE programs.

- This new program and its courses have been developed and approved by the employer-based advisory committee, as well as approved by the college's Curriculum Committee and Chemeketa Community College's Board of Education.
- Faculty will regularly participate in professional development activities to stay current and up-to-date with industry changes and requirements, which will translate into the classroom learning environment.
- The program will reside at Salem Campus.
- The college has strong relationships with industry partners/employers and will continue to foster these relationships. This program has an employer-based advisory committee. The program will continue to work with local industry leaders and educational institutions to recruit students for this program.

Assurances

Chemeketa Community College has met or will meet the four institutional assurances required for program application.

1. *Access.* The college and program will affirmatively provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.
2. *Continuous Improvement.* The college has assessment, evaluation, feedback, and continuous improvement processes or systems in place. For the proposed program, there will be opportunities for input from and concerning the instructor(s), students, employers, and other partners/stakeholders. Program need and labor market information will be periodically re-evaluated and changes will be requested as needed.
3. *Adverse impact and detrimental duplication.* The college will follow all current laws, rules, and procedures and has made good faith efforts to avoid or resolve adverse *intersegmental* and *intrasemental* impact and detrimental duplication problems with other relevant programs or institutions.
4. *Program records maintenance and congruence.* The college acknowledges that the records concerning the program title, curriculum, CIP code, credit hours, etc. maintained by the Office are the official records and it is the college's responsibility to keep their records aligned with those of the Office. The college will not make changes to the program without informing and/or receiving approval from the Office.