

CDS ADVISORY COMMITTEE MINUTES

Wednesday, April 27, 2022; 5:30pm

Zoom: <https://lowercolumbia.zoom.us/j/82871233978>

I. CALL TO ORDER: 6:04 Lesh

II. INTRODUCTIONS

Industry:

Amber Delagrange, Cowlitz Family Health Center SUD Clinical Supervisor

Education:

Leszek Cromwell, LCC CDS Program Director

Julie Spalding, LCC Faculty

Veronica De Jesus, LCC Workforce & Career Services Employment Navigator

Nicole Buffham (recorder)

Guests:

Merry Bond, Associate Dean of Nursing and Allied Health

Breezy Lorenzo, Awakenings Clinical Supervisor

Bryanna Jellum, Awakenings Admissions Coordinator

Sybil Allen, Cowlitz Tribe SUD Department Program Manager

III. APPROVAL OF MINUTES: November 09, 2021; 5:00 pm

IV. CONSENT CALENDAR:

a. APPROVALS

i. K12 CTE CONDITIONAL CERTIFICATION

ii. COURSES AND CIP CODES

V. INDUSTRY UPDATES

Amber shared that Family Health Center started a Healthcare for the Homeless program. Helps clients get established with insurance, rides to appointments, and connects them with basic needs. The outpatient treatment center is the best contact for the program.

The program started about a year ago, but case managers were only recently hired. Few clients want housing, but there are some resources to help with that. Most clients reach out for tents, food banks, insurance, SUD services, medical, and dental.

Family Health Center has openings for residential assistants and office assistants.

Veronica shared that community partners are reporting more case managers are being hired to provide support.

Sybil shared that the Cowlitz Tribe is starting to see more clients come into the building. Covid has clients used to telehealth, but seeing them in person has been positive. Crafts and cultural projects are being worked on in groups together with elders from St. Mary's. They are slowly incorporating mental health into SUD for Native clients. They now have approval to slowly roll out mental health assessments and recommendations for non-Native clients as well. The provider will come down from Tukwila. This has been in progress since 2018 and the implementation phase is occurring. Hiring for MAT services took Tukwila almost a year, so getting their provider locally may take some time. Cowlitz Tribe has budgeted nine positions by July for seven Office Assistants and two SUDP. They are willing to take on unpaid interns at this time.

Breezy shared that Awakenings is transitioning to their new building on Commerce within a month or two. They have had a hard time hiring MSW and prescribers. While they now have a prescriber, they are finding it challenging to hire a licensed MSW. Courts have reopened, so there is an increase in demand for services. Recovery Cafe reached out and they're opening one locally. Awakenings have intern openings.

VI. Education (LCC and K12) UPDATES

a. Curriculum (Fall)

b. Labor Market (Spring)

Leszek shared that the labor market has a high demand for all counselors at this point. During COVID, there has been a spike in use,

abuse, addiction, and an increase in the fentanyl crisis, and people have been waiting for everything to open up again to seek help.

c. Facilities, Equipment, Technology (Fall)

d. Student Success/Performance (Fall/Spring)

e. K12 Updates

f. LCC Updates

i. Delay of Offering-CDS 109 Process of Addictions and Compulsive Behaviors

During the fall, the advisory group talked about a new class. CDS 108, Community and School-Based Prevention/Intervention Strategies, wasn't meeting student needs, so we're moving forward with retiring 108 and replacing the course with newly developed CDS 109, Process of Addiction and Compulsive Behaviors.

ii. Curriculum: Addition of CDS 109, Retirement of CDS 108/240, Retirement of CDS

CDS 240, Compulsive Sexual Behaviors, never ran, so the program will retire the course.

iii. Labor Market: [Substance Abuse, Behavioral Disorder, and Mental Health Report](#)

iv. Facilities, Equipment, Technology

1. Flex Modality

Leszek explained that during COVID students entered the program with courses offered online, but there has been a recent push for face-to-face instruction time. Students want to be in the classroom, but there are also students from outside our area. LCC wants to accommodate those students and instructors have been flexible. Looking forward, we're looking at a super-hybrid, Zoom, and in-person at the same time. There would be the same amount of instruction time through Canvas or other modalities. There are still gaps in how to meet internship and program goals. The CDS program is looking to pilot, if possible.

v. Student Success/Performance

1. Student Enrollments

There are currently 33 students in the program. This is a drop from previous years; last year there were 36. This is consistent across the state. Enrollment is down because people are working, rather than going to school.

Out of our 33 students, 26 students are in the AAS program, and 6+ students are in the AA-DTA program. Leszek noted that it's challenging to differentiate which students are specifically AA-DTA students because of how our system is set up. Current queries don't identify which students are specifically in the AA-DTA CDS Focus program. Query development is in process to better identify those students and Leszek should be able to provide more specific numbers for the fall meeting.

The program had five graduates for 2020-2021. For 2021-2022, the AAS program had two graduates for Fall 2021; one graduate for Winter 2022; and currently, six students are one to two quarters away from graduating with their AAS.

LCC has one student in internship and one seeking internship for Summer 2022. Currently, it is challenging to find internships.

For this fiscal year, the program had 13 new students in the fall for the AAS. There were 12 students added to the program in the winter and 15 students in the spring. This is a total of 40 students added to the CDS program.

vi. Cooperative Education

vii. Partnership with Work Source

Leszek informed the group that Karin Lavalla has partnered with ESD 112 to provide funding for tuition and books for all AAS students. They will also fund pre-college Math and English courses, equipment, gas, possibly auto repairs, or whatever is needed to help students get to class. 240 hours of student internships will also be funded, so if students need an income during an internship, this will help. There are a total of 330 internship hours required, so there is a gap in funding. 90 hours are unpaid, however, Leszek has requested funding for the additional hours. Students with WorkFirst, Pell, or Opportunity Grant funding are ineligible for the funding through the ESD partnership. The funding through ESD will work similarly to Work Study and will pay wages. Leszek may be contacted for more information.

All initial advising sessions for CDS program students have been redirected from Entry Advisors to Leszek. The goal is to have students funded through the new ESD program.

Sybil recommends providing a meet and greet session with agencies to see if support managers, etc. would be interested in the opportunity.

viii. Washington State Consortium of Addiction Studies Educators report

Leszek reported that WACASE is a committee of directors of CDS programs across the state, as well as state representatives. Members are reporting that most schools and students are struggling, trying to find the new normal. Students have expressed interest in continued online courses, however, instructors find that face-to-face learning is more robust due to relationship building and peer support.

Agencies are likely seeing the impact of there being issues with the Healthcare Authority and licensure requirements. When students graduate and have all their credentials, they apply for their SUDP, but the courses taken don't always align with WAC education requirements. There are inconsistencies with this depending on the evaluator. LCC has had this happen with HLTH 100, Occupational Safety and Health as it needed to address the HIV risk for chemically dependent people. The instructor updated the course curriculum and syllabus to align with the WAC requirement. This has not been the case with other colleges as they have had greater challenges obtaining Healthcare Authority acceptance of their courses.

The consortium reports concerns with the minimum education requirements for Substance Use Disorder Professional credentials. The Washington Administrative Code (WAC) says for eligibility to apply for a SUDP, one must have an Associate Degree in Human Services or a related field or successful completion of 90 quarter or 60-semester college credit courses from an approved school. The concern is that students who have taken the CDS credits and a mix of additional credits reaching the 90 credit total can apply for their credentials without the degree.

Sybil expressed that the degree is more important than 90 varied credits. Completion is important and shows students have fulfilled internship requirements.

Bryanna thought there wasn't much difference between completing the CDS courses along with the internship, but missing a course or two that might be unrelated (such as Math or English) and completing the degree. She also noted that there has been a push to require a bachelor's degree, so if that comes to fruition, the debate between degree completion and 90 credits will be irrelevant. The key point is that an internship is highly valuable in gaining experience to do the job well. Washington State currently has one of the highest requirements for credentials in the country.

Leszek reported that House Bill 5884 finds that the Behavioral Health Support Specialist is a new service delivery model in Washington state based on improving access to psychological therapies, an evidence-based model developed by the National Health Service in England. The model will improve access to behavioral health services and ease workforce shortages. Masters-level clinicians will be able to bill for SUDP even if they don't have SUDP credentials. The bill will also allow bachelor-level clinicians to do the same within an agency.

Leszek asked for feedback regarding the bill.

Breezy said the cost of service for a bachelor-level mental health provider and SUDP are the same, so the bill wouldn't affect the cost of service. That said, she doesn't think clinicians should be providing a service for which they are not trained.

Bryanna thinks that providing a service for which you are not specifically trained could be very dangerous.

Julie is taken aback by the idea of someone with a bachelor's degree and no specific SUDP training providing that service when those with a SUDP license have undergone extensive and specific training to provide services.

Leszek's response to Sybil's question about whether or not the bachelor-level clinician can do treatment planning and groups for co-occurring was that the bill seems to indicate they could bill for that.

Bryanna mentioned that currently, if the provider has a bachelor's degree and SUDP-T, then billing can occur for either mental health or SUD services. They may need their AAC also. She also noted that bachelor's level and master's level bills at different rates.

Sybil noted that an SUDP-T can't bill for groups, except under Medicaid, otherwise an SUDP must conduct the groups, treatment planning, and the assessments to be able to bill.

Breezy indicated that if you have proof that an SUDP clinician has supervised the SUDT, you can bill for groups. The supervisory component is the requirement.

ix. Committee Member Nominations

VII. OLD BUSINESS

VIII. NEW BUSINESS

IX. UPCOMING PROGRAM OR COMMUNITY EVENTS

Veronica shared that there will be a Career and Networking Event for Healthcare, Education, etc. at LCC on June 1, 2022, from 10:00 am to 2:00 pm. There is limited space remaining.

X. NEXT MEETING (DATE/TIME/PLACE):

XI. RESOURCES

- a. [ADVISORY COMMITTEE HANDBOOK](#)
- b. [LCC: Professional-Technical Advisory Committees Meeting Minutes](#)
- c. [The Carl D. Perkins Vocational and Technical Education Act, Public Law 105-332](#)
- d. [College Advisory Committee Procedures](#)

e. **K12 CTE Advisory Committee Procedures**

f. **Terms:**

- i. **V-Code:** Vocational (V) Code. This is tied to the certification code and dictates the K12 courses that a teacher is certified to teach. The teachers' education or industry experience is reviewed to determine the V-codes for certification.
- ii. **CIP Code:** Classification of Instructional Programs (CIP) Code. A federally accepted course and program code that identifies courses taught throughout the United States, this includes CTE courses. CIP codes are aligned to V-codes that clarify which courses the teacher has been certified to teach in K12. CIP codes are also used for reporting purposes from the district to OSPI and college to the SBCTC.

Meeting end: 6:47 pm

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