

SUDS ADVISORY COMMITTEE MEETING MINUTES
LOWER COLUMBIA COLLEGE
October 24, 2023 in HSB 235 and via Zoom.

I. CALL TO ORDER: Leszek Cromwell called the meeting to order at 4:10 pm.

II. INTRODUCTIONS

Industry:

Amber Delagrange, Clinical Supervisor, Cowlitz Family Health Center

Education:

Leszek Cromwell, SUDS Program Director, Lower Columbia College

Veronica De Jesus, Employment Navigator, Lower Columbia College

Kyle Hurley, CTE Director, Wahkiakum High School

Guests:

Merry Bond, Dean for Nursing, Allied Health and Wellness, Lower Columbia College

Bryanna Jellum, Admissions Coordinator, Awakenings

Sybil Allen, DSHS BHA Workforce Development Analyst, DSHS Behavioral Health Administration HQ

III. APPROVAL OF MINUTES: April 19, 2023

Minutes were not approved by form and a quorum was not met to vote today. The committee does not currently have enough voting members to meet quorum requirements.

IV. CONSENT CALENDAR: None at this time.

V. INDUSTRY UPDATES

Bryanna reported that Awakenings is having problems finding counselors and there has been an increase in clients seeking services. There is simply not enough staff to meet demand. They are looking to hire one more counselor. They have already hired one peer support and it was a difficult search. Finding a peer support who was actually in recovery was a challenge.

Leszek mentioned there is much talk at the state level about peer support and, while there is a need at some level, there has been negative feedback. Leszek also pointed out that one student told him that he would almost rather be a peer support because they do all the “fun stuff”, rather than having to do all the administrative work.

Bryanna also noted that because they are a small company, Awakenings is financially limited in what they can offer for peer support.

Sybil shared that grant-funded peer support can be as free and open as needed because billing and documentation are not as specific when working through grants. When hiring someone as peer support who comes from a grant-funded program, it’s a challenge to align them with how to set it up in the treatment plan so that it will be billable. In her

former position, policies and procedures were set up to define the peer support role and differentiate it from the counselor role. Also, peer support has to manage their time and be aware of changes in 2019-2021 that didn't allow for full pay before assessment. What is billable is very narrow. She mentioned that peer support is amazing if it's appropriately used.

Leszek noted that there are real benefits to peer support, especially when there is a need for counselors. Peer support can help bridge that gap.

Amber reported that Cowlitz Family Health Center has a couple of job openings. There is one open counselor position, 4 full-time recovery support specialist positions, and they're always looking for on-call staff positions. She explained that the recovery support specialist position is entry-level and is good for students to "get their foot in the door". It also exposes SUD students to the clientele they would be working with once they are licensed.

Leszek has shared the job openings with students.

Sybil Allen - DSHS BHA HQ - Workforce Development Analyst Team

- i. Sybil shared that she's 60 days in her current position with the state and has come to the group to share information on recently opened facilities and those that are upcoming.
 1. The state purchased a hospital in Tukwila, with the intent of taking overflow from Western State. They purchased the hospital the first week of August, then had a hiring event on August 17 where they interviewed 132 applicants. They opened the facility on October 1st. The facility has 32 or 42 beds currently, which will expand to 100 in the next year. This has shown that the state can open facilities quickly.
 2. Planned state facilities in the SW region (Grand Mound to Vancouver)
 - a. DSHS Behavioral Health Administration Brockman Campus in Clark County, WA
 - Clark County Community-Based Facility
 - Brockman Campus will take 200 staff to open and is set to open in 2025.
 - b. Maple Lane Residential Treatment Facility: 20311 Old Hwy 9 SW, Centralia, WA
 - Maple Lane Campus – Oak Cottage
 - Maple Lane Campus - Columbia Cottage
- ii. The benefit of these smaller facilities is that they are closer to clients' families and allow participation.
- iii. Another facility being considered in the next 6-9 months is a behavioral health facility for youth. Sybil mentioned it is needed in the area.
- iv. Sybil also reviewed the open job positions with the state. She stated that the IC3 - Institutional Counselors are like peer support positions. The pay is roughly equivalent. The benefit to working for the state is that state employees are encouraged to further their education. Employees can then use tuition waivers to attend part-time while working and not have student debt when they complete.

v. Merry and Leszek accepted Sybil's flyers and will distribute them.

BHA Recruitment Materials

- [BHA Recruitment Flyer](#)
- [Position Descriptions](#)
- <https://careers.wa.gov/>

Bryanna shared that she is seeing an increase in referrals due to the changes in the physical possession law. Because it's a misdemeanor, probation is given for first-time offenders. Local probation officers are concerned about sanctions. Jail time is not used for probation violations. As long as the client shows good progress, after 6 months the charges are dismissed. Law enforcement picks up offenders for simple possession and possession of paraphernalia.

Sybil explained that it's like adolescent diversion. If they don't get in trouble for a certain amount of time, the charge goes away. They do have to get an assessment, but they don't have to follow through on the recommendations. If they are picked up again, the first charge isn't removed and the second offense is added as well.

VI. Education (LCC and K12) UPDATES

a. Curriculum (Fall)

- Leszek followed up on SUDS 109. The course has run and is doing well. There have been minor adjustments made in teaching the course, but Ben is doing well.
- MATH 105, Math for Health Sciences, is also being updated, effective next summer. The issue was that students didn't have the option to take the course online. It will likely be offered in fall and spring with an online and an in-person section. It is also being revised to include concepts that will allow it to become a prerequisite for MATH& 107 and MATH& 146. This will prevent students from having to go backward to pre-college math to get into those courses. This will help students who decide to switch to the AAS-T after taking MATH 105 or for those switching to other programs.

b. Labor Market (Spring)

Leszek noted that whether it's for reporting in fall or spring, there are jobs available.

c. Facilities, Equipment, Technology (Fall): Nothing to report for the program, but Merry shared that LCC's Board has approved one-time funding to update classroom technology. There is a plan to update technology on a 7-year cycle going forward.

d. Student Success/Performance (Fall/Spring)

Leszek reported there are 50 students in the SUDS program, which is an increase. 41 of those students are in the AAS program. The AAS-T is now up and running. The difference between the AAS and AAS-T is that AAS-T students must take MATH& 107 or Statistics (MATH& 146) and they must take a natural science with a lab. Leszek pointed out that it isn't a huge increase, but for students with a fear of math, it is a big deal.

There are 9 students in the AA-DTA program, according to Leszek. The AA-DTA does not produce SUD counselors. It is designed for students going on to a behavioral health degree.

Leszek shared that there are currently two students in SUDS 288 for an internship. For summer and fall, there were 10 new AAS students and 3 additional DTA students. We've had to increase class caps due to increased enrollment. Running Start students are now taking some SUDS classes, which seems encouraging.

According to Leszek, there are 26 returning students for the AAS and 4 for the AA-DTA. There were two graduates in spring and summer with an additional two set to graduate in fall and winter quarters.

Sybil recommended encouraging students to have mental health and SUD. When it comes to hiring, mental health providers with SUD credentials are sought out. They also go into higher positions with higher pay. Even if they don't yet have their license, but are finishing up their SUD degree, they are very marketable.

e. K12 Updates – None at this time.

f. LCC Updates - As noted above.

VII. OLD BUSINESS: None.

VIII. NEW BUSINESS:

Credit for Prior Learning Policy Review

- i. Leszek shared that LCC has a [newly drafted SUDS Competencies for Credit for Prior Learning \(CPL\)](#). To provide fair, equitable, and reasonable credit for students who have been working in the field, if the students have completed all of the required classes before the internship, they can accrue hours toward the program's required 360 internship hours. Students will pay a CPL fee less than tuition and will not have to complete an internship. Employers will be responsible for confirming that the students meet the competencies before the student being granted credit for prior learning.
- ii. The two added competencies are:
 - Cultural competency
 - Ethics
- iii. Leszek requested the committee take the draft policy home, review it, and reach out to him if there are suggestions for edits or additions to the policy.
- iv. Merry noted that we do not have a quorum for an advisory committee vote, but we have received input from the advisory committee.

IX. UPCOMING PROGRAM OR COMMUNITY EVENTS: None at this time.

X. NEXT MEETING (DATE/TIME/PLACE): April 23, 2024 at 4:00 pm, HyFlex.

XI. MEETING ADJOURNED at 5:06 pm.

RESOURCES

[ADVISORY COMMITTEE HANDBOOK](#)

[LCC: Professional-Technical Advisory Committees Meeting Minutes](#)

Carl D. Perkins Vocational and Technical Education Act, Public Law 105-332

College Advisory Committee Procedures

K12 CTE Advisory Committee Procedures

Terms:

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.

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.

PREPARED BY: Nicole Buffham

Non-Discrimination and Anti-Harassment Statement

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