

## SFCC Integrated Behavioral Health BAS / BHT Behavioral Health Forum Report

### **Reporting and Deliverables:**

*Reporting: Spokane Falls Community College will provide a report on the following at the end of each academic quarter:*

### ***Who are SFCC's Integrated Behavioral Health BAS students?***

- *Number of students successfully completing courses fall quarter: 13/13*
- *Number of students enrolled for the following quarter (retention). If not continuing, reason(s) and development of plan for future return to program*

### **Retention**

Our students are invested and committed to the successful completion of the BAS program. We had 100% retention from the fall to winter quarter, though one of our students withdrew at the end of January due to a medical emergency. At this point, this student is interested in taking an extended break. We have 12 students in our current cohort.

### ***Student Employment and the Hy-Flex Model***

Our students wear many hats and manage a myriad of demands in their personal and professional lives. Most of our students work full-time, many of them in the behavioral health field. They are full-time students attending our hy-flex program in the way that works for them. Sometimes they attend in person, many of them join live through Zoom when they can, and for those who are remote or have schedules that don't align with class times, they watch the recordings on their own schedule. It is an incredibly accessible model, and indeed one that seems to work well for our students. Sometimes we see babies on their laps, sometimes we see them eating their dinners. They are comfortable showing up just as they are, amidst their lives around them, and this is one of the best things about this group: no one is hiding who they are.

This cohort is here to learn, develop their professional skills, and grow in their ability to serve their communities. Even the most remote students have fostered a strong presence in the class, connecting with their peers in discussion boards, offering in-depth feedback, and engaging with Ursula and me in Zoom sessions to discuss challenges they may be experiencing with course content, with their writing, or outside life challenges that they may be navigating. They are learning how valuable it is to reach out and ask for support when they need it, which can be a difficult skill to apprehend, and our role is to provide a safe, encouraging space where they feel free to learn and grow.

- *Internship/practicum placements and with which organizations (if relevant)*

Students are employed in various capacities, many of them in the behavioral health field. There have been several employment changes over the last few months, with students citing opportunities that are providing healthier and more stable working environments and work

that is more aligned with their interests/passions. Two students who were experiencing burnout are either in between jobs or have reduced their hours. Our students are employed with the following agencies and/or companies:

Affect Therapeutics

Amazon Warehouse

Paraeducator at tribal school

Formerly employed at DRIVE Services Supported Living, now seeking new employment

Community Access Services

Kids NW

NW Resources

State of WA and OR foster care

UGM Anna Ogden Hall

New treatment facility as clinical director (name not provided)

Rural Resource Community Action

New Horizons

Spokane Falls Recovery Center

### **Academic Skills:**

One of our classes this term is IBH-340 Trauma, Grief, and Loss, in which students learn the neuroscience of trauma and grief, focusing on theories related to the experience of trauma, exposure to adverse events, grief, and loss. Some of the skills students are developing in this course:

- Students are learning to describe how trauma and grief impact the mind and body,
- They are learning screening tools and applying their knowledge of trauma and grief interventions to various case studies throughout the quarter.
- They are also creating their own wellness plans for managing personal loss and vicarious trauma.
- They are learning to describe historical and generational trauma and its effects.
- They are learning how to formulate when it's appropriate to start trauma and grief work and identify appropriate levels of care for services.

### **Types of Assignments:**

- Case studies that ask students to describe the client's circumstances and consider screening tools that may be useful and applicable. Students consider the trauma that these clients experienced in childhood and what this looks like through a lens of intergenerational trauma.
- Trauma-informed group or individual counseling sessions in which students engage in and watch recordings of their peers and instructor conducting counseling sessions, developing communication skills that are trauma-informed. Studying trauma and

stressor-related disorders in the DSM-5-TR to recognize symptoms of PTSD, for example, and are prepared to witness them.

- Creating their own trauma-informed agency in order to fully grasp the concepts related to trauma-informed services by creating a structure in which providers can do their work in a way that feels safe, supportive, and effective to their clients and themselves.
- Creating their own trauma-resiliency plan

### **Student Council**

Five of our students formed a student council, which meets by Zoom every two weeks. This group represents the interests and needs of the cohort, discussing issues like burnout and stress management, the need to have some of their course materials printed out so that they can reduce eye strain and screen fatigue from being on their computers for extended periods of time. They also discussed a desire to have a once-a-quarter in-person session with everyone in the program because they miss seeing people in person, as this group has formed a tight-knit community with each other.

### **Full-Time Student; Full-Time Family-Life**

In addition to managing full-time employment and a full-time academic program, many of our students are also full-time parents, some of them single parents. They manage the mental load of their own schedules and the schedules of their children, preparing meals, coordinating daycare and school drop-offs, withstanding the ups and downs of illnesses and the hardships that hit their families. Several of our students have battled COVID over these past two quarters, one of whom is managing long-Covid symptoms and needed to drop to part-time work in order to recover and stay on top of her schoolwork. One of our students is coping with grief following the death of a loved one, while also being the sole parent to her four children.