



# Agenda

## **Addiction Studies Advisory Committee**

Lake Tahoe Community College

Wednesday January 9<sup>th</sup>, 2019

2:00-3:30pm

Aspen Room

- Welcome and Introductions
- General Discussion/Feedback from Industry Partners
- Program Overview/Updates:

# Addiction Studies Advisory Committee Minutes

Lake Tahoe Community College (Aspen Room)

January 9, 2019

2:00 p.m. – 3:30 p.m.

## Welcome and Introductions

- Meeting called to order at 2:05 p.m.
- LTCC staff and student attendance:
  - Regina Braun, Counselor
  - Brad Deeds, Dean of Workforce Development & Instruction
  - Elizabeth Fedor, Addiction Studies Adjunct Faculty and Health Program Specialist, El Dorado County Behavioral Health, Substance Use Disorder Services
  - Kasey K. Carrol, Student Senate Representative
  - Yvonne Greco, Addiction Studies Student Representative
  - Scott McCoubrey, Program Assistant, Institutional Effectiveness
  - Tristy Medina, Substitute Coordinator, Work Based Learning
  - Jamie Rhone, Career & Technical Education, Program Specialist
  - Tony Sears, Board of Trustee and El Dorado County Prosecuting Attorney
  - Lakin Smith, Office Assistant, Work Based Learning
- LTCC partners attendance:
  - Sabrina Owen, Manager Health Programs, El Dorado County of Behavioral Health, Substance Use Disorder Services
  - Hector J. Reyes, Supervising Health Education Coordinator, El Dorado County Behavioral Health, Substance Use Disorder Services

## General Discussions and Committee Member Feedback

Regina Braun conveyed to the committee that through grant funding, Dr. Michel VanGordon is our new mental health therapist and taking referrals for students who need mental health counseling. A student needs a referral from an academic counselor before meeting with Michel. A counselor will meet with the student and take them through the rest of the process.

Yvonne's goal is to complete the program within the next year. She is working closely with Betsy to locate a paid volunteer position to complete the 2,000-hour requirement which is beyond the nine-unit practicum course requirement for COU 134: Addiction Studies Field Work - Internship.

Betsy has been teaching in this program since 2006. She and the other instructors (Karen Naegeli and Allison Hibbard) have been researching, reviewing, and changing the outdated textbooks that the previously retired instructors (Paul Gessford and Rich Barna) used for many years. She said free digital resources are not available for the Addiction Studies program. Karen has been the only online instructor since the inception of the online offerings which were implemented during the 2014-2015 academic year. Allison is our newest Addiction Studies instructor and is teaching both online and face-to-face classes. Betsy completed the Canvas training to enhance the face-to-face classes and is interested in teaching online classes in the future.

Tristy and Lakin have worked in a variety of student work study positions and as ambassadors.

Aside from being a Trustee, Tony is also an El Dorado County Prosecuting Attorney whose career has given him experience with substance use offenders through the court system. He has collaborated with Hector on countless occasions on the prevention and treatment side of things.

Hector informed the group that substance use is prevalent in rural communities just as it is throughout the United States and worldwide. It is reaching down into the elementary schools. The committee discussed a wide array of issues, to include legalization of marijuana, potency of new products used in the “vaping” devices significantly impacting substance use in the all areas, alcohol, narcotics, opioid use increase, and heroin.

The committee also had lengthy discussions on trends of substance use in general and at local events, arrests, medical emergencies, prevention, health and well-being of students, positive influences, holistic treatment, harm reduction treatment modules in Texas, Portugal, Great Britain and Switzerland.

During fall quarter, Betsy Fedor taught the first offering of COU 128 “Legal and Ethical Issues in Human Services for Counselors”, course. This new course is required for the Addiction Studies Degree and Certificate of Achievement and is required curriculum by the Association of Alcohol/Drug Educators (CAADE) and California Consortium of Addiction Programs and Professionals (CCAPP).

LTCC received approval from the California Consortium of Addiction Programs and Professionals (CCAPP) through October 30, 2020. Approval was also granted from the California Association for Alcohol/Drug Educators (CAADE) through March 22, 2023. Both CCAPP and CAADE are certifying bodies for college programs and counselor certifications. CAADE is temporarily not able to provide counselor certifications. However, the Certified Alcohol and Other Drug Counselor Treatment Program (CADTP) is providing this service to those that are transitioning from CAADE.

Tahoe Turning Point is no longer able to provide intern opportunities. They are focusing on group homes and “driving under the influence” (DUI) classes. Tahoe Youth and Family Services does a great job with outreach and provides treatment to juveniles in the probation system.

El Dorado County Behavioral Health, Substance Use Disorder Services is applying for a Medi-Cal waiver which will allow them to provide services and intern opportunities.

Placerville is getting a methadone clinic to treat opioid use disorders including heroin. It is a chronic and complex medical condition and can be successfully treated with proven medications.

Local, non-profits, community resources are: Smart Recovery, A Balanced Life, Alcoholics Anonymous and Overcomers, which meet at Sierra Community Church.

Our community offers limited resources by licensed clinicians. The demand exceeds our community resources the court system is experiencing the same thing. Sabrina would like to explore opportunities to offer continuing education pathways for marriage family therapists to licensed clinicians to include substances use and disorders at a professional level.

Currently, our priority is to find placement for internship opportunities. Betsy and Allison can both supervise interns through their work at El Dorado County of Behavioral Health, Substance Use Disorder Services.

Hector is seeing the accelerated impact of the extremely high potency of THC from 5% decades ago to 20% higher with honey oils at 100%. We need to develop new treatment methods that reduce harm, do not demonize people seeking help, and consider medicinal drug use for individuals seeking help. The zero-tolerance treatment plan is set-up for failure. We need to meet people halfway, reduce deaths, have compassion, provide coping skills while learning life skills to deal with stress management from elementary, middle and high schools. There is a strong correlation with childhood trauma and substance use and disorders. He is currently teaching a life skill prevention class for 16-students in the Lake Tahoe Unified School District.

Kasey suggests providing more positive and nutritional resources at LTCC. Treat holistically by treating the whole person. He also suggested increasing awareness for students seeking recovery by conducting an event with guest speakers in a panelist format to provide positive influences.

Salary for health education specialists certified by various qualifying bodies generally begins at \$20, and health education coordinators are \$27 - \$33 (requires a bachelor's degree).

Brad discussed the "21<sup>st</sup> Century Employability Skills" program. The Work-Based Learning department is incorporating components as part their curriculum. Students seeking to complete all of the ten modules can receive a certificate of completion from our ADVANCE team.

### **Addiction Studies Program Flyer Handout**

The "Pathways to Completion" flyer is one of several created to provide students with a detailed schedule for the entire Academic Year, including a two-year plan, and for those wishing to earn a Certificate of Achievement in a CTE program.

### **Annual Addiction Studies Program Review Handouts (2017-2018)**

Summary:

- 6.40 Full-time Equivalent Students (FTES)
- 72 Total Duplicated Headcount
- 37 Distance Education Duplicated Headcount

Student demographics:

- 36% male, 64% female
- 26% Hispanic (SLT community is higher)
- 34% under 25 years of age
- 58% 25-49 years of age
- 8% 50 + years of age

Course success (remains fairly consistent):

- 84% for males
- 75.6% for females

Student achievement:

- 0 AA degree and certificates in Addiction Studies

The Addiction Studies classes are frequently populated with students who are themselves in process of recovery and are trying to "break the cycle" and they often take the classes out of interest in the field without the intention of completed a degree or certificate. There are several students in the process of taking the last few remaining classes and will be eligible for certificates. The other barrier is there is no place for them to complete their internship right now. We are exploring additional internship opportunities in our community.

### **Perkins**

Funds are available to support non-traditional and economically disadvantaged students across all LTCC CTE programs to include the LTCC Quarterly Textbook program.

### **Committee Recommendations**

Change the course title for COU 125 from "Counseling the Family of Addicted Persons" to "Impact on Substance Use on Families" and the program title from "Addition Studies" to "Substance Use Disorders."

### **Adjournment**

The meeting adjourned at 3:33 p.m.

Respectively submitted,  
Jamie Rhone, CTE Program Specialist



# CTE PROGRAM BIENNIAL REVIEW

For all Career and Technical Education (CTE) Programs, please fill out the following worksheet as part of the required biennial review.

**CTE Program:** Addiction Studies

**Date Reviewed:** December 2018

<p><b>1. Purpose of this Program</b></p> <p>Significantly Changed Purpose in the Last Two Years                      Minor Changes in Purpose in the Last Two Years                      No Changes in Purpose in the Last Two Years</p> <p><input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/></p> <p>(Description, mission, target population, etc.)</p>
<p><b>2. Demand for this Program</b></p> <p>High Demand                      Adequate Demand for our students                      Low Demand</p> <p><input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></p> <p>(Labor market data, advisory input, etc.)</p>
<p><b>3. Quality of this Program</b></p> <p>Highest Quality                      Meets Student Needs                      Needs Significant Improvement</p> <p><input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></p> <p>(Core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)</p>
<p><b>4. External Issues</b></p> <p>Benefits From and Contributes to External Issues                      Complies with External Issues                      Not Consistent with External Issues</p> <p><input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></p> <p>(Legislation, CCCC mandates, VTEA, Tech Prep, CalWORKs, WIA, BOG Career Ladders, etc.)</p>
<p><b>5. Cost of this Program</b></p> <p>Income Exceeds Expenditures                      Income Covers Expenditures                      Expenditures Exceed Income</p> <p><input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></p> <p>(Enrollment/FTEs generated &amp; in-kind contributions of time/resources minus salaries/equipment/supplies, etc)</p>
<p><b>6. Projected Schedule (formerly Two Year Plan)</b></p> <p>Significant Growth Anticipated                      On Track for Next Two Years                      Need Significant Changes and/or Increased Resources to Continue</p> <p><input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></p> <p>(Recommendations, project future trends, personnel and equipment needs, etc.)</p>

# 2017-18 ANNUAL PROGRAM REVIEW

## Addiction Studies

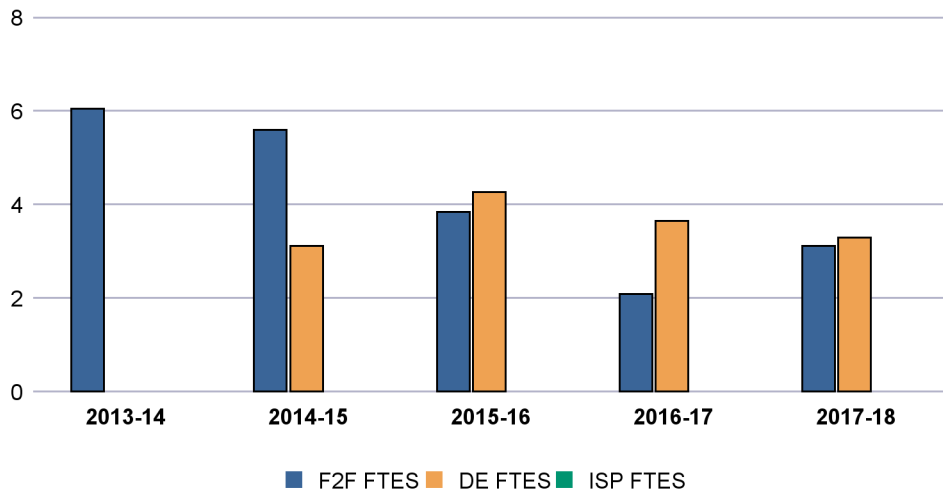


### ADDICTION STUDIES SUMMARY

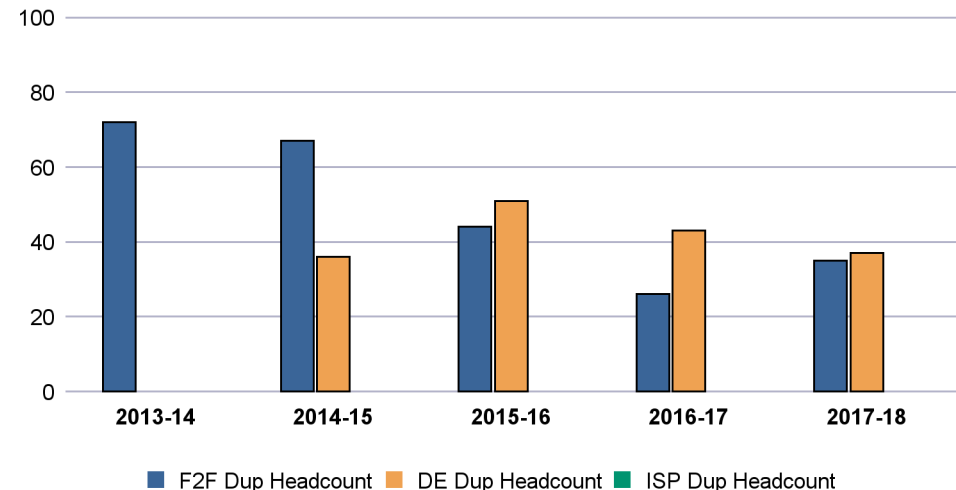
This report contains data from Academic Year (AY) 2013 to 2017. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below.

	Total Sections	F2F Sections	Dist Ed Sections	ISP Sections	Total FTES	F2F FTES	Dist Ed FTES	ISP FTES	Total Duplicated Headcount	F2F Duplicated Headcount	Dist Ed Duplicated Headcount	ISP Duplicated Headcount
2013-14	4	4	0	0	6.05	6.05	0.00	0.00	72	72	0	
2014-15	6	4	2	0	8.71	5.60	3.11	0.00	103	67	36	
2015-16	7	4	3	0	8.10	3.83	4.27	0.00	95	44	51	
2016-17	6	3	3	0	5.74	2.09	3.65	0.00	69	26	43	
2017-18	5	3	2	0	6.40	3.11	3.29	0.00	72	35	37	
4-Yr Chg (13-14 to 17-18)	<b>25.0%</b>	-25.0%	---	---	<b>5.9%</b>	-48.5%	---	---	<b>0.0%</b>	-51.4%	---	---
1-Yr Chg (16-17 to 17-18)	<b>-16.7%</b>	0.0%	-33.3%	---	<b>11.6%</b>	48.8%	-9.8%	---	<b>4.3%</b>	34.6%	-14.0%	---

**RESIDENT FTES**



**DUPLICATED HEADCOUNT**



# 2017-18 ANNUAL PROGRAM REVIEW

## Addiction Studies

### DEMOGRAPHICS

	2013-14		2014-15		2015-16		2016-17		2017-18	
	N	%	N	%	N	%	N	%	N	%
Male	11	28.9%	21	33.3%	18	30.5%	9	20.5%	18	36.0%
Female	26	68.4%	42	66.7%	41	69.5%	35	79.5%	32	64.0%
Unknown	1	2.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

	2013-14		2014-15		2015-16		2016-17		2017-18	
	N	%	N	%	N	%	N	%	N	%
African American	1	2.6%	2	3.2%	2	3.4%	1	2.3%	3	6.0%
Asian	0	0.0%	1	1.6%	0	0.0%	0	0.0%	1	2.0%
Hispanic	6	15.8%	19	30.2%	17	28.8%	10	22.7%	13	26.0%
Native Amer/Alaska Native	1	2.6%	1	1.6%	1	1.7%	1	2.3%	1	2.0%
White Non-Hispanic	26	68.4%	36	57.1%	36	61.0%	32	72.7%	30	60.0%
Two or more races	3	7.9%	4	6.3%	3	5.1%	0	0.0%	1	2.0%
Unknown	1	2.6%	0	0.0%	0	0.0%	0	0.0%	1	2.0%

	2013-14		2014-15		2015-16		2016-17		2017-18	
	N	%	N	%	N	%	N	%	N	%
Age < 25	7	18.4%	19	30.2%	16	27.1%	12	27.3%	17	34.0%
Age 25 - 49	23	60.5%	34	54.0%	32	54.2%	29	65.9%	29	58.0%
Age 50 +	8	21.1%	10	15.9%	11	18.6%	3	6.8%	4	8.0%

	2013-14		2014-15		2015-16		2016-17		2017-18	
	N	%	N	%	N	%	N	%	N	%
Median Age	35		29		32		32		31	
Youngest	17		17		18		17		17	
Oldest	63		61		86		62		61	

# 2017-18 ANNUAL PROGRAM REVIEW

## Addiction Studies

### COURSE SUCCESS

	2013-14		2014-15		2015-16		2016-17		2017-18	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	18	94.4%	35	80.0%	27	88.9%	12	66.7%	25	84.0%
Female	52	94.2%	61	85.2%	62	85.5%	53	77.4%	41	75.6%
Unknown	2	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

	2013-14		2014-15		2015-16		2016-17		2017-18	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	2	100.0%	2	0.0%	2	100.0%	1	0.0%	3	33.3%
Asian	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1	100.0%
Hispanic	11	72.7%	31	87.1%	27	92.6%	11	72.7%	18	77.8%
Native Amer/Alaska Native	3	100.0%	1	100.0%	2	50.0%	1	0.0%	2	100.0%
White Non-Hispanic	52	96.2%	57	82.5%	55	87.3%	52	78.8%	39	79.5%
Two or more races	3	100.0%	4	100.0%	3	33.3%	0	0.0%	1	100.0%
Unknown	1	100.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%

	2013-14		2014-15		2015-16		2016-17		2017-18	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	12	91.7%	26	73.1%	19	73.7%	18	61.1%	21	71.4%
Age 25 - 49	45	95.6%	53	86.8%	53	90.6%	42	78.6%	42	83.3%
Age 50 +	15	86.7%	17	88.2%	17	88.2%	5	100.0%	3	66.7%

NOTE: Enrollment = duplicated headcount, excluding audits, noncredit, and drops w/ no record.



# 2017-18 ANNUAL PROGRAM REVIEW

## Addiction Studies

### 2017-18 COURSE STATISTICS

<b>ADDICTION STUDIES PRODUCTIVITY* (2017-18):</b>	<b>230.4</b>
<b>% FULL TIME INSTRUCTORS** (2017-18):</b>	<b>0%</b>
<b>% ADJUNCT INSTRUCTORS** (2017-18):</b>	<b>100%</b>

FACE TO FACE		Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
COU-120	Intro to Alcohol & Drug Study	1	0.0%	0%	100%	13.0	13.0	100.0%	100.0%	1.16	52	0.08	208.00
COU-124	Group Leadership & Process	1	0.0%	0%	100%	16.0	15.0	93.8%	93.3%	1.42	64	0.08	256.00
COU-126	Intervention & Referral Techni	1	0.0%	0%	100%	6.0	6.0	100.0%	50.0%	0.53	24	0.08	96.00
<b>Total</b>		<b>3</b>	<b>0.0%</b>	<b>0%</b>	<b>100%</b>	<b>11.7</b>	<b>11.3</b>	<b>97.1%</b>	<b>88.2%</b>	<b>3.11</b>	<b>140</b>	<b>0.25</b>	

DISTANCE EDUCATION		Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
COU-121	Effects of Alcohol & Drugs	1	0.0%	0%	100%	22.0	17.0	77.3%	58.8%	1.96	88	0.08	352.00
COU-125	Counsel Family of Addict	1	0.0%	0%	100%	15.0	15.0	100.0%	80.0%	1.33	60	0.08	240.00
<b>Total</b>		<b>2</b>	<b>0.0%</b>	<b>0%</b>	<b>100%</b>	<b>18.5</b>	<b>16.0</b>	<b>86.5%</b>	<b>68.8%</b>	<b>3.29</b>	<b>148</b>	<b>0.17</b>	

\* Excludes Summer, noncredit, work experience, internship, and cancelled sections

\*\* Excludes summer assignments. Based on instructional workload and the percentage of workload assigned under full-time contracts versus adjunct contracts

\*\*\* Withdrawal and success statistics exclude noncredit classes.

# STUDENT ACHIEVEMENT

## ADDICTION STUDIES (ADD)

### SUMMARY

This report contains data related to student achievement, represented by the number of degrees and certificates awarded by the Addiction Studies Department.

Year	Award Type	Title	# of Awards
2012-13	AA Degree	Addiction Studies	1
<b>2012-13 TOTAL</b>			<b>1</b>
2013-14	Certificate	Addiction Studies	2
<b>2013-14 TOTAL</b>			<b>2</b>
2014-15	AA Degree	Addiction Studies	1
	Certificate	Addiction Studies	3
<b>2014-15 TOTAL</b>			<b>4</b>
2015-16	Certificate	Addiction Studies	1
<b>2015-16 TOTAL</b>			<b>1</b>
2016-17	AA Degree	Addiction Studies	1
	Certificate	Addiction Studies	3
<b>2016-17 TOTAL</b>			<b>4</b>