

State Fair Community College

Associate of Applied Science in Behavioral Health Support

Part I: BHS Program Handbook

Additional Policies and Regulations can be found in the SFCC Course Catalog, MySFCC, and the State Fair Community College official website: www.sfccmo.edu

State Fair Community College does not discriminate based on race, color, national origin, sex, disability, religion, sexual orientation, veteran status, or age in its programs and activities or in employment. The following persons have been designated to handle inquiries regarding the nondiscrimination policy: Director of Human Resources, Hopkins Student Services Center, (660) 596-7484, or Dean of Student and Academic Support Services, Hopkins Student Services Center, (660) 596-7393. The Hopkins Center is located on SFCC's Sedalia campus at 3201 W. 16th St. Sedalia, MO 65301. Inquires also may be directed to the U.S Department of Education, Office of Civil Rights at OCR.KansasCity@ed.gov

Interested persons may obtain information as to the existence and location of services, activities and facilities at State Fair Community College that are accessible to and usable by persons with disabilities by contacting the Access office, Yeater Learning Center, Room 159, SFCC, 3201 W. 16th Street, Sedalia, MO 65301, (660) 530-5832.

May 2023

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Purpose of the Student Handbook

This handbook is designed to serve as a guide for student's understanding of the Behavioral Health Support Program. It outlines those rules and regulations which will govern the program. It also defines the duties and responsibilities of the student.

Nondiscrimination and Student Rights

State Fair Community College does not discriminate on the basis of race, color, national origin, sex, disability, religion, sexual orientation, veteran status, or age in its programs and activities or in employment. The following persons have been designated to handle inquiries regarding the nondiscrimination policy: Director of Human Resources, Hopkins, Student Services Center, (660)596-7484, or Dean of Student and Academic Support Services, Hopkins Student Center, (660)596-7393. The Hopkins Center is located on SFCC's Sedalia campus at 3201 W. 16th St. Sedalia, MO. 65301. Inquires also may be directed to the U.S Department of Education, Office of Civil Rights at OCR.KansasCity@ed.gov. (Approved June 27, 2005) (Revised February 2013)

Students with Disabilities

Students with documented disabilities who are applying for admission to State Fair Community College's Behavioral Health Support Program are welcome according to guidelines of the Americans with Disabilities Act (ADA) of 1990. Reasonable accommodations will be made for students with documented disabilities, who have the abilities to assume the role and meet expected educational outcomes as required for all students seeking the Associate of Applied Science in Behavioral Health Support Program degree. These abilities are outlined in the Essential Abilities for the Behavioral Health Support Program section of this handbook.

Interested persons may obtain information as to the existence and location of services, activities and facilities at State Fair Community College that are accessible to and usable by persons with disabilities by contacting the Disability Resource Office, Yeater Learning Center, Room 159, SFCC, 3201 W. 16th Street, Sedalia, MO 65301, (660) 530-5832.

Special Services Accommodations

The student with a disability who requires accommodations must register with the Disability Resource Office in Yeater Learning Center, Room 159. It is the student's responsibility to initiate the request for services. Students are encouraged to establish documentation and a request for accommodations at least two weeks prior to the first day of the semester.

Students with a disability are responsible for providing documentation from the appropriate medical or psychological professional and should make an intake appointment with the Disability Resource Office. Students are responsible for any charges associated with obtaining documentation. The Disability Resource Office shall have the authority to make the final determination as to reasonable accommodations. Students will be expected to meet the technical standards of the specific programs they are pursuing. After accommodations have been established by the Disability Resource Office, a letter will be presented to the student describing the accommodations that he/she qualifies to receive for each class in which he/she is enrolled that semester. A confidential letter will also be presented to the instructor describing the accommodations for which the student qualifies for that class. However, the letter will not contain any specific disability.

Behavioral Health Support Program Important Phone Numbers and Email Addresses

| | | |
|---|--|------------------------------|
| Allison Brosch Dean of Health Sciences | abrosch@sfccmo.edu | 660.596.7228 Fielding 263 |
| Deanna L. Barklage, MSW Program Director/Instructor | dbarklage1@sfccmo.edu | 660.596.7355 Fielding 248 |
| Jessica Fairfax Program Navigator | jfairfax3@sfccmo.edu | 660.596.7231 Fielding 252 |
| Stefani Eads Administrative Assistant | seads2@sfccmo.edu | 660.596.7434 Fielding 246 |
| Student Success Center | success@sfccmo.edu | 660.530.5831 |
| Financial Aid | finaid@sfccmo.edu | 660.530.5834 |
| Campus Store | campusstore@sfccmo.edu www.sfccbooks.com | 660.530.5840 |

Accreditation Status

The Behavioral Health Support program is accredited by the Higher Learning Commission and is provisionally designated by the Missouri Department of Mental Health in partnership with the Missouri Behavioral Health Council (MBHC).

HLC

Higher Learning Commission
230 South LaSalle Street,
Suite 7-500
Chicago, Illinois 60604-1411
Phone: 800.621.7440 or
312.263.0456
<http://ncahlc.org>
info@hlcommission.org

State of Missouri

Dept of Mental Health
Div of Behavioral Health
1706 E Elm Street
Jefferson City MO 65102
(573) 751-4122
<https://dmh.mo.gov/behavioral-health>

MBHC

Missouri Behavioral Health
Council
Kathy Carter Building
221 Metro Drive
Jefferson City, MO 65109
(573) 634-4626
<https://www.mobhc.org>

Contacting Program Faculty

Students are encouraged to contact instructors by the following methods:

- *E-mail instructor via SFCC email or Canvas.
- *Call an instructor's office phone.
- *By appointment to meet with the instructor.
- *Please do not contact instructors through social media.
- *You may text or call an instructor's cell phone in an emergency situation.

Program Description

The Associate of Applied Science in Behavioral Health Support (BHS) program will provide students with the education and skills needed to work in a variety of behavioral health or substance abuse support roles. Students will train for entry-level positions such as care coordinators, community support specialists, and case managers. Upon completion of the program, students will have the required skills to provide quality case management in a variety of settings to clients in need of guidance and support. Students will be able to properly complete client documentation from intake to discharge including appropriate assessments, safety plans, treatment plans, and discharge summaries. They will be able to identify and utilize case-management treatment modalities for clients in the areas of behavioral health, substance abuse disorders, and chronic health, and family and youth issues. Students will be qualified to work with other behavioral health and medical professionals as part of a treatment team. Finally, students will know how to work within their own competency to provide services to those in need by valuing the dignity and worth of each client and recognizing the importance of the human relationship. Graduates will be prepared to begin working immediately in state, county, and local human service agencies, substance abuse treatment programs, rehabilitation centers, correction facilities, retirement facilities and schools along with various other human service agencies. Prospective students will need to complete an application and pass drug and background checks.

Program Mission Statement

The Associate of Applied Science in Behavioral Health Support (BHS) program will provide students with the education and skills needed to accommodate diverse client populations with competent services in a variety of behavioral health and substance abuse support roles.

Program Vision

State Fair Community College Behavioral Health Support program will provide Missouri communities with professional, compassionate, and competent team members who will go on to become leaders in their field.

Program Goals and Outcomes

Upon completion of the program, SFCC students will:

- Provide quality case management to clients in a variety of settings by identifying barriers to success, recognizing needed resources and providing ongoing support.
- Properly complete client documentation from intake to discharge including appropriate assessments, safety plans, treatment plans, and discharge summaries.
- Identify and utilize case-management treatment modalities for clients in the areas of behavioral health, substance abuse disorders, chronic health, and family and youth issues.
- Utilize strong communication skills to ensure client needs are met and to advocate for the client as part of the treatment team collaboration.
- Provide clients with effective crisis intervention.
- Competently work with other professionals as part of a collaborative team.

- Know how to work within their own competency to provide services to those in need remembering to value the dignity and worth of each individual and recognizing the importance of the human relationship.

BHS Program Essential Abilities

| Ability | Standard | Examples of Necessary Activities |
|----------------------|--|--|
| Mobility | Ability to sit, stand or move as long as necessary to complete assessments, or required documentation and intervention. | <ul style="list-style-type: none"> • Sit with clients to complete intake assessments. • Move with adults and children as needed for appointments. • Be able to get up and down off the floor if needed while working with children. |
| Fine Motor Skills | Fine motor abilities sufficient to provide safe and effective patient care in a timely fashion. | <ul style="list-style-type: none"> • Use computers to input case information. • Write legibly so that others can read notes. |
| Hearing | Auditory ability sufficient to understand clients during assessment communication and to determine safety during crisis intervention. | <ul style="list-style-type: none"> • Have the ability to hear client's communication of distress. • Recognize inflection and tone and have the ability to determine client intent. • Be able to listen to understand client's situation, and needs. |
| Visual | Sufficient observation skills necessary for safe client care. | <ul style="list-style-type: none"> • Detect and respond independently to warning signals from team members and/or clients of impending danger or emergency, i.e. a change in an individual's physical communication of distress. |
| Critical Thinking | Critical thinking sufficient for clinical judgment | <ul style="list-style-type: none"> • Interpret and carry out written and verbal communication sometimes in stressful situations. • Identify cause & effect relationship to develop appropriate and safe intervention strategies. |
| Interpersonal Skills | Interpersonal abilities sufficient to interact with clients, families, groups, team members from a variety of social, emotional, cultural, and intellectual backgrounds. | <ul style="list-style-type: none"> • Establish rapport and maintain professional boundaries; contribute to a calm, therapeutic environment. • Motivate and engage clients in treatment. • Ability to resolve conflict and to respond to feedback in a professional manner. • Ability to work effectively and efficiently as a team member utilizing interpersonal skills in an intra professional setting. |
| Communication | Communication abilities for interaction with others orally and in writing. | <ul style="list-style-type: none"> • Clearly and accurately, present information to team members, clients and families. • Instruct client and/or family regarding treatment modalities and goals. |

| | | |
|--|--|--|
| | | <ul style="list-style-type: none"> • Accurately document client progress notes, reports according to facility guidelines and standards. |
|--|--|--|

BHS Program Policies

Professional Behavior Expectation

Professional behavior is expected at all times. This means:

- Always treat people with respect.
- Stand up for personal and professional ethical standards.
- Be honest; do not participate in gossip and rumor
- Strive to be excellent. Learn from mistakes and do better.
- Behavior should coincide with values and beliefs.
- Communicate by inviting ideas, opinions, and feedback from others. This is how you grow.
- Take responsibility for your own actions.
- Work in collaboration with others for the benefit of clients.
- Everyone makes mistakes; give people a fair chance and offer grace.
- Keep knowledge and skills up to date. Be a lifelong learner.
- Be active at local, state, and national levels; always advocate for the disadvantaged.

Student Conduct

SFCC expects students to conduct themselves in an appropriate, ethical, and legal manner at all times.

Students are also prohibited from engaging in any form of sexual harassment or sexual misconduct.

Please refer to the Student Conduct Policy for additional information. <https://www.sfccmo.edu/offices-services/safety-security/policies-regulations/>

Interpersonal Expectations

Disagreement and discussion are a productive part of higher education and are to be expected. There are appropriate and productive ways to handle disagreements and concerns. Remember: question or complain in private; praise in public.

- Talk with your professor or classmate in a positive, professional way
- State what your concern is and how you feel about it
- Discuss the issue and hear each other's side of it
- If you are not able to resolve a disagreement or concern with your instructor, you may contact the BHS Program Director
- Be positive and optimistic

Educational Conduct Evaluation

An educational conduct evaluation may be conducted at any time while a student is enrolled at SFCC with a declared health science or pre-health science major, or when an application has been submitted to a health science program.

The student's educational conduct records will be reviewed in the internal reporting system. If conduct is identified which may make the student unsuitable for the health care profession or the health care educational environment, the concern will be brought before the Health-Science Student Conduct Committee. The committee will review the student's records and determine the student's eligibility to

enroll in the SFCC Health Science program. A student who is found responsible for conduct including but not limited to the behaviors listed below may be disqualified from enrolling in a health science program.

- Academic dishonesty
- Threats against teachers or fellow students
- Intimidating behavior
- Obstructive or disruptive conduct
- Bullying or harassment
- Disrespect for property of others
- Conduct that interferes with the academic environment
- Possession of banned items or substances on campus
- Other items listed in the SFCC student code of conduct (Reg. 2610)

If a potentially disqualifying concern is identified the student will be informed via SFCC e-mail and will have the opportunity to appear before the committee. If the student does not respond to communication within 10 business days or is unwilling to appear before the committee the committee may decide in their absence. If the committee determines that the student is ineligible due to conduct unsuitable for the health care profession or health care educational environment the student will be informed of the committee's decision in writing via their SFCC student e-mail.

The student will then have up to 10 business days to appeal the committee's decision by submitting a written request of appeal. Initial appeals will be heard by the Health Science Dean. If the appeal is denied the Dean will inform the student in writing via SFCC e-mail.

Health Science Student Conduct Committee

The Health Science Student Conduct Committee will consist of three or more full-time SFCC Health Science employees with representation from at least three Health Science specialty areas. The committee will be convened as needed to review student conduct records which may make a student unsuitable for the health care profession.

SFCC Health Sciences Background Check Policy

The Joint Commission on Accreditation of Healthcare Organization (JCAHO), which accredits healthcare facilities across the country, enforced background screening September 2004 and has set requirements mandating that students in a healthcare field must now complete the same background check as hospital employees.

As required by clinical facilities contracted by State Fair Community College, all Health Science program students that are enrolled in a clinical course must submit to a criminal background check from the state or states in which they have resided over the past year.

Students are responsible for the payment of their background investigation, and Castle Branch must conduct the investigation.

All background checks will be evaluated according to the exclusionary criteria of the contracted clinical facilities. Failure to complete a background check will prohibit student from participating in clinical education and admission to all State Fair Community College Health Science programs.

Students with criminal histories who desire licensure or registration in Health Science Professions are urged to consult the laws governing licensure or certification in the state they intend to license/certify prior to application to the respective health science program.

The following searches are required for students attending facilities for clinical through State Fair Community College:

1. Missouri Statewide Criminal History Record Search
2. Federal Criminal History Record Search
3. Social Security Number Trace (residential history, state and date issued)
4. National Sex Offender Registry
5. Office of Inspector General Sanction Report
6. General Services Administration
7. Missouri Department of Social Services Request for Child Abuse or Neglect
8. Senior Care Registry (EDL)
9. Family Care Registry
10. Residential History Search
11. U.S. Treasury Department Office of Foreign Asset Control List of Specially Designation Nations

A United States social security number is required to initiate the Family Care Registry check. Students without a United States social security number should contact the Designated School Official (DSO) through the SFCC Student Services office for additional information.

Individuals unable to complete all required background checks or those with exclusionary criteria will be prohibited from participating in clinical education and admission to all State Fair Community College Health Science programs. Individuals who have been convicted of felonies and/or misdemeanors are encouraged to contact the program director prior to program application.

Missouri Department of Health & Senior Services-Family Care Safety Registry

Missouri's Family Care Safety Registry (FCSR) was established by law to promote family and community safety. The registry helps to protect children, seniors, and people with disabilities by providing background information. This service is intended to provide information to help families and employers make informed decisions when hiring employees to work with children, the elderly, and people with disabilities. All BHS student must complete this registry.

Students can register online: <https://health.mo.gov/safety/fcsr/pdf/registrationinstructions.pdf> or by mail.

See <https://health.mo.gov/safety/fcsr/forms.php> for further instruction.

Castle Branch

State Fair Community College Health Science programs utilize Castle Branch for background screening, immunization record and document tracking for students. Upon acceptance to the Behavioral Health Support Program, all students will access www.castlebranch.com and order the appropriate package code. It is the student's responsibility to order through Castle Branch and to upload immunization records and other documents as requested. Students should check their myCB (Castle Branch) account and student e-mail for alerts if information is needed to process the order and reminders as requirements approach their due dates.

SFCC faculty will have access to view students' records and compliance status from a separate Castle Branch portal. Students will have unlimited, lifetime access to their accounts.

Substance Abuse/Drug Testing Policy for Health Science Programs

Students will be subject to drug testing per the SFCC Health Science policy on a scheduled, random, or for reasonable suspicion basis. A copy was provided to each student at the beginning of the program. Please reference to the policy for further information.

Health Science Communicable Disease and Immunization Policy

Individuals who choose to undertake training for a health science profession should be aware of the risks associated with health care training and professional practice. Healthcare students and professionals utilize standard precautions to reduce the risk of infectious disease exposure, however, these measures do not eliminate the risk that a student or healthcare provider may become infected.

During healthcare training in the lab and clinic setting, students will come into close contact with their instructors, classmates, and patients. With this in mind, students should make informed choices regarding their education and career.

Please review all CDC and WHO links provided below to ensure you are well informed regarding the risks associated with healthcare and with the preventative measures used to mitigate these risks. If you have concerns about your personal risk level, you should contact your healthcare provider.

CDC: Workplace Safety and Health Topics: Health Care workers

<https://www.cdc.gov/niosh/topics/healthcare/default.html>

CDC: Infection Control: Standard Precautions for All Patient Care

<https://www.cdc.gov/infectioncontrol/basics/standard-precautions.html>

CDC: Sequence for Putting on PPE and Safe PPE Removal

<https://www.cdc.gov/hai/pdfs/ppe/ppe-sequence.pdf>

Upon acceptance to State Fair Community College Health Science programs, students are required to provide proof of immunization against a variety of diseases. Proof includes evidence of vaccination on an official record, school records, or positive titer results. Students must submit proof of immunization using the Medical Document Manager through their CastleBranch account **IF** your program requires it. Students not meeting immunization requirements or not receiving an approved exemption from the clinical site will be prohibited from participating in clinical education and, therefore, will be dismissed from the program. The SFCC immunization policy for Health Science students is determined by the requirements and standards of our clinical partners. The immunization policy applies equally to all students regardless of their specific clinical placement. Should clinical site requirements change, students will be required to meet the standard or will be prohibited from participating in clinical education.

Students should have received most of these immunizations during childhood, but some immunizations need to be more recent. These immunizations and tests may be obtained for a nominal fee at local county health departments.

The required immunizations include:

- COVID-19 Vaccine
 - Verification of immunization series completion and boosters as required by clinic sites
 - Series of 2 doses of monovalent Moderna or Pfizer **OR**
 - Doses at least 3 weeks apart
 - As of 5/6/23 vaccine is no longer available
 - Single dose of monovalent Johnson and Johnson **OR**
 - As of 5/6/23 vaccine is no longer available
 - Single dose of bivalent Moderna or Pfizer
- Measles, Mumps & Rubella (MMR) Vaccine
 - Laboratory evidence of immunity
 - Laboratory confirmation of rubella, mumps or measles disease OR
 - Birth before 1957 does not require immunization
 - Evidence of NO measles immunity need two doses of MMR vaccine, with the second dose administered no earlier than 28 days after the first dose.
- Varicella (Chickenpox) Vaccine
 - Laboratory evidence of immunity OR
 - Document of vaccination with 2 doses of varicella vaccine
 - 2 vaccines at least 28 days apart
- Influenza (Seasonal Flu) Vaccine
 - Verification of annual flu vaccine (fall)
- Hepatitis B
 - Laboratory confirmation of Hepatitis B immunity OR
 - Series of 3 doses of Engerix B or Recombivax HB over a 6-month period OR
 - Series needs to be started prior to beginning program of study and the remainder can be completed after program entry
 - Series of 2 doses of Heplisav-B
 - 2 doses at least 4 weeks apart
- Diphtheria, Tetanus & Pertussis Vaccine
 - Documentation of having received a booster within the last 10 years
- Tuberculosis
 - If no TB test completed in the last 12 months, must have a QFT, T-Spot, or a 2-step PPD
 - The 2-step Tuberculin Skin Test (PPD) is 2 tuberculin skin tests completed within 1-3 weeks of each other
 - Step 1 – Tuberculin Skin Test and result read within 2-3 days
 - Step 2 - Tuberculin Skin Test 1-3 weeks after step 1 and result read within 2-3 days.
 - If the student has had annual TB skin tests (PPD, QFT, or T-Spot) for the past 2 consecutive years or more, with no gap greater than 12 months between each test, evidence of the 2 prior TB tests must be submitted.
 - TB test (1 step) is required annually (PPD, QFT, or T-Spot)

- Students with a positive TB skin test (PPD, QFT, or T-Spot) must provide evidence of having a positive TB test, and submit a negative chest x-ray report and negative TB questionnaire. A negative TB questionnaire is required annually.
 - Evidence of a positive TB skin test must be documented by one of the following:
 - Chest x-ray report indicating positive TB skin test as the reason for the exam OR
 - Official TB skin test record indicating a positive result
 - If unable to provide evidence of a positive TB skin test, the student must repeat a PPD, QFT, or T-Spot to provide documentation of a positive result

Students with approved immunization exemptions must abide by clinical facility mandates such as PPE or communicable disease testing on a regular basis (possibly at the student's expense).

Students must maintain current immunization records for the duration of the health science program and throughout the course remediation period.

(Updated 6.28.23)

Admission Process

Special admission application will apply. Students will need to have completed the program specific courses with a cumulative grade point average of 2.75 or higher and no required general education courses with a grade lower than a C. A 2.75 GPA total is required for all prerequisites and required general education courses. The above grades are a minimum requirement. GPA is checked at the end of the spring semester of the school year in which the student is applying. If two grades exist for a required course on the transcript the higher of the two grades will be used for the GPA computation. The GPA will be figured to the one hundredth position, such as 3.45 or 2.54, and not rounded beyond that point; for example, a 2.46 will not be rounded to 2.5.

Academic Requirements

| A.A.S Behavioral Health Support Program | | | | | |
|---|---|---|---|--|-----------------------|
| Year 1 32 Credit Hours | Pre-Requisites | | | | 64 Credit Hours |
| | Mathematical Sciences (3cr) | MATH 112 Intermediate Algebra | MATH 114 Pre-calculus Algebra | MATH 119 Statistical Reasoning (recommended) | |
| | Written Communication (6cr) | ENG 101 English Comp I | ENG 102 English Comp II | | |
| | Oral Communication (3cr) | COMM 101 Public Speaking | | | |
| | Civics (3cr) | HIST 101 US History before 1877 | HIST 102 US History since 1877 or | POLS 101 American/National Government | |
| | Social and Behavioral Science (9cr) | PSY 101 General Psychology | PSY 210 Lifespan Development | PSY 220 Abnormal Psychology | |
| | Program Specific Courses (3cr) | SOC 103 Introduction to Social Work | CJ 102 Introduction to Criminal Justice | | |
| | Behavioral Health Support (2cr) | BHS 200 Intro to Behavioral Health | | | |
| Computer Applications (3cr) | CAPP 125 Microcomputer Application | | | | |
| Year 2 32 Credit Hours | A.A.S Behavioral Health Support Program Courses | | | | |
| | Semester One | | Semester Two | | |
| | BHS 210 Law and Ethics | BHS 220 Systems of Care | BHS 250 Chronic Health Care Support | BHS 260 Family and Youth Strategies | |
| | BHS 230 Substance Abuse Intervention | BHS 240 Client Interactions I: Interviewing and Assessments | BHS 270 Client Interactions II: Crisis Intervention and Conflict Resolution | BHS 280 Skills Based Case Management | |
| | BHS 290 Field Practicum I | | BHS 290 Field Practicum II | | |

- Students will be required to take the TEAS test as part of the application.
- The application process will also require an essay.

Program Courses

In order to continue in the program, **students must maintain a B in all BHS classes**. Students at any level must successfully complete each course with a B or higher in order to advance to the next course. If a student does not earn a B in any one course they will be dismissed from the program. Students dismissed from the program due to an unacceptable course grade are eligible to conference with the program coordinator regarding reapplication.

Due to the workload necessary during this program, **BHS Students are NOT permitted to be enrolled in any additional/outside courses** while enrolled in the BHS Program unless previously discussed, arranged, and approved by the BHS Program Director.

Grading Scale

A final classroom grade below “B” will be reason for dismissal from the program.

The final classroom grade will be determined by an accumulation of points for competency assessments, quizzes, and assignments. Final classroom grades for each course are based on the following grading scale:

- A = 90.0 – 100
- B = 80.0 – 89.9
- C = 70.0 – 79.9
- D = 60.0 – 69.9
- F = 59.9 and below

Student Success

Students who feel they need academic assistance in a class should talk with the instructor. Instructors may provide individual assistance, help students develop study groups, arrange for formal tutoring, or recommend other student success initiatives as indicated. Faculty tutoring will be scheduled and students may attend as desired unless required as a part of remediation.

Technology Requirements

Students will be required to utilize a personal laptop to complete in-class and out of class quizzes and exams. No iPads or tablets will be permitted for computer-based exams. Laptop must meet the requirements listed in the Minimum Systems Requirements description on the website listed below.

- You may need Adobe Reader and Flash Plug-in as well. These can be easily downloaded from the web at www.adobe.com/downloads/.
- Some configuration options for Internet Explorer might make some features of the online learning management system difficult to use therefore, it is recommended that students use Chrome or Firefox.
- A word-based software program is recommended to open and download course materials. SFCC students must have Microsoft Office available for use. A free download of Microsoft Office is available through their student email account. Instructions are available at <https://www.sfccmo.edu/its-knowledge-base/office-365/> All written assignments submitted via the online learning management system must be in Microsoft Word (*.doc or *.docx) or Rich Text Format (*.rtf) or in a format approved by the course instructor. The learning management system will display a copy of the attached file for review once it is submitted. It is the student's responsibility to double-check the attachment to ensure that it is the correct file. Resubmission for credit related to technology issues will be considered by the course instructor on a case-by-case basis.

SFCC Help Desk provides technical support 24/7 for students enrolled in SFCC courses. Call extension 7711 (on campus) or toll free at (866) 295-3070 (off campus) for technical support.

Assignments, Quizzes & Exams (Outside of Scheduled Class Time)

Quizzes and exams that are given online and un-proctored will have date and time limitations for when the exam will be available. Exams will automatically be submitted at the end of the time limit indicated whether or not the student has answered every question. Each quiz or exam may be submitted one time only.

Online assignments, quizzes and exams assigned to be completed outside of the classroom, must be taken during the time frame allotted. Online assignment submission deadlines will not be extended related to campus closure (i.e. snow day or other weather-related closure).

If technology issues occur, you must notify your instructor by email or phone before the due date. Having the exam or quiz reset will not be an option if the instructor was not contacted prior to the time the assignment is due. Evidence of technology issue may be requested. A high-speed connection is

recommended, but not absolutely necessary. If you have dial-up at home, you can usually find access to high speed internet at your local library or school.

Testing Policies (During Scheduled Class Time)

The following rules and guidelines are in place in an effort to ensure that students have efficient, fair and positive experiences on exam days.

- All students must be in their testing space and ready to start by the designated exam time.
- Students who are not present at the start of the exam will be considered late and will be required to take a make-up exam.
- Students are not permitted to have anything open on their laptops except the testing software.
- If technology issues occur and cannot be resolved through the ExamSoft customer service or with instructor assistance, a loaner computer may be requested to be used during exam. If the student is using a loaner computer but has already downloaded the exam on another device, the student must notify the instructor to request a second download of the exam.
- All laptops must be fully charged when arriving to exam. Plug-ins will not be provided.
- It is the student's responsibility to ensure all parts of each question are answered prior to advancing to the next question. Once a student navigates away from an exam question in ExamSoft the student will not be given additional opportunities to complete the question(s) and the associated exam points for the unanswered question(s) will be forfeited.
- Students experiencing technology issues during an exam should immediately notify the exam proctor or course instructor. The instructor will subsequently investigate the cause of the issue and provide the student an opportunity to complete the question(s) or an alternate question(s) if the investigation reveals the issue to be out of the student's control.
- All exams are timed and will be automatically submitted at the end of the time limit indicated, regardless of whether the student has answered every question. Time allowed on exam is provided in the exam instructions.
- Students may only have the following items on their desk: Online exam: laptop, ear plugs and two pencils. Additional items are only allowed in the testing space with instructor/proctor approval.
- No food or drink will be allowed on desk during the exam.
- All personal items including purses, wallet, backpacks, coats, jackets, hats, sunglasses, must be clear of the testing space.
- Hats, earbuds and headphones are not to be worn during exams.
- Additional electronic devices are not allowed: iPad, Pods/music players, tablets, smart watches, MP3 players, fitness bands, jump drives, photographic devices, timers, cameras, or any other electronic devices.
- Personal items may not be accessed until exam has been submitted.
- Cell phones are strictly prohibited and must be turned off and be clear of the testing space. If a student is discovered with a cell phone on your person or at your testing station, he/she will receive a zero for that assessment.
- You are not allowed to communicate with anyone during the exam. If you have a question or a problem, notify the instructor. The instructor will not answer questions concerning the content of the exam.
- Leaving testing space during an exam is not permitted except in extenuating circumstances. If extenuating circumstances exist, you must notify your instructor prior to leaving the testing space.

- You may not access your personal belongings during the exam.
- If you have documented disabilities, you may be entitled to testing accommodations. Students must contact the Access office and provide documentation prior to a scheduled examination. For more information visit <https://www.sfccmo.edu/offices-services/disability-services/>.
 - After accommodations are established by the Access Office, you are encouraged to email the respective faculty member for each BHS course you wish to initiate your accommodations. The email should include the name of the course and approved accommodations you are requesting to initiate.
- Additional testing policies may be required by a specific instructor and will be provided with exam instructions.

Attendance

General SFCC Attendance Policy: See mySFCC Regulation 2310

Class attendance is essential for student success and students are expected to attend all class sessions and report punctually. Failure to attend a class may result in poor or inadequate performance. The classes and practicum are structured to ensure the student has the knowledge and skill base necessary. Absences may compromise student success.

Students absent from class may contact the course instructor at least one hour prior to absence to request access to the class session. If contacted at least 1 hour prior to the scheduled class, the instructor will notify the student if access will be provided to attend class via web conference, if a recording of the class session will be made available, or if the student should obtain class information in another format. Web conferenced class attendance or a class recording may be available at the instructor's discretion. If instructor is not contacted at least one hour prior to class start time, or if limited bandwidth prevents access or if technology is unavailable then access to class content will not be provided. Any in class activity or participation points given on a class day may be forfeited if the student is not in attendance. Opportunities to earn in-class activity or participating points will be communicated to the student by the instructor.

Extended absence is defined by absence from all classes/practicum for greater than 3 consecutive class/practicum days. Students who provide appropriate documentation of need for extended absence will be allowed to take quizzes remotely during scheduled class time or make up quizzes at a later date either remotely or upon return to campus. Students may be eligible to participate in quizzes beginning on the day documentation is received and may be eligible to make up previously missed quizzes occurring during extended absence. An alternate quiz may be given. Once program director receives and approves submitted extended absence documentation, students must communicate with instructor(s) regarding the extended absence to plan for remote proctoring at the original time of scheduled quiz or to schedule make-up times for missed quizzes (either remote or upon return to campus). If not taken at the scheduled time, the student will forfeit the quiz points unless documentation is provided to the program director from a healthcare entity indicating need for student to be absent for an extended period of time.

Arriving to class after a quiz has begun will result in a zero for the quiz. Any assignments due may be submitted ahead of time for points, but will not be credited (meaning the student receives a zero) when submitted late. **Late** is defined as any assignment turned in after the start of the class or otherwise specified on the course schedule available on the Learning Management System. (Example: If class starts at 8:00 am and assignment is to be submitted in class, the assignment would be considered late at 8:01 a.m. If the assignment is to be submitted in a drop box in Canvas at 8:00 am, the assignment would be considered late if uploaded at 8:01 am.).

If absent for a competency assessment, the student is expected to contact the instructor by email at least 24 hours prior to exams scheduled on Tuesday-Friday or on Friday for exams scheduled on Monday to request approval to take the exam at the scheduled time using remote proctoring software. Documentation related to the absence may be requested. If the student contacts the instructor in less than 24 hours prior to exams scheduled on Tuesday-Friday or on Friday for exams scheduled on Monday and/or is unable to complete exam at the scheduled time, student must arrange for make-up assessment and five percent of the possible points on the make-up assessment will be deducted from their grade. This applies to absences for any reason other than to attend a funeral for the death of any member of the immediate family (mother, father, grandparent, brother, sister, son, daughter, spouse, or the same relationships to spouse, grandchild, son-in-law, daughter-in-law, or persons for whom the student has guardianship), student hospitalization, or jury duty. Documentation related to the absence must be submitted to the appropriate instructor(s) the day the student returns to school to be considered excused. Documentation of bereavement leave can include a copy of the obituary, death certificate, program from funeral/service, or signed letter of funeral service from the funeral home. Students absent due to jury duty must provide the appropriate instructor(s) a copy of their jury summons or subpoena.

Students absent from class for pre-approved BHS program-related activities will be excused and allowed to make up exams and quizzes without point deduction. An alternate assessment may be given. Students must communicate with instructor prior to the excused absence to plan make-up times for missed assessments and to request the class session be recorded.

All make-up assessments must be completed at the scheduled "make-up" time, which may be on the day the student returns to school. Scheduled make-up assessment times will be determined by the instructor. If the student does not take the make-up assessment at the time the instructor has arranged, an additional 5 percent will be deducted from the number of points possible. The instructor has the prerogative of giving an alternate competency assessment as a make-up.

Program Grievance Policy

All grievances dealing with academic issues, including grade or grading appeals, complaints about instructors or instructional staff, academic policy and procedures, including participation in class/clinics and academic honesty, disciplinary matters related to classroom/clinical behavior and other issues involving credit classes, should be resolved using the following grievance procedure.

- Step 1. Discuss the grievance informally with the appropriate faculty member within 5 days of occurrence.
- Step 2. If unresolved, discuss the grievance informally with the Behavioral Health Support Program Coordinator within 2 working days after discussing occurrence with appropriate faculty member.
- Step 3. If unresolved, present the grievance formally, in writing, to the Behavioral Health Support Program Coordinator within 2 working days after discussing occurrence with the Director.
- Step 4. The Program Coordinator will address the student's concerns and provide the student results in writing within 2 days.
- Step 5. If still unresolved, present the concerns in writing to the Dean of Health Science within 2 days of receiving the Program Coordinator's decision. Results of the Dean's decision will be given to the student in writing within 5 working days following the meeting.
- Step 6. The academic grievance, if still unresolved, will follow the State Fair Community College formal academic grievance policy outlined on MySFCC.

Email and Printing

Check SFCC email and Canvas course shell announcements associated with each course a minimum of 3 times a week. It is highly suggested you check your Canvas course shells and SFCC email daily to ensure you are aware of the most current information being distributed. Each course instructor may post items in the Canvas course shell that will need to be printed. Each student is expected to have money on his/her student account to cover this expense or to use a personal printer.

Inclement Weather Policy

It is the policy of the Behavioral Health Support program to ensure the safety of its students, adequate clinical supervision, and appropriate professionalism. Inclement weather is any weather that has the probability of interfering with the student's ability to arrive safely at class or clinicals. In the event of inclement weather, the student should make the determination of the prudence of travel. Students will only be excused from practicum for inclement weather when the main Sedalia campus is closed.

Students wishing to delay arrival at the practicum site until road conditions improve should contact both the Field Instructor and the Practicum Coordinator prior to scheduled arrive time. Students who delay arrival or do not attend practicum at all will have the time deducted from their personal time. In accordance with the policy on practicum participation, the student is expected to notify both the Field Instructor and the Practicum Coordinator of the absence prior to the start of the practicum day.

Student Success Navigator

Each SFCC student is assigned a personal navigator to work with in preparing a successful educational journey, staying on course and dealing with issues that could cause detours along the way. The Behavioral Health Support Student Success Navigator is Jessica Fairfax. Her email is jfairfax3@sfccmo.edu and she can be reached by phone at 660-596-7231. She is located in Fielding 252. Student Success Navigators will assist students at all SFCC campuses in creating and maintaining educational plans, enrolling in classes, financial aid assistance, and dealing with life issues that interfere with students' abilities to complete their education. Your navigator is your "personal guide to success" while at SFCC!

Student Advisement

Students should meet with the Navigator on a regular basis to ensure a successful educational journey. The Navigator will assist you in creating and maintaining educational plans.

Each student will be assigned to a BHS faculty member for mentoring. It is required that you meet with your mentor a minimum of once each semester. Advisement should include but is not limited to:

- Providing accurate information about institutional policies, procedures, resources, and programs.
- Assisting students in understanding the nature and purpose of higher education and the value of a general education.
- Assisting students in their consideration of life goals by relating interests, skills, abilities, and values to careers and the world of work.
- Assisting students in developing an educational plan consistent with life goals and objectives (alternative courses of action, alternative career considerations, and selection of course).
- Assisting students in evaluation or reevaluation of progress toward established goals and educational plans.
- Assisting students in self-understanding and self-acceptance.
- Making referrals to other institutional or community support services.

Withdrawal from Program

Students desiring to withdraw from the program must contact the Program Coordinator and submit a written statement giving reason for withdrawal at the time of notification.

Students desiring to withdraw from school must contact the Student Services Office and submit a written statement giving reason for withdrawal within seven (7) calendar days of last day's attendance.

Refund of Tuition and Fees

For students who receive financial aid, tuition and fees will be refunded according to the requirements of the Higher Educational Act Technical Amendments of 1992.

SFCC has adopted the Federal standard refund policy for Title IV recipients who withdraw, are expelled, or stop attending all courses in which they are enrolled during the first 50% of an instructional semester or session. For non-Title IV recipients, the SFCC institutional refund policy will apply.

To withdraw from classes entirely, students will need to complete the Student Withdrawal form in **mySFCC>> Enroll>> I need to... > Withdraw from all classes.**

Students will not be permitted to withdraw from their last class or withdraw from all classes without completing this form. A hold on your account will not prevent you from submitting this request.

IMPORTANT: Notifying your instructor that you wish to drop and/or are no longer attending class is not enough to officially drop the course.

If you do not officially drop by the date published on the Academic Dates and Deadlines, you will most likely receive a grade of F for the course.

Guidelines for Granting Drop & Readmission

A drop - readmission will only be considered for a student with unusual circumstances, requiring student to withdraw from school. The student must have:

- completed a minimum of one semester of the program
- an overall grade average of B or above

- requested leave of absence prior to the first day of the semester following program withdrawal.

- verified facts pertaining to the request for leave and presented them to the Program Director. Readmission is conditional. In the event that readmission of a student would cause the school to exceed the enrollment caps by one student, the student may be admitted provided that the Director of the Behavioral Health Support Program feels that the student will not overload the faculty or facilities. Absence shall be for no longer than one year. Any new textbooks must be purchased. Student must abide by rules and regulations as set forth in current student handbook.

Probation Policy

Probation is a formal warning to the student concerning their performance in a particular area. At the time the student is placed on probation, an improvement plan will be developed and the probationary period set. Students may be placed on probation for the following reasons:

1. Academic - Any subject with a grade below a "C", counseling will occur at the first signs of academic difficulties. Faculty will place "flags" in Starfish when students are failing exams or showing signs of academic difficulty. Students failing any class during the first year of the program, will be dismissed from the program. Exceptions may be made for second year students at the discretion of the Program Director.

2. Practicum - Any grade of 85% or below on a Monthly Performance Evaluation by the Clinical Instructor or the Clinical Coordinator will be formally counseled and placed on a Performance Plan by the Clinical Coordinator. An additional grade of 85% or below will mandate the student appear before the Review Board to determine continuance in the program and course of action.

3. Practicum Participation - Probation will be issued when the student has missed the maximum amount of non-participation from their clinical assignment. When a student does not participate in their clinical assignment in excess of the given 80 hours the student must appear before the Review Board, if they would like to remain in the Behavioral Health Support Program. If the student fails to appear before this board on the scheduled time, automatic dismissal will result.

4. Behavioral - Poor attitude, poor interpersonal relationships, hygiene, lack of initiative, academic dishonesty, sleeping in class, etc. Counseling will occur at the first signs of behavioral difficulties and a plan of action will be developed. Students failing to meet the requirements set forth in the plan of action must appear before the Review Board to determine continuance in the program.

5. Essential Qualifications – Student regularly fails to meet the Essential Qualifications for the Behavioral Health Support Program. Counseling will occur at the first signs of difficulties and a plan of action will be developed. Students failing to meet the requirements set forth in the plan of action must appear before the Review Board to determine continuance in the program.

At the close of the stated probationary period, the student's progress will be re-evaluated by the Practicum

Coordinator and Program Director. At that time, the student will be removed from probation or required to appear before the Review Board.

Review Board Policy

The Review Board shall meet to consider appeal regarding program dismissal pursuant to academic, clinical, class/clinic participation, behavioral, or Essential Qualifications policies. The board shall include, but is not limited to the following: a member of SFCC administration, the Program Director of Behavioral Health Support, the Practicum Coordinator of Behavioral Health Support, a class representative, and a program advisory board member. Other persons may be designated by the Program Director to serve on the Review Board as deemed appropriate. The board will consider all the facts under the circumstances of each case in deciding whether to grant or deny the relief requested. The Review Board will meet as required.

Procedure for Review Board

1. Student shall present case (15 minutes allotted).
2. Questions and clarification entertained from board members (15 minutes allotted).
3. At this time, the student is dismissed from meeting with date and time to meet with board chairperson, in regards to decision of board.
4. Board discusses appeal and makes decision regarding request. Board chairperson will issue in writing the decision of the board.

If the student is not in agreement with the final decision of the board, student is referred to the Program Grievance Process outlined in this handbook. All information discussed within the Review Board meeting is confidential.

Classroom Expectations

- Students are expected to show up to each class on-time.
- Students are expected to put forth effort to understand the material and be prepared for class.
- Student work should be of high quality.
- Students are expected to behave with professionalism.

- Students should turn in assignments on time. **LATE WORK WILL NOT BE ACCEPTED.**
- Students should allow up to 7 days for assignments to be graded. Most assignments are graded within a few days but some larger or complex assignments may take longer to grade.
- Students are asked to e-mail instructors when needed. Please allow 24 hours for a response. Emails sent over a weekend or holiday may not be received until the next business day.

BHS Club: Active Minds at State Fair Community College Participation

As students entering a field of study committed to promoting social justice and positive social change you strive to be sensitive to cultural and ethnic diversity as well as strive to end discrimination, oppression, poverty and other forms of social injustice. Active Minds at SFCC is your opportunity to learn and sharpen skills such as organizing, advocacy, policy development, action and education. Each student will be required to participate in a minimum of 8 hours community service per semester (or 16 hours per program year) of club activities through membership and participation in club meetings and events.

The event organizer/club advisor will confirm participation by signing the *State Fair Community College BHS Community Service Participation Sheet*. Once the sheet has been signed, it must be scanned and

emailed to the club advisor along with your *BHS Community Service Tracking Form*. The community service hours must be tracked on the *BHS Community Service Tracking Form*. This will be electronically stored. If your tracking form is lost, the hours tracked will be lost.

This mandatory (pass or fail) community service assignment will be linked to the Field Practicum 295 course second semester. Program competencies associated with this assignment include:

- Provide clients with effective crisis intervention.
- Competently work with other professionals as part of a collaborative team.
- Know how to work within their own competency to provide services to those in need remembering to value the dignity and worth of each individual and recognizing the importance of the human relationship.

If a student is absent from a club meeting they will be required to complete additional community service hours in place of the missed meeting.

BHS Program Cost Breakdown by Semester

**** Additional costs may be incurred due to travel to and from practicum sites.**

| First Semester (Fall) | In-District | Missouri Resident |
|---|--|--|
| Pre-professional Course Work (15 credit hours) | \$1890 - \$2640 (\$126 - \$176/ credit hour depending on class type (hybrid, on campus, online)) | \$2865 - \$3615 (\$191 - \$241/ credit hour depending on class type (hybrid, on campus, online)) |
| Technology Fee (\$45 Credit hour) | \$675 | \$675 |
| Books | \$1000 | \$1000 |
| Lap Top Computer | \$550 | \$550 |
| Total | \$4115- \$4865 | \$5040-\$5840 |
| Second Semester (Spring) | In-District | Missouri Resident |
| Pre-professional Course Work (15 credit hours) | \$1890 - \$2640 (\$126 - \$176/ credit hour depending on class type (hybrid, on campus, online)) | \$2865 - \$3615 (\$191 - \$241/ credit hour depending on class type (hybrid, on campus, online)) |
| BHS 200: Introduction to Behavioral Health Support | \$252 (\$126/ Credit hour) | \$382 (\$191/credit hour) |
| Technology Fee (\$45 Credit hour) | \$675 | \$675 |
| Books | \$1000 | \$1000 |
| Total | \$3817-\$4567 | \$4922-\$5672 |
| Summer Semester | In-District | Missouri Resident |
| Background check | \$101 | \$101 |
| Drug Screen | \$30 | \$30 |
| Third Semester (Fall) | In-District | Missouri Resident |
| Behavioral Health Support Courses (16 credit hours) | \$2016 - \$2816 (\$126 - \$176/ credit hour depending on class type (hybrid, on campus, online)) | \$3056 - \$3856 (\$191 - \$241/ credit hour depending on class type (hybrid, on campus, online)) |
| Technology fee (\$45/Credit hour) | \$720 | \$720 |
| Books | \$800 | \$800 |
| Clothing (SFCC Shirts) | \$40 | \$40 |
| Total | \$3707-\$4507 | \$4747-\$5416 |
| Fourth Semester (Spring) | In-District | Missouri Resident |
| Behavioral Health Support Courses (16 credit hours) | \$2016 - \$2816 (\$126 - \$176/ credit hour depending on class type (hybrid, on campus, online)) | \$3056 - \$3856 (\$191 - \$241/ credit hour depending on class type (hybrid, on campus, online)) |
| Technology fee (\$45/Credit hour) | \$720 | \$720 |
| Books | \$800 | \$800 |
| Graduation Fees | \$50 | \$50 |
| Total | \$3586-\$4386 | \$4626-\$5426 |
| Total Cost | \$15225 to \$18325 | \$19335 to \$22354 |



Associate of Applied Science in Behavioral Health Support

Part II: Field Practicum Manual

Field Practicum Policies and Procedures

Practicum Definition:

Practicum Experience is an individualized teaching/learning experience where the student defines and implements a behavioral health assistant role with a qualified role model. The role of the field instructor is that of a facilitator of student's goals and objectives. Practicum teaching will occur in a setting mutually acceptable to student, faculty, and Field Instructor. This experience will enable the student to better comprehend the job duties of the Community Support Specialist or similar position, and will enrich the student's transition to that of a professional in the behavioral health field.

Advantages of Practicum

For Students:

1. Socialization into a professional role is enhanced since the Field Instructor is an active practitioner.
2. Opportunity to observe and experience collaboration within the behavioral health care fields.
3. The impact of "reality shock" is eased as the student experiences opportunities to discuss and work through conflicts.
4. Close supervision and immediate feedback is provided by the one-to-one learning relationship.
5. Individual learning needs are better identified and met.
6. Increased confidence and competence in performing skills are facilitated with a professional who has the expertise required for day-to-day practice.
7. Increased opportunities to learn and experience patient care.
8. Expanded view of the behavioral health profession.
9. Fine tunes the critical skills required to prepare the student for their future status as a graduate.

For Field Instructors:

1. A source of professional stimulation is provided.
2. Incentives of the pursuit of continuing education may occur.
3. An opportunity to demonstrate leadership and teaching skills is offered.
4. Field Instructors gain affiliation with an educational institution.
5. Field Instructors gain recognition and visibility from peers and supervisors for their expertise.
6. Satisfaction is gained as Field Instructors fulfill their responsibility to enhance the growth of their profession.
7. Provides experience in supervising others and delegating responsibilities.
8. Strengthens the link between the staff and the academic community.

For the Behavioral Health Profession:

1. Mutual understanding between education and service is enhanced.
2. Graduates, who are better prepared for entry-level positions, are provided to the behavioral health care system.
3. Learning partnerships are developed and enhanced.

GUIDELINES FOR STUDENTS, FIELD INSTRUCTORS AND FACULTY

Qualifications of Field Instructors:

1. Completion of an approved professional bachelor's or master's program in a behavioral health field, or approval from practicum facility administration.
2. Current active employment at the practicum facility.
3. Experience of at least 1 year in the field of behavioral health practice.
4. Three or more years of experience in the field are preferred.
5. Positive role model with experience, confidence and decision-making skills to provide effective delivery of quality behavioral health care.
6. Positive attitude toward learning and toward students with the ability to encourage and support the student problem-solving role.
7. Ability to give constructive feedback to both students and faculty thereby contributing to the evaluation of the student's performance and the student's achievement of established objectives and outcomes.
8. Effective collaborative skills as a member of the health care team.

Field Instructor Responsibilities:

1. Complete Field Instructor information forms and contracts and return to BHS Practicum Coordinator before the start of the semester.
2. Attend Field Instructor orientation before the beginning of the practicum.
3. Work with student to complete schedule.
4. Notify student of change in schedule (in the case of illness, low census or other reasons).
5. **Notify BHS Program Coordinator, Deanna L. Barklage, dbarklage1@sfccmo.edu, immediately if the student does not attend a scheduled practicum shift or is late to the shift.**
6. Design, at the direction of a faculty member, the student's practicum experience to achieve the stated objectives of the courses in which the student is enrolled.
7. Plan with the student, assignments or experiences that demand increasingly complex critical thinking and decision-making skills to meet course/personal objectives.
8. Orient the students to the agency and its facilities and policies.
9. Assist the student in identifying interventions needed for holistic client care, and allow the student to assist with direct client care under the Field Instructor's direct supervision, once trained.
10. Serve as a professional role model and resource person immediately available to the student on the practicum site.
11. Provide ongoing and summary feedback concerning practicum experiences to both student and faculty. Specifically, conduct formal evaluations of the students' performance at times assigned throughout the semester.
12. Participate in the evaluation process conducted by and/or for the student, Field Instructor, faculty, and practicum site.
13. Field Instructor maintains accountability for patient care at all times.

Program Faculty Responsibilities:

1. Select qualified field instructors in collaboration with the practicum agency.
2. Host a practicum orientation to clarify the role of the Field Instructor.
3. Discuss with Field Instructors the functions and responsibilities of their role.

4. Discuss strategies with Field Instructor for integrating course objectives and expected competencies in the practicum experience.
5. Make a minimum of one on-site visit and observation of student performance to maintain and evaluate student progress.
6. Evaluate effectiveness of agency in meeting learning needs of students.
7. Utilize Field Instructor feedback and student self-evaluation in final practicum evaluation.
8. Provide Field Instructor feedback regarding student and faculty evaluation of their performance.

Student Responsibilities:

1. Rank preference of an agency who is willing to precept the student. ***Students may not complete their practicum experience in the same department in which they are currently employed unless previously approved.*** However, students may complete the experience at the same facility.
2. If employed at the facility, provide a copy of the work schedule to BHS faculty to verify employment hours scheduled.
3. Sign the contract for the practicum.
4. Student will verify practicum schedule with the BHS program coordinator at the beginning of each semester and will adhere to that schedule. BHS program coordinator must be notified if there are changes in the schedule.
5. Review course objectives at the beginning of the semester.
6. Choose personal objectives for learning prior to beginning the practicum experience.
7. Follow **ALL** agency policies and procedures, including identification badges and dress code.
8. It is the **STUDENT'S** responsibility to notify **BOTH** the faculty and field instructor of any changes or cancellations in dates, times or hours **PRIOR** to their occurrence.
9. **Notify** instructor of changes in schedule instigated by the facility or field instructor.
10. **Complete** 150 hours of practicum experience per semester.

Student Guidelines for Practice:

1. Supervision is needed for all client interaction(s).
2. Student must have access to the supervising facility employee at all times during the practicum experience.
3. Students are expected to participate in practicum conference and/or additional learning experiences when applicable.
4. Should the student be unable to complete necessary client care prior to the end of their shift, they must stay until the work is completed unless excused by the Field Instructor.
5. Absence from scheduled practicum hours may place the student at risk for failure to complete all course objectives satisfactorily. All absences should be reported to the BHS Program Coordinator.

Practicum Student Dress Code

While in the practicum setting, students must wear black or khaki pants with a BHS Program Polo or an approved polo that has been embroidered with the BHS Program logo. Polo's are available for purchase through the SFCC Campus Store. Order forms are also available in the BHS program office. Students must have at least one BHS Program polo. Jewelry is limited to a wedding band, wrist watch, and pierced earrings. No other body jewelry, including tongue piercing, is to be worn while in the practicum setting. Shoes are encouraged to be closed heel and toe (or according to agency dress code requirements). Students must maintain a professional appearance at all times.

Practicum Absence and Tardy Policy:

- If the student will be absent from practicum, they are required to call the field instructor at least 1 hour prior to the start of their day. Leaving a voicemail is acceptable. Texting, e-mailing, and/or sending word by a classmate/friend are not acceptable methods of communicating an absence.
- A student not calling or arriving to practicum by the end of the practicum experience will be considered a “No Call, No Show”. A student having two “No Call, No Show” events throughout the entire program will be dismissed.
- Students absent from practicum may be assigned an additional day(s) at the practicum site based on agency resources and student performance in the current practicum. If additional days are not available student may be assigned to participate in alternative practicum experiences. Alternative experiences may include training, webinars or other experiences as appropriate which should be arranged with the field instructor. The instructor will provide a deadline to complete assigned alternate practicum experience. Alternative experiences must be complete before the end of the practicum course.
- All practicum absences will be documented.
- Excessive practicum absences could result in student’s inability to achieve the practicum competencies therefore, could result in failure of the practicum course.
- Absences in a practicum course may constitute a failing practicum grade.
- Punctual attendance is required for all scheduled practicum experiences. Students are expected to be on time and prepared for their assignments.
- Students are expected to report to the assigned agency at least ten minutes before actual assignment time in proper practicum attire.
- Tardiness is defined as arriving to a practicum after the designated start time.
- If the student will be late to practicum, they are required to call the field instructor prior to the start of the assigned day. Leaving a voicemail is acceptable. Texting, e-mailing, and/or sending word by a classmate/friend are not acceptable methods of communicating a tardy.
 1. An initial tardy occurrence will result in a written counseling by the field instructor.
 2. A second tardy occurrence will be counted as a practicum absence for that day. Student will be required to complete a field assignment as assigned by the instructor (training, webinar, etc).
 3. A third tardy occurrence may result in an unsatisfactory practicum performance evaluation and thus a course failure.
- All tardiness will be documented and will impact the practicum performance score.

Professional Behaviors

- Limit cell phone use during class to in-class activities (do not make or receive phone calls while in class, and no personal text messaging). A student may be asked to leave class if this is not followed.
- Avoid side conversations while faculty, guest lecturers, or class members are speaking. This behavior infringes on your fellow classmates learning. A student may be asked to leave class if this is not followed.
- Respect those who are teaching. Give them your full attention.
- Solicit help quickly if you have a problem with class material (poor test grade, don’t understand some of the material, etc.).
- Please arrive at least 5 minutes before the scheduled Zoom class time with cameras on and microphones muted. If you are going to miss class, please inform your instructor ahead of time,

by phone, by email, or in person. If you are requesting class be recorded, you must notify instructor at least one hour prior to the scheduled class time.

- Please come to class prepared for the work to be done and in a positive frame of mind so that you are ready to learn.
- Complete readings and other learning activities. Have available all necessary course materials such as paper, pencil, required books, handouts, and notes.
- Address any concerns regarding your courses with the course instructor (not other faculty) outside of normal class times.
- When responding to classroom questions, please do not interrupt a fellow student or the instructor. Take your turn.
- When you respond to another student's comment, please acknowledge the other class member's position and address each other by name.
- Outside individuals are not permitted in the zoom class area to protect the confidentiality of those participating in class. In an emergency situation, a student may contact the instructor prior to class to discuss options.
- SFCC employees can be reached by office phone, email or cell phone (if listed on the course syllabus).
- Voicemails and emails will be addressed within 24 hours on weekdays. Messages received on weekends may not be addressed until Monday.
- Violation of these expectations may result in student being removed from the web-based class and being ineligible for class participation points or quiz completion.

Confidentiality

Students are legally and ethically obligated to treat information about clients in any of the clinical settings as confidential. The Health Insurance Portability and Accountability Act of 1996 (HIPAA) provides national standards for confidentiality. As a student your relationship with clients gives you access to information that is considered private. Any information you receive that is of a personal nature and has no direct bearing on the client's treatment or well-being should be considered confidential. Unless the information you have received may cause harm to the person or others it should be withheld and considered private.

Sharing of information with other health care personnel who are a part of the client's health care team is appropriate as long as the information is relevant to the care of the client. The release of information to anyone other than persons directly associated with caring for the client, without permission, is a violation of the client's right to privacy.

As a student, you will use client records to gather information that will assist you in planning and implementing their care. This information needs to be properly disposed of (shredded) when no longer needed for its intended use. Practicum papers should contain only fictitious names and no identifying information, such as address, medical record number, etc. **A breach of confidentiality may result in legal or disciplinary action, including program dismissal.**

Social Media Conduct

Students are expected to comply with all state, local, and federal requirements governing the privacy of medical information including the *National Association of Social Workers* guidelines for social media use. Students are bound to comply with all privacy requirements even when they are not at the practicum site. This includes conversations with family, friends, and peers. Students will be held accountable for

maintaining the privacy of any information they obtain, see, or are given during their practicums. To uphold the privacy of such information, students must not post or discuss any practicum experience or information regarding their experience with the practicum agency, its staff, or its clients/patients on any internet social media (Facebook, Twitter, emails, Instagram, or any other not mentioned). The State Fair Community College administration periodically searches the internet for breaches in its privacy policies. Students violating any privacy requirements will be prohibited from returning to the practicum site. Such violation may result in a delay of a student completing their degree requirements and may result in further disciplinary action.

PRACTICUM PROGRAM OBJECTIVES/OUTCOME BEHAVIORS

A **practicum** is defined as an individual practicum teaching/learning method that facilitates the transition of a student into the work environment. The unique characteristic of a practicum is the pairing of an experienced employee (acting as a Field Instructor) with a Behavioral Health Support student.

PURPOSE: The purpose of the Practicum Program in the Associate of Applied Science in Behavioral Health Support Program at State Fair Community College is to provide additional practicum experience for students to facilitate the transition of students into leadership roles essential for the employment in the behavioral health field.

The following **objectives** are the basic suggested foundation for activities which the student will complete with the assistance of the Field Instructor. The practicum experience is not restricted to these objectives:

| STUDENT | FIELD INSTRUCTOR |
|---|--|
| 1. Review the emergency (e.g., fire codes, disasters) policies and procedures, protocols and responsibilities for your facility. | 1. Provide information requested by the student on emergency procedures for your facility. |
| 2. Locate and learn your facility's flow sheet/checklist/narrative notes for documenting clients' assessment and care. | 2. Provide assistance/supervision to the student in performing the client assessment and documentation of care. |
| 3. Complete all required forms on a client. | 3. Review the initiated and revised care plans or notes done by the student. |
| 4. Determine the format used by your facility for writing care plans or documentation notes. Initiate and revise at your assigned facility. | 4. Review the initiated and revised care plans done by the student. Give positive feedback and/or suggestions for improving performance. |
| 5. Give a report to another employee on your client seen each shift. | 5. Listen to the report given by the student and give positive feedback and/or suggestions for improving performance. |
| 6. Verbalize to your Field Instructor, prior to any client interactions, any needed client education; parameters or | 6. Discuss with the student anticipated responses and/or understand |

| undesirable effects for which to monitor. | outcomes of interactions prior to experience. |
|--|---|
| 7. Interact with clients based upon facility policies, program instruction and Field Instructor guidelines. | 7. Validate student on performance. |
| 8. Document interactions and the outcomes on the forms used by your facility. | 8. Provide information for and feedback on student documentation. |
| 9. Discuss plans for client/family education with your Field Instructor and implement teaching plan. | 9. Observe student during teaching interactions. Add relevant suggestions. |
| 10. Demonstrate utilization of strengths based practice in the care of your clients. | 10. Observe student's practicum performance in using the strengths based model and give feedback on positive performance and suggestions for improvement. |
| 11. Review with your Field Instructor, staffing and schedules; model of delivery of care; communication systems. | 11. Answer any questions the student may have or refer to the facility supervisor any questions you cannot answer. |
| 12. Review with your Field Instructor the various partnerships that collaborate to provide client care. | 13. Review referral process for services needed outside the scope of care of behavioral health center. Discuss collaborative care. |
| 14. Demonstrate knowledge of the stages of change in treatment by assessing in which stage the client resides and practical interventions at each stage. | 14. Discuss with student appropriate treatment interventions at each stage of change. |

Course Description BHS 290: Field Practicum 1

This course is a field placement designed to provide a student with observation and practical experience in a behavioral health community center or similar service agency or provider. The course will compare and contrast how various populations are being served and how agencies collaborate and integrate services to meet client needs. Students will have the opportunity to practice completing intake, assessments and treatment planning. Passing a background check and drug test is required for this course.

The first practicum semester is heavy on documentation for students. All efforts should be made to include the students on documentation (assessments, treatment plans, PIRP notes, etc). Students are expected to be co-facilitators in all interactions with clients. This means they should be participating in planning for and executing appointments, documentation etc. Student documentation will be done in a word document as they do not have access to note software. Supervision should be provided for all client interactions.

Course Description BHS-295: Field Practicum 2

This course provides students with practical experience in Community Behavioral Health Centers and

other community service agencies. Students will gain experience working with diverse client populations facing a variety of behavioral issues. Students will conduct functional behavioral intervention plans and make informed decisions when working with clients having behavioral health issues. They will gain an understanding of how agencies coordinate and integrate treatment and how a comprehensive individualized treatment plan is developed.

As the last semester before graduation, this semester is heavy on full participation with client interactions. Students should be allowed to plan for and facilitate appointments and documentation. Supervision should be provided for all client interactions.

Outcome Behaviors: Upon program completion, the student will demonstrate the following behaviors:

1. Application of critical thinking to determine priorities in practicum problem solving independently or with minimal guidance, when caring for individuals, families, and or groups within diverse settings.
2. Utilizing the learned processes to assist individuals, families, and groups in meeting universal, developmental, and health deviation self-care requisites.
3. Integrating safe practice standards and guidelines including complex safety factors specific to diverse practicum settings.
4. Practicing effective communication and collaboration principles with assigned individuals, families, groups, peers, and health care team members.
5. Applying teaching/learning skills as a central component of self-care, with individuals, families, and/or groups in diverse settings.
6. Adherence to professional standards regarding honest, ethical, moral, and legal issues in the care of individuals, families, and/or groups in diverse settings.
7. Utilizing effective leadership/management/delegation skills in providing collaborative care to individuals, families, and/or groups in diverse settings.
8. Estimate the extent that demographic, cultural, and economic factors in the environment create ethical dilemmas for behavioral health professionals.

Practicum Course Competencies

BHS-290 Field Practicum I

- Analyze the mission and goals of the practicum agency in relation to the services offered.
- Compare the behavior health agency to client populations and services provided by other agencies in the community.
- Evaluate client services within the agency focusing on strengths and weaknesses of the agency in regards to diverse populations.
- Create an organizational chart of professional roles required for the practicum agency to function.
- Investigate the agency sources of funding and sustainability.
- Analyze common treatment modalities utilized by the agency.
- Diagram the treatment process for clients from intake to discharge.
- Evaluate agency situations and outcomes

BHS-295 Field Practicum II

- Implement bio/psycho/social assessments.
- Create a treatment plan including goals and objectives.
- Assess a client for safety and complete appropriate documentation including screenings and a safety plan.
- Create a reference portfolio featuring community agencies, listing their mission, goals, client population and services.
- Assess treatment modalities utilized within the agency.
- Create proper client documentation required for case management.

****Progress toward outcome behavior and course competencies will be documented by both the Field Instructor and the student during BHS-290 and BHS-295 practicum experiences via weekly practicum logs and midterm evaluation.**

Practicum Suggestions

Before the start of the practicum experience:

1. Become familiar with the course description and outcomes.
2. Review the Field Handbook for content.
3. Connect with Practicum Coordinator to answer any lingering questions.

Get to know the student:

1. What does the student want to learn from this practicum rotation?
2. Are there specific skills that the student would like to work on?
3. Discuss the student's personal objectives for this semester's practicum experience.
4. What is the student's practicum background?
5. Discuss with the student the ways in which they learn best.

Guidelines for Student Activities

This is a recommended model of learning for student practicum experiences that includes the following progressive steps:

1. Focus on **PLANNING** skills
 - Discuss goals and objectives (personal, course, agency).
 - Increase comfort level of agency and facility.
 - Develop rapport with Field Instructor.
 - Evaluate strengths and weaknesses regarding planning.
 - **Assist** with care for 1-2 clients (facility dependent).
 - Complete all required documentation.
 - Give report as needed.
2. Focus on **ORGANIZATION** skills
 - Evaluate strengths and weaknesses regarding organization.
 - Create goals and objectives for subsequent shifts.
 - Review goals and objectives.
3. Focus on **PRIORITIZATION** skills
 - **Assist with and co-facilitate** care for 2-3 clients (facility dependent).
 - Complete all required documentation.

- Give report as needed.
 - Evaluate strengths and weaknesses regarding prioritization.
 - Create goals and objectives for subsequent shifts.
 - Review goals and objectives.
4. Focus on **DELEGATION** skills
- **Assist with and facilitate** care for clients (facility dependent, under supervision).
 - Complete all required documentation.
 - Give report as needed.
 - Evaluate strengths and weaknesses regarding delegation.
 - Create goals and objectives for subsequent shifts.
 - Complete all required documentation.
 - Work on practicum midterm and final summative project.

**STATE FAIR COMMUNITY COLLEGE
ASSOCIATE OF APPLIED SCIENCE IN BEHAVIORAL HEALTH SUPPORT PROGRAM**

FIELD INSTRUCTOR INFORMATION SHEET

(to be completed by Field Instructor prior to the beginning of practicum)

This form must be returned to the BHS Program before the student begins the practicum experience.

Semester (circle one): Fall Spring Summer Year: _____

Legal Name as Appears on Employment Records

Field Instructor Name _____

Home Address _____

City _____ State _____ Zip _____

Cell Phone Number _____ Best time to contact by phone (circle one): Daytime Evening

Email Address _____

Designated Facility _____

Facility Phone Number _____

Name of university graduated from & location: _____

Date of graduation and degree conferred

Degree(s) held (circle): BA BS MA MS Other: _____

Length of experience in field _____ years Length of time at current facility _____ years

Certifications – Specialty Certifications _____

Please document in the space provided how you demonstrate expertise in your area of practicum practice, in which the student will be assigned for supervision:

Field Instructor Signature _____ Date _____

**STATE FAIR COMMUNITY COLLEGE
ASSOCIATE OF APPLIED SCIENCE IN BEHAVIORAL HEALTH SUPPORT PROGRAM**

FIELD INSTRUCTOR AGREEMENT

(to be completed by Field Instructor prior to the beginning of the practicum experience)

I, _____ agree to serve as
a Field Instructor for the following students:

These students are Behavioral Health Support students at State Fair Community College Associate of Applied Science in Behavioral Health Support Program. This experience will be held at the following facility (name and location):

I have reviewed the Field Instructor Handbook, and understand the responsibilities required of me. If I have any questions or concerns during the semester, I will contact the BHS Program Coordinator. I further agree that I will not falsify any document related to the practicum program, and will ensure that the student has completed the required number of hours to fulfill the course requirements. I agree that I may terminate the practicum at any time, with or without cause, by notifying the SFCC BHS Program Coordinator immediately after this decision has been made.

Field Instructor signature _____ **Date** _____

Faculty signature _____ **Date** _____

**STATE FAIR COMMUNITY COLLEGE
ASSOCIATE OF APPLIED SCIENCE IN BEHAVIORAL HEALTH SUPPORT PROGRAM**

FIELD INSTRUCTOR RESPONSIBILITIES

(to be completed by Field Instructor prior to the beginning of the practicum experience)

1. Field Instructors will be selected according to written criteria jointly developed by faculty, administration in the practicum facility, and in accordance with the State Fair Community College's guidelines.
2. Field Instructors must hold a minimum of a Bachelor's degree.
3. Field Instructors must be actively employed at the practicum facility.
4. Field Instructors must have a minimum of 1-year experience in the behavioral health field.
5. Field Instructors are preferred to have three or more years of experience in the field.
6. The Field Instructor may precept no more than two to three students at one time.
7. The Field Instructor should portray a behavioral health care philosophy that is congruent with the education program objectives of State Fair Community College Associate of Applied Science in Behavioral Health Support Program.
8. Based on a personal recommendation by faculty members or administration in the practicum facility, the Field Instructor should exemplify the qualities of a positive, practicing role model in the facility:
 - Attitude toward students in the facility
 - Role socialization
 - Practicum skills and problem solving
 - Supervisory skills
 - Communication/collaboration
 - Professional stimulation
 - Enthusiasm for teaching
 - Commitment to lifelong learning
9. The Field Instructor will provide feedback to student and faculty during the practicum experience as desired, and provide a student evaluation at least once during practicum experience.

I, _____ understand my responsibilities as a Field Instructor, and agree to follow the established guidelines.

Field Instructor signature _____ Date _____

BHS Practicum Orientation Checklist

Within the first month of field placement, each BHS student shall receive a comprehensive orientation to the agency. The student and field instructor are responsible for covering the following items as the student is oriented to the agency. Once completed and signed, please have the student return to the BHS program field coordinator. The orientation checklist includes, but is not limited to:

Agency Overview

- Review agency mission/purpose statement/philosophy/goals. Review organizational structure.
- Review the funding auspices and staffing patterns of the agency.
- Review the role of the agency in relation to the community and its resources.
- Review the identified program or service area where the student is assigned to complete practicum requirements.

Agency Policies and Protocols

- Review agency policies and procedures manual.
- Review telephone and communication policies/computer utilization.
- Review internal communication policies.
- Review office procedures, supplies, and provisions.
- Review parking details and mileage policy.
- Review work schedule, including late arrivals, absenteeism, lunch-time, and breaks.
- Review agency, department, and/or program meeting schedule.
- Review intake, admissions, eligibility, registration, and informed consent policies and procedures.
- Review information and referral policies.
- Review client fees and payment schedule.
- Review forms for documentation/accountability/utilization review
- Review client records and charting policies and procedures.
- Review all laws, ethical codes, and BHS values regulating practice.
- Review confidentiality, privileged communication, and release of information, and legal exceptions to confidential information.
- Review reporting laws and protocol, including child abuse/neglect, elder/dependent adult abuse/neglect, and abusive or assaultive behavior.
- Review high risk/dangerous client laws, including suicide protocols.
- Review client emergency protocol.
- Review agency policy regarding safety and security procedures and protocol, e.g. personal safety; agency safety; community safety, etc.
- Review agency policy regarding harassment and discrimination.
- Review agency policy regarding Americans with Disabilities Act.
- Review agency policy regarding HIPAA regulations and legislation.
- Review agency policy regarding OSHA.

Field Instructor/Student Responsibilities

- Review role, responsibilities, and expectations of student interns in the agency operation.
- Review role and responsibilities of field instructors and task supervisors (if applicable).
- Review supervision orientation, preparation and expectations for supervision. Review supervision schedule.
- Review emergency consultation with field instructor protocol.
- Review educationally based recordings, process recordings and schedule. Review agency orientation, training, and staff development opportunities (if applicable).
- Review plan for diversity/multi-cultural experiences.
- Review how student will represent professional self and identifying self as a BHS intern with clients, staff and professionals.
- Review scope of practice within the agency and as a BHS student. Review professional boundaries in the students' relationships with clients, collateral clients, and agency staff.

X

SFCC Behavioral Health Support Student

X

Practicum Agency Field Instructor

Directory of Behavioral Health Support Program Affiliations

Burrell Behavioral Health

<https://www.burrellcenter.com/>

Compass Health

<https://compasshealthnetwork.org/>

Katy Trail Community Health

<https://www.katytrailcommunityhealth.org/>

Missouri Behavioral Health Council

<https://www.mobhc.org/workforce-development>



Notes Page



**End of Student Handbook of Policies and Procedures
Associate of Applied Science in Behavioral Health Support**