

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2015

Name of Person Submitting Request:		Elaine Akers
Program or Service Area:		Student Health Services
Division:		Student Services
Date of Last Program Efficacy:		Spring 2014
What rating was given?		Continuation
# of FT faculty	# of Adjuncts	Faculty Load:
Position Requested:		FT Behavioral Health Counselor (Therapist) shared with Crafton
Strategic Initiatives Addressed: (See Appendix A: http://tinyurl.com/l5oqoxm)		Access and Student Success

1. Provide a rationale for your request.

Mental Health issues such as stress, depression, anxiety, panic attacks, sleep disorders, and anger issues create significant barriers to academic success and the ability to persist in school for a large number of our students. (See EMP for breakdown of top 5 mental health issues identified by a representative sample of 815 SBVC student) Students also face relationship difficulties and developmental crisis that interfere with their ability to focus on their studies. Currently we provide crisis oriented and behavioral health counseling staffed by a mix of trainees, interns, and licensed staffs who are independent contractors or professional experts. Our students benefit greatly when they have consistent access to the same clinician who is visible on campus, knows them, and has built rapport with them individually as well as the campus. We would like to have one full time behavioral health counselor who could be the face of mental health and crisis intervention counseling for the campus. This person would help set the goals and objectives for counseling services in student health, identify trends in our student body, supervise trainees and interns, and provide direct services to students in need. A consistent person on campus would also provide a connecting point and resource for faculty and staff on campus who may be struggling with how best to manage and support a student exhibiting high risk behavior. When the campus has a behavioral intervention team this person could be the consistent representative on the team.

2. Indicate how the content of the latest Program Efficacy Report and current EMP data support this request. How is the request tied to program planning? (*Reference the page number(s) where the information can be found on Program Efficacy.*)

Our Current EMP data shows that 4 of the 6 Impediments to Academic success identified on the NCHA survey in 2013 were related to mental health. Over 25% of student experienced stress levels that negatively impacted their ability to succeed academically.

The top five mental health issues identified by our student sample were anxiety, depression, insomnia, panic attacks, and other sleep disorders. Depression and Anxiety are tied to poor academic performance and persistence in the literature.

Our EMP overall program goals include targeting services to meet the most prevalent needs on our campus. Mental Health issues are at the top of the prevalent needs list. An additional goal is to improve access to needed mental health services which this position

would do.

Our action plan calls for the development of key staff positions to enhance student success and access to needed services and includes one Behavioral Health counselor.

Information regarding current services from 2014 program efficacy document: *Mental Health Services* are offered for acute crisis intervention, aid in adjustments to the educational setting, and development of student skills to cope with common issues such as stress, anxiety, sleep disorders, relationship issues, and substance abuse issues to name a few. These services are provided by 1 licensed Psychologist, 1 licensed Marriage and Family Therapist, and two post masters interns. The post master interns have been added since our last program review to meet increased demand for services. Trainees and Interns are supervised by the licensed Psychologist and MFT.

How mental health services support student success from our 2014 efficacy document:

Our NCHA results revealed a high prevalence of mental health issues in our students including sleep problems, depression, anxiety, and panic attacks. In addition life events such as death, sick children, poor academic performance, or relationship difficulties to name a few can cause an acute crisis reaction in students who are already stressed. Depression is strongly correlated to decrease GPA, Klein, M.C., 2013, and can be treated through our mental health counseling and Nurse Practitioner services at no cost to our students. (In the community by the time you got an appointment if you could afford one the semester would be too far gone) Dual diagnosis of depression and anxiety are the single largest predictor of attrition in college student, Klein, M.C., 2013. In addition students may experience substance abuse, post-traumatic stress disorder, or anger issues which may interfere not only with their success but may be disruptive or frightening to others in the classroom. Mental health counseling can help with these and many other conditions that may exist to support the student minimize classroom disruption. . . .

The strength based success training provided to students by SHS has been shown to help them define their strengths, instills hope, and improves self-image all qualities leading to self-efficacy and the confidence to succeed academically and socially. All students need to feel connected and safe while on campus. Our office is often that safe and stabilizing place for students. We also focus on the simple things that students can do to keep themselves healthy and functioning at a high level such as adequate sleep, good nutrition, water, exercise, stress management, limiting alcohol, not smoking, and maintaining supportive relationships.

In conclusion SHS support the San Bernardino Valley College's mission by keeping our community of diverse learners healthy so they can achieve their academic goals and become informed health care consumers.

3. Provide updated or additional information you wish the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

Current salaries for professional expert and independent contractor clinicians could support this position.

4. What are the consequences of not filling this position?

Mental health counseling services will continue to be offered by fragmented staffs that are not as fully invested in the fabric of campus life as a permanent employ is due to their part time and independent contractor status. We deal with frequent turn over due to lack of full time work or benefits so students have to change therapists frequently and loose the valuable connections that have been made with a prior therapist. Currently we do not have a consistent face for mental health counseling on campus but when that can happen the path to care for students is always strengthened due to the relationship the campus has with a consistent individual. Direction for the mental health counseling program would also be strengthened if a licensed clinician was involved in planning and evaluating services.

