

## **Behavioral Health**

The Behavioral Health program at Alaska Christian College is one of three emphases that students may currently choose between for their Associate in Arts degree. All students must complete the 31 General Education and 15 Biblical Core credits, but then they may choose to emphasize in either Paraprofessional Education, Behavioral Health, or Christian Ministry. After choosing their emphasis, students must complete 15 emphasis credits. In the Behavioral Health emphasis, these credits consist of:

BEH 201 (3) Rural Counseling and Indigenous Ways of Change  
BEH 211 (3) Case Management and Ethics of Professional Practice  
BEH 221 (3) Critical Incidents in Trauma: Rethinking the Past  
BEH 231 (3) Crisis, High Risk Behaviors, and Community Prevention  
BEH 241 (3) Addictive Behaviors and Recovery Health  
BEH 299 (3) Bridging Two Worlds: Serving and Surviving in Behavioral Health Services

### *Purpose Statement*

The emphasis in Behavioral Health prepares graduates to have the educational foundation to serve as “Behavioral Health Aides” as determined by the Alaska Native Tribal Health Consortium. The emphasis requirements ensure that students receive clinical instruction in order to obtain the fundamental knowledge, skills, and ethical principles for professional entry-level work in the behavioral health field. The emphasis focuses on Alaskan Native issues presented in rural Alaskan environments and may provide a basis for continued study in human services related programs.

### *Objectives*

The AA in Behavioral Health enables the student to do the following:

- Demonstrate professional knowledge of the helping profession with commitment to ethical quality health care practice in rural settings.
- Demonstrate competence in basic attending skills with individuals (active listening, summarizing, reflection, etc...)
- Promote health behaviors on an individual, family, and community level.
- Advocate for the inclusion of community elder wisdom and willingness to help other medical or behavioral health providers understand the importance of recognizing traditional values and practices.
- Learn to integrate a deep understanding of how personal faith and beliefs create an underlying foundation for work in the helping profession.

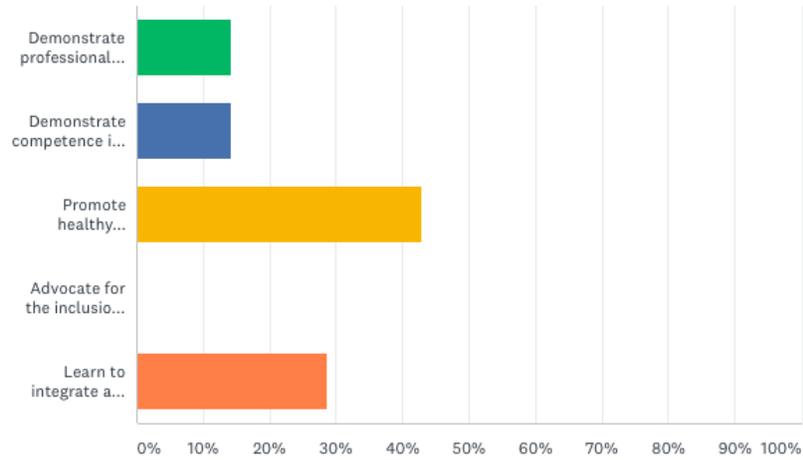
Assignments were collected from the Behavioral Health courses. For each assignment information was collected regarding the program objective that was met by the assignment, total points possible on the assignment, number of points required for a student’s assignment to be considered “successful,” the number of successful and unsuccessful attempts, and the successful and unsuccessful scores. Assignments were not collected to support every objective, this is unacceptable and will be remedied in the next collection cycle.

Q14

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### Program Objective

Answered: 7 Skipped: 38



*Program Objective Demonstrate professional knowledge of the helping profession with commitment to ethical quality health care practice in rural settings.*

| Course  | Assignment          | # Successful | # Unsuccessful | % Successful | How did this assignment meet the objective?   | Additional comments from the instructor concerning the scores and/or data or Program Objectives.                        |
|---------|---------------------|--------------|----------------|--------------|---|---|
| BEH 231 | Crisis Intervention | 2            | 0              | 70           | This assignment was designed to help the students take a closer look at crisis intervention models that are currently in use, examine them to see if they are appropriate for use in the village, and come up with something that they think could possibly be a good working crisis model. They were to also examine the Mobile Crisis | There were only two students in this class and both were high achievers. They both put a lot of effort into their work. |

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|  |  |  |  |  | Unit model and consider if this would be a good fit for Alaska, specifically in the villages, and if so, how it might be implemented. |  |
|--|--|--|--|--|---|--|

**Next Steps**

**Conclusion**

The program objective *Demonstrate professional knowledge of the helping profession with commitment to ethical quality health care practice in rural settings* may be being met through the Behavioral Health curriculum, but more assignments need to be collected to state that decisively.

*Program Objective: Demonstrate competence in basic attending skills with individuals (active listening, summarizing, reflection, etc...)*

| <b>Course</b> | <b>Assignment</b>    | <b># Successful</b> | <b># Unsuccessful</b> | <b>% Successful</b> | <b>How did this assignment meet the objective?</b>   | <b>Additional comments from the instructor concerning the scores and/or data or Program Objectives.</b> |
|---------------|----------------------|---------------------|-----------------------|---------------------|--|---|
| BEH 201       | Open/Close Questions | 7                   | 0                     | 100                 | Each student was given three examples of open-ended sentences and closed ended sentences and asked to write about how these questions make them feel. They were also asked which type of question they feel would be most helpful in a counseling situation. | No Feedback Provided  |

*Program Objective: Promote healthy behaviors on an individual, family, and community level.*

| <b>Course</b> | <b>Assignment</b>  | <b># Successful</b> | <b># Unsuccessful</b> | <b>% Successful</b> | <b>How did this assignment meet the objective?</b>  | <b>Additional comments from the instructor concerning the scores and/or data or Program Objectives.</b> |
|---------------|--|---------------------|-----------------------|---------------------|---|---|
| BEH 201       | Personal Application   | 4                   | 1                     | 70                  | This assignment was given to help the students have an understanding of their family structure, how to balance the roles of being separate and of belonging to a family, understanding the implicit and explicit rules of their family, and any significant developments in their family that may have contributed to their development as a person, as part of their family, and as a member of the community. | On Question 14, the unsuccessful student simply chose not to do the assignment.                         |
| BEH 211       | Exercise 1: Looking at Florence's Problem on Three Levels - looking at Florence's problem as she presented it to the case manager, decide which parts of her problem are on the micro level, which parts are on the mezzo level, and which parts are on the macro level. | 4                   | 2                     | 66                  | This assignment was designed to encourage students to look at an individual's characteristics and how they impinge on the problem and eventual outcome on three different levels; micro, mezzo, and macro.  | No Feedback Provided  |

|            |  |   |   |     |   |  |
|------------|--|---|---|-----|---|--|
| BEH<br>299 | Chapter 8 - You're So Sensitive - The Art of Extreme Self-Care | 5 | 2 | 71% | Using their textbooks, they were assigned to write a reflection paper designed to help them identify five specific ways that they would start protecting your sensitivity and recognize healthy protection on their part. |  |
|------------|--|---|---|-----|---|--|

### Next Steps

### Conclusion

The program objective *Promote healthy behaviors on an individual, family, and community level* may be being met through the Behavioral Health curriculum, but more assignments need to be collected to state that decisively.

*Program Objective: Advocate for the inclusion of community elder wisdom and willingness to help other medical or behavioral health providers understand the importance of recognizing traditional values and practices.*

**No assignments were collected to support this objective. This will be remedied next semester.**

*Program Objective: Learn to integrate a deep understanding of how personal faith and beliefs create an underlying foundation for work in the helping profession.*

| <b>Course</b> | <b>Assignment</b>                                      | <b># Successful</b> | <b># Unsuccessful</b> | <b>% Successful</b> | <b>How did this assignment meet the objective?</b>  | <b>Additional comments from the instructor concerning the scores and/or data or Program Objectives.</b>  |
|---------------|--|---------------------|-----------------------|---------------------|---|--|
| BEH 221       | Reflection Paper - Sexual Abuse by Clergy              | 2                   | 1                     | 70                  | Students were asked to look at the sexual abuse perpetrated by the clergy over a period of 30-60 years and discuss how this has affected the Alaska Native people and how they can best be helped.                                  | One of the students chose not to do this assignment. The other two students are very high achievers and strive to do their best in every assignment. |
| BEH 241       | Discussion Board - Drugs: Popularity to social concern | 7                   | 1                     | 88                  | This was a discussion board that challenged each student with questions that I provided and required them to answer those, as well as come up with questions of their own and to challenge their beliefs and the beliefs of others. |  |