GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidåt Guåhan

CONTINUING EDUCATION & WORKFORCE DEVELOPMENT (CEWD)

CE-SPECIFIC CEU OR NONCREDIT COURSE
APPROVAL/MODIFICATION FORM

School of Trades & Professional Services
_____
SCHOOL

Criminal Justice & Social Sciences
_____
DEPARTMENT

C_HM 101   Systems of Care-Basic level
_____
COURSE ALPHA, NUMBER, TITLE

KristiAnna T. Santos
_____
AUTHOR

MARCH 9, 2016
_____
DATE SUBMITTED

Check the action to be taken and obtain required signatures for approval.

☒ Course Adoption; **Comments:**

☐ Course Non-substantive Revision; **Comments:**

☐ Course Substantive Revision; **Comments:**

APPROVED BY	NAME	APPROVED	DISAPPROVED	DATE
DEPARTMENT CHAIR	J. Peter Roberto	✓		3/9/16
ASSISTANT DIRECTOR, CONTINUING EDUCATION		✓		3/24/16
DEAN		✓		03/24/16
REGISTRAR	Patrick L. Clymer	✓		3/25/16
VP, ACADEMIC AFFAIRS	R. Ray R. Somera, Ph.D.	✓		3/26/16

GCC
Guam Community College
Kilchon Kumunidat Guåhan

CONTINUING EDUCATION & WORKFORCE DEVELOPMENT (CEWD) COPY

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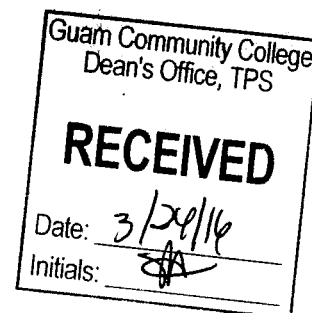Systems of Care-Basic level
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ASSISTANT DIRECTOR, CONTINUING EDUCATION	*(signature)*	✓		3/24/16
DEAN				
REGISTRAR	Patrick L. Clymer			
VP, ACADEMIC AFFAIRS	R. Ray R. Somera, Ph.D.			

I. COURSE ALPHA/TITLE:

II. CONTACT HOURS:

III. ☒ 2 CEU(s)   ☐ Noncredit

IV. COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES

This course description will appear in the College Catalog followed by the Student Learning Outcomes-Course Level.

Course Description: The Guam System of Care (SOC) was developed as an islandwide initiative to offer integrated, efficient, effective treatment, services, and supports across child serving agencies and service providers. The Guam SOC framework and its competencies were developed to offer guidance for how these services and supports for individuals should be developed and implemented. This course is designed to provide service providers with a basic level of understanding of the Guam SOC principles and competencies in order to support their service to children, youth, and families.

If the description above is a revision, attach a copy of the current catalog page(s) to be revised.
Catalog Year: Page Numbers:

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)

Upon successful completion of this course, students will be able to:

1. SLO 1: Explains how the needs and strengths of the family and child/youth are at the center of the service system.

2. SLO 2: Describes how the social service system is designed on a continuum from prevention through intervention.

3. SLO 3: Identifies the eight competency domains in Guam's System of Care.

4. SLO 4: Applies the basic levels of Guam's SOC principles and competencies in child-centered services.

V.   STUDENT LEARNING OUTCOMES – DETAILED (BASED ON COURSE OUTLINE)

1.0 CHILD-CENTERED, FAMILY DRIVEN, AND YOUTH GUIDED PRACTICE

1.1 Identifies how to engage the youth and family as equal partners in decision making and implementation process

1.2 Discusses the strengths, competencies, and needs of the youth and family in determining supports and services.

1.3 Describes how to acknowledge the perspectives of youth and family in determining services and supports that might contradict traditional treatment models.

1.4 Demonstrates how to jointly set goals and desired outcomes for treatment with the youth and family.

1.5 Discusses how to assist the youth and family to understand their rights and responsibilities in the treatment process.

1.6 Identifies relevant information and data to assist youth and family in decision-

making.

1.7 Identifies opportunities for success and building resilience.

1.8 Utilizes open, honest, sensitive communication skills using jargon-free language.

1.9 Explains agency grievance policy and identify how to communicate this policy with youth and families.

1.10 Identifies information and links youth and family can utilize to continue leadership development training.

1.11 Discusses how to promote and encourage youth and families to provide input, feedback, and participate in agency/organization policy/program decision-making.

2.0 CULTURAL AND LINGUISTIC COMPETENCE

2.1 Gives examples of respectful and sensitive responses to each child, youth, and family given their unique culture and experiences.

2.2 Engages each child, youth, and family based on the unique life experiences and developmental changes.

2.3 Provides information and resources that value cultural and linguistic diversity.

2.4 Demonstrates understanding and appreciation of cultural and linguistic diversity in all aspects of practice.

2.5 Seeks support to find translators for families, children, and youth who have limited English proficiency.

2.6 Accurately recognize and seek support for families, children, and youth who may have low literacy skills.

2.7 Demonstrates a non-judgmental approach to all families and children and works with every child and family, regardless of their cultural background, to identify their priorities, strengths, and needs.

3.0 CHILDHOOD DEVELOPMENT AND DISORDERS

3.1 Identifies the characteristics and benchmarks of a typically-developing child or youth.

3.2 Distinguishes significant indicators of potential development problems or challenges.

3.3 Discusses how to effectively respond and recognize each child and youth's developmental differences.

3.4 Compares the development and implementation of strategies to the child's or youth's strengths and needs.

3.5 Explains areas of concern regarding potential symptoms or disorders.

3.6 Identifies environmental, historical, and cultural factors that may be impacting the strengths and needs of the child, youth and family.

4.0 SCREENING, ASSESSMENT, AND REFERRAL

4.1 Describes the referral, intake, and eligibility process to a parent or a caregiver, youth, and/or community member.

4.2 Identifies family needs and strengths, as part of a team with children, youth, and families.

4.3 Distinguishes how to work with a team, including youth and families, in the process of ongoing assessment.

4.4 Identifies how to integrate existing clinical and functional assessments to support ongoing work with child, youth, and family.

4.5 Recognizes the risk and warning signals that may threaten a child's health and well-

being.

4.6 Describes the relationship between behavioral health and general wellness and work with family to identify general health care needs.

4.7 Identifies mandatory reporter requirements for abuse and neglect and know how to report to authorities.

4.8 Demonstrates how to communicate with family/caregiver about mandatory reporting processs.

4.9 Identifies factors and risk related to domestic violence and its impact on family and safety issues.

4.10 Demonstrates the techniques to reduce risk in community-based work.

4.11 Explains steps to avoid situations where risk may be present.

5.0 TREATMENT PLANNING, INTERVENTION AND SERVICE DELIVERY

5.1 Describes approaches and models for individual therapy, family therapy, group, therapeutic behavioral supports, family supports, case/care-management and crisis management.

5.2 Identifies the importance, purpose, and structure of the treatment planning process.

5.3 Identifies measurable goals and outcomes for client and family.

5.4 Describes how to use the treatment plan to assess progress and need for ongoing services.

5.5 Explains the connection between positive child/youth development and positive relationships/environments.

5.6 Summarizes practices and treatment plan objectives that prioritize the development of positive relationships with peers, family members, teachers, and other social supports.

6.0 BELIEFS IN WELLNESS; RESILIENCY, EMPOWERMENT, AND RECOVERY

6.1 Describes wellness in the child, youth, and family.

6.2 Applies knowledge on practices that contribute to wellness, such as strength-based thinking, accepting the illness, finding hope, managing the illness, etc.

6.3 Examines with the client, the client's attitude about the illness and encourages strength-based practices.

6.4 Describes resiliency in understandable terms to the child, youth, and family.

6.5 Recognizes strength-based approaches to promoting well-being.

6.6 Explains concepts of known risk and protective factors

6.7 Identifies with the child, youth, and family the choices they are able to accomplish.

6.8 Selets tools/skill sets that the child, youth and family can follow in their healing and recovery journey.

6.9 Recognizes the individual's progress and helps them manage relapse with the goal and commitment to continue moving forward in recovery.

7.0 SYSTEM KNOWLEDGE AND COLLABORATION

7.1 Understands the basic rules governing public child serving systems.

7.2 Identifies the contacts at office of other child serving agencies.

7.3 Identifies resource needs, accesses community resources, and assists family in increasing their capacity of social functioning.

7.4 Identifies referral sources for family and youth.

7.5 Demonstrates how to facilitate and coordinate referrals for families to community resources.

7.6 Connects family and youth with natural supports and services that

will provide greater quality of life.
7.7 Describes the importance of working in teams.

8.0 QUALITY IMPROVEMENT, PROFESSIONALISM, AND ETHICS
8.1 Explains importance of and reasons for privacy and confidentiality.
8.2 Describes policies for confidential recordkeeping and documentation.
8.3 Identifies proper procedures for obtaining consents.
8.4 Identifies mandatory reporting requirements.
8.5 Describes professional/paraprofessional boundaries.
8.5 Demonstrates ability to examine and reflect upon one's own values, biases, strengths, and attitudes in working with children, youth, and families.
8.6 Recognizes when to seek assistance in situations that cause personal reactions with children, youth, and families.
8.7 Describes how to seek and utilize ongoing supervision, consultation, and mentoring activities.
8.8 Describes one's strengths and needs in relation to foundational level competencies.
8.9 Explains the importance of professional development.
8.10 Discusses the importance of completing required documentation.
8.11 Lists the basic and required health and safety training requirements.
8.12 Describes how to respond to crisis situations appropriately.
8.13 Identifies how to manage time to meet needs of child, youth, and family.

VI. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES
   A. Required Textbook(s): Course handouts and reader.
   B. Reference(s) and Bibliography: Course materials consist of technical reports proided by Substance Abuse and Mental Health Services Administration (SAMHSA)
   C. Equipment/Facilities: Standard equipment such as TV, DVD player, multimedia projector, white board, computer, films, and videos.
   D. Instructional Supplies: Standard teaching materials are required for this course.

March 24, 2016

Ms. Charlene Bamba Cruz
Project Specialist, iCareguam
Guam Behavioral Health & Wellness Center
790 Gov. Carlos G. Camacho Rd.
Tamuning, Guam 96913

Re: Para I Famagu'on Expansion Implementation Cooperative Agreement

Dear Ms. Cruz:

   Thank you for considering Guam Community College to provide training services for your agency. We are pleased to provide you with an outline of our proposed Systems of Care – Basic training for your team as discussed with the instructor, Ms. KristiAnna T. Santos, Ph.D., from our Social Science and Criminal Justice Department.

      The following is the information you requested for the proposed training and cost per student:

Course:	Systems of Care – Basic
	2 Continuing Education Units (CEUs)
Date(s):	Five (5) Saturdays
	April 2, 9, 16, 23, & 30, 2016
Time:	9:00 A.M. – 1:00 P.M.
Cost:	$203.00 per student
Minimum # of Students:	13 students
Training Site:	TBD

   It is our hope that this proposal meets your expectations and upon your approval, we look forward to working with your agency. Should you require future training opportunities to further the workforce development of the Guam Behavioral Health & Wellness Center team, feel free to contact us again.

Sincerely,

Rowena Ellen Perez

CONTINUING EDUCATION & WORKFORCE DEVELOPMENT

DEPARTN · **RUSH** **SSION FORM**

Walk through class starts April 2nd

Control #:
CPF 2016 036

☒ **COURSE PERMISSION FORM**
To be used for all instructional offerings outsi semester schedule for credit (Undergraduate noncredit, or CEUs.

ERMISSION FORM
incentive or non-incentive activities such as a e.g., testing, workshop, training, conference, offered through federal grants.

Department: *Criminal Justice* Requested by: _____ Contact Number: _____ Course Guide Approved: __Yes ___ No

Term: **201642** Part of Term: _____ CRN/Section: _____ DETAIL CODE: _____ Date Requested: 3/24/2016

☐ _____ Credit (Undergraduate☐/Graduate☐) ☒ **2.0** CEUs ☐ Noncredit

Course No: _____ Course/Event Title: <u>Systems of Care-Basic Level</u> Syllabus Attached: ☒

Class Days:<u>Saturday</u> Time:<u>9:00 am to 1:00pm</u> Total Contact Hours: <u>20</u> Class Size: Max. _____ Minimum _____

Instructor: <u>Kristiana Santos</u> Start Date: <u>April 2, 2016</u> End Date: April 30, 2016 Classroom Number: _____

Instructor Contact Number: <u>735-5622</u> Email: <u>kristianna.santos@guamcc.edu</u>

Cost of Instruction

☒ Part of Full Time Faculty Load | Cost to be paid by: ☒ NAF or ☐ Adjunct FOAPAL – Total with benefits: **$810.00**

Instructor Cleared: **HR** ☐ Yes ☒ No | **Nurse** ☐ Yes ☒ No Comments: * <u>Pending HRO Certification</u>

Cost to Student

Course Fee: $<u>203.00</u> Lab Fee: $_____ Total Cost to Student: $<u>203.00</u>

FOAPAL: _____ **Accountant's Initials** _____

Comments: <u>Pending HRO Certification</u>

The following documents are needed for review and approval: Complete budget, MOA/MOU, faculty workload, syllabus with SLOs identified, and any additional documents to support this course/event. The signatures below acknowledge that the College reviewed and approves the offering and the instructor is qualified and is in good standing.

signature 3/24/16	_____
Dept. Chairperson (Course Requestor) Date	Dept. Chairperson (Course Oversight) Date

_____	_____
Program Manager Date	Dean of TPS Date

_____	_signature_ 3/24/2016
Dean of TSS Date	CEWD Assistant Director Date

_____	_____
Vice President for Academic Affairs Date	Registrar Date

Guam Community College
Dean's Office, TPS
RECEIVED
Date: 3/24/16
Initials:

Office of Human Resources (contract preparation) Date

**After the approval process is completed, please return forms to CEWD for filing. **

CEWD CPF/EPF Amendment Form – Revised: November 23, 2015 psa2