A Better Prescription: How Community Colleges Can Join the Fight to Combat the Opioid Crisis

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Clark State’s Approach

“Healthcare is a workforce issue and the addiction crisis must be addressed as such. Nearly 300 deaths were attributed to overdoses in Clark State’s service area. That’s a call to action.”
The Statistics

• 106 overdose deaths in Clark County in 2017
• 205 overdose investigations
• 25% of 18-25 year old workers in our region admitted to illicit drug use in past month/10% of 26 and older
• In 2002, these numbers were 20% and 6% respectively
• Overdose deaths are up 14.4% nationally/Ohio increased 39%

• Ohio is second in the nation in overdose deaths per capita (4293 last year—19% increase)

• Meth use has increased 25% in SW Ohio
Clark State Response

Committed to the development of OUD and SUD related certificate programs and an Associate in Technical Studies.

Designs include traditional classroom instruction as well as Pre-Apprenticeship and Apprenticeship Programs.
We have pursued:

- Grant opportunities—DOL, BWC, and Apprenticeship
- Explored Curriculum Development and Apprenticeships for Peer-to-Peer Recovery, and LCDC II, LCDC III
- Included Drug-free workplace policies as a workforce development strategy
- Included student success coaches/career navigators to improve student success
Clark State Response

Participated in the development of the ODJFS Dislocated Worker Apprenticeship Proposals:

- Western Region Proposal – DOL NHE Funding (ODJFS lead)
- ODJFS – 2018 Trade and Economic Transition National Dislocated Worker Grant (funded) – PPRS, CDCA and LCDC II
- ODJFS Statewide NHE Disaster Recovery Proposal – National Dislocated Worker (proposal is pending) - apprenticeships
Clark State Response

CSCC has also pursued other funding opportunities to deal with the Opioid Epidemic

- Clark State “National Apprenticeship Proposal to Build Professional Capacity in the Opioid Addiction Battle” – DOL Proposal (funding pending). CSCC led consortium of 30 community colleges in 13 states. The college is the only college not in the Appalachian Region. 5 community colleges in OH and 24 others in the other 12 states in the Appalachian Region.

- PPRS pre-apprenticeship, LCDC II and LCDC III apprenticeships
Clark State Response

National partners include:

- The Association for Addiction Professionals
- National Association of Workforce Development Professionals (NAWDP)
- Community Colleges of Appalachia (CCA)
- American Association of Community Colleges (AACC)
- National Council for Workforce Education (NCWE)
- Jobs for the Future
HHS – HRSA – OWEP Paraprofessionals Proposal

- Proposal submitted on May 10, 2019
- Will train PPRS, CDCA I and CDCA II candidates
- Work-based learning (field placements and internships) are part of the project design
- Program will be credit based and tied to the College’s Career Pathway in Addiction and Integrated Treatment Services
- Develop site supervisor training for work-based components
In late winter/early spring of 2019, the college set in motion a plan to create the:

“National Center for Addiction Integrated Services in the Community College”

• Strategic plan for the Center finalized by June
• Center will expand the College’s scope and reach to provide TA to colleges in Ohio and other states to address OUD and SUD.
National Center Features

• Test innovative approaches in program development and delivery in addiction and integrated services, trauma informed services, and prevention services.

• Promote best practices in instructional delivery: credit and non-credit, pre-apprenticeship, apprenticeship, etc.

• Promote professional development for college faculty while creating awareness about addiction, trauma, and prevention in the workforce system and with employers.

• Provide a resource to promote new and innovative programs and services (e.g. – second chance policies and interactive professional development training for employers).

• Advocate for building the addiction and prevention workforce at two-year colleges

• Develop peer learning training and best practices for use by colleges with local partner agencies
The College is also responding to the need to address trauma in the community college environment:

“Trauma-informed educators recognize students’ actions are a direct result of their life experiences. When their students act out or disengage, they don’t ask them, ‘What is wrong with you?’ but rather, ‘What happened to you?’ (HUANG ET AL., 2014)

How well do we know our students, their issues and experiences?
Today, educators—from preschool teachers to university professors—are increasingly recognizing and supporting trauma-affected students by engaging them in learning, developing resources to help them, and creating safe spaces for them to succeed in school (McInerney & McKlindon, 2014).

All students face challenges as they transition into college, but it can be all the more difficult for those who arrive on campus with a history of trauma. Additionally, college students are at higher risk of experiencing new trauma, including sexual assault, than members of the general public (Galatzer-Levy, Burton, & Bonanno, 2012).
By the time they reach college, 66 to 85 percent of youth report lifetime traumatic event exposure, with many reporting multiple exposures (Read, Ouimette, White, Colder, & Farrow, 2011; Smyth, Hockemeyer, Heron, Wonderlich, & Pennebaker, 2008).

Sixty percent of adults have reported experiencing abuse or other difficult family circumstances during childhood (National Center for Mental Health Promotion and Youth Violence Prevention, 2012).

College students are particularly vulnerable to experiencing a new potentially traumatizing event (PTE); as many as 50 percent of college students are exposed to a PTE in the first year of college (Galatzer-Levy et al., 2012).

Female college students with a history of sexual trauma are at higher risk for repeated trauma (Griffin & Read, 2012).
Minorities and low socioeconomic status have been shown to be risk factors for trauma exposure (Read et al., 2011).

 Individuals who have experienced childhood trauma are also more likely to have a history of chronic absenteeism, behavioral issues, grade repetition, or placement in special education (Shonk & Cicchetti, 2001)

 Trauma-exposed African American female students are more likely to leave college before the end of their second year, and the effect of trauma exposure on leaving college is higher for African American students at predominantly white institutions and for African American students entering college with lower GPAs (Boyraz, Horne, Owens, & Armstrong, 2013).
Research findings on the effects of trauma are not limited to behavioral evidence, however. Neuroscientists have discovered differences in fundamental brain function among college students with co-occurring trauma and depression symptoms (Schaefer & Nooner, 2017).

All of these findings are from “Trauma-Informed Practices for Postsecondary Education: A Guide”. Shannon Davidson, Ph.D., Education Northwest. August 29, 2017.

At CSCC, we intend to know our students, their issues and experiences, and to help them overcome their barriers to success!

- We will kickoff a collegewide effort to address the needs of our students who have experienced trauma at our Convocation this Fall.
- We will have expert speakers at Convocation and we will also host professional development opportunities for all administrative and professional staff, faculty and adjunct faculty.
- We will increase awareness about trauma and its impact on our students within our college community, make them aware of signs and issues, and how-to refer the student to get needed services.
- Since trauma can adversely impact student retention, progression, completion and success, as well as their ability to find and maintain employment, we must address it, AND WE WILL!!

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Questions?

Thank you!

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