Evaluation of GLOBE Youth: Interprofessional Behavioral Health Training Program

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Outline

- Describe a federally funded behavioral health student training program
- Provide background on the need for the program
- Describe program components and evaluation
- Describe challenges and strategies
- Describe implications for social work education
Global Leaders of Behavioral Health Education (GLOBE) Youth

- Overall goal: increase the competency of social work students in behavioral health clinical practice throughout integrated care settings.

- Funding from the Health Resources and Services Administration (HRSA) supported and trained ninety-seven students in three years. Stipends, integrated specialized training in classrooms and field placements, and participation in multiple GLOBE specific workshops were provided.
Program Need

- The Mental and Behavioral Health Education and Training (MBHET) grant matriculated twenty-one students.

- The Behavioral Health Education and Training (BHWET) grant allowed us to expand and improve training.
University of Houston
Graduate College of Social Work (UH GCSW)

- UH GCSW is uniquely situated to meet diverse demographics in Harris County.

- Houston is a minority majority city and the face of America. Approximately forty percent of GCSW students are bilingual.

- GLOBE aims to develop practitioners who are culturally and linguistically diverse prepared to work in integrated settings with patients who experience multiple morbidities and limited financial resources.
GLOBE Training Fellows

- Cohort Demographics: Mostly female, approximately thirty-five percent bilingual

- Languages: Spanish, Portuguese, Mandarin, Cantonese, and Vietnamese

- Types of Field Site Settings: Primary Care, Integrated Emergency Room, Integrated Care and Homeless program, Integrated Care in the Veterans Affair Medical Affairs
Content Infused into Curriculum

- Brief Therapeutic Interventions (BTI) and Cognitive and Behavioral Interventions (CBI)
- Match with faculty mentors and excellent field instructors
- Summer 2015 rollout: Behavioral Health in Integrated Settings for advanced curriculum elective
- Adapted from Council on Social Work Education (CSWE)/HRSA Integrated Health
Aligned with Social Work and Integrated Behavioral Healthcare Project Modules

- Introduction to integrated care
- Role of social work in integrated care
- Applying theories, perspectives and practice models in integrated care
- Engagement and relationship building
- Comprehensive, structured and standardized assessment
- Common behavioral health problems in primary care
- Cross-cultural issues in integrated care
- Medication contraindications and compliance issues
- Care planning and documentation
- Interventions and responding to resistance
- Evaluation of client progress and treatment effectiveness

Workshops to Foster Knowledge and Skills

- Six workshops per year to increase students’ competency in evidence-based practice and develop their leadership skills.

- Interprofessionalism as a goal: Recognizing one’s own role in relation to the other professionals on the team.

- Describing one’s roles and responsibilities clearly to other professions. Working collaboratively with other professions to provide client care, resolve conflict, review and evaluate services, and effect change where necessary.

- Tolerating professional differences, misunderstandings, and unilateral change in another profession.
Workshops

- Workshops typically showcase an inter-professional panel discussing a clinical topic (e.g. homeless, co-occurring disorders, a mobile eye clinic that utilizes social workers)

- Provide advanced training on specific evidence-based approaches utilized in integrated care such as Screening Brief Intervention and Referral to Treatment (SBIRT), Motivational Interviewing (MI), Trauma Focused Cognitive Behavioral Therapy (TFCBT), Problem Solving Therapy in Primary Care

- Students speak on the topic of how social work uniquely contributes to the quality of care in the treatment team.
Evaluation of Outcomes

A one-group, pretest-posttest design was used to assess whether GLOBE Youth students increased positive attitudes and knowledge of interprofessional practice and cultural competency using the Interprofessional Self-Assessment Scale (IPSA), the Entry Level Interprofessional Scale (ELIQ), and the ASK Cultural Competency Self-Assessment Scale. These data were collected online at pretest and posttest by the lead evaluator using unique IDs to decrease social desirability bias, and paired-samples t-tests were used to analyze the data on overall scales, subscales and scale items.

An objective structured clinical evaluation (OSCE) was used to assess clinical skill with youth at posttest.
Results

- N=96
- Significant improvement from pretest to posttest on all of the Interprofessional Self-Assessment Scale items.
- Significant improvement on the overall Entry Level Interprofessional Scale scale (p<.001), and the Communication and Teamwork subscale (p<.001).
- There was significant improvement on the ASK cultural competency scale from pretest to posttest (p<.001), with students improving from a per-item mean of 3.674 to a per-item mean of 4.41.
- Performance on the OSCE rating scale suggested that all students demonstrated emerging skill, while 78 percent demonstrated adequate clinical skill in working with a standardized youth client.

Findings from first OSCE:
Impact on Workforce

At one year post-graduation (based on year I and II outcomes):

- Ninety percent of the GLOBE Youth Alumni reported employment in Harris County and surrounding areas,
- Sixty percent with at-risk youth, adolescents and/or transitional youth,
- Sixty percent in primary care settings, and
- Sixty-six percent in medically underserved settings.

Scores indicating negative experiences when participating in interprofessional training indicate a continued need for training all disciplines, not just social work, in integrated care.
Challenges and Strategies
Challenge:
Grant compliant field placements

Strategy:
flexibility, deference to existing protocol and open communication
Challenge:
Engaging other professions to meet the inter-professional education goal

Strategy:
Social work must educate the medical community about its role and how it contributes to positive client outcomes
Challenge:
Faculty buy-in and lack of resources for adding new curriculum

Strategy:
Integration rather than replacement
Implications for Social Work Education

- Increased federal support for the integrated care model provides a unique opportunity for social work professionals.

- Training urges conceptualization of health through a different paradigm. Integrated, holistic, prevention focused care is necessary to treat mental health issues.
Implications for Social Work Education (cont’d)

- Schools of social work should strive to train students in settings where behavioral health approaches are used and supervised adequately.

- These settings may include specialty community behavioral health centers, hospitals that have behavioral health departments, schools, jails, medical homes and primary care.
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