PREPARING THE BEHAVIORAL HEALTH WORKFORCE FOR RURAL PRACTICE IN PRIMARY CARE: IMPLEMENTATION AND EVALUATION OF A GRADUATE CERTIFICATE TRAINING PROGRAM

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BACKGROUND AND FUNDING

• West Virginia University (WVU) one of 13 Master of Social Work (MSW) programs to receive the HRSA Mental and Behavioral Health Education and Training Grant October 2012 (M01HP25201)

• WVU subsequently awarded the HRSA/SAMHSA Behavioral Health Workforce Education and Training Grant October 2014 (G02HP28009)

• Funding used to develop and implement the Integrated Mental and Behavioral Health Training Program (IMBTP) within the WVU MSW program

• IMBTP curriculum now delivered as a Graduate Certificate within the University – Approved May 2014
DUAL PROGRAM GOALS

Elements of training designed to support achievement of two simultaneous goals:

1. Develop highly skilled **practitioners** to provide behavioral health services in integrated settings

2. Develop **leaders** in rural integrated health service delivery development and implementation
ALL LEVELS OF PRACTICE

• To accomplish dual goals, training must encompass all levels of practice

• Reflected in competencies and practice behaviors that specifically address macro, mezzo, and micro practice

• Underlying assumption - to effectively practice in integrated health settings at the micro level (application of direct clinical skills), social workers must also effectively collaborate across professions (mezzo level), and advocate for and promote integrated models of service delivery (macro level)
CERTIFICATE COURSEWORK

• Certificate comprised of fifteen credit hours including three required courses.
  – Child Mental Health: Promotion, Prevention, and Treatment
  – Advanced Clinical Social Work in Integrated Healthcare
  – Capstone Poster Project
• Trainees choose two electives from the following courses: Brief Therapy, Substance Abuse, Social Work with Groups, Supervision, Child Welfare Continuum, Social Work with Veterans, Family Victimology
CERTIFICATE-BASED ADVANCED FIELD

IMBTP Certificate students also grouped together for the advanced field placement seminars:

- Advanced field is cohort-based experience
- Seminars focus on models of integrated practice
- Explicit connections among macro, mezzo, micro practice
- Current literature reviewed
ADDITIONAL CERTIFICATE COMPONENTS

• IMBTP training workshops each semester
• Intentional focus on leadership development and professional networking opportunities
• Capstone presentation at state National Association of Social Workers (NASW) conference
• Connection to potential employers
• Contact maintained with all students post-graduation to collect employment and follow-up data
EVALUATION METHODS

• Mixed-method approach

• 46 students completed training program 2014-2017 participated in evaluation

• Data collected at completion of program; follow-up data collected one year post-graduation
PROCEDURES

- Trainees incorporate IMBTP competencies and practice behaviors in advanced field learning contract
- Trainees and field instructors complete final advanced field evaluations rating trainee attainment of IMBTP practice behaviors on a 5-point scale at program completion
- Free write (10 minutes each question)
  - How has the training influenced your knowledge of integrated practice?
  - How will you take this knowledge into practice?
- Guided Discussion
RESULTS - QUANTITATIVE

Results suggest training goals achieved:

• Student mean ratings on practice behaviors exceed basic competency at conclusion of program

• Field instructor mean ratings of students exceed basic competency for all items at conclusion of program
RESULTS - QUALITATIVE

Four key components of Certificate training identified by trainees:

1. Access to Learning Opportunities
2. Focus on Integrated Practice
3. Role of Social Work – as a *Profession* and as the *Professional*
4. Opportunities for Interprofessional Practice and Relationship-Building
LEARNING OPPORTUNITIES

• “The grant has allowed me to seek out extra trainings that I would not have otherwise been financially able to attend, allowing me to expand my knowledge of social work practice.”

• “What the program has offered me is the opportunity to be engaged, clinically, in a placement setting that was emergent—relative to integration.”

• “The specific course requirements (integrated healthcare, child mental health) were beneficial in teaching me about how integrated services work, how they can be adapted and implemented, and their benefits on clients, professionals, and systems.”

• “IMBTP education has allowed me to build upon my social work education to degree that sets me apart among other MSW graduates.”
INTEGRATED PRACTICE

• “I have been able to see, first hand, the clinical applications and pitfalls of practice in an emerging integrated setting.”

• “I now see the possibilities for integration in a variety of service delivery settings and recognize how critical systems of care that are integrated are to the delivery of these services.”

• “I have learned so much about the benefits of integrated practice. Integration can happen at all levels of practice (macro, mezzo, and micro). Integration is beneficial for clients in that they can receive many different services at once, decreasing fragmentation of services.”
ROLE OF SOCIAL WORK(ER)

• “To be able to guide this process provides some exciting professional opportunities for the field of social work.”

• “Integrated care really encompasses what social work is all about – work on many different levels and wear many different hats.”

• “[Training] has allowed me to identify, address and evaluate my role and position in an interprofessional setting…to become sensitive to possible challenges that might hinder the provision of services to individuals in integrated settings.”

• “The social worker has the ability to step back or away from institutional barriers and promote collaboration.”
INTERPROFESSIONAL PRACTICE AND RELATIONSHIPS

• “My IMBTP training has made me more confident in my collaboration skills with other professionals.”

• “IMBTP has brought me more humility – humbled me by seeing a wide range of other professionals, but also helped me be more confident of my own expertise and in interacting with other professionals.”

• “I have a better understanding of how other professionals carry out services.”

• “Before this training I didn’t have an understanding [of] being a part of an integrated team. Now I do. I’ve been able to see all sides, what works, what didn’t work and how to solve problems.”
CONTACT INFORMATION

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