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Integrated Health Social Work Field Placement Project

Orientation Webinar

April 24, 2013



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Agenda

1. Background on the Field Placement Initiative
2. Responsibilities of the students, faculty and field supervisors: *What you bring to the Learning Network*
3. Responsibilities of your resource team: *What we bring to the Learning Network*
4. Tentative Schedule of Activities (*April –December 2013*)
5. Evaluation of the Initiative



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What is primary & behavioral healthcare integration?

- > “...the systematic coordination of physical and behavioral healthcare. The idea is that physical and behavioral health problems often occur at the same time. Integrating services to treat both will yield the best results and be the most acceptable and effective approach for those being served.”

(Source: Hogg Foundation for Mental Health, Connecting Body & Mind: A Resource Guide to Integrated Health Care in Texas and the U.S. (n.d.). Retrieved from http://www.hogg.utexas.edu/initiatives/integrated_health_care)



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Why is primary & behavioral healthcare integration important to schools of social work?

- > Multidisciplinary practice is increasingly the norm in practice settings. Strategies are needed in the academy and in practice settings to ensure that social workers are well prepared to work as part of an interdisciplinary team.

Social Work Policy Institute (2011). Investing in the Social Work Workforce. Washington, DC: National Association of Social Workers.



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Social Work Curriculum Development

In January 2012 SAMHSA & HRSA through the CIHS sponsored the Council on Social Work Education in partnership with the National Association of Deans and Directors of Schools of Social Work, to engage up to 10 schools of social work to develop, implement, and evaluate master's level curriculum materials for two semester long courses.

- 1) An advanced practice course on integrated care
- 2) An Advanced health policy course on integrated care
- 3) At least two modules that may be embedded in other courses



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Scope of Field Placement Project

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- > NY Community Trust has provided \$10,000 stipends for 27 graduate level social work students.
- > Financial incentives to students, schools of social work and field placement sites will be made available to support the development, implementation, and evaluation of the field learning experience.
- > The funds support the design, implementation and evaluation of integrated care field placement experiences.
- > The outcome of this initial project is to inform and guide faculty, schools of social work, field placement directors and integrated care settings to design future classroom and field placement experiences that successfully prepare social workers for a changing healthcare system.



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Responsibilities: Graduate Schools & Faculty

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- > Graduate schools are responsible for dispersing the stipend of **\$10,000** per student as outlined below:
 - » **\$5,000** to the field placement site
 - » **\$2,000** for the administrative costs at the graduate school
 - » **\$3,000** scholarship for the student
- > Graduate schools are responsible for maintenance of their relationship with the selected integrated care field placement site(s) [including communication and student evaluation]. Further, if any changes occur regarding this relationship, the school is responsible for immediately informing the resource team.
- > Graduate schools are responsible for delivering an integrated care policy or practice course in 2013.
- > Faculty are responsible for participation virtual (web and phone-based) discussions, and participation in evaluation activities.



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Contracts and Logistics

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- > Graduate schools must inform the resource team of any changes or updates to contact information or participants (including selected students and field placement sites)
- > **Contracts: Process & Timeline**
 - » National Council will contract with each participating graduate school (July-September 2013)
 - » Graduate school must have established a contract/MOU/agreement with field placement agency (August 2013)
 - » Graduate school must provide National Council with a copy of the contract/MOU/agreement with FP agency and any existing field placement agreement with student (August 2013)*
 - » National Council will distribute funds to the participating graduate school and each school is responsible for disbursing the student stipends and funds to field placement agency (August-September 2013)
- > **Contract questions?** Contact Tramaine Stevenson (TramaineS@thenationalcouncil.org)

*Additional details forthcoming



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Responsibilities: Students

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- > Selected students must have successfully completed or be enrolled in a policy or practice course on integrated care during 2013
- > Selected students in an integrated care field placement must agree to participate in a learning network with other students, faculty and the field placement supervisor in the integrated care setting. Learning network activities are likely to involve additional learning activities outside of their field placement including webinars, conference calls and evaluation activities



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Responsibilities: Field Placements

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- > Participating field placement sites must have a licensed social worker who will supervise the student(s). The social worker must have the following attributes: full-time employee, experience working in an integrated care setting, works on site at the integrated health clinic and meet the supervisory requirements of the student's school of social work.
- > Integrated Field Placements are expected to provide the following experiences to the social work student. Behavioral health centers are expected to provide these experiences consistent with your application. Health centers such as FQHC's are expected to provide as many of the experiences as possible on the slides that follow.

NOTE: The key requirement for a health center that provides integrated care is the capacity to provide students with the opportunity to screen, assess and address mental health and substance use problems of clients; interface with behavioral health specialists and participate in care management, health promotion and interdisciplinary team activities.



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Responsibilities: Field Placements (cont'd)

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- > Observe and conduct, under supervision, a comprehensive integrated biopsychosocial screening and assessment process that addresses mental health, substance use, trauma, and primary care domains.
- > Observe a comprehensive primary care screening and assessment (including physical exam) process followed by discussion with the primary care provider on findings and care plan implications.
- > In behavioral health programs, the student is expected to work with clients individually to address the goals in their service plan including mental health, substance use, trauma, and chronic physical health conditions. For community primary care health center's, the focus may be on brief solution focused interventions with a larger number of clients (e.g. SBIRT framework) where clients with chronic mental illnesses and/or substance use disorders are referred to a specialty community mental health center for treatment.



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Responsibilities: Field Placements (cont'd)

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- > Participate in co-leading a wellness health promotion group that is focused on one or more of the following topics:
 - » Nutrition and/or exercise
 - » Smoking cessation
 - » General health literacy (e.g., solutions for wellness curriculum)
 - » Disease self-management of a specific health condition (e.g., diabetes, asthma, cardiovascular difficulties)
 - » Healthy lifestyle (focused on illness prevention)
 - » Addressing the role of trauma in managing health and accessing healthcare



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Responsibilities: Field Placements (cont'd)

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- > Offer students an opportunity to work alongside a care manager for one or more clients that need assistance in areas such as keeping appointments, addressing an urgent medical need, engaging family members to support service plan goals. This care management function may include home visits, family engagement, and accompanying the client to primary care and/or other needed services.
- > Regularly attend case conferences or grand rounds focused on clients involved in integrated services which allow the student to present one of their individual clients in a formal case conference.
- > **Optional:** Other enhanced learning opportunities as available (e.g. telemedicine, EHR, motivational interviewing, peer-led services, addressing cultural factors and health disparities)



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The Integrated Field Placement Learning Network

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What is it?

- > An opportunity for key participants in the Integrated Field Placement Project to successfully meet the aims of the project by learning from and sharing with their counterpart across the country.
- > The Learning Network utilizes a variety of activities to promote shared learning and problem solving including webinars, small group conference calls, and an interactive list serve.

Why is it important?

- > A Learning network is an effective way to exchange information, improve performance, generate creative solutions and energize participants through social support and social networking.



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Your Resource Team:

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A collaborative group comprised of individuals from the National Council and the Council on Social Work Education

- > *Jessica Holmes, MSW, Council on Social Work Education*
- > *Seol Han, MA, Council on Social Work Education*
- > *Jeff Capobianco, PhD, LLP, National Council*
- > *Tony Salerno, PhD, New York University, National Council*
- > *Betsy Schwartz, MSW, National Council*
- > *Tramaine Stevenson, MA, National Council*



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What We Bring to the Table

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- > We are here to support your efforts to collectively learn how to create field placement experiences that effectively prepares social workers for an integrated system of healthcare.
- > Your resource team will organize and facilitate all learning network activities and provide project management guidance.
 - » Webinars
 - » Small group conference calls for students, field placement supervisors and school of social work faculty
 - » Oversee and manage the online forum
 - » Learning Network Webpage (cswe.org)
 - » Develop practical and meaningful evaluation methods
- > Respond to project related questions from field placement supervisors, students and school of social work faculty
- > Direct participants to resources and tools to support the aims of the field placement project



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Tentative Timeframe for Learning Network (2013)

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May-August 2013

- » Finalizing contracts, distributing awards and other project details

September 2013

- » Informational Webinar # 1: **Social Work Core Competencies** and Integrated Healthcare
- » **60 minute small group conference call** with 6-7 participating teams (*student, supervisor and SW faculty*)

October 2013

- » Informational Webinar # 2: **Engagement and Connecting Skills: Motivational Interviewing** in an integrated healthcare setting
- » **60 minute small group conference call** with 6-7 participating teams (*student, supervisor and SW faculty*)

November 2013

- » Informational Webinar # 3: **Health Self- Management: Interventions and competencies** to assist clients to self manage mental health, substance use and physical health conditions.
- » **60 minute small group conference call**

December 2013

- » **Final Evaluation** of the field placement project to date
 - Variety of methods including focus groups by conference calls and completion of online surveys



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Evaluation Process

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Purpose

1. To evaluate the overall experience of students, faculty and field supervisors participating in the SW Field Placement in Integrated Care
2. To identify the optimal design of a field placement experience that prepares social workers to successfully function in the changing healthcare system
3. To make the finding of this project available to schools of social work and integrated field placement sites as a guide to establishing highly effective training experiences for social workers

Methods

- > Feedback assessed during webinars, small group calls and end of learning network focus groups and survey methods



Questions?

Thank You!



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