

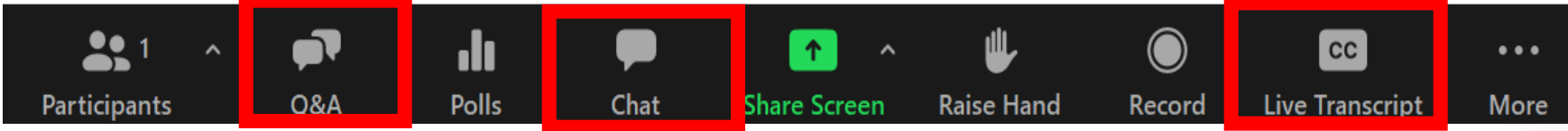
# Building Capacity in the Integrated Health Workforce: A focus on Substance Use Education

Tuesday, November 2<sup>nd</sup>, 2021  
3pm-4pm ET

**CENTER OF EXCELLENCE** for Integrated Health Solutions

Funded by Substance Abuse and Mental Health Services Administration and operated by the National Council for Mental Wellbeing

# Questions, Comments & Closed Captioning



The image shows a horizontal toolbar with several icons and labels. From left to right, the items are: 'Participants' with a person icon and '1', 'O&A' with a speech bubble icon, 'Polls' with a bar chart icon, 'Chat' with a speech bubble icon, 'Share Screen' with a green square and an upward arrow, 'Raise Hand' with a hand icon, 'Record' with a circular icon, 'Live Transcript' with a 'CC' icon, and 'More' with three dots. Three red boxes highlight the 'O&A', 'Chat', and 'Live Transcript' icons. Three black arrows point from text labels to these icons: one from 'Type in a question in the Q&A box' to 'O&A', one from 'Type in a comment in the chat box' to 'Chat', and one from 'Click Live Transcript and then select "Show Subtitle"' to 'Live Transcript'.

Type in a **comment** in the **chat box**

Type in a **question** in the **Q&A box**

Click **Live Transcript** and then select **"Show Subtitle"**

# Disclaimer

The views, opinions, and content expressed in this presentation do not necessarily reflect the views, opinions, or policies of the Center for Mental Health Services (CMHS), the Substance Abuse and Mental Health Services Administration (SAMHSA), or the U.S. Department of Health and Human Services (HHS).

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Substance Abuse and Mental Health  
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# Poll #1: What best describes your role?

- Clinician
- Administrator
- Policy Maker
- Payer
- Other (specify in chat box)

# Poll #2: What best describes your organization? (check all that apply)

- Primary Care Provider
- Mental Health Provider
- Substance Use Disorder Provider
- Other (specify in chat box)

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# Poll #3: Where is your organization in the process of integration?

- Learning/Exploring
- Beginning Implementation
- Advanced/Full Implementation
- Ongoing Quality Improvement
- Other (specify in chat box)

# Introductions



**Maura Gaswirth, LICSW**  
Director, Practice Improvement  
& Consulting, National Council  
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**Nick Szubiak, MSW, LCSW**  
Integrated Health Consultant  
& Principal, NSI Strategies

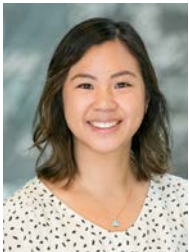
# National Council for Mental Wellbeing – Project Team



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County

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# Objectives

After this webinar, participants will be able to:

- **Identify** the need to build capacity and strengthen workforce development of social work students, to address complex needs in diverse integrated care settings.
- **Recognize** the gaps in workforce preparedness for substance use integration and opportunities to adapt training programs to stimulate growth in the workforce.
- **Understand** the key outcomes of the learning collaborative, including the impact on capacity, competency and training program adaptation for social work students.

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# Setting the Stage

- From May 2019 to May 2020, there were over **81,000 drug overdose deaths** in the United States, which is the **highest number of overdose deaths** ever recorded in a 12-month period ([CDC, 2020](#)).
- The social work profession can be a major change agent in this work, **as nearly 75% of all social workers** interact with individuals who use alcohol and substances ([USBLS, 2019](#)).
- Unfortunately, **many social workers haven't received the education**, training or experience necessary to adequately address SUDs in practice ([Estreet et al., 2017](#)).
- Our Learning Collaborative aimed to help prepare social workers to work with and alleviate substance use challenges by having students take specific substance use courses and focus on substance use activities in their internship.

# Our Partners



COUNCIL ON SOCIAL WORK EDUCATION

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# Learning Collaborative Overview

Goal	Objectives	Timeline	Participants
<ul style="list-style-type: none"><li>• Prepare students to lead the charge against the opioid and drug epidemic</li></ul>	<ul style="list-style-type: none"><li>• Refine and/or expand existing substance use-related coursework</li><li>• Partner with field placement sites that offer substance use-related services</li><li>• Recruit 7-8 students to take the addiction-related coursework and intern at identified field placement sites.</li></ul>	<ul style="list-style-type: none"><li>• October 2019 to August 2021</li></ul>	<ul style="list-style-type: none"><li>• Faculty Champions/Schools of Social Work</li><li>• Students</li><li>• Field Placement Supervisors</li></ul>

# Learning Collaborative Participants

10 Schools



9 States



76 Students



12 Faculty  
Champions

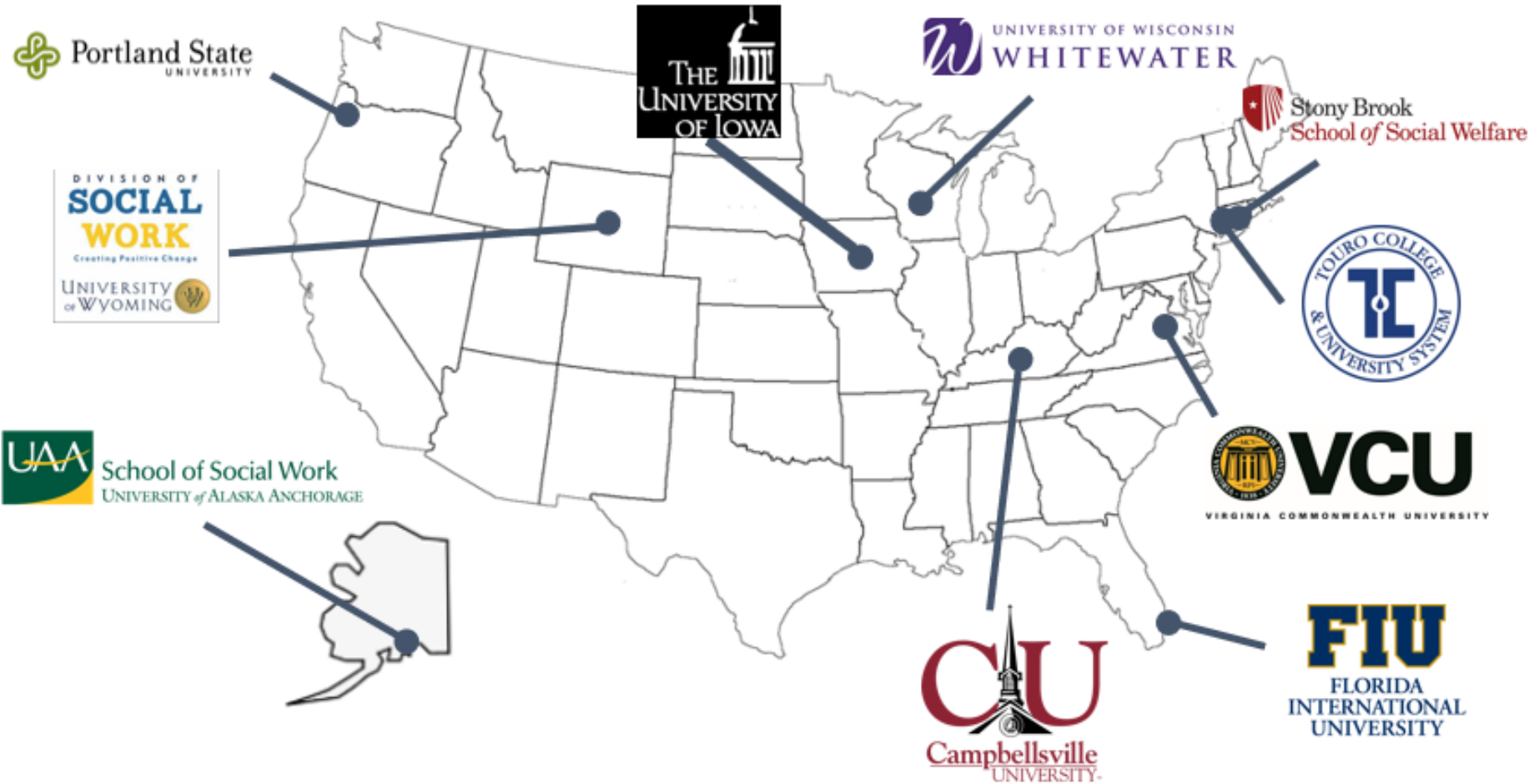


61 Field  
Supervisors



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# Participating Schools



# Participant Groups

Schools/Faculty  
Champion

Field  
Supervisors

Students

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# Learning Collaborative- Participating Field Placements

University Counseling  
Services

Inpatient and  
Outpatient SUD/OD  
treatment providers

Integrated Health

Primary Care Settings

MAT Programs

University Collegiate  
Recovery Program

Child Welfare (drug  
court)

Domestic Violence  
Program

Community Mental  
Health Clinics

Organizations serving  
the homeless  
population

K-12 After School  
Program

Juvenile Drug Court

Veteran's Hospital

Detox/Crisis Services

Tribal  
Council/Medical/SUD  
Provider for Native  
Americans



# Learning Collaborative – Participating Students

Bachelor of  
Social Work

Master of  
Social Work

Advanced  
Standing



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# Learning Collaborative Training and Technical Assistance Modalities

Webinars

Discussion Calls  
following  
Webinars

1:1 Coaching for  
Schools

Live and Recorded  
Events

Case Conferences  
for Students

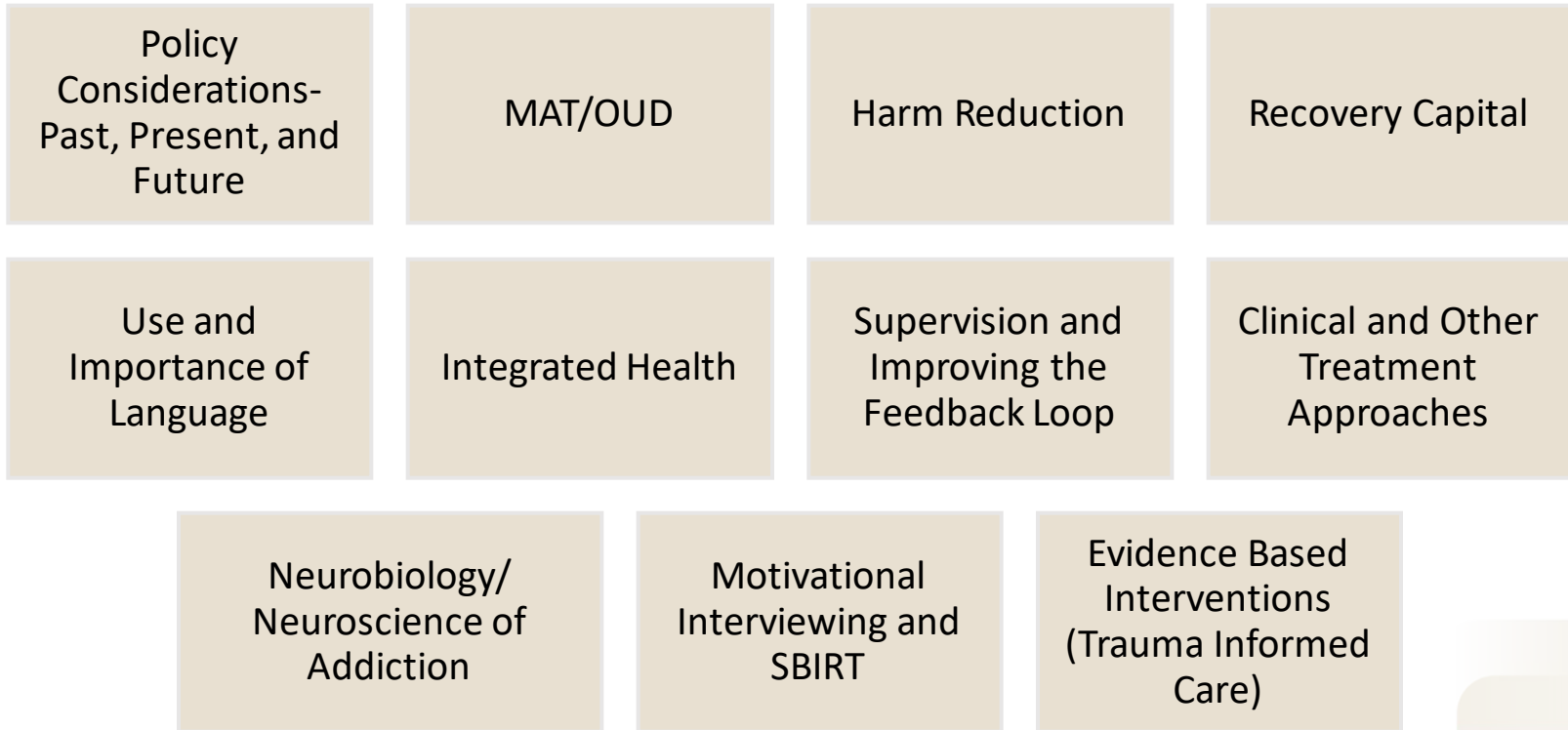
Quarterly Calls  
with Students and  
Field Supervisors

Monthly calls  
with Faculty  
Champions

Site Visits

Development of  
Fact Sheets/One  
Pagers

# Learning Collaborative Curriculum Topics



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# Evaluation Outcomes

# Evaluation Partner



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# Methods

Data Collection	Data Source			Analysis
 <b>SURVEYS</b>	 Faculty Champions	 Students	 Field Supervisors	Quantitative & Qualitative
 <b>DOCUMENT REVIEW</b>	 Program Documents	 Polls	 Meeting Notes	Thematic/ Qualitative

# Evaluation Questions

Do **students get what they need to improve their competencies and confidence for practice in the field** (to prevent SUD, or to treat/serve individuals diagnosed with or affected by SUD) through this initiative?

- Do students **feel more knowledgeable, prepared, and comfortable** addressing SUD after this initiative?
- Do faculty and field supervisors **observe increased competencies** among participating students?

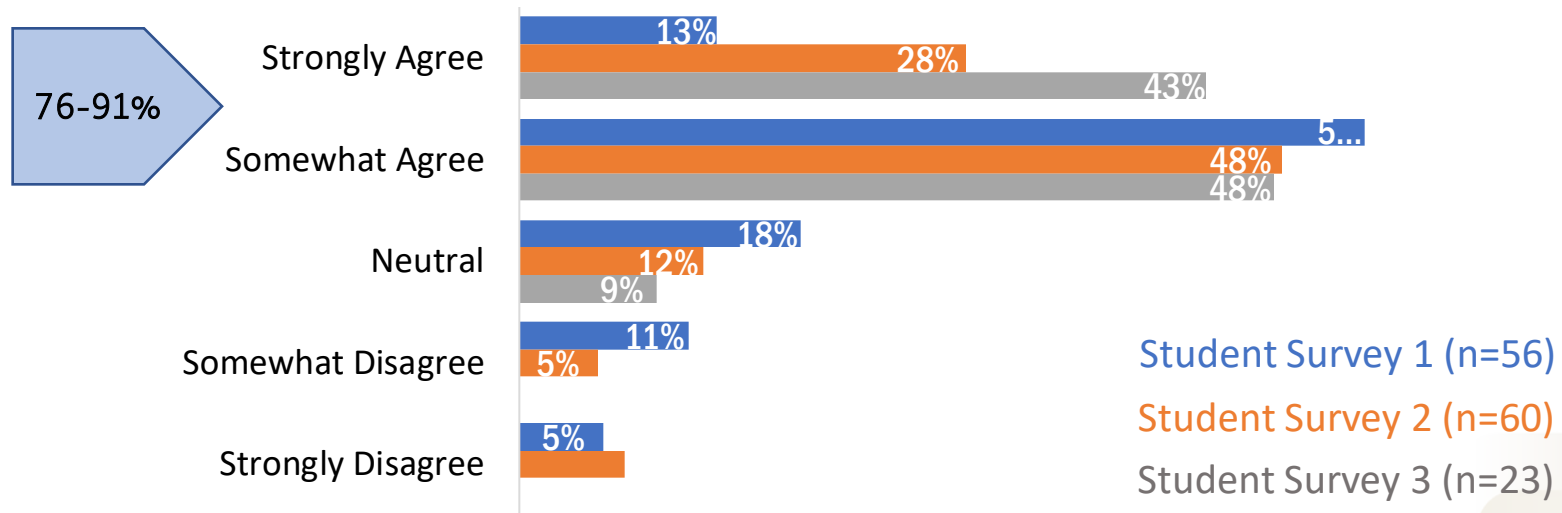
As a result of this initiative, do **Social Work (SW) programs enrich the learning content and opportunities available to students** on substance use and disorders?

Does participating in this initiative contribute **to increased interest and intention among social work students to enter professional practice or careers to address SUD** after receiving their degree?

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# Do students get what they need to improve their competencies and confidence for practice in the field through this initiative?

I feel prepared to **TREAT** SUDs in individuals, families, and communities.

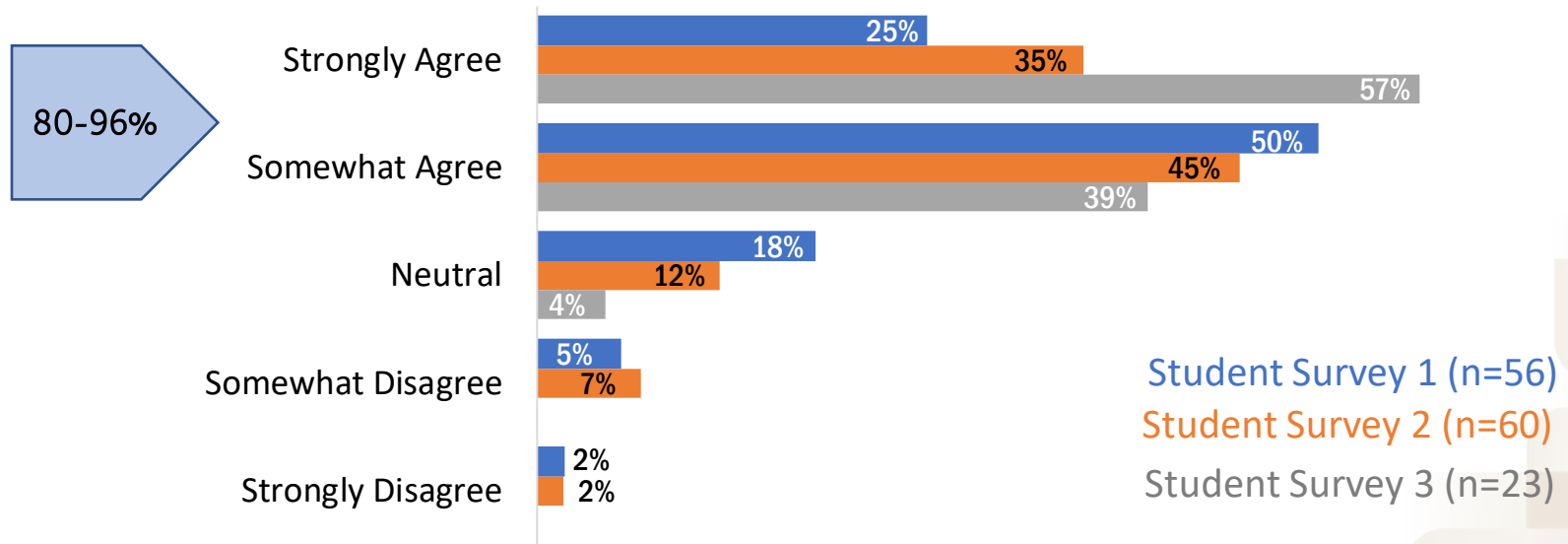


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# Do students get what they need to improve their competencies and confidence for practice in the field through this initiative?

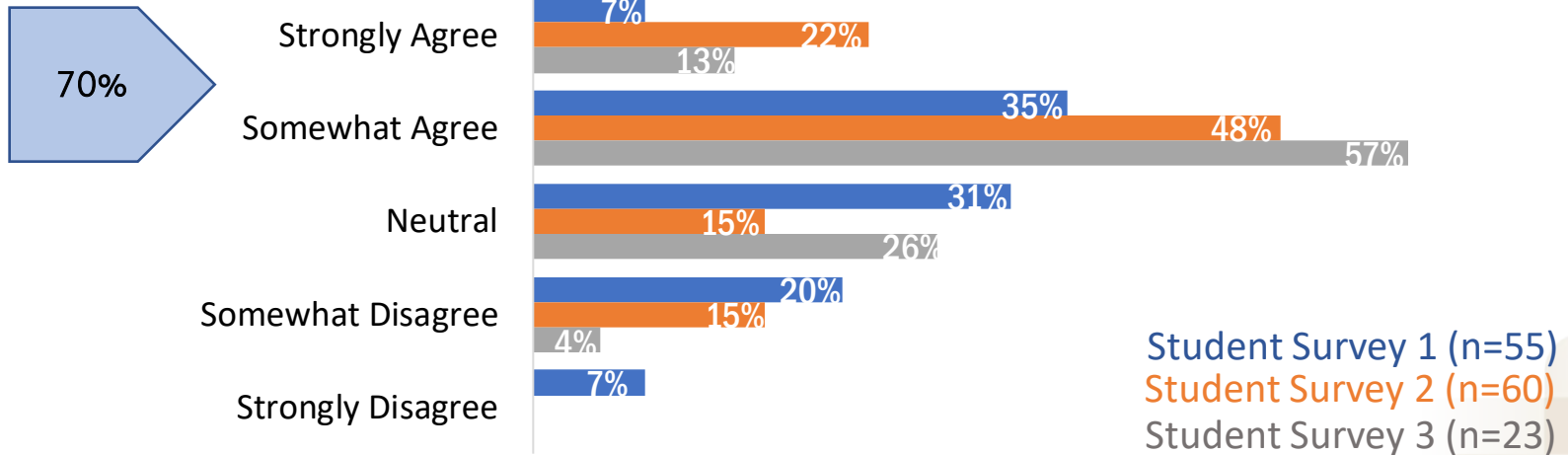
I feel prepared to **FOSTER RECOVERY** from SUDs in individuals, families, and communities.



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# Do students get what they need to improve their competencies and confidence for practice in the field through this initiative?

I feel prepared to **PREVENT** SUDs in individuals, families, and communities.



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# Overall Student Preparedness

Most students agreed they felt comfortable with treatment and fostering recovery

Students felt less prepared for prevention

Faculty responses also indicated that students seemed the least prepared to prevent substance use disorder

“

Most coursework deals with treatment, but I am interested in how to prevent an individual from going down that path to begin with.

-SW STUDENT

”

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# As a result of this initiative, do SW programs enrich the learning content and opportunities available to students on substance use and disorders?

*How has your social work coursework helped prepare you to prevent, treat, and foster recovery from substance use challenges?*

Students said they gained:

- Skills and **techniques for relationship building**; cultivating a therapeutic bond; and motivational interviewing
- Knowledge of **theories and treatments** for SUD
- Students said they gained a general **understanding of SUD** and more **compassion/empathy** for those experiencing SUD
- Themes from site visit discussions supported the students' self-perceptions; several faculty shared that they felt like the enhanced education helped students **reduce some of their fears and the stigma** surrounding work with those who experience SUD



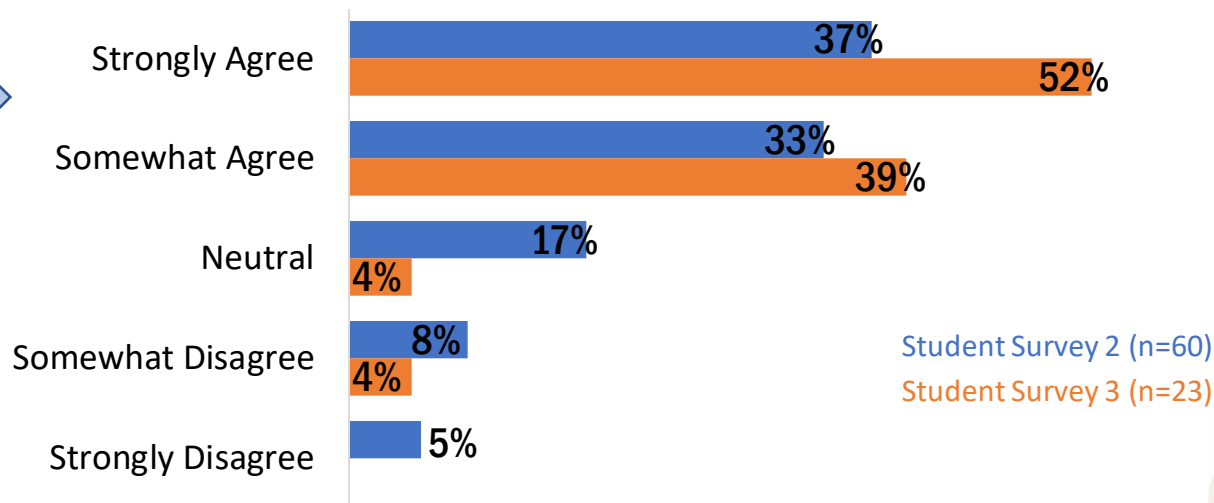
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# Does participating in this initiative contribute to increased interest and intention among social work students to enter professional practice or careers to address SUD after receiving their degree?

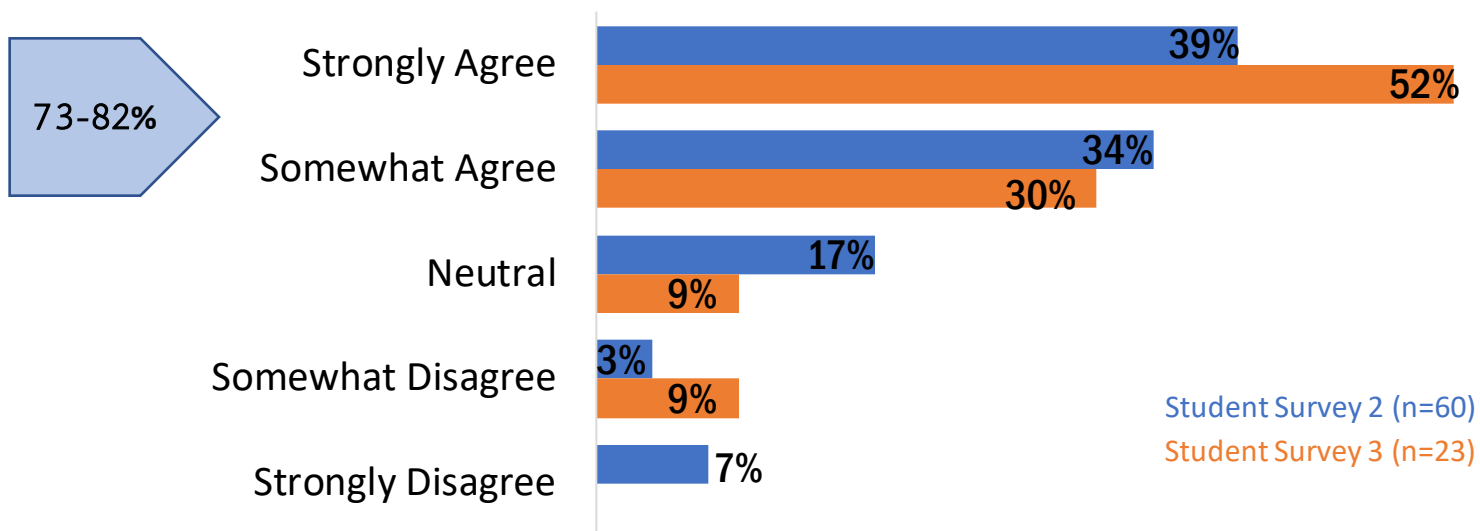
My goals were met for increasing my confidence to address SUD in practice.

70-91%



# Does participating in this initiative contribute to increased interest and intention among social work students to enter professional practice or careers to address SUD after receiving their degree?

My interest in entering professional practice with the intent to address SUD has increased because of this experience.



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# What Led to Students' Feelings of Increased Competency



Peer-to-peer  
learning



Enhanced  
Courses



Case  
Studies

“I liked the small breakout groups with the other students from different universities. It is nice to hear their perspective and how things are going in their communities.”

- SW STUDENT

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# Intent to Work in the SUD Field

Students rated the following as their top reasons for wanting to work in the SUD field:

- Gained better perspective for how SUD impacts people
- Had the experience of seeing their work make a difference
- Had opportunities to address stigma and discrimination in the field
- Interactions with experts in the SUD field



82%

of students agreed that their interest in addressing SUD in professional practice increased because of this experience\*

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# Key Takeaways

- The **varied sizes, settings, and geographic locations** of the participating Schools of Social Work contributed greatly to the success of the learning collaborative.
- The **opportunities for participants to connect with those in various schools** and settings allowed for greater learning and discussions around the ways SUD/ODD is talked about and treated in different communities and parts of the country.
- **Student stipends** allowed for students' active participation and engagement, as the stipends gave students the space to dedicate their time to the Learning Collaborative instead of spending time in another role.

# Key Takeaways Continued

- **Improved engagement with field instructors** is necessary to better understand their role in preparing students to practice social work in applied settings.
- **Identification of only 1-3 field placements per school** rather than different placements for each student can help increase field placement engagement.
- Provide more detail on **how field placements can utilize stipends to help ease administrative burden**, so field placement supervisors can dedicate time to participating in the learning collaborative.

# Future Directions

- Continue peer-to-peer learning and case studies, as students found these elements most helpful.
- Incorporate Field Directors/Liaisons into the learning collaborative to increase coordination among the field course, field instructors and field placement to improve engagement levels among field placement supervisors.
- Provide CEUs through trainings and webinars for field placement supervisors to further encourage participation.
- Focus on improving social work programs and integration of SUD curriculum across their programs.
- Edit curricula to address more about prevention, in addition to treatment and recovery, and build in more policy and evaluation elements.
- Apply learning collaborative model to other fields that work with individuals with SUD and/or OUD.

# Questions, Comments?



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# Tools & Resources

- [Building Capacity in the Workforce: A Focus on Substance Use Education](#)
- [Center of Excellence for Integrated Health Solutions – Resources Page](#)
- [Advanced Clinical Social Work Practice in Integrated Care](#)
- [Overdose Deaths Accelerating During COVID-19 Pandemic -CDC](#)
- [Council on Social Work Education \(CSWE\) - Practitioner Education](#)
- [U.S. Bureau of Labor Statistics – Mental Health & Substance Use Social Workers](#)
- [Exploring Social Work Student Education: The effect of a harm reduction curriculum](#)
- [Guiding Principles for Workforce Development](#)



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# Upcoming CoE Events:

CoE Office Hour: Building Capacity in the Integrated Health Workforce: A Focus on Substance Use Education

[Register for the office hour](#) on Thursday, November 4, 3-4pm ET

CoE Office Hour: Introducing an Innovative Toolkit to Advance Health Equity in Integrated Care Settings

[Register for the office hour](#) on Monday, November 15, 2-3pm ET

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# Thank You

## Questions?

Email [integration@thenationalcouncil.org](mailto:integration@thenationalcouncil.org)

SAMHSA's Mission is to reduce the impact of substance abuse and mental illness on America's communities.

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1-877-SAMHSA-7 (1-877-726-4727) 1-800-487-4889 (TDD)

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# Contact Information

For questions regarding the initiative  
and the learning collaborative work,  
please contact

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