

**CALSWEC MENTAL HEALTH  
INITIATIVE  
MENTAL HEALTH STIPEND PROGRAM**



**CURRICULUM IMPLEMENTATION  
SURVEY RESULTS  
2005-2006 and 2006-2007**

## **Summary of Curriculum Implementation Survey Results**

The following pages describe the strategies utilized by the 17 participating Schools of Social Work as they implement the CalSWEC Mental Health Curriculum Competencies into their curriculum offerings in both class and fieldwork settings.

The table depicting intervention strategies used by each school includes responses for both the 2005-2006 and the 2006-2007 academic year periods. It is interesting to note that many of the participating schools have increased the number and range of strategies they utilized in the second year of the MH Stipend Project. Overall, the tables and narrative responses indicate that the schools are involved in a greater number of activities to assure the implementation and integration of the competency across the curriculum and are working with their faculty, field instructors and local community mental health partners in these efforts.

Throughout the remaining pages of the report, results for the 2005-2006 academic year are presented in black font, while those for the 2006-2007 academic year are presented in **RED** font for ease in distinguishing responses. Several questions were asked only during the 2006-2007 year and those results are also presented in **RED** font.

The activities of the MH Initiative Committee and the Curriculum Implementation Grant funded by the Zellerbach Family Foundation are actively providing support and curriculum resource materials to assist in these important efforts.

## **Changes from 2005-2006 to 2006-2007 Year**

A majority of social work programs reported changes in strategies to implement the mental health curriculum for the 2006-2007 academic year. Activities include:

Addition of required elective courses for MH stipend students

Increased involvement of the MH Stipend Coordinator in curriculum committee activities and teaching mental health practice and other courses to increase infusion of the mental health content;

Changes in texts for mental health courses to reflect evidence based practice and MHPA priority areas;

Increased integration of the Mental Health curriculum competencies into other curriculum areas, including HBSE and Policy;

Development of “signature assignments” for mental health courses that will be sequenced into the overall curriculum;

Development of an anti-stigma campaign for faculty, field instructors and the entire university community;

Increased participation of Advisory Committee including consumers and local county DMH representatives for the MH Stipend Program;

Increased collaboration with schools and their local county Mental Health departments around issues of workforce education and the MH Stipend program; and

Changes in field work agencies utilized to present increased learning opportunities to students.

## Strategies Used to Integrate and Implement the Mental Health Curriculum Competencies

	Specialized Elective		Specialized Seminar		Infusion of Competencies		Meet with students		Meeting w/ Field Instructors	
	05/06	06/07	05/06	06/07	05/06	06/07	05/06	06/07	05/06	06/07
CSUB	x	x								
CSU Chico			x		x	x		x	x	
CSU Fresno		x	x	x					x	x
CSU East Bay	x	x	x	x	x	x	x	x		x
Humboldt					x	x	x	x	x	x
Long Beach State	x	x	x			x			x	x
Cal State LA	x	x	x	x	x	x	x	x	x	x
Sacramento State		x	x	x	x	x	x	x		x
CSU San Bern.			x		x			x	x	x
Loma Linda Univ.	x	x	x	x	x	x	x	x	x	x
CSU Stanislaus	x	x			x	x	x	x	x	
San Diego State	x	x	x	x			x	x		x
San Francisco State	x	x			x	x	x	x		x
San Jose State			x	x	x	x	x	x		
UC Berkeley	x	x	x	x	x	x		x		x
UCLA	x	x	x	x		x	x	x		
USC	x	x	x	x	x	x	x	x	x	x
Totals	11	13	13	10	12	13	11	14	9	12
Percentages	65	76	76	59	71	76	65	82	53	71

	Training of Field Instructors		Meeting with Mental Health Directors		Regional Mtgs.		Meeting w/ Curriculum Committee		Inclusion of Consumers & Families	
	05/06	06/07	05/06	06/07	05/06	06/07	05/06	06/07	05/06	06/07
CSUB			x	x			x	x		
CSU Chico			x	x		x		x		x
CSU Fresno			x	x	x		x			x
CSU East Bay				x	x	x	x	x	x	x
Humboldt			x	x			x	x		
Long Beach State		x			x	x	x	x	x	x
Cal State LA	x	x	x	x	x	x	x	x	x	x
Sacramento State		x	x	x		x	x	x		x
CSU San Bern.			x		x		x	x	x	
Loma Linda Univ.	x	x	x	x	x	x	x	x	x	x
CSU Stanislaus	x		x	x	x	x	x			
San Diego State			x	x				x		
San Francisco State	x			x	x	x	x			x
San Jose State				x		x	x	x	x	x
UC Berkeley									x	
UCLA					x	x		x		x
USC	x	x	x	x	x	x	x	x	x	x
Totals	5	5	11	13	10	11	13	13	8	11
Percentages	29	29	65	76	59	65	76	76	47	65

**2005-2006 and 2006-2007**

**Mental Health Concentration**

**Yes 7 (41%)**

**No 10 (59%)**

CSU Chico  
CSU East Bay  
Loma Linda  
San Jose State  
UC Berkeley  
UCLA  
USC

CSU Bakersfield  
CSU Fresno  
CSULB  
CSU Los Angeles  
CSU Sacramento  
CSUSB  
CSU Stanislaus  
Humboldt State  
San Diego State  
San Francisco State

**Field Placements Data on Site Locations and Populations Served**  
**2006-2007**

**Field Placements in County DMH programs and contract community based agencies:**

55% County operated agencies  
45% community based contracted

**Populations Served in Field Placement Settings**

Older Adults - 11.5%  
Adults 51%  
Transitional Age Youth 10%  
Children 27.5

## **Innovative Field Placement Arrangements**

### **2005-2006**

Student Units  
Student Unit with University faculty as Field Instructor  
Students required to become familiar with consumer based websites  
Students complete journal entries reflecting upon MH Competencies

### **2006-2007**

Establishment of an “evidence based field work unit at Pacific Clinics.  
University provides training for field instructors and students in evidence based practice and recovery;  
Students specializing in older adults receive additional curriculum around older adult issues;  
Agency based training seminars for fieldwork students;  
Field placements provide rotation to various program areas within the agency;  
University based field instructor provides supervision in agency  
Developing plan for student units with shared position at university/agency to provide field supervision;  
Student unit with multiple counties in Bay Area

## **Evaluation Methods for Implementation of the Competency Curriculum in Classroom and Field Work Settings**

### **2005-2006**

Class Discussion  
Review of written assignments reflecting the MH Competency Curriculum  
Field Evaluation to reflect acquisition of MH Competency Curriculum Skills/Scored Evaluation Tool  
Class Assignments used to determine mastery of knowledge and skills  
Outcome Survey completed by all MH Stipend Students  
Use of Matrix/Grid of Competencies and where delivered  
Discussion in Quarterly Curriculum Committee meetings  
Student Self Assessment Tool

### **2006-2007**

1-to-1 meetings with students and field instructors  
Curriculum committee interactions  
Individual faculty interactions  
Elective courses that are curriculum competency based  
Field learning agreement  
Outcome survey (LLU)  
Matrix for faculty (SFS)  
Likert Scale in learning agreement – completed at beginning and end of year (SJS)  
Curriculum snapshot – Competency survey (UCLA)  
Evaluation Forms specific to MH competencies (USC)



## Implementation of Content on Evidence Based Practice

### 2005-2006

- Literature review in course syllabus
- Student Assignments
  - Research literature and evaluate interventions
  - Class presentations
- Use of text and tool kits
  - Drake, Merrens, & Lynde (2005). *Evidence-based Mental Health Practice*
  - Glicken, M.
  - Cognitive Behavioral Therapy Work Books
  - SAMHSA Tool Kits
- Use of Mental Health related Websites
  - SAMHSA Website
- Inclusion of EBP information in other course sequences
  - Research Courses
- California Institute of Mental Health resources on EBP
- Infusion of content on EBP infused in total curriculum offerings

### 2006-2007

- Content included in advanced Mental Health Elective
- Classroom discussions and reading assignments
- Texts in all Mental Health courses are evidence based
- Utilize Surgeon Generals Report
- New course focusing on Evidence Based Practices planned for next year
- All MH Stipend students take a required Recovery Model Mental Health elective or Public Mental Health course
- Content integrated into Mental Health Integrative Field Seminar
- Training seminars for faculty and field instructors on EBP
- Updating syllabi to reflect emphasis on Evidence Based and Best Practices in Mental Health
- Included in required Field Instructor training
- Field Unit focusing on Evidence Based/Promising Practices

## **How can CalSWEC MH Initiative support the Curriculum Development and Implementation**

### **2005-2006**

- Provide channels for communication regarding issues
- Develop Project Coordinators Manual
- Resource Sharing
- Model Curricula Sharing
- Continue and increase dialogue among school partners
- Continue and increase dialogue among schools and county partners

### **Interest in Training Seminars from CalSWEC**

Yes (100% of Sample)

#### Identified Training Needs

- Faculty and Field Instructors
  - Training consumers/Consumer involvement
  - Recovery Model
  - Evidence Based/Promising Practices
  - Psychosocial Rehabilitation
- Training for Field Instructors
  - Recovery Model
  - Strengths Based Practice
- Training for Coordinators
  - Development and Utilization of Advisory Boards
  - Barriers to Implementation of the Program

## **2006-2007**

### **Training**

#### **Training Topics**

- Evidence Based Practice
- Interdisciplinary Treatment
- Anti-stigma
- Accommodation for consumer and family member students
- Evaluation of MH Competency curriculum
- Training for faculty on MH competencies

#### **Other Training Activities**

- Develop training videos

#### **Curriculum Development Activities**

- Identify and disseminate resources for curriculum development
- Development of Curriculum Modules
- Establish a Resource center for Curriculum Materials
- Develop library holdings similar to Child Welfare
- Provide assistance to schools wishing to design seminars for mental health students
- Develop online courses to supplement department curriculum
- Bibliography on recovery oriented information

### **Other Support and Collaboration Activities**

- Develop a system for larger schools mentoring smaller programs
- Move from statewide to regional/county planning for stipends
- Develop materials for public forums, newspaper ads, TV ads etc. to educate the general public to recovery, wellness and resiliency
- Work with CMHDA to support hiring of MH Stipend program graduates in county mental health positions
- Provide speakers with national perspective on workforce development
- Work with CMHDA to have each county designate an ombudsman /MHSA person to the schools
- Facilitate regional communication

### **Activities related to MH Stipend Program Contract**

- Stabilization of MH stipend Program
- Stability and support for MH stipend Program infrastructure
- Provide funding/travel support for attendance/participation in training events and national conferences
- Increase funding support for MH coordinator for regional development, travel, training, etc.
- Help DMH understand the resources required by the university to develop partnerships and collaboration
- Develop a 2 year program
- Develop a part-time program
- Increase resources to support additional MH stipend students
- Need outcome research on retention of MH Stipend Program graduates
- Work with LA County Mental Health to support a stipend program to supplement the CalSWEC program
- Work with DMH to identify and procure WET funds for curriculum development.

## **Future Plans and Development of MH Stipend program Curriculum**

### **2005-2006**

- Increase MH specialized seminars to 2 semesters
- Increase involvement of Field Instructors in Curriculum development
- Increase participation of Consumers/Families in Curriculum development and delivery of courses
- Increase infusion of competencies in curriculum across the MSW program
- Identify critical consumer issues in the MH Stipend program to develop strategies for their successful experience, including recognition of unique strengths and challenges
- Continue development of relationships with county agency staff to build internship program
- Increase regional partnerships
- Develop an evaluation tool for all schools to assess curriculum implementation
- Explore off-site training collaborations with community agency partners
- Develop a networking strategy for MHSA trained students within the region

### **2006-2007**

- Develop series of seminars for MH students
- Develop formal evaluation tool to see how competencies are implemented in class and field
- Review and update curriculum
- Training for Field Instructors
- Regional meeting participation
- Utilize matrix tool to map the inclusion of competencies in coursework
- Involve new MH Directors in coordination
- Develop a collaboration with local counties and a measurement tool for supervisor and students regarding implementation of the competencies
- Work with core faculty
- Work with Disability Resource center on campus

**Interest in CalSWEC MH Technical Assistance**

**TA Assistance meetings could include Faculty, Field Instructors  
County and Contract Agency staff and be developed for local or  
Regional population groups**

2005-2006      Yes            15            No/No Response      2

2006-2007      Yes            11            No/No Response      6

**Specific topics identified:**

Evidence Based Practices/Best Practices

Understanding and overcoming professional stigma

Teaching to students/consumers with mental health issues

Creating a safe learning situation for students/consumers with mental health issues

Interagency/University coordinated training

Recovery

Psychosocial Rehabilitation

Tools and Strategies for evaluating the implementation of the MH Competency curriculum

## **Innovations in MH Stipend Program Curriculum Delivery and Development**

**This list includes projects continuing from the 2005-2006 year and several new innovative projects**

1. Development of Web Site at individual schools for the MH Stipend/Internship program  
Several schools have developed sites.  
San Jose State (Charley Hodson, MH Stipend PC)  
Sacramento State (Susan Taylor, MH Stipend PC)
2. Development of training seminars for non-stipended students as well as MH Stipend students  
Better to prepare students to join the workforce even if not stipended
3. Utilize Research Assistants studying areas around Evidence Based/Best practices  
Review school curriculum for infusion  
Identify curriculum resources to enhance teaching of EB/Best Practices  
Develop missing or inadequate curriculum supports in this area  
Review how mental health consumers are best included and integrated into  
the delivery of public mental health services
4. Central Valley Region (including CSU Stanislaus, CSU Fresno and Sacramento State and Central Counties)  
Have developed a model for regional meetings to develop collaborative partnerships and  
design regional activities to support the workforce development goals of the MHSA
5. CSU Sacramento is developing a specialty course for MH Stipend students in partnership with Turning Point  
(a mental health agency specializing in psychosocial rehabilitation) with the integration of consumers and Turning  
Point Staff as trainers in 6 sessions of the 15 week course. The majority of these sessions will be held at the community  
based agency site and will involve all MH Stipend students at CSU Sacramento.

6. USC is planning to develop an “Evidence Based Practice” field unit in mental health focused on recovery for MH Stipend Students. Dr. John Brekke and Dr. Micki Gress, Director of Field Education are coordinating this innovative project. This kind of educational model could provide training to students to prepare them as leaders in the transformation of public mental health services.

This field unit has been developed and is highlighted in the Institute for Advancement of Social Work Research Partnerships to Integrate Evidence-Based Mental Health Practices into Social Work Education and Research Full Symposium Report. A unit of 8 SW interns and 4 OT interns were placed at Pacific Clinics and Portals, and both the student group and the field instructors received intensive training on evidence based and promising practices to utilize in their learning experiences.

7. Bay Area Mental Health Directors have had several meetings with representatives from the Bay Area schools and representatives from the CalSWEC MH Initiative Committee.
8. Sacramento State University is planning to develop and deliver a distance education MSW program in the northern mountain counties of the state which will accommodate students in those geographic area.
9. CSU Chico will be developing a part-time model of the MSW program out of Redding to accommodate students in that geographic area beginning in Fall 2009.
10. CSU Chico has developed a collaborative partnership with Butte County and the Department of Rehabilitation are coordinating a series of training activities for MH stipend students. The students take their new knowledge back to their field placement agency to work with staff on a project around implementation of recovery principles in their setting.