




CalSWEC

MH Program Competency Curriculum Implementation 2012

Astrid Hendricks
Gwen Foster
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Purpose of the Program


To develop a workforce of professionally trained and culturally competent social workers that meet the needs of California's public mental health system.



Coordinator Roles and Responsibilities (Manual)

- ▶ Implements general policy of the MH Educational Stipend Program
- ▶ Develops policies and procedures integrating the MH Educational Stipend Program
- ▶ Oversees programmatic and fiscal accountability for the site-specific program
- ▶ Works with director of Field Education, field liaisons, and/or agency representatives to develop and oversee appropriate field placements and experiences for MH Educational Stipend Program students
- ▶ Works with University faculty
- ▶ Represents the University
- ▶ Attends specialized MH Educational Stipend Program

What do MH Program Project Coordinators Do?

- ▶ Teaching
 - ▶ Student tracking
 - ▶ Assist with job placement and retention
 - ▶ Sitting on various internal and external MH committees and advisory boards
 - ▶ Helping to coordinate speakers and presenters for students
 - ▶ Academic advisor for all CalSWEC Mental Health Students
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Other Staff

- ▶ 19 other staff are paid through the Project Coordinator budget line. Their role includes:
 - Applicant recruitment
 - Field internship coordination/consultation
 - County field liaison
 - Job recruitment
 - Teaching
 - MSW Program Director
 - Administrative assistance

Structure of School Curriculum

Answer Options	Foundation Year	Advanced Year(s)	Response Count
Generalist Curriculum	18	7	19
Concentration/Specialization in Mental Health	1	17	17
Other Configuration			6
		<i>answered question</i>	20
		<i>skipped question</i>	1

Courses that address MHSA

- ▶ 141 courses were offered
- ▶ On average close to 7 classes were offered per school that addressed MHSA values and principles
- ▶ The majority of courses offered were 3 units.

1 UNIT	2 UNITS	3 UNITS	4 UNITS	5 UNITS	6 UNITS
1.4%	13.3%	60.1%	21.0%	2.8%	1.4%

- ▶ The majority were required courses

Required	Elective
72.3%	27.7%

Type of Courses Offered

- ▶ The majority of courses offered were 'Practice' courses


Type of Course Work	Percentage
Practice	58.9%
Policy/Planning/Advocacy	15.6%
Field Work	10.6%
Human Behavior Social Environment	7.1%
MHP Seminar	4.3%
Research	3.5%

Courses that address MHSA

- ▶ Courses address the MHSA values and principles in the following ways:

Wellness, recovery and resilience focused	38.3%
Integrated service experiences for clients and their families	19.9%
Community Collaboration	14.2%
Client Driven	11.3%
Cultural Competence	10.6%
Family Driven	5.7%

Involvement in curriculum decisions

- ▶ **95% of project coordinators report that they meet with their curriculum committees or other committees to discuss the implementation of the Mental Health Competencies.**
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Strategies to Integrate MH Competencies

- ▶ Universities have used a number of strategies to integrate the 2011 Integrated Foundation and Advanced Competencies for Public Mental Health in California into their classroom curricula and field placements.

Strategies Used	Percentage
Meetings with Mental Health Program (MHP) students during the academic year to support Competency implementation	90.5%
Infusion of Competencies into other curriculum offerings	81.0%
Specialized Elective's)	71.4%
Specialized Seminar/Training Sessions	71.4%
Inclusion of consumers and families members' lived experience in the curricula offerings	66.7%
Meetings with MHP students' field instructors regarding implementation of Competencies	61.9%
Specialized training sessions with field instructors and/or preceptors to support implementation of Competencies	38.1%

Inclusion of Consumers and Family Members

- ▶ 80% of schools who utilized consumers or family members did so through presentations in class sessions (n=15)

Strategies Used	Percentage
Presentations by consumers and/or family members in class sessions	80.0%
Special seminar sessions	53.3%
Visits to consumer- and/or family member-led programs	53.3%
Other	33.3%

Field Placement

- ▶ The most innovative field placement arrangements used to address the MH Competencies were developing new agency placements

Answer Options	Percentage
Developed new agency placements	58.8%
Specialized agency-wide trainings	35.3%
Other (please specify)	35.3%
Student units	29.4%
Rotation of placement sites	11.8%

TEACHING METHODS REGULARLY USED

Method	Req	Elect	No-Credit
Individual supervision in internship (n=21)	95.2%	4.8%	0.0%
Seminars/meetings (n=19)	84.2%	5.3%	10.5%
Guest lectures/presentations by consumers, family members, providers, or others (i.e., are part of the syllabus for the course) (n=19)	73.7%	21.1%	5.3%
Lectures and reading assignments in courses taught by faculty/teaching staff (n=21)	71.4%	28.6%	0.0%
Group supervision in internship (n=18)	68.4%	26.3%	5.3%
Research project about an MHSA-relevant topic (n=19)	47.4%	52.6%	0.0%
Lectures and reading assignments in courses co-taught by consumers, family members, providers, or others (n=7)	46.2%	15.4%	38.5%
Guest lectures/presentations by consumers, family members, providers, or others at school institutes, annual lectures, "brown bag" gatherings, etc. (n=18)	38.9%	22.2%	38.9%
Job search trainings (n=17)	35.3%	29.4%	35.3%
Immersion (n=10)	33.3%	33.3%	33.3%
Placements in consumer-run organizations (n=9)	33.3%	50.0%	16.7%

Tools and Measures

There are many effective tools and measures used to demonstrate students are learning to apply the competencies and demonstrating practice behaviors

Tools and Measures	Percentage
Students are tested on their knowledge, via quizzes, graded class discussion, oral or written exams	90.5%
Field instructors and other education staff evaluate and report on student competency and learning and its application in practice setting	90.5%
Students are required to make presentations involving demonstration of competency knowledge	85.7%
Student required to present case-related studies to field seminar or field unit, if applicable	76.2%
Responses to vignettes that include competencies	76.2%
Mock interviews	61.9%
Student required to demonstrate competency learning in graded role play or written responses to vignettes	42.9%
Students are asked to keep portfolios or journals which are then graded	42.9%
Pre- and post- tests given on competencies in classroom	33.3%

Additional Trainings

- ▶ Schools offered 22 additional trainings
- ▶ ‘Mixed Audiences’ are the typical attendees or recipients

Non-MH Students	Undergrads	Faculty outside your department	Providers	Community members	Conference attendees	Mixed audience
27.3%	0.0%	4.5%	18.2%	4.5%	0.0%	45.5%

- ▶ Schools reported a wide range of additional trainings

Additional Trainings in 1st Quarter, 2012-13.

- ▶ Different methods were used to reach the audiences
 - Flyers, emails, websites
 - Recruitment Fairs
 - Presentations in classes
 - Informational sessions and meetings
- ▶ Outreach activities occurred throughout the state and in the following counties
 - Alameda, Butte, Los Angeles, Monterey, Modoc, Shasta, Santa Cruz, San Diego, Orange, Riverside, San Francisco, Statewide
- ▶ The average number of individuals reached is 152 people per event or 3905 overall

Stipend Selection Process

“Orientation, Recruitment, Interview, Selection.”

- Client scenario vignettes
- Essay comparing and contrasting the medical model and mental health recovery model
- Assessing bilingual capacity
- Looking for applicants who were former/current consumer of MH services or was a family member of a consumer
- Multi–topic essay on MHSA, Recovery, Stigma Reducing Strategies, Personal Story.

Selection Committee Members

- ▶ Selection Committee members come from numerous organizations

Organization	Percentage
University SOSW	40.0%
County Mental Health	24.7%
Nonprofit MH Agency	16.5%
University Other Department	9.4%
Consumer/Family Member	3.5%
Other	3.5%
County Other Department	2.4%

Other issues or concerns

- ▶ Limited number of stipends, many applicants per school
- ▶ Its challenging to integrate the MH Competencies easily into the curriculum (e.g., faculty willingness, new program)
- ▶ Funding
 - “flat funding” has impact on hiring and retention of qualified faculty
 - “Limited Miscellaneous Budget” funds for hiring MH consumers to inform program, steering committee, seminars, course presentations.
- ▶ Recruiting students with mental health issues is challenging
- ▶ More clinically focused classes

NEXT STEPS

- ▶ We will need to report to OSHPD again for the next quarter
 - ▶ We will work to try and use the answers that have already been submitted so that schools will not have to re-enter the same data
 - ▶ Next survey will come out to you...
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