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### **Evaluation of the Health Resources and Services Administration (HRSA) Behavioral Health Workforce and Education Training (BHWET) Grant**

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## Introduction

The overall goal of this project is to expand the number of social work and school counseling professionals of diverse backgrounds working with those in vulnerable and medically underserved populations. This grant also includes a focus on providing services for opioid and substance use disorder treatment, to medically underserved populations. All graduate student stipend recipients are required to complete four Interprofessional Education trainings and one 3-credit IPE academic course. This presentation will focus on the four trainings and course from Year 3.

• Interprofessional Education training topics in Year 3 include:

- **Recovery and Reducing Stigma for Those with Co-occurring Disorders**
- **Impact of ACEs/Toxic Stress on Lifelong Health**
- **Integrated Care and Violence Prevention**
- **Culturally Competent Services for Linguistic Minorities**

The purpose of this research is to evaluate the effectiveness of the trainings and IPE academic course and assess participant growth and application.

## Methods

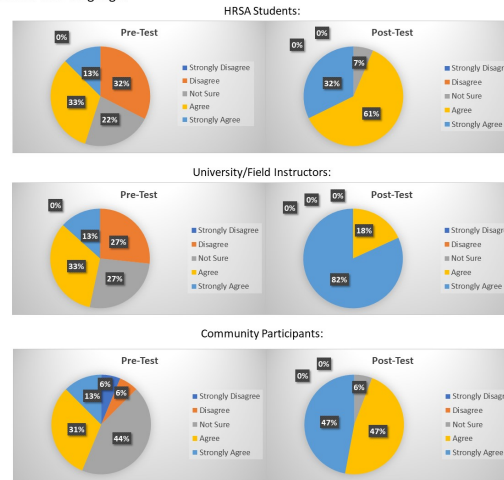
- For the Interprofessional Education trainings, **pre-post test data** were collected based on individual learning objectives. In addition, **open-ended, qualitative questions** were added to the post-test to ascertain additional feedback to improve the trainings in the future and assess effectiveness of trainings.
- For the three 3-credit IPE academic courses, **pre-post test data** were collected on the course learning objectives. In addition, **open-ended questions** were completed.
- In Year 3, there were **37 stipends provided to MSW and/or MEd school counseling students**. The training population consisted of those 37 students, field supervisors/faculty members, and community providers.
- **Overall Hypothesis:** Student pre/post data values are more likely to be significant, as compared to HRSA field/faculty supervisors and community members. This hypothesis was formed due to the fact that the majority of students will be learning about the material for the first time and thus, will point toward a greater difference in pre/post scores, as indicated by Chi-Square values.

## Results

### Year 3: Training on Recovery and Reducing Stigma

HRSA students: N=40, University/Field Instructors: N= 13, Community Participants =17

**Question 4:** I feel confident defining recovery-oriented intervention strategies that utilize 'patient-first' language.



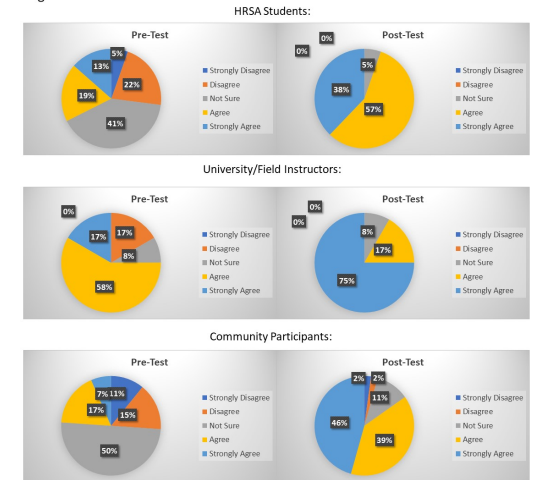
Question #	1	2	3	4	5	6
Student p-value	.000*	.000*	.022*	.000*	.113	.004*
Field/faculty p-value	.239	.121	.013*	.004*	.044*	.030*
Community p-value	.069	.728	.128	.029*	.327	.078

\*p<.05

### Year 3: Training on ACEs/Toxic Stress

HRSA students: N=37, University/Field Instructors: N= 12, Community Participants: N=46

**Question 6:** I have a clear understanding of appropriate screening tools to use when working with traumatized individuals.



Question #	1	2	3	4	5	6	7
Student p-value	.001*	.003*	.000*	.000*	.000*	.000*	.000*
Field/faculty p-value	.097	.025*	.004*	.007*	.051*	.026*	.232
Community p-value	.001*	.001*	.001*	.000*	.000*	.000*	.000*

\*p<.05

## Qualitative Findings from 3-credit IPE course (N=21)

- 1. What did you know about interprofessional (education or work setting) before taking this course?**
  - Different professions work together to meet the needs of clients
  - Some knowledge from work, internship
  - Very little knowledge
- 2. What would you say are the most important things you learned from the course (knowledge, values, skills, cognition or way of thinking)?**
  - Content learned: impact of nutrition, importance of integrated care, motivational interviewing, models of IC, assessment tools
  - Skills received: prepared for career/field placements, look at the whole patient, values
  - Roles: of other professions, of the social worker
- 3. Is there additional content that you would like to have seen in the course?**
  - More interactive activities: case studies, examples of ethical challenges, another site visit, how to use screening tools, role plays
  - School: more info on school counselors and children
  - Additional content: videos of integrated care sites
- 4. What would you change about the course? (methods of delivery, content, guest speakers, field visits, assignments)**
  - Assignments: Include examples of final project, more info on case study paper, more time for group project
  - Methods of delivery: offer class in a 15-week semester, more opportunity for discussion between classmates
- 5. What are your career aspirations?**
  - Careers: social worker, LCSW, work with underserved populations, in a school, child trauma therapist, work with refugees, develop an integrated care program, work with veterans, advocate for integrated care, school counselor, LPC, hospice care, and hospital social worker
- 6. Do you think that this course will be valuable to your career? Why or why not?**
  - Yes: more prepared for career, integrated care is the future!
- 7. Are there any other closing thoughts you have about the course, interprofessional education, and/or integrated health services?**
  - Open class to other professions, have class offered on Philly campus

## Conclusions

- As of Year 3, we have accepted our hypothesis of student's pre/post values being more significant than the other two groups (Faculty/Field Supervisors and Community members). Overall, all three participant groups show increased scores and highlight growth and change.
- The qualitative findings have allowed us to make beneficial changes to the program by inviting additional interprofessional leaders in to speak to students in the IPE course as well as diversify the trainings. Participation for the trainings and the IPE courses continues to gain momentum, with our last two trainings attracting up to 100 individuals.
- The feedback from our site supervisors about both MSW and MEd graduate students has been overwhelmingly positive. Each year we have an opportunity to offer even more grants to our graduate students who are in the field making a difference for underserved populations.