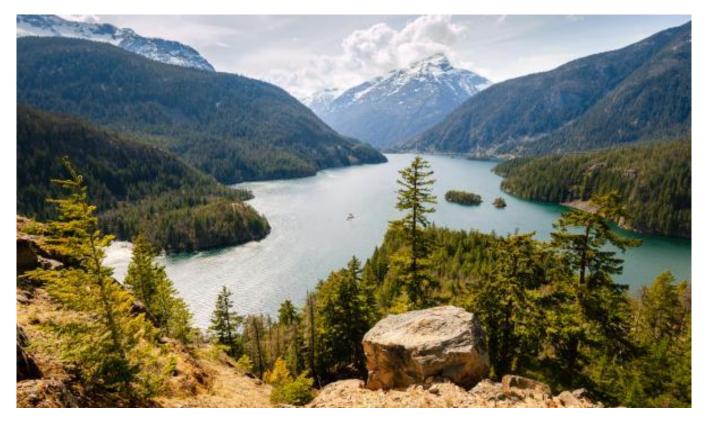
Advisory Board Meeting

March 31, 2021





UNIVERSITY of WASHINGTON

PSYCHIATRY & BEHAVIORAL SCIENCES School of Medicine



Northwest (HHS Region 10)



Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration





AGENDA



Welcome and check in



Updates from SAMHSA and MHTTC network



Year 3 progress and spotlights



Year 4 planning break-out groups



Wrap up, Next Steps

No amount of sophisticated technology can do what health professionals have done these past few months — offered care with uncertain evidence, sat with the dying, comforted family members from afar, held one another in fear and grief, celebrated unexpected recoveries, and simply showed up.

We have asked and expected clinicians to show up in ways they were never trained to do. No one has been trained in how to emotionally manage months of mass casualties. No one has been trained on how to keep showing up despite feeling feckless on the job. No one has been trained how to keep regular life afloat at home and anxiety at bay, while working day after day with a little-known biohazard.



Network Updates

- School Mental Health
 Supplement for Year 4
- 2021 MHTTC Needs Assessment
- Activities to Promote Behavioral Health Equity

2021

MHTTC

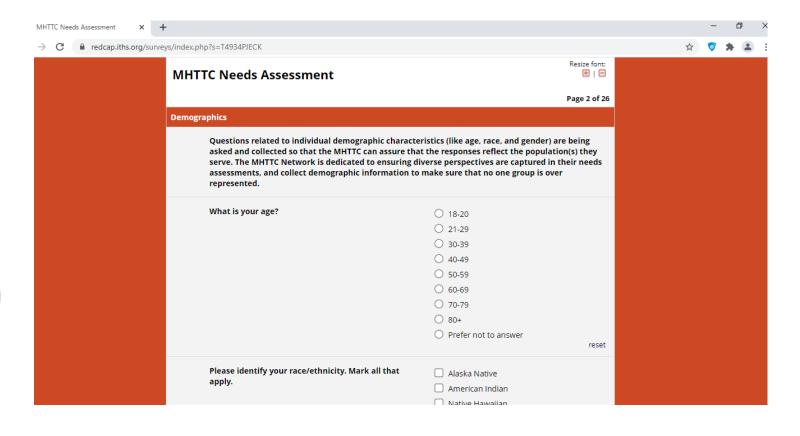
NETWORK

NEEDS

ASSESSMENT



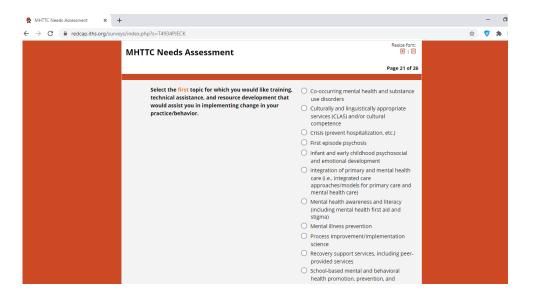


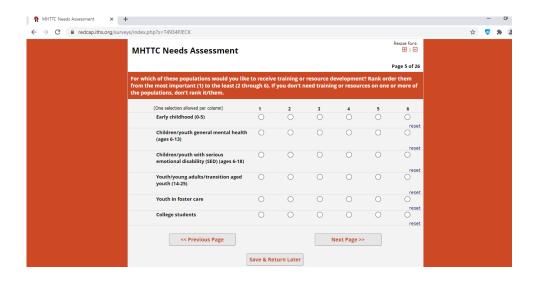


- The MHTTC Network Coordinating Office (NCO) has created a needs assessment survey to help identify training and TA needs across regions:
- The survey includes:
 - Core questions that will allow for cross-region comparisons
 - Optional questions that can be included if relevant to region
 - The option to add region-specific questions

Needs Assessment Content

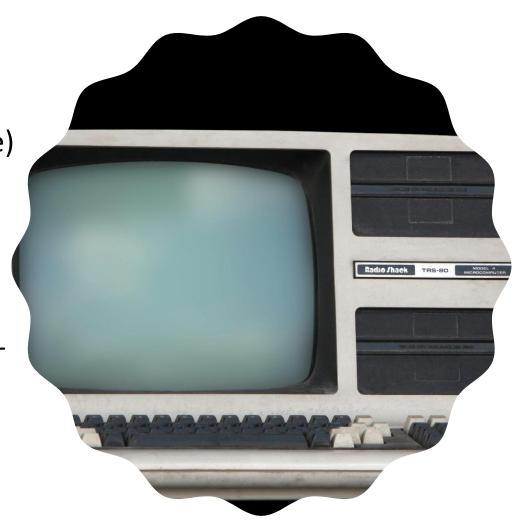
- Core questions:
 - Demographics
 - Settings (e.g., school, primary care, private practice, etc.)
 - Topics
 - Culturally responsive care (culture-specific service needs)
- Optional questions:
 - Priority service populations
 - Training timing and duration





Needs Assessment Procedures

- Survey formats:
 - Electronic/REDCap (paper/pencil also available)
- Participants
 - Tailored to each Regional Center's interest and focus areas
- Sampling plan
 - Snowball sample (listservs, social media, wordof-mouth, provider groups, schools, etc.)
- Timing
 - April to May





Behavioral Health Equity

CULTURALLY RESPONSIVE PRACTICES NETWORK SERIES

6 SESSIONS



Setting the Stage, Definitions, Gathering Information



Motivational Interviewing Cultural Adaptations



Achieving Whole Health: Balancing Body, Mind and Spirit (AWH)



Familia Adelante: Multi-risk Reduction Behavioral Health Prevention for Latino/Hispanic Youth and Families (FA)

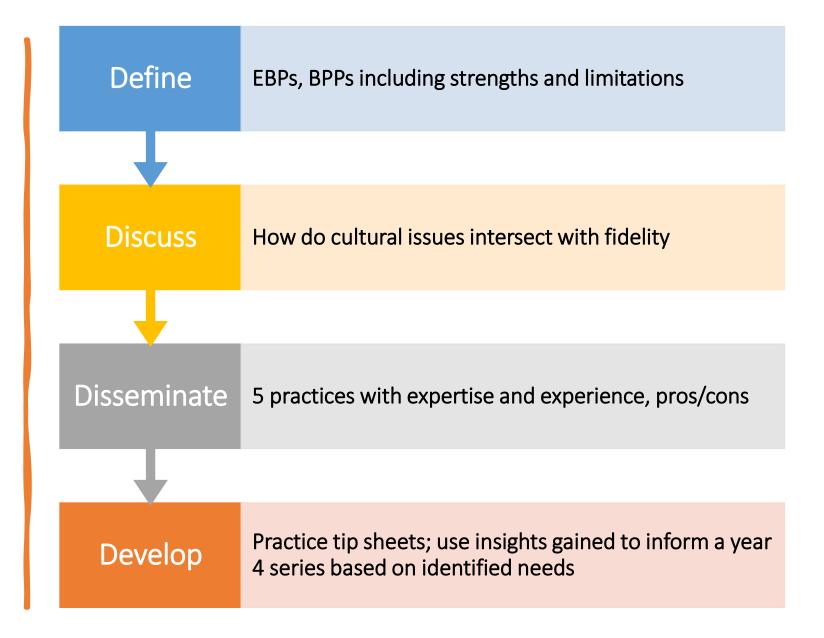


PLAAY (Preventing Long-term Anger and Aggression in Youth)



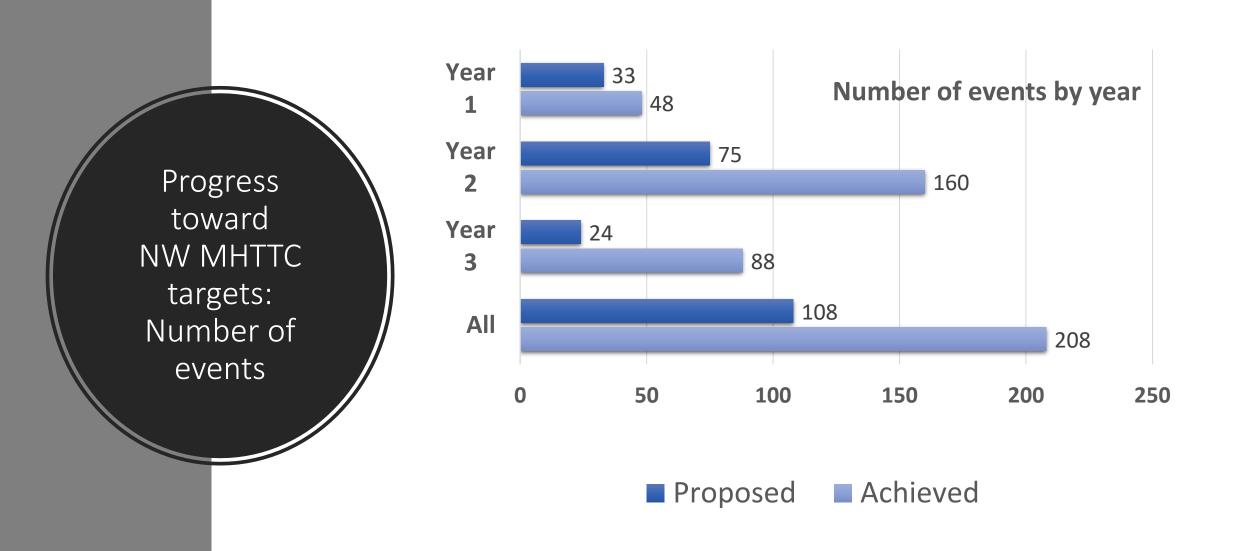
Project Venture: Positive Youth Development for American Indian and Alaska Native Youth (PV)

ENGAGE THE MHTTC NETWORK IN AN INTERACTIVE **CONVERSATION ABOUT CULTURALLY RESPONSIVE** BEHAVIORAL HEALTH PRACTICES, INCLUDING EBPS, BPPS AND OTHER **MODELS**



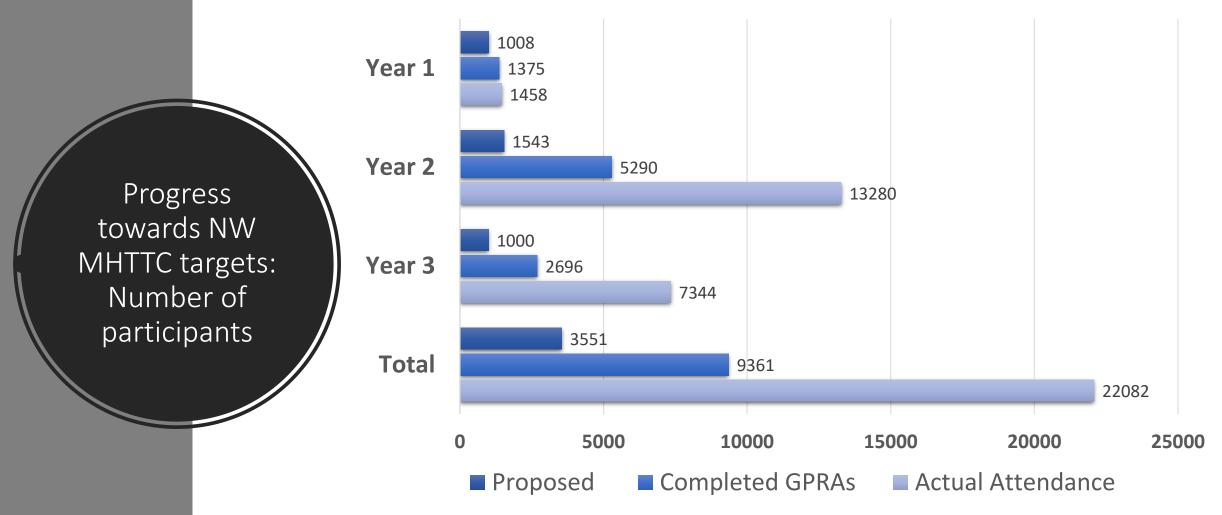
Year 3

- Progress and numbers to date
- Update on Provider Wellbeing Supplement



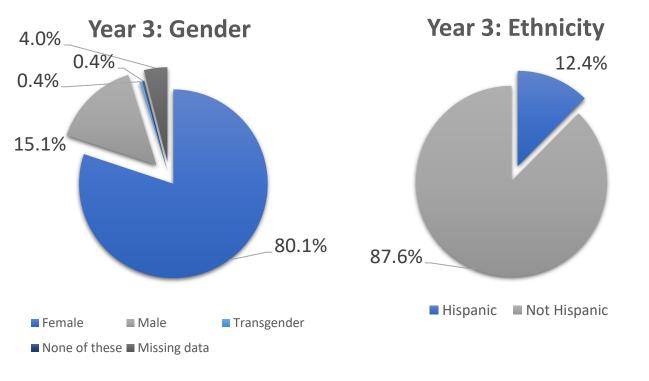
Based on GPRA forms accepted by SAMHSA's Performance Accountability and Reporting System (SPARS) report as of March 15th, 2021

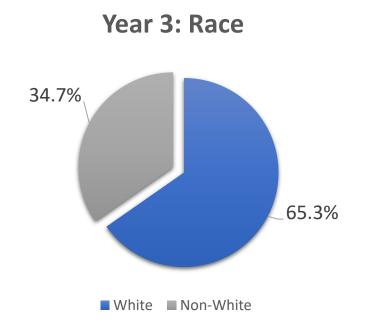




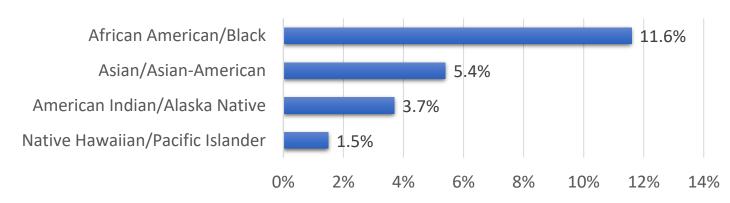
Based on GPRA forms accepted by SAMHSA's Performance Accountability and Reporting System (SPARS) report as of March 15th, 2021:

Who have we served during year 3?*





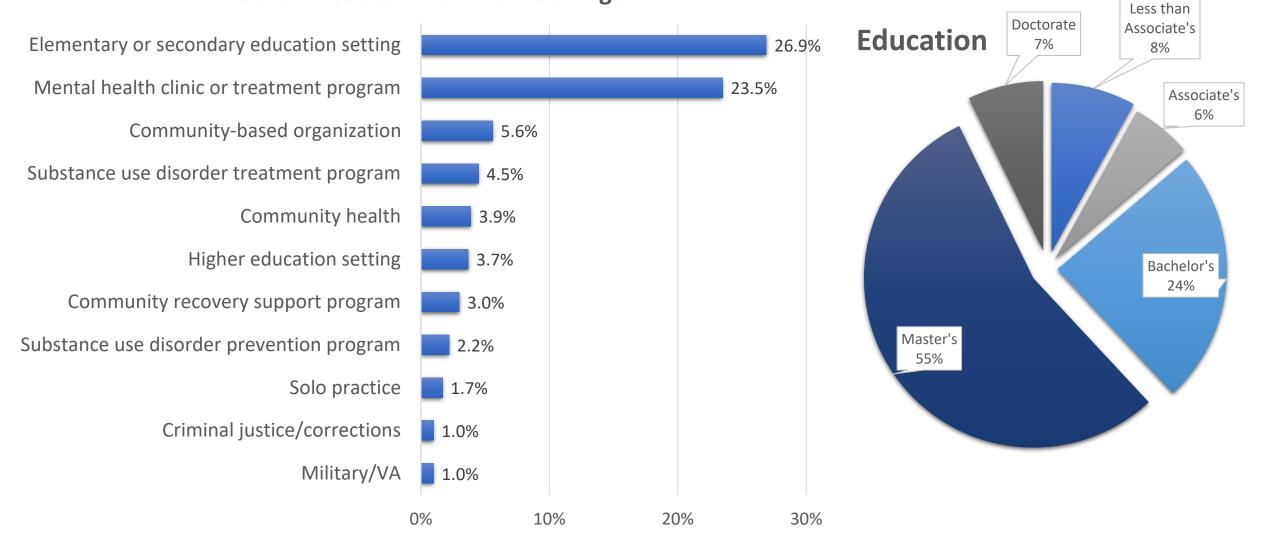
Year 3: Non-white racial distribution



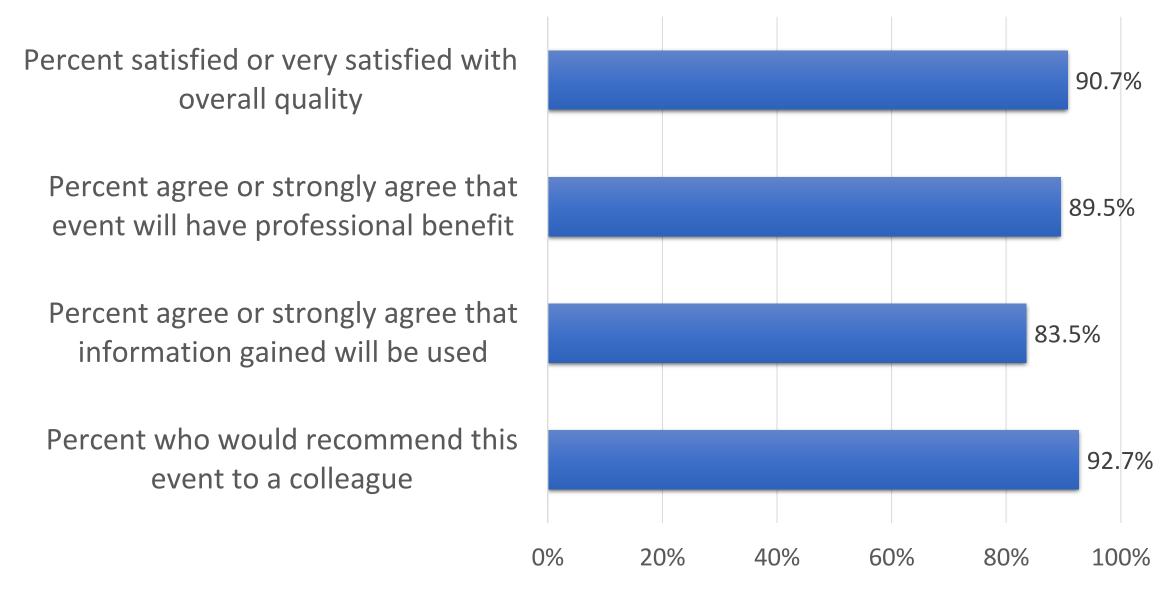
*Based on GPRA surveys from 3537 participants as of March 15, 2021

Who have we served during year 3?





Year 3: Participant ratings of event quality



Over 4,000 people have taken our online courses!

CBTp e-primer

Psychiatrist's Guide for Diabetes

Violence Risk Assessment & Management Empowering
Wellness in Mental
Health

Healthe Knowledge.org



GOAL: UTILIZE TTC RACIAL EQUITY TOOL

INTERNAL

Staff & Faculty

Communication

Evaluation

Advancing Equity

TRAINING

Topics

Activities

Presenters

EXTERNAL

Advisory Board

Partners

Attendee Data

GOAL: LEARN MORE ABOUT OUR WORKFORCE

Ask
Demographics at
Registration (vs
only GPRA)

Change Eval reports to see Demographics per Event Compare data from registration-> attendance-> GPRA

Analyze if there are themes and/or disparities







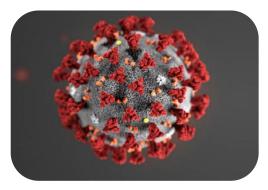




WELL-BEING WEBINAR SERIES



Mindfulness, LGBTQI2+ and BBIPOC communities



Disaster Response and Behavioral Health for Providers



East Asian medicine and techniques for resilience



Trauma, Staff
Support, Anti-Racism,
Supervision



Leadership Through Disaster Recovery

WELL-BEING SKILLS AND LEARNING COMMUNITIES



Best Practices in Whole Person Care



Alaska Healthy Healers
Train the Trainer for
Rural Health Providers



Disaster Response
Behavioral Health Skills
Modules



Providing Trauma-Informed Supervision

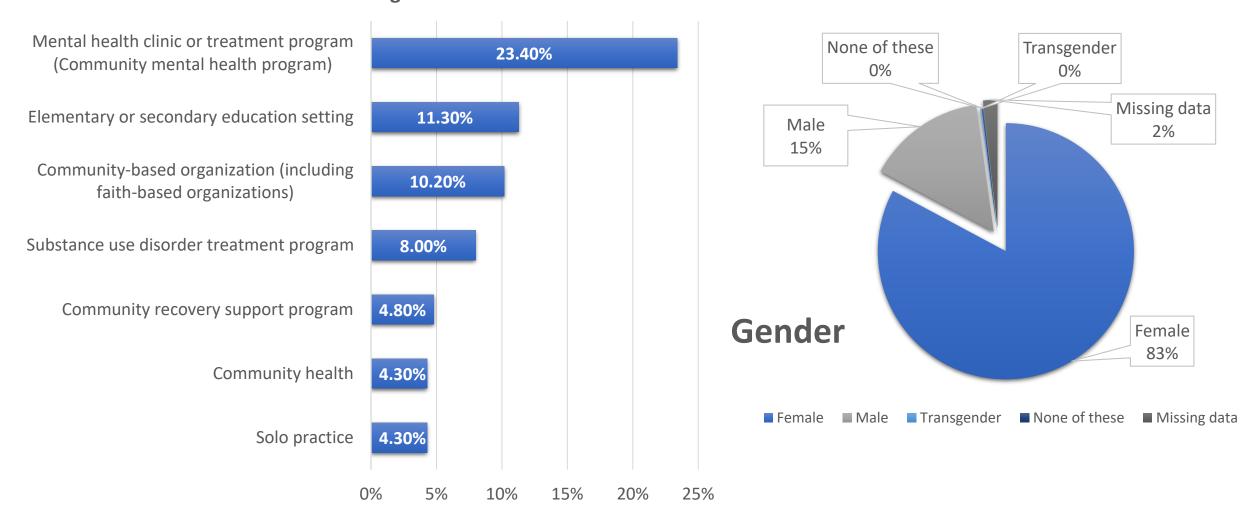


ADAPT & THRIVE for Leadership

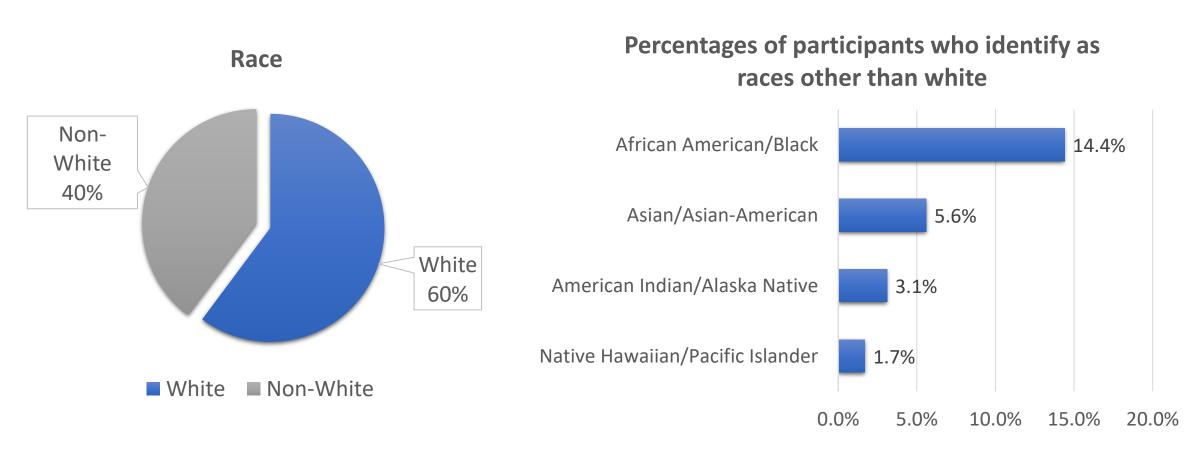


8 events supported by the provider well-being supplement have reached more than 560 participants in 2021

Provider well-being supplement: Most common work settings



Additional demographic data for provider wellbeing events: Race and ethnicity*



*15.1% of participants identify their ethnicity as Hispanic or Latino



Year 3

• Spotlight on Tier 2 trainings

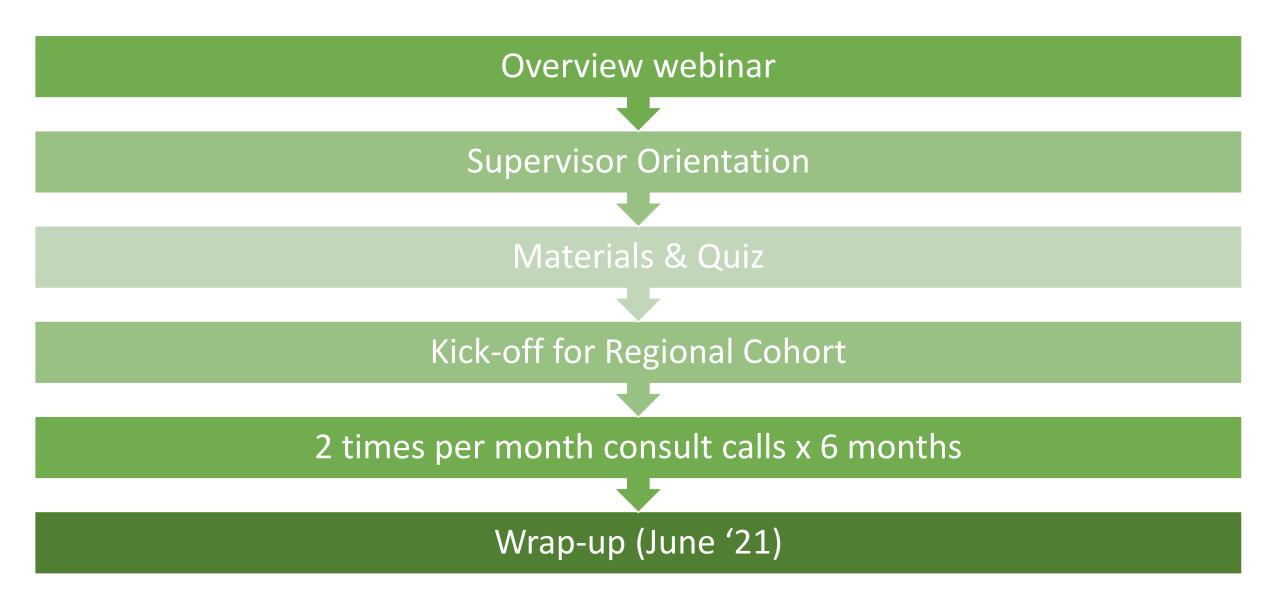


LEARNING COMMUNITIES AND COHORT TRAINING

SKILLS FOR PSYCHOLOGICAL RECOVERY (SPR) DIRECT SERVICE PROVIDERS LEARNING COMMUNITY



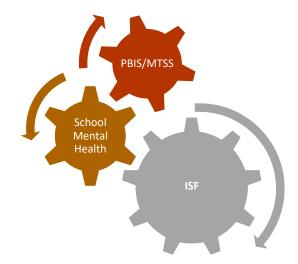
SPR IMPLEMENTATION

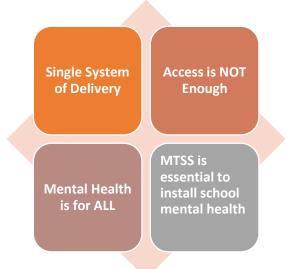




The Interconnected Systems Framework (ISF)

- Deliberate application of the multi-tiered Positive Behavioral Interventions and Supports (PBIS) Framework for all social-emotional-behavioral (SEB) interventions (e.g. Mental Health, Social Emotional Instruction, Trauma-Informed Practices, Bully Prevention, etc.)
- Aligning all SEB related initiatives through one system at the state/regional, district and school level
- Moving from co-location to integration of community mental health providers
- Active participation of Family and Youth is a central feature of the ISF







ISF Part 1: An Introduction (5 min)

ISF Part 2: Implementation Guide Overview (8 min)



Enhancing MTSS- Integrating Student Mental Health and Wellness through Systems, Data & Practices

- October 2020 February 2021
- Four Modules & a Town Hall (11 sessions 90 min each)
- Co-sponsored with Pacific SW MHTTC
- 450 live participants & 900 YouTube views
- States & districts utilizing series for asynchronous professional learning
- Next Step: ISF District Leadership Team Summit in June 2021

Module 1: ISF in Virtual Conditions

- •ISF Systems in Virtual Conditions
- Secondary Traumatic Stress and Educator Well Being

Module 2: ISF + Trauma Informed Approaches

- •ISF Systems & Trauma-Informed Approaches with Susan Barrett
- Virtual Adaptations of Psychological First Aid
- •Virtual Adaptations of Trauma Informed Skills for Educators

Module 3: ISF + Tiers 2 & 3

- •ISF Systems and Tiers 2 & 3
- Virtual adaptations of SSET/Bounce Back

Module 4: ISF & Equity

- •Leadership, ISF, and Equity: Do Our Systems Harm or Help?
- •Understanding Racial Stress and Trauma and Schools: Responding by Addressing and Affirming Race
- Secondary Traumatic Stress & BIPOC Educator Well Being

ISF West Coast Town Hall

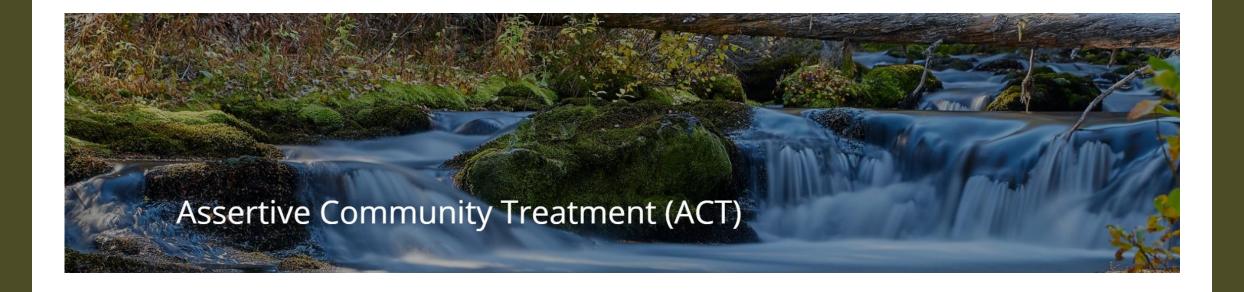
•ISF systems & practices in this moment

Northwest Interconnected Systems Framework Demo District Project



- Part of the Center on PBIS National ISF Demo Project
- 3 Districts (WA & OR) & 1 ESD (OR)
- Monthly District Leader Webinars, Virtual Team Trainings, & Consultation
- Adapting to the pandemic: Original scope and sequence for training and TA was altered, but participants
 agreed to continue to be engaged and learning aspects of ISF through crisis response efforts.
- What we are learning:
 - The pandemic created an even more sense of urgency for school mental health.
 - We continue to see gains in knowledge, skills, and confidence through virtual learning.
 - District leaders benefit from networking opportunities to learn from one another as well as create important connections to assist with implementation efforts.

"Now, more than ever, is this professional learning and support needed in Pre K-12 public education. With the long term impact of the pandemic on students still unknown, these trainings have allowed me as a Superintendent to continue to focus not only on academics of our students, but the overall health and wellness of our students and staff." – Dr. Jennifer Kubista, Superintendent, Central School District



Core Features of ACT

EBP for people who experience SMI

Multidisciplinary, team-based approach Services primarily provided in the community

Capacity for multiple contacts a week; 24/7 coverage

Integrates other EBPs; not just case management

Person-centered, recovery-oriented

A fixed point of responsibility for delivering a broad range of services

Motivational Interviewing/MET
Assertive engagement
Person-centered assessment and treatment
planning

Treatment

Medications
CBT-informed care
Co-occurring substance use disorder treatment
Physical health interventions
Integrated substance abuse treatment

Outreach and Engagement

ACT

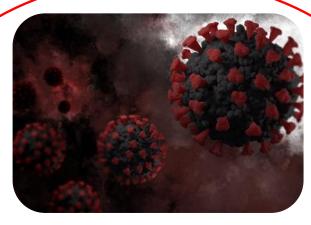
Support

Supported employment
Skill-building
Wellness management and recovery
Supportive Housing

Rehabilitation

Case management
Crisis services
Transportation
Coordination with hospitals
and criminal justice system
Family education and support

SUMMARY OF ACT TRAINING ACTIVITIES



National ACT Consultation Calls – Dealing with the Impact of COVID



ACT Team Leader Listening Sessions & Webinars



Mindfulness-Based Stress Reduction (MBSR) Series

Two different sets of needs within ACT

ACT Providers/Team Members

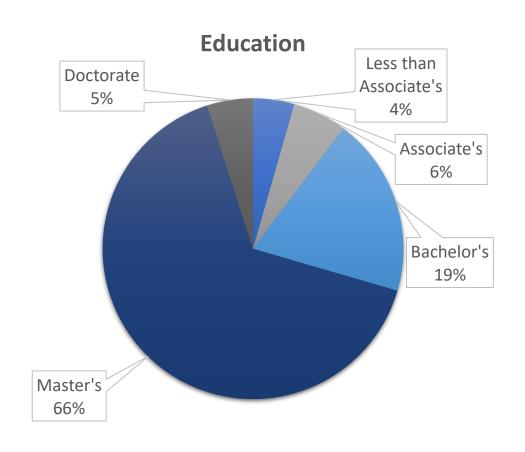
- Multidisciplinary team (e.g., nurses, team leaders, peers, COD, MHPs)
- 20 90-min calls since March 2020
- Started weekly, then bi-weekly, now monthly
- Average attendance = 277 participants, representing 48 states & Canada
 - Range = 195-379
- Format: Didactic training, sharing challenges and strategies, consultation

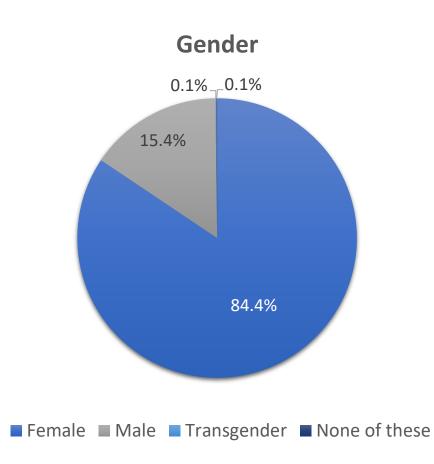
ACT Stakeholders

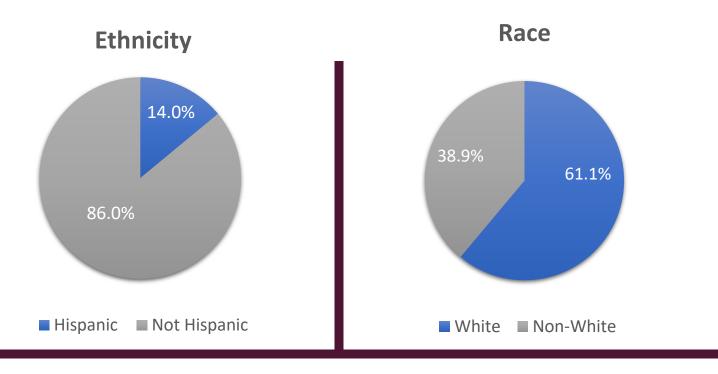
- Funders (e.g., SAMHSA), administrators, trainers/TA centers
- Eight 60-minute calls since April 2020
- Started monthly, now quarterly
- Average attendance = 91 participants
 - Range = 47-169
- Format: Identifying biggest areas of concern –
 what to do about fidelity reviews

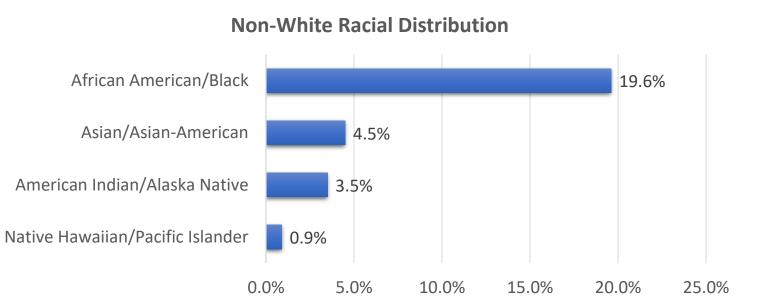
ACT Discussion Forum to post the latest news, updates, resources, strategies used by ACT teams across the U.S.

ACT Provider Demographic Characteristics



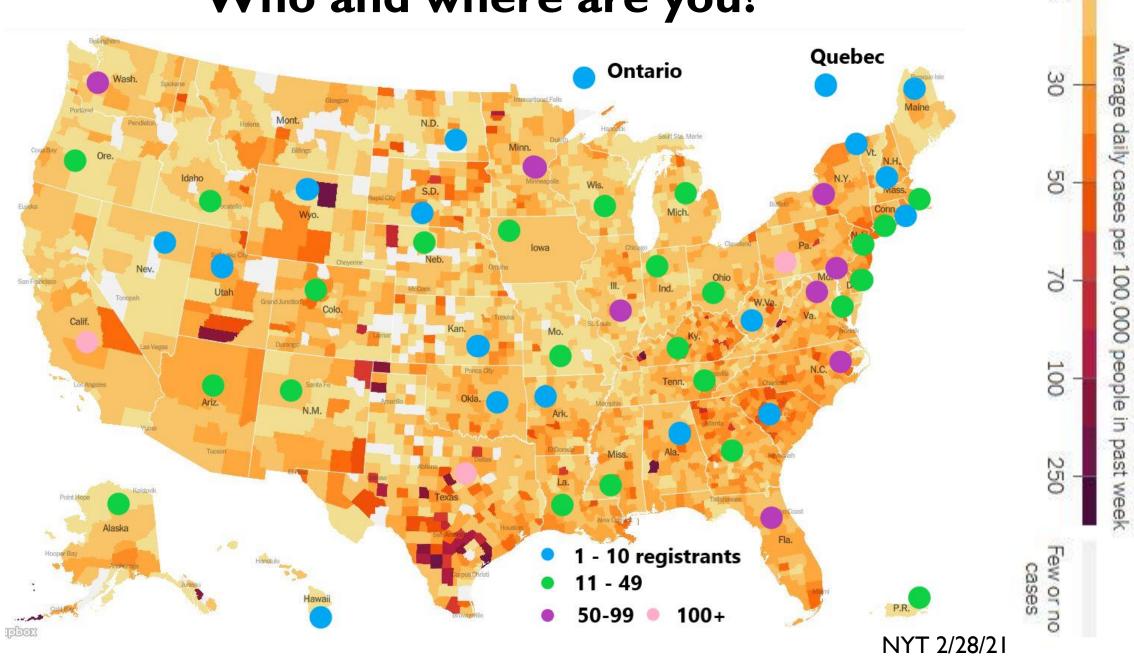






ACT Provider Demographic Characteristics

Who and where are you?



Example ACT Provider Call Topics

Dealing with more substance use & managing cravings

How to gain access to and using technology/evaluating mobile apps

Using My Mental Health Crisis Plan app (PAD) Applying OT framework to teaching CDC guidelines & skills

Quick CBT skills (problem-solving & activity scheduling)

Personal medicine for dealing with worry/
Personal medicine for dealing with oppression

Strategies for coming out of quarantine safely

Promoting vaccine uptake

Strategies for addressing self-care & preventing burnout

Outreach & engagement with those experiencing homelessness

CHALLENGES FOR INDIVIDUALS SERVED BY ACT

Social Isolation

Congregate living/street homelessness

Meeting basic needs

Limited access to phones & tech

Transfer to/from hospital

Symptoms, functioning

Substance use

Medical comorbidities Fewer community supports

CHALLENGES FOR TEAM MEMBERS

...Everything on that last slide

Consistent access to PPE & adherence to public health guidelines

Steep learning curve with telehealth

Changing up scheduling/rotations

Burnout

Compassion Fatigue

EXAMPLE STRATEGIES & SUCCESSES

Increased communication, brief check-ins every day

"For Thanksgiving we were able to identify which clients were alone and wanted a meal. We obtained grocery certificates through Human Service Development Funds and purchased turkey dinners with all the fixings, beverages and desserts to be delivered..."

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ased. Flexibil

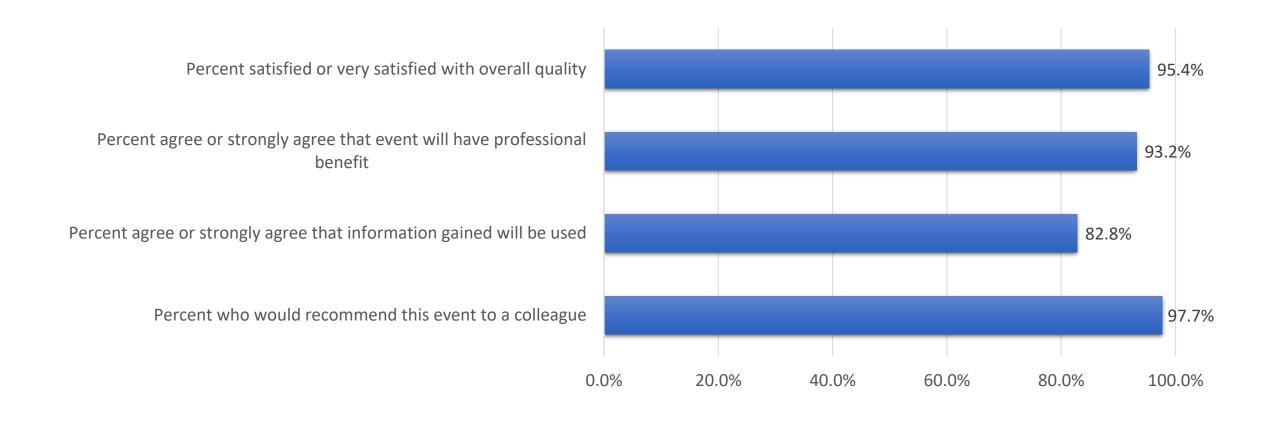
sic needs

"We have two churches that we work closely with. Prior to the holidays we asked all clients for a wish list...The people of the parish then purchased items for our clients and our staff took great joy in distributing..."

t in

- Dropping med box at front door and calling from the call
- Finding ways to help clients celebrate the holidays

ACT Team Member Satisfaction Ratings



Still learning from the COVID experience...

- Quality Reviews (vs. Fidelity Reviews)
- Will teleconferencing for team meetings and telehealth stick?
- Are there creative approaches that will remain?
- Are we able to work smarter, not harder within ACT?
- What are the implications for ACT fidelity?

YEAR 4 PLANNING BREAKOUT GROUPS

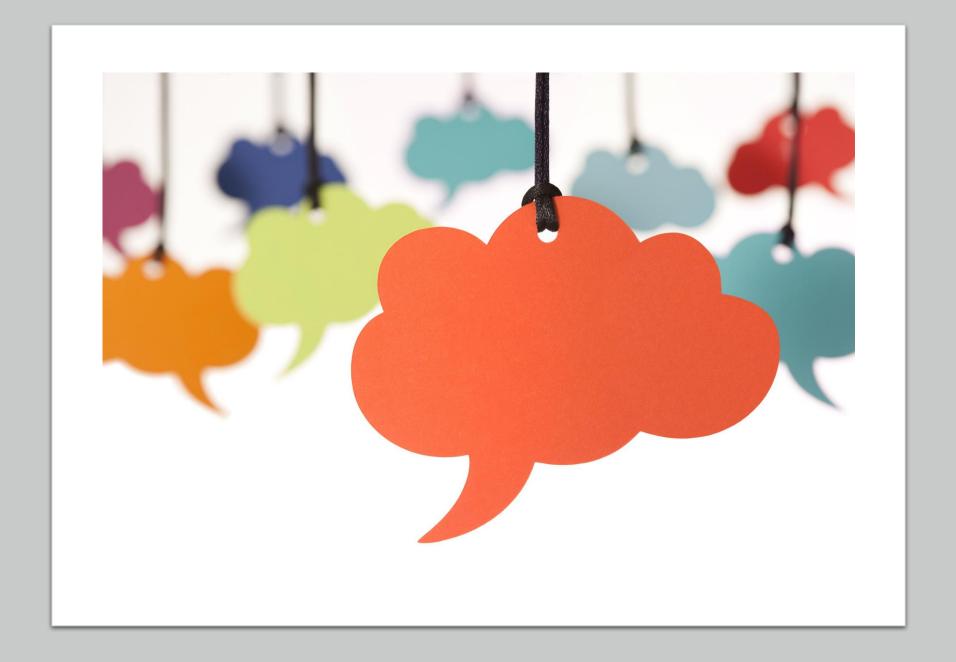




QUESTIONS FOR GROUPS

- What is the current status of service delivery (tele- vs in-person care?) What changes are on the horizon?
- What is the capacity for training and professional development?
- What strategies for longitudinal training would be most feasible right now? Most acceptable to providers?
- What differences are there across settings and types of providers? Where should we focus our Y4 efforts?

REPORT OUT SESSION



Next Steps





PLEASE COMPLETE EVALUATION

LOOK FOR NEEDS ASSESSMENT DISTRIBUTION NEXT MEETINGS: JUNE 9, SEPT 29, THEN DEC 8 OR 10 TBD