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National Hispanic and Latino
MHTTC Mental Health Technology Transfer Center Network
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Advancing the Wellbeing of Latino Families in DC Using a Community of Practice Approach

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Co-Sponsor Slide



The Center for
Health and Health Care
in Schools





The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

- STRENGTHS-BASED AND HOPEFUL
- INVITING TO INDIVIDUALS PARTICIPATING IN THEIR OWN JOURNEYS
- PERSON-FIRST AND FREE OF LABELS
- NON-JUDGMENTAL AND AVOIDING ASSUMPTIONS
- INCLUSIVE AND ACCEPTING OF DIVERSE CULTURES, GENDERS, PERSPECTIVES, AND EXPERIENCES
- RESPECTFUL, CLEAR AND UNDERSTANDABLE
- HEALING-CENTERED/TRAUMA-RESPONSIVE
- CONSISTENT WITH OUR ACTIONS, POLICIES, AND PRODUCTS


Adapted from: https://mhttc.org/wp-content/uploads/2018/08/Recovery-Oriented-Language-Guide_2018d_Lr_20180809-06.pdf



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At the time of this presentation, Elinore F. McCance-Katz served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.




Authors Disclose Conflicts of Interest

The authors declare no conflict of interest in doing this presentation.

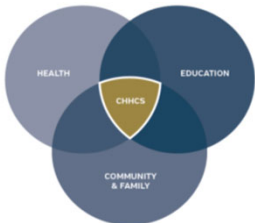


Learning Objectives- Participants will be able to:

- List unique challenges and opportunities with delivering behavioral health services to Latino youth and families in Washington, DC.
- Describe the essential elements and value of a Community of Practice approach.
- Learn how a padlet can be used to create a shared learning space to advance a behavioral health practice.
- Identify at least one engagement strategy that can be adapted to support the well-being of Latino youth and families.



Center for Health and Health Care in Schools




Vision: We envision a society where school and community environments foster health and opportunities for all students to thrive.

Mission: Through multi-sector collaboration, we advance policies, practices, and systems to build and sustain strategies that bridge health and learning for all students.

Public Health Approach: maintain an emphasis on the social and environmental factors that impact outcomes and on interventions aimed at multiple levels of the social ecology.

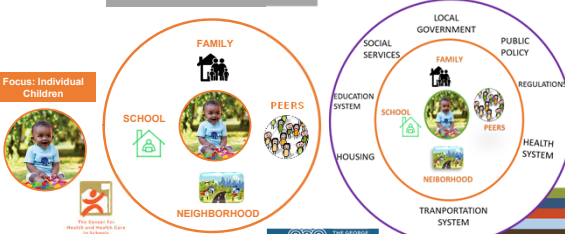
www.healthinschools.org




Socio-Ecological Model Guiding our Work & Partnerships

Focus: Children within their immediate environmental contexts and the characteristics of those environments that influence development

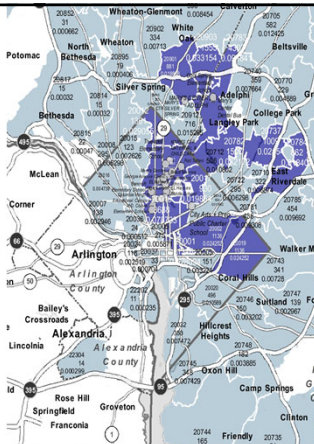

Focus: Children within the larger social contexts and how this impacts their development



Established in 1988 to care for Latin American immigrants, Mary's Center now serves the broader community.

- Over 54,000 participants from 50+ countries
- 5 full-service community health centers
- 19 School-based mental health programs
- 2 Senior Wellness Centers
- Public Charter School co-located at 3 health centers



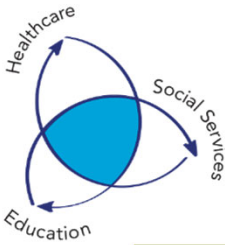



Our Mission

Mary's Center embraces all communities and provides high-quality healthcare, education, and social services to build better futures.



Our Social Change Model (SCM)

- Treating health problems alone is insufficient
 - Comprehensive health care
 - Dual-generation education
 - Social services
- Striving to address all aspects of wellbeing that can impact quality of life and advancement

Comprehensive Healthcare

- Primary healthcare for the entire family
- Behavioral health
- Dental health
- Health education
- Nutrition
- Chronic disease management
- Telemedicine
- Health Homes care coordination and case management
- Sexual health
- Infectious disease
- LGBTQIA health



Social Services

- Case Management
- Legal services
- Benefits Enrollment Assistance
- Senior Wellness Centers
- Family Support Programs (Home Visiting)
- Domestic Violence Support
- Food & Nutrition Assistance
- Energy Assistance
- Insurance & Fees
- Teen Program



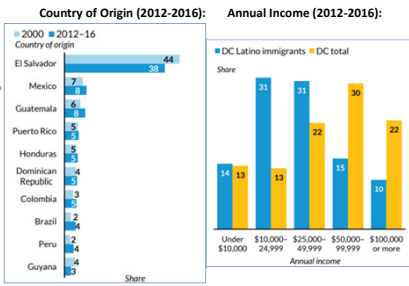
Education Programs

- Parents
 - English language
 - Digital literacy
 - Parenting
- Children
 - Early childhood education
 - Preschool
- Professional
 - High school diploma
 - Medical Assistant training
 - Child Development Associate licensing



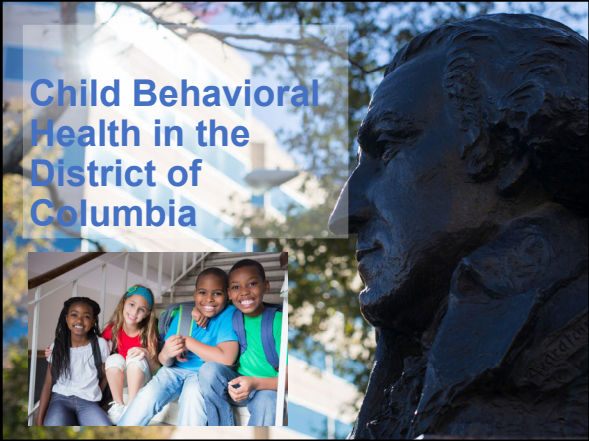
Latinos in Washington, DC

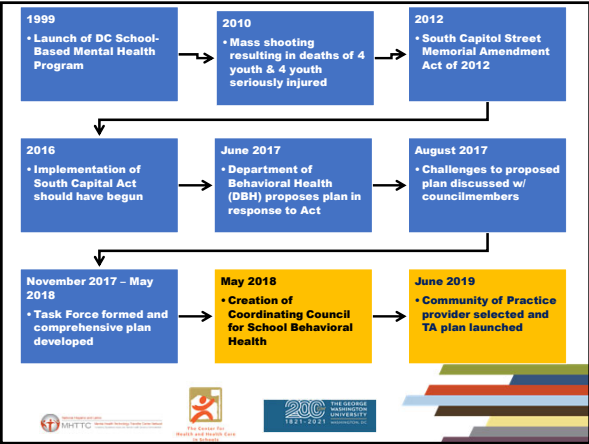
- 2018 Census data indicates 79,249 Latinos live in DC, which is about 11% of the DC population.
- Of the over 90,000 DC public and public charter school students, almost 20% identify as either as Latino/Hispanic.

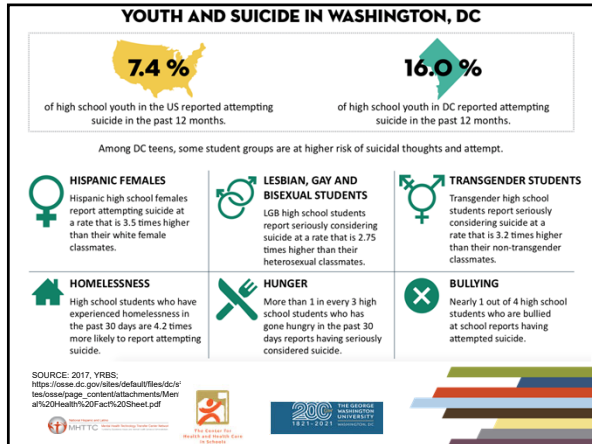


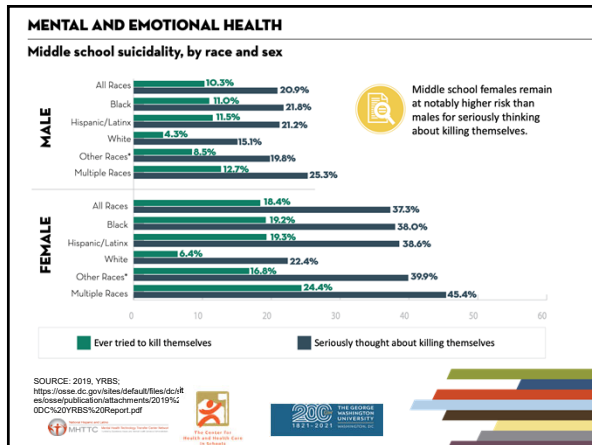
Sources: https://www.urban.org/sites/default/files/2018/12/14/latino_immigrants_0.pdf and OSSE Audit and Verification of Student Enrollment for the 2017-18 School Year

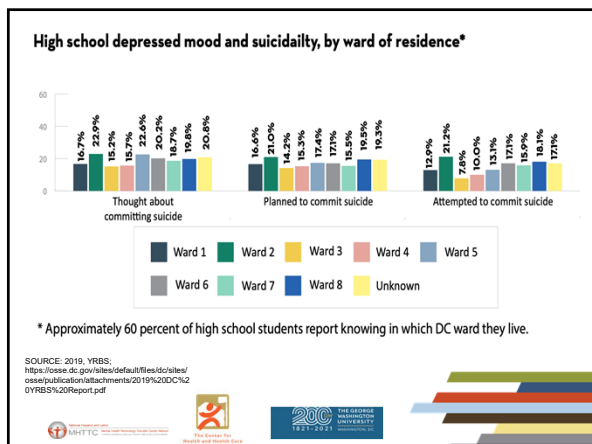


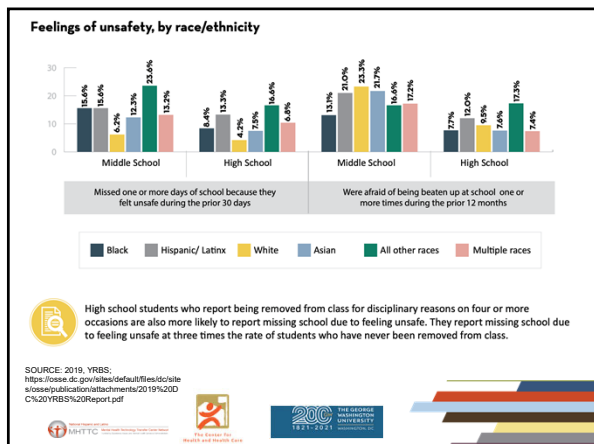


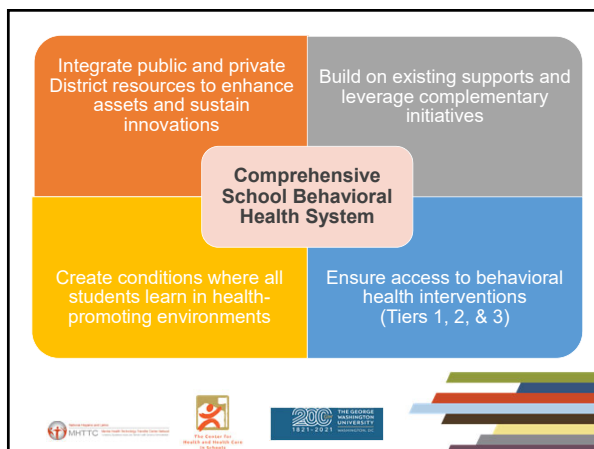


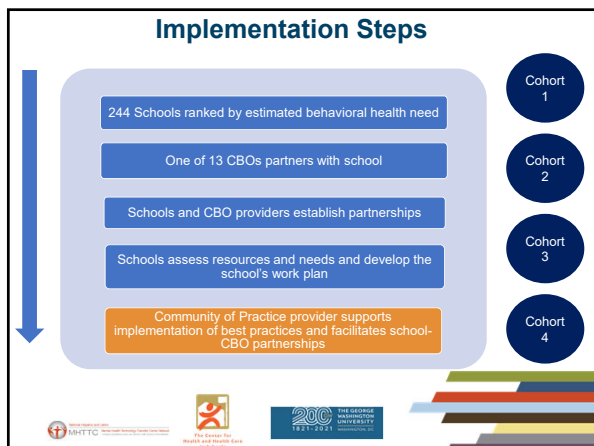












Community of Practice (CoP)



“groups of people who share expertise and passion about a topic and interact on an ongoing basis to further their learning members typically solve problems, discuss insights and share information ... develop tools and frameworks ... and over time, these mutual interactions and relationships build up a shared body of knowledge and a sense of identity.”

(Wenger, McDermott, & Snyder, 2002)

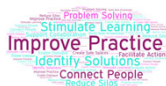


Building the Community We Want



What are the benefits/values being part of the CoP?

- Access to expertise & knowledge base
- Keeping up with the field
- Professional development
- Stimulating change
- Knowing who to ask for help
- Getting help with specific challenges
- Creating new knowledge together
- Mastering new skills
- Getting new insights that have potential of changing practice
- Belonging
- Support
- Recognition
- Networking
- Meaningful work
- Fun with colleagues
- Personal development
- Sharing information, tips and documents
- Learning from each other's experience
- Saving time and efforts



DC CoP Shared Vision

The DC School Behavioral Health Community of Practice (DC CoP) is a diverse community of people who share expertise and passion for the wellbeing of students, families and school communities.

Together, we are united in supporting school-based teams as they engage partners, collaborate to create safe and supportive school environments, and implement interdisciplinary practices that improve mental health and wellbeing.

To cultivate thriving school communities, we mobilize resources, ensure equitable access, align services, and promote culturally responsive interventions within schools and across DC.



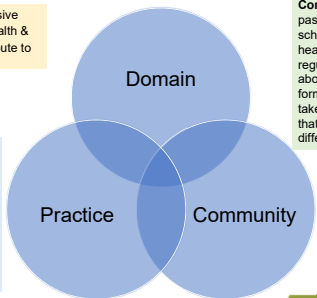
We know we are having an impact when participating DCPS [District of Columbia Public Schools] and DC Public Charter Schools improve school climate, and the social emotional wellbeing of students and families, by demonstrating positive outcomes in such areas as youth engagement, social emotional learning, attendance, and academic performance.



Community of Practice Elements

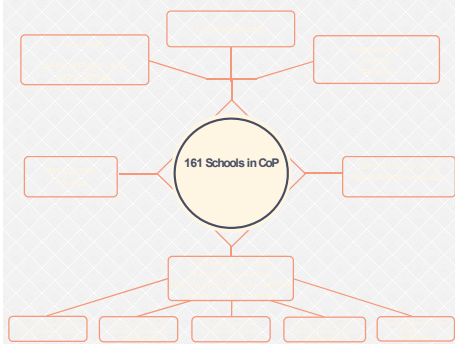
Domain: Comprehensive School Behavioral Health & key issues that contribute to it.

Practice: Creating a shared library of resources, experiences, stories, and tools; addressing persistent problems of practice; co-creating knowledge; sharing knowledge and resources, reflecting on practice.



Community: People passionate about school based mental health who interact regularly to learn more about key issues and form relationships to take collective action that makes a difference.





Building Capacity for the Expansion of School Behavioral Health

- Practitioners who want to try out a new skill with support from others.
- Family members and youth who want to shape practice and resources.
- DC CoP and PG members with expertise to contribute.
- Anyone interested in developing their knowledge or ability to lead on SBH.

Expanding the Capacity to Implement SBH Best Practices

Defining Roles and Responsibilities

Core Team Members

Planning Team Members

Practice Group Leaders

Activity Leaders

The infographic outlines the structure and responsibilities of a Community of Practice. It lists four main roles: Core Team Members, Planning Team Members, Practice Group Leaders, and Activity Leaders. It also includes sections for 'BC Community of Practice: Rules and Responsibilities' and 'Practice Group Guidelines'.

Social Learning Spaces

- CoP meetings
- PGs meetings
- Skills building chats (coaching carrying learning into practice)
- Trainings
- Webinars
- Emerging time limited workgroups

Social Learning Spaces are places (virtual or in-person) where people engage with each other, share feedback, and act on that feedback to get better at making a difference.

The infographic lists several types of social learning spaces: CoP meetings, PGs meetings, skills building chats, trainings, webinars, and emerging time-limited workgroups. It also provides a definition of social learning spaces as places where people engage, share feedback, and act on it to improve.

Engagement Strategies

- Co-creating content
- Creating opportunities for people to contribute
- Creating opportunities for people to be both a leader and a learner

Engagement cannot be directed or commanded, but it can be nurtured.

Advancing the Wellbeing of Latino Families in DC using a CoP Approach

What is a Community of Practice?

Community of Practice (CoP)

DC CoP Structure

DC CoP Shared Vision

Value of the CoP

DC CoP Meeting Planning

DC CoP Meetings

Practice Groups

Practice Groups

Engagement Strategy: Parent Cafe

Parent Cafe

Padlet Link: <https://chhcs.padlet.org/chhcs1/latinofamilies>

Developing partnerships that support health and education outcomes for all children

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Thank you!

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