

State Health Improvement Plan and Progress Report

ACTION PHASE

Date Updated: 10/2016

This document is being submitted as: Initial Program Plan Revised Program Plan Midyear Progress Report Annual Progress Report

Priority: Mental Health Healthy Behaviors

Strategy: Enhance the behavioral health workforce

Description: Workforce development is an ongoing initiative and consists of two broad categories including 1) continuing education of those providing behavioral health related services and 2) preparatory education for individuals interested in working within behavioral health at all levels inclusive of middle and high school career and technical education (CTE) health science programs, associate degree programs at community college, 4-year college programs, graduate and post-graduate disciplines. It is critical to note that longer term objectives are developed from a broader perspective and may require longer time and more resources to achieve. The shorter term objectives have been culled with great deliberation by the committee to realistic and achievable components.

Objective SMART format	Activities	Responsible Person or Agency	Timeline	Evaluation Measures	Accomplishments
<p>Objective One: Conduct a needs assessment of current behavioral health/mental health and substance abuse providers in Delaware (target: current and future workforce)</p>	<p>Study the current Delaware workforce using models from West Virginia, Colorado, Texas, and others, as examples, to determine the current state of services, gaps in service, gaps in knowledge, barriers, and opportunities which exist in behavioral health and substance abuse.</p>	<p>SHIP DHSS</p>	<p>2018</p>	<p>Data detailing the system's Strengths, Weaknesses, Opportunities, and Barriers for further development</p>	<p>In 2015 DSAMH T.O. conducted a needs assessment using a convenience sample. Findings were distributed at prior SHIP mtg.</p> <p>Another needs assessment is in planning stages for DSAMH to be conducted statewide in CY 2017 and the data will be added to the ongoing needs assessment data that is collected at each workshop.</p>

<p>Objective Two: Increase access to training resources related to behavioral healthcare; main focus on Alcohol and other Drug (AOD) related topics due to severity of substance use issues in DE and reports for a need of certified providers as well as providers who are using Evidence Based Practices (EBPs) and/or Evidence Informed Practices and who are aware of newer treatment approaches; provide access to training in models of integrated behavioral and physical health care consistent with SHIP and Affordable Care Act (ACA)</p> <p>(target: current workforce)</p>	<p>Study the features of similar entities that have been created throughout the US – other SHIPs</p> <p>Assess continuing education offerings and other workforce development initiatives within DE agencies, in other DE statewide health related plans and forums, colleges and universities, and professional associations to (1) develop consistency of behavioral health related training and (2) share/maximize resources while avoiding duplication, and (3) coordinate efforts</p> <p>Map locations of offerings to assess geographical gaps to include representation in all three (3) counties including east</p>	<p>Strategy #2 members</p> <p>Strategy #2 committee started this through discussion; to be continued by SHIP committees</p> <p>SHIP Committee initially and through electronic repository eventually</p>	<p>December 2014 for preliminary data and ongoing from subsequent strategy committees</p> <p>2015 and ongoing</p> <p>2015 and ongoing</p>	<p>List of workforce development ideas garnered from other SHIPs and integrated into DE strategies</p> <p>Initiatives are listed through SHIP and SHIP partners contribute regularly through SHIP meetings and eventually through electronic repository</p> <p>Identified training resources are available proportionate to provider populations in all three (3)</p>	<p>In 2014 Strategy #2 committee members accessed U.S. SHIP plans that informed this plan.</p> <p>Delaware Learning Center (DLC) has been implemented throughout the State of Delaware; since January 2016 continuing education on behavioral healthcare and integrated care topics are available to everyone in DE through the Division of Substance Abuse and Mental Health training office offerings and can be accessed by https://stateofdelaware.csod.com/default.aspx?c_dsamh-selfreg</p> <p>DSAMH is offering CEU workshops in all three DE counties and are accessible to everyone as described</p>
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	<p>and west Sussex County Assess offerings via other sources that could provide continuing education, certificates or college credits, e.g., Massive Open Online Courses (MOOCs)</p>	<p>SHIP</p>	<p>2015 and ongoing</p>	<p>counties. Initiatives are listed through SHIP and SHIP partners contribute regularly through SHIP meetings and eventually through electronic repository</p>	<p>above through the DLC WU and DTTC continue to develop partnerships for Continuing Education, certificates and college credits. In October, November, and December of 2016 A Progressive Conference offered by DSAMH Training Office provides 54 workshops that WU is also offering college credits for completion. WU added ‘stackable credentials’ in the last year including: holistic/palliative for nurses; and health promotion, trauma informed care and Hispanic culture for larger population.</p>
	<p>Create a central electronic repository for information about mental and behavioral healthcare training,</p>	<p>SHIP as it develops and as SHIP garners funding</p>	<p>2018</p>	<p>Electronic repository is available, accessible by all Delawareans, and all training is posted by entities who are offering</p>	<p>While this is not complete, the initiation of the DLC is a step in the right direction toward completion. The challenge is that</p>

	<p>Clearinghouse development, and/or website links.</p> <p>Obtain and disseminate evidence-based and/or evidence-informed guidelines for behavioral health disease management, specifically depression to begin with, to primary care providers to improve early diagnostic evaluation, treatment, care coordination, and follow-up support of individuals</p> <p>Coordinate with Medical Society of Delaware (MSD) and other organizations to create and implement continuing education on depression for physicians, nurses, and other health professionals</p> <p>Create learning opportunities (MOOCs, webinars, etc.) on the Business of Health Care, which</p>	<p>SHIP as it develops and garners funding</p> <p>Add Medical Society of Delaware to SHIP structure and include in electronic repository</p>	<p>2018</p> <p>2018 for electronic repository</p> <p>2015 & ongoing for initial coordination of efforts</p>	<p>educational opportunities</p> <p>Guidelines are developed and disseminated</p> <p>MSD is part of electronic repository</p> <p>MSD is integral part of SHIP</p>	<p>not everyone has joined the DLC.</p> <p>Delaware Learning Center has been implemented for all State employees; The DSAMH portion is open to all citizens to register for behavioral health related content</p> <p>MSD is part of larger SHIP and related health initiatives as determined at 2015 annual SHIP meeting.</p>
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	<p>covers the aspects of health care financing, managed care, Accountable Care Organizations (ACOs) etc.</p> <p>Implement Smart Moves/Smart Choices Prescription Drug Abuse Prevention Program in K-12 Delaware schools.</p> <p>Train health educators and school nurses in Smart Moves/Smart Choices</p> <p>Implement state-wide Project Extension for Community Healthcare Outcomes (Project ECHO) which is an online professional learning community that will improve the chronic pain expertise among primary care providers and stimulate collaboration among a</p>	<p>DHHS (Medicaid) MSD or Managed Care Organizations (MCOs) Insurance Commission Licensing boards IHEs</p> <p>Division of Public Health (DPH), Department of Education (DOE)</p> <p>DPH DOE</p> <p>DHSS Medical Society of Delaware (MSD) Prescription Drug Action Committee (PDAC)</p>	<p>2015 and ongoing</p> <p>Ongoing</p> <p>2015 and ongoing</p> <p>2015 and ongoing. New cohort will start in March 2015</p>	<p>Learning opportunities are available</p> <p># of enrollees</p> <p>Pre and Post Evaluations</p> <p>Number of health educators trained Number of school nurses trained</p> <p>Pre and post test evaluations</p>	<p>In June 2015 MSD partnered with Christiana Care to provide SUD training; additional planning for subsequent years is in progress</p> <p>Health Education teachers continued to be trained in the Smart Moves/Smart Choices curriculum.</p>
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	<p>multidisciplinary team.</p> <p>Advocate change with state licensing boards (psychology, social work, counseling, etc.) to require providers to participate in training on integrated care.</p> <p>Partner with Central East Addiction Technology Transfer Center (CE-ATTC) to bring addiction training on Medication Assisted Treatment, HIV/Psychiatry, and other Alcohol and other Drug (AOD) topics to Delaware programs.</p> <p>Create a Summer Seminar and other series for mental health professionals that address skills and knowledge based training in common core subject areas in the field of mental health.</p>	<p>SHIP Delaware Board of Professional Regulations Independent Licensing Certification Boards e.g. Delaware Certification Board</p> <p>CE-ATTC SHIP DHSS MSD PA/Mid-Atlantic HIV Consortium at Christiana Care</p> <p>Delaware Professional Counselors Association Wilmington</p>	<p>2018</p> <p>2015 and ongoing</p> <p>2015</p>	<p>Requirement developed and enforced for license renewal and for certifications, as applicable</p> <p>Partnerships established</p> <p>Number of training programs offered</p> <p>Number of participants in programs</p> <p>Number of professionals attending</p> <p>Evaluation of workshops</p>	<p>CE-ATTC partnership re-established 2015</p> <p>CE-ATTC/DSAMH provided 14 workshops in Dec. 2015 on AOD attended by 500 persons; CE-ATTC continues to partner with DSAMH to provide AOD related education</p> <p>June 2015 DPCA offered a summer training on substance use conditions</p>
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		University Clinical Mental Health Counseling program NAMI DSAMH Mental Health Association Veterans Administration		Credentialing of presenters	A fall 2016 conference/seminar is in the planning stages and will involve several of these partners.
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<p>Objective Three: Increase number of middle and high school students interested in careers in mental and behavioral health.</p> <p>(target: future workforce)</p>	<p>Develop Public Health and Allied Health Programs of Study (POS) to include comprehensive middle and high schools that include behavioral health curricula (“Break the Silence”, suicide prevention and Mental Health First Aid certification), early work and college options.</p>	<p>Participating middle and high schools Institutions of Higher Education (IHEs) Business and industry leaders Department of Education CTE-Health Sciences National Alliance for Mental Illness (NAMI) Mental Health First Aid Certified Instructors National Council on Behavioral Healthcare</p>	<p>Pilot 2015-2016 school year and ongoing</p>	<p>Number of partnerships with Institutions of Higher Education (IHE) and employers from business and industry offering early work and college options for students</p> <p>Number of Local Education Agencies (LEAs) successfully implementing Allied Health and Public Health pathways</p> <p>Number of students enrolled in Allied Health/Public Health pathways</p> <p>Number of HOSA chapters/students raising awareness and funds NAMI-National Service Project</p> <p>LEA success in pathway compliance monitoring</p> <p>Number of students successfully completing early work</p>	<p>Six (6) high schools applied and received approval for the state-model Allied Health Program of Study to begin for the 2016-2017 school year.</p> <p>The CNA state-model program of study (3-course program for comprehensive high schools) was released for applications in the Fall 2016 for which two (2) high schools have applied for the POS.</p> <p>The Public & Community Health state-model program of study will be released for applications in the fall 2017 and is schedule to enroll students in 2017-2018 school year.</p> <p>HOSA-Future Health Professionals selected NAMI as the 2-year National Service Project.</p>
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				<p>and college options</p> <p>Number of students completing Mental Health First Aid certification</p>	<p>Wilmington University has plans to offer a Public Health Certificate for undergraduate students. The certificate will provide general education in public and population health, epidemiology and health policy.</p> <p>September 2016 resulted in 446 students taking Health Promotion, AP honors course, for 3 college credits.</p> <p>Plans are being made to offer TOT for MHFA in late 201</p> <p>Students who complete Allied Health programs of study receive nine college credits. Four credits are articulated with DTCC, and five credits are dual-credit. Students can take DTCC A&PII (BIO 121) in the summer following the 12th grade year for an</p>
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	<p>Develop career fairs on behavioral health (mental health, physical health, etc.) at middle and high school levels</p> <p>Increase partnerships with Institutes of Higher Education to offer dual enrollment for high school students, e.g. Introduction to Psychology, Medical Terminology, A & P. Partner with Nemours Health & Prevention Services (NHPS) and DOE to expand their Health Literacy curriculum to be available in all DE high school and middle school health curriculum.</p>	<p>Individual schools consider kick-off for pathways program combined with career fairs</p> <p>Develop partnership between the following: Department of Education High schools Charter schools Technical schools Universities Community colleges NHPS and DOE</p>	<p>2016 and ongoing</p> <p>Implementation in 2015 and 2016; state-wide 2017</p> <p>2015 and ongoing</p>	<p>Analyze Department of Labor data relative to number of persons employed in behavioral health and demographics</p> <p>Number of schools providing career fairs</p> <p>Number of Delaware high school students who graduate with completed college credits</p> <p>Number of high schools and middle schools with the Health Literacy curriculum offered to students</p> <p>Number of students who complete the Health Literacy Curriculum</p>	<p>additional five credits. In total, students can achieve 14 college credits before the fall semester of freshman college year.</p>
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<p>Objective Four: Increase number of college undergraduates who are interested in</p>	<p>Encourage implementation of “Stop Out” (Jeffreys,</p>	<p>All IHEs in Delaware</p>	<p>2015 and ongoing</p>	<p>Number of students participating in “Stop-Out option.</p>	
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<p>and prepared for a career in the behavioral healthcare field.</p> <p>(target: future workforce)</p>	<p>2004) at all programs to increase the number of students who complete degrees</p>			<p>Number of Institutes of Higher Education programs of study that implement “Stop Out”</p>	
	<p>Develop career fairs on mental and behavioral health for all post-secondary institutions</p>	<p>IHE and SHIP to partner with behavioral health providers</p>	<p>2015 and ongoing</p>	<p>Number of schools providing career fairs</p> <p>Number of participants attending</p> <p>Number of providers participating</p>	
	<p>Create opportunities for informational interviews in behavioral health and incorporate as part of a curricula or pre-internship assignments.</p>	<p>All IHEs</p>	<p>2015 and expand to additional IHE ongoing</p>	<p>Schools track number of information interviews.</p>	
	<p>Identify opportunities for experiential learning such as internships and Co-ops in mental health</p>	<p>IHEs Providers of behavioral healthcare</p>	<p>2015 and ongoing</p>	<p>Track number of students in IHEs in Delaware successfully completing experiential learning, e.g., co-ops, and internships</p>	
	<p>Assess current course offerings in mental and behavioral health (e.g., health psychology, addictive behaviors, crisis</p>	<p>IHEs SHIP when funding available</p>	<p>2015 and ongoing</p>	<p>Survey or assessment findings available</p> <p>Strategy team identified to develop objectives and identify responsible parties</p>	

	<p>intervention AND the basic sciences for persons entering behavioral health to include but not be limited to: Microbiology, Chemistry, Biology, Anatomy and Physiology, Pharmacology, Genetics, Neurobiology)</p> <p>Develop new courses and programs and expand programs currently offered</p>	<p>SHIP partners IHEs</p>	<p>2015 and ongoing</p>	<p>Number new courses offered</p> <p>Number of programs</p>	<p>Three new courses in Trauma-Informed Approaches, two new courses related to Palliative and End-of Life care, four new course related to Nutrition, Wellness and Exercise at Wilmington University</p>
	<p>Review articulation agreements between Delaware IHEs to ensure seamless transition for students with credits in behavioral health courses between IHEs</p>	<p>IHEs</p>	<p>2015 and ongoing</p>	<p>Number of articulation agreements</p>	<p>Reviewing the Labor Bureau and future employment opportunities four new educational certificates are being developed at Wilmington University to meet the needs of the community. Three of these tracks of study</p>

					<p>will be available to students, either post HS graduation or as a continuation of an AP course completed while in HS. The topics include,</p> <ol style="list-style-type: none">1) <i>Holistic Palliative and End of Life Care</i>2) <i>Nutrition and Fitness</i>3) <i>Health & Wellness</i> <p>Student will gain 15 college credits upon completion of each certificate. These college credits could be applied to a future BS degree. The fourth track of study – a 15 credit undergraduate certificate in <i>Trauma-Informed Approaches</i> – will be available to both students and non-students working in the field.</p>
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<p>Objective Five: Influence graduate schools curriculum to reflect SHIP initiatives and current needs based on data</p> <p>(target: current and future workforce)</p>	<p>Identify current graduate programs/curriculum and assess for gaps and current state of practice in DE</p>	<p>IHEs and SHIP when funding available</p>	<p>2018</p>	<p>Findings available</p> <p>Assessment completed</p> <p>New strategy committee established to create a plan and identify responsible parties</p>	
	<p>Include integrated care in curricula</p>	<p>IHEs</p>	<p>2018</p>	<p>Integrated care is part of all behavioral health curricula for Delaware IHE's</p>	
	<p>Promote certifications and other learning opportunities to prepare behavioral health professionals for the Patient Centered Medical Home model and other areas of integrated care.</p>	<p>SHIP IHEs for certification programs National Association of Social Workers, Delaware Certification Board American Psychological Association, etc. Division of Professional Regulations including but not limited to: Delaware Board of Nursing Psychology Licensed Practitioners of Mental Health, etc.</p>	<p>2015 and ongoing</p>	<p>Number of professional staff certified in the provision of integrated care</p>	<p>Wilmington University recognizes the need to increase the number of Psychiatric Nurse Practitioners, and they proposed the development of a Post-Graduate Psychiatric Mental Health Nurse Practitioner Certificate (PMHNP). Upon completion, the student would be eligible to apply for National Board Certification. Offering a Post Graduate Certificate program in Psychiatric Mental Health which follows recommendations</p>

					made by the APRN Consensus Model and The National Organization of Nurse Practitioner Faculties (NONPF) to prepare students with the education needed to meet eligibility for certification and serve the population foci.
<p>Objective Six: Promote the need for and the development of a Delaware medical school. (target: future workforce)</p>	Support the negotiations and discussions amongst the Delaware Health Science Alliance (DHSA) members about the creation of a Delaware-based medical school	DHSA, SHIP	2018	Medical school for Delaware implemented	

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<http://www.umassmed.edu/cipc/> The Certificate Program in Primary Care Behavioral Health

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Glossary

Attrition: refers to students “dropping out” of any program.

- a. **Voluntary attrition** is when a student drops out due to personal (nonacademic) reasons compared to **involuntary attrition** because of academic reason (failure or dismissal). To differentiate between the two types of involuntary attrition for the purposes of tracking students, identifying at-risk traditional periods during the academic program, and evaluating effectiveness of retention strategies initiated.

Evidence informed-The process of distilling and disseminating the best available evidence from research, context, and experience, and using that evidence to inform and improve practice and policy.

Evidence-based Practice-contribution of evidence to guide, decrease errors, a logical progression that provides the foundation for policies and procedures that are tested and found effective, as opposed to “the way we’ve always done it.”

Ideal program success- students, who successfully completes the program’s graduation requirements within the specific time period and without withdrawing or failing, passes any program requirements (certifications and/or licensing exams) on the first attempt, and obtains a job and/or enrolls in a more advanced program

Nontraditional Undergraduate students- are individuals, who meet one of more of the following

criteria: (25 years or older; Commuter; Enrolled part-time; Male; Member of an ethnic and/or racial minority group; speaks English as a second (other) language; has dependent children; has a general equivalency diploma; and required remedial classes).

Theoretical definition-is one that uses other theoretical terms to define a concept, fairly abstract and may use lower-order concepts to define higher-order ones.

Traditional undergraduate students- are individuals, who meet one or more of the following criteria: (24 years or younger; resides in campus housing or off-campus housing; enrolled full-time; female; white and not a member of an ethnic and/or racial minority group; speaks English as a first language; has no dependent children; has a U.S. high school diploma and required no remedial classes).

Simple definition-a dictionary term.

Stop out- refers to a break in continuous enrollment for one or more semesters (excluding summer sessions and intercessions).

Operational definitions-provides a means of or method that to measure a concept and/or term.

Withdrawal-When a student officially withdraws from a college course or courses due to personal and/or academic reasons.