Integrating Technology into Effective Social Work Practice

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Overview

• Increasingly technology is being used to support effective social work practice.
• Explore a variety of ways in which information technology can help implement and sustain effective services.
• In combination with local organizational support and coaching, information technology can provide consistent training, certify basic competencies, help plan services, support supervision, and monitor progress.
Workforce Development

New and Seasoned Professionals
Gap between Innovation & Implementation

- **Challenge: Transfer of Knowledge**
  17 year gap between developing efficacious practice model (innovation) & implementation in practice (Brekke, Ell, & Palinkas, 2007)

- **Focus:** Enhance skills of existing inter-professional mental health, addiction treatment, and child welfare workforces
Transfer of Knowledge

“Evidence of effectiveness does not equal successful implementation.”

(Verhagen, Voogt, Bruinsma, & Finch, 2013, p. 1)
Implementation with High Fidelity requires...

- System Support
- Local Context and Readiness
- Staff Selection
- Training
- Organizational Supports
- Supervision and Coaching
- Program Evaluation
- Performance Management

National Implementation Research Network (NIRN, Fixsen et al., 2005)
Continuing Education Strategies

Licensed Professionals

- $X$ number of CEUs required each year
- Other than ethics requirement, many choices
- Formats?

Agency/Organization Sponsored

- Training hosted by trade association or agency
- Organizational Readiness
  - Training
  - Intensive, expert Supervision & Coaching
  - Technology Support
  - Progress Monitored
  - Linked to Performance Appraisals
  - Continuous Quality Improvement
Training

• Necessary core implementation component of evidence-based and promising practices, can be an efficient way to share knowledge (background, theory, philosophy, and values), introduce key practices, and offer opportunities to practice new skills

  (Fixsen, Blasé, Naoom, & Wallace, 2009)

• Necessary to facilitate statewide implementation of evidence-based practices

  (Rieckmann, Abraham, Zwick, Rasplica, & McCarty, 2015)
Role for Information Technology

Well suited to:

• Help disseminate information

• Test understanding & competence by applying new knowledge to case examples

Advantages in supporting new knowledge & skills in practice settings:

• Consistent Training

• Certify basic competencies

• Test skills across multiple sites

• Combined with local implementation coaches (supervisors with advanced training & skills)
• **Context:** Support the meaningful use of common assessment (outcome management) tools to engage individuals, identify strengths and problems that impact functioning, plan services and monitor progress

• **Practice Model & Implementation:** Statewide Cross-System, Inter-professional Use of Child and Adolescent Needs & Strengths (CANS, Lyons, 2009) and Adult Needs & Strengths Assessment (ANSA)
Hybrid Training Strategies

Online Training & Certification/In-Person Training of Local Implementation Coaches
ONLINE Training

Training & Certification
to Use the CANS or ANSA

Item specific videos & information
Multi-choice items
Practice
Certification Test

“We've looked at annual average reliability and it goes slowly and steadily up.” (Lyons, 2016)
Online, Phone, and In-Person Technical Assistance

Trauma Training Video Clips

https://canstraining.com

Useful for Organizational In service Training regarding Trauma Informed Assessment

Center for Child Trauma Assessment and Service Planning
Northwestern University, Chicago
National Child Trauma Stress Network Funding

Conference Calls with State Implementation Teams

Breakthrough Series Collaborative

Well Written Materials/Resources

Collaborative Development of Videos & Training Materials
Recruitment, Training & Technical Assistance for Implementation Coaches

In-Person Training of Implementation Coaches

Who: Supervisors, Mid-level Managers, Directors, Quality Improvement & Training Staff
~300 Organizations

What: Initial 1 ½ Workshops for New CANS & ANSA ‘SuperUsers’

Prerequisite: Online Training & Certification

Annual Booster Implementation Booster Workshop
Use of Assessment and Outcome in Services

• Many evidence based practices have developed specific assessments and case management platforms.

• As local service agencies and county/state service systems often have their own electronic record systems, using an external case management system is challenging impractical.

• Could the CANS and ANSA be used with EBPs to support planning and to monitor progress?
Challenge: Effective Services for Transition-Age Young Adults

- Access and eligibility to relevant adult mental health services

- Traditional adult behavioral health services not appealing

- Focus often on deficits & symptom reduction
Characteristics of Effective Services

Transition to Independence Process (TIP) Model

- **Engage** youth – strength focus & relationship development.
- **Person-centered planning** with focus on his/her future.
- **Accessible, coordinated, appealing, non-stigmatizing**, developmentally appropriate **supports & services**.
- **Personal choice** and social responsibility.
- Safety net of **social support**.
- **Teach relevant competencies**.
- **Outcome focused** – youth’s progress on his/her goals.
- **Involve young people & families** at practice, program, & community levels.

RESOURCES:  [www.TIPstars.org](http://www.TIPstars.org)  
(Clark & Hart, 2009; Clark et al. 2004)
Findings & Implications

- For transition-age youth receiving usual public behavioral health services, ANSA reflects change in specific items and domains over time
- Easily available rating & progress information supports effective services

Requirements:
- Integration into planning
- Easy access to detailed progress reports

Implementation Considerations:
- Are items relevant for youth and young adults?
- Build technology to monitor progress.
- Through individualized planning process, develop targeted, realistic, practical objectives.
- For individual, any change is relevant.
- Outcome Information is useful for making system and program level decisions & to monitoring impact

(Walton, Clark, Kim, & Haber, 2013)
• Use assessment information to ‘map’ needs & strengths of youth & families to specific practice models

• Examples: Mapped Incredible Years, Child-Parent Psychotherapy, Trauma-Focused Cognitive Behavioral Therapy & Assertive Community Treatment (ACT) to CANS & ANSA tools.

• IN child welfare has online referral support based on identified needs of children and families.
Alternative Approach

- Alternative to supporting multiple EBPs across a system is to map commonly used skills across EBPs to the needs of individuals
- Limited generalizability of EBPs with youth with complex needs
- Combine with wraparound model to engage and support families and youth with complex needs

(Bruns, Walker, Berstein, Daleiden, Pullman, & Chorpita, 2014)

The Practice Guide

- Managing & Adapting Practice (MAP)
- Common Elements of EBPs
- 2 page summaries
- Outlines or flowcharts
- Measurement and feedback: a clinical “dashboard” that visually summarizes evidence relevant to ongoing decision making, including progress and practices delivered.
- PracticeWise Evidence-Based Services Database (PWEBS)
Practice-Based Information: Technology to Monitor Progress

- Create access to assessment information for planning, monitoring progress, and improving services at all levels (direct service, supervision, program, agency, and system)  
  (Israel, 2015)

- Opportunity & Challenge
Statewide Cross-System Information Collection & Reporting System

Developed & hosted by the Indiana Family & Social Service Administration, Division of Mental Health & Addiction (DMHA) – State Mental Health & Addiction Authority

Repository for Individual - Level Data

- National Outcome Measures (SAMHSA)
- Assessment (Outcome Management Data) - CANS & ANSA (Information used across 3 state agencies and by > 200 service organizations)
- Used by DMHA community based contractors, state hospitals, child residential treatment agencies, state child welfare system, and Medicaid
Meaningful Use of CANS & ANSA Information

Outcome Report Development
The Data: Making information available to support direct services

Tracking Individual Change over Time
Actionable Needs

Impulse Control
Antisocial Behavior
Adjustment to Trauma
Criminal Behavior
Physical/Medical Functioning

Usable or Buildable Strengths

Family Strengths
Natural Supports
Resiliency

Social Connectedness
Optimism
Talents/Interests
Volunteering
Community Connection

Assessment Date: 3/12/2015
Assessment Type: ANSA
Assessment Reason: Initial
Assessor: Wendy Harrold
Consumer Name: Bruce Wayne
Internal ID: 34562
All Assessments by Domain

Consumer Outcomes by Domain

Run Date: 6/22/2015 11:00:36 AM
Internal ID: 128573
The Data: Monitoring ‘Actionable Needs’ and ‘Usable Strengths’ over Time
Resolved Behavioral Health Symptoms over 12 Months, n = 47,768

(Similar tables also available for Life Functioning, Risks, & Caregiver Domain Items)
Key Intervention Needs Over Time
CANS, 5 to 17, Statewide, 7/2014-2/2015
n = 34,521
Strength Development over Time

• Percentage of Usable Strengths ("0’s" and "1’s") in Time 1 compared to Time 2.

• A higher T2 Percent represents Strength Development.
Strength Development over Time
SFY15 (n=47,768)

Usable Strengths over Time
Discussion

• Other Examples or Opportunities to Integrate Technology into Effective Social Service Practice?

• Challenges?

• Opportunities?

• Implications
  - for Education?

  - for Practice?


For additional information:

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