

Telehealth ROCKS

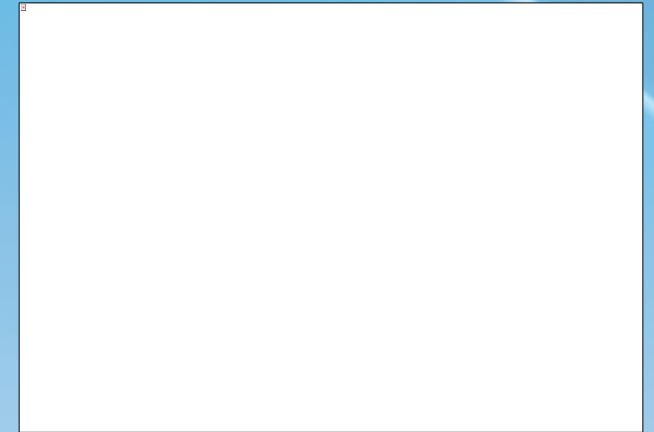
KanAWARE

School-Based Community Health Workers: Meeting Student Social Determinants Needs and Engaging Communities

- Robert Stiles, MA, MPH, Telehealth ROCKS Director
 - Eve-Lynn Nelson, PhD, Telehealth ROCKS PI & Professor
- KU Pediatrics Department, Division of Developmental & Behavioral Sciences
University of Kansas Medical Center
telehealthrocks@kumc.edu

CME and CE Information

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- American Academy of PAs (AAPA)
- American Dental Association's Continuing Education Recognition Program (ADA CERP)
- American Psychological Association (APA)
- Association of Social Work Boards (ASWB)
- Commission on Dietetic Registration (CDR)

Financial Disclosures

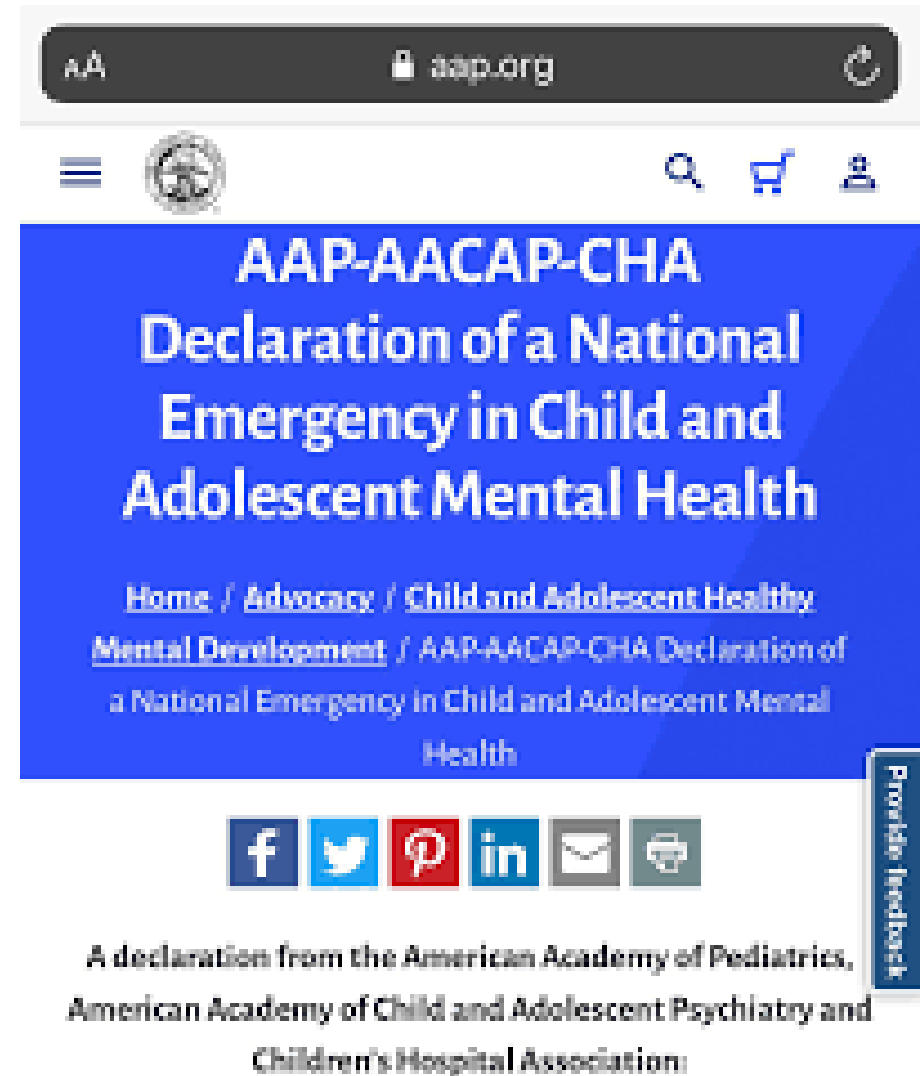
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Objectives

- To provide an overview of the Telehealth ROCKS family-school-community partnership, including school-based community health workers
- To describe programmatic elements associated with successful relationship building and community engagement and the relationship to school-based health centers
- To reinforce school-based mental health personnel strengths in advancing family-school-community partnerships
- To assess the fit of school-based community health workers to meet social determinants of health (SDOH) and engagement goals within the participant's own school health setting
- **PARTICIPANT BREAKOUTS:** To assess the fit of school-based community health workers to meet social determinants of health (SDOH) and engagement goals within the participant's own school health setting, report back on associated intention/goal set.



- In the U.S., rates of childhood mental health concerns and suicide rose steadily between 2010 and 2020 and by 2018 **suicide was the second leading cause of death for youth ages 10-24.**
- U.S. youth have **soaring rates of depression, anxiety, trauma, loneliness, and suicidality** that will have lasting impacts on them, their families, and their communities.
- These rates are worst among marginalized and minoritized populations, including **youth in rural communities.**
- A predominantly rural state, **Kansas ranks last** in overall mental health access and **second to last** in child mental health access.
- Innovation is needed to improve **the access to and quality of care across the continuum** of mental health promotion, prevention, and treatment.



The image is a screenshot of a web browser displaying the AAP-AACAP-CHA website. The browser's address bar shows 'aap.org'. The website's header features a blue banner with the text 'AAP-AACAP-CHA Declaration of a National Emergency in Child and Adolescent Mental Health'. Below the banner, there is a breadcrumb trail: 'Home / Advocacy / Child and Adolescent Healthy Mental Development / AAP-AACAP-CHA Declaration of a National Emergency in Child and Adolescent Mental Health'. A vertical sidebar on the right contains the text 'Provide Feedback'. At the bottom, there are social media icons for Facebook, Twitter, Pinterest, LinkedIn, Email, and Print. The main content area begins with the text: 'A declaration from the American Academy of Pediatrics, American Academy of Child and Adolescent Psychiatry and Children's Hospital Association:'.

SCHOOL MENTAL-HEALTH REPORT CARD

INSEPARABLE.US

KANSAS RANKED 50TH IN THE NATION IN 8TH IN THE NATION IN MHA 2023 YOUTH MENTAL HEALTH RANKINGS

By The Numbers

508,000

Number of K-12 Students (2022 Projection)ⁱ

39,000

Children with major depressionⁱⁱ

21,000

Children with major depression who do not receive treatmentⁱⁱⁱ

1:1,157

Ratio of School Psychologists to Students
(Recommended Ratio 1:500)

1:1,360

Ratio of School Social Workers to Students
(Recommended Ratio 1:250)

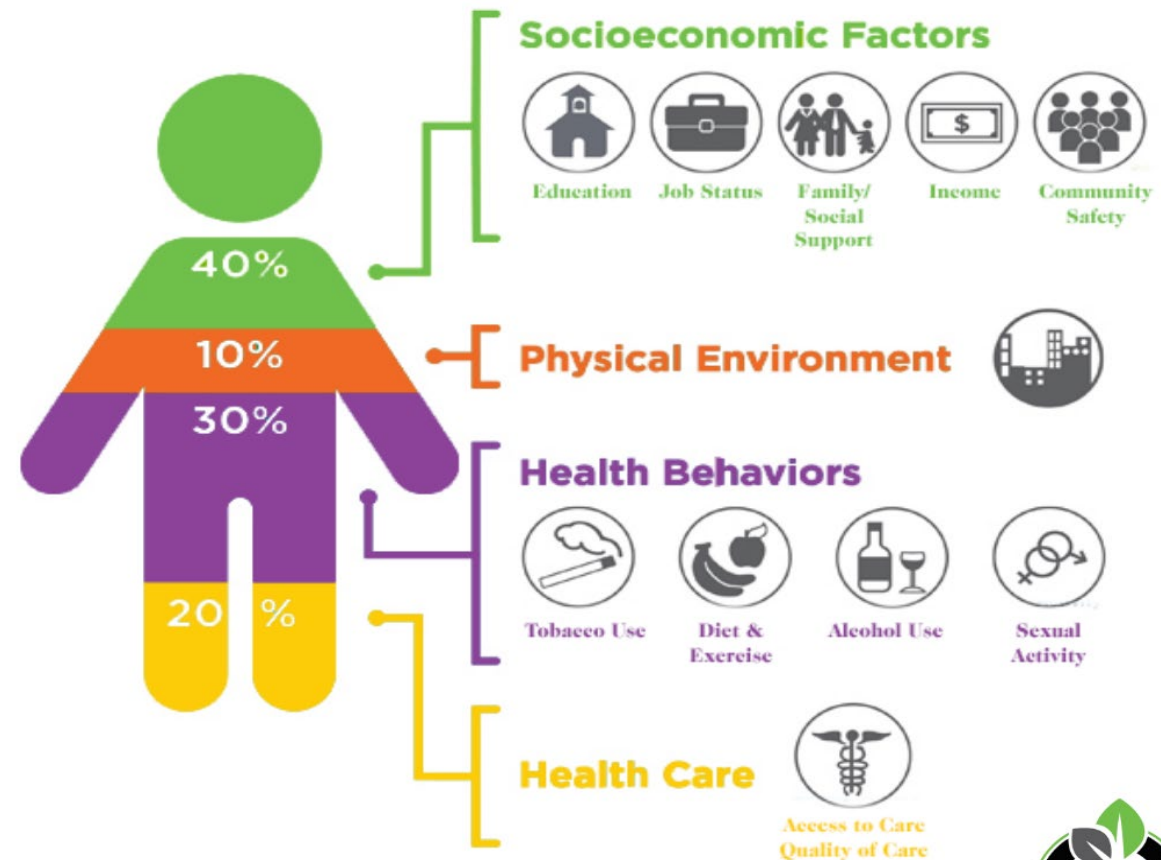
1:431

Ratio of School Counselors to Students
(Recommended Ratio 1:250)

Why do we need to transform our communities?

Because 50 percent of our health is related to our community, and it has a direct relationship to the remaining 50 percent.

What Goes Into Your Health?

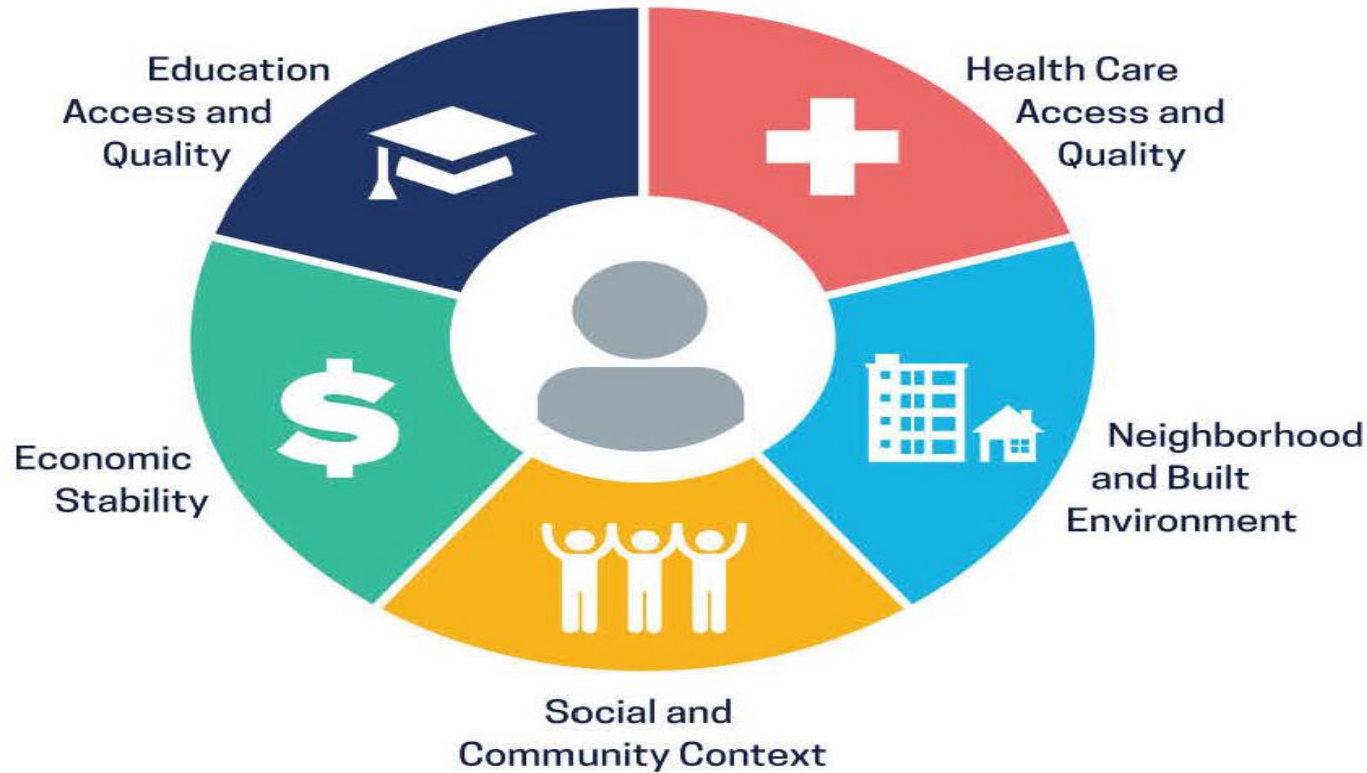


Source: Institute for Clinical Systems Improvement, *Going Beyond Clinical Walls: Solving Complex Problems* (October 2014)

Source: Healthy Baton Rouge
<https://healthybr.com/community-health/what-are-the-social-determinants-of-health>

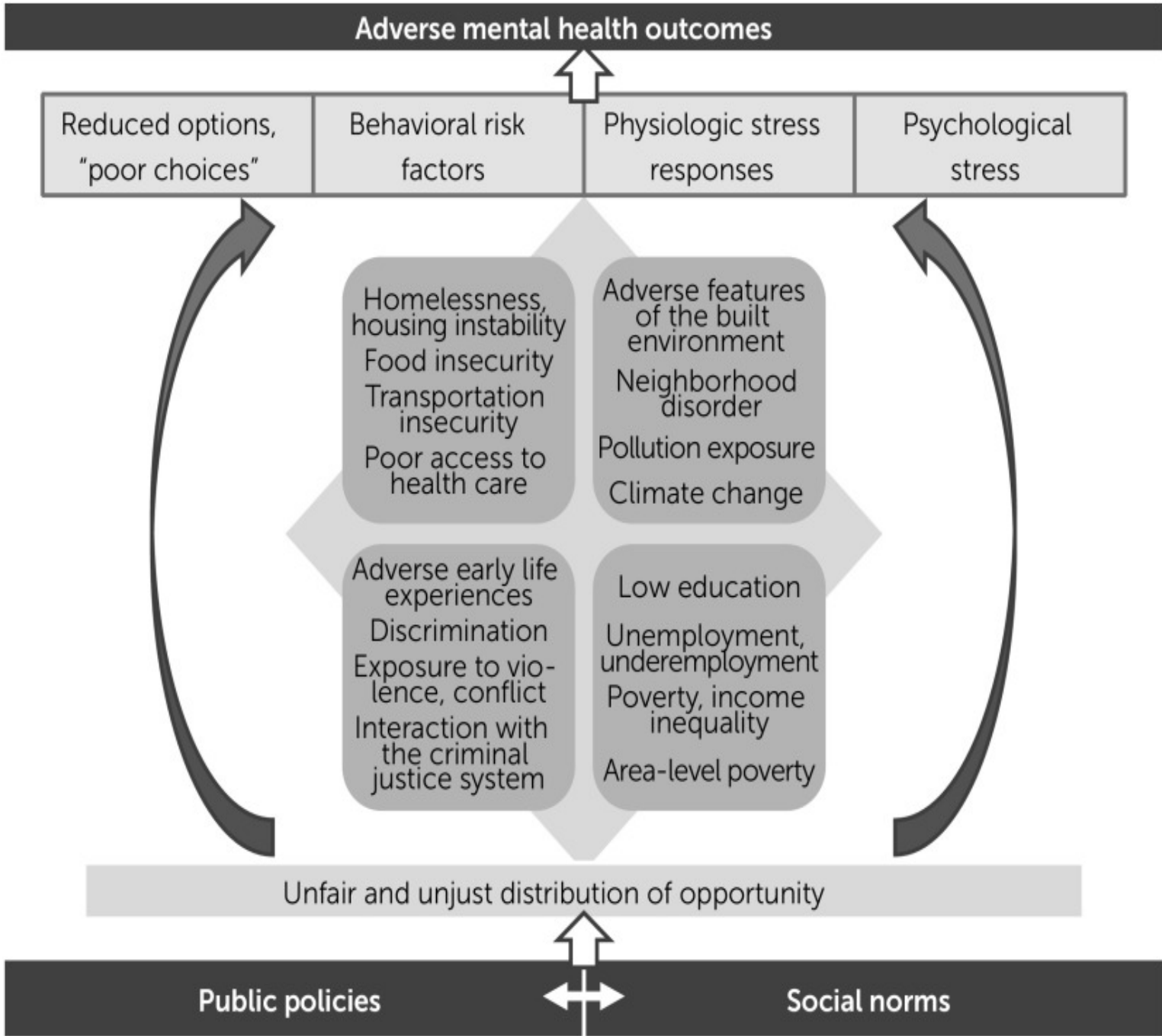


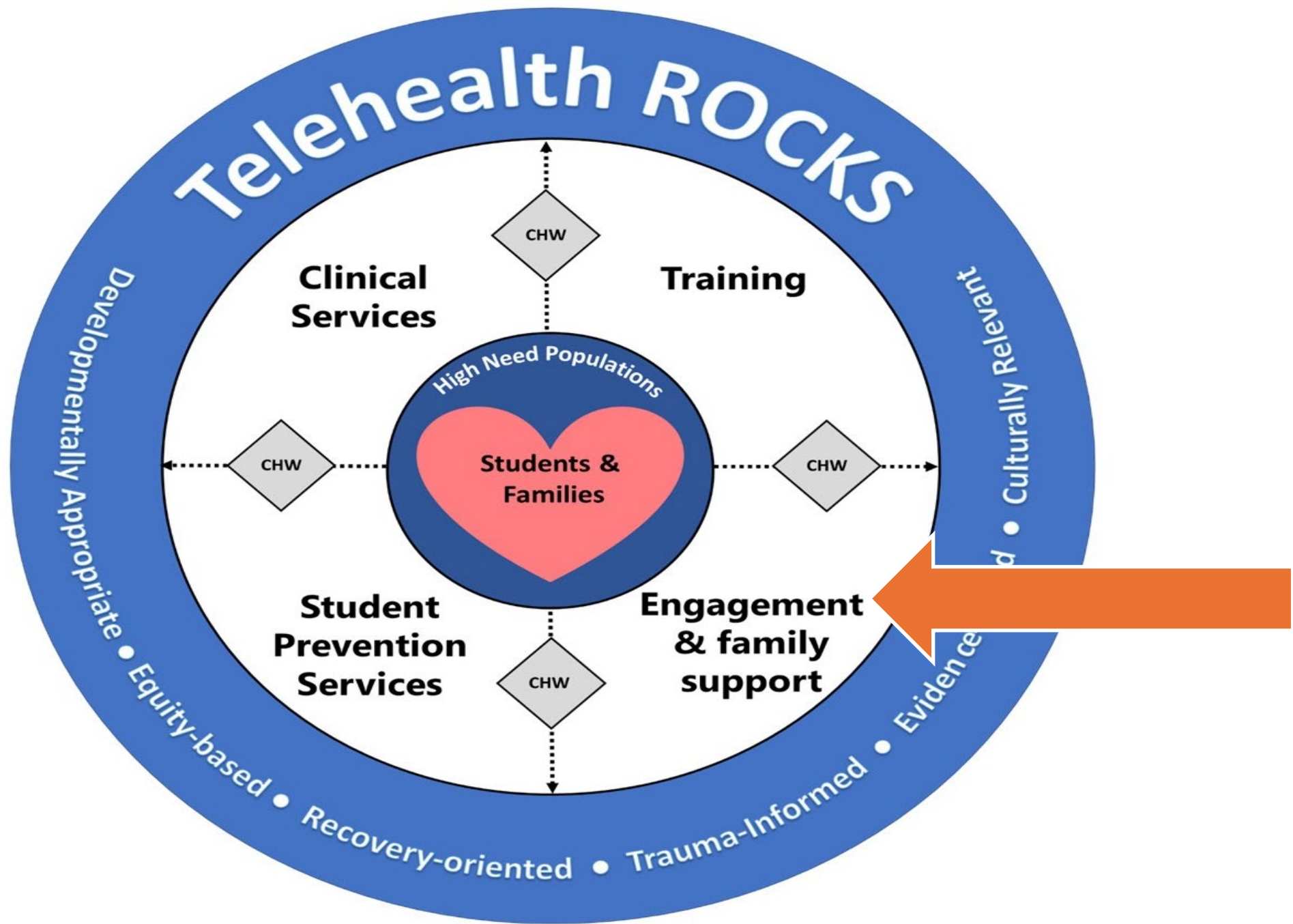
Social Determinants of Health



- **Arizona Self Sufficiency Matrix through Community Care Link**
- **Social Determinants of Education**
- **Social Indicators of Health & Education**
- **Social Determinants of Mental Health**
- **Others?**

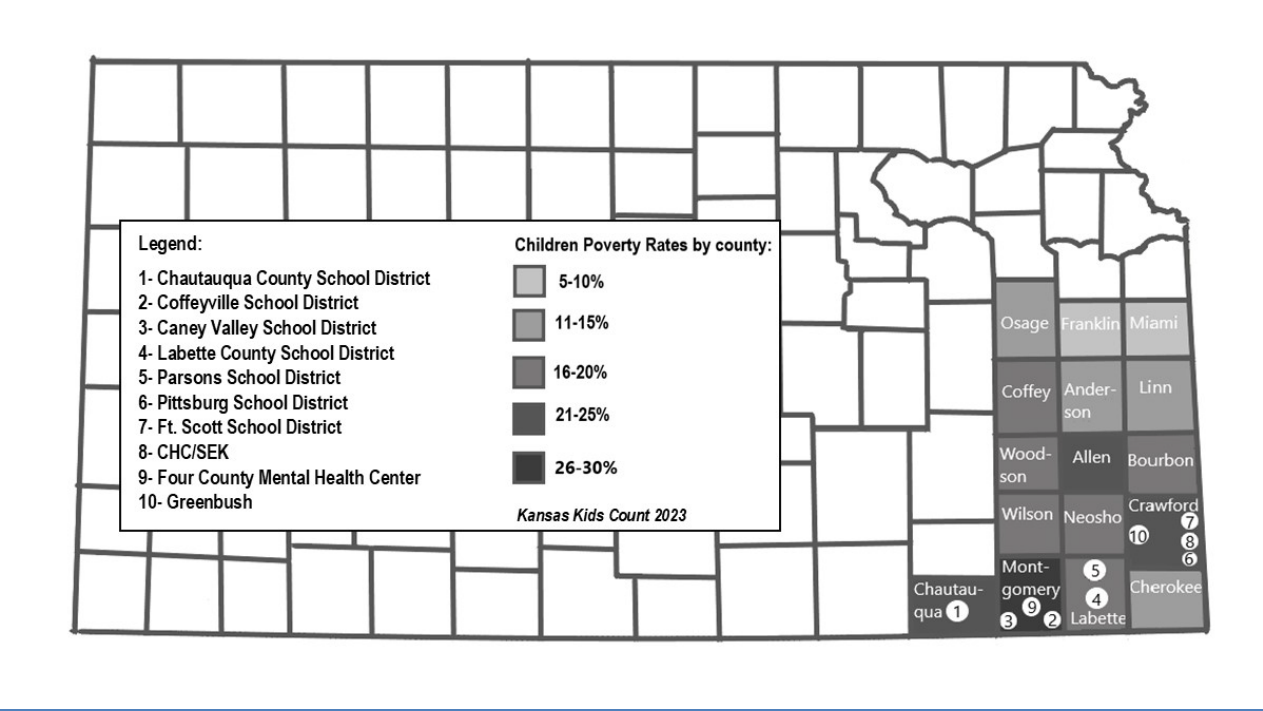
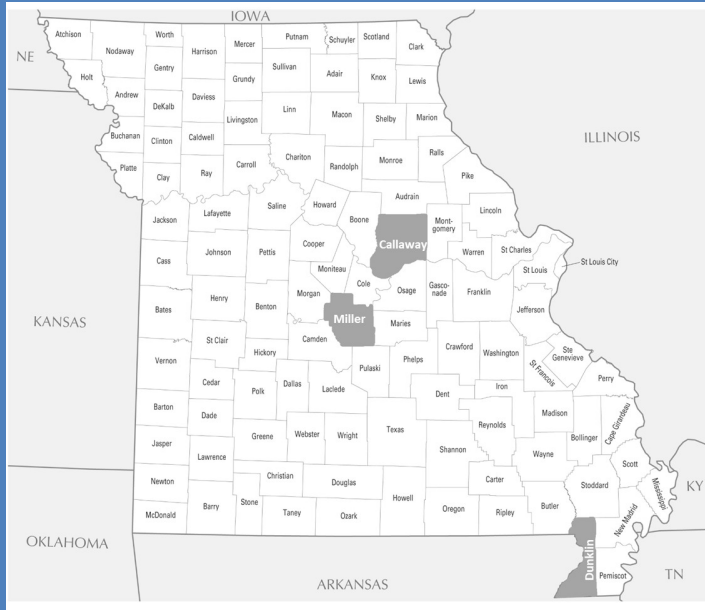
Model of Social Determinants of Mental Health (Shim & Compton, 2020)





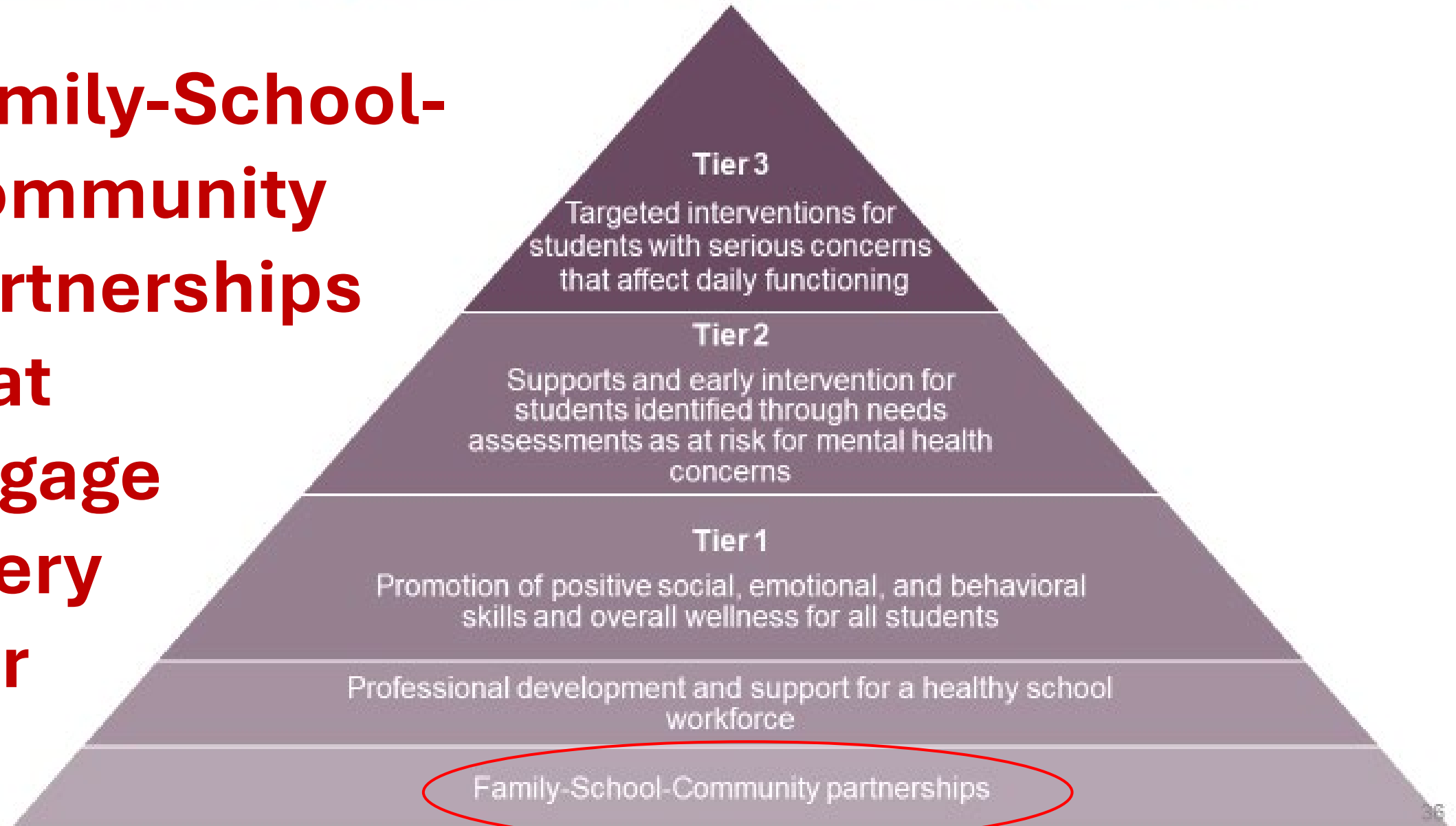
Community engagement is not a unicorn

- Necessary precursor to important national center guidance around SHAPE Teaming and logistics associated with successful school-based mental health programs.
- Prioritizing, planning, resourcing to achieve shared goals
- Experts dedicated to relationship and community engagement and who get their energy from this part of the mission
- Relationship before task, community engagement is not a check box (<https://shelterforce.org/2021/02/25/centering-equitable-practice-in-community-engagement/>)
- Continuous quality improvement skill that the team/organization improves over time and with mistakes
- School-based mental health professionals and the broader school team often possess strengths to help advance community engagement:
 - Mission driven by deep care of children and families
 - Many overlapping skills from student and family relationship building in their varied roles across MTSS activities and beyond
 - Familiarity with group dynamics and facilitating team communication



Multitiered System of Supports (MTSS)

Family-School-Community Partnerships that engage every tier





School-based community health workers (CHW) advance these MTSS services by supporting the whole family (2gen-focused). Roles include service extenders, culture brokers, and social change agents.

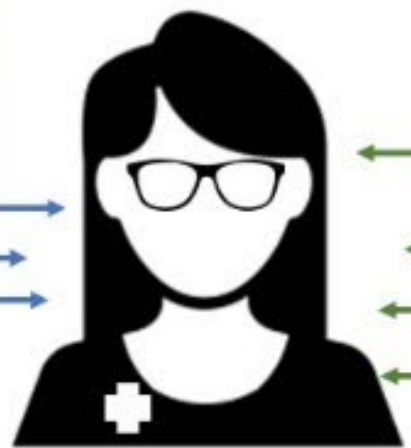
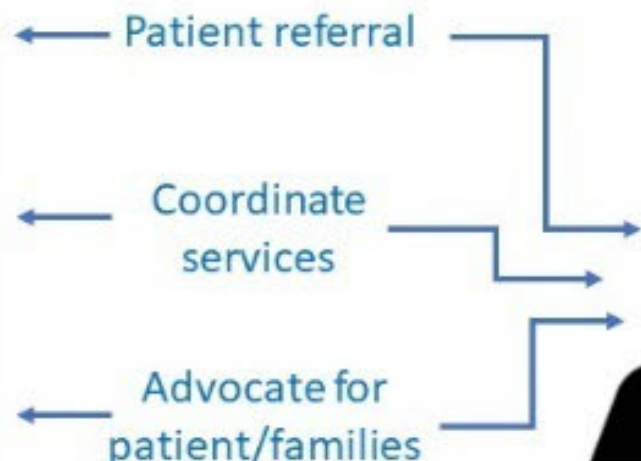
Video:

<https://youtu.be/6ddsZ6kakDw?si=TqvQIA1v9LVhWmdA>



Telehealth ROCKS Communities: Community Health Worker Role

Telehealth Care Partners



Community



Community Care Link

Community Care Link



Telehealth Tablet



Vetted app & behavioral health resources



Social media & podcast

Eldon School District's Impressive Impacts from Robert's Community Partnership in Missouri, Which in Turn Helped Inform Kansas Community Partnership

- CHWs may not have been the sole catalyst, but the idea of what they do is at the heart of our turnaround as well as increased school-based mental health therapist capacity.
- **2008: Little community-school interaction**, Two factories and a car dealership leave, Large teacher turnover numbers, **450th out of 550 school districts academically**
- **2023: Community-school partnership**, Industry is back (new factory with a goal of over 1,000 employees), Very low teacher turnover, **24th in the state in most recent data**
- **Presentation**, <https://youtu.be/47wZAYkkrw8>
- **Short 4-minute video: What do SB-CHWs do?:** <https://youtu.be/JpdJxl5vwTU>
- **Short 3-minute video: SB-CHWs and measuring success:** <https://youtu.be/-Efs7XPqGng>

Telehealth ROCKS

Regional Outreach for Communities, Kids and Schools

Who's part of Telehealth ROCKS family-community-school partnership?

CHILDREN AND THEIR FAMILIES!!!!

- Kansas Government-KSDE, KDADS, DCF, KDHE.
- Statewide Advocacy—DCCCA, Headquarters Kansas, Families Together, Communities Honoring Adolescent Success in Education (CHASE), FosterAdopt Connect
- Education—Greenbush Education Service Center, Coffeyville, Pittsburg, Sedan, Caney, Fort Scott, Labette County, Parsons, Iola School Districts (Kansas), Eldon, South Callaway, Kennett School Districts (Missouri)
- Health Care—Community Health Center of Southeast Kansas, Four County Mental Health Center, University of Kansas Medical Center, KSDE MHIT Program.
- Local Entities—Crawford County Restorative Justice Authority, Southeast Kansas DCF, Southeast Kansas FosterAdopt Connect

AND WE WILL CONTINUE TO WORK TO ADD PARTNERS UNTIL WE HAVE EVERYONE WHO IMPACTS OUR KIDS AND COMMUNITIES IN KANSAS.

Why Did We Partner

- No human, community, or community is an island.
 - You can't do it alone.
 - Health and education outcomes require a focus on the whole person, the community, and partners from local through national.
- If you involve others, you engage others
 - Community and family buy-in

**It
takes
all
of
US.**



Local Community



Schools

Key to Success:
Building strong
partnerships at
the local, state
and federal level.



Behavioral Health Providers



**State agencies and
statewide organizations**



Federal agencies

It's a big table, strategically filling it to advance outcomes

Collective Impact Forum. "Community Engagement Toolkit," 2017 <https://www.collectiveimpactforum.org/sites/default/files/Community%20Engagement%20Toolkit.pdf>



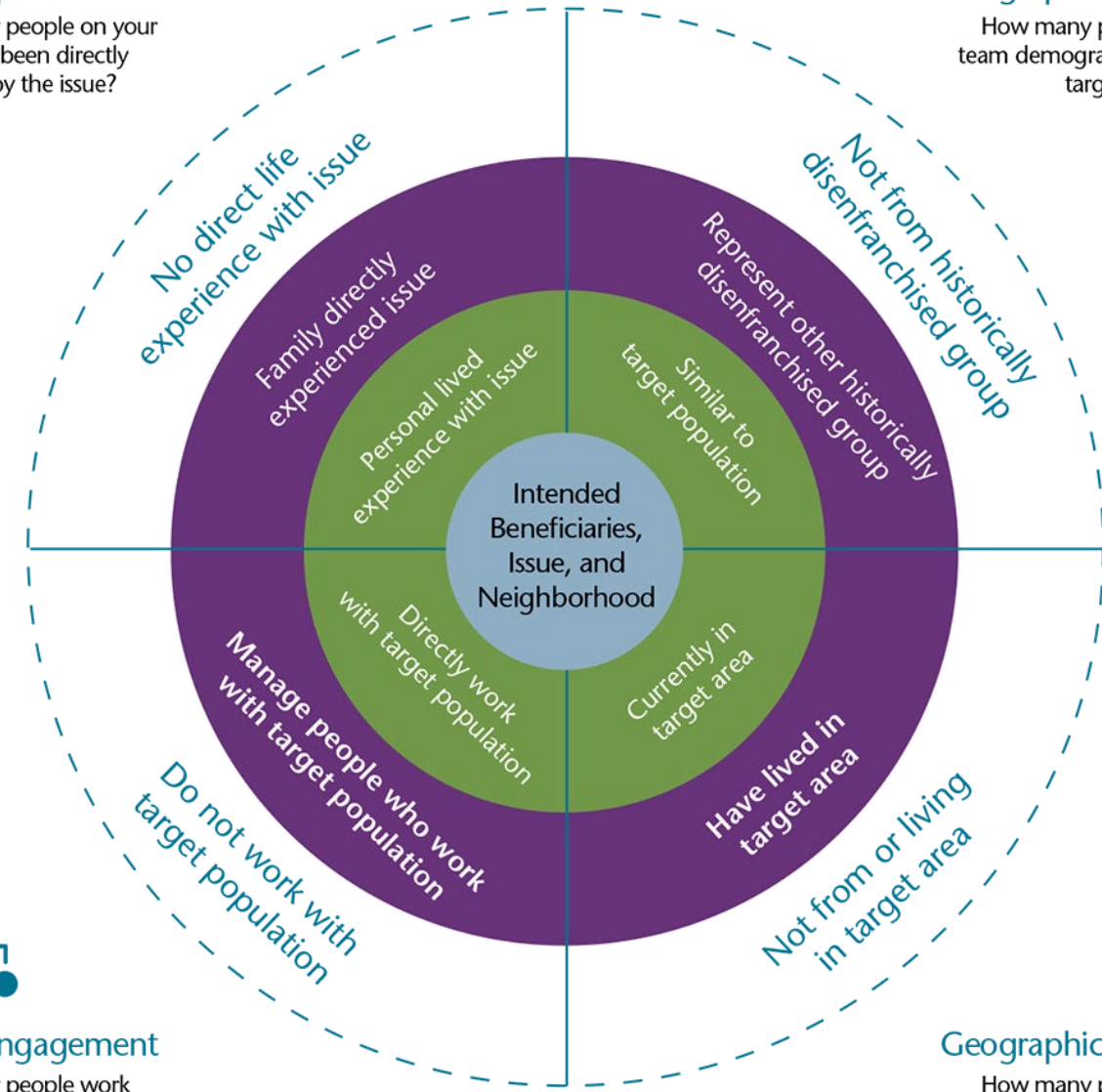
Issue Experience

How many people on your team have been directly impacted by the issue?



Demographic Relevance

How many people on your team demographically reflect target population?



Direct Engagement

How many people work directly or indirectly with target population?



Geographic Relevance

How many people on your team grew up in or live in the neighborhood you are serving?

Core Community Partnership Concepts

- Trust (Respect/Equality)
- Preparation
- Collaboration
- Communication
- Shared Values/Goals (Mission/Vision/Values follow)

Who are we?

Schools and communities where every child and family has the resources and skills they need to have the exact same opportunity for success in school and in life.

COLLECTIVE VISION

Who are we?

To transform our communities through comprehensive and integrated approaches that amplify existing resources and develop new solutions to meet the needs of children and their families.

COLLECTIVE MISSION

Applying SBMH Professional Relationship Skills to Advance Community Partnerships

- Do your homework
- Meet people where they are
- Transparency/No Surprises & Hope
- Build and Maintain Trust

Do Your Homework=CURIOSITY AS FELLOW HUMAN

- Follow the lead. Listen for what's said and not said. Be present.
- Know the strengths, challenges, and priorities/dreams.
- History, issues/primary concern, people—records and story/perspective.
- The story evolves over time and telling. Not a one-time event.
- Formal and informal multi-perspectives improve outcomes, no one source of truth.
 - Seek input from loud and quiet.
- What has been tried before, what's working and not working.
- Understand your capacity/resources and learn about partners.
- Communication is a two-way street, not one way “supplier” of info.

Meet People Where They Are

- Rapport—be curious, genuine, interested, and prepared. Not a salesperson nor documenter.
- Creating a welcoming environment where feel comfortable speaking openly and honestly.
- Approach everyone involved with respect, care, concern, and an understanding that they are valued and bring a unique understanding of the community and lived experience.
- Set ground rules jointly.
- Proactively think through accommodations for potential participation barriers (e.g., language barriers, accessibility barriers, childcare barriers, etc.) and mitigating power imbalances.
- Discuss roles/responsibilities jointly for you and the partner.
- Consider if the community engagement can have few/no direct stakes the decisions the community partners are making, nothing “to sell,” minimize multiple relationships.
- Language/framing that is acceptable to both, not just at the individual level but with an understanding political climates that the partner lives.
 - Maslow’s Hierarchy, socioeconomic factors, equity language
- Respond with compassion and curiosity, agree together on follow-up, and put structures in place to make follow-through easier.
- Check in regularly not just when there are problems.

Public participation goal

Promise to the public



Inform

To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, and/or solutions.

We will keep you informed.



Consult

To obtain public feedback and analysis, alternatives, and/or decision.

We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.



Involve

To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.

We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.



Collaborate

To partner with the public in each aspect of the decision, including the development of alternatives and the identification of the preferred solution.

We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.



Empower

To place final decision-making in the hands of the public.

We will implement what you decide.

Increasing impact on the decision

Transparency/No surprises and Hope

- Share intentions/motivations/expectations and what hope to accomplish together
 - Mission/vision/values
 - Acknowledge boundaries of what can and cannot advance.
 - Identify what priority can be achieved together that cannot be achieved alone.
- Avoid overpromising and/or underdelivering.
- Find ways to share all sizes of successes and challenges.
- Reinforce disagreement is healthy.
- Maximize the many perspectives that partners bring to the table—many are parents, family members, friends, advocates of students too.
- Make changes based on partner input and bring back results to continuously improve.
- Clear communication about what's needed, structures for both accountability and problem solving when missing the mark.
- Make it easy to advance human drivers of “lovability and competence” within the partnership activities.
- Respect the complexities of individual partner relationships and reinforce importance of joint understanding more than the need for everyone agreeing on everything.
- Find the good, say the good, advance hope and the “rocking chair days” view.

Telehealth ROCKS

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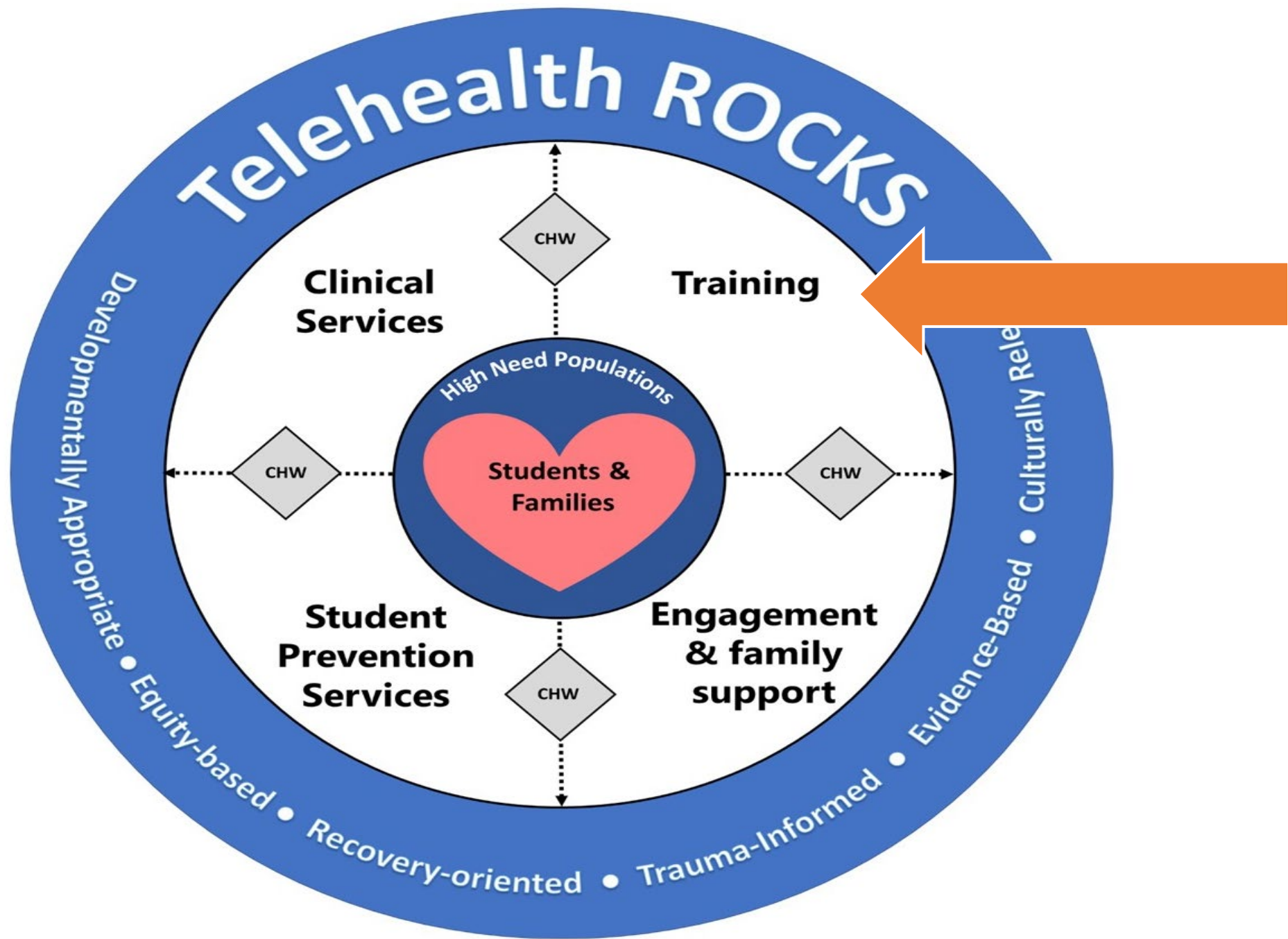
Build & Maintain Trust

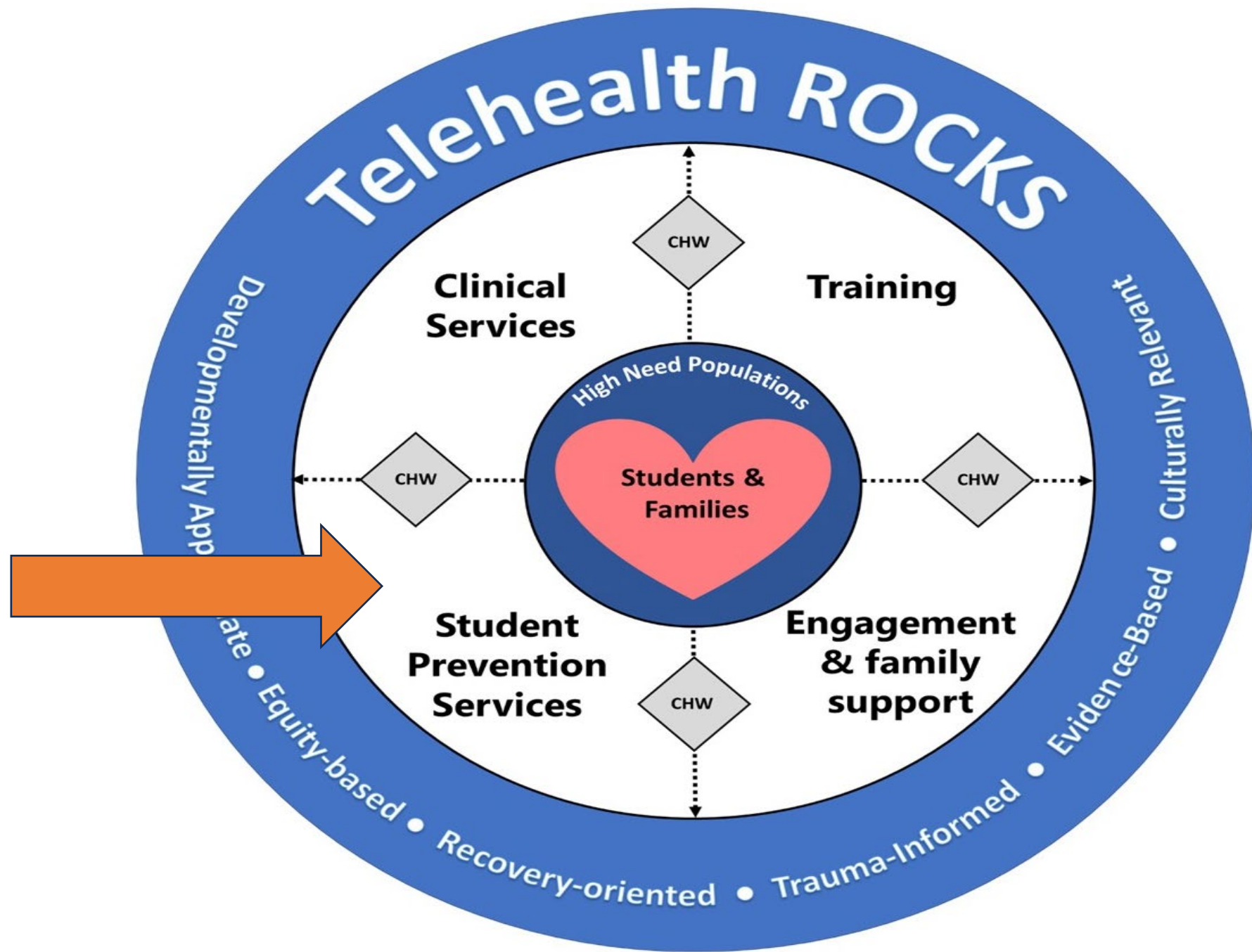
- “Show up, be useful, work yourself out of a job.”
- Trust built on behaviors over time, here for the long-haul, navigate good and challenging times. Model grace for changed situations.
- Leverage resources that may help beyond the scope of the project.
 - Help writing a local grant.
- Help connect people and their amazing ideas together and get out of the way.
- Normalize missteps and misunderstandings as part of continuous improvement processes. Introduce psychological safety concepts to build a partnership culture that problem solves together.
- Acknowledge mistake and its impact, implement solutions, and overcorrect. “Prepare for lapse and relapse”, open the door to reconnecting as fits needs and timing.
- Build in social time and breathers in partner work. Advance an environment that reinforces the resilience concepts that the program advances.

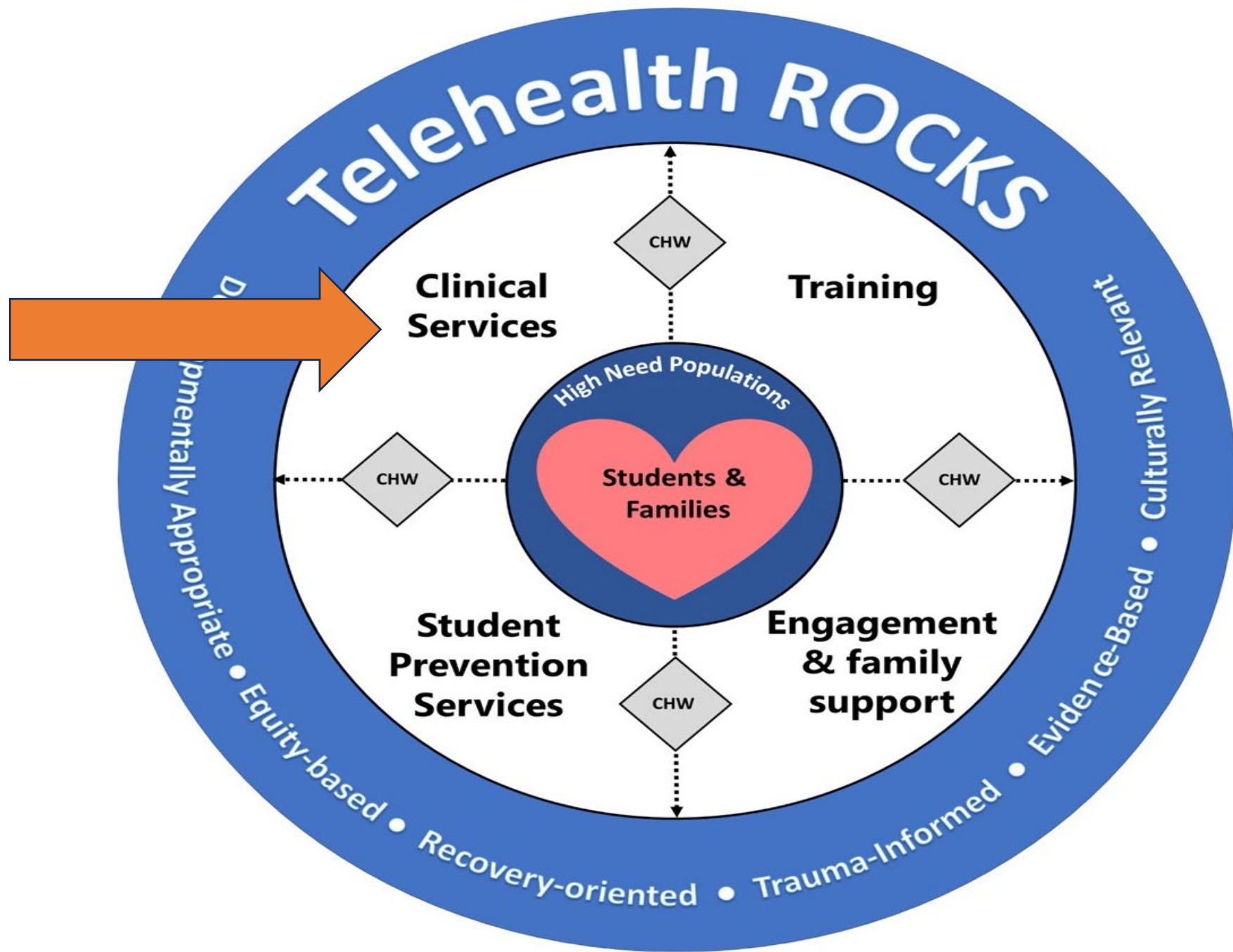
Shakesprere et al. (2021). Community Engagement Community Voice and Power Sharing Guidebook.
https://www.urban.org/sites/default/files/publication/104935/fostering-partnerships-for-community-engagement_0.pdf

Telehealth ROCKS

KanAWARE







SUMMARY: What is foundational?

School-district driven and centered.

- School as central to rural communities

Universal, Targeted, and Individual Services

- Clinical services with focus on social determinants of health as behavioral health intervention along with support for those working with children and families

Trauma-RESPONSIVE

- Mitigating the impact of trauma while working to reduce its occurrence

SUMMARY: What else is foundational?

Training and Resource Needs of schools, clinicians, and communities.

- Topics identified by school districts, clinicians, and local communities.

Collaboration and creation of Integrated Systems

- Continue to grow Network across entities and systems while remaining FOCUSED on school and community priorities.

Students/populations with specialized needs

- Immigrants, Justice System, Foster Care/Protective Services, I/DD



It's Simple: ***focusing on***

Environment

Coordinating collaboration across social services, education, and health

Individual

Addressing child/family needs through identifying and creating resources

Community

Creating a system that includes everyone who impacts a child



Leads to schools and communities where all children thrive.



**Children and families need our help, and
it's going to take all of us.**

Bonus Video:

<https://youtu.be/6ddsZ6kakDw?si=TqvQIA1v9LVhWmdA>

www.telehealthrocks.org

Thanks for the support

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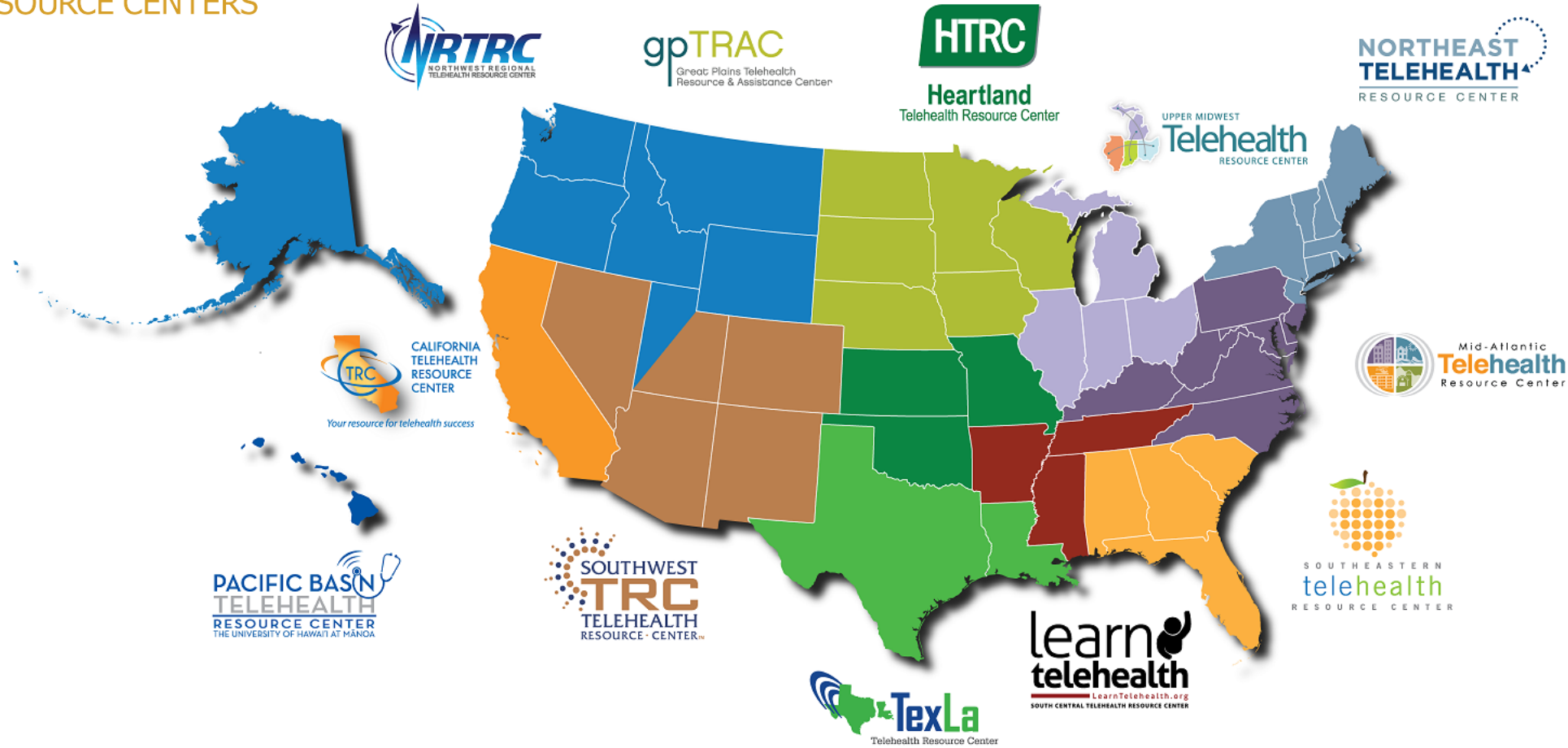
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2021 - **Telehealth ROCKS Together** - Grant # U3I43512

2021 – **Heartland Telehealth Resource Center** – Grant # U1UTH42530






2 National Resource Centers

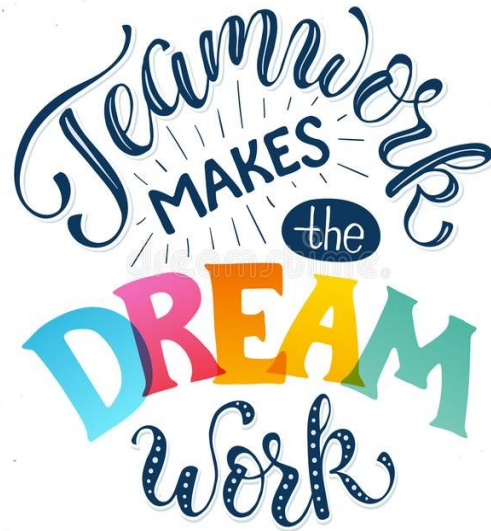
NRTRC	gpTRAC	NETRC
CTRC	HTRC	UMTRC
SWTRC	SCTR	MATRC
PBTRC	TexLa	SETRC

12 Regional Resource Centers

Thanks to our current interprofessional team, located throughout the region!

Faculty/Staff/Consultants

Eve-Lynn Nelson, PhD, FATA (PI)
Carolyn Bates, PhD
Haley Bell, BA
Molly Brown, PhD, MPH
Sage Brown, MA
Sharon Cain, MD
Ann Davis, PhD, MPH
Tim Davis, MA
Kristy Gagnon, BA
Erin Hambrick, PhD
Yael Harris, PhD
Linda Heitzman-Powell, PhD, MPH
Chase Koob, BA
Sonita Loyd, MS
Melissa Maras, PhD
Richelle Marting, JD, MHSA
Ashley McGrath, BA
Rachel Mutrux, BA
Stephanie Punt, PhD



Madison Schoenekase, MHSA
T. Ryan Smith, MD
Robert Stiles, MA, MPH
Leni Swails, PhD
Denna Wheeler, PhD
Joah Williams, PhD
E Alice Zhang, PhD, BCBA-D
Others

Trainees

Keith Beeman, EdD
Cordaris Butler, MA
Ilana Engel, MA
Ghina Fares, MA
Annaleis Giovenetti, MA
Daryl Hesse, MA
Mariana Rincon Caicedo, MA
Meena Sreedhara, BA
Kat Wright, MA
Others

THANKS for joining today and with
gratitude to our team and our community,
school, and family partners.



enelson2@kumc.edu



rstiles4@kumc.edu



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