Presenters and Disclosure

Olga Acosta Price

Kristen Huffman-Gottschling

The following personal financial relationships with commercial interests relevant to this presentation existed during the past 12 months:

No relationships to disclose

The Center for Health and Health Care in Schools
Assessing, Developing & Maintaining Quality School Mental Health Services for Immigrant & Refugee Students

National School-Based Health Care Convention

June 28, 2011
What is Quality in Mental Health?

In mental health care, quality is a measure of whether services increase the likelihood of desired mental health outcomes and are consistent with current evidence-based practice.

IOM: Crossing the Quality Chasm report

- Safety
- Effectiveness
- Patient—centered
- Timely
- Efficient
- Equitable
Quality Improvement in School Mental Health

Principles for Best Practice in Expanded School Mental Health (Weist, et al., 2005, Journal of Youth and Adolescence, 34(1), 7-13)

- All youth and families able to access appropriate care
- Programs address needs and strengthen assets
- Programs based on evidence of positive impact
- Students/families/teachers and others involved in all aspects of care
- Quality improvement continually guides the program
- Continuum of care provided (promotion, early intervention, treatment)
- Staff are ethical, committed, flexible, responsive
- Staff are respectful and address various individual differences
- Interdisciplinary collaboration characterizes all efforts
- Programs in school are coordinated with programs in community
Why these kids? Why now?
Changing U.S. Populations

Graph reproduced from Center for Immigration Studies, 2008

Figure 1. Number of Immigrants Living in the U.S., 1995-2007

Source: Center for Immigration Studies analysis of March 1995 through 2007 Current Population Surveys (CPS). The CPS does not include persons in group quarters, such as prisons and nursing homes. Figures for 1995 to 1999 have been re-weighted to reflect the larger number of immigrants revealed in the 2000 Census.
Newcomer Youth and Families

• Foreign Born Population in United States since 2006- 37,547,789
• 17,235,000 children of immigrant families currently living in the U.S.
• 23% of the school population
• 21% speak a language other than English at home
• 500,000 children in families who have been in the U.S. less than five years
Challenges faced by immigrant and refugee families?

• Pre-migration, migration, and post-migration exposure to traumatic events
• Stigma related to seeking mental health care
• Higher rates of poverty
• Limited English proficiency (LEP)
Additional Challenges

- Different healing beliefs and practices
- Adaptation of interventions
- Political and social climate
- Service silos
- Sustainability and financing
The Role of Schools

• Of those children receiving mental health care, 70-80% receive that care in a school setting

• Access is improved - availability of school-based professionals

• Schools are familiar places - receiving mental health care in schools reduces stigma

• Allows providers to address systemic, social, developmental, and clinical issues
Caring Across Communities

Addressing Mental Health Needs of Diverse Children and Youth
Assessing Access to Care and Program Fit

- Consider common risk factors
- Identify assets and strengths
- Understand the hierarchy of needs
- Match program to need
Hierarchy of Challenges Facing Immigrant and Refugee Families

- Trauma
- Parenting & children’s behavior
- Adaptation to a new culture
- Economic, language and academic challenges
Lessons Learned: Need & Service Mix

• Economic, language, and academic challenges are the most urgent and serious issues.
• Case management, linkages to social services, and support were critical.
• Challenges at lower levels of the hierarchy exacerbate problems at higher levels.
Ensuring Quality Care for Newcomer Populations

• Safety
• Effectiveness
• Patient—centered
• Timely
• Efficient
• Equitable
Utilizing the Evidence Base

• Employ reliable screening methods
• Develop standard protocols for practice
• Use valid and reliable assessment and evaluation Tools
• Identify evidenced-based interventions
Practice-Based Evidence

- Community Engagement
- Choosing the Intervention
  - Hierarchy of needs
  - Families
  - Schools
- Cultural Adaptation
Lessons Learned: Where is the Evidence?

- First Steps
  - Consultation
  - Translation
  - Adaptation
- Screening Tools
- Assessment Tools
- Interventions
Ensuring Quality Care for Newcomer Populations

- Safety
- Effectiveness
- Patient—centered
- Timely
- Efficient
- Equitable
Hiring Qualified Staff & Providing Clinical Training

- Identify Strong Clinical Staff
- Offer ongoing training and support
- Require regular supervision
Lessons Learned: Training and Supervision

• Biweekly consultation groups
• Training and Maintenance
• Culture specific training
Example of Success: Boston

Build bilingual/bicultural capacity from within the community
Ensuring Quality Care for Newcomer Populations

- Safety
- Effectiveness
- Patient—centered
- Timely
- Efficient
- Equitable
Family and Community Involvement

• Invite input and feedback at all levels of service design, delivery, and evaluation
• Consider various methods and structures for communication
• Develop ways feedback will influence program
Figure 2. Necessary Components of School-Linked Comprehensive Mental Health Services For Immigrant and Refugee Families

Lessons Learned: Engagement

• Rapport Building
• Matching community needs/expectations with intervention design
• Building community knowledge about intervention
• Assessing interventions with questions about cultural adaptations
• Seeking parental feedback
Lessons Learned: Collaboration

The programs that successfully engaged parents structured their program such that mental health providers worked hand in hand with bicultural family liaisons whom the families trusted and whose specific task it was to help families with navigating a new culture, interpreting a new language, understanding a new academic paradigm, and accessing economic resources.
Partnerships that Assure Quality Care

• ESL Teachers
• Resettlement agencies
• Community providers with experience serving I/R
• Community leaders (both formal and informal)
• University partners interested in research on service adaptations
Ensuring Quality Care for Newcomer Populations

- Safety
- Effectiveness
- Patient—centered
- Timely
- Efficient
- Equitable
Summary: Factors that Promote Effective Care and Improve Utilization and Outcomes

• Hierarchy of services must match hierarchy of needs to maximize effectiveness
• Integrate mental health into a larger infrastructure that addresses basic needs and cultural adaptation
• Cultural brokers/family liaisons are key
• Ensuring language access is a must
• Partnerships are essential
The Ultimate Outcome

• Safety
• Effectiveness
• Patient—centered
• Timely
• Efficient
• Equitable
Questions?

- Olga Acosta Price
  Director
  Center for Health and Health Care in Schools
  oaprice@gwu.edu
  www.healthinschools.org
  www.facebook.com/healthinschools

Kristen Huffman-Gottschling, LCSW
Doctoral Student
Jane Addams College of Social Work, University of Illinois at Chicago
khuffm2@uic.edu