

Attachment 8: Accomplishment Summary Report
Period Covered: July 1, 2014 – June 30, 2016

Specific Objectives and Results

Objective 1: Provide didactic, team-based instruction to 6 CP, 6 FM, 6 DNP, 2 MSW & 2 MPH students in integrated, interdisciplinary healthcare (per year).

Results: A) Geriatric immersion training: 11 CP, 12 FM, 13 DNP, 11 PharmD residents & 1 CP faculty took part in 40-hour inter-professional, experiential training focused on specific needs of Geriatric population in southern NM through team-based learning & practical experiences in nursing homes, hospice, and inpatient medical hospital (rounds). This experience was co-facilitated by at least 1 faculty member from each discipline.

B) CEP 563: Primary Care Psychology class: 13 CP, 1 MSW, 1 MPH, 1 MSW/MPH, 1 MHC, 1 DNP student & 1 DNP faculty member took this class, which includes didactic, team-based instruction. 1 MSW faculty member provided SBIRT trainings for this class and 1 FM faculty member presented.

C) Integrated Primary Care Internship Consultant, Dr. Chris Sheldon, from Denver Health provided a presentation on telehealth.

D) See Table 1 in Attachment 4 for complete listing of disciplines for the 68 trainees.

Objective 2: Provide didactic instruction to 6 CP, 2 MSW, & 2 MPH in culturally responsive healthcare (per year).

Results: A) 13 CP, 1 MSW, 1 MPH, 1 MSW/MPH, 1 MHC, & 1 DNP took the CEP 563: Primary Care Psychology class, which focuses on US-Mexico Border Health issues. Four case studies were presented and students investigated learning issues associated with the need for integrative care using a Problem-Based Learning (PBL) methodology. The case studies, in addition to addressing the need for integrative care, all addressed cultural issues as well. All cases were designed to have students identify learning issues about cultural views of health and health disparities in the border region.

B) Integrated Primary Care Internship Consultant, Dr. Chris Sheldon, from Denver Health provided a presentation on working with diverse populations in primary care.

C. Through grant funds we have brought in the following nationally-known speakers:

Kevin Washington, Ph.D., is a licensed psychologist as well as an academician, who has served as a behavioral consultant for Essence Magazine, Black Entertainment Television (BET) News, and many other national and international organizations. Currently, he is the President-elect of the Association of Black Psychologists.

Ruth Fassinger, Ph.D., currently is a Visiting Scholar at the American Psychological Association in a collaborative project sponsored by the Science Directorate and the Women's Programs Office.

Objective 3: Enhance 6 CP, 6 DNP, 2 MHC, and 18 FM trainees' self-efficacy regarding their clinical skills in multidisciplinary primary care settings (per year).

Results: A) Geriatric immersion training: 11 CP, 12 FM, 13 DNP, 11 PharmD residents took part in this interprofessional, experiential training, which was co-taught by faculty from each of the disciplines.

B) CEP 563: Primary Care Psychology class: 13 CP, 1 MSW, 1 MPH, 1 MSW/MPH, 1 MHC & 1 DNP took this class, which includes field experience work for the 13 CP students. This course was taught by a CP faculty with guest speakers from other fields.

C) CEP 670: Behavioral Health Practicum: 13 CP trainees & 1 MHC took this class, with placements at Family Medicine Center (FMC), La Clinica de Familia (LCDF), and several school-based health clinics. 24 FM trainees worked with the CP trainees at Family Medicine Center.

D) CEP 698: Field Experience in Integrated Behavioral Healthcare: 3 CP trainees (those who already completed CEP 670) with placements at FMC, LCDF, and several school-based health clinics. 24 FM trainees worked with the CP trainees at FMC.

E) While providing these direct service experiences, each student receives individual and group supervision to promote the development of self-efficacy regarding behavioral health service skills. The CP students provided over 3000 direct service hours in primary care sites.

F) CP trainees were assessed on their self-efficacy regarding their behavioral health work in primary care settings using several measures that were adapted for this study. The Behavioral Health Self-Efficacy Scales 1 and 2 (BHSES – 1 & BHSES – 2) were developed for this project by adapting the items from the Career Counseling Self-Efficacy Scale (O'Brien, Heppner, Flores, & Bikos, 1997) and the Counselor Self-Efficacy Scale (Melchert, Hays, Wiljanen, & Kolocek, 1996). Students were also assessed on the Self-Efficacy Questionnaire (SEQ; Margolies, Wachtel, Schmelkin, & Liora, 1986), which was developed to assess medical students' self-efficacy in performing basic psychiatric tasks). A repeated-measures t-test demonstrated a significant increase in CP self-efficacy scores on all three measures (See Table 2 in Attachment 4).

Objective 4: Provide training in bilingual counseling to 2 CP & 2 MHC trainees per year.

Results: A) 6 CP, 5 MHC, & 1 MPH student received training in bilingual counseling.

B) Bilingual, multidisciplinary training and intervention with Diabetes patients with A1cs 8+ at LCDF: 2 CP trainees providing a group medical visit intervention with the following staff: 1 RN, 1MD, 1 Care Coordinator, & 1 promotora.

C) Curriculum development for CEP 616: Spanish for Mental Health Professionals.

Objective 5: To expand the trainings offered in Integrated Behavioral Health at NMSU by providing a Mindfulness course to 2CP, 2MHC, 2MSW or MPH (per year), and creating a graduate minor in Integrated Behavioral Health Care at NMSU.

Results: A) CEP: 520 The Art & Science of Mindfulness co-taught by 1 CEP instructor & 1 MPH/MSW student. The class had 4 CP, 1 MHC, and 3 MSW students.

B) Developed an integrated behavioral healthcare minor and presented it to the Graduate Council. Minor approved.

C) Partnership with Social Work program on their SBIRT grant including interdisciplinary training with social work & nursing. 13 CP students completed 5 online modules on SBIRT & Motivational Interviewing & received one presentation from SBIRT specialist.

D) DNP Faculty observed/audited CEP 563 in hopes of creating a Primary Care Psychology course or adapting course materials for the Nursing program.

E) Four faculty attended and/or presented at the Collaborative Family Healthcare Association Conference.

F) All CEP Faculty received an overview training on Integrated Primary Care by Dr. Daubney Harper in our faculty retreat.

Dissemination/Publications of Grant Program Information

- Adams, E.M. (PI): Primary Care Behavioral Health Training. HRSA, *Scholarships for Disadvantaged Students Program*. (\$930,000) Funded 2012-2016.
- Edwards, M., Adams, E. M., Waldo, M., Hadfield, O.D., & Biegel, G. (2014). Effects of a mindfulness group on Latino adolescent students: Examining levels of perceived stress, mindfulness, self-compassion and psychological symptoms. *Journal of Specialists in Group Work*, 39 (2), 145-163. DOI: 10.1080/01933922.2014.891683
- Cox, J. T., Adams, E. M., & Loughran, M. J. (2014). Behavioral health training is good medicine: A qualitative study of counseling psychology trainees' experiences in primary care psychology. *Journal of Mental Health Counseling*, 36(2), 115-129.
- Adams, E. M. (2015, Spring). Graduate Psychology Education Program: Integrated Primary Care Behavioral Health Training on the US-Mexico Border. *Health Psychology Section of Division Seventeen Newsletter*, 57, 4-5.
- Adams, E. M., Cheng, H.L., & Tardif, A. (2015). *The effect of primary care psychology training on trainees' self-efficacy*. Poster presentation at the Collaborative Family Healthcare Association Annual Conference, Portland, OR.
- Adams, E. M. (2015). *Enhancing counseling psychology trainees' self-efficacy in providing culturally-competent, integrated behavioral health in primary care on the US-Mexico border*. Discussion Group at the Collaborative Family Healthcare Association Annual Conference, Portland, OR.
- Adams, E. M., Harper, D., & Rislin, J.L. (2015). *Enhancing counseling psychology trainees' self-efficacy in integrated care*. Paper presented at the symposium, "Integrative Behavioral Health Training in Counseling Psychology" at the American Psychological Association Annual Conference, Toronto, CA.
- Adams, E. M., Cheng, H.L., & Tardif, A. (2015). *The effect of primary care psychology training on trainees' self-efficacy*. Poster presentation at the American Psychological Association Annual Conference, Toronto, CA.
- Harper, D. Adams, E. M., Robinson, K., & Summers, L. (2015). *Interprofessional training in geriatric care: Lessons we've learned*. Symposium at the American Psychological Association Annual Conference, Toronto, CA.
- Adams, E. M., & Nilsson, J.E. (February, 2015). *Integrated healthcare on the US-Mexico Border*. Presentation at the Council of Counseling Psychology Training Programs Conference. San Diego, CA.
- Adams, E. M., Harper, D., & Tardif, A. (January, 2015). *Integrated healthcare on the US-Mexico Border*. Presentation at the Council of Clinical Health Psychology Training Programs Conference, Albuquerque, NM.
- Vogel, M., Adams, E.M., Cox, J. T., & Harper, D. (July 2014). *How to get started: Gaining basic competencies on integrated care and training in primary care settings*. American Mental Health Counselors Association ASCENT Webinar.
- Chwalisz, K. & Adams, E.M. (March, 2014). *Social justice: At the intersection of counseling psychology and health psychology*. Roundtable Discussion at the Counseling Psychology Conference, Atlanta, GA.