



Integrating Social Care into your Behavioral Practice

Reading-Based Asynchronous Distance - Reading Based Online

Description:

Individuals exist within a broader social ecological context. As behavioral health providers, we have been called to integrate factors associated with this broader social ecological context into our clinical work. In this training, providers learn about key concepts associated with social care, including social determinants of health, adverse childhood experiences, and protective factors, as well as their potential impact on behavioral health outcomes. The training then describes how an individual behavioral health provider can utilize five activities (awareness, adjustment, assistance, alignment, and advocacy) identified by the National Academies of Science, Engineering, and Mathematics (NASEM, or “National Academies”, 2019) and guiding social care principles to make decisions on how to integrate social care into standard clinical practice (American Psychiatric Association, 2022; Bethell et al., 2019; Briggs et al., 2021; Byhoff et al., 2019; Centers for Disease Control and Prevention, 2020)

Instructional Format:

This course is available online as an interactive, reading based asynchronous webinar, including a combination of reading, videos and activities. Participants will complete the course and take an online post-test.

Total CE Credits: 2.0

Total Contact Hours: 2.0

Learning Objectives:

Following the training, attendees will be able to:

1. Explain the importance of social care and the key components that comprise it.
2. Integrate the five recommended social care activities (awareness, adjustment, assistance, alignment, and advocacy) into standard clinical practice.

Course Creation Date: 3/7/2023

Target Audience: For behavioral health providers who treat military personnel, veterans, and their families.

Instructional Content Level: Intermediate

Agenda: Course and post test are available on-demand and will take approximately 2.0 hours to complete.

Continuing Education:

Course Completion Requirements: Participants are required to complete the asynchronous training, pass the post-test with a 75% or greater score, and complete the post-training evaluation to obtain CE credit. Participants are required to complete the entire training curriculum. Partial credits cannot be issued. Attendance is accounted for through the learning management system's course tracking and recorded completion of the post-test. A post-training evaluation form must be completed in order to receive ACE social work CE credits. For other CE credits, completion of the evaluation is strongly encouraged, but if you do not wish to complete the evaluation, please contact the training event's POC after the training event.

There is a 30-day time limit post-registration to complete all CE requirements. CE Credit Certificates will be made available in the learning management system upon completion after all course requirements have been completed.

Participants are given 3 opportunities to pass the post-test. Credits will not be given if participants cannot pass with a 75% or greater score after 3 attempts at the post-test.

American Psychological Association Sponsor Approval:

The Center for Deployment Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. The Center for Deployment Psychology maintains responsibility for this program and its content.

Association of Social Work Boards Approved Continuing Education Provider Approval: The Center for Deployment Psychology, #1761, is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved as ACE providers. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. The Center for Deployment Psychology maintains responsibility for this course. ACE provider approval period: May 19, 2022 – May 19, 2025. Social workers completing this course receive 2.0 Live, Reading-Based Asynchronous Distance - Reading Based Online continuing education credits.

New York State Education Department's State Board for Psychology Provider Approval: The Center for Deployment Psychology is recognized by the New York State Education Department's State Board for Psychology as an approved provider of continuing education for licensed psychologists (#PSY-0178).

New York State Education Department's State Board for Social Work Provider Approval:

The Center for Deployment Psychology is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers (#SW-0744).

Inquiries regarding CE credits may be directed via email to DoD Kids Project Manager, Julie Williams at julie.williams.ctr@usuhs.edu.

Participate:

Course Website: <https://deploymentpsych.ce21.com/item/integrating-social-care>

Course, post-test and post-training evaluation will be accessible via CDP's learning management system upon registration at the above link.

Registration Information: Register through CDP's online Learning Management System at: <https://deploymentpsych.ce21.com/item/integrating-social-care>

Registration Deadline: This course is on-demand and will be readily available.

Cancellations/Questions: Please contact DoD Kids Project Manager, Julie Williams, at julie.williams.ctr@usuhs.edu if you have any questions or need to cancel your registration.

Registration Cost/Refunds: Free

Required Materials: None

System Requirements: To take the course, participants will require a computer with a high-speed Internet connection (Cable modem/fiber optic) and an updated modern web browser, such as Chrome, Firefox, Safari, etc.

Special Accommodations: If you require special accommodations due to a disability, please contact DoD Kids Project Manager, Julie Williams at julie.williams.ctr@usuhs.edu.

Grievances: For any grievances or concerns with this training including those related to course content, non-receipt of certificate or other occurrences, participants may contact CDP's Continuing Education Director, Ms. Amanda Milochik, via email at Amanda.milochik.ctr@usuhs.edu.

Author Biographies:

Andrea Israel, Ph.D., is a clinical psychologist with expertise in child and adolescent psychology, health psychology, neuropsychological and psychoeducational evaluation, and workforce health and wellness programming. After completing her doctorate at the University of North Carolina at Chapel Hill and her postdoctoral work at Duke University Medical Center, she has worked with both pediatric and adult patients across diverse settings, including university medical centers, community hospitals, outpatient clinics, private practice, and federal civilian and military installations. Dr. Israel currently serves as a Military Behavioral Health Child Psychologist at the Center for Deployment Psychology (CDP) at the Uniformed Services University of the Health Sciences in Bethesda, Maryland. In this role, she supports a study to assess the feasibility and to identify best practices for enhancing and expanding capabilities to deliver telehealth services to youth (dependents of active duty military) with neurodevelopmental and behavioral health needs across a dispersed geographic area.

Erin Frick, Psy.D. is a clinical psychologist serving as Assistant Director of the DoD Child Collaboration Study for the Center for Deployment Psychology (CDP) at the Uniformed Services University of the Health Sciences in Bethesda, Maryland. In this role, she leads a team studying best practices for using telehealth tools and tele-education with healthcare providers and other professionals working with military children and families with developmental, emotional, and behavioral needs. Dr. Frick also leads Evidence-Based Psychotherapy (EBP) trainings and is integrally involved in diversity, equity, and inclusion efforts within CDP. Dr. Frick earned her bachelor's degree in psychology from Manchester University (formerly Manchester College) in Indiana. She graduated with her master's degree in mental health counseling from Purdue University in West Lafayette, IN, and her doctorate in Clinical Psychology from Wright State University in Dayton, OH. Before joining CDP, Dr. Frick worked as a

contract psychologist treating active-duty military members and utilizing multiple EBPs at Travis Air Force Base, CA.

Khristine Heflin, MSW, LCSW-C, is a licensed Clinical Social Worker and has been practicing since 2006. Currently, she serves as a Military Behavioral Health Child Social Worker with the Center for Deployment Psychology (CDP) at the Uniformed Services University of the Health Sciences located in Bethesda, MD. In this role, Ms. Heflin works on the Department of Defense Child Collaboration Study and is responsible for identifying best practices for expanding telehealth services to military children and delivering evidenced based training to behavioral health clinicians and community providers caring for military children and families. Her educational background includes a Master's degree in Social Work with a clinical concentration in mental health, families and children from the University of Maryland, Baltimore and Bachelor's degree in Psychology from the University of Maryland, College Park.

Julie Williams, MBA, is the Project Manager for the DOD Child Collaboration Study which focuses on best practices for expanding telehealth care for military children and families with behavioral health needs. Prior to joining The Center for Deployment Psychology, Ms. Williams worked at the Military Family Research Institute at Purdue University on the Star Behavioral Health Providers program. In this role, she worked to expand access for military-connected individuals to culturally competent providers, and expand the utilization of Evidence Based Practices. Ms. Williams received her Bachelor's degree from Purdue University and her Masters of Business Administration from Purdue University Global.

**There is no commercial support or conflict of interest to report for these presenters.