

JOBS TO CAREERS
SSTAR'S EXPERIENCE WITH WORK-
BASED LEARNING

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SSTAR's Primary Aims for Project



- Increase # of Certified Addictions counselors to better qualify for reimbursement from insurance
- Increase qualified Outpatient clinical staff to reduce waits for services and reduce deficits
- Experiment with work-based learning to solve these and other training/staff development issues impacting organizational performance.

Front line workers at SSTAR



- 52% at SSTAR 3+ years
- 40% at SSTAR 5+ years
- 12% at SSTAR 10+ years
- At start of J2C, average wage was \$11.22 per hour.

Three of our Learning Initiatives



- Certification in Addictions Counseling
- Group Facilitation Skills “*Changing Behaviors through Group Process*”
- Certification in ARISE model of family Intervention

Previous efforts had not been successful



For years we had been pushing inpatient counselors to acquire certification. We had offered worksite seminars that counted towards the education requirements for CAC, but not enough staff participated in enough of them to make a difference

Addictions Certification – Trundy WBL



- Cohort 1 – 9 participants
- Cohort 2- 8 participants

TRUNDY WBL



- Education at the worksite – 270 hours (8-12 hours per week)
- Homework – reading, writing papers
- Class presentations
- Journaling
- Supervisor involvement

Direct Results



High engagement – except for one participant with health problems, absences from class very rare

High pass rate for exam: Of 17 participants in two cohorts, only one (the one who missed classes due to health) didn't pass the first time. Re-took exam and passed

Participants increased motivation-“career-oriented”

- ▣ Six from “Trundy I” cohort went on to get CADAC.
- ▣ One participant, originally “school-phobic” spent months on her own time, with tutoring help from project, studying math for GED

CAC Exam Trundy WBL Pass Rate vs International Pass Rate

	J2C SSTAR			
	Took Exam	Passed	Pass Rate	Int'l Pass Rate
December-06	9	8	89%	71%
December-08	8	8	100%	75%

Collaboration with BCC



Systems Change:

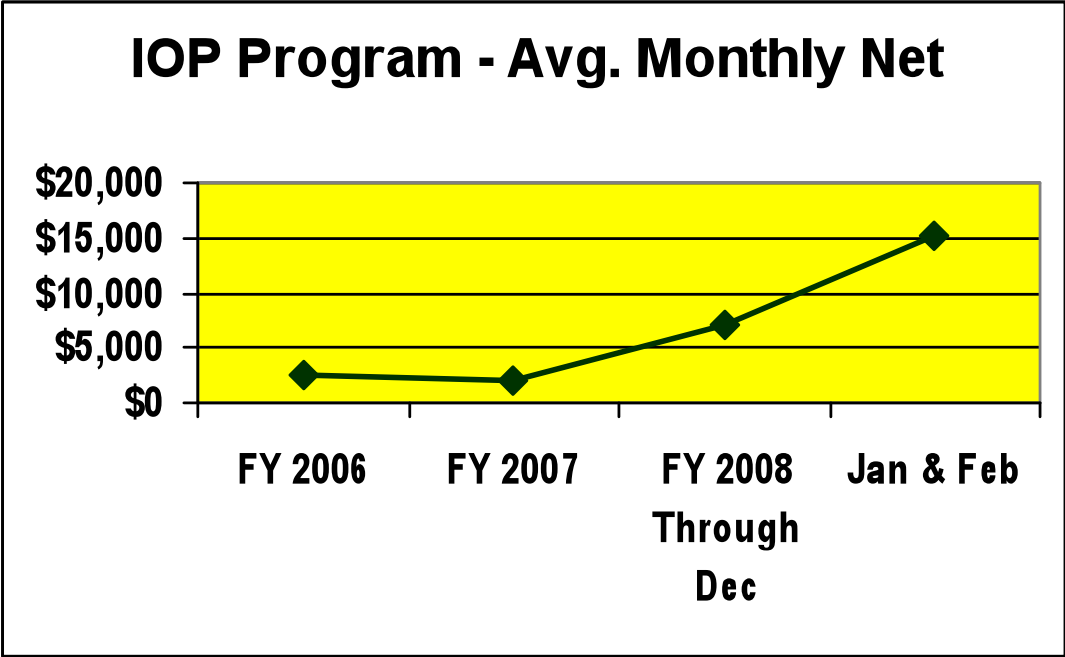
BCC recognizes 15 credits towards Associates Degree for those who achieve Certification in Addictions Counseling

ROI for SSTAR



- Additional Credentialed Staff allowed for expansion of revenue-generating Intensive Outpatient Program (IOP). This cost center helped reduce the operating deficit in the Outpatient Counseling Department

Impact on Finances

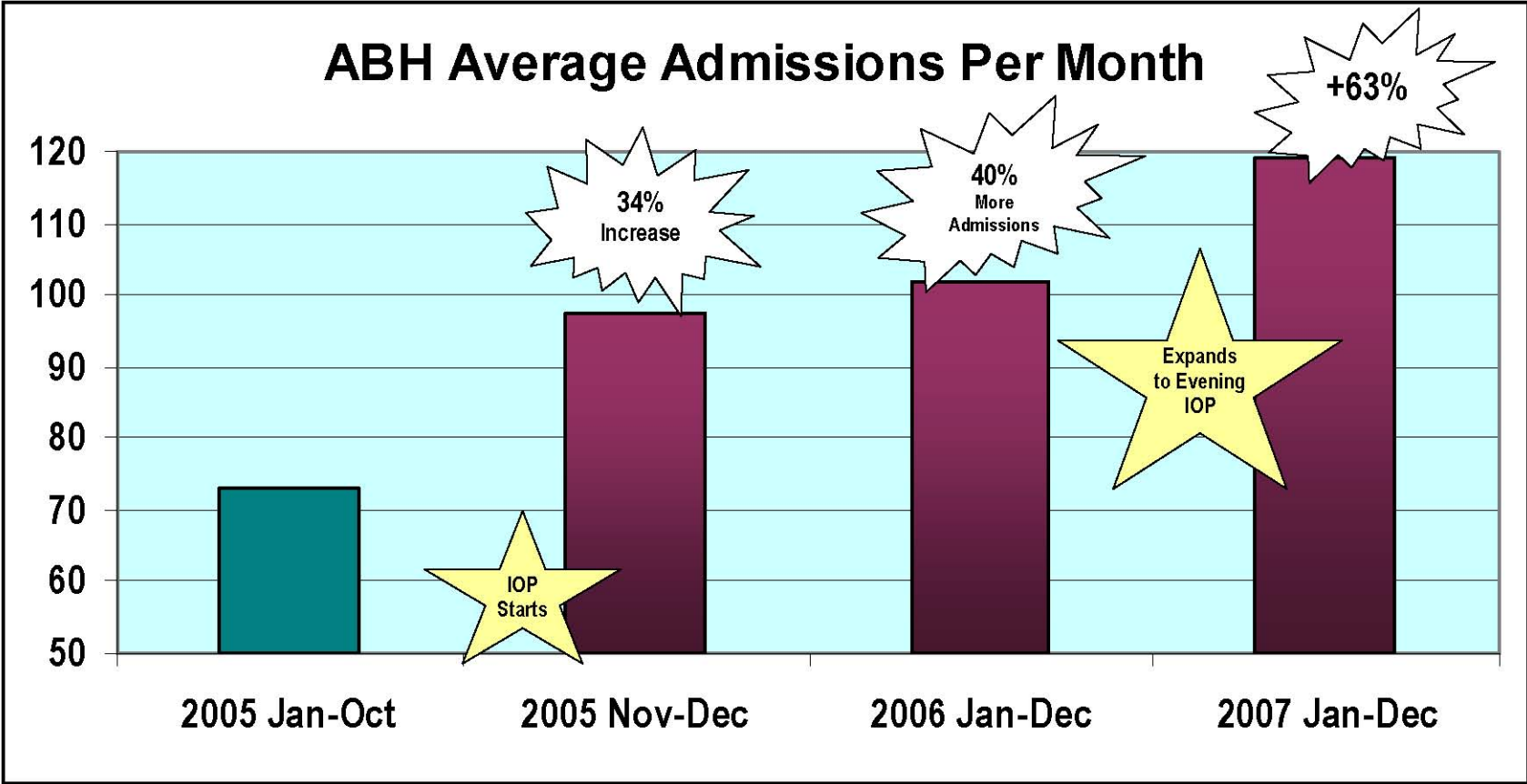


Reduced Wait for Services



From average wait of one month to
“Instant Access” – generally less than a
day from request to service

Impact on Quality of Care – Improved Access.



ARISE Certification



- 24 Front line workers achieve Certification as ARISE Interventionists
- 3-days of on-site training
- Weekly meetings for case discussion and supervision via audio conference with ARISE developers
- Cohort meets regularly to plan the implementation of ARISE services

ARISE benefits



- In first 11 months, 89 families receive this new services.
- 79% of interventions resulted in AI entering treatment, most of them immediately. 55% went on to a second level of care.
- Changes way SSTAR does business – used to be AI had to call themselves. Now we respond to worried family with a solution
- SSTAR applies for funding to expand ARISE
- Potential for system change- impact on the treatment system: we've started a pilot project to increase treatment retention among detox “frequent flyers” through ARISE intervention/mobilization of support network

Group Facilitation Skills



Grew out of a SSTAR change team that was looking to reduce the AMA rate on inpatient Dual Diagnosis Unit.

We had client complaints that they were “bored”/groups were “boring”

We realized that the staff who led groups on that unit were the least credentialed and had no training in groups

Change Team becomes planning team for work-based learning initiative

- Surveyed clients re: effectiveness of group leaders.
- Surveyed group leaders – self-assessment of effectiveness in various dimensions. What would help them do better?
- Identified skills and competencies associated with effective group facilitation
- Identified knowledge content areas that would help in this job role at SSTAR.

Group Facilitation Skills



SSTAR and BCC develop a hybrid course to improve group facilitation skills of front-line workers from SSTAR Inpatient and IOP services.

Team that developed course objectives and content:

- **Supervisors**
- **Frontline workers**
- **Clinical consultant with expertise re: group facilitation on inpatient addiction settings**
- **BCC Dean**
- **BCC Psychology Faculty**

Formal Assessment



- Skills identified by planning group
- Assessment tool developed
- Each participant is assessed by self, supervisor, and the clinical consultant before and after participation in the Group Skills (*Changing Behaviors through Group Process*) Course

Course



- Hybrid – online learning modules with
- Once a week classroom session at worksite with supervisors, BCC instructor, and participants

Results



- High engagement – minimal absences
- Participants achieve high grades – said to be higher than the norm for this faculty member
- Increase in motivation/career/taking more courses at BCC
- Participants awarded 4 academic credits towards Associates Degree at BCC

Assessment Results – after course



Average aggregate skills score as scored by
Supervisor/Consultant increased by 9%

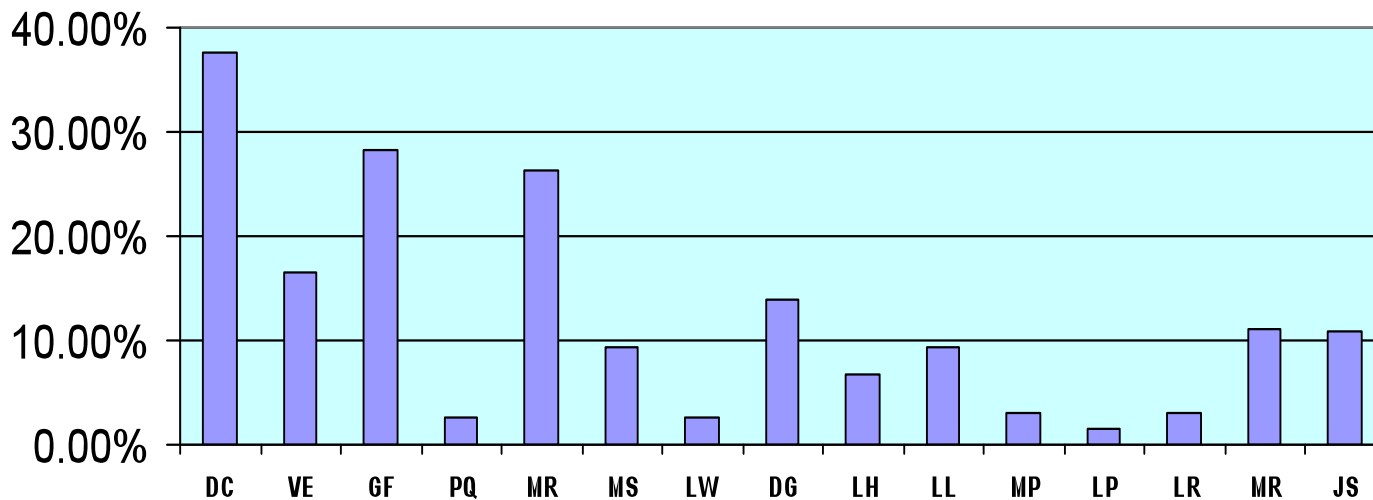
Average score as scored by “self” increased by 18%:

Increased confidence?

Assessment results were mixed and may not be meaningful outcomes measure. For example a third of the participants had aggregate scores that *declined* after the course.

Wage Increases

Certification in Addictions Counseling Track - 2 Cohorts
% Increase in Earnings Comparing Quarter prior to J2C(July-September 2006) and Most Recent Quarter (another 1 quit and came back; a 2nd wages went down due to loss of second job role in Security)



Experience with WBL- Key Factors



Importance of the teacher

- Trundy, Lisa (BCC Faculty), and ARISE trainers were effective at engaging and tended to also play role of coach
- As an employer, want proven “results” if we’re going to invest. Trundy had high retention, and test pass rate –documented outcomes
- For the employee needing math tutoring, we sought tutor with track record of success with this population

BCC – SSTAR Strengthening Linkages

- Five SSTAR staff (most had J2C involvement) now adjunct faculty
- CAC staff have been guest lecturers
- SSTAR has recruited staff from BCC Human Services and Nursing programs
- BCC has increased enrollment from among SSTAR staff and other CACs
- BCC, SSTAR and Cambridge College negotiating to bring an accelerated Bachelors-Masters in Counseling to SSTAR with BCC looking at joint-enrollment for some courses – synergy for both colleges. Trundy is faculty at CC

SSTAR Trundy Institute Collaboration



- Creating a WBL model of addiction counseling certification program with Trundy. Received positive feedback from the Workforce Investment Board as possible source of funding.

WBL Exceeded Expectations



Change in participants – increased motivation

Changes in organization –peer involvement in learning initiatives seems to:

- Break down “silos” – smoother referrals
- Improve coordination of care among departments
- Changed the culture – a “learning organization”

Impressions- Surprises

- Power of the group
- Motivation grows from actions taken- “Coerced” or voluntary doesn’t effect positive outcomes.
- Importance of engagement: who the teacher is matters a lot- teacher/coach
- Importance of reducing access barriers – location, cost factors, help with schedules.
- Tremendous (untapped) capacity for growth and change- Paula and the math
- Impact on the organizational culture – Crystal pulling together people to study for and go for licensure
- Unexpected impact on organizational performance – improved treatment coordination through new linkages/relationships among staff from different departments

Parallels in the Field of Addiction

Treatment

- Stages of change pre-contemplation, contemplation
- Motivation can be “enhanced”
- Hope and motivation grows when you see someone else change
- Group is most effective model for change
- Reason for entering treatment – court-mandated , to please family, or self-motivated – isn’t significant factor in treatment outcome.
- “Peer Mentors”
- Recovery-Oriented Systems of Care - important to sustain change

Summary of SSTAR's Experience to Date:



Work-Based learning can be a “win-win-win” for

- Agency
- Clients
- Employees
- Educational Partners
- Treatment system at large

SSTAR's Jobs to Careers – The Movie



SSTARreach
A Jobs to Careers Initiative

www.sstar.org

Discussion

