Wholeness and Healing by Design: A School-Based Health Care Framework Connecting Emotional and Physical Wellness

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Learning Objectives

• Compare and contrast current School-Based health practices with Whole Health and Wellness Approaches;

• Define current School-Based health frameworks and indicators of Whole Health and Wellness approaches and discuss Positive Youth Development approaches that reduce risk and promote wellness, resiliency, and learning;

• Discuss current community gaps and success stories around Whole Health and Wellness approaches and Designing for School-Based Whole Health and Wellness Promotion
1980 FORD PINTO

Compare Pinto. It may be the best small car value of 1980.
DESIGN FLAW

No matter how well teachers are prepared to teach, no matter what accountability measures are put in place, no matter what governing structures are established for schools, educational progress will be profoundly limited if students are not motivated and able to learn.

Though rhetorical support is increasing, school health is currently not a central part of the fundamental mission of schools in America nor has it been well integrated into the broader national strategy to reduce the gaps in educational opportunity and outcomes.

- Charles Basch (from meta-analysis “Healthier Students are Better Learners”)
Prevention Science

• According to Wikipedia...Prevention Science is the application of a scientific methodology that seeks to prevent or moderate major human dysfunctions before they occur. Regardless of the type of issue on hand, the factors that lead to the problem must be identified and addressed. Prevention research is thus focused primarily on the systematic study of these potential precursors of dysfunction, also known as risk factors; as well as components or circumstances that reduces the probability of problem development in the presence of risk, also known as protective factors. Preventive interventions aim to counteract risk factors and reinforce protective factors in order to disrupt processes or situations that give rise to human or social dysfunction.

• What are the conditions that best support Health and Wellness for children, families, and communities?
Key Integrated Health and Wellness Design Concepts

• Culture as a Primary Protective Factor
• Social Determinants of Health
• Population Health
• Community-Oriented Primary Care (COPC)
• Patient-Centered Medical Home (PCMH)
• School-Based Medical Home (SBMH)
• Whole Person Care Models (WPCM)
• Sustainable Community Engagement/Development Models
• Social Development Strategy/Positive Youth Development
Culture is key to Restoring Community

https://www.youtube.com/watch?v=9VIsTcrvwqg

http://www.nfl.com/videos/nfl-films-presents/0ap3000000896304/NFL-Films-Presents-Chemawa-Indian-School-ends-season-on-a-high-note
Social Development Strategy

• https://www.youtube.com/watch?v=CqeXqGAniV8
We challenge communities to redefine learning to focus on the whole person. We encouraged schools and communities to put aside perennial battles for resources and instead align those resources in support of the whole child. Policy, practice, and resources must be aligned to support not only academic learning for each child, but also the experiences that encourage development of a whole child—one who is knowledgeable, healthy, motivated, and engaged.

- Whole Child Commission, 2007
School Based Health Center

**SCHOOL NURSE**
- Employed by school/school district/ESD
- Manages student immunizations program
- Coordinates screenings
- Chronic school health case management
- Manage chronic medication delivery during school
- Oversees school health programs
- FERPA regulated

**SBHC**
- Employed by medical organization
- Administers immunizations
- Conducts screenings, physical exams
- Care of both acute and chronic needs
- Administer and prescribe medications
- Counseling, prevention and wellness promotion
- HIPPA regulated
- Certified by the State
Whole School, Whole Community, Whole Child Model (WSCC) – a collaborative approach to learning and health

Collaborative Whole Child Model of Care Developed jointly by the CDC and ASCD

What are successful models that bring communities together to address health risk and protective factors?

Communities that Care

https://www.communitiesthatcare.net

Gathering of Native Americans

https://www.bing.com/videos/search?q=adaptability+of+GATHERING+OF+NATIVE+AMERICAN+program+video&&view=detail&mid=711BE995FACF1C8724AC711BE995FACF1C8724AC&&FORM=VRDGAR
Figure 1. Communities That Care Theory of Change

CTC Implementation (Web-streamed Training & Technical Assistance)

CTC Coalition Development (Member Knowledge, Board Functioning, & Coalition Capacity)

Prevention System Transformation (Science-based Prevention, Collaboration, Prevention Support, Community Norms, & Social Development Strategy)

Appropriate Selection & Implementation of Tested, Effective Prevention Programs

Decreased Risk & Enhanced Protection

Positive Youth Outcomes

Measured by:
CTC Milestones and Benchmarks Implementation Tool (MBIT)

Community Assessment Training Survey (CATS)

Measured by:
Coalition Board Interview (CBI)

Measured by:
Community Key Informant Interview Survey (CKIS)
SOCIAL DEVELOPMENT STRATEGY

Healthy Behaviors

Opportunities
Skills
Recognition

Clear Standards
Bonding
Individual Characteristics
Phases:

1. Get Started
2. Get Organized
3. Develop Community Profile
4. Create a Plan
5. Implement & Evaluate
Oregon School-Based Health Services Success Stories

• [http://osbha.org/portfolio](http://osbha.org/portfolio)

• 76 State Certified School-Based Health Centers in 24 Counties (Oregon)


• IHS Western Oregon Service Unit will seek to become a state certified SBHC
Trauma-informed schools create and maintain a whole-school culture that ensures students and staff members feel safe and supported.

- **trauma-informed school:** *Realizes* both the widespread impact of trauma and the role of schools in promoting resiliency
- *Recognizes* the signs and symptoms of trauma in students, family, and staff
- *Responds* to fully integrating knowledge about trauma into policies, procedures, and practices
- *Resists* re-traumatization of students and staff and fosters resiliency
Positive Behavior Intervention and Supports

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

OUTCOMES

SYSTEMS

DATA

PRACTICES
CBHC Best Practice: School-Wide Systems for Student Success: An Interconnected Systems Framework Model (ICSF)

Behavioral Health & Wellness Systems

**Level 1: Tertiary Definitions** 1-5%
- High (at-risk) students (SI, etc.)
- Assessment-based/Wrap around/CANS, highly individualized
- High intensity (intensive/day/residential tx)

**Level 1: Tertiary Interventions**
- Assessment/service plan/tx (ind/group)
- Intensive outpatient; day tx; residential tx

- (35-44% CBHC)

**Level 2: Secondary Interventions 5-15%
- Moderate (at-risk) students
- Assessment-based, CANS
- High efficiency
- Rapid response for access
- Small group interventions
- Individualized

**Level 2: Secondary Interventions**
- Assessment/service plan/tx (ind, group)
- Music Therapy; Art Therapy; Eco-Therapy (contract); Rec Therapy; targeted prevention/community integration

- (35-38% CBHC)

**Level 3: Primary Prevention 80-90%/Targeted Prevention**
- All students (universal)
- Individualized for students around risk factors
- Preventive, proactive

**Level 3: Primary Prevention/Targeted Prevention**
- 100% needs/preferences;
- 100% BH Screening; 100% Positive Peer/SEL, Project Venture Prevention; Targeted Prevention SELLEAD; Positive Youth Development (peer court; youth coalition; Personal Health/Wellness “Lets Move”; Cultural Arts; NWYC; Healthy Relationships; SA Prevention (3rd mill), etc.)

CBHC Best Practice: School-Wide Systems for Student Success: An Interconnected Systems Framework Model (ICSF)
In sum, if American schools do not coordinate and modernize their school health programs as a critical part of educational reform, our children will continue to benefit at the margins from a wide disarray of otherwise unrelated, if not underdeveloped, efforts to improve interdependent education, health, and social outcomes. And, we will forfeit one of the most appropriate and powerful means available to improve student performance.

- Lloyd Kolbe, 2002
Insert Vision Here: Imagine What is Possible When we Connect our Shared Purpose, Our Communities, and our Unique Strengths and Culture.
Questions

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IF YOU WOULD LIKE TO LEARN MORE ABOUT SCHOOL-BASED SERVICES AND/OR JOIN A COALITION THAT SEEKS TO ADVANCE COMPREHENSIVE SCHOOL-BASED WHOLE HEALTH AND WELLNESS IN AMERICAN INDIAN AND ALASKA NATIVE COMMUNITIES, CHECK OUT THE FOLLOWING LINK: HTTPS://WWW.SURVEYMONKEY.COM/R/SCHOOLBASEDWELLNESS
References

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