

Training social work interns to implement a complex psychosocial intervention to college students with mental health conditions:

Implementation learnings on feasibility, acceptability, and appropriateness from HYPE on Campus



Michelle G. Mullen, PhD, CRC, CPRP & Debbie Nicoletti, MS, CRC, CPRP
UMass Chan Medical School, Transitions to Adulthood Center for Research



Intro to HYPE and HYPE on Campus

HYPE, Helping Youth on the Path to Employment:

A comprehensive career development model, bringing the best of Supported Employment & Supported Education, specifically designed for young adults with mental health conditions (MHC), ages 18-30, to develop, refine, and succeed with their vocational aspirations while preventing/minimizing disruptions.

Rationale for adapting to college campuses:

- 86% of college students with MHC who attempt college experience academic disruption
- Dropout rate is assumed to be related to symptoms and poor grades
 - personal exhaustion from lack of specialized supports and under-refined executive functioning skills is our groups current hypothesis.
- Young adults with MHC's face significant barriers in college, including:
 - mental health symptoms, lack of specialized support, under-refined self-management/regulation skills, lack of tailored accommodations, and avoidance of disclosure due to fear of discrimination.

HYPE on Campus provides specialized support to overcome common barriers for this college student population, including:

- Goal development & refinement
- Skill development- emphasizing executive functioning development
 - FSST, a 12-week manualized cognitive remediation intervention shown to increase college retention
- Educational Support – identifying/connecting to resources, accommodations
- Employment Support – internships, career decision-making/development
- Service Coordination- increasing coordination between campus & community

HYPE on Campus Study

Feasibility Phase

- Recruited 2 cohorts of Masters of Social Work (MSW) Interns
- Embedded interns into either Disability Services or Psychological Clinic on campus
- Worked with “practice students” to learn the intervention
- Connected to existing resources on campus

Randomized Control Trial: Sept 2021- Dec 2022, test effectiveness of comprehensive services designed to support persistence in college

- 103 students were randomized to:
 - Control – Individual session reviewing campus resources
 - Experimental – up to 2 hours/week of individual meetings
- Services ended in May 2022
- Data collection continues through Dec 2022

Training MSW Interns

8 MSW interns received over 200 hours of training to provide HYPE on Campus services to 56 undergraduate students.

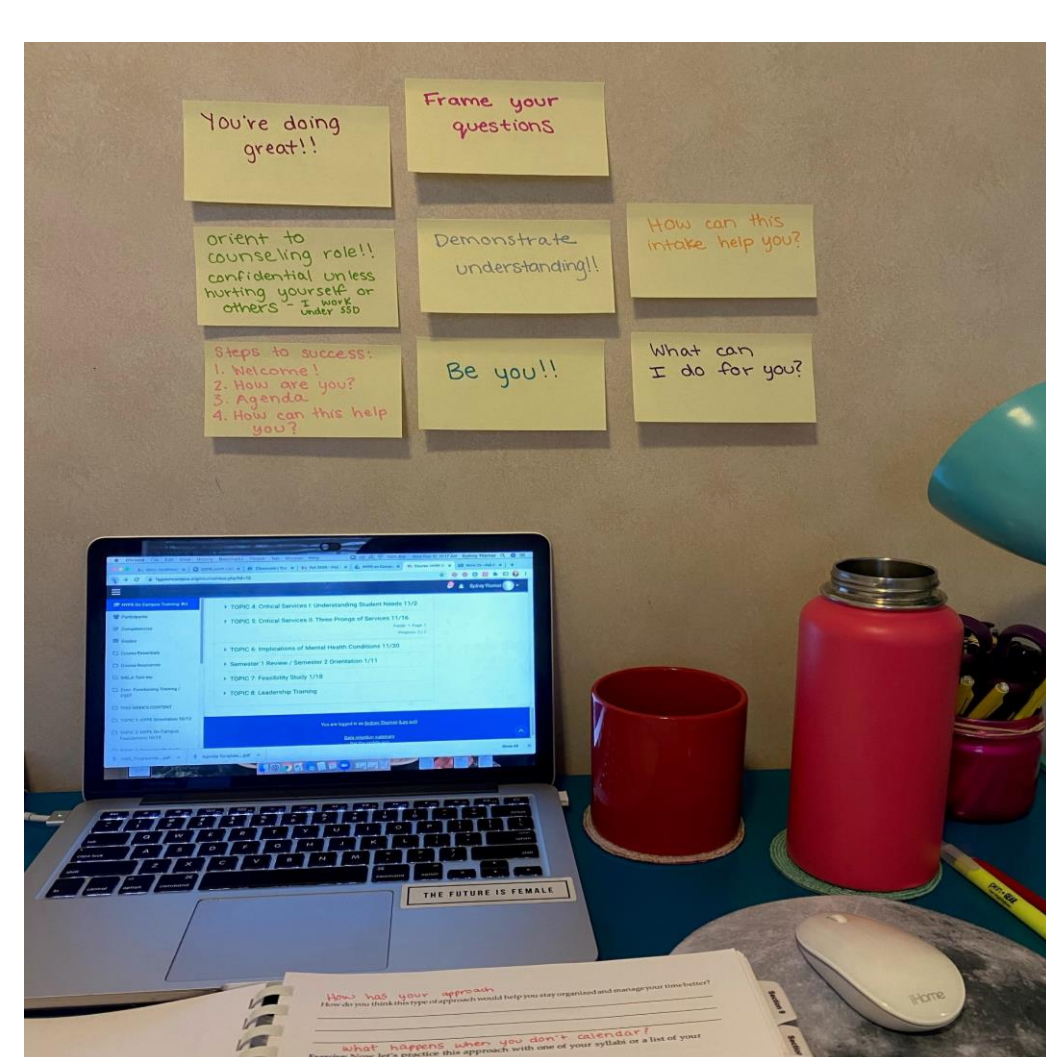
These Providers learned how to provide a complex intervention, including FSST, a 12-week manualized cognitive remediation intervention via hybrid training approach of live & asynchronous learning.

Online Course (Moodle):

- Training: Asynchronous & Live
- Repository of all materials
- Recorded Practice w/ Feedback

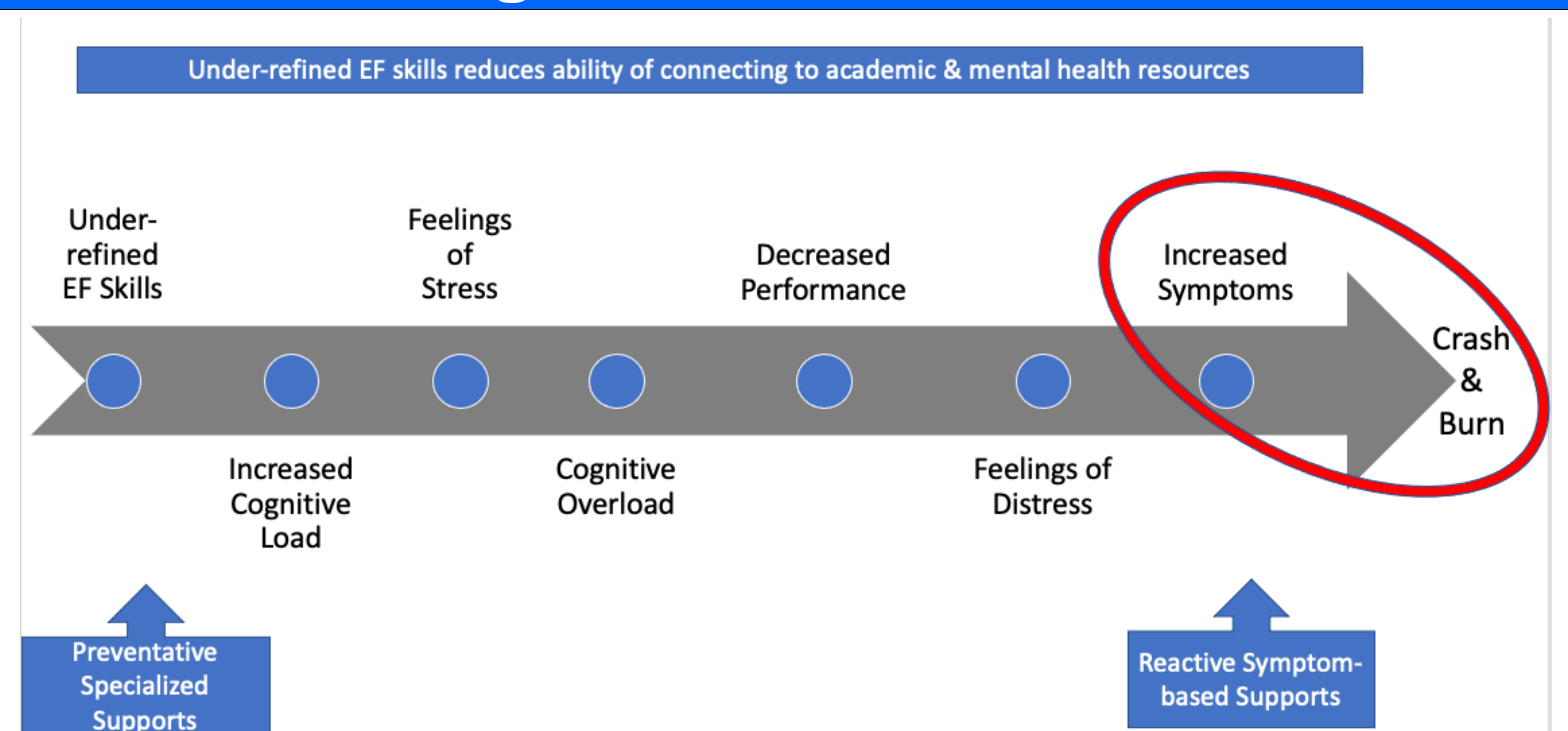
Live & Remote Technical Assistance (TA):

- Focused on Fidelity
- Group TA once per week
- Individual TA during training and as needed

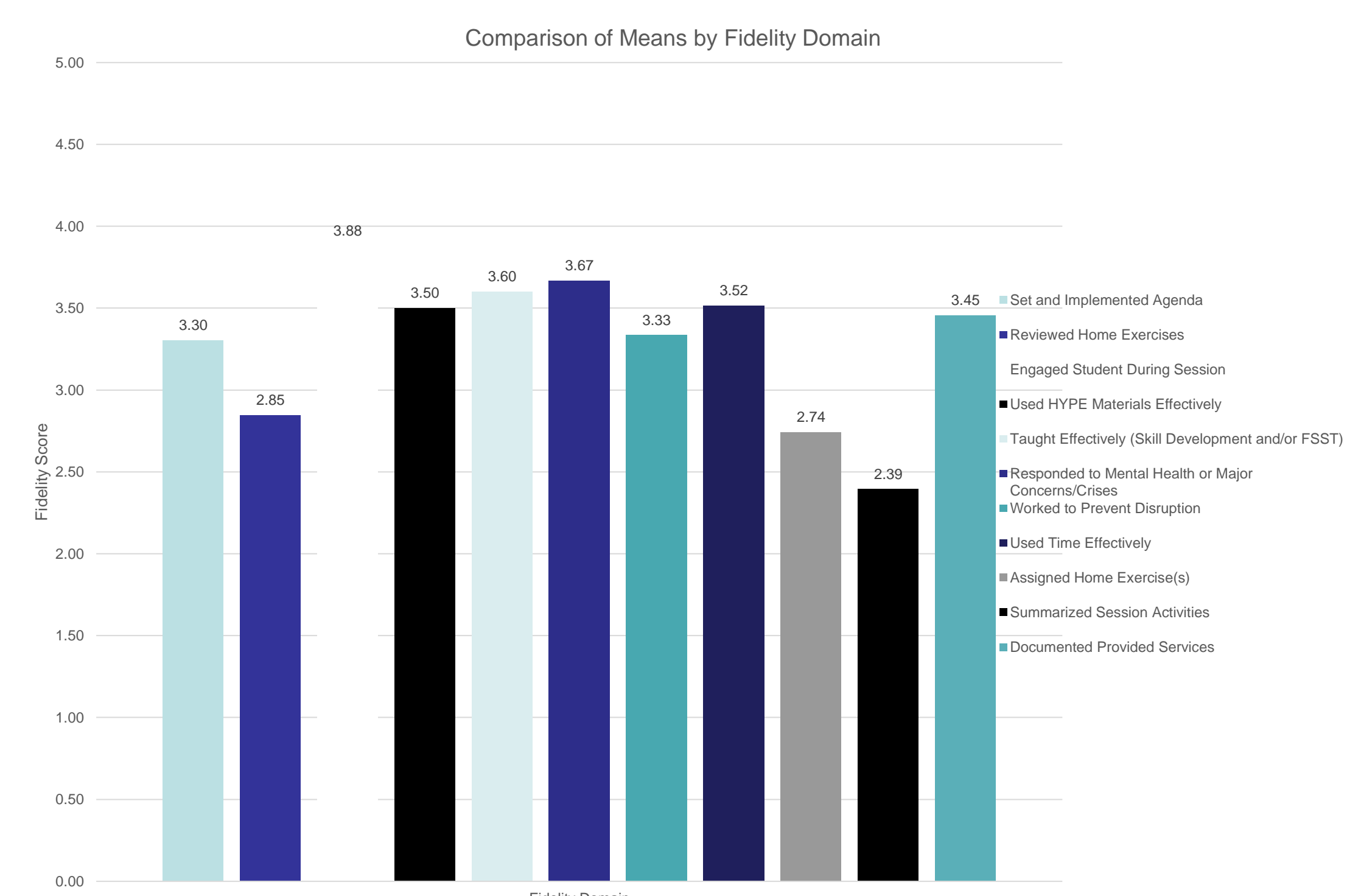


HOC Providers and an HOC Workspace
Photo Credit: Sydney Thomas, MSW Intern

Preventing the White Knuckle Effect



Implementation Learnings



Feasibility – can we teach graduate interns to provide a complex intervention?

- Yes!! Most providers met or exceeded minimum fidelity (score of 3)
- Revisions based on provider feedback: number of training hours were reduced for the 2nd cohort of trainees with same or improved fidelity scores

Acceptability did they “like” the training & intervention?

Appropriateness did the training & intervention “fit the need”?

Interns:

- “How did you like providing HOC services, 1-10?”
 - Average answer = 8
- Loved working with students
- Liked structured intervention
- Clinical supervision was very helpful
 - Too many meetings; struggled to see the difference between clinical supervision and TA
- Training experience was perceived as superior to their peers’ in other internship placements
- Didn’t feel as confident with how to individualize services

Supervisors & Directors:

- Interns gained valuable experiences
- Undergraduate students struggled with severe mental health symptoms
 - More clinical training is required for MSWs to be highly effective
 - Intervention needs mental health clinician/therapist due to long wait-list for campus resources
- Additional training modules for the future: ethics; decision making; role of procrastination and work avoidance; client conceptualization
- Some interns struggled with individualized services & effectively using FSST

Student Participants: (Quotes)

- I looked forward to our meetings!
- I didn’t feel spoken down to. I felt like it was a collaboration.
- They held me accountable, but not by forcing me to do things, but *because I wanted to do them* because we agreed we would.
- I told my HOC provider more than my therapist because it was more helpful.
- I felt like they genuinely cared about me and what I was going through.
- They understood what it meant to be a student.
- HOC helped be to figure out how to better manage school.
- If I didn’t receive services, I know I wouldn’t have done as well as I did...I did well because of HOC.
- They were so flexible to find other times to meet, which was helpful.
- I never wanted to cancel a meeting...and I always cancel meetings.
- HOC WAS SOOOOO HELPFUL.
- I would do anything to help HYPE at my school. It saved me this semester.

Want more info? Contact us:

Email: HYPE@umassmed.edu
<https://hypecareers.org/>
<https://www.umassmed.edu/hype/>

