

Assessment of Non-Academic Outcomes (Fall 2003 and Spring 2004)

Please provide the information below about how your unit assesses the extent to which it meets its expected outcomes. If you need assistance, please contact Dr. Virginia Wheelless at 565-2085 or on Groupwise email. This information is due in the Planning Office no later than February 2, 2004 and will be updated annually.

Unit: Center for Cross-Cultural Pediatric Behavioral Health **Date: February 19, 2004**

Person Completing the Information: Vincent Ramos, Ph.D. **Email : ramos@unt.edu**

Head of the Unit: Vincent Ramos, Ph.D **Email : ramos@unt.edu**

I. Mission: Provide the mission of the unit and a statement about how it relates to the university's mission.

Mission Statement of the *Center for Cross-Cultural Pediatric Behavioral Health (CCCPBH)*:

To increase the capacity of health care professionals to effectively reach ethnic minority and poor children (primarily poor Hispanic/Latino, African American and Asian) and to prevent and treat the barriers created by health related problems which include, but, are not limited to youth violence, drug use and medical, learning and emotional disorders.

No interdisciplinary organization exists within the Dallas/Ft. Worth metroplex, state or region that addresses these areas of study or service delivery. The Center's goal is to provide members of our communities and from various disciplines and backgrounds a venue to collaborate and promote, study, research and practice culturally competent behavioral health services that are interdisciplinary and integrated and reflect best practice. The Center operates from a Scientist-Practitioner model and focuses on Education and Training, Research, Service and Practica development.

The Center links the UNT-Department of Rehabilitation, Social Work and Addictions and UNT to individuals and organizations locally, statewide and nationally that have an interest in developing culturally competent behavioral health care. In this way it supports UNT's overall mission to serve its diverse communities creatively, bringing research and teaching/training resources considered cutting edge in its respective field.

II. Previous Evaluations of the Unit: Provide a description of the evaluations/assessments conducted in your unit over the last 5 years and changes that have been made based on the results of these assessments.

There has not been a formal, external assessment of the Center.

III. Statement of Expected Outcomes: Provide a brief list of the expected outcomes for your unit for 2002-03 or 2003-04 as of this date. Each outcome listed must be capable of being measured by the means noted in IV below. Please number the outcomes (1 to x).

After each outcome, describe how the outcome supports student learning and student development.

1. Continue efforts to obtain external funding for training and research.

This outcome is only indirectly related to student learning and student development; as faculty research and service experience increases so also does the repertoire of knowledge and skills they bring to the classroom. Whenever possible, research and service projects are designed to employ appropriately qualified students.

2. Host and coordinate the National Conference on Hispanic Pediatric Behavioral Health Care

The conference contributes to student learning and development by bringing to UNT an event that brings presentations, speakers and guests that represent an educational resource that is increasing in value and importance. Students have opportunities to listen to and meet experts in areas of ethnic minority behavioral health care. Students are also invited to present their research at the conference. The hope is that students will be inspired and encouraged to value and pursue 1) the skills to be culturally competent within their field, and/or 2) research and teaching careers focusing on enhancing cultural competency.

3. Develop a training program in Systems of Care/Wraparound Services and Cultural Competency.

The graduate school has approved a graduate academic certificate in systems of care/wraparound services. This program contributes to student learning and development by offering courses and a certificate that acknowledges specialized training in the development and implementation of a unique model of behavioral health care service. Systems of care/wraparound services are considered a growing trend across most states and the nation. By offering this through the Center we are assuring our students that they are receiving training in the latest model of effective service delivery. A common criticism of institutions of higher education is not teaching what is considered cutting edge or new.

A course in “Cultural Competency in Systems of Care” is expected to be offered in Fall of 2004. Workshops and presentations to offer CEU’s will also be developed.

The graduate academic certificate will be offered as a Web-Based training program. The certificate in systems of care and its web delivery will be the first of its kind in the state and nation. Providing a unique certificate over a growing and promising course delivery system. This increases accessibility to a growing number of diverse constituents.

4. Develop a program of research focusing on ethnic minority children and families.

To date, in addition to over 25 state and national presentations, the research projects coordinated by the Center have resulted in approximately 30 student research projects, including 3 dissertations. Research activity includes 5 publications in refereed journals.

5. Develop state and national networking to promote Center.

This assures the Center of staying on top of the latest trends in behavioral health care and affiliates the Center with leading agencies and organizations. This outcome is only

indirectly related to student learning and student development; as faculty research and service experience increases through the development of productive relationships, so also does the repertoire of knowledge and skills they bring to the classroom and labs. Whenever possible, research and service projects are designed to employ appropriately qualified students.

IV. Measuring Expected Outcomes: Describe how the unit measures how the outcomes have been achieved and provide a list of methods and/or tools with the following information: a. Name of assessment method or tool; b. If the method/tool is copyrighted, provide the name of the company who “owns” the tool; c. Frequency of use.

1. The successful application and award of external funding will be determined by the number of grants applied for and received. To date the Center has participated and submitted several proposals although none have been awarded. They included:
 - a. *An Analysis of Family Beliefs and Food Intake Patterns Among Elementary School Students of Mexican-American Descent*. Submitted to the Minority Health Research and Education Grant Program of the Texas Higher Education Coordinating Board in Fall 2003.
 - b. *Mexican American Health Care Access in Texas: Advancing the Role of Promotoras*. Submitted to the Texas Higher Education Coordinating Board in Summer 2001.
 - c. *Proyecto Buen Salud (the Good Health Project): A culturally sensitive smoking prevention and cessation program targeting Hispanic/Latino youth*. Submitted to the Texas Higher Education Coordinating Board in Spring 2000.
 - d. *Minority Parental Health Beliefs and Health Care Choices*. Submitted to the Department of Health and Human Services Public Health Service in Summer 1999.
2. The Center has hosted three national conferences, 1998, 1999, and 2000. In 2001 and 2002 the Director of the Center reduced his time in Center activity to pursue a project that required a temporary move to Austin, Texas. Although the National Conference was not held in 2001 and 2002, the Center did co-sponsor and publish the results of a Texas Latino Health Summit held in August of 2002 in San Antonio, Texas. In fall of 2002, the Center Director transitioned from the Department of Psychology to the Department of Rehabilitation, Social Work and Addictions.

The Center is currently planning the revival of the national conference. Coordination with the National Technical Assistance Center for School Mental Health, National Center for Cultural Competency, and the Latino Affinity Group of the National Systems of Care Project is underway.

Evaluation will include evaluation surveys of conference participants and the number of registered participants.

3. While in the Department of Psychology the Center offered coordinated training in Pediatric Behavioral Health. It was the second program in the nation to offer such training. This was achieved by establishing a dual degree program in School

Psychology and Health Psychology/Behavioral Medicine, approved in the spring of 1999. When completed, students would graduate with a master's degree in school psychology and a doctorate in health psychology/behavioral medicine. Within the first year the dual degree program accounted for the majority of students enrolled in the health psychology/behavioral medicine doctoral program. By 2003 four students had graduated with the dual degrees.

Courses and workshops in Systems of Care/Wraparound Services and Cultural Competency will be gauged by 1) the number of classes offered, 2) the number of students attending those classes and 3) the number of agencies sending staff to these trainings.

Participants will also be asked to complete evaluations of each class or workshop.

4. Publication of research is an ongoing process that continues with the transition of the Center to the DRSWA. There are three writing projects currently underway. A team of student researchers has been developed as a resource and to provide students with research experience.

An agreement has been established with the National Evaluation Project of the Systems of Care Grant Communities to develop a series of studies evaluating the outcomes for the Hispanic/Latino subjects of the funded grant programs. The goal is to conduct 2-3 studies per year using the national evaluation database.

5. Successful networking is reflected by established partnerships. This will be evaluated by a review of cosponsored projects and activities, mou's and contracts established with other organizations. For the conference, the goal is to achieve co-sponsorships with the Center for School Mental Health Assistance and the National Center for Cultural Competency.

Evaluation of each objective above will be conducted annually and on an as needed basis. Courses and workshops for instance will be evaluated at the time of delivery.

V. Use of Assessment Results: Describe how the results of the assessments described in IV above are shared with staff in the unit?

Critical reviews of research and service proposals are conducted whenever peer reviews are received from grantors.

Teaching/workshop evaluations are conducted whenever licensure or certification is involved with critical thought being given to any weaknesses identified

CEU training evaluations will be discussed with the director shortly after each training and reported to the Executive Committee of the DRSWA.

How are the results used to improve the unit?

Rejected proposals will be reviewed for appropriateness and when feasible adjusted and resubmitted.

Feedback from course and workshop participants will be evaluated to determine changes to be made to curriculum.

How do the assessment results help improve student learning? Enhance student development? Meet the university's vision?

The dialogue between Center activities and the curriculum offered students is addressed above under item III. The Center's research goals are largely guided by, and in keeping with, the University's efforts to obtain federal funding. Its Web-Based training and CEU program expands the University's Community and Regional Service goals while enhancing its visibility and reputation throughout the region, state and nation.

VI. Changes Made Based on Assessment Results: Describe how the unit has changed (or why it has not changed) based on the results of the assessment of outcomes.

Subtle changes made in curriculum development are the result of the transition from the Department of Psychology to DRSWA and the observed trend of states and federal agencies to fund and support programs developing and implementing systems of care/wraparound services.

Formal evaluation of the Center has not been conducted.

Signature of Person Completing the Form:

_____ Date _____

Signature of Unit Head after Reviewing the Form:

_____ Date _____