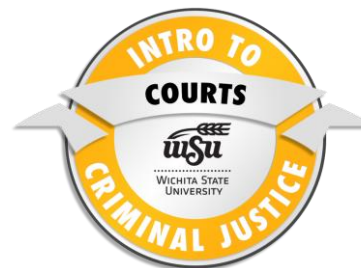




LEARNING MODELS THAT RECOGNIZE SKILLS,
COMPETENCIES AND ACHIEVEMENTS

BADGE OVERVIEW



A CHANGE OF DIRECTION





NATIONAL ASSOCIATION FOR THE DUALY DIAGNOSED

NADD is an international association for persons with intellectual/developmental disabilities and mental health needs.

MISSION:

To promote leadership in the expansion of knowledge, training, policy, and advocacy for mental health practices that promote a quality life for individuals with dual diagnosis (IDD/MI) in their communities.





WHY CHOOSE NADD?

A 2016 WSU study of 200 behavioral health clinicians/administrators and intellectual/developmental disability (I/DD) clinicians/administrators cited the need for better training and collaboration and the removal of the barriers that currently prevent or discourage cross-discipline cooperation in order to improve the system.

Barriers to Access

- Lack of understanding of co-occurring disorders
- Lack of training/cross training; issues with providers (beliefs, attitudes)

Recommendations

- Increased communication/collaboration between I/DD and Behavioral Health
- Cross-training in both systems
- Behavioral health as a specialty within other disciplines and exposure during education

A 2017 System Capacity Report for the Sedgwick County Developmental Disability Organization identified the following as the top two challenges to maintaining adequate support capacity within our system of care:

- Inability to find, expeditiously hire and retain quality staff
- The challenge of effectively supporting individuals with interfering behaviors (typically individuals with co-occurring IDD and mental health diagnoses) and those with high medical needs is the 2nd most significant challenge to system capacity.

36%

Average Turnover Rate for
Direct Support Professionals

39%

Average Turnover Rate for
Targeted Case Managers

1/3

Number of agencies
surveyed that reported
turnover at 50% or higher

54

Average number of days to fill a
direct support professional
position

NADD CLINICAL CERTIFICATION

COMPETENCY
STANDARD 1:
Positive Behavior
Support and Effective
Environments

COMPETENCY
STANDARD 2:
Psychotherapy

COMPETENCY
STANDARD 3:
Psychopharmacology

COMPETENCY
STANDARD 4:
Assessment of
Medical Issues

COMPETENCY
STANDARD 5:
Assessment

BADGES

The Clinical Certification Badges are a series of 6 badges that provide the preparation through development of a solid knowledge base, from which to apply to NADD for approval to complete the credentialing process.

CURRENT BADGES

PBS and Effective
Environments

Psychotherapy

Clinical Assessment

FUTURE BADGES

Psychopharmacology

Assessment of
Medical Issues

Case Preparation

NADD PARTNERSHIP & ENROLLMENT



ENROLLMENT

Positive Behavior Support & Environments

Psychotherapy

Clinical Assessment

Total Enrollment	Successful Completions
10	5
13	5
7	0

THINGS TO CONSIDER

- Who are the Partners and What are their Roles?
- Who will Develop, Review and Approve Curriculum?
- Who will instruct and what is the reporting structure?
- Who pays for Development and Instruction?
- Intellectual Property Ownership and Use Issues - WСУ Office for University Research, Patent Attorney and General Counsel had to be involved.
- What is the Return on Investment for all Parties?





INSTRUCTOR FEEDBACK

WHAT WORKED

- Instructor took the badge to understand how to better teach it
- Instructors goal was for students to hit learning objectives and be able to apply what they learned with confidence

WHAT DIDN'T

- Lack of Communication regarding university processes (Ex. Banner, Blackboard, Grading, CIM and impact on timelines)
- Clearly defining who instructor reports to: NADD, My Office, Social Work Department
- Payment for Services
- WSU email
- The course developer and the instructor were not the same person

STUDENT FEEDBACK

WHAT WORKED

Students were attracted by the 15 Contact hours not credit.

Flexibility

Affordability

WHAT DIDN'T

Student Scholarships result in students having no skin in the game. This leads to lower completion rates.

Students assumed badges were easy like other CEU's.

Balance between course rigor and manageability of the course.

Too much work/overload. Added a contract addendum. Next badges are to be 0.5.

Students procrastinated and thought they could begin and complete the badge in a weekend. The majority who did not complete ran out of time.



PARTNER FEEDBACK

WHAT WORKED

- Free Marketing of the Organization
- Promotion of Certification which requires Membership in Organization
- WSU paid for the badge development costs but partner owns the content

WHAT DIDN'T

- Return On Investment was not clear to all parties. It is important that each partner be clear about "What's in it for Me" from the beginning. What are we doing and why?
- Misunderstanding as to the term "student" and to whom the badge would be marketed and used by WSU
- Payment Dispute when badges were determined to be 1 credit hour vs. the expected 0.5 credit hour

WSU'S PERSPECTIVE



WHAT WORKED

- ❑ Practicing professional to teach the badge courses
- ❑ Ability to put a nationally recognized organizations name on the marketing
- ❑ Meeting an identified local workforce need

WHAT DIDN'T

- ❑ Internal Process Breakdown and the Domino Effect
- ❑ Change in University Administrators and Faculty; CIM process delayed
- ❑ Instructional Design reviewed content and determined the badge should be 1 credit hour vs. expected 0.5 credit hours. Syllabi had to be amended and the badges had to go through the CIM Process from beginning.
- ❑ Development costs doubled as the course ended up twice as long. This increased the development cost and also changed student expectations.
- ❑ Partner Hired Course Developer without consulting WSU or the Instructor.
- ❑ Course Developer did not look at other WSU badge courses, communicate with the instructor or seek assistance from the WSU Instructional Design Team.


NEXT STEPS

Complete the remaining Clinical Specialist Badges so we have an avenue for training/preparation for practicing clinicians who might pursue the NADD Certification.

Pursue badges for the NADD Dual Diagnosis Specialist series.

Develop additional badges to shore up the Direct Support Professional workforce.

Develop a pilot program with local school districts similar to a CMA or CAN that would allow high school students to take badges and earn a Direct Support Professional Designation while in school.



Legislation which references NADD certification will be introduced this session that would promote taking the badges and attaining certification. This is seen as a way to convince the Managed Care Organizations (MCO) to offer a preferred provider rate for reimbursement to organizations who provide services to the dually diagnosed population whose encourage and support their workforce to attain certification. It is also hopeful that the legislation will lead to higher wages for those who are credentialed and result in job retention. Case in point is Ohio, where credentialed workers are paid \$1.00 more per hour.

LEGISLATIVE SUPPORT



**NATIONAL
ASSOCIATION
OF CREDIT
MANAGEMENT**

Driving results



WHY NACM?

The National Association of Credit Managers (NACM) requested WSU collaborate on a badge series that will prepare WSU students as well as working professionals employed in the finance area for national certification exam for the Credit Business Associate (CBA) designation.

TWO PRIMARY REASONS

1. Aging Workforce – average age is 50+
2. Most Credit Managers end up in the profession with only on the job training

CREDIT BUSINESS ASSOCIATE (CBA) CERTIFICATION

The CBA is an academic-based designation which signals mastery of three business credit related disciplines:

BASIC FINANCIAL
ACCOUNTING

INTRODUCTORY FINANCIAL
STATEMENT ANALYSIS

BUSINESS CREDIT
PRINCIPLES

WSU business students have already met $2/3$ of the CBA requirements by the time they graduate. There is no minimum work experience requirement.



NACM BADGES

CURRENT OFFERING

- The Law of Credit Management I
Business Forms and Legal Environment



IN DEVELOPMENT

- The Law of Credit Management II
The Uniform Commercial Code
- The Law of Credit Management III
The Legal Environment of Debt
Collection and the Law of Bankruptcy

HOW NACM DIFFERS FROM NADD



• We are using existing NACM curriculum and badging it for credit.



• NACM offers the curriculum on line already.



• NACM has an employee that will instruct.




• Badges are for undergraduate credit.



• WSU students will be able to take the badges and earn certification prior to graduation.



• Will afford students a competitive advantage and defined career paths upon graduation.



• This collaboration will position WSU as the lone university to introduce credit disciplines, and opportunities to achieve CBA or CCRA credit designations to aspiring business, accounting, and finance majors upon graduating.

NEXT STEPS





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