Closing the Loop:
Developing Effective Referral Networks for Youth

May 14, 2019

Presenters

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Objectives

As a result of this webinar, you will be able to

- Describe the importance of developing a strong referral network

- Identify at least three steps for making and tracking an effective referral

- Identify at least one action step for applying the effective referral network approach into adolescent pregnancy prevention program planning and implementation

Who's Online?

In the chat box, share

1. Name
2. State/territory, tribe, organization
3. One question you have about developing a referral network

Polling Question

Where are you along the continuum of connecting young people to services?

Think about….

A program participant discloses that they have been evicted. How might you handle this disclosure?

# Creating the Case for Referral Networks: Social Determinants of Health

Social Determinants of Health: A Review

- The World Health Organization defines social determinants of health as "the conditions in which people are born, grow, live, work, and age. These conditions are shaped by the distribution of money, power, and resources at global, national, and local levels."

- This definition includes both structural and proximal determinants:

  - Structural determinants concern the ways in which a society is set up with regard to social, economic, and political contexts

  - Proximal determinants are circumstances of daily life that more directly influence a person's attitudes and behaviors

  - Proximal determinants establish individual differences in exposure and vulnerability to factors that contribute to health

Source: World Health Organization: https://www.who.int/social_determinants/sdh_definition/en/

Model of Social Determinants of Health
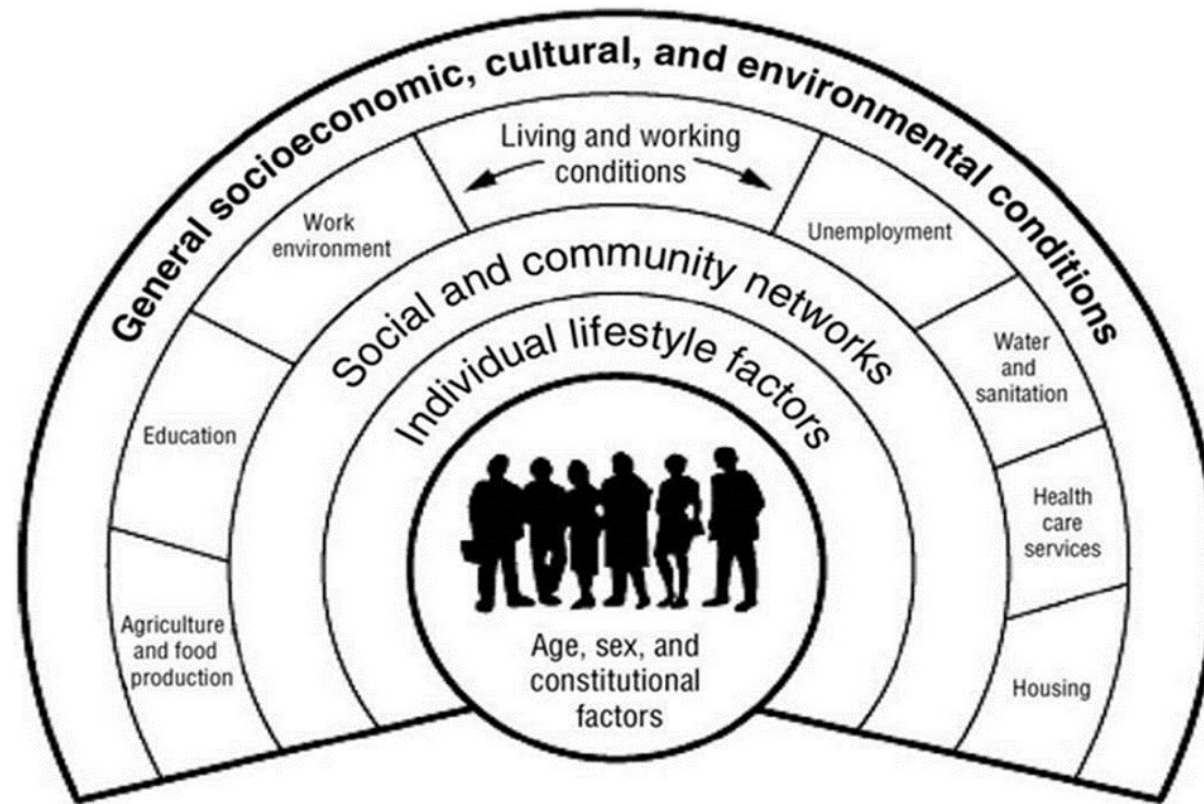
Source: Dahlgren & Whitehead (1991).

How to Address Social Determinants of Health

- Advocate for supportive public policies that address inequities
- Increase interprofessional collaborations and team-based approaches to working with adolescents
- Mobilize community partnerships to identify and solve social and health problems
- Inform, educate, and empower people about social and health issues
- Ensure a competent health care workforce
- Evaluate existing programs and conduct innovative research to address social determinants of health
- **Link youth to needed personal health and social services!**

Source: Adapted from CDC (n.d.).

Check-in

- What social determinants of health are your organization addressing?

- What challenges are you facing addressing social determinants of health?

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# Creating the Case for Referral Networks: Trauma and Its Impact

What Is Trauma?

Three Es

– **Trauma** results from an **event, series of events**, or set of circumstances

– **experienced** by an individual as physically or emotionally harmful or life-threatening

– with lasting adverse **effects** on the individual's functioning and mental, physical, social, emotional, or spiritual well-being

(SAMHSA)
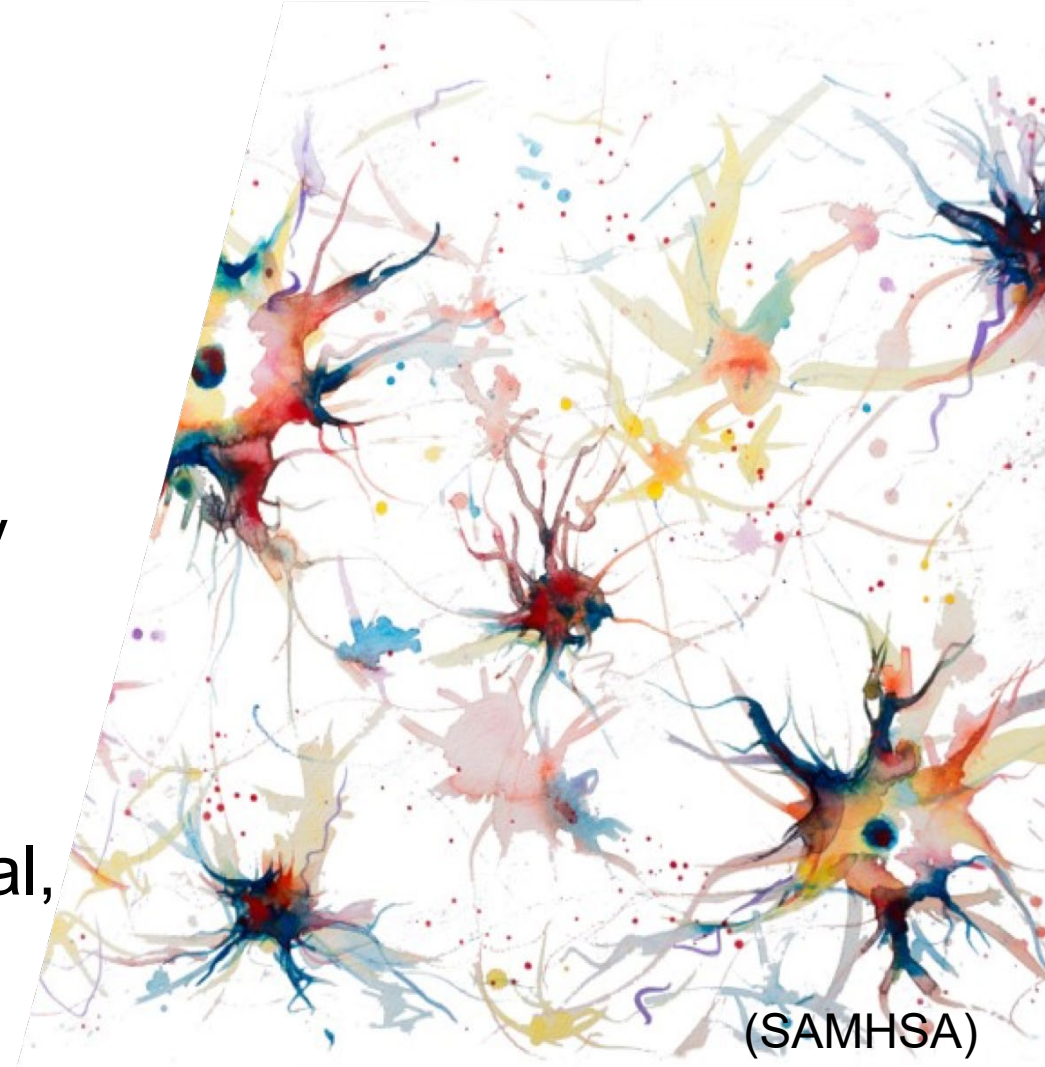
The Pair of ACEs:
Adverse Childhood Experiences & Adverse Community Environments

Adverse Childhood Experiences

Maternal Depression

Physical & Emotional Neglect

Emotional & Sexual Abuse

Divorce

Mental Illness

Substance Abuse

Incarceration

Domestic Violence

Homelessness

Adverse Community Environments

Poverty

Violence

Discrimination

Poor Housing Quality & Affordability

Community Disruption

Lack of Opportunity, Economic Mobility & Social Capital

Source: Ellis & Dietz (2017).

Effects of Trauma

Developmental Trauma

- Attachment and Relationships
- Physical Health
- Emotional Responses
- Self Concept and Future Orientation
- Thinking and Learning
- Behavior
- Dissociation

Source: https://www.nctsn.org/what-is-child-trauma/trauma-types/complex-trauma/effects
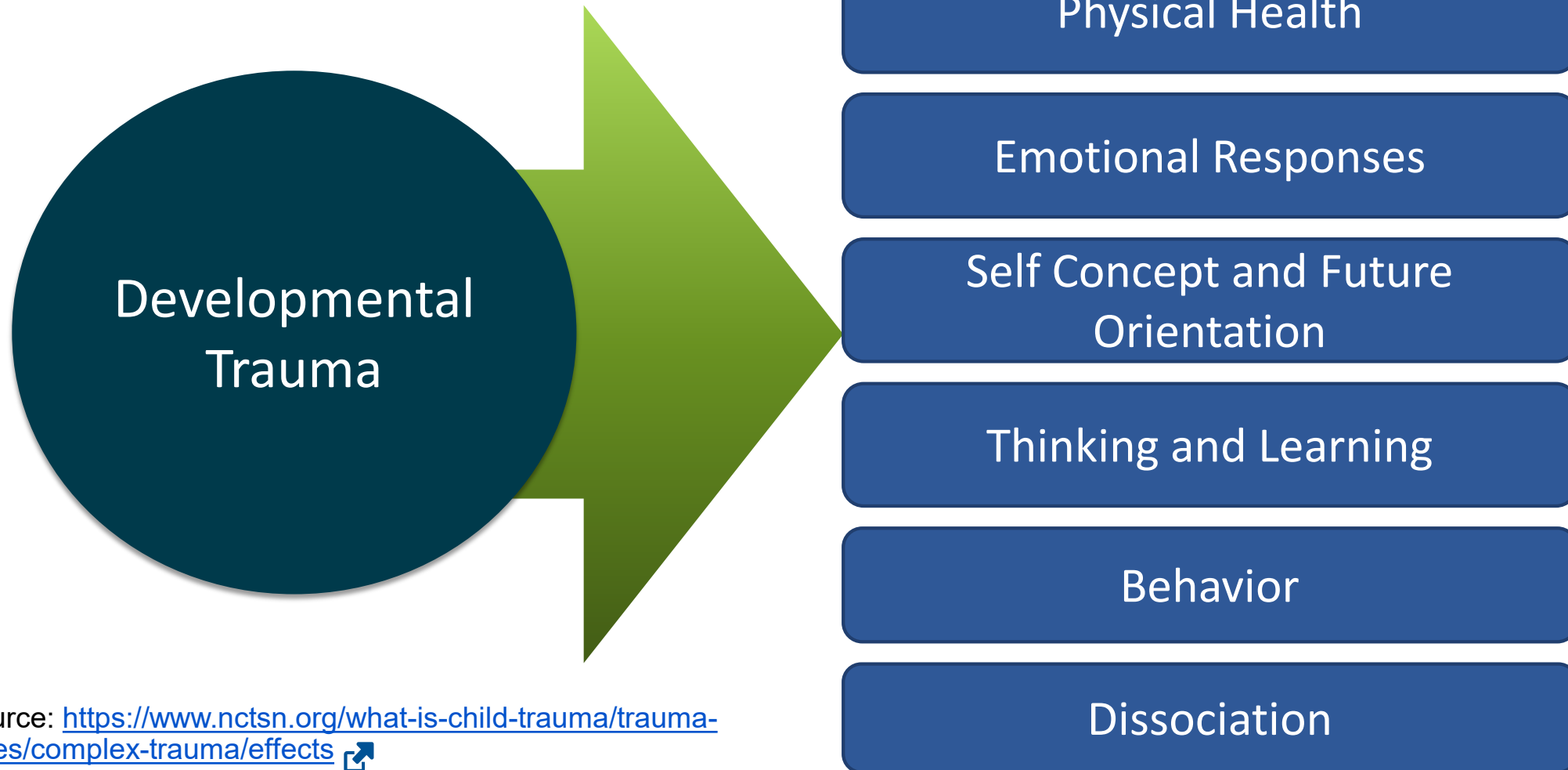
Youth and Trauma

- Children tend to be more vulnerable to the effects of trauma than adults, which can affect the brain and nervous system and increase risk behaviors
- Children are more likely to exhibit long-term health and mental health issues

Source: National Child Traumatic Stress Network (n.d.)

A Trauma-Informed Approach

R **Realizes:**
The widespread impact of trauma and the potential paths for recovery

R **Recognizes:**
The signs and symptoms of trauma in students, families, staff, and others involved with the system

R **Responds:**
By fully integrating knowledge about trauma into policies, procedures, and practices

R **Resists:**
Re-traumatizing responses, consequences, judgments, or actions

Source: Substance Abuse and Mental Health Services Administration. (2014).

Self-Reflection

Have you/your staff received training to implement the four Rs of a trauma-informed approach?

Making & Tracking Effective Referrals

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Self-Reflection

Think about referrals in your own lives

- How do you seek referrals for things like doctors, financial help, legal services?
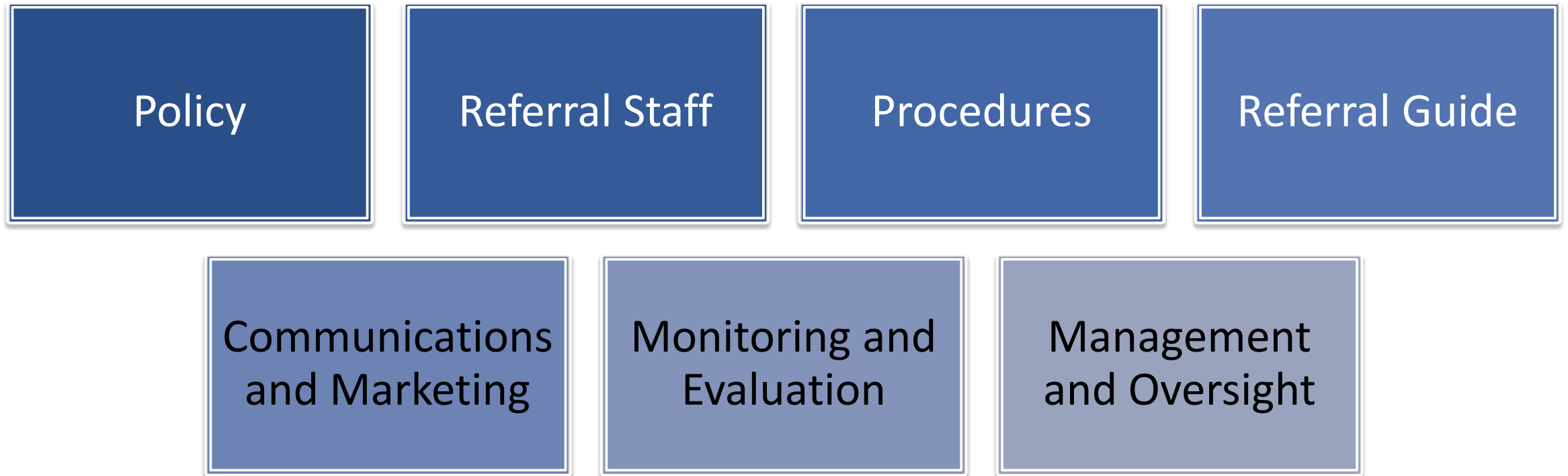
- When do you trust a referral?

What Are Referral Networks?

A group of resources and procedures that will increase awareness of health and social service providers, referral of youth to these providers, and the number of adolescents who receive youth-friendly health care and social services

Core Components of Making and Tracking a Referral System

Policy	Referral Staff	Procedures	Referral Guide

Communications and Marketing	Monitoring and Evaluation	Management and Oversight

Source: CAI, National Coalition of STD Directors, & CDC (2015).

Key Steps in Establishing and Maintaining a Referral System

1 → **2** → **3** → **4** → **5**

Identify and recruit organizations and professionals that provide a wide range of services for youth	Assess organizations to be sure that they are youth friendly and accessible, including visiting potential referral services	Create protocols and procedures for how providers will make referrals	Develop and disseminate a provider referral guide for youth and their families	Identify and train key staff responsible for making referrals to youth

Source: Office of Adolescent Health (2015).

Youth-Friendly Services

Youth-friendly services are those with policies and attributes that attract young people to them, create a comfortable and appropriate setting, and meet young people's needs

Source: Centers for Disease Control and Prevention (n.d.) Adolescent and Student Health Glossary of Terms. https://www.cdc.gov/healthyschools/shi/glossary.htm

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Key Takeaways

- Know the receiving organization to ensure that the services youth will receive are youth-friendly and respectful

- How the youth is treated by the receiving organization will reflect on the provider as well as on you and your organization

Self-Reflection

What types of services **are needed** in your referral network?

Self-Reflection

What types of services are **currently covered** in your referral network?

From the Field

Grantees with Successful Referral Systems

Leigh Zaban

Director of Community Programs and Partnership

Health Care Education and Training, CPREP & SRAE
Madison, WI

Lisa Felix
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Referral Systems - Lessons Learned

- Have an in-depth understanding of stakeholders and partners
- Identify shared goals and outcomes with partner organizations and ensure partners are able to support those goals and outcomes and have a passion for supporting youth
- Maintain visibility in the community, or partner with someone who does
  - Highlight the work of partners in the network as well
- Find partners who are dependable during critical times (after hours, exceptions)
  - Support them in a similar way when possible

Referral Systems - Lessons Learned

- Communicate with partners regularly (not just through referrals, but through regular meetings) and celebrate them
- Map existing services—to determine what is and isn't available—and create a resource guide that can be used to facilitate referrals
  - Find a way to ensure that available services are also sufficient
- Ensure that partners know about your organization and how it fits within the ecosystem (and state policy) to provide support to young people

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Action Plan: Developing the Network

Developing an Action Plan: Eviction Notice

Example: A program participant discloses that they have been evicted. How might you handle this disclosure?

- What will you/your program staff do when you receive this disclosure?
- Who can you/your program staff connect the student to?
  - What resources are available in the community to help?
- When can you/your program staff ensure the student receives support?
- What challenges might you/your program staff face in trying to support this student?
- What kind of follow-up support will you/your program staff be able to offer?

Developing an Action Plan: Eviction Notice

Action Steps What Will Be Done?	Responsibilities Who Will Do It?	Timeline By When? (Day/Month)	Resources A. Resources Available B. Resources Needed (financial, human, political & other)	Potential Barriers A. What individuals or organizations might resist? B. How?
Step 1:			A. B.	A. B.
Step 2:			A. B.	A. B.
Step 3:			A. B.	A. B.
Step 4:			A. B.	A. B.
Step 5:			A. B.	A. B.

Closing

Questions

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Taking Action

What is one action you will take based on what you learned?

Resources

Being a Trauma-Informed and Healing-Centered Educator

- Trauma-Informed Schools/Education:
  - UCSF HEARTS (https://hearts.ucsf.edu/)
  - Trauma Aware Schools (https://traumaawareschools.org)
  - Helping Traumatized Students Learn (https://traumasensitiveschools.org)
  - Trauma Responsive Educational Practices Project (https://www.trepeducator.org/)

- Mental Health First Aid Training (https://www.mentalhealthfirstaid.org/)

Referrals for Mental Health Services in Rural Settings

- Online or telecare services that might be good options (e.g., Ripple Effects).
- Mental Health First Aid

Referrals for Tribal Youth

- Suicide Prevention in Indian Country

References

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