




Progress towards understanding
the impact policies have on
scaling-up the social work
workforce and mitigating harm

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Objectives



1. Participants will be able to explain how system dynamics can be used to study the effects of regulation on the social work workforce.
 2. Participants will be able to describe the effects of at least two regulation scenarios on the size of the social work workforce and the safety of services.
- 

Road map



Who are we?

What motivates our work?

What is the context of this project?

What did we learn?





Who are we?

Who are we?



Cole Hooley, PhD, LCSW

BYU



Katherine Marçal, PhD, MSW

R | RUTGERS UNIVERSITY
School of Social Work

Conflicts of Interest



Funding:

Grant from ASWB

Cole Hooley:

Committee member (ASWB exams)

Consultant (Office of Professional Licensure Review)

Katherine Marçal:

None





What motivates our work?

The challenge



A lot of unmet mental health needs



The mission



The best care, for all in need



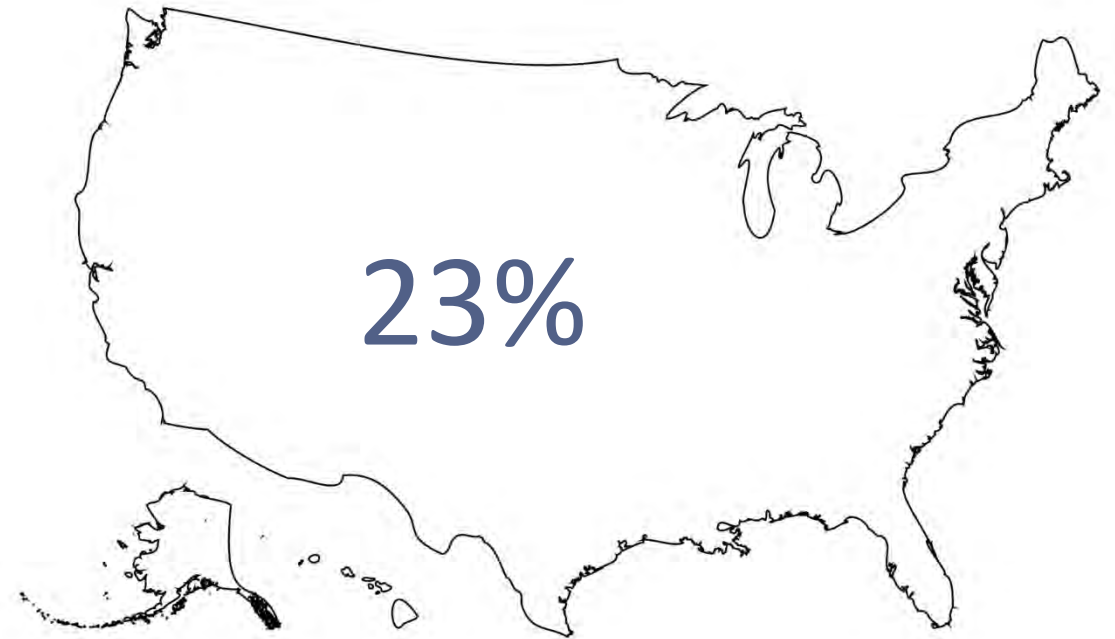
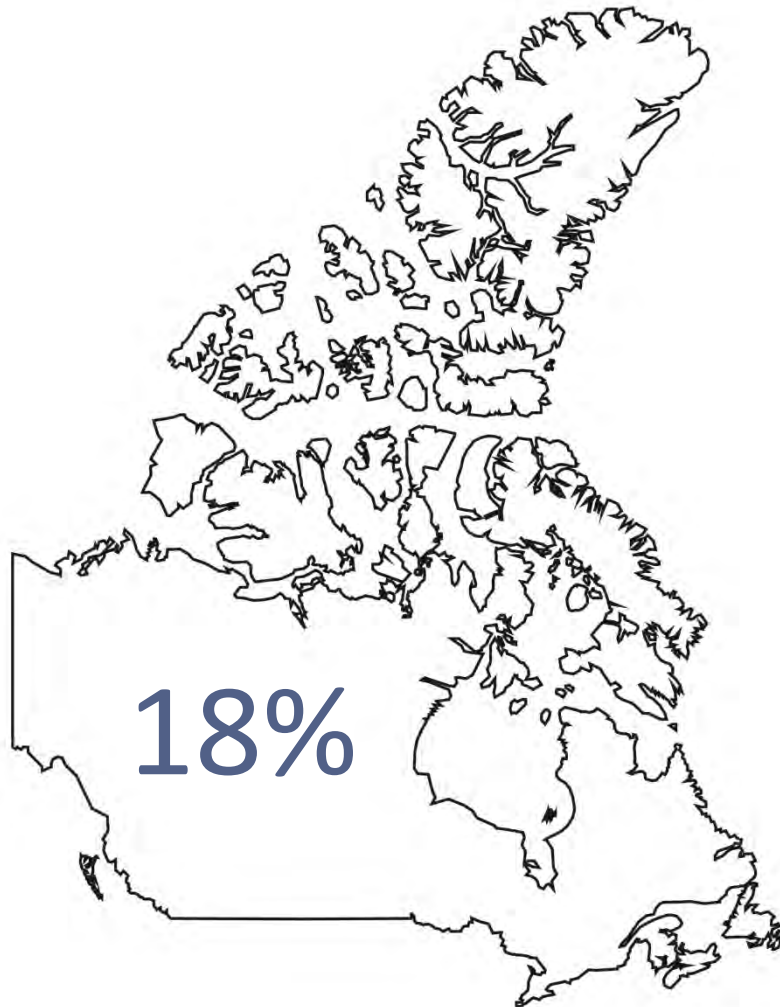
Program of research



How do we get what works to everyone who needs it rapidly, lastingly, and equitably?



Widespread mental health needs



Improve



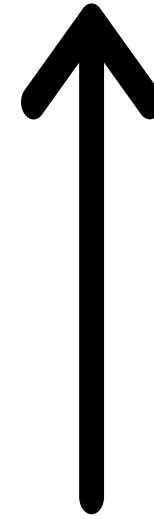
Use

Acceptable

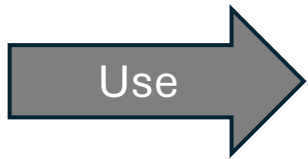
Access

Available

Need



Mental Health Services



Improve



Use



Acceptable



Access



Available



Need



Improve

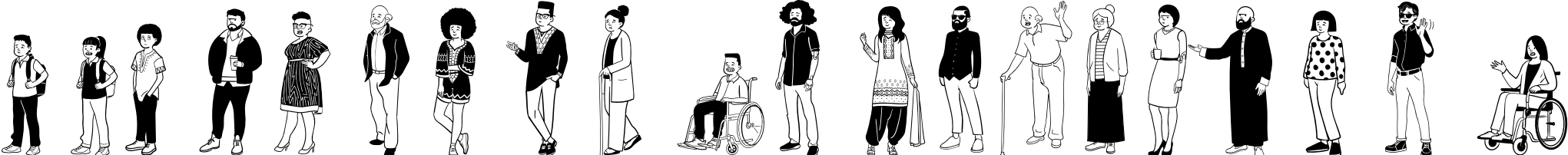
Use

Acceptable

Access

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Need



Improve

Use

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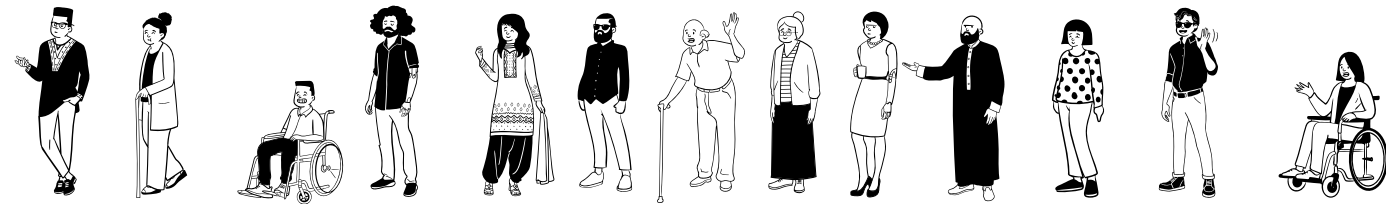
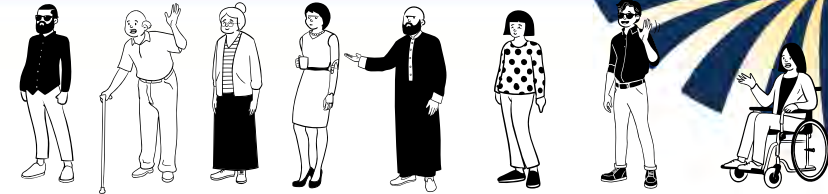
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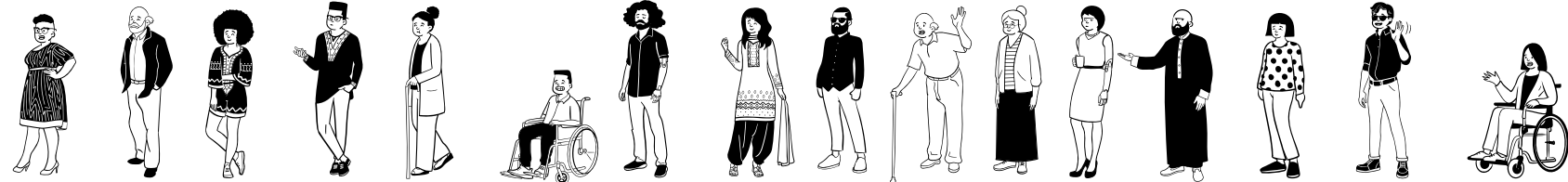


Leaks and the role of regulation

Improve



Available





What is the context of this projects?

Adults with any mental illness



Rank	State	%	#
1	New Jersey	19.38	1,389,000
2	Florida	20.45	3,563,000
3	Delaware	20.93	165,000
4	Connecticut	21.05	599,000
5	New York	21.11	3,273,000
6	Hawaii	21.47	234,000
7	Texas	21.94	4,797,000
8	Illinois	22.01	2,136,000
9	Mississippi	22.16	487,000
10	California	22.19	6,665,000
11	North Carolina	22.19	1,804,000
12	Virginia	22.28	1,470,000
13	South Carolina	22.35	902,000
14	Maryland	22.37	1,056,000
15	Georgia	22.52	1,836,000
16	Michigan	22.89	1,789,000
17	New Hampshire	23.06	259,000
18	Massachusetts	23.18	1,292,000
19	Pennsylvania	23.18	2,352,000
20	Arizona	23.26	1,308,000
21	Wisconsin	23.66	1,082,000
22	Kentucky	23.77	813,000
23	Arkansas	23.86	546,000
24	Maine	24.07	268,000
25	Alabama	24.09	931,000
26	Louisiana	24.34	838,000

Rank	State	%	#
27	Kansas	24.41	532,000
28	Indiana	24.44	1,260,000
29	Ohio	24.52	2,214,000
30	Nevada	24.65	600,000
31	Rhode Island	24.67	216,000
32	Minnesota	24.74	1,077,000
33	South Dakota	24.89	166,000
34	Alaska	24.96	132,000
35	Tennessee	25.47	1,370,000
36	New Mexico	25.67	414,000
37	Nebraska	25.71	376,000
38	Oklahoma	25.88	768,000
39	North Dakota	25.95	150,000
40	West Virginia	26.28	367,000
41	Colorado	26.30	1,186,000
42	Missouri	26.50	1,248,000
43	District of Columbia	26.63	143,000
44	Iowa	26.71	649,000
45	Vermont	26.80	141,000
46	Montana	27.12	234,000
47	Washington	27.14	1,629,000
48	Wyoming	27.44	121,000
49	Oregon	27.48	922,000
50	Idaho	28.02	402,000
51	Utah	29.19	700,000
	National	23.08	58,867,000



Adults with serious thoughts of suicide



Rank	State	%	#
1	Connecticut	4.16	118,000
2	New York	4.29	665,000
3	Massachusetts	4.36	243,000
4	New Jersey	4.37	313,000
5	Maryland	4.41	208,000
6	Maine	4.56	51,000
7	Hawaii	4.64	50,000
8	South Carolina	4.67	188,000
9	North Carolina	4.70	382,000
10	Rhode Island	4.74	41,000
11	Pennsylvania	4.74	481,000
12	Delaware	4.75	37,000
13	Virginia	4.76	314,000
14	Florida	4.80	836,000
15	New Hampshire	4.87	55,000
16	Mississippi	4.94	109,000
17	California	4.97	1,491,000
18	Texas	4.98	1,090,000
19	Georgia	5.02	410,000
20	Minnesota	5.07	221,000
21	Tennessee	5.11	275,000
22	Arizona	5.15	290,000
23	Wisconsin	5.16	236,000
24	Ohio	5.21	470,000
25	Arkansas	5.23	120,000
26	District of Columbia	5.25	28,000

Rank	State	%	#
27	Illinois	5.26	511,000
28	Kansas	5.31	116,000
29	Vermont	5.35	28,000
30	Kentucky	5.41	185,000
31	Michigan	5.42	424,000
32	Alabama	5.44	210,000
33	Oklahoma	5.47	162,000
34	Alaska	5.47	29,000
35	Louisiana	5.51	190,000
36	Iowa	5.51	134,000
37	Washington	5.51	331,000
38	New Mexico	5.55	90,000
39	Indiana	5.56	287,000
40	South Dakota	5.59	37,000
41	Missouri	5.61	264,000
42	Oregon	5.61	188,000
43	North Dakota	5.68	33,000
44	West Virginia	5.71	80,000
45	Nevada	5.75	140,000
46	Wyoming	5.84	26,000
47	Colorado	5.91	266,000
48	Montana	6.02	52,000
49	Nebraska	6.15	90,000
50	Idaho	6.68	96,000
51	Utah	7.12	171,000
	National	5.04	12,860,000



OFFICE OF PROFESSIONAL LICENSURE REVIEW

*Strengthening trust in occupational licensure through
objective research and policy recommendations*



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Utah Senate Bill 26



Access

New occupations:

- Behavioral health technician
- Behavioral health coach
- Master addiction counselor
- Advanced substance use disorder counselor
- Prescribing psychologist

Changed practice hours

Removed ASWB master's exam

ASWB clinical exam alternative

Quality

Limit on number of hours of group supervision


Require 25 hours of direct observation

Supervisor training and certification requirements



Study questions



1. What are the long-term impacts of licensure changes on the size of the social work workforce?
 2. What potential impact will these policies have on mitigating public harm?
- 

Systems thinking



A way of understanding how things change over time in complex systems.



Events

Patterns of behaviors

System structure

System thinking example



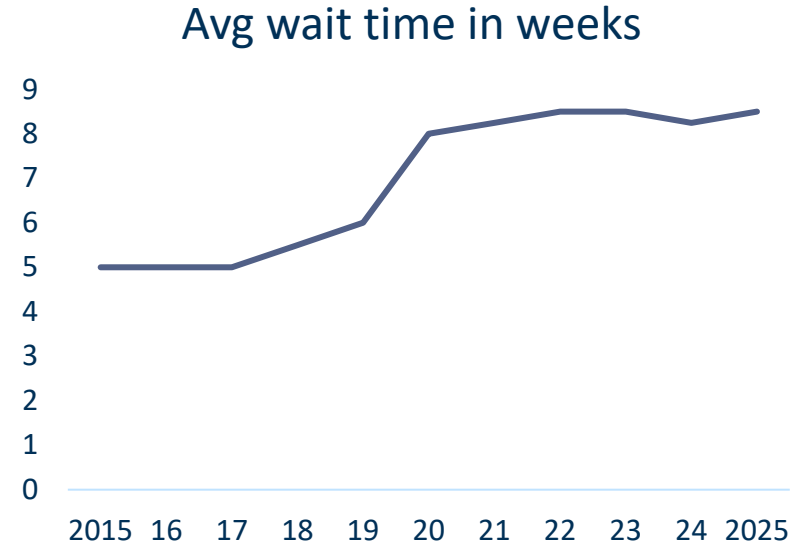
Event (observation)

Client wait time is 8 weeks



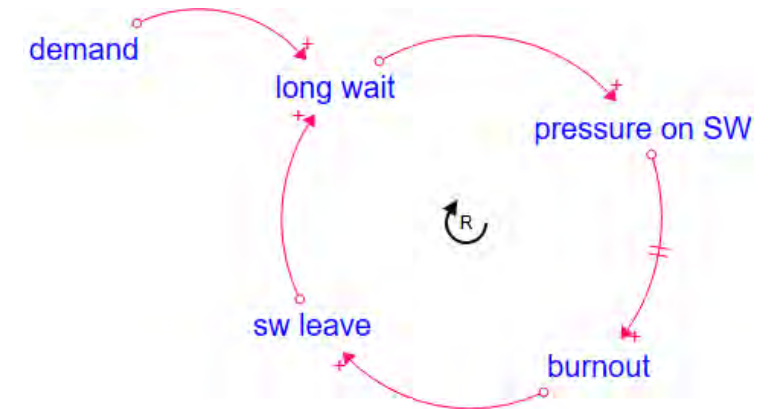
Pattern (trend over time)

Wait time has recently spiked

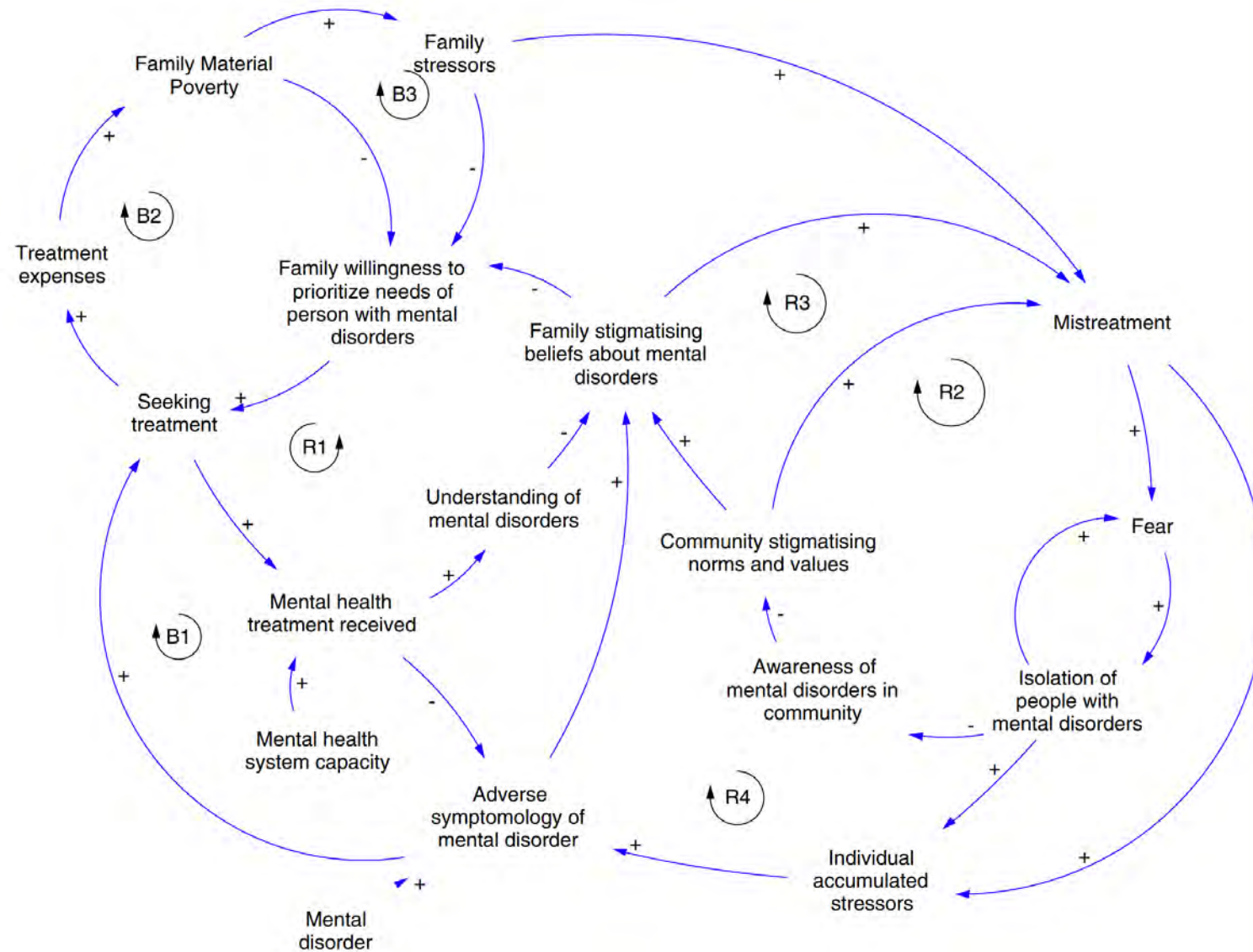


System structure (root cause)

Increased demand puts strain on workers



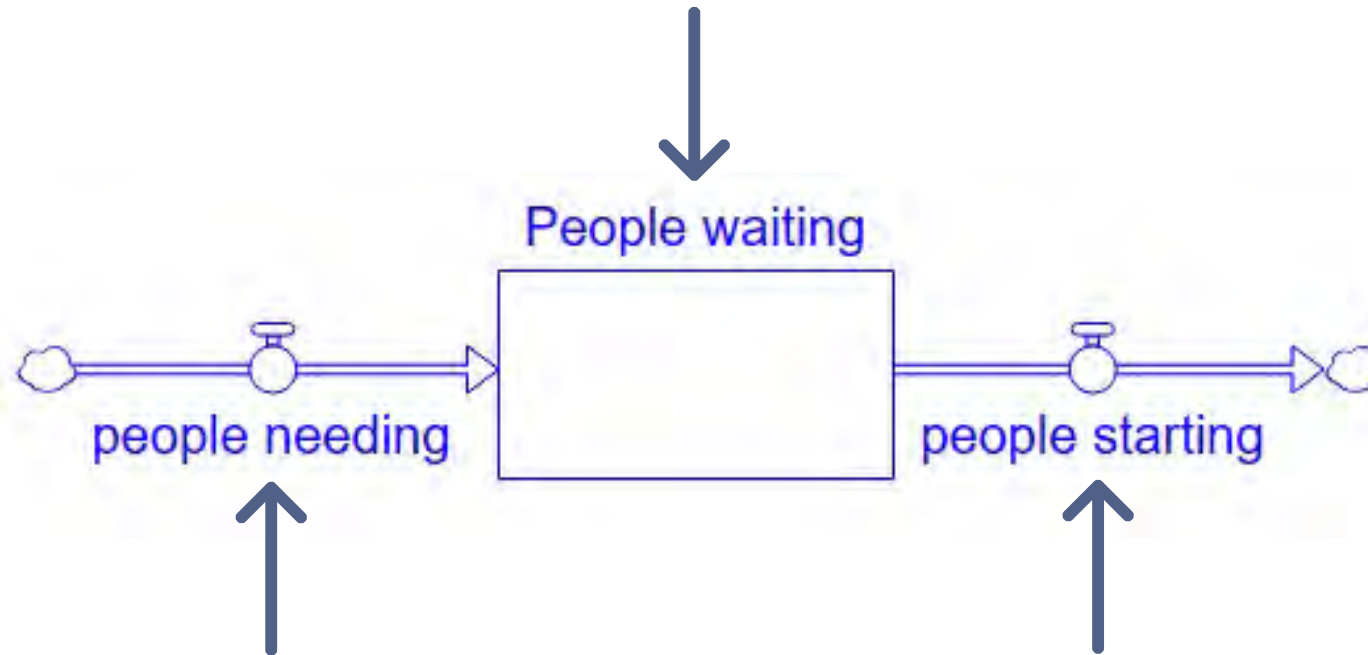
Causal loop diagram applied



Computer simulation basics

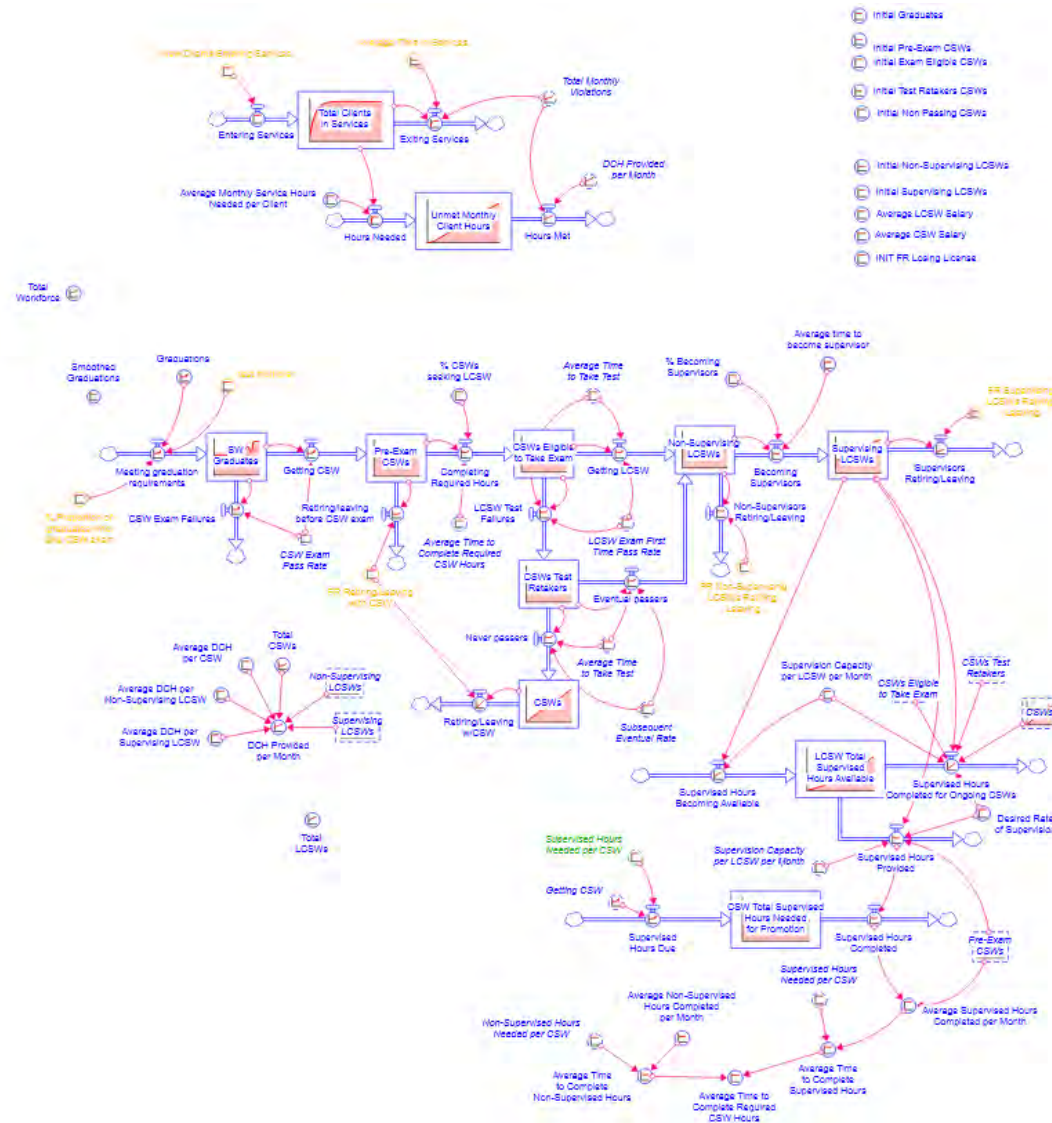


Stocks – things that accumulate or deplete (bathtub)



Flows – the rates that fill or drain the stocks (faucet and drain)

Section of the model for this project



Website tool



Website tool



Masters Exam ☒ Clinical Exam Required ☒

Run

Clear

Average Time to Take Exam (months) 1 2 3 4 5 6

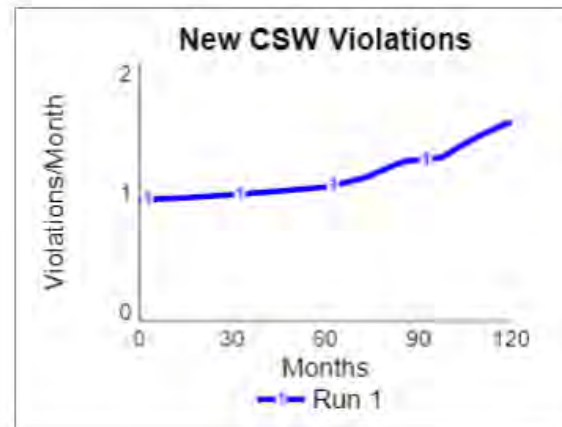
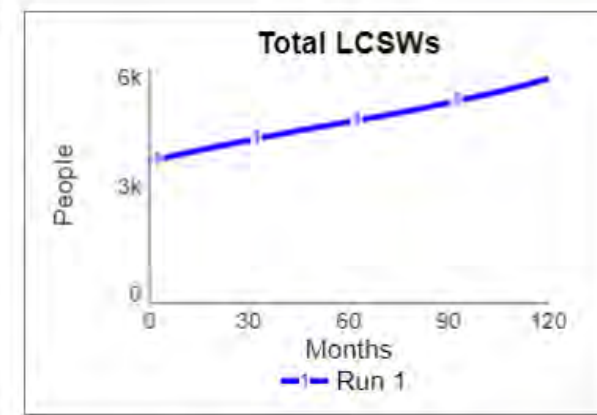
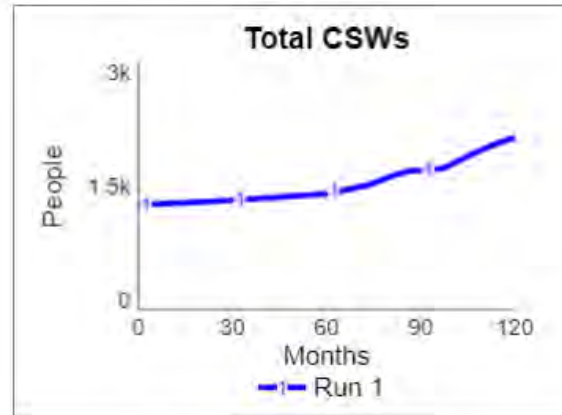
Exam Effect on Safety 0 0.5 1

Practice Hours Required per CSW 1 2.5k 5k

Supervision Hours Required per CSW 1 101 200

% LCSWs becoming Supervisors 0 0.5 1

Time to Become Supervisor (months) 1 18.5 36



Website tool



Masters Exam ☒ Clinical Exam Required ☒

Run

Clear

Average Time to Take Exam (months) 1 2 3 4 5 6

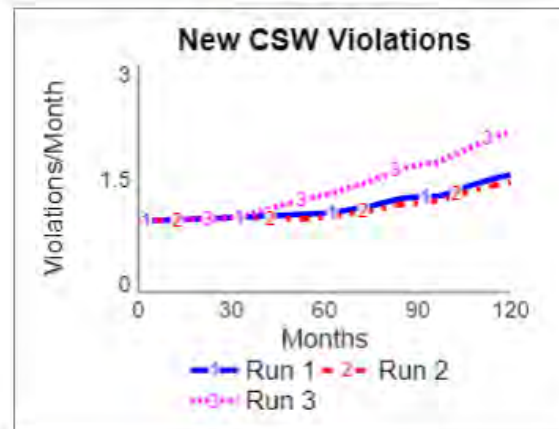
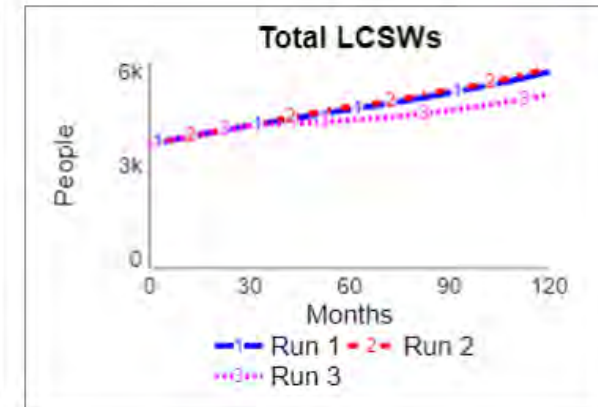
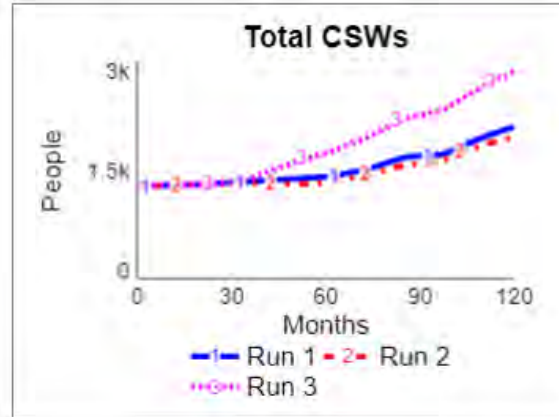
Exam Effect on Safety 0 0.5 1

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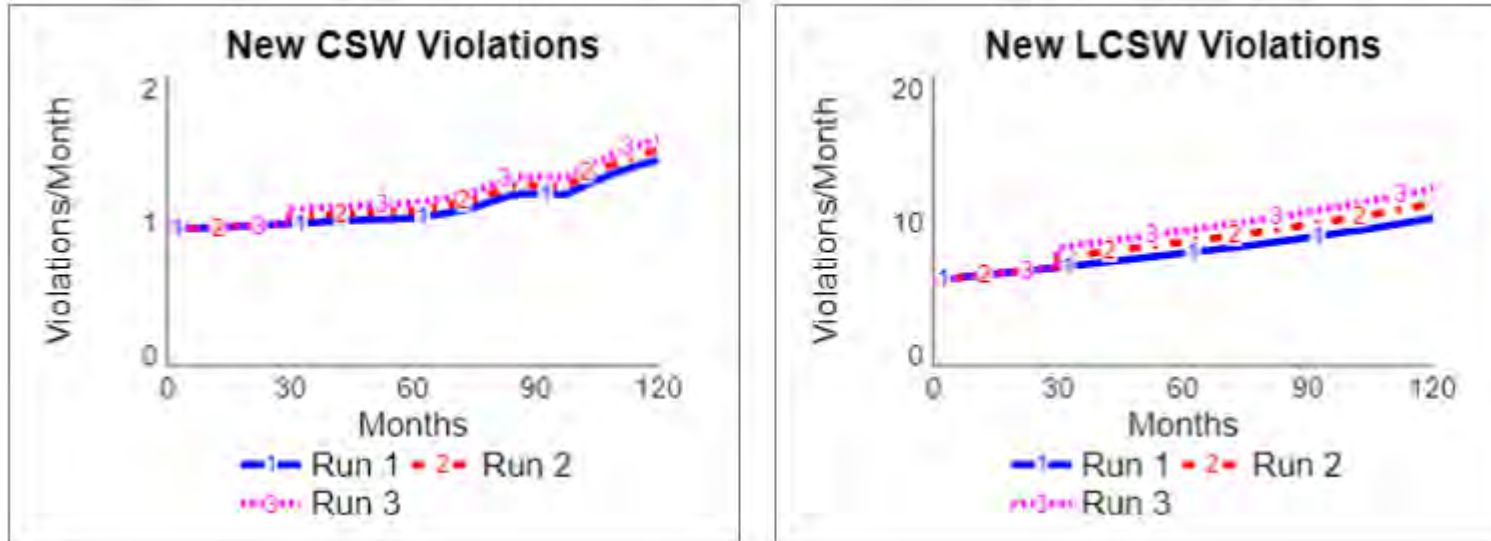




What did we learn?

Caveats

- Model is currently calibrated with Utah data
- The effect of the exam on ethical violations is hypothetical. Because there is currently no empirical evidence to link passing the social work exam with ethical violations, we show a variety of scenarios. See example of no, medium, and large effect below.



Base model assumptions unless otherwise noted

1. Master and clinical exam not required
2. Time to take exam 3 months
3. Exam effect on safety varies
4. Practice hours required 3,000 (2900 practice hours + 100 supervision hours)
5. LCSWs becoming supervisors 25%
6. Time to become a supervisor 2 years

#1 – bolster data infrastructure



- More nuanced data infrastructure needed to assess feedback of policy changes
 - Dr. Kim – National Workforce Data Collection System
 - Dr. Maxey & Dr. Woolf – Cross Profession Minimum Data Set
- Challenges using licensee count as a measure of availability
- Challenges with ethical violation and harm data



#2 – consider supply and retention changes



#3a – exam and workforce size

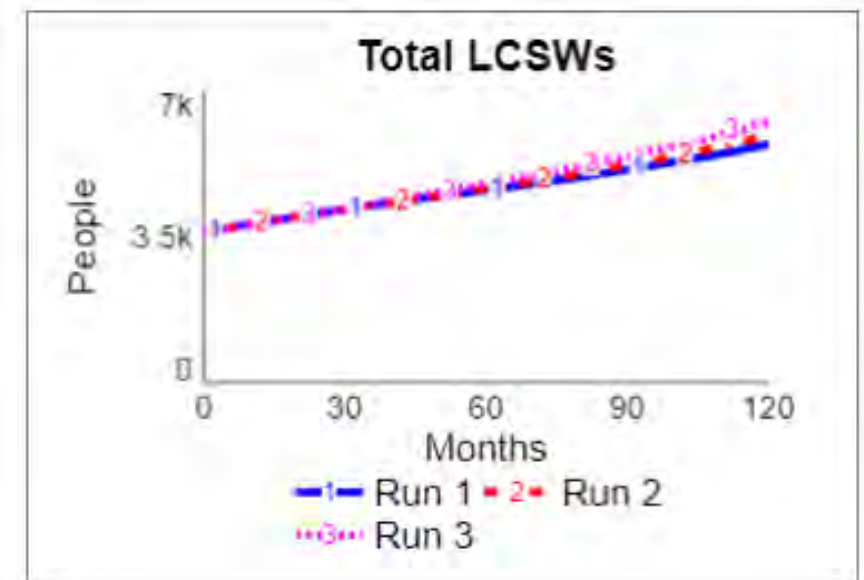
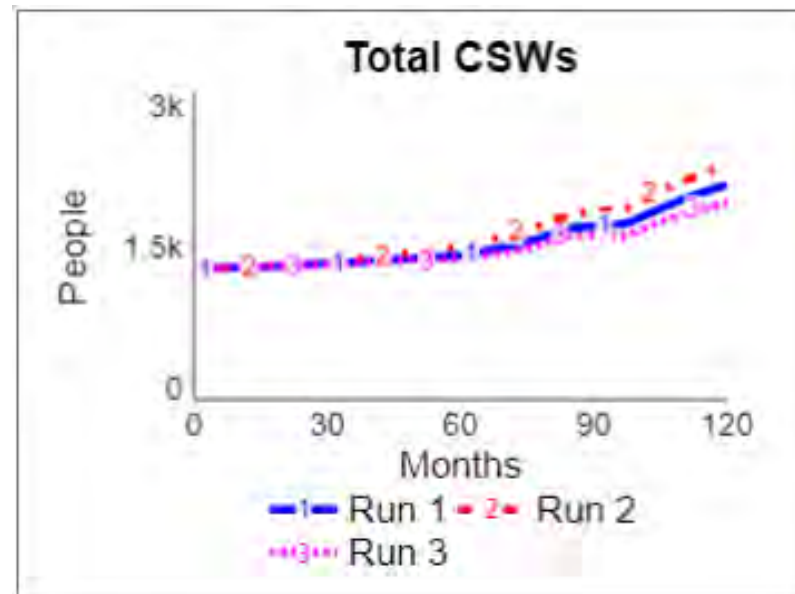


Exam scenarios

Run 1 = both exams

Run 2 = only clinical

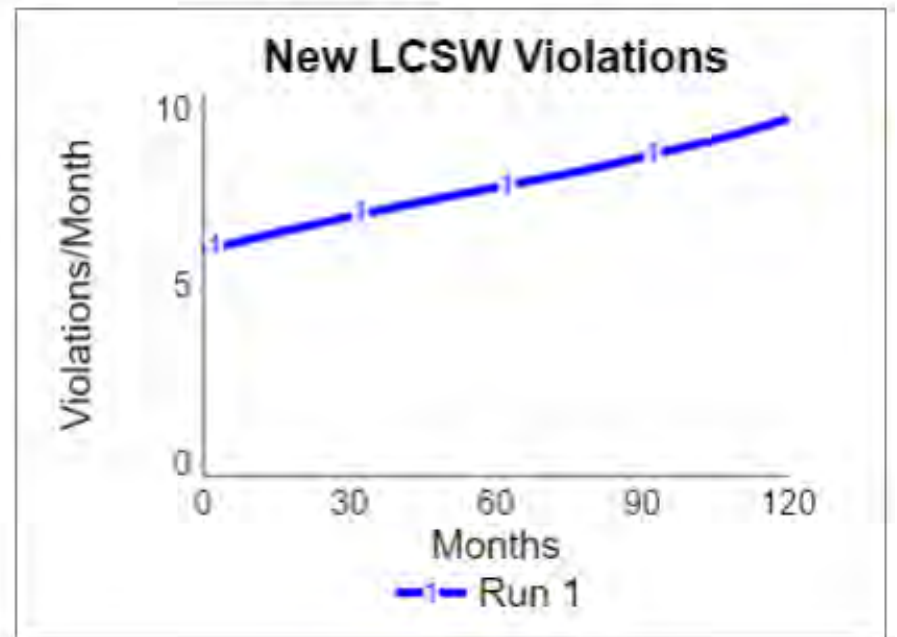
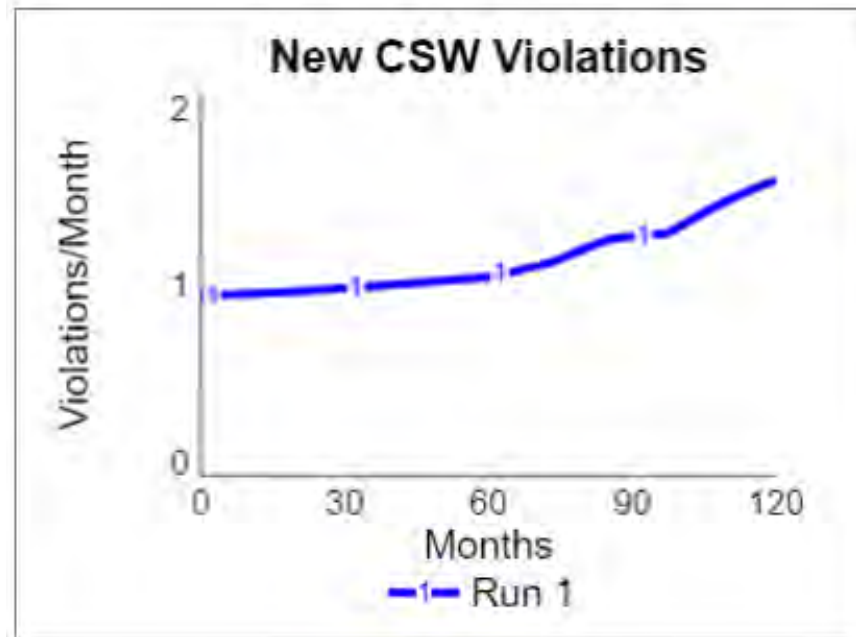
Run 3 = neither exam



#3b – exam and safety



Run 1 – both exams



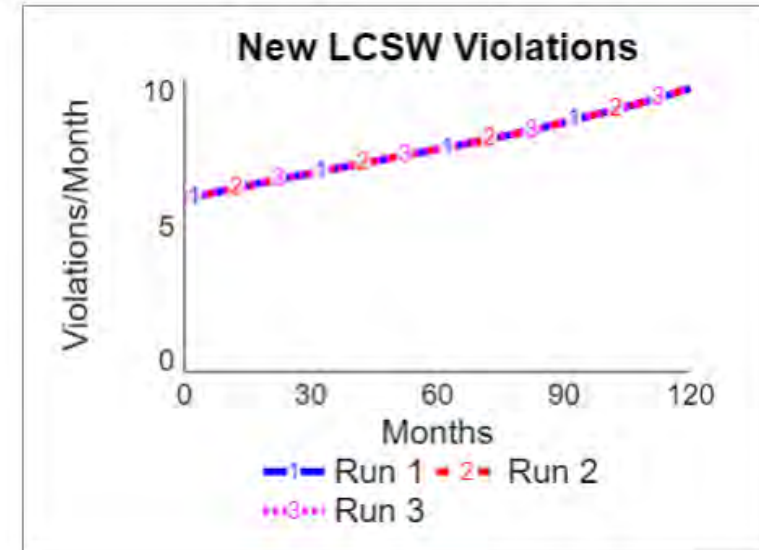
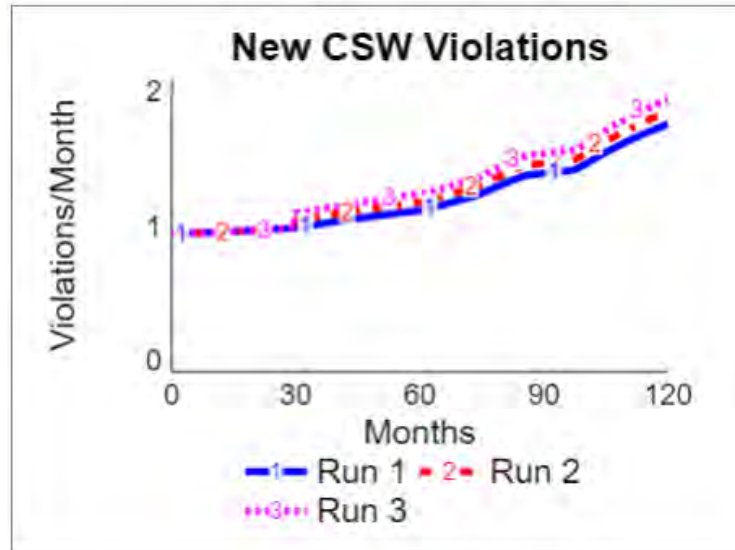
#3b – exam and safety

Only clinical exam

Run 1 = no

Run 2 = medium

Run 3 = large

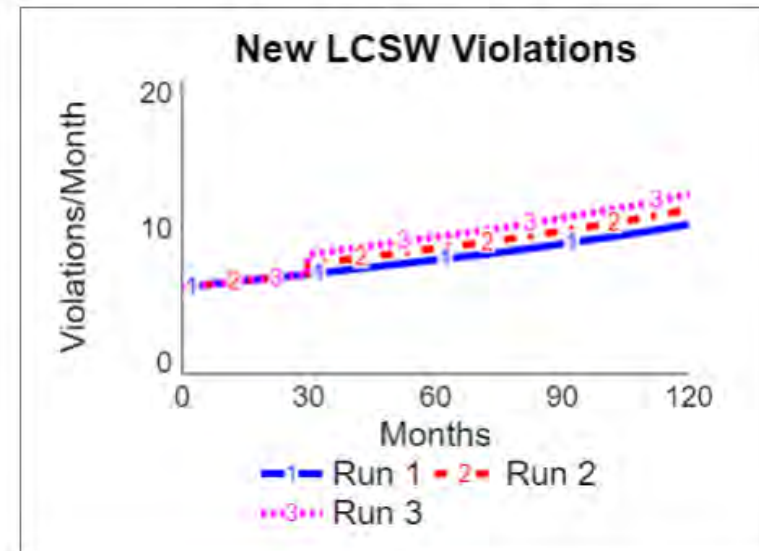
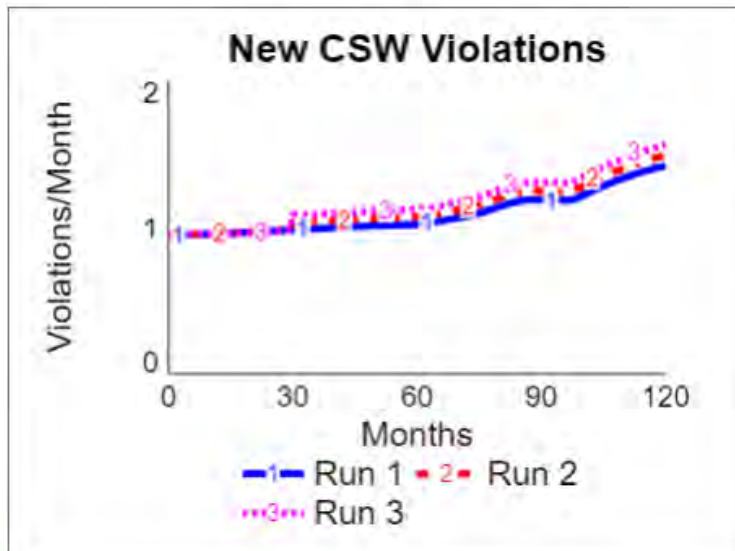


Neither exam

Run 1 = no

Run 2 = medium

Run 3 = large



Exam take-aways



- A. Dropping the exams generates a net increase in workforce. The magnitude would vary depending on pass rates.
- B. Research is needed to determine the effect of testing on ethical violations.
- C. If there is any effect of testing on ethical violations, having the exams reduces the net number of ethical violations.
- D. Trade off between workforce size and ethical violations.



#4a – experience and workforce size

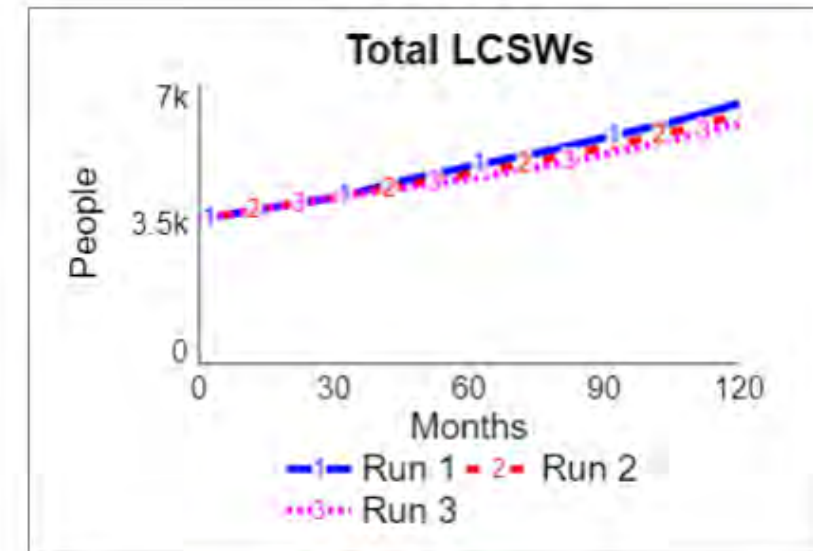
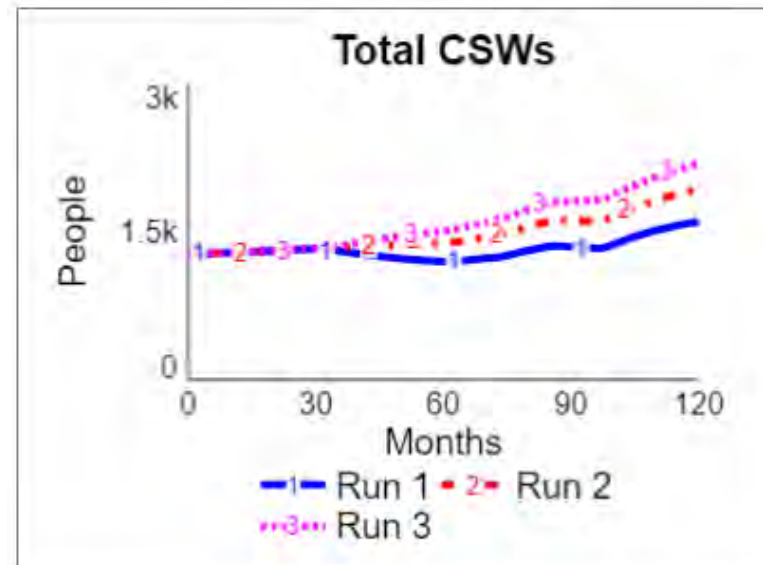


Work experience and supervision

Run 1 – 2k (1,025k hrs + 75 supervision)

Run 2 – 3k (2,900 hrs + 100 supervision)

Run 3 – 4k (3,875 hrs + 125 supervision)



#4b – experience and safety

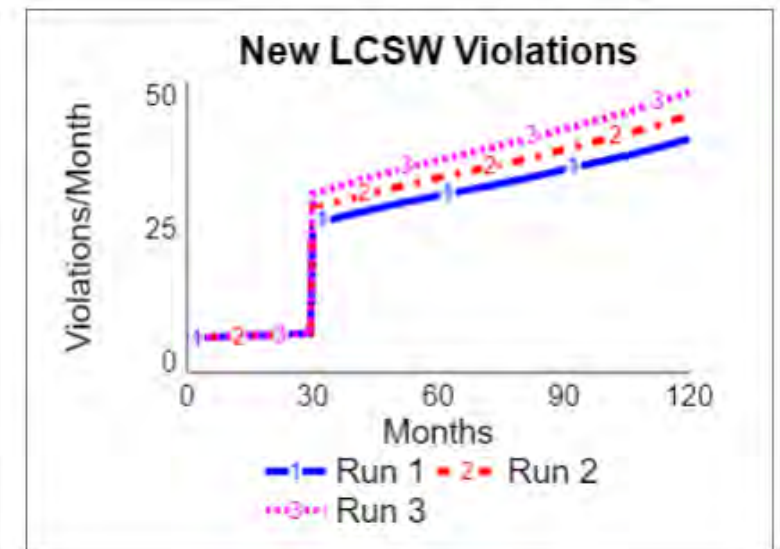
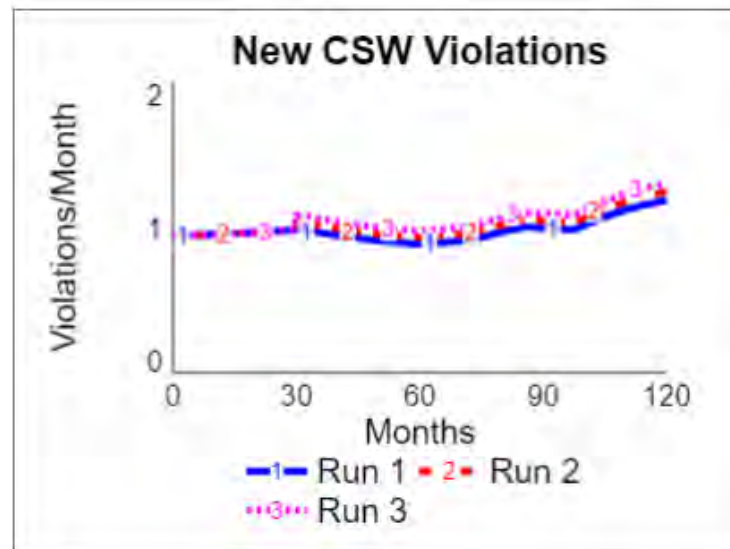


2k hrs (1,025 + 75 supervision)

Run 1 = no

Run 2 = medium

Run 3 = large



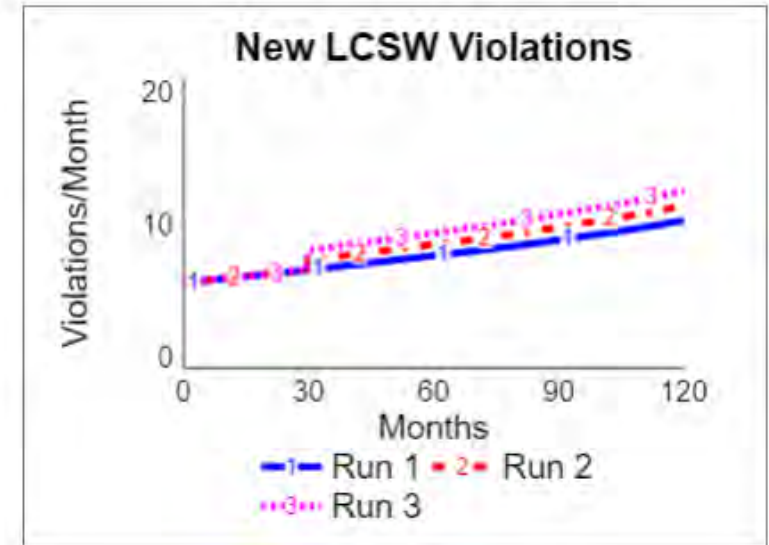
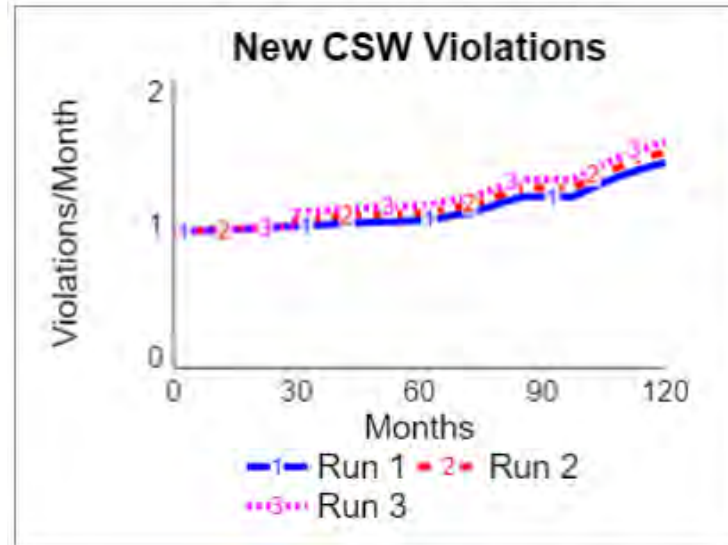
#4b – experience and safety

3k hrs (2,900 + 100 supervision)

Run 1 = no

Run 2 = medium

Run 3 = large

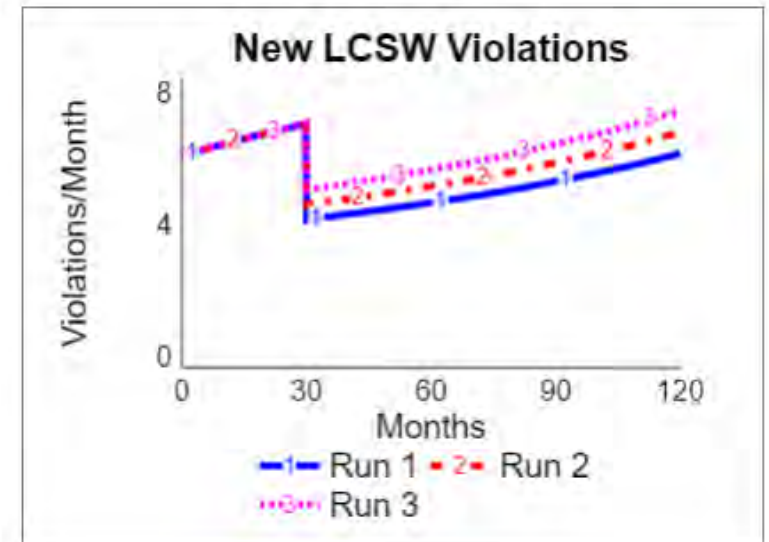
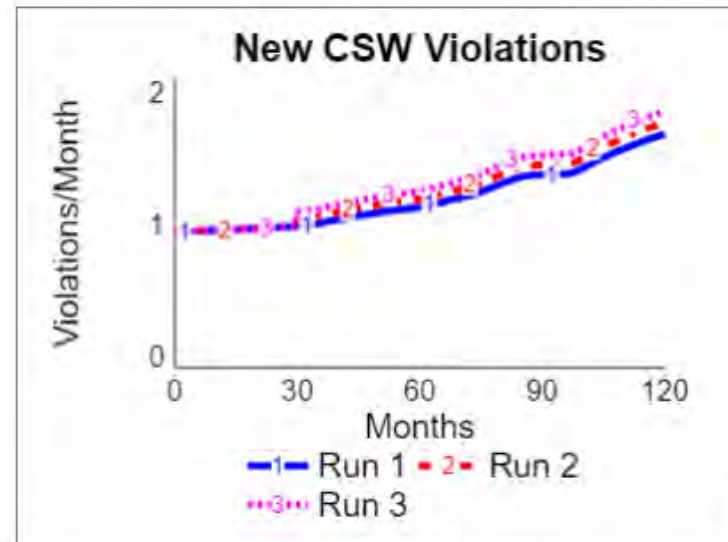


4k hrs (3,875+ 125 supervision)

Run 1 = no

Run 2 = medium

Run 3 = large



Experience take-aways



- A. Experience hours and supervision hours are intertwined
- B. Increasing/reducing hours has different effects on the size CSW/LCSW stocks. Overall, the net total of workers increases with larger experience requirements.
- C. Overall, increasing the required experience/supervision decreases ethical violations



#5a – supervisor requirements and workforce size

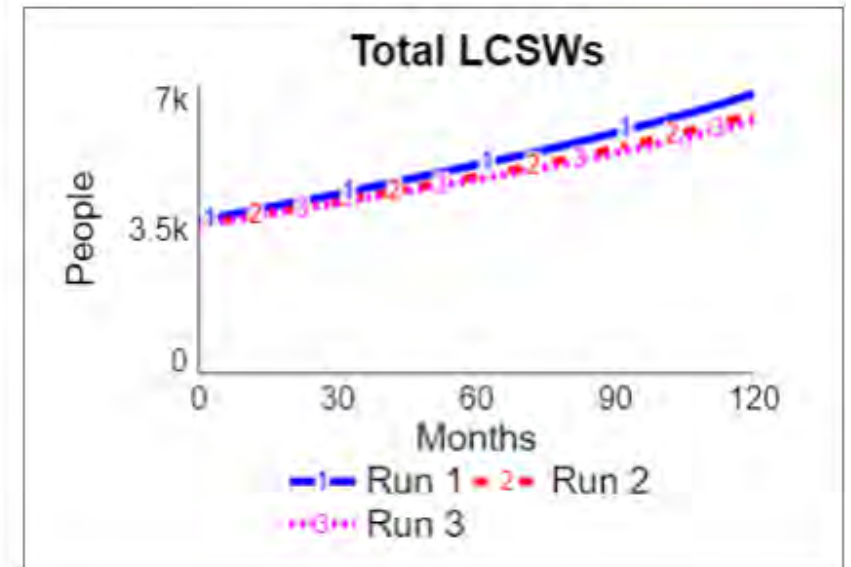
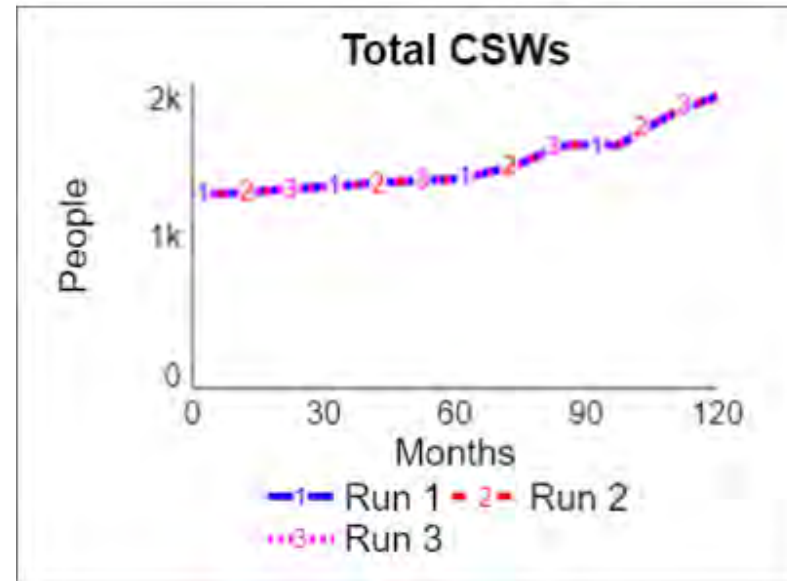


Time to become a supervisor

Run 1 – 1 month

Run 2 – 18 months

Run 3 – 36 months



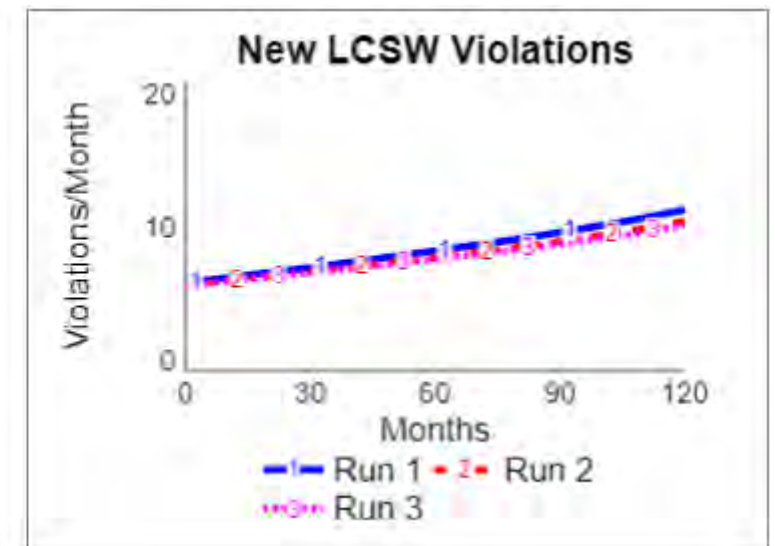
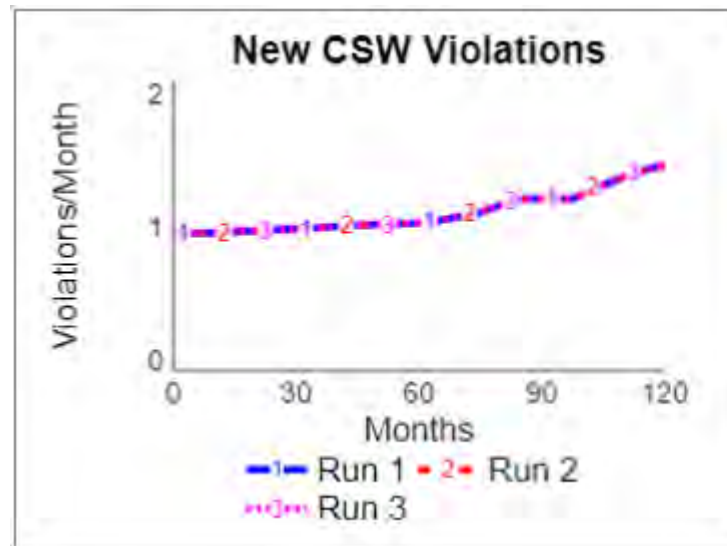
#5b – supervisor requirements and safety

No effect of test on ethical violation

Run 1 – 1 mth to become supervisor

Run 2 – 18 mths to become supervisor

Run 3 – 36 mths to become supervisor



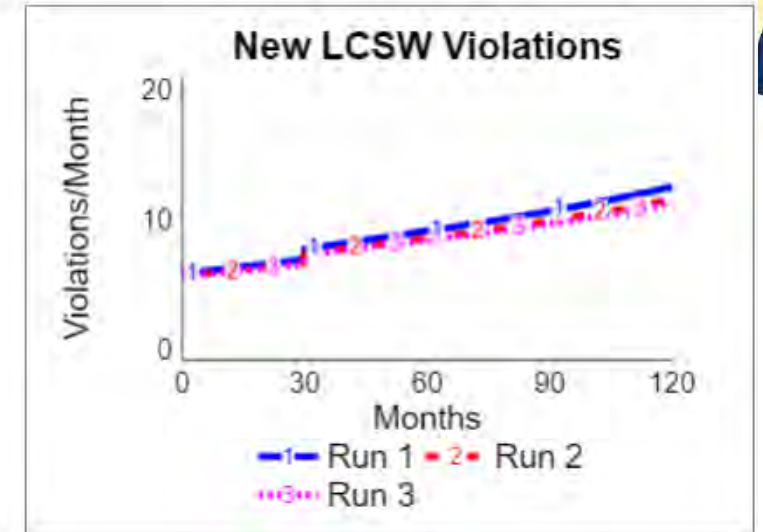
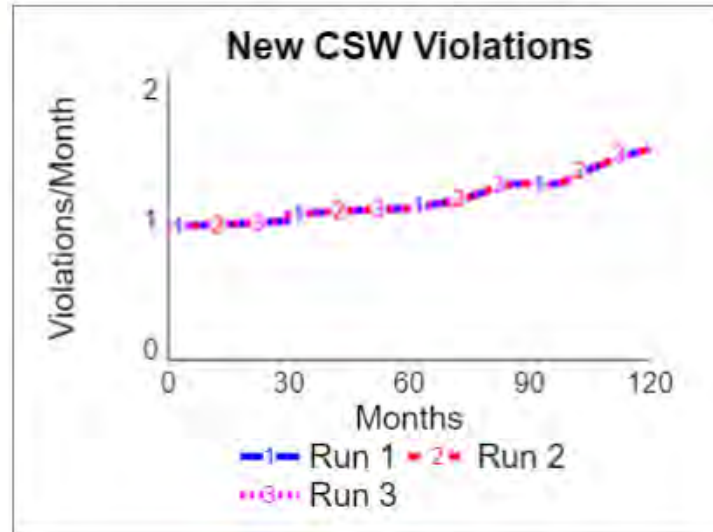
#5b – supervisor requirements and safety

Medium effect of test on ethical violations

Run 1 – 1 mth to become supervisor

Run 2 – 18 mths to become supervisor

Run 3 – 36 mths to become supervisor

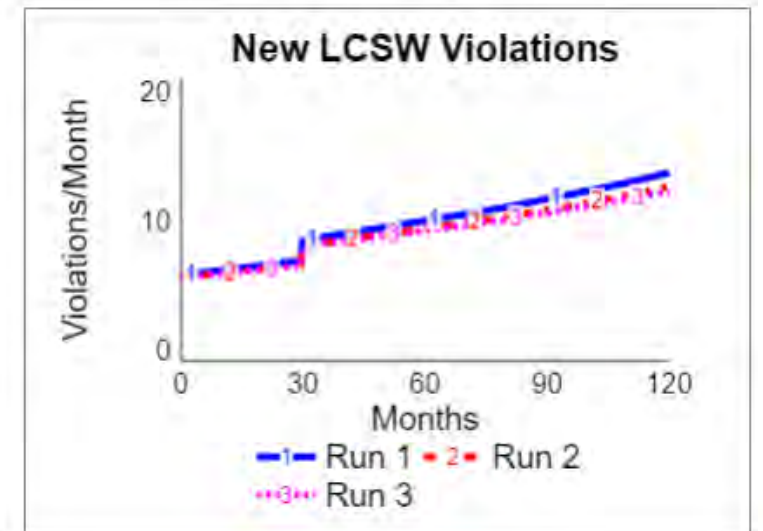
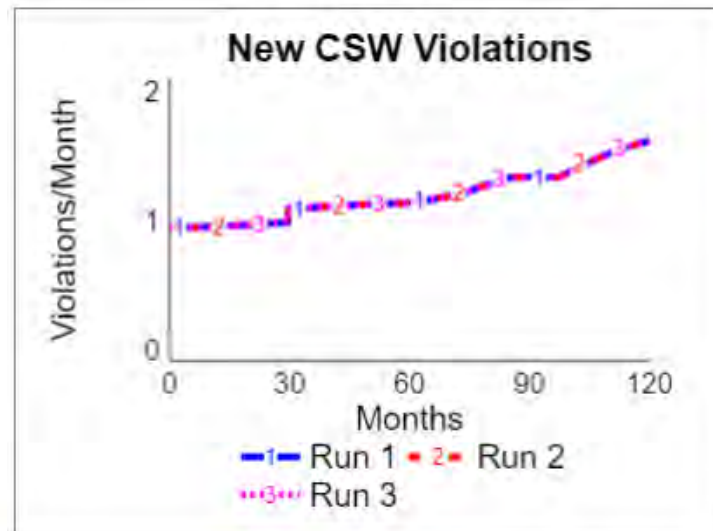


Large effect of test on ethical violations

Run 1 – 1 mth to become supervisor

Run 2 – 18 mths to become supervisor

Run 3 – 36 mths to become supervisor



Supervision take-aways

- A. The shorter time to become a supervisor, the larger the overall workforce.
- B. The longer time to become a supervisor, the fewer ethical violations.



Take-aways summary




1. We need a more robust data infrastructure
2. Supply and retention need to be addresses to increase the workforce
3. Exam
 - A. Dropping the exams generates a net increase in workforce. The magnitude would vary depending on pass rates.
 - B. Research is needed to determine the effect of testing on ethical violations.
 - C. If there is any effect of testing on ethical violations, having the exams reduces the net number of ethical violations.
 - D. Trade off between workforce size and ethical violations.
4. Experience
 - A. Experience hours and supervision hours are intertwined.
 - B. Increasing/reducing has different effects on the size CSW/LCSW stocks. Overall, the net total of workers increases with larger experience requirements.
 - C. Overall, increasing the required experience/supervision decreases ethical violations.
5. Time to become a supervisor
 - A. The shorter time to become a supervisor, the larger the overall workforce.
 - B. The longer time to become a supervisor, the fewer ethical violations.



Objectives



1. Participants will be able to explain how system dynamics can be used to study the effects of regulation on the social work workforce.
 2. Participants will be able to describe the effects of at least two regulation scenarios on the size of the social work workforce and the safety of services.
- 



Thank you!

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Map graphics attribution: vecteezy.com

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