



New Mexico State University School of Social Work and Department of Public Health Sciences

Integrated Public Health Social Work Organizational Self-Assessment Tool (PHSW-OSAT)

The PHSW-OSAT assesses the work happening statewide in the integrated practice of PHSW. It is also an opportunity for field instructors, supervisors, and preceptors to reflect on their organizational indicators of integrated Public Health Social Work (PHSW) resources and services. The Social Work Policy Institute defines PHSW as, “(the use of a) research-based epidemiologic approach to identify and address social problems that affect the health status and social functioning of population groups. (PHSW) emphasizes interventions that address primary prevention and includes practice at multiple levels including individuals, groups, communities, and populations” (Social Work Policy Institute, n.d.). Please direct your questions regarding the completion of this survey to Anna Nelson, LCSW, at anelson8@nmsu.edu. Also, consider adding additional comments in the General Comments section to explain your responses or to notify NMSU School of Social Work and Department of Public Health of your interest in PHSW continuing education opportunities.

My Organization, Program, or Initiative:	Never	Sometimes	Often	Always
Provides culturally-relevant services for populations being served (Addressing historical and present experiences with oppression, attending to culturally grounded beliefs about help-seeking, addressing health/behavioral health from lens of cultural identity, offering services in first language, and engaging in hiring practices which promote diverse representation among staff).	1	2	3	4
Offers services that are both trauma-informed and promote trauma healing among the populations being served (Promoting safety, trustworthiness, transparency, collaboration, empowerment, voice and choice.)	1	2	3	4
Monitors the health/behavioral health status of populations being served to identify social determinants of health.	1	2	3	4
Monitors the health/behavioral health status of populations being served to identify community-wide health problems.	1	2	3	4
Assesses health/behavioral health risk factors in the community.	1	2	3	4
Investigates health/behavioral health risk factors in the community.				
Informs, educates and empowers populations/community members about health/behavioral health issues.	1	2	3	4
Mobilizes community partnerships to identify health/behavioral health problems.	1	2	3	4
Mobilizes community partnerships to address health/behavioral health problems.				
Develops policies and plans that support individual and community health/behavioral health efforts.	1	2	3	4
Participates in the development and promotion of practices, policies, laws and regulations that improve health/behavioral health and ensure safety.	1	2	3	4
Links individuals, families, and communities to health/behavioral health resources.	1	2	3	4
Assures access to health/behavioral health care when otherwise unavailable.	1	2	3	4
Assures a competent PHSW workforce.	1	2	3	4
Evaluates effectiveness of population-based health/behavioral health services.	1	2	3	4
Evaluates accessibility of population-based health/behavioral health services.	1	2	3	4
Evaluates quality of population-based health/behavioral health services.				
Conducts research seeking new insights and innovative solutions to PHSW issues.	1	2	3	4

As a Field Education Instructor, Supervisor or Preceptor, I:	Not at All	Moderately	Feel/Believe	Highly/Strongly
Feel confidently in my knowledge of PHSW core competencies.	1	2	3	4
Believe leaders within my organization, program or initiative understand PHSW.	1	2	3	4
Feel confidently in my ability to model public health skills and competencies to students placed at my organization, program, or initiative.	1	2	3	4
Feel confidently in my ability to model social work skills and competencies to students placed at my organization, program, or initiative.	1	2	3	4
Feel that students experience opportunities to observe and participate in integrated PHSW practices, interventions and/or interdisciplinary collaboration.	1	2	3	4
Believe social issues addressed by my organization, program, or initiative are analyzed from an integrated PHSW framework.	1	2	3	4
Believe solutions to social issues addressed by my organization, program or initiative arrive at innovative solutions because of PHSW approaches.	1	2	3	4
Believe students placed at my organization, program or initiative have opportunities to develop their professional identities as both social work and public health practitioners.	1	2	3	4
Believe students placed at my organization, program or initiative have opportunities to identify, explore, and resolve PHSW ethical dilemmas.	1	2	3	4
Believe students placed at my organization, program or initiative have opportunities to engage in diversity in PHSW practice.	1	2	3	4
Believe students placed at my organization, program or initiative have opportunities to advance human rights and social, economic and environmental justice.	1	2	3	4
Believe students placed at my organization, program or initiative have opportunities to engage in practice-informed research.	1	2	3	4
Believe students placed at my organization, program or initiative have opportunities to engage in research-informed practice.	1	2	3	4
Believe students placed at my organization, program or initiative have opportunities to engage in policy practice.	1	2	3	4
Engage with individuals, families, groups, organizations and communities through PHSW practice.	1	2	3	4
Assess individuals, families, groups, organizations and communities through PHSW practice	1	2	3	4
Intervene with individuals, families, groups, organizations and communities through PHSW practice.	1	2	3	4
Evaluate PHSW practice with individuals, families, groups, organizations and communities.	1	2	3	4
General Comments				

References

- Centers for Disease Control and Prevention (2014). Ten essential Public Health Services. Retrieved October 15, 2018, from <https://www.cdc.gov/stltpublichealth/publichealthservices/essentialhealthservices.html>
- Council on Social Work Education. (2015). 2015 Educational policy and accreditation standards. Retrieved October 15, 2018, from https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx
- Ruth, B.J., Marshall, J.W., Velásquez, E.E., & Bachman, S.S. (2015). Teaching note- Educating PHSW Professionals: Results from an MSW/MPH Program Outcomes Study. *Journal of Social Work Education*, 51, 186-194. doi: 10.1080/10437797.2015.979096
- Social Work Policy Institute. (n.d.) Public health social work. Retrieved October 24, 2018, from <http://www.socialworkpolicy.org/research/public-health-social-work.html>
- Substance Abuse and Mental Health Services Administration. (n.d.). Guiding principles of Trauma-Informed Care. Retrieved November 16, 2018, from https://www.samhsa.gov/samhsaNewsLetter/Volume_22_Number_2/trauma_tip/guiding_principles.html