**Evaluation of the HRSA-BHWET Grant**

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Our poster focuses on expanding the number of MS social work and MEd school counseling graduate students working with persons across the lifespan in vulnerable and medically underserved populations, providing evidence-based behavioral health services. In order to prepare the selected students, Interprofessional Education trainings and a 3-credit IPE academic course were administered, and data gathered and analyzed.

The purpose of this research is to evaluate the effectiveness of the trainings and IPE academic courses. For the purpose of the IPE Integrated Care Trainings, pre-post test data were collected. In addition, open-ended questions were added to the post-test to ascertain additional feedback to improve the trainings and assess effectiveness. Pre-post test data were also collected for the 3-credit IPE academic course, in addition to open-ended questions, conducted after the completion of the IPE course to gain feedback. Chi-Square analyses were run for the quantitative data and themes were pulled from the open-ended questions.

This presentation will focus on data outcomes from Year 3 of the four-year HRSA grant. In year three, data has been collected and analyzed from two IPE Integrated Care Trainings and two IPE academic courses, thus far. Participants for the trainings include HRSA-stipend students, field/faculty supervisors, and community members. In the first training of Year 3, N= 66. In the second training of Year 3, N= 95. In the two IPE academic courses, N=39. It was hypothesized that student pre/post data values are more likely to be significant, as compared to field/faculty supervisors, which has been proven true.