

Update on Workforce, Education and Training

Mental Health Planning Council October 19, 2012



"Equitable Healthcare Accessibility for California"

Agenda

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Workforce, Education and Training Core Values

As stated in the Five-Year Plan, Workforce Education and Training's core values that guide all activities are developing a diverse workforce, including clients and families/caregivers with the skills to:

- Promote wellness, recovery and resilience and other positive mental health outcomes
- Work collaboratively to deliver individualized, client- and family-driven services
- Use effective and, where possible, evidence-based practices
- Conduct outreach to unserved and underserved populations
- Provide services that are linguistically and culturally competent and relevant
- Promote multi-disciplinary and inter-disciplinary care

The Health Professions Education Foundation's (Foundation's) Workforce Education and Training (WET) programs address these values in the manner in which the Foundation implements the WET programs (process) and consequently in the results these programs achieve (outcomes).

Cultural Competence

To carry out the core values in the Five-Year Plan, the Foundation has ensured that cultural competence, as defined by the Mental Health Services Act (MHSA), is an integral part of all WET programs. Cultural competence addresses the needs and demands of individuals with lived experience as well as racial/ethnic, cultural, socio-economic, geographic, linguistic and religious populations by:

- Providing equal access to quality services
- Meaningfully including consumers and family members by incorporating their viewpoints and experiences in all aspects of training and education programs
- Effectively engaging individuals of different backgrounds
- Understanding the impact bias, racism, and other forms of discrimination have on how people perceive mental health service delivery

Process

- The Foundation's processes reflect a commitment to the values in the Five-Year Plan. Specifically:
 - The stipend programs are required to liaison with consumer and family member groups to help select stipend recipients and provide instruction consistent with the principles and values of the MHSA
 - Stipend applications ask how applicants reflect the diverse populations served by the local mental health agencies
 - Stipend contracts require graduate schools to designate a Community Liaison to build relationships with management, line staff, and consumer/family member groups
 - The Mental Health Loan Assumption Program (MHLAP) Advisory Committee includes representatives of groups that advocate for and provide services to consumers and their families, such as: Mental Health America of Los Angeles (MHA-LA), Asian Americans for Community Involvement, California Black Women's Health Project, Regional County Partnerships, and County Mental Health Departments
 - MHLAP application asks questions about the applicants' diversity
 - The Song Brown Physician Assistant (PA) Specialty Mental Health Request for Proposal asks programs to demonstrate cultural competence and an understanding of family- and consumer-driven care
 - The Psychiatric Residency Requests for Proposal ask programs about the diversity of their residents and about how they will change their curricula to reflect the principles and values of the MHSA
 - The Foundation established an ongoing Workforce Education and Training Advisory Committee to support the fundamental changes needed in California's public mental health workforce. This committee includes representatives of: consumer and family member organizations, racial / ethnic mental health groups, community based organizations, regional county partnerships, and mental health directors

Stipend Programs

- Stipend programs are available for graduate students in Social Work, Marriage and Family Therapy, Clinical Psychology, and Psychiatric Mental Health Nurse Practice who commit to working in the public mental health system for a 12-month period upon graduation
- A total of 121 schools, statewide participate in the programs
- Stipend applications include questions pertaining to cultural and linguistic competency:
 - Ethnic identification
 - Proficiency in a language other than English
 - Lived experience
 - How applicants reflect the diverse populations they serve. For example: “State how your educational preparation and practicum training has prepared you to work with the population served by the public mental health system.”
- In their progress reports, stipend academic programs are asked to report on:
 - The changes they made to their curricula and methods of teaching to promote wellness, recovery, and resiliency
 - Outreach and liaison activities to consumer and family member organizations
 - Partnering with community based organizations to ensure qualifying placements for stipend recipients under appropriate supervision

Stipend Recipient Outcomes

Applications			
Fiscal Year	Awarded	Under-Represented	Speak a Language Other Than English
2005-06	173	53%	*
2006-07	184	58%	59%
2007-08	183	58%	51%
2008-09	265	60%	52%
2009-10	326	58%	61%
2010-11	337	65%	58%
2011-12	360	67%	59%
Total	1,828		

*Data for language capacity is not available for FY 2005-06.

Online Stipend Curricula

- As a condition of the stipend programs all 121 schools participating in the stipend programs developed curricula and methods of teaching that promote the values of wellness, recovery and resilience
- Two of these curricula have been made available online:
 - Since July 1, 2011, the California Psychology Internship Council (CAPIC) offers their curriculum free of charge. While many people view the courses, as of June 30, 2012, 268 people have, taken the examinations at the end of each module
 - The California Social Work Education Center (CalSWEC) has revised its core competencies for mental health to be in accord with the principles and values of the MHSA. These describe the competencies that students are expected to gain by the end of their final year of social work
- The remaining programs have likewise revised their curricula and methods of teaching but the curricula are not available online

Mental Health Loan Assumption Program (MHLAP)

- MHLAP provides qualified applicants with up to \$10,000 in educational loan repayments in exchange for service in the community public mental health system. Qualified applicants are individuals who work in hard-to-fill/hard-to-retain positions in the public mental health system.
- The MHLAP application includes questions asking the applicants:
 - About their ethnic identification
 - About their proficiency in a language other than English
 - About their lived experience
 - To describe themselves as male, female, or other
 - About their paid or unpaid work in the public mental health system serving a particular racial/ethnic, cultural, geographic, faith-based, socio-economic, or linguistic population or community
 - How they used the strengths and forms of healing unique to an individual's racial/ethnic, cultural, geographic, socio-economic, or linguistic population or community when providing services of support
 - Ability to provide sensitive and welcoming services. For example: "Give an example of how you have participated in treatment interventions and outreach services to engage and retain individuals of diverse racial/ethnic, LGBTQ, cultural or linguistic population."
- From 2008 to 2011, OSHPD received 5,061 applications requesting \$75,415,573.96 and awarded 1,732 individuals for \$14,643,953.45. Of these:
 - 70% were from underserved backgrounds
 - 41% self-identified as consumers and/or family members
 - 62% spoke at least one language in addition to English

MHLAP Outcomes

Applications					
Fiscal Year	Counties	Received	\$ Requested	Awarded	\$ Awarded
2008-09	43	1,236	\$15,047,225.57	288	\$2,285,277.15
2009-10	52	1,498	\$9,226,619.26	309	\$2,469,239.30
2010-11	50	1,009	\$9,899,700.70	474	\$4,523,757
2011-12	55	1,659	\$41,242,028.43	661	\$365,680
Total		5,402	\$75,415,573.96	1,732	\$14,643,953.45

Applicants			
Fiscal Year	Under-Represented	Speak a Language In Addition to English	Consumer or Family Member
2008-09	71%	68%	29%
2009-10	62%	63%	35%
2010-11	72%	59%	35%
2011-12	71%	60%	53%

Song Brown Physician Assistant Residency Programs

- The Physician Assistant program adds a mental health track to the Song-Brown Residency Program for Physician Assistants to address the shortage of individuals who can administer psychotropic medications.
- The Requests for Application for these programs ask the programs to take into account their applicants:
 - Racial and ethnic identification
 - Proficiency in a language other than English
- In addition, Song-Brown Physician Assistant (PA) Specialty Mental Health Programs are evaluated, in part, on whether they can demonstrate the following:
 - An understanding of community collaboration
 - Cultural competence
 - An understanding of what client- and family-driven services are
 - An understanding of wellness, recovery, and resiliency
 - An ability to provide an integrated service experience for clients and their families

Song Brown Physician Assistant (PA) Specialty Mental Health Outcomes

- 1,302 PA students who are supported by the Song Brown program performed 4,870 hours of mental health rotations
- One of the goals of this program is to ensure that the PA students do their rotations in rural and underserved communities
- The following six programs revised the PA programs to include the values and principles of the Mental Health Services Act:
 - Keck School of Medicine-USC
 - Moreno Valley College
 - Samuel Merritt University
 - San Joaquin Valley College
 - Touro University
 - University of California, Davis
- The above PA programs partnered with some of the following County Departments of Health and Mental Health to ensure that PA students serve in both systems and learn how to provide integrated care:
 - Fresno County Department of Behavioral Health
 - Fresno County Health Department
 - Stanislaus County Health Services Agency
 - Sacramento County Department of Behavioral Health Services
 - Riverside County Department of Mental Health

Psychiatric Residency Programs

- The psychiatric residency programs at UCLA-Kern and UC Davis ensure that the psychiatric residents receive training in the County public mental health system, working with the populations prioritized by that community. The psychiatric residents are encouraged to continue working in the California public mental health system after their rotations end. To do so they:
- Support a total of 25 psychiatric residency openings for residents/fellows whose clinical hours were supervised in the community public mental health system
- Revised the curricula in the two psychiatric residency programs named above to include the values and principles of the Mental Health Services Act:
 - Community collaboration
 - Cultural competence
 - Client/Family-driven mental health system
 - Wellness/Recovery and Resilience focus
 - Integrated service experience for clients and their families
- Partnered with County Departments of Mental Health and Community-Based Organizations to ensure that residents perform their rotations in the County Public Mental Health System. Among them:
 - Sacramento County Mental Health Services
 - Kern County Mental Health Services
 - UC Davis Medical Center
 - West Kern Clinic (Wasco)

Statewide Technical Assistance Center

- The Statewide Technical Assistance Center (commonly called Working Well Together) provides leadership, training, and technical assistance to public mental health agencies regarding the recruitment, hiring, retention and support of current and prospective employees who have personal experience with receiving public mental health services. Some of Working Well Together's accomplishments include but are limited to:
 - Disability Calculator 101, a tool that assists employees with disabilities understand how to gain employment without losing benefits
 - A reference manual of Americans with Disability Act Assistance Centers where consumers and their families can gain information about the most current policies on working with disabilities
 - Providing peer training programs which provide consumers with the tools to enter and re-enter the workplace
 - Providing technical assistance to counties' Human Resources departments by helping them develop policies and procedures on working with consumers and family members as fellow employees
 - Developing and publicizing a sample lesson plan for teachers to interest students in a mental health career

Regional Partnerships

- A regional partnership is an ongoing forum for individuals from geographically proximate communities who meet to develop and implement strategies that recruit, retain, and increase the number of individuals employed or participating in California's public mental health system. Regional partnerships' activities and accomplishments reflect identified regional needs and include but are not limited to:
 - The Superior Region established the first two accredited distributed (distance) learning schools of social work (Bachelors of Social Work to Masters of Social Work (BSW-MSW)) programs in the United States at CSU Chico and CSU Humboldt. These programs are supplemented by a mentoring component. A mentor travels to the students in the Superior Region who are enrolled in the BSW-MSW program to help the students be successful.
 - The Greater Bay Area Mental Health & Education Workforce Collaborative developed a three-year work plan; funded the start-up of a new MSW program at Cal State Monterey; launched a new Psychosocial Rehabilitation program at Contra Costa College; developed curriculum workshops for MFT educators; developed high school mental health professional pathways programs; offered a consumer and family member employment conference; convened community college human service programs and launched a new website
 - The Central Region trained over 50 Mental Health First Aid instructors; supported the development of a rural-focused MSW program through CSU Sacramento and an online Psychiatric Nurse Practitioner program through CSU Fresno; and held the 2012 Transition Age Youth (TAY) UnConvention
 - The Southern Region has contracted with the University of Southern California (USC) to develop cultural competency training with practitioners; is working with Loma Linda University on developing core competencies; developed a resource booklet for high school activity fairs; created a document mapping all the mental health certificates and degree programs in Southern California; and launched a new website
 - The Los Angeles (LA) Region is partnering with local universities for training and research on services to children and youth, transition-age youth, adults and older adults; evaluating LA County's Prevention and Early Intervention (PEI) Evidence-Based Practices implementation; and expanding the role of peers to become health navigators for people with severe and persistent mental illness
- Since July 1, 2012, the Foundation has been providing liaison and technical assistance resources to the five regional partnerships

Activities To Date

- Since receiving the entire Workforce, Education and Training (WET) Program on July 1, 2012, the Foundation has:
 - Successfully transferred nine of 12 contracts.
 - Convened the first WET Advisory Committee on August 9, 2012
 - Issued a psychiatric residency Request for Proposal and selected the winner of that process
 - Issued the Mental Health Loan Assumption Application and received 1,824 applications which were sent to the County Mental Health Directors for verification that the applicants are in hard-to-fill and/or hard-to-retain positions
 - Developed two presentations for the Mental Health Oversight and Accountability Commission, both of which are available on the Foundation's web site:
 - July 26, 2012: Current Transition Activities and Future Goals
 - September 17, 2012: Reducing Disparities
 - Developed maps of stipend and MHLAP awardees by region which are also available on the Foundation web site

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