

Mental Health Services Act Workforce Education and Training

Sample Mental Health Career Scopes of Work

The following are suggested scopes of work language for various mental health career programs to assist counties in developing their Workforce Education and Training programs. These suggested scopes of work were developed through Workforce Education and Training special topic workgroups convened by the Department of Mental Health during 2006 and are intended as examples which may be tailored according to each individual county's needs.

Mental Health Career Pathway Programs

Scope of Work

Mental health career pathway programs are counseling, educational and training programs and coursework that are designed to attract individuals to consider a career in the public mental health system. They provide an exposure to public mental health careers and the Act's vision of wellness, recovery and resilience, client and family member driven services, cultural competence, community collaboration, and integrated service experiences. They may focus on outreach and recruitment to youth, adults and older adults from Native American, immigrant and/or multi-ethnic communities. They may also focus on internationally trained health care workers who possess needed cultural and language proficiencies other than English, and may include such workforce development services as vocational counseling, educational coursework, internships, work experiences, training programs, and job placement and support that lead to entry into employment in the public mental health system.

- A. **Recruitment**—Proposed programs should have marketing and outreach strategies as part of their program. These strategies would be to enable Contractor(s) to recruit from the following populations and communities for participation in their proposed mental health career pathway program:
1. Students from high schools, adult education programs, regional occupation programs and/or community colleges serving communities identified as underserved or unserved by the county mental health program within which the educational entity is located.
 2. Individuals and their families receiving health or mental health services from a program or agency that serves underserved or unserved communities.

3. Individuals with health or mental health education and/or experience from other countries who can address cultural, diversity and language proficiency needs of the public mental health system.

B. Planning Process—It is recognized that potential Contractor(s) may propose a new or expanded program based upon an existing program with little or no need for an extended planning process. A health human services academy is an example of an existing program that may be expanded to include mental health coursework. However, Contractor(s) may propose a mental health career pathway program, such as a mental health human services academy or course of instruction in a high school that includes a significant planning process prior to program implementation. The Contractor(s) should address the following in their Scope of Work:

1. Articulate issues of need, such as lack of participation of a specific community or culture in the workforce, and actively engage the target population(s), potential host site(s), post-secondary entities, appropriate community participants, and individuals with client and family member experience that represent the population the potential workforce will serve.
2. Acknowledge any previous efforts and history of effort, and analyze factors that may be motivators or barriers to implementation.
3. Identify potential and willing resources that can be accessed during the planning process and identify a willing and able fiscal agent to administer planning funds.
4. The planning process should be supported as a partnership by the respective mental health and education administrations in which the program is to be located. The roles and functions in this partnership should be defined, as well as address mental health workforce needs and educational capacity to incorporate this new or expanded program.

C. Program Elements—Proposed mental health career pathway programs should incorporate the following, as appropriate:

1. Partnership and integration with existing academic programs, such as high schools, regional occupational programs, adult schools and community colleges that have existing career academic pathway standards, such as qualities, characteristics and traits of human services workers already established, and have the expertise and infrastructure to create a mental health career track.
2. Active involvement of targeted populations, such as transition-age youth and their families, immigrant communities and Native American tribal organizations in the planning, construction and evaluation of these programs.
3. An articulation of a career pathway, or “pipeline” for a participant to see and realize their highest potential for education and employment. A program should

enable immediate entry into the public mental health workforce, as well as encourage career progression through college and post-graduate education.

4. A clear, realistic set of outcomes to which the program can be evaluated; such as increased rate of students staying in school and matriculating in post-secondary education, individuals actually going to work in public mental health, impact on the diversity of the public mental health workforce, and service penetration to targeted populations. This would require the program to have a methodology to follow participants over time and well after they complete the program.
5. Standards for participants to complete the program, with identified concrete next steps identified.
6. A plan to leverage existing state, local and federal funding sources, as well as private foundations in order to build long-term, stable sustainability.
7. Quality career counseling, personalized educational plans, and activities for participants to form positive group alliances.
8. A means to capture lessons learned, best practices and research methodology to assist future replication of potential programs.

D. Program Structure—Contractor(s) may propose:

1. A mental health program or academy or course(s) of instruction with supportive individualized counseling that is in partnership with, or a part of, a high school, regional occupational program, adult education or community college. Course curriculum should be consistent with the workforce needs of the local county mental health program, provide an exposure to public mental health careers and the Act's vision of wellness, recovery and resilience, client and family member driven services, cultural competence, community collaboration, and integrated service experiences. Program features may include internships or work experiences in public mental health settings, leadership camps during the summer months, stipends for program completion, assistance with expenses associated with participation, and ability for professional staff to participate as students and obtain continuing education units (CEUs) to satisfy licensing continuing education requirements.
2. An individualized personal and career counseling program that assists a participant develop a realistic career plan that includes short- and long-term goals for entering or re-entering the public mental health workforce, and assistance in applying, attending and completing one or more existing educational courses of study or training programs in the community in order to prepare for a career in public mental health service. Program features may include assistance in applying for and obtaining appropriate licenses, credentials or certificates, and assistance in applying for and attending appropriate education

and training programs, such as English as a second language, and public and private secondary and post-secondary institutions leading to employment in public mental health.

- E. **Placement**—Contractor(s) should provide employment preparation and job placement services, and provide follow-up support for a program participant who is subsequently employed in the public mental health system.
- F. **Consultation**—Contractor(s) should provide training, technical assistance and consultation to others who are developing and implementing similar programs in California.

Client Entry Level Employment Preparation Programs

Scope of Work

The Contractor(s) should develop and implement a program to prepare individuals with client experience to enter the public mental health workforce, support their employment retention, and to provide assistance and consultation for additional entities wishing to establish similar programs. The contractor(s) may establish this program as a) a potential employer of individuals with client experience, b) in partnership with a consortium of employers, c) in partnership with educational entities, such as adult education or a community college, and/or d) as a part of a mental health cooperative program, as administered by the Department of Rehabilitation. The Contractor should focus their curriculum to prepare and support individuals with client experience, but may include other individuals as participants who may benefit from the program. These participants may include individuals with family member experience, youth considering mental health service as a career, older adults returning to the workforce, graduate students in the mental health disciplines, existing public mental health service providers, or the general public as a part of community college or adult education coursework.

The Program should include, but is not limited to the following:

- A. Recruitment and selection of individuals who can benefit from the Program, with emphasis on individuals actively engaged in their mental health recovery, and individuals actively engaged in their mental health recovery who are drawn from multiethnic, bilingual, underrepresented populations in the community.
- B. A curriculum addressing, but not limited to, the areas of a) the recovery vision, b) developing personal recovery skills, c) cultural competency, d) understanding the public mental health system, e) proficiency with any employer-specific requirements, f) understanding, accessing and managing benefits, resources and employment supports, g) appropriate work habits and workplace protocol, h) reasonable accommodation and disclosure, i) confidentiality, j) addressing stigma, k) job seeking

skills, and I) career planning. Trial work experiences and/or supervised internships may be provided as part of the curriculum.

- C. Training and technical assistance to prospective employers and supervisors on the supervisory and therapeutic considerations of an individual transitioning from receiving services to providing or supporting mental health services.
- D. Job development, job placement and ongoing employment support for program participants as well as employers of program participants.
- E. Providing training, technical assistance and consultation to others who are developing and implementing similar programs in California.
- F. Establishing a set of quantifiable program outcomes that are measured over time, to include, but not limited to, number of program participants to be served, number hired in public mental health and elsewhere, and number retaining employment.

Psychiatric Residency Programs

Scope of Work

The proposed Scope of Work is to provide a new or expanded psychiatric residency specialty that will address workforce shortages and to provide a replicable model to assist in the development of additional psychiatric residency programs throughout California. The Contractor(s) should use the funds provided to add slots to an existing psychiatric residency program that enables fourth, fifth and/or sixth year residents who commit to working in public mental health to specialize in:

- A. Child Psychiatry
- B. Geriatric Psychiatry
- C. Working in underserved or unserved community public mental health settings, and/or
- D. Working on multidisciplinary teams, to include primary care physician health care workers or dually trained primary care/psychiatry residents that work in underserved or unserved community public mental health settings.

As part of the psychiatric residency program the Contractor(s) may also fund dedicated staff time that is housed in community public mental health settings to provide clinical supervision of hours leading to behavioral health licensure for occupations the county has deemed to be an occupational shortage. Staff time should also actively participate in influencing graduate school and/or residency program curriculum to be in accord with the principles of the Act.

Funds should not be used for staff and program expenses associated with fellows' and/or residents' general psychiatry training, but only for that portion that enables a specialization in skills and expertise specific to the needs of the public mental health system, and is consistent with the fundamental concepts of the Act.

The Contractor(s) is responsible for assuring that the objectives stated in the proposal are met. Objectives could be the establishment of a residency program specialty to the existing residency program, number of slots added and filled, race/ethnicity of the participants recruited for participation in relation to the community(ies) served, and number of participants continuing to work in underserved or unserved community public mental health settings after successful completion of the psychiatric residency program. The Contractor(s) is further responsible for constructing a budget that meets the above specifications.

The Contractor(s) will be fully accountable for proper use of funds.

Graduate Level Stipend Program – Psychiatric Mental Health Nurse Practitioners

Scope of Work

The Contractor(s) should provide an educational stipend program that will fund graduate student psychiatric mental health nurse practitioners who are committed to working in the public mental health system. Students receiving such stipends would be required to secure and hold employment in the public mental health system. The Contractor(s) should also be responsible for reasonable administrative and supervision support costs associated with the stipend program.

The Contractor(s) distribute \$_____ for each educational stipend student per year, and manage the resourcing of the administrative and supervision support costs. Administrative costs can include staff time for ensuring course curriculum meet the intent of the Act, as well as evaluating the impact of the stipend program. The Contractor(s) should propose how many students they plan to give stipends to annually, and develop a budget and budget narrative. The number of stipends given will depend upon the number of contracts awarded, and the amount of Mental Health Services Act Workforce Education and Training funds available.

Students participating in the stipend program would be required to sign a student contract requiring them to be employed upon graduation in the public mental health system. The employment would be for a period of one calendar year for each academic year the student receives a stipend. Students who begin, but do not finish, an academic school year or who withdraw from the stipend program would be required to repay stipend funds on a pro-rated basis.

The Contractor(s) is responsible for assuring that all students in the stipend program sign a student stipend contract and for maintaining copies in a central file. The stipend contract would contain specific and legally-binding repayment provisions should the student not fulfill the employment commitment provisions within a specified period of time. The Contractor(s) should design and distribute the contract for and require its use by participating schools.

The Contractor(s) should monitor the employment of graduates of the educational stipend program subsequent to the students' completion of their degrees, and for determining and monitoring the completion of each stipend employment commitment.

The Contractor(s) should develop and utilize mechanisms to collect reimbursements from students who do not complete the program pursuant to a stipend agreement. Legal and collection services required in such collection will be the responsibility of the Contractor(s).

The Contractor(s) should institute a mechanism to evaluate a student's effort to secure qualifying employment. If it is determined that a good faith effort to secure employment has been made, but the student has not secured employment, the Contractor(s) may modify the time frame by which qualifying employment must be obtained. Such modified agreements should be specific and require a showing of good faith effort to find employment. Stipend commitments should not be vacated except by prior approval.

The Contractor(s) should have full responsibility for coordination with schools educating mental health psychiatric nurse practitioners and hold all these schools accountable for all coordination regarding their students.

Both first and second-year students may apply to participate in the stipend program. Students who are enrolled on a part-time basis will have their stipend prorated accordingly. Student applications should include a statement of career objectives. Applicants who are currently employed in the public mental health system should provide a statement of support from the agency executive describing plans to employ the applicant in an appropriate community public mental health position upon graduation. These plans should include supervision that will allow qualification as a public mental health licensed professional. Each school should have an awards committee with equal representation from the school and public mental health organizations that hire licensed staff in the occupations described. Preference should be given to applicants who reflect the diverse populations served by public mental health and to applicants who will serve in communities with a demonstrated shortage of licensed staff. The Contractor(s) should review the work of the participating program awards committees to ensure participation by diverse populations.

The Contractor(s) will be fully accountable for proper use of funds.

Graduate Level Stipend Program – Clinical Psychologists

Scope of Work

The Contractor(s) should provide an educational stipend program that will fund doctoral and/or post-doctoral graduate student clinical psychologists who are committed to working in the public mental health system. Students receiving such stipends will be required to secure and hold employment in the public mental health system. The Contractor(s) should also be responsible for reasonable administrative support costs and that portion of faculty time directly providing supervision of students in their clinical placements.

The Contractor(s) should distribute up to \$_____ for each educational stipend student, and manage the resourcing of the administrative and supervision support costs. The Contractor may split the stipend into two years and/or adjust the stipend amount to reflect educational attainment. However, in no case should the total stipend amount awarded to a student exceed \$_____. Administrative costs can include staff time for ensuring course curricula meet the intent of the Act, as well as evaluating the impact of the stipend program. The Contractor(s) should propose how many students they plan to give stipends to annually, and develop a budget and budget narrative. The number of stipends given will depend upon the number of contracts are awarded, and the amount of Mental Health Services Act Workforce Education and Training funds available.

Students participating in the stipend program would be required to be working in an agency providing services in the public mental health system as part of their doctoral or post-doctoral program, to include agencies contracting with a county mental health program. Agency placement would be for a period of one calendar year for each academic year the student receives a stipend, for a maximum participation of two years. Students who are enrolled on a part-time basis will have their stipend prorated accordingly.

The Contractor(s) should monitor the employment of graduates of the educational stipend program subsequent to the students' completion of their doctoral or post-doctoral programs, and monitor the completion and outcome of each stipend awarded.

The Contractor(s) will have full responsibility for all coordination with stipend recipients.

Students' applications should include a statement of career objectives. Applicants who are currently employed in the public mental health system should provide a statement of support from the agency executive describing plans to employ the applicant in an appropriate public mental health position upon graduation. These plans should include supervision that will allow qualification as a public mental health licensed professional. Each school should have an awards committee with equal representation from the school and public mental health organizations that hire licensed staff in the occupations

described. Preference would be given to applicants who reflect the diverse populations served by the public mental health system and to applicants who will serve in communities with a demonstrated shortage of licensed staff. The Contractor(s) should review the work of the participating program awards committees to ensure participation by diverse populations.

The Contractor(s) will be fully accountable for proper use of funds.

Graduate Level Stipend Program – Marriage and Family Therapists

Scope of Work

The Contractor(s) should provide an educational stipend program that will fund graduate student Marriage and Family Therapists (MFTs) who are committed to working in California's public mental health system. Students receiving such stipends would be required to secure and hold employment in the public mental health system. The Contractor(s) should also be responsible for reasonable administrative and supervision support costs associated with the stipend program.

The Contractor(s) should distribute \$_____ for each educational stipend student, and manage the resourcing of the administrative and supervision support costs. The Contractor(s) may offer the stipend over a two-year period. Administrative costs can include staff time for ensuring course curriculum meet the intent of the Act, as well as evaluating the impact of the stipend program. The Contractor(s) is to propose how many students they plan to give stipends to annually, and develop a budget and budget narrative. The number of stipends given will depend upon the number of contracts awarded, and the amount of Mental Health Services Act Workforce Education and Training funds available.

Students participating in the stipend program would be required to sign a student contract requiring them to be employed upon graduation in the public mental health system. The employment would be for a period of one calendar year for each academic year the student receives a stipend. Students who begin, but do not finish, an academic school year or who withdraw from the stipend program would be required to repay stipend funds on a pro-rated basis.

The Contractor(s) is responsible for assuring that all students in the stipend program sign a student stipend contract and for maintaining copies in a central file. The stipend contract should contain specific and legally-binding repayment provisions should the student not fulfill the employment commitment provisions within a specified period of time. The Contractor(s) should design and distribute the contract for and require its use by participating California schools that have properly accredited MFT programs.

The Contractor(s) should monitor the employment of graduates of the educational stipend program subsequent to the students' completion of their degrees, and for determining and monitoring the completion of each stipend employment commitment.

The Contractor(s) should develop and utilize mechanisms to collect reimbursements from students who do not complete the program pursuant to a stipend agreement. Legal and collection services required in such collection will be the responsibility of the Contractor(s).

The Contractor(s) should institute a mechanism to evaluate a student's effort to secure qualifying employment. If it is determined that a good faith effort to secure employment has been made, but the student has not secured employment, the Contractor(s) may modify the time by which qualifying employment must be obtained. Such modified agreements should be specific and require a showing of good faith effort to find employment. Stipend commitments should not be vacated except by prior approval.

The Contractor(s) should have full responsibility for coordination with schools educating graduate Marriage and Family Therapists, and should hold all these schools accountable for all coordination regarding their students.

Both first and second-year students may apply to participate in the stipend program. Students who are enrolled on a part-time basis will have their stipend prorated accordingly. Application should include a statement of career objectives. Applicants who are currently employed in the public mental health system should provide a statement of support from the agency executive describing plans to employ the applicant in an appropriate public mental health position upon graduation. These plans should include supervision that will allow qualification as a public mental health licensed professional. Each school should have an awards committee with equal representation from the school and public mental health organizations that hire licensed staff in the occupations described. Preference would be given to applicants who reflect the diverse populations served by public mental health and to applicants who will serve in communities with a demonstrated shortage of licensed staff. The Contractor(s) should review the work of the participating program awards committees to ensure participation by diverse populations.

The Contractor(s) will be fully accountable for proper use of funds.