MHSA Workforce Education and Training: Reducing Disparities

Mental Health Services Act Oversight & Accountability Commission (MHSOAC)

September 17, 2012

“Equitable Healthcare Accessibility for California”
Agenda

- Workforce, Education and Training Core Values
- Cultural Competence
- Process
- Stipend Programs
- Stipend Outcomes
- Mental Health Loan Assumption Program (MHLAP)
- MHLAP Outcomes
- Physician Assistant (PA) Residency Programs
- Song Brown Physician Assistant (PA) Specialty Mental Health Outcomes
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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 include:

- Developing a diverse workforce, including clients and families/caregivers
- Conducting outreach to unserved and underserved populations
- Revising academic curricula to make it culturally competent and relevant
- Including the viewpoints and expertise of clients and their families/caregivers

The Health Profession 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 cultural competency. 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.
  - The Mental Health Loan Assumption Program (MHLAP) Advisory Committee includes representatives of groups that advocate for and provide services to multi-cultural groups: 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.
  - The Psychiatric Residency Requests for Proposal ask programs about the diversity of their residents and about how they will change their curricula to reflect cultural competence.
  - 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.

- 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 Outcomes

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Awarded</th>
<th>Under-Represented</th>
<th>Speak a Language Other Than English</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>174</td>
<td>53%</td>
<td>*</td>
</tr>
<tr>
<td>2006-07</td>
<td>187</td>
<td>58%</td>
<td>59%</td>
</tr>
<tr>
<td>2007-08</td>
<td>184</td>
<td>58%</td>
<td>51%</td>
</tr>
<tr>
<td>2008-09</td>
<td>269</td>
<td>60%</td>
<td>52%</td>
</tr>
<tr>
<td>2009-10</td>
<td>335</td>
<td>58%</td>
<td>61%</td>
</tr>
<tr>
<td>2010-11</td>
<td>337</td>
<td>65%</td>
<td>58%</td>
</tr>
<tr>
<td>2011-12</td>
<td>348</td>
<td>67%</td>
<td>59%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,834</strong></td>
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</tr>
</tbody>
</table>

*Data for language capacity is not available for FY 2005-06.
Mental Health Loan Assumption Program (MHLAP)

- The MHLAP program 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 pertaining to cultural and linguistic competency:
  - Ethnic identification
  - Proficiency in a language other than English
  - Lived experience
  - To describe themselves as male, female, or other
  - About their paid or unpaid work 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 culturally 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.”
# MHLAP Outcomes

## Applications

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Counties</th>
<th>Received</th>
<th>$ Requested</th>
<th>Awarded</th>
<th>$ Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>43</td>
<td>1,236</td>
<td>$12,360,000</td>
<td>283</td>
<td>$2,285,277</td>
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<tr>
<td>2009-10</td>
<td>52</td>
<td>1,498</td>
<td>$14,980,000</td>
<td>309</td>
<td>$2,468,425</td>
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<tr>
<td>2010-11</td>
<td>50</td>
<td>1,009</td>
<td>$10,090,000</td>
<td>474</td>
<td>$4,523,757</td>
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<tr>
<td>2011-12</td>
<td>55</td>
<td>1,659</td>
<td>$16,590,000</td>
<td>661</td>
<td>$5,424,747</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,402</strong></td>
<td><strong>5,402</strong></td>
<td><strong>$54,020,000</strong></td>
<td><strong>1,727</strong></td>
<td><strong>$14,702,206</strong></td>
</tr>
</tbody>
</table>

## Applicants

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Under-Represented</th>
<th>Speak a Language Other Than English</th>
<th>Consumer or Family Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>71%</td>
<td>68%</td>
<td>29%</td>
</tr>
<tr>
<td>2009-10</td>
<td>62%</td>
<td>63%</td>
<td>35%</td>
</tr>
<tr>
<td>2010-11</td>
<td>72%</td>
<td>59%</td>
<td>35%</td>
</tr>
<tr>
<td>2011-12</td>
<td>71%</td>
<td>60%</td>
<td>53%</td>
</tr>
</tbody>
</table>
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:

- Self-reported racial and ethnic identification
- Self-reported 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
The following four programs revised the curricula in three PA programs to include the values and principles of the Mental Health Services Act:

- UC Davis
- Riverside Community College
- University of Southern California, Keck School of Medicine
- San Joaquin Valley College

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

Ensure PA students do their rotations in rural and underserved communities

1,272 PA students who are supported by the Song Brown program performed 4,870 hours of mental health rotations
Psychiatric Residency Programs

- The psychiatric residency programs ensure that the psychiatric residents receive training in the County public mental health system, working with the populations prioritized by that community. Further, the psychiatric residents are encouraged to continue working in the California public mental health system after their rotations end.

- The Requests for Proposal for these programs ask these institutions to take into account their applicants’:
  - Racial and ethnic identification
  - Proficiency in a language other than English

- In addition, psychiatric Residency Programs are asked to develop and disseminate a curriculum that includes:
  - The role of self-help, recovery and empowerment support
  - Public benefits, work incentive provisions, and transitioning from a public to a private benefit system
  - Understanding and addressing discrimination
  - Cultural competence
Psychiatric Residency Outcomes

- Revised the curricula in two psychiatric residency programs 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)

- Added eight new psychiatric residency openings for residents/fellows whose clinical hours were supervised in the community public mental health system. The openings were added in the following residency programs:
  - UCLA-Kern
  - UC Davis
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