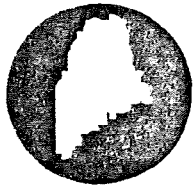


MAINE STATE LEGISLATURE

The following document is provided by the
LAW AND LEGISLATIVE DIGITAL LIBRARY
at the Maine State Law and Legislative Reference Library
<http://legislature.maine.gov/lawlib>



Reproduced from scanned originals with text recognition applied
(searchable text may contain some errors and/or omissions)



UNIVERSITY OF MAINE *at Augusta*

Division of Social and Behavioral Sciences

University of Maine
Augusta, Maine 04330-4402
603-621-3275

TO: Members of the Maine State Legislature
FROM: Grace M. Leonard, Co-chair
RE: Report of the Task Force on Mental Health Licensure
DATE: May 3, 1993

The attached report details the work of the Task Force on Mental Health Licensure. Meetings, which spanned six months, were devoted primarily to the study of the myriad of issues related to the certification of mental health personnel. Since the Task Force did not convene until November, 1992, a May 1 extension was granted by the legislature. The report addresses the 1992 legislative charge of LD 1911, S.P. 721 - Sec. B-2 of An Act Related to the Planning & Delivery of Mental Health Services. Recommendations from the Task Force to the Legislature are found on pages 5-8 of this report.

The title of the Task Force does not accurately reflect the actual nature of its work. Since the Task Force and the Department of Mental Health never intended to create a new licensing board to regulate the work conducted by mental health personnel, an appropriate title would be Task Force on Mental Health Certification.

I and other members of the Task Force will be pleased to testify before the legislature regarding the content of this report. If you need further clarification, I can be reached at 621-3257 or through my administrative assistant at 621-3275.

RC
440.7
.M35
1993

REPORT OF THE
TASK FORCE ON MENTAL HEALTH LICENSURE

INTRODUCTION

Section B-2 of S.P. 721 - L.D. 1911 - An Act Related to the Planning and Delivery of Mental Health Services, required the establishment of a Task Force on Mental Health Education and Licensure to develop statutory recommendations concerning the following:

1. Basic interdisciplinary continuing education and training programs for Maine mental health and substance abuse professionals;
2. interdisciplinary knowledge qualifications for individuals who may be employed as staff or key consultants in leadership or training positions in mental health and substance abuse programs;
3. requirements for interdisciplinary continuing education, licensure, and service support in state-provided or state-funded mental health and substance abuse programs.

A complete listing of the Task Force membership is offered as EXHIBIT A.

Members convened for the first time on November 3, 1992 to study the Task Force's mandate and to name a Chair. Grace Leonard, University of Maine at Augusta, and Kim-Anne Perkins, University of Maine at Presque Isle, were elected as co-chairs. The Task Force met six times to discuss the issues related to the legislative mandate, to inventory the courses related to the mental health and substance abuse fields, and to examine the reports of the Systems Assessment Commission (EXHIBIT C), the Ad Hoc Committee on Health and Human Services Related Education (EXHIBIT D), and the Dual Disorders Technical Assistance Initiative (EXHIBIT E). Since several of the recommendations and findings of these committees pertained to the legislative charge to the Task Force, they are referenced later in this report.

The inventory of formal course offerings within the state reveals a blend of courses within behavioral sciences, social work, rehabilitation and counseling fields (see EXHIBIT G). A determination of course equivalencies, however, is needed to assist in course transfer and career/educational ladder considerations.

During Task Force deliberations, two issues of particular concern were noted:

1. Access to health and human service programs has been a particular problem for people in the northern part of the state thus necessitating greater attention from university and state officials to remedy this need.
2. The prevalence of individuals who have a dual diagnosis of substance abuse and mental illness has created a serious need to bring the professions of substance abuse treatment and mental health treatment closer together through specialized education/training activities. This need is addressed as a recommendation in this report.

GENERAL OBSERVATIONS

For the past twelve years, the Department of Mental Health and Mental Retardation has contracted with certain universities and colleges in Maine for the express purpose of delivering mental health and substance abuse education/training to persons employed within the state mental health system. Workshops, formal courses and training sessions have been held at specified locations in the state to offer education at both the undergraduate and graduate levels.

Since the Department of Mental Health and Mental Retardation had essentially developed a comprehensive plan for the delivery of mental health and substance abuse education through their Office of Public Education, it became the Task Force's charge to identify and evaluate the education and training that was currently offered in cooperation with the Maine Technical College System, the University of Maine System and the Department of Mental Health & Mental Retardation. This cooperative endeavor, known as the Human Resource Development Project (see EXHIBIT B), includes the following goals:

- * competency-based education/training appropriate to jobs in the Mental Health System
- * training in general skills areas
- * certification of specific competencies
- * linking of training to recognized credentials
- * utilization of a psychosocial rehabilitation model
- * delivery of the most-utilized courses via the Education Network of Maine (ITV)
- * availability of associates, bachelors, and masters degrees

Levels of certification recognized by the Department of Mental Health and Mental Retardation are:

Mental Health Rehabilitation Technician (MHRT) I Training
certification training for residential workers

Mental Health Rehabilitation Technician (MHRT) II Training
undergraduate and/or additional social services education
regarding the general mental health field

Mental Health Rehabilitation Technician (MHRT) III Training
bachelor's level or post-secondary training in
Psychosocial Rehabilitation

Mental Health Rehabilitation Technician (MHRT) IV Training
graduate level training in Rehabilitation Counseling

Mental Health Rehabilitation Technician (MHRT) V Training
post-master's level training for senior clinicians and
supervisors

Substance Abuse Rehabilitation Technician (SART) I
undergraduate and/or additional social services education
regarding the general substance abuse field

Employment Specialist (ES) I
undergraduate education regarding specialization in
supported employment

During the past two years, the Human Resource Development (HRD) Project has provided \$800,000.00 for tuition support, workshop costs, curriculum development and faculty recruitment to support qualified mental health employees who enroll in course work specified by the Department of Mental Health.

Training and education related to entry-level and mid-level mental health system employees have been offered through the Education Network of Maine, Southern Maine Technical College, and Kennebec Valley Technical College. While the HRD Project primarily addresses access to undergraduate programs, it actively supports and promotes:

1. The University of Southern Maine, Master of Science Program in Rehabilitation Counseling
2. The University of New England, Master of Social Work Program
3. The University of New England, D. O. Program with psychiatric clerkships
4. The University of Maine, Master of Social Work Program
5. The University of Maine, Ph.D. in Clinical Psychology Program

6. The University of Maine, Master in Public Administration Program
7. Until 1993, the University of Maine, Master in Counselor Education Program

Tuition assistance has been available to those who qualify. A credentialing method was also developed in conjunction with the Department of Mental Health and certain University units to recognize completed course work and training sessions (see EXHIBIT F).

RELEVANT FINDINGS FROM OTHER COMMITTEES

Systems Assessment Commission Report

Much of the Systems Assessment Commission Report spoke to Maine's mental health education and training needs. The statutory charge to the Task Force, in fact, resulted from the Commission's findings. Although the Systems Assessment Commission noted a need for education/training in mental health and substance abuse issues for employees of the criminal justice system, this recommendation has yet to be addressed.

The Systems Assessment Commission also noted a serious gap in addressing the education/training needs of persons working in the children's services areas. The Task Force, therefore, recommends that equal attention be given to specialized course work pertaining to children's services and that it be made available to appropriate personnel.

Dual Disorders Technical Assistance Initiative

Recommendations from the Dual Disorders Technical Assistance Initiative Report that directly apply to the charge of the Task Force include:

1. Integrating mental health and substance abuse resources to a single, comprehensive treatment philosophy and service delivery system in Maine.
2. Requiring and providing training and continuing education in the nature and treatment of dual disorders for administrators, state officials, and providers at all levels.
3. Encouraging the development of new dual disorders educational programs in Maine along with ongoing research and evaluation.

U.M.S. Ad Hoc Committee on Health and Human Services Education

Several issues and goals of the University of Maine System Ad Hoc Committee on Health and Human Services Education also relate to the work of the Task Force (see Exhibit D). Since the recommendations of this committee have not been enacted yet, the Task Force suggests that issues 2 & 3 of the Ad Hoc Committee's report be included in this document for consideration by the legislature. Two of these issues are noted as follows:

- A. Issue 2: "Maine's traditionally low rate of aspirations for post-secondary education and professional careers poses especially serious problems for meeting health and human service professions shortages, especially in Maine's rural areas. That problem will be even more difficult in the next ten years, because of demographic changes that will increase the demand for such professionals and decrease the potential supply of traditional 18-22 year old entry level personnel." (See EXHIBIT D, pg 6)
- B. Issue 3: "Changing state and national certification requirements, changing modes of delivering health services, prospective changes in the health care financing system, dramatic shifts in health problems, such as AIDS, and different health service needs in different regions of the state, especially in rural areas, will continue to modify demands on health and human service professions education curricula, increase the demand for continuing education in different modes, and expand the need for research." (See EXHIBIT D, pg. 7 UMS Ad Hoc Committee HHSE)

Possible solutions to these issues are included as Task Force recommendations 6 and 7.

RECOMMENDATIONS OF THE TASK FORCE ON MENTAL HEALTH LICENSURE

The following recommendations were based on task force discussions:

1. Establish, by October 1, 1993, a permanent, interdisciplinary advisory council comprised of academicians, practitioners, primary and secondary consumers, policy makers and a representative from each of the following agencies:

- *Department of Mental Health and Mental Retardation
- *regulatory boards
- *Bureau of Rehabilitation
- *Department of Human Services
- *Bureau of Adult and Elder Services
- *the Office of Substance Abuse

The Commissioner of the Department of Mental Health and Mental Retardation, in conjunction with the Chancellor of the University of Maine System, will appoint members to the advisory council. This advisory council will include professionals, who are prepared to examine mental health and substance abuse issues across the life span, to ensure that the mental health needs of infants, children, adolescents, adults and the elderly are addressed. The provision of clerical support will be necessary when the advisory council is established.

The council will meet nine (9) times a year to oversee mental health/substance abuse systems educational activities. An annual report, detailing observations and recommendations, will be submitted to the Commissioner of Mental Health, the Commissioner of Human Services, the Maine State Legislature, and the Chancellor of the University of Maine System.

The Council will conduct the following tasks:

- (a) regularly inventory mental health and substance abuse training/education programs, including in-service, continuing education, and career path information.
- (b) review ongoing programs and apprise faculty of ideas, concepts, new information, new data and changes in certification requirements relevant to updating and modifying their respective curricula.
- (c) serve as a source of information about changes in the field and about employment opportunities.
- (d) help serve as a vehicle of communication both within the mental health and substance abuse counseling professions, and also between higher education, the state regulatory agencies, and potential students wishing to enter these fields.
- (e) identify qualified, experienced employees of the mental health and substance abuse treatment systems who might contribute as instructors, team instructors, guest lecturers or resource people.
- (f) address negative public perceptions of mental illness through collaboration with the ongoing efforts of the DMHMR Public Education Advisory Committee.
- (g) review and act on the Task Force's recommendations.
- (h) identify certain agencies and centers as future Education Network of Maine sites.
- (i) encourage the development of access to Bitnet and other computer information systems to enable continuous and timely updating of information.

2. The Division of Public Education of the Department of Mental Health and Mental Retardation, in conjunction with the Office of Substance Abuse, will develop by January 1, 1995:
 - (a) a core of outcome-based competencies for mental health employees that can be evaluated through portfolio review and/or a written examination.
 - (b) ethical standards for all mental health service providers.
 - (c) strategies for promoting and addressing the mental health and substance abuse needs of Maine's diverse populations, noting specifically, but not exclusively, Native Americans, Asians, French-Acadians, and Franco-Americans and taking into account differences between rural and urban settings.
 - (d) in cooperation with the University of Maine System, the Maine Technical Colleges and the University of New England, create field placement opportunities for university students and employees of the mental health and substance abuse treatment systems to help them gain access to employment as well as to help them perform optimally in their profession.
 - (e) a booklet which catalogs the state licensing and certification requirements for mental health related fields. This publication will be distributed to mental health and human service agencies and to Maine's college campuses.
 - (f) specialized course work in the areas of children and adolescent services.
3. The Department of Mental Health & Mental Retardation's Division of Public Education, the Office of Substance Abuse, and appropriate university departments will work together to make available education/training in mental health and substance abuse to interested employees of the criminal justice system, by September 1, 1994, as suggested by the Systems Assessment Commission.
4. The University System, the Office of Substance Abuse, and the Department of Mental Health & Mental Retardation will provide continued funding of education/training initiatives pertaining to the mental health and substance abuse fields as recommended in the Systems Assessment Report and the Ad Hoc Committee on Health and Human Services (see EXHIBITS C & D and p.4 and 5 of this report).

5. By December 31, 1994, add a channel to the Education Network of Maine for the provision of health and human Services course offerings as well as continuing education course programming.
6. By September, 1994, the University of Maine System will develop in collaboration with state departments and agencies, public school systems, AHEC, health and human service providers, and other post-secondary education institutions a program targeted to increase aspirations and improve access to post-secondary health and social services professional education with a goal to increase the average percentage of Maine residents graduating from such programs by 30% by the year 2002.
7. The University of Maine System will use its health and human services planning committee to develop by July 15, 1994, a plan for an integrated and collaborative program with Maine post-secondary education institutions, state agencies, service providers and regional health and social service groups to modify professional competence criteria and curricula in undergraduate, graduate and continuing education to respond to the mental health delivery system, and to expand research activities related to mental health services delivery, human services delivery, and public health and human service policy. The health and human services planning committee will work in conjunction with the proposed Mental Health Education Advisory Council.

The Acadia Health Coalition's Guide to Health Professional Educational Programs is offered as EXHIBIT H since it catalogs a comprehensive, descriptive listing of the post-secondary health and human services education programs in Maine.

UNIVERSITY OF MAINE SYSTEM
Task Force on Mental Health Education and Licensure

Jack Armstrong, Associate Professor of Psychology, University of Maine at Machias

Robert Cummings, Associate Professor, School of Social Work, University of New England

Edward David, M.D., Bangor, Maine

Doug Dunlap, Associate Professor of Rehabilitation Services, University of Maine at Farmington

Jay Harper, Division of Public Education, Department of Mental Health and Mental Retardation, State of Maine

Carolina Haverty, M.D., Board of Registration in Medicine

Todd Remage Healy, Medical Care Development, Inc.,

James Killarney, Associate Professor of Psychology, University of Maine at Fort Kent

Gordon Kulberg, Interim Dean, College of Social and Behavioral Sciences, University of Maine

Grace Leonard, Maine State Board of Substance Abuse Counselors, Chair, Social and Behavioral Sciences Division, University of Maine at Augusta

Cathie Long, Director, Office of Consumer Affairs, Department of Mental Health and Mental Retardation, State of Maine

Andrew B. MacLean, Office of the Governor, State of Maine

Jamie P. Morrill, Assistant Deputy Commissioner, Department of Human Services

Marlene Pelsor, Executive Director, Office of Substance Abuse, State of Maine

Kim-Anne Perkins, Board of Social Worker Licensure, Director, Bachelor of Social Work Program, University of Maine at Presque Isle

Linda Randal, Orono, Maine

Graham Reaves, Board of Substance Abuse Counselors; President, Consolidated Health Services; Adjunct Professor, University of Maine at Augusta

Rodney Redding, Vice President/Dean of Instruction, Kennebec Valley Technical College

Francis Riley, Board of Psychology Examiners, replacing Neil MacLean

Jeri Stevens, Board of Counseling Professionals Licensure

Reid D. Stevens, Associate Professor of Counselor Education, University of Southern
Maine

STAFF:

Roger King, University of Maine System Fellow, Office of Academic Affairs, University
of Maine System