

**Mental Health Services Act  
Workforce Education and Training**

**Distance Learning  
Special Topic Workgroup**

**June 28, 2006**

**1. Present.**

- a. Christy Berger, Board of Behavioral Science Examiners
- b. Sheila Boltz, California Association of Social Rehabilitation Agencies (CASRA)
- c. Paul Cummings, Trilogy
- d. Rick DeGette, Alameda County Vocational Programs
- e. Wendy Desormeaux, Department of Mental Health
- f. Sue Erskine, Essential Learning
- g. Lana Fraser, Department of Rehabilitation
- h. Jeffrey Giampetro, consumer representative
- i. Brian Keefer, California Mental Health Planning Council (CMHPC)
- j. Afshin Khosravi, Trilogy
- k. Stuart Lustig, UCSF Child Psychiatry
- l. Judith Norton, Consultant to California Mental Health Planning Council
- m. Robin Sjostrand, family member representative
- n. Ron Smith, consumer representative
- o. Shelley Spear, United Advocates for Children of California (UACC)
- p. Oralia Van Leuvan, Telecare
- q. Linda Zorn, Butte College Regional Health Occupations Resource Center
- r. David Zuccolotto, Eastfield Ming Quong Childrens and Family Services

**Facilitator:** Warren Hayes, Department of Mental Health

**2. Power Point Presentation. (See Attached)**

- a. The group reviewed a power point presentation that outlined the reason for the workgroup topic, the MHSA Workforce Education and Training context for this topic, operating principles for developing recommendations and options, the process for review and consideration of workgroup products, and short- versus long-term considerations. The California Mental Health Planning Council's recommendations, as well as a broad summary of stakeholder input to date were outlined.
- b. The group endorsed the concept that distance learning is a strategy to not only expand the capacity to educate and train the workforce, but part of an expanded capacity to meet, communicate, consult and treat. It is especially vital for geographically remote areas, as well as consumers and family members who cannot afford computers and the Internet to be able to come to geographically

proximate centers and access participation in public mental health. For this reason it is important that any associated information technology costs be planned, coordinated, integrated and funded with MHSA's Capitol Facilities and Technological Needs funds.

### **3. Blended Training.**

The group endorsed the continued evolution of the Planning Council's Human Resources Project to convert current trainings into a blended, interactive training format that would enable web based access throughout California by individuals, groups, organizations, and educational institutions. These trainings were selected by the Planning Council as consistent with the values and principles of the Act, and highly regarded for their quality. The group recommended a single Request for Quotation (RFQ) process be developed and conducted by DMH whereby multiple vendors could bid to convert any or all of the following trainings into a blended format:

- La Verne College's cultural competency assessment and modular training program
- Wellness Recovery Action Planning for Consumers
- UACC's Equip training for family members
- Riverside College's human services training course
- CASRA's psychosocial rehabilitation practitioner training
- Pasadena College/Pacific Clinic's consumer training course

The group recognized the value of converting additional training and education activities into blended training, such as those designed to expand residency and internship participation in critical occupational shortages, such as child psychiatry. Additional blended trainings could be incrementally added, based upon assessed need and value to public mental health. Counties and provider agencies should be free to utilize whatever learning management systems platforms best fit their staff development needs.

Any blended training course would need to be free and accessible to California public mental health stakeholders, as defined by DMH and county mental health programs. Revenue from non-stakeholders receiving the training would be factored into the costs projected by entities bidding to convert and maintain the blended training, as well as the cost to pay the trainers to deliver the training.

Also, counties and provider agencies should be

### **4. Next Steps.**

The group discussed principles and standards to be included in an RFQ that would enable bidders to propose converting one or more of the above courses into a blended training format. However, further information, such as funding parameters, is needed. The Planning Council's Human Resource Project on

distance learning will produce a final report in the near future that will be of assistance. DMH will then convene via teleconference volunteers from the workgroup to assist in the development of specifications for issuance of an RFQ.