

Serving the Underserved: Preparing Psychologists for Effective Practice in the Public Sector

Plenary 3: Speaker 3

MHSA grant projects: California School of Professional Psychology at Alliant University

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Well good evening everybody, good evening. I know it's after dinner and so we're gonna have to be a little entertaining to get ourselves going here and feel like we're on top of some things. I have a question for you and that is would anybody like a dollar, raise their hand. Okay those three. Let me ask that question again, how many of you want a dollar? Okay. Every time I ask this of psychologists I'm really overwhelmed how underwhelmed they are in their response. And then when they see me giving out the dollar then they say when I ask it again they all go yeah. And that's what this is about, it's about the dollar, It's about chasing after the dollar and what's the resounding thing that we've heard today is we're not really chasing after it, whether it's coming from the federal government, whether it's coming from stipends, whether it's coming from our agencies, whether we're pulling it together in whatever manner it is, we're really not chasing after it, as psychologists we're not very good at it. We're not very good to chase after the political dollars.

So I want to show you something that is new that what we did with our part of the mental health services act and the new thing is a website Workforce.Alliant.edu, write this down, it's about money. You want money? Here it is okay. This is something hopefully we can be able to continue with this for the rest of your professional career and your colleagues, this is for everybody. And it's something we should have had going for a long, long time but now it's here. And what it is, is basically a website where you're not only going to be able to apply for our fellowships which are given to our students at CSPP through our attend APA approved

clinical doctoral programs but you can find jobs here, jobs nationwide, academic jobs, clinical jobs, any kind of job.

You also can find funding opportunities, what does that mean, grants, travel awards for conventions, things like that. You can also get training opportunities, post docs. I get a lot of emails of I got a post doc for two years for somebody, it's a grant I got, do you know anybody that would want that. This is available for you. We also online we have awards and committees, how to connect with your professional organizations. They usually want people to be on their committees, to be elected to boards and things like that. You can find that information on this website. So this is very, very key for you to use and for your colleagues to use and for your students to use. And these are the different dimensions as I mentioned. The search for jobs, funding opportunities, conventions and conferences, there are a slew of conventions or conferences.

When I first came out there were only a few, now there's a convention every weekend and by the way this is Friday this is our date night and we are together. So this is what this website offers, we update it every day, we get about ten fifteen new items to post so it's updated constantly. Also I get a lot of trainee positions like for summer something special, somebody has something in Michigan going on or somebody has a five week something on the east coast that they got a special grant for, it's only a two year thing that they got, these are things that are not posted anywhere but you'll find it here. It also has a career center which basically our students can link and there they can get post resumes, find internships or search for job opportunities through our secure career center.

And there's also an academic support page and here we have a writing center, know how to write a dissertation, know how to write a term paper, things like that, so there's very good support systems for students or if you're writing an article for a journal, that's helpful for that as well. We also have power point guides for mentors and mentees, you can download this and give it to anybody you want or anybody can download it. There's a guide on scholarships for high school students, undergrads and graduate students. So we're looking at the spectrum of

professional development from undergrad all the way to post grad and post doc and that's what's available on this site.

You can post jobs for free. One of the problems, I'm also the executive director of a nonprofit, it's very difficult to find a place to post jobs. What do we rely on, craigslist, right? Craigslist to find a job for a psychologist? This is not a good thing. So you're in key agencies, you know agencies within your networks, please invite them to use the website to post their jobs for free. Anyone can access the website, you post the job yourself for free, we update it daily and that's the website again for those who missed out, write it down, Workforce.Alliant.edu, you don't need the www before it. Just Workforce.Alliant.edu and you're in and ready to go.

So what is the CSPP Mental Health Fellowship Program? The state of California works on executed contracts and so you don't start until they actually give you an executed contract. So for us it started in January 2008 and actually ours ends this June because we got a complication about a five year extension and the governor froze the budget and during that time it didn't happen for us so actually all of our programs, the MFT, the clinical psychology sunsets June 30 of this year in terms of new stipends. What the other people are getting money for is to follow those students as they move forward. So we are waiting for the RFP for clinical psychology and MFT and they were supposed to release it this week, they have not, they've been delaying. This is a workers problem on the state level. We may be getting an email on Monday to start emailing and calling to tell them to do their job and release the RFP, it's not the legislature, they are the workers that are not releasing the RFP. The money is there, it's just they're not doing their job.

So I gave you the alert. So the expectations of the fellowship program are basically we're supposed to coordinate and administer and provide the stipend program to the graduate students to become clinical psychologists. We're also supposed to develop a curriculum that reflects the principles and values of the act. And then we are supposed to recruit members of underserved and unserved communities and culturally diverse communities into the clinical psychology stipend program. And then mentor graduate level clinical psychologists during their

course work as they seek employment in the public health system. Basically we want to make sure that they graduate and they have the support systems for that.

So what are our activities. We provide a total of 61 over the three year period of \$20,772 that's the maximum the state allows, don't ask me where they got the number. We're supposed to develop and enhance the curriculums of students at CSPP to better serve diverse and underserved populations so instead of just targeting the fellows we're targeting the entire ten APA approved program systems to try to deal with enhancing the curriculum to deal with the mental health services act is trying to address. So what's our outcome here? So some of the outcomes are that we're given out 59 full fellowships and four half time fellowships to the students. They qualify when they've passed their preliminary exams and are considered doctoral candidates. So the other program does it when they are on internship, we can give it to them when our students are in internship but the dividing point is they need to pass all their prelims and they're really considered doctoral candidates.

So of the 63 fellows that we have six completed their required one year employment and are currently in the workforce, hurray, it's an outcome yay alright. The rest are finishing their work and agreements and internships and finishing their academic work so they're proceeding along.

So what about the 63 fellows? So 56 of them speak a language other than English, this is good. Most are of different ethnicities, a lot of them are from mixed ethnicities and most are members are underserved or unserved diverse communities. In terms of academic supports for retention and completion all of the fellows have academic advisers, we have onsite field placement supervisors, clinical faculty liaisons of their field placements and we have identified mentors familiar with the public mental health system. What we've done is encourage students to pick mentors that they are connected with as we get to know mentors we try to match them.

We're hoping that our people who have successfully passed through will become mentors to incoming new fellowship program students. Basically it's to make sure that they graduate, that's the reason why we're providing this kind of support. As you saw we had the mentoring

guidebooks that are developed and you have access to that any time you want. And we had the support of my office, the Office of Workforce Development to insure their academic and professional success.

So how do we enhance the academic curriculum? What we tried to do was a strategy of course infusion so here we developed resource materials for inclusion in courses and syllabi that were generated through this grant. So we had provided diversity training webinars for students and faculty and as well as staff because we're trying to deal with the climate of the entire university. Consultants were hired to develop the resource materials for faculty to integrate into their courses. Other materials were obtained by existing faculty for other faculty to use in their courses. So somebody may have a sample syllabi of what they've done, they'll share that with the other faculty and there's a website where that's available. And the project purchased already developed training materials for faculty to use in their courses and for students to use online. We had an online resource center for faculty so things were posted in our IMERIT website and there the faculty can pick and choose materials that they may need. The IMERIT Moodle was the actually teaching resource center that faculty ad assess and it provides a centralized resource of syllabi, articles, classroom exercises and other materials that support the infusion of multi cultural and international content and the relevant pedagogies approaches into all Alliant courses.

Now here's a question for you, it's not about the dollar bill. How many of you have been trained to use interpreters for providing services? Four. How many of you provide services in a language other than English? How many of you received or receive clinical supervision in a language other than English? And how many of you provide clinical supervision in a language other than English? So we have a big challenge here because really the entire mental health system and services provision systems of the United States have been violating the 1966 Civil Rights Act. And that is that language should not be and cannot be a barrier to access to services. And quite frankly using interpreters is a form of a barrier and we are in a position now where things really need to be responsive to the changing demographics of the State of California and for the United States which are quite dramatic within the next 10 to 15 years. In the United States there are only five psychology programs that offer training in Spanish, and these are the five. For us we have a summer immersion program of five weeks in Mexico City where students

live with their families, and they take courses in Spanish. They can also take other courses to complete some of their summer curriculum but it's an experience they have and we want to expand that to some other. We also offer one for a week in India and we're looking into something in Asia. In the state mental health services act plan and across the county plans there are no specific plans to develop and increase linguistic capacity. They mention it but they don't tell you how they're gonna do it. I've yet to see a plan in any of the county and certainly in the state that actually spells out how they're gonna do that, they're not gonna do it because there's no plan. So strategies for language competency as a clinician at CSPP (speaks Spanish).

Anybody understand me here? Everything that I said is written on the board, so that's a strategy we can do in terms of teaching language and particularly in a professional setting. So we've enhanced this effort in the third year by providing Rosetta Stone courses to CSPP faculty to build their linguistic capacity. In addition the university has set aside funding for faculty to participate in the five week Mexico City summer immersion program to learn Spanish and the culture of Mexico. These efforts are intended to build the linguistic capacity among faculty and have them integrate the use of languages in their courses. So this funding has enabled us to actually affect the culture of the university and mobilizing their resources, some in combination with this grant to do some of these things that the mental health act wants people to do.

So how do we do the academic curriculum for all. Building culture and linguistic proficiency for all our students throughout our system and we're talking about 800 doctoral students, 1800 doctoral students within our ten programs, that's a lot of students. Some people say that over 50% of the licensed psychologists in California are our graduates. Go to Kaiser, it's one of our people. So it's a large workforce. So what we piloted actually I piloted at San Francisco campus was to teach my Latino psychology course in Spanish and in English, it was bilingually taught. And we used a lot of the clinical material, we discussed in Spanish, and everybody got a copy of Rosetta Stone in order to raise their proficiency in speaking Spanish. They learned the Spanish mental health terminology, reviewed clinical cases and discussed them in Spanish and at the conclusion they were able to view a Spanish speaking case on video and write a progress note making a proper referral successfully. I felt if they could do that that's a

good starting point and also we're piloting the pedagogy of trying to do this kind of course and trying to teach it in this way.

We're also starting a Latino Behavioral Health Certificate Program so we've introduced this to our curriculum committee that is currently in review on our San Francisco campus to actually propose a Latino Behavioral Health Certificate program for all our doctoral students. I've been telling people mental health is dead. If you don't see mental health as part of behavioral health you're out of the picture, so mental health is part of behavioral health and it opens up the doors for a lot of things. If you see yourself in competition with the MFT and the social workers and how come they're getting the jobs and the low pay relative to that you're a sunk ship, it's not going that way.

You've got to see yourself as architects and engineers of interventions, of creating theory, of being clinical leaders, of training people and making sure that the quality and efficacy of the interventions that are being provided do meet muster and do provide change. So you don't know the stats, it's because you're not doing outcome program evaluation in your sites. That's what the interns should be doing, stuff like that. Use all of your skills. You're too expensive to just be a therapist. Therapists are other people can do that, even some peer people can do it better than you sometimes, so you need to think about using all of your skills and rethinking who you are.

I mentioned about the language immersion program and also we're trying to coordinate something with the Dominican Republic in Santo Domingo and I'm working with the university there to see if we can develop something there probably in a year, year and a half, to do a similar program to do something in the Caribbean. So what's been the impact to the impact to the academic programming? Is that as a result of using the Rosetta Stone and our efforts of advocacy, the university has contracted with a company called Mango to do an online learning using their online learning language system. So as of today all university students, faculty and staff have access to over 30 different language which they can learn on Mango. So now it's part of the institution and available resources to all students faculty and staff. So our next challenge is, how can we best utilize this and integrate this into all of our courses and teachings and

specializations. This is unheard of for a university to try to do this, especially in the fields of our profession. Remember we're really violating the 1966 Civil Rights Act and that has not been enforced.

So as a result of our grant and our resources we've been able to try to make some changes in the university around this kind of training. And as I said no other university in the U.S. is building linguistic capacity in such a comprehensive manner for future mental health providers. There are no specific plans in the county and state to deal with linguistic competency. So if we do not develop our workforce especially to deal with Latino population we will drain the talent and human resource pool from Latin American countries, they're gonna import. We've done that with the high tech industry, we've imported people from Asia and other parts of the world to deal with that gap. That's what they will do with the need for the workforce, not just for mental health but for everything, every industry. This will strip these countries abilities to provide behavioral health services to their populations.

Today the majority of the children in California are Latinos and in 2042 the majority of people in California will be Latino. In 2015 the majority of the people in New Mexico will be Latinos or Latinas and in 2027 the majority of people in Texas will be Latinos. That's a new thing, a new twist to remember the Alamo.

On July 9 and 10 Alliant co-sponsored an invitational Latino leadership summit with the U.S. Office of Minority Health to address these issues of Latino workforce. (*speaks Spanish*) Strategic development of mental health workforce for Latinos was the name of the gathering and over 50 persons from all over the United States attended including the directors of Office of Minority Health, SAMSA, CSAT, the Hawk Foundation and many more other leaders. The result of the summit was a creation of a consensus statements and recommendations, also the creation of an organization called the Alliance for Latino Behavioral Health Workforce Development. The Alliance's first activity was to formerly nominate a member of the Alliance which was a psychologist, myself actually, to the new National Health Care Workforce Commission. We actually got on to the short list so there is some success in moving and

addressing behavioral health in this workforce commission. I think there is no behavioral health there except there's a nurse and that's all at the commission, it's a 15 member commission.

We're creating a Latino Center of Excellence at Alliant and at CSPP and it's to address the needs of the Latino Communities and the radical demographic changes in the United States. To increase the multicultural and Latino specific competence in Latino behavioral health and to build linguistic and cultural capacity in the workforce. So we want to develop a strong pipeline of Latino students into clinical psychology MFT health professions and thus increase the number of Latino clinical psychology MFT students who matriculate at CSPP. And to increase the research and scholarship on Latino populations in the area of clinical psychology and behavioral health. So thank you very much.

GARCIA-SHELTON

Our final Plenary speaker for this module is Jorge Wong who's going to talk to you about the Palo Alto University, formerly Pacific Graduate School of Psychology, about their MHSA WET grant.