

**DRAFT Minutes**  
**MHRT/C Redesign Competency Committee Meeting**

**Date: February 6, 2015**

**Time: 1-3pm**

**Location: 12 East Chestnut Street; Augusta**

**Meeting Lead: Leticia Huttman**

**Purpose: Resources for competency work**

**Overview: Welcome and Introductions**

**Updates from SAMHS**

**Updates from the Advisory Committee**

**Decision-Making**

**Feedback on Competencies**

**Next Steps**

**Next Meeting**

**Participants:**

Kim Lane	UMA	Leticia Huttman	SAMHS	David McCluskey	Community Care
Alice Preble	Moving Forward	Jewel Jones	UMF	Kelli Fox	UNE
Marie Pedersen	Sweetser	Jennifer Kimble	Benefits Counseling	Janice Daley	Muskie School
Charlie Bernacchio	USM	Jean Cashman	UMPI	Jacinda Dionne	Muskie School

**Minutes:**

**1. Welcome and Introductions:**

Leticia Huttman opened the meeting and members introduced themselves. There were no changes to the draft notes from the meeting held on January 7<sup>th</sup>.

**2. Updates from SAMHS:**

Leticia informed members that Linda Frazier is no longer with SAMHS and that Kristen Fortier has assumed the position of Acting Associate Director of Treatment and Recovery. SAMHS is continuing discussions with the Office of MaineCare Services about examining the Section 17 rule and how Behavioral Health Homes fit into the system. They still need to define core competencies.

**3. Update from the MHRT/C Redesign Advisory Committee and Decision-Making:**

Leticia informed members that since there had not been much response from members wanting to join the "Systems Sub-Committee", the system's work will be folded into the work assigned to the Redesign's Advisory Committee. She explained that Muskie School staff had completed a crosswalk comparing different case management positions in Maine for the Advisory Committee. SAMHS will post these on the web page for the MHRT/C Redesign Initiative that is located on SAMHS' website: <http://www.maine.gov/dhhs/samhs/mentalhealth/MHRT-C-Redesign-Initiative.html>

Leticia also discussed the decision-making process for the committees explaining that although

consensus is ideal, this may not always be possible. Minutes from the meetings will reflect the committee's discussion on the topics including any minority thoughts or ideas.

**4. Feedback on Competencies:**

The team then discussed the current MHRT/C competencies and comments that members had made on the Google document that Jewel Jones posted. Jacinda presented an analysis of themes from this feedback and invited discussion. Members discussed the competencies and whether they should be divided into courses. Janice explained that programs may incorporate the competencies into the traditional courses or offer as part of a broader program as long as the MHRT/C competencies are covered. Jacinda will revise the competencies according to feedback received at this meeting and send a revised list to the Competency Sub-Committee for review before the next meeting. A few key points are listed below:

- It is important to retain the understanding of human development across the lifespan. May want to include the focus on aging as part of the aging competencies.
- Supportive housing is an EBP and is important to include in the benefits. Bio-psychosocial assessment probably belongs to an interviewing and counseling course. It should be called "Psychiatric Rehabilitation" which is rooted in EBPs.
- There should be more funding to support EBPs.
- Charlie Bernacchio reported that he has updated resources to share. (Perhaps the Muskie School could serve as a repository for these resources.)
- Add competency in the areas of interviewing and counseling that focuses on interpersonal skills.
- Ensure that motivational interviewing is included in any course with a focus on interviewing and counseling (MI is an EBP.)
- HIPAA is important to know as well as protected health information. Include a broad statement on confidentiality.
- Eliminate "counseling" as this is problematic. Perhaps call it "coaching" or "helping" or "empowering"?
- There's a lot of information about the link between trauma and physical health. Should this be included in the course: sexual abuse, trauma and recovery? Perhaps the Maine Crisis Network curriculum has competencies that the MHRT/C should address.
- Need language about being aware of what cultures you don't understand; there should be something about families.
- Need to include tools to assess addiction.
- Domestic violence should be included in competencies that are part of sexual abuse, treatment and recovery. Also include: veterans, PTSD, war trauma related to immigration, ACES study.
- It's important to examine specific mental health issues related to aging since Maine is the oldest state.
- Some vocational competencies represent what an Employment Specialist would do, not an MHRT/C.

- Peer support is also an EBP. Could this be part of the history of the consumer movement and the role of consumer-directed services? Also include the role of Peers in delivering services.
- Include competencies that focus on integration of physical and behavioral health.
- Should also be competencies that focus on prevention and wellness?
- Does sexual abuse need to part of course name? Rename this “trauma and resiliency.” Keep “recovery” as this is rooted in addictions field.
- Professional ethics should be a new competency in the counseling area. ACT is an EBP.
- Poverty and its effect is important to incorporate.

5. **Next Steps:**

**ACTION: Muskie School staff will incorporate feedback on the current competencies into revised competencies and ask Jewel to post on Google.doc for comment before the next meeting.**

**ACTION: Members will brainstorm possible wording such as “coach” or “helper”.**

**ACTION: Members will look at the CSP curriculum for competencies.**

**ACTION: Jennifer will talk with Community Support Specialists in the host agencies about the vocational competencies and what MHRT/Cs can do to support vocational attainment of their clients.**

6. **Next Meeting:**

Muskie School staff will send possible dates for the next meeting to members. A meeting date will be decided based on feedback.