

Excerpts from:
**OKLAHOMA'S
COMPREHENSIVE PLAN**
Highlighting
WORKFORCE DEVELOPMENT

Oklahomans understand that being free from addictions and having good mental health are essential to overall health.

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| <p>Goal I C: Inform and re-inform post-secondary training programs in a manner that reduces stigma, increases interest in working in the substance abuse and mental health fields, and expands the understanding of recovery and related best practices.</p> | <p>1. Develop systems by which consumers and family members can inform post-secondary education of the need for enhanced curriculum content about recovery.</p> | <p>a. Convene meeting with representatives of higher education, consumers, and family groups to identify broad vision and goals to impact post secondary curricula in the area of reducing stigma and increasing knowledge about recovery.</p> | Y | | |
| | | <p>b. Propose content for modules on recovery applicable to a variety of degree programs.</p> | N | | |
| | | <p>c. Develop and support speakers' panels of consumers and families with lived experiences who can provide on-campus presentations throughout the state.</p> | N | | |
| | <p>2. Prioritize and implement recommendations of the Annapolis Coalition Report* which can focus on Oklahoma-based post-secondary education. http://www.annapoliscoalition.org</p> | <p>a. Convene interested parties to review effective practices and to develop consensus for addiction and co-occurring core mental health performance competencies.</p> | Y | | |
| | | <p>b. Describe core performance competencies for effective delivery of mental health and substance abuse services across partner agencies.</p> | N | | |
| | | <p>c. Identify, adapt and adopt competency-based specialty curricula for specific behavioral health practice areas and make these materials available to incorporate in higher education programs.</p> | N | | |
| | | <p>d. Develop strategies to infuse these standards into competency models, pre-service and continuing education curricula, training accreditation and program accreditation standards, and certification and licensure requirements.</p> | N | | |

Disparities in services are eliminated.

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| Goal III. B: Ensure that cultural competence is addressed and strengthened within the care-giving workforce. | 1. Coordinate cross-agency efforts to improve and ensure cultural competency. | a. Collect state agency specific cultural competency plans or strategies as available from state agencies that are represented on the Governor’s Transformation Advisory Board. | Y | | |
| | | b. Utilize ODMHSAS Cultural Competency Coordinator and Task Force to review plans and analyze for strengths and needs, including issues related to racial and ethnic diversity as well as sexual orientation and language competencies. | Y | | |
| | | c. Host multiple agency meeting to share findings, identify common needs, and develop partnerships for moving forward with multiple agency projects. | N | | |
| | | d. Request technical assistance as indicated. | Y | | |
| | 2. Increase the number of trained and certified and licensed workforce members who are culturally competent. | a. Partner with post-secondary institutions to develop and expand the cultural competence curriculum for professionals entering the mental health and substance abuse workforce. | N | | |
| | | b. Engage the Oklahoma State Department of Health and other agencies to establish or enhance standards for licensing and certification for mental health and behavioral health professionals who are culturally competent. | N | | |
| | | c. Partner with GTAB and other partner agencies to examine and develop recommendations for state agencies on behavioral health cultural competence training and development. | N | | |

Excellent care is delivered ■

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| <p>Goal V.B: Develop and sustain a culturally competent and trauma informed workforce.</p> | <p>1. Enhance the infrastructure available to support and coordinate workforce development efforts.</p> | <p>a. Establish a Professional Development Coordinating Council to facilitate cross-agency oversight and coordination of professional learning.</p> | N | | |
| | | <p>b. Develop a comprehensive, cross-agency framework for professional learning including: standards for training, technology-infused learning, experiential learning, distance learning, performance support systems, and peer coaching.</p> | N | | |
| | | <p>c. Identify “transformative” learning priorities (content) for increasing the effectiveness of practices and systems for Oklahoma mental health and substance abuse services.</p> | N | | |
| | | <p>d. Establish key methods of communication between agencies to enhance the implementation of training programs such as coordinated calendars, technology plans, shared staffing, and shared funding strategies for training development.</p> | Y | | |
| | <p>2. Identify key gaps in workforce needs to increase availability of mental health and substance abuse services</p> | <p>a. Identify prioritized learning needs for key workforce categories [pediatricians, ER staff, educators, police officers, judges, etc.]</p> | N | | |
| | | <p>b. Identify workforce needs by area of the state, including urban, metro, and rural service delivery areas.</p> | Y | | |
| | | <p>c. Review and synthesize effective approaches to solving workforce gap issues based on experiences in other sectors.</p> | N | | |
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| <p>3. Better integrate the needs of communities for workforce preparations and the programs offered by the state universities and other institutes of higher learning.</p> | <p>a. Partner with area workforce development initiatives to improve collaboration among agencies, both behavioral health and non-behavioral health efforts.</p> | Y | | |
| | <p>b. Identify post-secondary partners to participate in development of substance abuse degree curriculum in colleges and universities.</p> | Y | | |
| | <p>c. Identify effective strategies for recruitment and retention of professionals in the area of mental health, substance abuse and domestic violence [scholarships, loan repayment options, etc.]</p> | N | | |
| | <p>d. Enhance the certification program for mental health peer support specialists to include substance abuse peer support specialists.</p> | N | | |

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| <p>Goal V.C: Increase and utilize the highest possible level of trained and educated consumer and other professionals and paraprofessionals equipped with the knowledge and expertise to address these issues</p> | <p>1. Expand financial incentives to increase recruitment and retention</p> | <p>a. Establish a workgroup to identify key issues in Oklahoma staffing, including: funding sources, priority areas, and target recipients of increase financial incentives</p> | | | |
| | | <p>b. Identify available resources in state and federal programs</p> | | | |
| | | <p>c. Propose a strategy for state strategic financial support for implementing evidence-based practices and evaluate their effectiveness</p> | | | |
| | | <p>d. Identify key policy revisions and make recommendations to appropriate governing bodies.</p> | | | |
| | <p>2. Provide wages and benefits commensurate with education, experience and levels of responsibility</p> | <p>a. Develop partnerships with the state Department of Labor on employment, wage, and benefit issues.</p> | | | |
| | | <p>b. Use data generated through collaborations with Dept. of Labor to adjust wages and benefits.</p> | | | |
| | <p>3. Select, implement, and evaluate recruitment and retention strategies tailored to the unique needs of each behavioral health organizations</p> | <p>a. Identify recruitment and retention needs of behavioral health organizations in Oklahoma.</p> | | | |
| | | <p>b. Implement and evaluate interventions designed to address those unique recruitment and retention needs of each organization.</p> | | | |