



Behavioral Health Workforce Initiative Grant Request for Proposals

Synopsis

As part of the \$4.5M ongoing funds for Targeted Workforce Development - Healthcare appropriated by the Legislature, \$800,000 of funding has been allotted to create a Behavioral Health certification program that includes learning objectives identified by industry, is offered as a less than one year certificate, and offers simulated clinical components that align with a Scope of Practice.

Grant Goals

The goals of this initiative are:

- Create a Behavioral Health Technician certification program that includes the learning objectives listed in the curriculum outline document.
- Will be offered at a length to be Pell eligible and can be completed in under a year.
- Will be in alignment with the Scope of Practice for voluntary state certification.
- Will have a simulated clinical component.
- Will have an educational map showing the path to bachelor's and master's degrees and state licenses.

Eligibility

- The primary applicant must be a degree-granting institution or technical college within the Utah System of Higher Education and according to Utah Code 53B-1-102.
- The application must include a partnership between at least one participating employer and a degree-granting institution or technical college within the Utah System of Higher Education and according to Utah Code 53B-1-102.

Selection Schedule

- Proposal submission deadline
 - First round of proposals are due by July 27, 2023.
 - If funds remain, additional proposals will be accepted on a quarterly basis.
 - Quarterly submission due dates:
 - Q1 - July 1
 - Q2 - October 1
 - Q4 - April 1

- Proposal Review and Questions from Review Committee
 - All submissions will be initially verified; applicants should be prepared to respond to requests for clarification or additional information.
 - After verification, proposals will be considered by the review committee, and applicants should be prepared to respond to final requests for clarification or additional information.
- Review Committee Recommendations to Talent Ready Board
 - Following the completion of the proposal review, the review committee will present their recommendations to the Talent Ready Board.
- Award notification to awardees
 - Upon final decision by the Talent Ready Board, notification of awards will be sent by email to the contact listed in the application.

Submission Process

- Each institution will be required to submit the following documents:
 - [Application \(one per program\)](#)
 - Appendix A (one combined document of all letters of need)
- Each institution will complete the [submission Google form](#), where all documents can be uploaded.

Proposal Timelines

- Proposals may have a duration of 1 year.
- Please provide a detailed timeline in section 2.0 of the application.

Budget

Requested funding will be used solely for the direct costs associated with the program, such as the cost of instructors, marketing, curriculum development, staff and faculty training, or equipment/supplies. Funding for general administration will not be allowed. Budget requests must differentiate between one-time and ongoing costs. Ongoing costs will become part of the institution's base budget.

Budget Uses:

- Curriculum Development
- Equipment/Supplies
- Staff and Faculty Training
- Marketing
- Salary & Benefits

Reporting and Data Collection

- The education partner shall report quarterly, for three years, and on a regular basis as reasonably requested by Talent Ready Utah.
- At a minimum, the education partner shall provide documentation of the following:
 - Number of students enrolled in the program
 - Number of students that have completed the program
 - Number of students placed in relevant employment
 - Number of faculty/instructors/professors hired with appropriation

Evaluation Criteria

- Does the proposal include specific metrics that accurately measure program completions?
- Does the proposal include a plan that will assure full student enrollment in the new program?
- Does the proposal include specific metrics that accurately evaluate if students are relevantly employed after graduation and if they receive state certification?
- Does the proposal include an intuitive and clear educational map to bachelor's and master's degrees and state licenses?
- Does the proposal include a budget demonstrating efficient use of funds and cost-effective funding per graduate?
- Does the proposed program demonstrate alignment with the learning outcomes provided, offered at a length to be Pell eligible, and can be completed in under one year?
- Does the proposed program demonstrate alignment with the Scope of Practice for the certification?

For any questions regarding the Behavioral Health Targeted Workforce Grant and application process, please contact Samantha Aird, Samantha.Aird@ushe.edu, or Peter Reed, Peter.Reed@ushe.edu.

Attachment A: Program Learning Outcomes by Category

Introduction

- Describe the role, function, and responsibilities of various mental health professions and community service agencies.
- Evaluate personal strengths, weaknesses, interests, and values in potential alignment for a rewarding career in behavioral health and social sciences.
- Describe cognitive and behavioral strategies that support academic and career success.
- Explain the importance of whole health integration, strong support systems, and self-care habits for stress management and resiliency as a successful student and valued employee.
- Define mental health and identify common mental health issues.
- Demonstrate first aid skills in a mental health emergency or in support of an individual with a common mental health disorder.
- Build job-seeking skills and a professional portfolio.
- Create professional and academic goals, including a concrete educational plan leading toward certificate(s) and/or degree(s) in behavioral health and social sciences.

Professional Resiliency and Well-Being

- Analyze historical contexts of resilience, burnout, traumatic stress, and compassion fatigue research.
- Describe factors that contribute to trauma, burnout, and compassion fatigue.
- Explain how work-related stress can compromise physical, cognitive, emotional, social, and spiritual well-being
- Develop mindfulness and self-relaxation strategies to promote mind-body awareness and equanimity.
- Practice skills to modify mindsets, explanatory styles, and core beliefs to bounce back from setbacks and adversity.
- Define meaning and purpose in work and life to enhance resilience.
- Explain elements of positive psychology and whole health integration to enhance happiness and well-being.

- Identify skills to build meaningful relationships and positive support systems to improve health and well-being.
- Explain ways to improve health-conscious practices, including healthy eating, activity, sleep, and self-compassion.
- Analyze structural factors within organizations that support resilience.
- Utilize key psychological and emotional resiliency skills to address symptoms and prevent future effects associated with traumatic stress and compassion fatigue.
- Create a six-point professional resiliency plan.

Ethical, Legal, and Professional Issues

- Identify the unlicensed and licensed professional regulating bodies, laws, and codes of ethics that govern the behavioral health fields.
- Identify governing bodies that oversee the practice of behavioral health
- Define the ethical, legal, and professional responsibilities of helping professionals.
- Identify the role of supervision in the development of professional practice.
- Describe clients' rights to confidentiality and situations in which confidentiality cannot be assured, including minors and vulnerable adults.
- Explain ethical issues related to professional competence and scope of practice.
- Demonstrate accurate documentation of legal and ethical issues.
- Identify the role of attitudes, beliefs, assumptions, and personal and professional values that underlie ethical decision-making.
- Demonstrate the ability to apply concepts of ethical decision-making to address common issues in social and behavioral services.
- Predict ways to effectively manage and avoid boundary issues and dual relationships in behavioral health counseling.
- Explore diversity issues that are relevant within ethical decision-making
- Describe the unique ethical issues in working with minor clients, including ages of consent in mental health and substance abuse treatment, consent vs. assent for minors, and the involvement of significant others in the treatment process.
- Demonstrate the ability to apply concepts of ethical decision-making with specialized populations, including integrative care.

Applied Therapeutic Communication Skills

- Describe principles of interpersonal communication in the helping professions.
- Describe modes of non-verbal communications and their implications
- Describe nuances of paraverbal and verbal communications and their implications.
- Demonstrate the ability to use effective listening skills.

- Demonstrate the ability to observe and express emotions effectively and responsibly in a variety of situations.
- Explain the purpose, elements, risks, and impact of self-disclosure.
- Demonstrate proficiency with the following interpersonal communication skills: questioning, confronting, and self-disclosure.
- Describe the therapeutic alliance process and the stages of progression.
- Demonstrate necessary communication skills for establishing rapport and maintaining a helping relationship.
- Demonstrate techniques to deal with resistant clients.
- Describe elements of communication involved in family relationship development, maintenance, and repair.
- Explain effective conflict management and problem-solving strategies in a variety of interpersonal communication situations.
- Demonstrate the ability to provide appropriate feedback.
- Demonstrate the ability to receive and act upon feedback from peers.

Case Management and Clinical Documentation

- Describe the role and explain the function of case management in human services.
- Describe the methods of delivering case management services.
- Demonstrate the interpersonal skills necessary to establish and maintain rapport at all stages of case management.
- Demonstrate the process of assessment and relevant interviewing skills in case management.
- Describe whole health services delivered as part of case management.
- Explain the role of case managers in whole health service coordination.
- Describe the case management processes of outcome monitoring and reassessment.
- Apply the concepts of case management to the unique needs of multicultural clients and special populations.
- Describe the components of a whole health integrated delivery model of case management.
- Describe documentation required in a case report and client records and appropriate formats.
- Analyze examples of case reports from diverse clinical settings for completeness and correct formatting.
- Explain the legal and liability issues related to case management and report writing.

Child, Family, and Adult Advocacy

- Define advocacy and explain professional/ethical standards for advocacy.
- Practice using common advocacy strategies and tactics and discuss when each may be applicable/valuable.
- Describe the role of parental rights related to advocacy.
- Describe the procedures involved in due process, grievance, and appeals in behavioral health systems.
- Describe familial considerations involved in advocacy.
- Describe the importance of whole health integration in advocacy to ensure appropriate educational access and opportunity.
- Describe the role and importance of whole health integration in advocacy when working with the disability population.
- Describe the role and importance of whole health integration in advocacy when working with justice-involved persons.
- Identify several funding sources and whole health integrated related services that can help address the needs of individuals with behavioral health issues.
- Demonstrate how to navigate multiple systems to develop an advocacy plan relevant to a child and his/her family.
- Describe the importance of the wraparound process and how it relates to child and family advocacy.
- Identify integrated healthcare community support and resources for children and families that can be made available through advocacy.

Attachment B: Scope of Practice

Behavioral Health Technician Scope of Practice

The scope of practice for a Behavioral Health Technician (BHT) outlines the roles and limitations of a BHT in providing behavioral health services. The BHT works under the supervision of licensed professionals, such as psychologists, psychiatrists, or social workers, to support the overall treatment and care of individuals with mental health or behavioral disorders. This scope of practice serves as a guide to ensure the BHT's duties align with their qualifications and training while maintaining the highest standards of ethical conduct and client care.

This scope of practice for a Behavioral Health Technician establishes the parameters within which the BHT operates, ensuring the provision of safe, effective, and ethical care. The BHT's primary responsibility is to support licensed professionals in treating and caring for individuals with behavioral health disorders while promoting the well-being and recovery of clients.

Duties and Responsibilities:

1. Works under the direct supervision of licensed professionals, who provide guidance, oversight, and evaluation of their work.
2. May work under the indirect supervision of licensed professionals, performing specific services within the approved scope of practice.
3. Collects intake assessment information used to determine the well-being of a patient and the potential type of treatment options that might be appropriate.
4. Supports licensed clinical professionals in developing treatment plans and implementing interventions designed to address behavioral health issues.
5. Conducts direct observation and monitoring of clients' behaviors, documenting significant observations, and reporting findings to the supervising professional.
6. Facilitates therapeutic activities and recreational programs to enhance clients' social skills, emotional well-being, and overall functioning.
7. Implements crisis intervention strategies in accordance with established protocols, ensuring the safety and well-being of clients during emergencies.
8. Provides education and support to clients and their families on behavioral health issues, treatment options, and community resources.
9. Implements behavioral management strategies, including de-escalation techniques and crisis intervention as needed.

10. Documents client progress, treatment interventions, incidents, and significant changes in behavior or condition.
11. Maintains accurate and confidential client records, including progress notes, incident reports, and treatment plans, in compliance with applicable legal and ethical standards.

Qualifications:

1. The BHT has completed a recognized Behavioral Health Technician training program from an accredited institution.
2. The BHT participates in ongoing professional development and stays updated with current best practices, emerging research, and changes in laws and regulations related to behavioral health.

Restrictions and Limitations:

1. The BHT does not diagnose mental health disorders nor prescribe medications.
2. The BHT does not provide mental health psychotherapy but may assist in the delivery of therapeutic support under the supervision of licensed professionals, as stated above.
3. The BHT does not engage in any activities outside the scope of practice or perform tasks beyond its certification.
4. The BHT maintains professional boundaries and refrains from engaging in any dual relationships with clients that could compromise ethical standards and appropriate care to clients.
5. The BHT must comply with all certification and professional standards for behavioral health professionals.

Professional Attributes:

1. The BHT upholds the highest ethical standards, demonstrating respect, empathy, and cultural sensitivity in all interactions with clients, families, and colleagues.
2. The BHT maintains strict confidentiality regarding client information, adhering to applicable legal and ethical guidelines.
3. The BHT is required to report any suspected abuse, neglect, or violations of ethical standards to the appropriate authorities or supervisors promptly.