

**MICHIGAN ASSOCIATION OF
COMMUNITY MENTAL HEALTH
BOARDS**

**GOVERNANCE AND LEADERSHIP
DEVELOPMENT PROGRAM**

JANUARY 2006

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0.0 FORWARD

In order to best understand both the nature of the design of this Learning Program and its importance, there is first a need to take a journey through our history.

In the 1960's, the modern day comprehensive community mental health system was born. States took varying approaches in developing their community systems. Michigan's approach was a public system organized around county government and would ultimately grow to include mental health as well as developmental disabilities services. Across the nation, the purpose of the local system was relatively the same—the local system would care for people with less severe types of mental health disabilities while the state system would care for people with more severe types of mental illness and developmental disabilities. Financing of the local public system was simple and regulations were virtually non-existent. It was a simple time with an important community mission. For both Executive Directors and Board members, the simplicity translated primarily into the knowledge of and a commitment to the community.

The 1970s began to bring two major changes: the passage of PA 258 of 1974 (the Michigan Mental Health Code—MMHC) and advances in the rights of people with disabilities movement that had initiated during the prior decade. The advent of the MMHC served to better solidify the commitment of a local public mental health system. With this came new opportunities—to become increasingly autonomous from the state—as well as new challenges—to improve finance management practices required of greater autonomy. There was also increased attention to accountability, as evidenced by the publication of standards in the “Blue Book”. The disabilities rights movement was primarily focused on individuals with developmental disabilities and the conditions and deprivation of liberty implications of large public institutions. The demand was for community-based alternatives and included litigation across the country to force both changes within institutions and closures and transfer of residents to community services. The Plymouth Center lawsuit was one of the more nationally recognized legal actions that paved the way for the development of a community-based system of services as the replacement for facility-based care. For both Executive Directors and Board members the level of sophistication began to increase in areas such as finance, ensuring a sustainable and viable independent organization, an understanding of the needs of a population with more severe disabilities and the application of still elementary yet more advanced accountability standards.

The 1980s brought three major challenges: the introduction and expansion of Medicaid; the diversification and further development of the consumer movement; and the massive expansion of the community system. Medicaid was introduced

in this decade with the first clinic waiver. Throughout this time period, Medicaid began to expand to include the Habilitation Waiver as an alternative to the small bed facilities (Alternative Intermediate Services--Mentally Retarded--AIS/MR) that had been developed for community placement of individuals with developmental disabilities. The mental health consumer movement gathered a great deal of influence and momentum during this time period and created increased consciousness of the role of all consumers in contributions, participation and ownership of the community system. Advancements in models of practice, particularly increased attention to supporting the real lives of people and psycho-social oriented alternative models emerged. The community system began to grow in leaps and bounds. This growth was reflected in the budget as state funds were transferring to the community system and the federal-state Medicaid program found an influx of federal match support for covered services for Medicaid beneficiaries. Community systems who had been under contract with the state placement offices for supports and services for individuals with developmental disabilities initiated the transfer of this responsibility to the local public community system which made them both Provider Type (PT) 69 as well as PT 21 Medicaid providers and were ultimately federally qualified as Organized Health Care Delivery Systems. Full Management was being comprehensively embraced as the local public community system was rapidly maturing. For both Executive Directors and Board members the level of sophistication began to increase exponentially in areas such as operating off an integrated finance platform with each revenue stream requiring unique planning and management expertise, ensuring a highly responsive independent organization, an understanding of the implications of the consumer movement, advances in practice and the needs of all people regardless of severity of disability and the application of very much advanced accountability-based performance standards, including the presence of increasing federal regulatory influence.

The 1990s presented four significant advancements: the passage of the Americans with Disabilities Act (ADA), the first major revisions of the MMHC, best practice and the introduction to Managed Care. Both the passage of the ADA and the amendments to the MMHC solidified the developments of the consumer movement. We had moved from the "rights of people with disabilities" to the "rights of full citizenship". The MMHC also included provisions that were intended to prepare the local public community system for the anticipated Medicaid Managed Care Program, including the ability to become free-standing public authorities. Best practice began to emerge as there was an increased desire to ensure that supports, services, treatment and care were effective and efficient; that it was evidence-based. Managed care became a reality at the end of the decade and found the local public community system with the responsibility for managing public insurance as part of their responsibilities to comprehensively implement and manage public policy. For both Executive Directors and Board members the level of sophistication had completely transformed. The very identity of the local public system began to become strained to seek balance and ultimately find a harmonious co-existence between the new requirements under

the managed care structure while maintaining its origins of a community mission. The embracing and inclusion of consumers at every level—governance, policy and monitoring as well as in the delivery of services and supports and taking command of their own lives—posed significant challenges to the system. The regulatory, fiscal, quality, performance, accountability and efficiency moved to not only much greater levels of sophistication but to an entirely new dimension.

And now we have arrived at the 2000s. The first half of the decade now past leaves one feeling that the last decade was light years ago. The continued development in managed care, particularly post the promulgation of rules related to the Balanced Budget Act of 1997 and in the “Post Enron” world has found us in affiliated arrangements, learning and applying more complex functions and living with increased liabilities, including personal liabilities. The consumer movement is shaping the system to comport with the foundations of self-determination principles, a recovery orientation, a resilient family’s perspective, cultural proficiency and community partnerships and capacity building. Advances in medicine are occurring almost daily as are developments in best practice. The need of sufficient and state-of-the-art technologies, particularly in communications and information technologies, are essential tools to manage in this rapidly changing and liability intensive environment. Both Executive Directors and Board members are faced with the need to continuously process and make decisions related to complex issues in order to both ensure current viability as well as promote long term sustainability all while simultaneously not drifting from the community mission established almost fifty years ago.

The description of our history provided here is much too simple, there is so very much that is missed and insufficient explanation of what was provided. The historical overview did not even include the evolution of the budget. However, it does clearly establish that the competencies of a Board member look very much different today than they did at the time of our origins. Inherent in the new age competency requirements is the need to continuously learn so they may be stay on target as an effective leader. Yet how many Boards with Bylaws that speak to attendance requirements do not speak to competency and development requirements? One could argue, particularly in light of the liabilities now inherent in the system, it would be better for an ununiformed Board member not to attend a meeting rather than to attend and participate and influence Board decisions that will lead them into harms way. Although Executive Directors and Boards will always struggle with each other’s “turf”—matters of policy versus matters of operations—being ununiformed will contribute to excessive and deep drifting which results in inappropriate shifts in responsibility and corresponding authority. Although folks may take great joy in assuming authority, when problems arise, people like federal regulatory investigators will be looking for who assumed authority so they know who to hold responsible and accountable.

We live in a world where new knowledge quickly becomes old. This requires us to hold onto a set of sound moral foundations and values so we can best evaluate all of the information that is “thrown” at us. However, before we even do that we must make a conscious decision that we will be committed to continuous learning. In academia, the term “commencement”, in part, means “to commence to learn”. A graduate prepared person in this field degree is worthless in about three years if they have not very pro-actively and continuously advanced their knowledge through learning. What then of Board members?

Learning for Board members is much more than attending brief conference presentations. Also, Board members learn in a variety of different ways. The Learning Program presented here acknowledges both the comprehensiveness of on-going learning and the nature of the individual in presenting relevant substantive and technical content and providing venues for on-going learning. It is our hope that Boards embrace their continuous development and learning is central and essential to their obligation in their policy direction and oversight leadership role.

1.0 INTRODUCTION

The purpose of this document is to provide a comprehensive overview of the new Governance and Leadership Development Program Continued Learning Program for Community Mental Health Services Program (CMHSP) Board Members (***“Learning Program”***) implemented on October 1, 2005. The Learning Program is also designed for CMHSP Pre-Paid Inpatient Health Plan (PIHP) Board members.

Key design components of the Learning Program are as follows:

- Two methods are used to establish parameters for learning. First, the learning is centered on a public policy platform with four core components or “pillars”—Foundations, Leadership, Management and Implementation. Second, the substantive and technical content is relevant to local public PIHP and/or CMHSP Boards and Board members and to Executive Directors as related to their relationship with the Boards.
- There is a recognition that learning is unique, thus the need for offering various learning methods. The Learning Program also recognizes the time constraints that are a likely reality with community leaders serving on a public Board. Although the Learning Program conference workshops serve as the core method for learning, other learning venues are provided to offer Boards and Board members additional opportunities to learn, including to delve deeper into particular areas of interest and to do so as their personal time permits.
- Although geared to a target group, many learning opportunities are generally applicable to broader audiences including consumers, advocates, PIHP and/or CMHSP staff members and, particularly, private sector partners. The learning related to the practice of governance as well as the substantive and technical areas covered are consistent with the needs of the Boards of private sector managers and provider organizations. It is also important to note that the MACMHB offers a variety of other learning opportunities to many different audiences relative to the publicly supported and sponsored mental health, developmental disabilities and substance abuse system.
- Planned continuous efforts to determine and improve the quality of the Learning Program are included.

This document provides the following:

- 2.0 Learning Program Intended Outcomes:** Identification and a brief description of the five ultimate intended outcomes of the Learning Program.
- 3.0 Learning Program Agenda:** Identification and brief description of the four pillars that constitute the learning agenda of the Learning Program.
- 4.0 Learning Program Core Curriculum:** Organized within the boundaries and framework established in the Learning Agenda, the core curriculum provides an overview of the substantive and technical learning content.
- 5.0 Learning Program Venues:** Description of the structures of the five learning venues.
- 6.0 Learning Program Faculty:** Description of considerations for the recruitment, selection and retention of the faculty of the Learning Program.
- 7.0 Learning Program Evaluation and Improvement Efforts:** Description of continuous efforts of evaluating and improving the Learning Program.
- 8.0 Learning Program Financing and Support: Reimbursement, Reinvestment and Management:** Description of the relationship between the Learning Program products and services and the financing of the Learning Program itself as well as a comprehensive Fiscal Year 2006/2007 (FY 06/07) budget, management and support plan.

2.0 LEARNING PROGRAM INTENDED OUTCOMES

There are six ultimate intended outcomes of the Learning Program, as follows:

- **Relevant, Meaningful and Applicable Learning:** The Learning Program—quality of content, materials, information and the method of presentation and delivers—is intended to be targeted to Boards (relevant), reflect the focus, values and interest of public policy and the public system (meaningful) and be derived from a conceptual framework which has continuity to practice (applicable).
- **Competent Board Members and Boards:** The learning program is intended to provide both basic and advanced opportunities for relevant and meaningful learning's that are applied in practice and directly influence the general and substantive governance and leadership competencies of Board members and Boards.
- **Organized System and Structure to Advance and Improve Board and Board Member Learning:** The Learning Program structure is intended to have component parts that form a logical “whole”. The system of the Learning Program is intended to create and continually improve on learning opportunities.
- **Reflective of and Responsive to Diverse Learning Needs:** In order to promote choice and to accommodate learning styles, time demands and needs, the learning program is intended to provide a variety of venues and methods for learning.
- **Basic and Advanced Learning:** The material of the Learning Program provides the parameters of the substantive and technical content of the learning agenda. The learning venues provide Boards, as individual members and as a collective, an ability to pursue basic as well as more advanced learning.
- **Sustainable Learning Program:** From a financing, technical and human support perspective, the Learning Program is intended to continuously improve and thrive.

All efforts involved in the development, implementation and management of the Learning Program is intended to be consistent with and advance the six ultimate intended outcomes stated above.

3.0 LEARNING PROGRAM AGENDA

The Learning Program is organized on a public policy platform with four core components of the curriculum—the four pillars that provide direction, parameters and support. These four components are interrelated but also have a sequential nature about them. Although learning is not required to be completed in a sequential order, the interrelationship and the sense of order is necessary in pulling all of the learning together into a coherent package—the learning agenda.

The four pillars or components of the Learning Program are identified and briefly described as follows:

- **Foundations:** Boards need to first have an understanding of the foundations of their existence. This is accomplished through developing an understanding of the public policy origins and history of the community system as well as where the system is presently and what the future most likely holds. Central to the establishment of a foundation is development of an understanding of “who” is intended to benefit from the public policy the Board is charged to advance.
- **Leadership:** Boards require an understanding of their responsibilities and corresponding authority as a collective body as well as individual members. This includes developing an understanding of governance structures, processes, practices and relationships with executive leadership as well as the nature of the character required of Board members.
- **Management:** Boards have the ultimate responsibility to ensure local management of public policy. Core competencies in this regard require advancing Board member knowledge in relevant areas of law, regulations, public policy direction, contractual obligations and finance as well as the organization, structure and functions of the community system where public policy is managed.
- **Implementation:** Boards have the ultimate responsibility to ensure local implementation of public policy. Core competencies in this regard require advancing Board member knowledge in practices associated with the direct delivery and provision of support, services, care and treatment.

4.0 LEARNING PROGRAM CORE CURRICULUM

Organized within the boundaries and framework established in the *Learning Program Agenda*, The *Learning Program Core Curriculum* serves to structure content necessary to advance learning. The *Learning Program Core Curriculum* establishes the parameters and expectations of a set of learning areas. Regardless of learning venue, faculty applying these learning areas, as well as resources used and/or made available in learning areas, adhere to the parameters and expectations described within each learning area. In academic terms, the learning area is a “course”. A general description of each “course” provided in this section serves as the “master syllabi” for each “course”. Faculty are then able to flexibly construct their “syllabi” of a particular “course” as long as it adheres to the parameters and expectations of the “master syllabi” of said particular “course”.

The *Learning Program Venues* provide a structure to offer each learning area in different ways and with varying levels of intensity. For example, the *Learning Program Conference Presentations Series* serves as the primary venue for pursuing the Learning Program. In this venue, the learning areas are 1.5-hour workshops that provide basic learning. In contrast, the *Learning Program Related Consultation* serves as a venue available to provide advanced learning. In this venue, there is flexibility to develop a more intense learning experience in each learning area.

This section organizes the *Learning Program Core Curriculum* as learning areas built upon the public policy platform and along each of the four pillars outlined in the *Learning Program Agenda* to be applied through the *Learning Program Venues* in an effort to achieve the of the *Learning Program Intended Outcomes*.

4.1 FOUNDATIONS

Boards need to first have an understanding of the foundations of their existence. This is accomplished through developing an understanding of the public policy origins and history of the community mental health system as well as where the system is presently and what the future most likely holds. Central to the establishment of a foundation is development of an understanding of “who” is intended to benefit from the public policy the Board is charged to advance. It is noted that the term “community system” used in this section is intended to include all public and private agents and organizations supported and sponsored with public financing that constitute the overall community system.

4.1.1 PUBLIC POLICY

Learning centered on the historical origins (particularly related to Michigan), contemporary perspective and the probable future of the public policy driven community system through the examination and exploration of the following:

- Evolution of the Michigan Mental Health Code (particular focus on 1974 and 1994 developments); evolution of federal statutes (Facility Construction Act, as an example).
- Eras of the consumer movement: Dependent to independent to interdependent perspectives between 1950 and present; movement from the disability rights to full citizenship acknowledgement; the promotion of self-direction and peer support; the future as fully self-directed supported lives.
- Eras of the community system: 1960s and the role of the state and the role of the community mental health system; 1970's and the introduction of incentives for reducing reliance on state facilities; 1980's and the expansion of Medicaid financing; 1990's and the introduction of Medicaid cost containment strategies; 2000's and beyond as movement to "self-directed care".
- Current and near future critical public policy expectations (related to intended beneficiary outcomes, systems performance requirements, cost containment expectations and the development and promotion of alternative system strategies and community capacity expansion).

4.1.2 INTENDED BENEFICIARY COMMAND

Learning centered on the public policy expectations of intended beneficiaries influence and command of the community system through the examination and exploration of the following:

- Relationship between the Board and intended beneficiaries (community and individual beneficiaries)

- Opportunities and strategies for promoting and supporting intended beneficiaries (individual beneficiaries) in leadership, administrative, management and in the provision of supports, services, care and treatment.
- Opportunities and strategies for promoting and supporting intended beneficiaries (community and individual beneficiaries) in community system assessment, evaluation, planning, implementation, management, monitoring and improvement efforts.
- Opportunities and strategies for promoting and supporting intended beneficiaries (individual beneficiaries) choice as an informed, responsible and prudent purchaser.

4.1.3 INTENDED BENEFICIARY ORIENTATION

Learning centered on the public policy expectations of the community system commitment, knowledge and practice in design and operations and in all arenas (leadership, administrative, management and in the direct delivery and provision of supports, services, care and treatment) reflecting intended beneficiaries as the sole purpose of the existence of the community system itself through the examination and exploration of the following:

- Commitment to the Life Plan (Person-centered planning and support).
- Self-determination principles.
- Recovery orientation.
- Resiliency perspective.
- Cultural representation and proficiency.
- Community partnerships and collaboration.

- Supporting community capacity building.

4.2 LEADERSHIP

Boards require an understanding of their responsibilities and corresponding authority as a collective body as well as individual members. This includes developing an understanding of governance structures, processes, practices and relationships with executive leadership as well as the nature of the character required of Board members.

4.2.1 FUNDAMENTALS

Learning centered on the public policy oriented functional, operational, organizational and relational aspects of the Board through the examination and exploration of the following:

- Role, responsibilities and corresponding authority of the Board as individual members, as elected officers and as a collective body.
- Role, responsibilities and corresponding authority of the Board as individual members and as a collective body and in the relationship with the Executive Director, particularly in establishing expectations of ends and corresponding means and distinguishing interrelated matters of policy direction from matters of operations practice and matters of leadership from matters of management.
- Implications of the accountability of a public Board as related to areas such as parliamentary procedures, open meetings and freedom of information (as key examples).
- Board Bylaws and Governance Policies, including delineating the definition and purpose of each.
- Relationship development within the Board with a team orientation and as a set of team building strategies that include communication, valuing, encouraging and supporting the full participation of members, consensus building, conflict resolution and decision making.

- Strategic thinking and acting as well as planning and management, particularly in establishing and monitoring the vision, mission, values and intended outcomes of the organization.
- Board member core competencies and the continuous review and improvement efforts of Board performance.
- Core competencies of the Executive Director and the continuous review and improvement efforts of the Executive Director performance and the intended relationship between the Board and the Executive Director.
- Key supporting resources, such as the MACMHB and NCCBH.

4.2.2 CHARACTER

Learning centered on the public policy ethical and moral requirements of the Board through the examination and exploration of the following:

- Honor, loyalty and integrity.
- Issues of special interest influence and conflicts of interests.
- Ethical problems inherent in operating outside defined role, responsibilities and corresponding authority.
- Commitment to the promotion and protection of the full rights and responsibilities of citizenship of the intended beneficiaries.
- Commitment to the values and intent of public policy and the public system.
- Remaining knowledgeable, informed and competent as a matter of ethical responsibilities.

- Distinguishing and confronting matters of Board and community ethical considerations from issues of personal morality.
- Commitment to the protection of the people from public institutions (such as a PIHP and/or CMHSP) through the recognition of individual rights as inherent, social interests as compelling and restricted to the conditions of law and politics as moral imperatives with potentially limited or no utility or an adverse effect.

4.3 MANAGEMENT

Boards have the ultimate responsibility to ensure local management of public policy. Core competencies in this regard require advancing Board member knowledge in relevant areas of law, regulations, public policy direction, contractual obligations and finance as well as the organization, structure and functions of the community system where public policy is managed.

4.3.1 LEGAL

Learning centered on the public policy requirements for which the Board serves as public stewards through the examination and exploration of the following:

- Michigan Mental Health Code, particularly Chapters two and seven.
- MDCH PIHP and CMHSP Contracts with particular attention to the relational nature of this public state-local arrangement, areas of outcome and performance expectations and regulatory compliance, including as related to the MDCH leadership, support, management and monitoring efforts and as an agreement that serves to advance public policy.
- Other related critical statutes and regulations (ADA, BBA, DD Act, Rehab Act, as key examples).

4.3.2 BUDGET

Learning centered on the public policy driven financing and accountability expectations for which the Board serves as the fiduciary through the examination and exploration of the following:

- State, federal and local public revenues including, for each source of revenue, definition as derived by statute, contract and/or public policy directive, conditions for use, determination of amounts to be distributed/available, method of distribution/receipt, application in practice, costing and cost accounting, risk implications, reporting and accounting and audit requirements.
- Private sources of revenues and the conditions and manner in which they apply.
- State and federal budgeting process and the relationship between these processes.

4.3.3 SYSTEMS

Learning centered on the public policy oriented and defined management and organizational structures through the examination and exploration of the following:

- Public policy systems management functions (utilization management, provider network support and management, customer services, recipient rights, community collaboration and coordination and community relations).
- Structural foundations of organizations (total quality management and information infrastructure) as related to both and each managers and implementers of public policy.
- Organizational infrastructure (governance, executive leadership, budget and finance, personal, procurement and contracting, risk management, corporate compliance, and needs assessment, planning, research and evaluation) as related to both and each managers and implementers of public policy.

- Provider (public policy implementation) and manager (public policy management) types of public organizations, including “mixed” organizations and the cost and benefits of such an arrangement.
- Community systems (access and crisis, provider networks, health managers and providers, public partners, informed referral agents) as an ultimate unified community system.

4.4 IMPLEMENTATION

Boards have the ultimate responsibility to ensure local implementation of public policy. Core competencies in this regard require advancing Board member knowledge in practices associated with the direct delivery and provision of support, services, care and treatment.

4.4.1 BEST PRACTICE

Learning centered on the public policy oriented and defined implementation of supports, services, care and treatment through the examination and exploration of the following:

- “Best Practice” through the conceptual (distinguishing definitions) and operational (required conditions for consideration and classification) definitions of Evidence-Based Practice, Emerging and Promising Practice and Values-Based Practice.
- Relevant community planning strategies, such as becoming informed, developing committed champions, capacity and competency building and planning for implementation, management and continuous improvement, as examples.
- Specific applications of particular models of practice, including by populations, in micro (ACT, Wellness Management, as examples) as well as macro (Jail Diversion, Housing, as examples) practices. It is noted that the specific applications of this module will be modified annually in order to provide a wider range of examples and as a means to reflect state-of-the-art developments and policy priorities.

5.0 LEARNING PROGRAM VENUES

Individuals learn differently. The Learning Program offers five learning venues. Annually, in each region of the state, a day long orientation is offered to new Board members and an update of the most pressing issues on the horizon for veteran Board members. Throughout each year, the Learning Program Conference Presentation Series serve as the main venue for carrying out the Learning Program Certification related core curriculum through nine workshops. These workshops are intended to meet the fundamental learning needs of Board members. Video presentations and the Learning Program Web Site offer two other learning venues. These are intended to provide Boards and Board members an opportunity to delve into particular learning areas or components of learning areas in more depth. Additionally, the fifth learning venue involves providing direct consultation relative to particular learning areas or components of learning areas. Consultation efforts are tailored to each Board requesting this service.

5.1 BOARD MEMBER ORIENTATION AND UPDATE

Each April, and in each region of the state, a day long Board member orientation and update is offered. There are to be two tracks at these sessions, as follows:

- **Orientation:** New Board members are provided: (a) an overview of the Learning Program; and (b) a brief summary overview of basic and key substantive and technical information contained in the ***Learning Program Conference Presentation Series*** nine workshops that constitute the core curriculum. It is noted that this orientation is intended to augment and complement the orientation provided by each PIHP and/or CMHSP to new Board members.
- **Update:** Current Board members are provided a comprehensive update on the most critical issues for the upcoming year. This particularly includes matters of the state and federal budgets, MDCH PIHP and CMHSP Contracts and critical policy issues.

These one day sessions begin with a brief keynote address, followed by breakouts into the two areas described above and conclude with the group being reassembled to discuss Board related planning and action considerations relative to the days learning.

As a suggestion, it may be helpful for Boards to plan their annual retreats for a time that is most immediately following these annual sessions. The learning in these sessions are intended to provide: (a) a framework for creating development plans for each Board member; and, (b) a knowledge perspective that is conducive for advancing strategic planning related efforts.

5.2 LEARNING PROGRAM CONFERENCE PRESENTATION SERIES

The Learning Program Conference Presentation Series is the core of the overall Learning Program reflecting the parameters outlined in the ***Learning Program Agenda*** and the more discrete content provided in the ***Learning Program Core Curriculum***. The Learning Program Conference Presentation Series involves the application of the ***Learning Program Core Curriculum*** as structured workshops that are available at the MACMHB Conferences over the course of a single year. A workshop is a 1.5-hour structured offering at one of the three annual MACMHB conferences. These workshops are designed to be didactic and interactive.

There are eleven workshops in the Learning Program Conference Presentation Series. Nine of these workshops serve as the workshops that constitute the minimal components of the Learning Program. Board members who complete these nine workshops are considered to have completed the minimum expectations of the Learning Program required to receive a Learning Program Certification. These nine workshops are as follows (conference they are available are in parentheses):

- Foundations: Public Policy (Fall)
- Foundations: Intended Beneficiary Ownership (Fall)
- Foundations: Intended Beneficiary Orientation (Fall)
- Leadership: Fundamentals (Winter)
- Leadership: Character (Winter)
- Management: Legal (Winter)

- Management: Budget (Spring)
- Management: System (Spring)
- Implementation: Best Practice (Spring)

As is indicated, each of these nine workshops is presented once per year at one of the MACMHB conferences. Two additional workshops are provided at each (all) of the conferences, as follows:

- Orientation
- Critical Updates

The “Orientation” workshop is the prerequisite for completing Learning Program Certification. This workshop provides a summary overview of the most critical substantive and technical information of the nine Learning Program Certification related workshops. The “Critical Updates” workshop is designed to provide a learning opportunity for Board members relevant to the most critical issues emerging on the horizon. To best assure timely information, the topic areas, corresponding content and faculty arrangements for the “Critical Updates” are developed during the time period between conferences.

Participants of each workshop are provided with the following:

- A structured agenda and defined learning expectations/outcomes reflecting the substantive and technical knowledge to be conveyed.
- An “Overhead” (PowerPoint®), as an example) group-visual presentation as a means to fully carry-out the agenda.
- A set of relevant discussion questions/items for participants to share with their Boards (focus on Board applicable and relevant policy direction and monitoring and oversight efforts).

- A resource bibliography (resources used in the development of the workshop as well as resources that provide additional and more in-depth learning in the relevant substantive and technical area of the presentation).
- A glossary of relevant acronyms, terms and definitions.

The workshop materials identified above are also be available electronically through the **Learning Program Web-Based Resources** venue.

In order to receive credit toward Learning Program Certification, as a prerequisite, Board members are required to attend the Learning Program Conference Presentation Series Orientation workshop, which will be available at all MACMHB conferences. This prerequisite is waived for Board members who first attended the annual orientation offered in the **Board Member Orientation and Update**.

Although the curriculum (workshops in the series) is provided each year at the MACMHB Conferences, it is also offered, in whole or part, through three other methods:

- **Video:** Video recordings will be made of the Learning Program Conference Presentation Series workshops and will be part of the video library described in the **Learning Program Video Presentation Series**, as maintained on the **Learning Program Web-Based Resources** venue.
- **Site-Based:** Boards may request arrangements for an on-site presentation of any or all of the workshops.
- **Site-Based Regional:** A regional group of Boards may request arrangements for an on-site presentation of any or all of the workshops. Not accounting for any particular and unique circumstances, this is probably a better option as compared to the single Board option described above as it would be both more economically efficient and it could create a more rich learning opportunity resulting from the multiple systems mix of participants. Individually tailored Board learning efforts may be better responded to through the **Learning Program Related Consultation** venue.

5.3 LEARNING PROGRAM VIDEO PRESENTATION SERIES

The Learning Program Video Presentation Series include video (DVD or computer CD-ROM) presentations that are available for purchase; including the **Learning Program Conference Presentation Series** venue. The length of videos typically ranges from fifteen minutes to two hours of playing time. All videos produced by the MACMHB include a document that provides:

- A description of the specific learning expectations/outcomes reflecting the substantive and technical knowledge to be conveyed.
- An outline overview of the video highlights.
- A set of relevant discussion questions/items for participants to share with their Boards (focus on Board applicable and relevant policy direction and monitoring and oversight efforts).
- A resource bibliography (resources used in the development of the video as well as resources that provide additional and more in-depth learning in the relevant substantive and technical area of the video).
- A glossary of relevant acronyms, terms and definitions.

The MACMHB can develop a corresponding document for videos that are already in existence. There would be a cost for the development of such a document. It is noted that some videos include supporting documents that may cover some or all of the areas identified above.

The MACMHB works with its members to determine demand for videos in particular areas. When there is demand for a video in particular area, the MACMHB will first research to determine if an existing resource will satisfy the demand. This will include the evaluation of any resource found to determine that it meets quality and content expectations.

Videos as well as supporting documents described above will be available electronically through the **Learning Program Web-Based Resources** venue.

5.4 LEARNING PROGRAM WEB-BASED RESOURCES

The Learning Program Web-Based Resources are on the secure MACMHB Learning Program Web Site. This site is accessed through the MACMHB Home Page. The Web Site is organized as follows:

- **Learning Program Core Curriculum:** Conference related workshops referenced in this document in complete detail and as a set of syllabi that collectively serve as the curriculum for the Learning Program.
- **Learning Program Faculty Profile:** Organized by identification (organization and/or agent), type (workshops, consultation and senior or junior status, as key examples) bio, contact information and results of satisfaction surveys. Also includes faculty who are available for consultation by specific area.
- **Learning Program Library:** Physical and/or bibliographical document, video and/or audio resources. These include resources associated with the Learning Program conference presentations. Additional relevant resources are also included. Resources will be distinguished as public or private domain in order to prevent copyright infringements. Private domain resources with a cost may be purchased through the MACMHB. An annual library fee will be required for accessing library resources. The fee will be discounted for Board members.
- **Board Member Dictionary:** A listing of common PIHP and CMHSP related acronyms and terms and their meaning.
- **Learning Program Conference Presentation Series Materials:** Videos and handouts provided at the Learning Program workshops provided at the MACMHB conferences. These are provided at no charge to Board members who have either attended or who are enrolled in the particular conference presentation that there are requesting materials. All other requests for these materials will be treated as a Learning Program Library request.
- **Board Member Directory and Profiles:** Listing of PIHP and/or CMHSP Board Members by Board, name, officer (identification of, as applicable), term, duration on Board (including “on” and “off” considerations), contact information (phone and e-mail) and a brief bio.

- **Board Profiles:** Bylaws, Governance Policies, annual plan (needs assessment, budget, performance indicator report, as examples) and annual schedule of Board meetings (including sub-committees) and special Board related events (annual planning, as an example).
- **Learning Program Learning Program Schedule:** The Learning Program conference workshops will follow an “academic calendar” starting at the fall conference. The schedule will reflect the order of the workshops in terms of individual sequence and the particular conference they will be included. In addition, a schedule (dates, locations and key information) of all Learning Program learning events (annual orientations, as an example) will be posted.
- **Learning Program Web Site Questions and Comments:** This provides an opportunity for asking particular questions regarding Learning Program and related products and services. This also includes a specified place for continuous comments to be received regarding the strengths and suggested improvements of the web site itself (used for continuous web site improvement efforts).
- **Learning Program Efforts and Management Information:** Detail and statistical information regarding the variety of Learning Program efforts that occur by fiscal year as well as evaluation and improvement related plans and efforts.
- **Related Links:** Other relevant links to resources and organizations.

The MACMHB will review all resource information posted on the Web Site for quality, relevance and applicability. Additionally, the MACMHB will continuously research new resources as well as provide updated to all of the information on the Web Site.

5.5 LEARNING PROGRAM RELATED CONSULTATION

Working in an effort to create opportunities for advanced Board and Board member relevant competencies and within the parameters of the Learning Program, consultations can be made available in every area outlined in the *Learning Program Agenda* and as described in the *Learning Program Core Curriculum*.

The MACMHB provides a service to their members as they:

- Screen applicants to best ensure they are the most qualified for the local public PIHP and/or CMHSP system
- Respond to specific requests (within the Learning Program parameters) by members for consultation services
- Provide members with at least two consultation candidates to consider (provide background information and, as requested, arrange interviews)
- Manage the efforts of the consultants.

The MACMHB will also recruit faculty consultants for learning areas when requested and there are no consultants on the faculty.

Consultation can be provided in any single or combination of several forms, as follows:

- **Support:** Focus on general facilitation of learning within a particular area.
- **Technical Assistance:** Requires research and more substantive and technical consultant competencies and/or active preparation and participation in a particular learning area.
- **Product Development:** Requires actual development of a particular defined product from draft to final form within a particular learning area.

The duration, scope and intensity as well as the comprehensive or linear nature of consultation efforts are tailored to meet the needs of the Board or organization making the request. Within the parameters of the general conditions of agreement between the MACMHB and Board or organization chosen consultant faculty(ies) and in accordance with the specifications of the Board or organization, the MACMHB negotiates and manages a specific scope of purchase between the MACMHB and the Board or organization, minimally consisting of the following:

- Contract Duration
- Intended outcomes and Timelines
- Deliverables and Timelines (as applicable)
- Process Considerations (particularly as related to participant inclusion in the effort)
- Reimbursement Rate/Compensation Arrangement and Methodology

The MACMHB negotiates general conditions of an agreement with selected consultant faculty. It would be expected that being a member of the MACMHB faculty would render a discounted rate from consultants. Although there is no guarantee of business, the MACMHB qualifying and marketing consultant candidates to their members is a value to selected consultants.

This consultation service is not limited to a single Board arrangement. There are several multiple Board and/or organizations and communities that could use and benefit from these services. The following are some examples (an example of a topic area service is offered in parentheses by each):

- MACMHB regional structure (Particular substantive and/or technical topics most relevant to the region, as an example).
- Affiliate model PIHPs (Development of the critical relationship and partnership within an affiliation, as an example).

- CMHSPs and/or PIHPs and variable community partners (Advancing collaborative integrated service and/or finance, as an example).
- CMHSPs and/or PIHPs and advocacy organizations (Establishing processes and practices relative to problem identification and resolution, as an example).
- CMHSPs and/or PIHPs and consumers and consumer groups (Jointly developing strategies for consumer ownership, participation and contributions, as an example).
- CMHSPs and/or PIHPs provider organizations (Joint learning in particular substantive and/or technical areas of federal regulatory requirements and state contractual obligations, as an example).

The consultation services do not necessarily require an initial “full commitment”. Sometimes organizations may be uncertain how to proceed regarding an area they feel they may need consultation. In these instances a brief single (two hours in one day, briefing paper, as examples) consultation could be made available at no cost.

6.0 LEARNING PROGRAM FACULTY

The MACMHB is building and managing a “faculty” base. This includes “faculty” as related to the Learning Program Board Member Orientation and Update, Learning Program Conference Presentation Series, Learning Program Video Presentation Series and Learning Program Related Consultation venues. This is achieved through a structured process of the continuous recruitment and retention of individuals (organizations and/or agents) to the faculty.

In order to assure highly qualified and competent faculty, potential faculty are screened by the **Faculty and Quality Management Committee**. This committee is constituted, appointed, and managed by the **MACMHB Member Services Committee**. The **Faculty and Quality Management Committee** is made up of two (2) appointed **MACMHB Member Services Committee** members who each serve a four (4) year term (with potential term expirations of no more than ½ of the members each year) and at least four (4) and no more than ten (10) Advanced faculty members each serving a four year term (with potential term expirations of no more than 1/3rd of the members each year). Advanced Faculty candidates submit required information that is evaluated by the **Faculty and Quality Management Committee** to determine

recommendations for selection. The recommendations are then sent forward to the **MACMHB Member Services Committee** for final determinations.

The **Continuous Faculty Recruitment, Selection and Retention Plan** is offered as **Attachment 6.0.1** of this document.

6.1 LEARNING PROGRAM BOARD MEMBER ORIENTATION AND UPDATE: FACULTY

Faculty for the annual Board Member Orientation and Update component of the Learning Program is obtained from the faculty pool used for the **Board Conference Presentation Series: Faculty**.

6.2 LEARNING PROGRAM CONFERENCE PRESENTATION SERIES FACULTY

Faculty candidates submit the following information:

- Description of their relevant and applicable substantive and technical experience and expertise.
- Vita that includes information regarding their educational credentials, employment experience, consultation experience, field experience and volunteer experience.
- Three letters of reference that includes speaking to the particular area of expertise at issue.
- Statement regarding the value of the local public community mental health system and the intended beneficiaries (community and consumers)
- Proposal for presentation of a particular workshop including all required materials. In the event the proposal is for multiple workshops, there is to be a proposal for each workshop.

There is a continuous effort to recruit, maintain, develop and support a talented exemplary faculty pool for each substantive and technical area. To this end, faculty applicants accepted into the pool are categorized as advanced, senior or junior faculty. Advanced faculty have the most extensive experience and expertise in more than one

particular area. Senior faculty have extensive experience and expertise in at least one particular area. Junior faculty have a level of expertise and experience in at least one particular area that demonstrates great promise.

Relative to each particular area of substantive and technical expertise, Advanced or Senior faculty are “paired” with Junior faculty in particular workshops to work together in an effort to advance a mentoring process. This allows for: (a) a broader-base of potential faculty applicants to select from; and, (b) an ability to provide a venue for the transference of knowledge to the next generation of faculty. It is also noted that the mentoring relationship is actually a “two way” influence—creating a platform for both the integration of more established as well as more exploratory perspectives, orientations and experiences.

It is noted that cultural proficiency and representation, including as related to gender, are a particular interest in efforts of faculty recruitment, maintenance, development and support.

6.3 LEARNING PROGRAM VIDEO PRESENTATION SERIES: FACULTY

In the event the MACMHB develop a video production, the process of selecting the “faculty” will follow the process and criteria described under the ***Board Conference Presentation Series: Faculty***, reflecting the specific substantive and technical requirements required of the particular subject of the production. This includes giving first consideration to qualified Learning Program Conference Presentation Series faculty.

6.4 LEARNING PROGRAM WEB-BASED RESOURCES: FACULTY

There is no faculty related to this area.

6.5 LEARNING PROGRAM RELATED CONSULTATION: FACULTY

Faculty candidates submit the following information:

- Area they desire to be considered.
- Description of their relevant and applicable substantive and technical experience and expertise
- Vita that includes information regarding their educational credentials, employment experience, consultation experience, field experience and volunteer experience
- Three letters of reference that includes speaking to the particular area of expertise the individual is asking to be considered
- Statement regarding the value of the local public community mental health system and the intended beneficiaries (community and consumers)
- Proposed rate methodology (hourly, product, event, as examples), corresponding proposed rate and proposed method of reimbursement (portion pre-paid, post payment, as examples).

It is noted that first consideration as consultant faculty is given to qualified Learning Program Conference Presentation Series Advanced and Senior faculty.

7.0 LEARNING PROGRAM EVALUATION AND IMPROVEMENT EFFORTS

The MACMHB has a desire to continuously evaluate and seek improvements of the Learning Program. In order to continuously advance a high quality Learning Program, the **Faculty and Quality Management Committee** are responsible for overseeing efforts of evaluation and improvements. Recommendations for improvements are made by the **Faculty and Quality Management Committee** to the **MACMHB Member Services Committee** for action.

In addition to the evaluation and improvement efforts described in this section, the following will occur:

- As part of the regional meetings at the winter MACMHB conference, Advance and Senior faculty organize and facilitate a focus group representing each region is convened to gather feedback regarding the strengths and recommended improvement of the Learning Program.
- Each January, Boards are surveyed by the MACMHB by mail to gather feedback regarding the strengths and recommended improvement of the Learning Program.
- The Learning Program faculty engages in a process of continuously examining and evaluating the Learning Program and developing recommendations for improvement.

The **Continuous Evaluation and Improvement Plan** is offered as **Attachment 7.0.1** of this document.

7.1 LEARNING PROGRAM BOARD MEMBER ORIENTATION AND UPDATE: EVALUATION AND CONTINUOUS IMPROVEMENT

Methods used to evaluate and engage in efforts to advance continuous improvements for the annual Board Member Orientation and Update component of the Learning Program parallel what is described in **Board Conference Presentation Series: Evaluation and Continuous Improvement.**

7.2 LEARNING PROGRAM CONFERENCE PRESENTATION SERIES: EVALUATION AND CONTINUOUS IMPROVEMENT

The MACMHB continuously seeks improvements of the workshops. This includes the use of participant evaluations of the faculty, as follows:

- Materials provided
- Organization
- Mastery of topic area
- Method of presentation
- Engagement of participants
- Responsiveness
- Relevance
- Understandable
- Applicability
- Self-evaluation of learning acquired.

Additionally, the substantive and technical content of the workshops are evaluated in terms of relevance, meaningfulness and applicability. The evaluation process includes the identification of the strengths of the workshop and suggestions for improvements.

The evaluation process occurs at two levels. First, a five point ordinal scale reflecting “Strongly agree” to “Strongly Disagree” is completed and turned by participants at the end of each workshop (an MACMHB representative would

collect the evaluations and acknowledge participation). This evaluation also asks if the participant is a “Board Member”, “PIHP and/or CMHSP Executive Director” or “Other (identify_____)” and a request if they can be contacted at a later date for a more intense evaluation interview. A random sample of Board member and Executive Director participants agreeing for a follow-up interview is contacted at three and six month intervals following the workshop. The focus of the interview is on the longer-term influence and sustainability of the learning (including gathering information regarding examples of application).

7.3 LEARNING PROGRAM VIDEO PRESENTATION SERIES: EVALUATION AND CONTINUOUS IMPROVEMENT

PIHPs and/or CMHSPs receiving a copy of a video are requested to complete a group (e.g.; Board members) evaluation. The evaluation covers:

- Presentation of information
- Organization of production
- Mastery of topic area
- Presentation style
- Production quality
- Quality of supporting document
- Relevance
- Understandable
- Applicability
- Self-evaluation of learning acquired.

The evaluation tool is a five point ordinal scale reflecting “Strongly agree” to “Strongly Disagree” with a request for it to be completed and returned to the MACMHB after the Board watched the video. In addition, the MACMHB contact a representative of the Board at a three and six month interval following the initial viewing to inquire on the longer term influence and sustainability of the learning (including gathering information regarding examples of application).

7.4 LEARNING PROGRAM WEB-BASED RESOURCES: EVALUATION AND CONTINUOUS IMPROVEMENT

As part of the management of the web site, the MACMHB completes a quality review of any information to be contained on or referenced through the site. In addition, the site includes a specified place for continuous comments to be received regarding the strengths and suggested improvements of the resources contained on the web site as well as the web site itself. This information is used for continuous web site resources and web site evaluation and improvement efforts.

7.5 LEARNING PROGRAM RELATED CONSULTATION: EVALUATION AND CONTINUOUS IMPROVEMENT

In an effort to continuously seek improvement in this service, immediately following the consultation as well at a three and six month intervals post the completion of the consultation effort, the MACMHB conducts an interview with at least one lead representative (Board member) of the Board or organization purchasing the consultation services. The focus of the initial interview is as follows:

- Materials provided/product(s) delivered
- Organization
- Mastery of topic area
- Method of consultation
- Quality of consultation

- Relevance
- Understandable
- Applicability
- Self-evaluation of learning acquired.

Additionally, the substantive and technical content of the consultation effort is evaluated in terms of relevance, meaningfulness and applicability. The evaluation process includes the identification of the strengths of the consultation effort and suggestions for improvements.

Per Section 6.5, it is noted that first consideration as consultant faculty is given to qualified Learning Program Conference Presentation Series Advanced and Senior faculty. This consideration would first include a determination of: (a) competency as related to the area of substantive and/or technical expertise being requested; and (b) Conference Presentation Series related evaluation of the faculty. It is the intent of the Learning Program to maintain a high quality faculty that can provide services across the multiple venues offered through the Learning Program.

8.0 LEARNING PROGRAM FINANCING AND SUPPORT: REIMBURSEMENT, REINVESTMENT AND MANAGEMENT

The faculty for the Learning Program includes both individuals (organizations and/or agents) who will receive reimbursement as well as individuals who will not be reimbursed in accordance with MACMHB policies, the policies the members and other public partners (MDCH, as an example).

In developing the budget and finance plan, including subsequent fiscal year planning for the reinvestment of revenues over expenses generated in the fiscal year, the following is considered:

- Comprehensively maintain, support and manage the Learning Program.

- Maintain, support and manage the continuous effort to recruit, maintain, develop and support a talented exemplary faculty pool for each learning area of the Learning Program.
- Support the efforts of the Faculty and Quality Management Committee and the related efforts of the MACMHB Member Services Committee.
- Support the cost of presenter related materials and one day conference registrations for non-reimbursed presenters at Learning Program Conference Presentation Series workshops and the annual Learning Program Board Member Orientation and Update regional sessions.
- Support the costs of presenter related materials, conference registration, hotel accommodations, incidentals and transportation for consumer presenters at Learning Program Conference Presentation Series workshops and the annual Learning Program Board Member Orientation and Update regional sessions.
- Sponsor consumer Board member leadership development, learning and networking efforts.
- Support the arrangement and management of unique learning events (conferences) that are determined as needed by the members in response to the rapidly changing environment.
- Support particular innovative Board development endeavors using a MACMHB sponsored RFP process.
- Support new service and/or product development based on Board demand.
- Support the development of new interactive venues for the Learning Program. This includes:
 - **On-Line Learning:** This involves individuals enrolling in a particular module in the Learning Program creating a class that is supported by an instructor. Class members would receive relevant materials electronically prior to the scheduled sessions in order to prepare for on-line class discussions.
 - **On-Line Self-Help:** This involves the establishment of on-line capacity—a “chat room”—for Board members to share questions, ideas, concerns and information between each other.

- **Interactive Telecommunications:** This involves an ability to broadcast Learning Program modules from a single broadcast site to multiple-sites across the state. This involves individuals enrolling in a particular module in the Learning Program creating a class at the broadcast site as well as other selected sites around the state. One or more broadcast site faculty would conduct the presentation and would be able to include all participants in the interactions. In addition, each off site has at least one faculty member to facilitate any additional localized discussion following the broadcast. Class members would receive relevant materials electronically prior to the scheduled broadcast sessions in order to prepare for said session.

“Hard dollar” financing considers overhead as well as margin for the actual maintenance and management of the overall Learning Program. This is included in the cost for each and every Learning Program product and service.

The ***FY 06/07 Learning Program Budget, Support and Management Plan*** is offered as ***Attachment 8.0.1*** to this document. The plan provides expenditure and revenue detail as well as human and technical resources involved in the development, implementation, support, management and improvement efforts of the Learning Program.

ATTACHMENT 6.0.1: CONTINUOUS FACULTY RECRUITMENT, SELECTION AND RETENTION PLAN

The **Faculty and Quality Management Committee (“Committee”)** is charged with developing, implementing and managing a strategy for the continuous recruitment, selection and retention of faculty. The MACMHB provides the full support necessary for the committee to fulfill its charge.

There are four (4) components in the process of faculty recruitment, as follows:

- The Committee will identify and follow-up with agents that are known and who meet the qualifications that most likely will render a faculty appointment.
- The Committee will accept and follow-up on agents for potential faculty referred from MACMHB members.
- The MACMHB will continuously recruit agents for potential faculty through their web site as well as relevant information published (conference brochures, as an example). Contact information regarding agents that inquire as a result of the MACMHB sponsored continuous recruitment will be forwarded to the committee.
- In areas where unmet need is identified, the Committee will use any of the methods described above as well as broader assistance from the MACMHB in order to complete a targeted search.

In order to be considered for faculty, any recruited, referred or applying agent would be required to submit information as described in **Section 6.0 (and sub-sections)**, within the parameters set forth in **Sections 2.0, 3.0 and 4.0 (and sub-sections)** and consistent with the venue(s) in **Section 5.0 (and sub-sections)**. The Committee will evaluate the information provided for completeness, relevance and quality. At the discretion of the Committee, the process may include an interview with the agent (phone or direct), the submission of additional and specific information and/or contact (phone) with one or more of the references provided by the agent (with the permission of the agent). As part of the qualifying process, for agents who will be recommended for faculty, the Committee will also determine the status as Advanced, Senior or Junior. Recommendations for faculty are sent to the **MACMHB Member Services Committee** for disposition. The Committee will contact the applicant agent of the decision.

The Committee will assign faculty for the Learning Program planned annual update events and conference sessions. The Committee will also receive requests for consultations and will identify potential qualified faculty to be considered.

Junior and Senior faculty may, at any time, request the Committee to review their status for a potential upgrade. In making such a request, the faculty making the request will provide the Committee with a written statement and supporting evidence as to why a change in status should be considered. In addition, any faculty may request the Committee to be qualified in an area(s) other than those they were or are currently approved. In these instances, the faculty making the request will provide the Committee with a written statement and supporting evidence as to why they should be approved in the additional area(s). In either or both of these instances, the Committee will evaluate the information provided for completeness, relevance and quality. At the discretion of the Committee, the process may include an interview with the faculty (phone or direct), the submission of additional and specific information and/or contact (phone) with one or more of the references that may be provided by the faculty (with the permission of the faculty and as applicable). As part of the qualifying process, for agents who will be recommended for faculty, the Committee will also determine the status as Advanced, Senior or Junior. Recommendations for changes in status and/or qualifying in additional areas are sent to the **MACMHB Member Services Committee** for disposition. The Committee will contact the faculty of the decision.

An individual may terminate their faculty appointment at any time. It is expected, with exception of a significant change in an individual's life circumstances, conditions or situations, that faculty who desire to terminate will fulfill any outstanding obligations (short time frame relative to their scheduled presentation at a conference, completion of a consultation effort, as key examples). Faculty who desire to terminate will be requested to provide the Committee with recommendations regarding current or potential faculty who could serve as a replacement(s). The Committee may recommend termination of a faculty at any time. Conditions that would warrant the Committee to proceed with a recommendation of termination include, but are not limited to, licensure revocation, professionally censored and/or significant and/or sustained performance problems in their efforts as a faculty. As an alternative to termination, the Committee may consider provisional status (with conditions to remove provisions or terminate) and/or disqualify the faculty in one or more areas. Recommendations for termination, provisional status, removal of provisional status and disqualifications for one or more areas are sent to the **MACMHB Member Services Committee** for disposition. The Committee will contact the faculty of the decision. The **MACMHB Member Services Committee** is also notified by the Committee of faculty who has self-terminated.

Any agent who desires to be qualified as a faculty and is denied or any faculty who requests a change in status and/or qualifying areas and is denied or is placed on provisional status, disqualified from one or more areas or terminated may request a review and decision directly to the **MACMHB Member Services Committee**. Faculty who are dissatisfied with assignments will first work to resolve the issue with the Committee. In the event the faculty is not satisfied with the resolution, they may then request a review and decision directly to the **MACMHB Member Services Committee**.

The Committee will also receive requests for video materials. The Committee will review and evaluate potential existing resources for relevance and quality. In the event no relevant and quality video is available, the Committee may recommend to the **MACMHB Member Services Committee** that a video be produced and recommend the faculty to be involved in the production.

A fiscal analysis must be completed for any Committee recommendations to the **MACMHB Member Services Committee** that have financing implications. The fiscal analysis is made relative to the approved Learning Program budget. In the event a recommendation is related to a planned expenditure with corresponding revenue support (recommendation in accordance to the budget plan), cost neutral or will create additional and unanticipated revenues, the fiscal analysis simply should indicate this. No recommendation will be approved if it creates a Learning Program budget problem.

ATTACHMENT 7.0.1: CONTINUOUS EVALUATION AND IMPROVEMENT PLAN

The **Faculty and Quality Management Committee (“Committee”)** is charged with developing, implementing and managing a strategy for the continuous evaluation and improvement of the Learning Program. The MACMHB provides the full support necessary for the Committee to fulfill its charge.

Section 7.0 (and sub-sections) of this document provides detail regarding several approaches that will be employed to systematically gather data and information necessary to engage in structured and targeted continuous improvement efforts as well as the design of data and information collection instrumentation and methodology. Information and data obtained in each of these approaches are summarized and reported to the Committee. The Committee reviews and analyzes the reports and develops recommendations for improvements. Recommendations may range from major Learning Program structural (delivery, organization) or substantive changes (content) to more subtle changes (adjustment to learning materials or focus in a particular area).

Quarterly, the Committee will provide the **MACMHB Member Services Committee** with the recommendations for Learning Program improvements. The Committee will act on the recommendations unless instructed otherwise by the **MACMHB Member Services Committee**. Additionally, annually by June 1st of each year the Committee will provide the **MACMHB Member Services Committee** with an updated Learning Program Plan, which will include proposed improvements for the upcoming fiscal year. The **MACMHB Member Services Committee** will provide the Committee with direction regarding the proposed plan by July 1st in order to prepare for implementation by October 1st, the initiation of the new fiscal year.

Prior to making any changes during the course of the fiscal year, the Committee must ensure that the change is at least cost neutral. A budget is included in the submission of the annual plan.

ATTACHMENT 8.0.1: FY 06/07 LEARNING PROGRAM BUDGET, SUPPORT AND MANAGEMENT PLAN

8.0.1.1 OVERVIEW

To be completed.