

# About Us

The Mental Health Technology Transfer Center (MHTTC) Network is about **technology transfer**.

We disseminate and implement evidence-based practices for mental disorders into our field.

**Our target workforce includes** behavioral health and primary care providers, school and social service staff, and others whose work has the potential to improve behavioral health outcomes for individuals with or at risk of developing serious mental illnesses.



# Contact Us

**FREE TRAINING  
& RESOURCES**

**Visit our website**

[MHTTCnetwork.org/northwest](http://MHTTCnetwork.org/northwest)



**Reach us**

[northwest@mhttcnetwork.org](mailto:northwest@mhttcnetwork.org)

**206-744-9327**

**Follow us**

[@NorthwestMHTTC](https://www.instagram.com/NorthwestMHTTC)



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*Ver: April 2023*



Mental Health Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration

**PROUDLY SERVING**  
ALASKA, IDAHO  
OREGON & WASHINGTON

# Focus Areas



## Evidence-Based

### Practices for Psychosis

Including CBT for psychosis and assertive community treatment (ACT).

**MHTTC National Area of Focus**



## Integrated Care

Integrating mental health, substance abuse, and primary care services to care for people with multiple healthcare needs.



## Equity & Resiliency

Addressing the well-being of providers. Supporting topics & speakers to impact health disparities and inequities.



## School Mental Health

Provide training, build infrastructure, and promote mental health services in schools and systems.

*...and many more!*

# Free Resources

## Live, informative learning

- Webinars
- Learning Communities
- Culturally-specific topics
- Speaker Series
- Focus on equity
- Intensive Implementation
- Leadership events



## Dozens of Online courses

- Violence Risk Assessment and Management
- The Psychiatrist's Guide to Population Management of Diabetes
- CBT for Psychosis e-Primer
- Empowering Wellness in Mental Health
- Introduction to Assertive Community Treatment

[HealthKnowledge.org](https://HealthKnowledge.org)

*...and more in development!*

## Available on our website

- Archived webinars, slides & tip sheets
- Our Podcast: "Putting It Together"
- Training announcements
- Resource library & network products
- News from the field



Northwest (HHS Region 10)

**MHTTC**

Mental Health Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration

[MHTTCnetwork.org/northwest](https://MHTTCnetwork.org/northwest)

# Our Goals



## Practices that work

Accelerate adoption and implementation of culturally-relevant and evidence-based practices (EBPs)



## Workforce Support

Heighten awareness, knowledge, and skills of the workforce addressing the needs of individuals living with mental health issues.



## Build Connections

Foster alliances with culturally diverse practitioners, researchers, policy makers, family members, and consumers of mental health services.



## Training Access

Ensure availability and delivery of free, publicly available training and technical assistance to Region 10 providers and beyond.





# FREE ONLINE SELF-PACED COURSES

*Find our courses and dozens of others on topics relevant to people working in the behavioral health field and more:*

## COGNITIVE BEHAVIORAL THERAPY FOR PSYCHOSIS

CBTP E-PRIMER

- WHO:** All providers who want a foundation in CBTp.
- WHY:** Provides the foundational concepts related to cognitive behavioral therapy (CBT) and its application to psychotic symptoms and experiences.

## EMPOWERING WELLNESS IN MENTAL HEALTH

HELPING PEOPLE WITH  
LIFESTYLE CHANGES

- WHO:** All providers serving people with serious mental health issues and taking antipsychotic medications.
- WHY:** This group is at greater risk of developing obesity and related health conditions like diabetes which contribute to substantial cardiovascular health disparities. But there are things you can do!

## INTRODUCTION TO ASSERTIVE COMMUNITY TREATMENT (ACT)

- WHO:** All providers who serve on ACT teams or are looking to learn about the foundations of this evidence-based practice.
- WHY:** Covering the origins, philosophy, and core elements of high-fidelity ACT, this course provides an overview for those new to or who have limited experience with ACT.

## THE PSYCHIATRIST'S GUIDE TO POPULATION MANAGEMENT OF DIABETES

- WHO:** Psychiatric prescribers who treat people with serious mental illnesses.
- WHY:** Increases prescriber knowledge of and confidence in the identification and management of diabetes and other cardiovascular risk factors.

## VIOLENCE RISK ASSESSMENT & MANAGEMENT

IN CLINICAL SETTINGS

- WHO:** All providers who manage risk, safety and boundaries.
- WHY:** Provides the necessary tools for clinicians to assess, manage, and stabilize threats of violence in clinical and other settings.





# FREE ONLINE SELF-PACED COURSES

*Find our courses and dozens of others on topics relevant to people working in the behavioral health field and more:*

## SPECIAL TOPICS IN MENTAL HEALTH SERVICES:

**STRIDE Group Facilitator Training**

**Behavioral Health and Substance Use  
Awareness in the Workplace**

**Introduction to Assertive Community  
Treatment (ACT)**

**Wellness Matters: Self-Care  
for Mental Health Providers**

**Illness Management and Recovery**

**Religion, Spirituality and Mental Health**

**Cognitive Behavioral Therapy  
for psychosis (CBTp) E-PRIMER**

**Violence Risk Assessment  
and Management**

**The Psychiatrist's Guide  
to Population Management of Diabetes**

**Empowering Wellness in Mental Health:  
Helping People with their Lifestyle Changes**

## MENTAL HEALTH SERVICES TOPICS

**Special Topics in Mental Health Services  
(10 courses)**

**Suicide Prevention Across the Educational  
Continuum: A Five-Part Series**

**School Mental Health  
(6 courses)**

**New Employees in Mental Health Services --  
A Training Series (7 courses)**

**Integrated Pediatric Primary Care:  
A Primer Series (2 courses)**

**... and more in development!**

*And other topics, including:*

- Clinical supervision
- Substance use disorders and treatment
- Pharmacology
- Suicide prevention





*Find our publications on topics relevant to the behavioral health field which contain informative perspectives and pragmatic strategies.*



## **SUPPORTING THE YOUTH PEER WORKFORCE**

Youth peer support specialists are a growing workforce yet face challenges with role definition and support. Learn how organizations can mitigate these challenges with specific training and supervision strategies.

## **CULTURAL CONSIDERATIONS IN APPLYING CBT**

TO RACIAL AND ETHNIC MINORITY GROUPS  
WITH SERIOUS MENTAL ILLNESS

Adapting evidence-based interventions like Cognitive Behavioral Therapy (CBT) to better consider culture may help to reduce mental health disparities among racial/ethnic minority groups. Discover how to make appropriate changes to how therapy is delivered without altering the theoretical underpinnings of CBT.

## **EFFECTIVE PROGRAMS TO ADDRESS TRAUMA IN SCHOOLS**

School-based interventions are essential to providing youth with necessary support to address trauma. Learn about effective school-based interventions for trauma and the importance of creating a "trauma-informed" school community to optimize these interventions.

## **THE IMPORTANCE OF HUMAN RELATIONSHIPS, ETHICS, AND RECOVERY- ORIENTATED VALUES**

IN DELIVERY OF CBT FOR PSYCHOSIS

Though Cognitive Behavioral Therapy for psychosis (CBTp) is an accepted evidence-based treatment, it can be perceived by providers as lacking emphasis on human relationships. Discover how CBTp can meet the stated needs of individuals seeking mental health services.

## **INTEGRATED CARE FOR OLDER ADULTS WITH SMI AND MEDICAL COMORBIDITY:**

EVIDENCE-BASED MODELS AND FUTURE  
RESEARCH DIRECTIONS

Despite higher acute and long-term healthcare costs, adults with Serious Mental Illness (SMI) experience greater barriers to preventive and routine health care. Read about how integrated health homes may increase access to preventive care and improve the quality of care for chronic medical conditions, but inconsistently achieve clinically significant results.

## **CULTURALLY AND LINGUISTICALLY RESPONSIVE CARE FOR EARLY PSYCHOSIS**

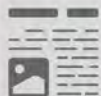
Culturally Responsive Care (CRC) is an approach that is both respectful and responsive to cultural beliefs and practices, preferred languages, health literacy levels, and communication needs. Learn more about the principles and practice of CRC.





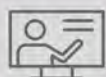
*Find our publications on topics relevant to the behavioral health field which contain informative perspective and pragmatic strategies.*

## PUBLISHED ARTICLES



- Training and Supporting Healthcare Leadership during the COVID Pandemic
- Applying Implementation Science in Mental Health Services: Technical Assistance Cases from the Mental Health Technology Transfer Center (MHTTC) Network
- Effects of Online Distance Learning on Clinicians' Violence Risk Knowledge and Competencies

## TRAINING SUMMARIES



- School Mental Health Topics
- For Supervisors & Leadership
- Series Collections
- Provider Well-being
- Evidence-based Practices
- Disaster Behavioral Health
- Brief Behavioral Skills Modules
- Cultural Considerations and Equity
- Integrated Care
- Peer Support
- Substance Use-related Topics
- And more!

## POSTERS PRESENTED



- Supporting Implementation Outcomes through Online Learning Communities: Lessons Learned from the Northwest Mental Health Technology Transfer Center
- Supporting Practitioners through Workforce Development: How do Training Strategies Impact Implementation Outcomes?
- Family Bridger Pilot Program: Preliminary Feasibility and Acceptability of a Peer Navigator Model of Support for Caregivers of Loved Ones Experiencing Early Psychosis
- Tailoring Evaluation Designs to Training & Technical Assistance Delivery Formats





# BUILDING CONNECTIONS: VIRTUAL LEARNING COMMUNITIES

## Our Approach

Based on adult learning principles, our learning communities provide opportunities to learn new skills and process shared learning, featuring interactive sessions, engaging activities and follow-up reminders of key concepts and skills. After training and supporting the workforce through the COVID-19 pandemic, we were determined to offer learning opportunities that would **enhance the virtual learning experience with greater connection between people**-- knowing that teams will continue to face new stressors. Results from our tailored evaluations show that these virtual learning communities are well-received and provide interactive learning opportunities for participants.

### ENGAGING



### STRATEGIES

### PRACTICAL



### TOOLS

### LASTING



### CONNECTIONS

#### Our design keeps connection in mind:

- Share practical skills via live, virtual experiences e.g. didactic segments and breakout sessions
- Equitably reach our regional workforce and leadership, bringing priority topics to you
- Facilitate connections through engaging online tools and rich resource pages
- Supporting presenters with instructional design principles and hands-on logistics
- Offer post-series tailored communications so concepts are reinforced
- Measure the impact through tailored evaluations across projects

#### Our model responds to learning needs:

- Collaborating with speakers on effective and relevant topics, goals and learning objectives
- Plan with presenters to use engaging methods and interactive tools
- Attending and noting themes, questions and resources that surface for each session
- Messaging between sessions to look back and look ahead to connect learners' experiences
- Send tailored "make it stick" reminders of key ideas participants can use in their daily work
- Detail our evaluation data to get insights and feedback to presenters and our team



Scan to learn more about our learning communities



# BUILDING CONNECTIONS: VIRTUAL LEARNING COMMUNITIES

## PUBLICATIONS AND PRESENTATIONS

### Poster: Supporting Implementation Outcomes through Online Learning Communities

- **Results:** Online learning communities can be an effective form of support for the behavioral health workforce when they challenge current professional practices, focus on relevant topics, have skilled facilitators, and encourage connections among participants.
- **Implications:** Learning communities can be successfully implemented in online formats. They lead to positive outcomes, especially when the topics are novel and relevant, training quality is high, and there are opportunities to form connections with other participants

### Article: Training and Supporting Healthcare Leadership During the COVID Pandemic

- **Article Overview:** The Northwest Mental Health Technology Transfer Center developed resources for leaders in public health to support and train during the COVID-19 pandemic. The Provider Well-Being Initiative was created with two goals in mind: building strategies for individual self-care and assisting health and behavioral healthcare agencies in implementing well-being interventions for their organizations. Learn more about how Northwest MHTTC's initiative helped leaders in public health tackle the specific hardships faced by leadership in public health and what tactics led to a 100% recommendation rate among participants.

### Conference Presentations

- "Supporting Our Well-Being: Workforce Equity, Training and Resilience"
- "Virtual Learning Works! Building resilience, supporting leadership and connecting our field"
- "Hidden in Plain Sight: How racism & bias demands effective training"



## LEARNING COMMUNITY PROJECTS COMPLETED TO DATE

Operationalizing Resilience for Crisis  
Response Workers

Examining Bias and Ideologies to  
Improve Care

Essentials of Care for Supporting  
Individuals with Serious Mental Illness

Challenging Stigma Through  
Understanding and Intentional Action

Cultural Adaptations of EBPs in  
Treating Hispanic and Latinx with  
Mental Health Disorders

LGBTQ+ Youth/YA Suicide Awareness &  
Prevention for Families Learning  
Community

Knowing Head, Heart, and Gut: A Live  
Learning Community for Supervisors

Skills for Psychological Recovery (SPR)  
for Direct Service Providers

Vitality for Behavioral Health Care  
Supervisors and Leadership

Kaleidoscope: Using Our Multicultural  
Lens to Learn, Heal and Thrive

Crisis Response, Management  
& Recovery

Taming Turbulent Times

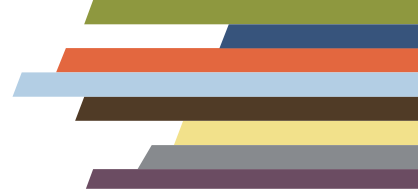




Central East (HHS Region 3)

MHTTC

Mental Health Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration



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Annapolis Coalition on the Behavioral Health Workforce

Prepared for: Central East MHTTC



Committed to Promoting the Development of the Behavioral Health Workforce





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## Purpose

Attention to issues of diversity, equity, and inclusion is critical to an organization's and individual's ability to provide responsive care. This document highlights resources that can assist leadership and front-line staff in their efforts to engage diverse communities. This information is applicable to any agency, regardless of size or services provided, that is committed to providing quality care.

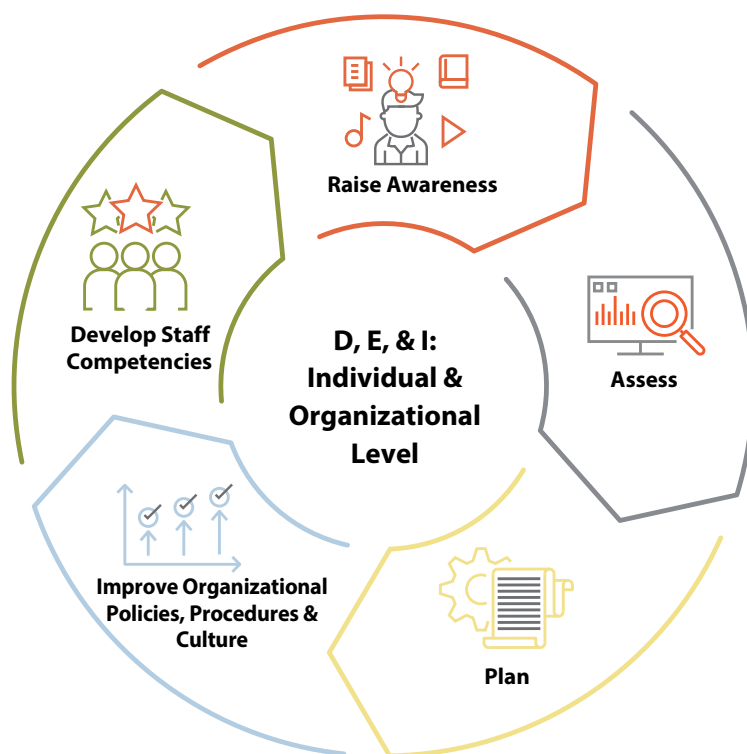
As a first step, recognizing the myriad cultural complexities related to such areas as gender, race and ethnicity, sexual orientation, gender identity, socio-economic status, geography, country of origin, immigration status, ability status, and spiritual beliefs is important in establishing a strong working relationship with the individuals to be served. Terms such as diversity, equity, inclusion, and anti-racism may have varied definitions in the resources identified in this document. Despite this, the common thread they share is the aspiration towards health equity.

The overarching goal of the information contained herein is to increase organizational and personal knowledge, skill, and ability in order to strive for health equity for all the vulnerable populations served. What follows is not an exhaustive and all encompassing list of resources, but a starting point that can guide and support both agency leadership and individual providers in taking steps towards eliminating health disparities.

## Conceptual Framework

A critical step in addressing diversity, equity, and inclusion is the willingness to do the work. These resources can promote self reflection, foster productive conversations, and ultimately provide a comprehensive template for working towards health equity for all.

It is important to recognize that there is no "right" order to do this; it is more about an honest assessment of resources, barriers, and commitment to transformation. To take on this work is challenging, yet the individual and organizational journey has the potential to reimagine the services that are provided. The diagram to the right illustrates key elements to the process.



\*The descriptions of each resource contained in this guide were taken directly from the source website/document.





## Awareness: Anti-Racism

The following provides an array of key terms and concepts geared towards facilitating education, engagement, and growth around issues of race and its impact on health. These resources provide a venue to have discussions on how to promote racial justice at all levels of the organization.

- **Emory University School of Medicine** has developed a toolkit of anti-racism resources to help address the need for collective education, engagement, and growth: <https://www.med.emory.edu/about/diversity/anti-racism-guide.html>
- **The Center for Diversity and Health Equity at Seattle Children's** provides education and informational materials on its website to help healthcare professionals combat racism and promote equity in healthcare: <https://providernews.seattlechildrens.org/anti-racism-resources-for-healthcare-professionals/>
- **The Winters Group Racial Justice Resource Guide** provides a non-exhaustive list of multimedia resources pertaining to fostering greater racial equity and justice. Resources are separated into general understanding and specific components of racial justice work: <https://www.wintersgroup.com/racial-justice-resource-guide/>
- **Race Forward, the Center for Racial Justice Innovation**, Race Reporting Guide aims to provide critical support for the use of responsible language and story framing that reflects ethical and rigorous journalistic standards and affirms the dignity and human rights of people of all races. This is not meant to be comprehensive, or to reflect all perspectives and important thinking that has been done on these issues: <https://www.raceforward.org/reporting-guide>
- **Western States Center**, Dismantling Racism: A Resource Book is intended to increase the breadth and depth of racial justice work in the region through supporting organizations to build a shared analysis of race and racism, to engage in anti-racist organizational development and to move racial justice organizing campaigns. While the resource book specifically references the western U.S., which is the creating organization's region of focus, the themes and topics are applicable to other locales. The materials were written with the aim of developing anti-racist leaders, primarily among white Americans: <https://www.intergroupresources.com/dismantling-racism/>
- **Harvard Diversity, Inclusion, & Belonging, Glossary of Foundational Concepts & Affirming Language** is intended to provide a starting point for exploring key terms as they relate to diversity, equity, inclusion, oppression, identity, access, and culture. This glossary includes terms used in diversity-learning frameworks, social justice movements, and academic research: <https://dib.harvard.edu/dib-glossary>





## Awareness: Implicit Bias

The following resources provide useful information that can serve to generate productive conversations and insights into the deleterious effects of implicit bias, how it manifests, and steps that can be taken to combat it.

- **The National Association of State Mental Health Program Directors** published a report in 2016 titled "Implicit Bias and Mental Health": <https://www.nasmhpd.org/content/implicit-bias-and-mental-health>
- **Workplace Strategies for Mental Health** contains information on implicit bias, microaggressions, intersectionality, addressing bias and microaggressions, workshop material, and additional resources: <https://www.workplacestrategiesformentalhealth.com/resources/implicit-bias>
- **Kirwan Institute for the Study of Race and Ethnicity**, Implicit Bias Module Series will introduce one to insights about how the mind operates and help one understand the origins of implicit associations. It will also uncover some of one's own biases and strategies for addressing them. Each module is divided into a short series of lessons, many taking less than 10 minutes to complete. That way, even if pressed for time, one can complete the lessons and modules when convenient: <http://kirwaninstitute.osu.edu/implicit-bias-training/>
- **Kirwan Institute for the Study of Race and Ethnicity**, State of the Science: Implicit Bias Review 2016 provides public awareness of implicit biases and the challenges they pose to a society that strives to treat all of its members equally. Research from the neuro-, social and cognitive sciences show that hidden biases are distressingly pervasive, that they operate largely under the scope of human consciousness, and that they influence the ways in which we see and treat others, even when we are determined to be fair and objective: <https://kirwaninstitute.osu.edu/research/2016-state-science-implicit-bias-review>

## Assessment of Competencies: Individual Level

The following tools can assist providers in critically examining strengths possessed as it pertains to diversity and its related competencies, in addition to areas of personal and professional growth.

- **Cultural Competence Self-Assessment Checklist** is designed to help one explore individual cultural competence. Its purpose is to help consider one's own skills, knowledge, and awareness in interactions with others, and recognize what one can do to become more effective working and living in diverse environments: <https://www.avma.org/sites/default/files/2020-08/Diversity-CulturalCompetenceChecklist.pdf>
- **Addressing Racial Privilege** provides a mental model for White anti-racists: <https://www.resource-sharingproject.org/addressing-racial-privilege-mental-model-white-anti-racists>





- **Project Implicit Mental Health** allows one to measure thoughts about mental and physical health that are difficult to consciously control. The tests require less than 15 minutes and the participant will receive feedback about their performance and learn more about their automatic thoughts: <https://implicit.harvard.edu/implicit/user/pih/pih/index.jsp>
- **Harvard Implicit Bias Test** are a group of self-report measures that tap into various implicit bias domains: <https://implicit.harvard.edu/implicit/takeatest.html>

## Assessment of Competencies: Agency Level

The following tools can assist an organization's effort to systematically create, develop, and/or enhance its diversity, equity, and inclusion in an effort to support staff, clients, and the greater community in which it resides.

- **Western States Center**, Racial Justice Assessment Tool helps organizations assess their orientations toward racial justice in five areas: program, power, policies, people, and culture: <https://roadmapconsulting.org/resource/racial-justice-assessment-tool/>
- **Race Forward & Center for Social Inclusion**, Racial Equity Impact Assessment is a systematic examination of how different racial and ethnic groups will likely be affected by a proposed action or decision. REIAs are used to minimize unanticipated adverse consequences in a variety of contexts, including the analysis of proposed policies, institutional practices, programs, plans and budgetary decisions. The REIA can be a vital tool for preventing institutional racism and for identifying new options to remedy long-standing inequities: <https://www.raceforward.org/practice/tools/racial-equity-impact-assessment-toolkit>
- **Race Forward & Center for Social Inclusion**, Racial Equity Readiness Assessment Tool provides one with the information to advance racial equity more systematically, strategically, and successfully. Getting clear about the specific benefits of making racial equity a priority for one's organization will help make this work more purposeful. How does racial equity align with one's mission, vision and values? How would operating with a racial equity framework improve one's programs and service delivery? How will this benefit the community stakeholders? Understanding that racial equity is both a strategic and moral imperative can bring a level of sustainability and rigor to the work: [https://act.colorlines.com/acton/attachment/1069/f-02a7/1/-/-/-/RaceForward\\_WFD\\_ReadyForEquity\\_Tool\\_2018.pdf](https://act.colorlines.com/acton/attachment/1069/f-02a7/1/-/-/-/RaceForward_WFD_ReadyForEquity_Tool_2018.pdf)
- **Pacific Southwest MHTTC**, Assessing Workforce Diversity: A Tool for Mental Health Organizations on the Path to Health Equity is meant to help one assess the successes and challenges of their mental health organization in building a diverse workforce. Additionally, this tool highlights the importance of a diverse workforce in effectively addressing mental health disparities for the populations in one's community: <http://www.cars-rp.org/MHTTC/docs/Assessing-Workforce-Diversity-Tool.pdf>





- **SAMHSA Technology Transfer Centers** compiled a set of questions that organizations can consider to guide their efforts in supporting racial equity: <https://pttcnetwork.org/media/2960>
- **[Health] Equity Strategies, LLC**, created the “Diversity, Equity, and Inclusion (DEI) Organizational Assessment Tools: A Resource Guide” for the Institute for Economic and Racial Equity at Brandeis University to assist organizations and coalitions in a change process to identify, define, and achieve goals related to diversity, equity, inclusion, and racial justice. It is appropriate for a wide range of organizations from across the health and healthcare, human and social service, education (K-12), and nonprofit sectors (scroll down to the bottom of the site to find the link): <https://healthequitystrategiesllc.com/>
- **Center for the Study of Social Policy**, Race Equity Impact Assessment can be used by child welfare decision makers when developing new policy proposals or considering modifications to existing policy. It can be useful in efforts aimed at reducing or preventing inequities, confronting institutional racism and advancing policies that are culturally and linguistically appropriate: <https://cssp.org/wp-content/uploads/2018/08/Race-Equity-Impact-Assessment-Tool.pdf>

## Strategic Planning

An important step in achieving health equity is to recognize and address the significant disparities currently in place at the organizational level. This means defining the barriers and organizational structures that maintain the disparities. The following resources provide guidance and a framework to make health equity a strategic priority.

- **Institute for Healthcare Improvement**, Achieving Health Equity: A Guide for Health Care Organizations provides guidance on how health care organizations can reduce health disparities related to racial or ethnic group; religion; socioeconomic status; gender; age; mental health; cognitive, sensory, or physical disability; sexual orientation or gender identity; geographic location; or other characteristics historically linked to discrimination or exclusion: <http://www.ihl.org/resources/Pages/IHIWhitePapers/Achieving-Health-Equity.aspx>
- **National Research Center on Hispanic Children & Families**, Developing Culturally Responsive Approaches to Serving Diverse Populations: A Resource Guide for Community-Based Organizations discusses existing resources that organizations can use to develop or improve their ability to provide culturally competent programs. Tables within each of the sections provide links to specific resources that correspond to particular needs: <https://www.hispanicresearchcenter.org/research-resources/developing-culturally-responsive-approaches-to-serving-diverse-populations-a-resource-guide-for-community-based-organizations/>
- **American Medical Association**, Organizational Strategic Plan to Embed Racial Justice and Advance Health Equity: <https://www.ama-assn.org/about/leadership/ama-s-strategic-plan-embed-racial-justice-and-advance-health-equity?>



- **AICPA National Committee on Diversity and Inclusion** has a series of tools, including a “Recruitment and Retention Toolkit: A Journey Toward a More Inclusive Workforce”: <https://www.aicpa.org/career/diversityinitiatives/tools-and-resources.html>
- **National Education Association**, Racial Justice in Education Resource Guide provides tools for assessment, strategic planning, and action: <https://neadjustice.org/wp-content/uploads/2018/11/Racial-Justice-in-Education.pdf>

## Advanced Training: Certificate Programs

Across the country, there are certificate programs geared towards professionals who are in a position to effect change within the organizational structure. These changes can include, fostering an environment of inclusion, reducing the negative effects of implicit bias, and increasing the diversity of the workforce. Below are just a few of the programs that are offered. These are typically held over the course of 1 week to 2 months, cost an average of \$3,275, and are held both synchronously and asynchronously. Below is a sample of such programs.

- **Cornell**: <https://ecornell.cornell.edu/certificates/leadership-and-strategic-management/diversity-and-inclusion/>
- **Yale University**: <https://som.yale.edu/programs/executive-education/for-individuals/leadership/fostering-inclusion-and-diversity>
- **Stanford University**: <https://www.gsb.stanford.edu/exec-ed/programs/leverage-diversity-inclusion-organizational-excellence>
- **American Management Association**: <https://www.amanet.org/diversity-and-inclusion-certificate-program/>
- **University of South Florida**: offers a non-certificate program for free that is available on demand: <https://www.usf.edu/business/certificates/diversity-equity-inclusion/modules.aspx>
- **Massachusetts Institute of Technology**: [https://executive.mit.edu/course/leading-a-diverseworkforce/a056g00000URaafAAD.html?gclid=EAlaIQobChMIzeSg0vn48AIV4iitBh1SgwfmEAAYAAEgJcSPD\\_BwE](https://executive.mit.edu/course/leading-a-diverseworkforce/a056g00000URaafAAD.html?gclid=EAlaIQobChMIzeSg0vn48AIV4iitBh1SgwfmEAAYAAEgJcSPD_BwE)





## Advanced Training: Leadership Development Programs

Opportunities for growth and professional development within an organization is a critical component of providing quality care and building a sustainable career. Investing in staff that have been historically and currently marginalized sends an impactful message that people of color matter, are valued, and are deserving of advancement.

- **Yale Program for Recovery and Community Health's Lived Experience Transformational Leadership Academy – LET(s)Lead** includes ten weeks of classes about transformational leadership, mental health advocacy, cultural humility, and justice, followed by engagement with mentors to create a transformational community project: [https://medicine.yale.edu/psychiatry/prch/train\\_consult/academy/home/](https://medicine.yale.edu/psychiatry/prch/train_consult/academy/home/)
- **APA/APAF Diversity Leadership Fellowship** offers psychiatry residents training and experiential learning to build leadership skills and help advance the understanding and the care of racial and ethnic minority communities: <https://www.psychiatry.org/residents-medical-students/residents/fellowships/available-apa-apaf-fellowships/diversity-leadership-fellowship>
- **National Council's Addressing Health Disparities Leadership Program** is a 8-9 month program designed for mid-level managers to build their skills in advancing health equity in their agency and the surrounding community: <https://www.thenationalcouncil.org/trainingcourses/addressing-health-disparities-leadership-program/>
- **The Johns Hopkins Carey Business School** offers a program for Black, Latinx, Indigenous, and all people of color to advance their leadership skills and maximize their potential as multicultural managers. This program is completed in nine months and consists of online courses and three in-person residencies in the Washington, DC-Baltimore area. Additionally, 14 credits are transferable towards an MBA or MS degree. The cost is \$27,500 and financial aid is available: <https://carey.jhu.edu/programs/certificate-programs/leadership-development-program>
- **Society of Behavioral Medicine Diversity Institute for Emerging Leaders** offers a year-long institute for professionals in the field of behavioral medicine, with a special focus on professionals from underrepresented groups. The dual purpose of the institute is to help emerging leaders build leadership skills while deepening their understanding of diversity and inclusion: <https://www.sbm.org/training/diversity-institute-for-emerging-leaders>

## Resources: Federal Level

What follows is a wide array of resources provided by a variety of Federal, national, and state agencies. The focus is on best practices at the individual, agency, and systems level as it pertains to diversity, equity, and inclusion. As such, these sites include toolkits, webinars, reports, strategies, assessments, and other useful information that can help promote the wellbeing of underserved and marginalized communities.



## SAMHSA Office of Behavioral Health Equity

- **The Office of Behavioral Health Equity** coordinates SAMHSA's efforts to reduce disparities in mental and/or substance use disorders across populations. OBHE's efforts are focused on the promotion of behavioral health equity for underserved racial and ethnic minority, as well as lesbian, gay, bisexual, and transgender (LGBT) populations. Additionally, it is a portal to a host of other federally focused diversity oriented websites: <https://www.samhsa.gov/behavioral-health-equity/about>

## SAMHSA Centers of Excellence

- **African American Behavioral health CoC** established on October 1, 2020 by the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (SAMHSA). From their academic home in the National Center for Primary Care at Morehouse School of Medicine (MSM) in Atlanta, they have begun to develop and disseminate training, technical assistance (TA), and written and recorded resources to help behavioral health and allied fields eliminate disparities for this large and diverse population: <https://africanamericanbehavioralhealth.org/>
- **LGBTQ+ Behavioral Health Equity CoC** provides behavioral health practitioners with vital information on supporting the population of people identifying as lesbian, gay, bisexual, transgender, queer, questioning, intersex, two-spirit, and other diverse sexual orientations, gender identities and expressions. Through training, coaching, and technical assistance, they are implementing change strategies within mental health and substance use disorder treatment systems to address disparities affecting LGBTQ+ people across all stages of life: <https://lgbtquequity.org/>

## Technical Assistance Centers

- **Tribal Training and Technical Assistance Center** offers TA on mental and substance use disorders, suicide prevention, and mental health promotion using the Strategic Cultural Framework: <https://www.samhsa.gov/tribal-ttac>
- **Refugee Health Technical Assistance Center (RHAT)** recognizes that refugees have unique health needs. They are dedicated to improving the well-being of refugees by providing tools, resources, and support for health and mental health providers in order to better meet the needs of refugees in resettlement. Through the RHTAC one can find basic information about refugees and their access to health care, learn about physical and mental health among refugees, download training materials and resources, join the mailing list and receive the newsletter, and attend webinars: <https://refugeehealthta.org>





## SAMHSA Treatment Improvement Protocol (TIP)

- **TIP 59: Improving Cultural Competence** helps professional care providers and administrators understand the role of culture in the delivery of mental health and substance use services. It describes cultural competence and discusses racial, ethnic, and cultural considerations: <https://store.samhsa.gov/sites/default/files/d7/priv/sma14-4849.pdf>
- **TIP 61: Behavioral Health Services for American Indians and Alaska Natives** provides behavioral health professionals with practical guidance about Native American history, historical trauma, and critical cultural perspectives in their work with American Indian and Alaska Native clients: <https://store.samhsa.gov/product/TIP-61-Behavioral-Health-Services-For-American-Indians-and-Alaska-Natives/SMA18-5070>

## DHHS Office of Minority Health

- **Think Cultural Health E-Learning Program** aims to help behavioral health professionals increase their cultural and linguistic competency. The estimated time to complete all 4 Courses is between 4 – 5.5 hours. In Course 1, **An introduction to cultural and linguistic competency**, one will learn what culture has to do with behavioral health care. In Course 2, **Know thyself – Increasing self-awareness**, one will learn how to get to know one's own cultural identity and how it affects work with clients. In Course 3, **Knowing others – Increasing awareness of your client's cultural identity**, one will learn how to get to know the client's cultural identity. In Course 4, **Culturally and linguistically appropriate interventions and services**, one will learn how to build stronger therapeutic relationships with clients from diverse backgrounds: <https://thinkculturalhealth.hhs.gov/education/behavioral-health>
- **Culturally and Linguistically Appropriate Services (CLAS)** are intended to advance health equity, improve quality, and help eliminate health care disparities by establishing a blueprint for health and health care organizations: <https://thinkculturalhealth.hhs.gov/clas/what-is-clas>
- **Behavioral Health Implementation Guide for the National Standards for Culturally and Linguistically Appropriate Services in Health and Healthcare** is a companion document to the Blueprint for Advancing and Sustaining CLAS Policy and Practice (<https://thinkculturalhealth.hhs.gov/clas/blueprint>). Together these documents provide concrete, feasible implementation strategies for the health and behavioral healthcare community to improve the provision of services to all individuals, regardless of race, ethnicity, language, socioeconomic status, and other cultural characteristics. The implementation examples are past grantee examples. The Behavioral Health Guide is organized by the overarching themes of the 15 standards: Principal Standard; Governance, Leadership and Workforce; Communication and Language Assistance; and Engagement, Continuous Improvement, and Accountability: <https://mhttcnetwork.org/centers/northwest-mhttc/news/behavioral-health-implementation-guide-national-standards-culturally>



## SAMHSA Technology Transfer Centers

The purpose of the Technology Transfer Center Networks is to disseminate and implement evidence-based practice in prevention, substance use and mental health treatments and recovery support services. Network offers free training and print resources. For more information please see below.

- **ATTC Diversity Related Resources:** <https://attcnetwork.org/centers/global-attc/clas-resources>
- **PTTC Diversity Related Resources:** <https://pttcnetwork.org/centers/global-pttc/cultural-responsiveness>
- **MHTTC Diversity Related Resources:** <https://mhttcnetwork.org/centers/global-mhttc/racial-equity-cultural-diversity>

## SAMHSA Minority Fellowship Program

- **The Minority Fellowship Program** offers financial support and specialized diversity training to students enrolled in behavioral health and related graduate programs to improve mental health and substance use services in underserved communities. Several organizations representing varied disciplines administer the program: <https://www.samhsa.gov/minority-fellowship-program/become-mfp-fellow#grantee-organizations>

## Centers for Disease Control and Prevention (CDC)

- **Advancing Health Equity, Eliminating Health Disparities, and Improving Population Health** is a collection of articles that has gone through the journal's rigorous peer-review process. In addition, this collection features a position statement on the journal's commitment to advancing diversity, equity, and inclusion in its scientific leadership, peer review process, research focus, training, and continuing education. Articles in this collection describe innovative and successful work to address factors contributing to advancing health equity, eliminating health disparities, and improving population health. They provide the latest information on ways to better understand contextual factors responsible for influencing health outcomes (both negatively and positively) and effective approaches to improve population health among diverse populations in various settings. Once on the website, click on PCD Collections on the left hand column and then scroll down to "Advancing Health Equity, Eliminating Health Disparities, and Improving Population Health": <https://www.cdc.gov/pcd/index.htm>





## Resources: National Level

- **National Center for Cultural Competence at Georgetown University** offers a vast library of resources and self-assessments spanning wide ranging areas of diversity. The mission of the NCCC is to increase the capacity of health care and mental health care programs to design, implement, and evaluate culturally and linguistically competent service delivery systems to address growing diversity, persistent disparities, and to promote health and mental health equity: <https://nccc.georgetown.edu/index.php>
- **Center for Research on Structural and Cultural Equity (C-CASE)** was established to address the disparities in mental health services uptake and engagement. C-CASE offers a variety of products, including assessments and toolkits, cultural and structural humility curriculum, and anti-racist tools and strategies: <http://ccase.org/>
- **Project ECHO** uses proven adult learning techniques and interactive video technology, the ECHO Model™, to connect groups of community providers with specialists at centers of excellence in regular real-time collaborative sessions. The sessions, designed around case-based learning and mentorship, help local workers gain the expertise required to provide needed services. ECHO Programs on behavioral health are available: <https://echo.unm.edu/>
- **Community Tool Box** is a free, online resource for those working to build healthier communities and bring about social change; it offers thousands of pages of tips and tools for taking action in communities. It is a public service of the Center for Community Health and Development at the University of Kansas. One area the tool box focuses on is cultural competence and spirituality in community building: <https://ctb.ku.edu/en/table-of-contents>
- **Emory University School of Medicine** Diversity and Inclusion video resources: <https://www.med.emory.edu/about/diversity/video-archive.html>
- **Mental Health America** offers a variety of Spanish language materials: <https://www.mhanational.org/issues/latinxhispanic-communities-and-mental-health>
- **Society for Human Resource Management (SHRM)** offers a specialty credential to HR professionals called the Inclusive Workplace Culture Specialty Credential to maximize their ability to successfully shift organizational culture. The course consists of participating in three eLearning courses focused on skills required to promote an inclusive workplace culture and a passing score on the 50-question assessment. The cost for SHRM members is \$1,655.00: <https://store.shrm.org/SHRMInclusive-Workplace-Culture-Specialty-Credential>
- **Anxiety & Depression Association of America** offers a variety of D, E, & I resources: <https://adaa.org/find-help/by-demographics/diversity-inclusion-resources>
- **Migrant Clinicians Network** helps develop strategies and resources to support clinicians as they reach out to marginalized and disadvantaged communities: <https://www.migrantclinician.org/>



- **National Alliance on Mental Illness** provides information on identity and cultural dimensions: <https://www.nami.org/Your-Journey/Identity-and-Cultural-Dimensions>
- **Council on Social Work Education** has resources available through its Center for Diversity and Social & Economic Justice: <https://www.cswe.org/Centers-Initiatives/Centers/Center-for-Diversity.aspx>
- **American Psychological Association Office of Ethnic Minority Affairs** seeks to increase the scientific understanding of how psychology pertains to both race/ethnicity and culture: <https://www.apa.org/pi/oema>
- **American Psychological Association** offers resources to increase support for research, training, public education and interventions that improve health and reduce health disparities among underserved and vulnerable populations: <https://www.apa.org/advocacy/health-disparities>
- **Society of Clinical Psychology** (Div 12) of the American Psychological Association has a multitude of resources that considers the broad issues pertinent to diverse groups: <https://div12.org/diversity/>
- **American Psychiatric Association** promotes mental health equity through the provision of quality mental health care to all persons regardless of race, ethnicity, age, gender identity, sexual orientation, national origin, religious orientation, and/or disability status: <https://www.psychiatry.org/psychiatrists/cultural-competency>
- **National Latino Behavioral Health Association** provides a variety of resources including Behavioral Health Interpreter Training (BHIT) and training for monolingual English-speaking providers on how to use a trained interpreter (click on Projects): <http://nlbha.org/>
- **Alliance of National Psychological Associations for Racial and Racial Equity** is comprised of national psychology organizations committed to the promotion of communication, collaboration, critical consciousness, and strategic actions and projects: <https://national-psych-alliance.com/>
- **Society for the Psychological Study of Culture, Ethnicity, & Race, Division of the American Psychological Association**, Protecting and Defending Our People, Paper of Color Report: <https://www.paloaltou.edu/news/division-45-warrior-path-report-looks-decolonize-psychology-news>
- **National Network to Eliminate Disparities in Behavioral Health** is a network of community-based organizations focused on the mental health and substance use issues of diverse racial and ethnic communities. The NNED supports information sharing, training, and technical assistance towards the goal of promoting behavioral health equity: <https://nned.net/>
- **The National Child Traumatic Stress Network** offers resources on culture and trauma: <https://learn.nctsn.org/course/index.php?categoryid=54>
- **The Jed Foundation** is committed to providing current information about culturally responsive support for the diverse populations of young people: <https://jedfoundation.org/our-work/resources-for-diverse-identities/>
- **The Latinx Immigrant Health Alliance (LIHA)** is comprised of a group of Latinx scholars that collaborate to advance research, policy, and effective interventions to improve the lives of immigrant communities. The website contains a multitude of helpful resources: <https://www.latinximmigranthealthalliance.org/>





## Conclusion

The resources contained in this document were selected to support changes in values, policies, structures, and practices that will ultimately benefit everyone. The work of addressing issues of diversity, equity, and inclusion is difficult, yet an important step towards effecting the change that is necessary has been put forth by taking the time to review this document. In leveraging existing resources to increase diversity and collaborating to inspire new ideas, the challenge of eliminating health disparities and creating a pathway of equity is within reach.

## Disclaimer

At the time of this publication, Miriam Delphin-Rittman served as the SAMHSA Assistant Secretary. The opinions expressed herein are the views of the Central East MHTTC and The Annapolis Coalition and do not reflect the official position of the Department of Health and Human Services (DHHS), SAMHSA. No official support or endorsement of DHHS, SAMHSA for the opinions described in this document is intended or should be inferred.

