

12/01/08 & 12/02/08 MHEDIC Meeting Minutes

Meeting Attendees:	Dawn Anderson-Butcher, Mark Weist, Liz Mellin, Trevor Peterson, Meg Mahoney, Lauren Renkert, Kurt Michael, Steve Evans, Anna Ball, Ed Morris, Jim Koller, Julie Owens, Seth Bernstein, Eva Nowakowski, Karen Weston, Stacy Skalski, Stephanie Berzin, Michael Kelly, Carl Paternite	Date:	12/01/08 & 12/02/08
Meeting Place:	Crowne Plaza West Palm Beach – West Palm Beach, FL	Time:	2:00-5:00 & 8:30-2:00

Meeting Purpose
Bi-annual meeting of MHEDIC

Topic	Notes
New Developments for MHEDIC	<p>New members and guests were welcomed and introduced.</p> <p>Discussion of the new research portion that took place in the morning. Participants felt it was successful and added an additional dimension to the more traditional meeting. The group expressed interest in continuing this component. This will hopefully generate further alignment across research projects as well.</p>
Mission, Vision, & Goals	<p>Discussed the history of MHEDIC with a particular focus on future directions for the group. The group felt that the mission and vision must be revised. A closer look at the actual goals of MHEDIC is also required. The group felt that collaborative projects is particularly important and will lead to further growth for MHEDIC. Perhaps the mission be could more facilitative and allow for collaboration and networking. While the mission, vision, and goals of MHEDIC are still developing and fluid. Dawn and Mark will work to draft a more formal mission that can be used to orient others to MHEDIC.</p> <p>Generally, MHEDIC centers on 4 main dimensions: (1) Training; (2) Practice; (3) Research; and, (4) Policy. MHEDIC is focused on the interdisciplinary school mental health workforce (broadly defined), specifically professional preparation, training, and collaboration. Guiding principles include the following: (1) MHEDIC is inclusive; (2) MHEDIC is organic and systematic; (3) MHEDIC encourages mentorship; and (4) MHEDIC is fun.</p>
Active Workgroups	<p>Workgroups were developed for each of the 4 main dimensions. The active workgroups will help facilitate work output and provide structure for both the group and future meetings. Members signed up for a specific workgroup and each workgroup needs to have at least one student as well. These workgroups have leads as indicated below. Leads will define the workgroups, the scope of work, and how it relates to the broader MHEDIC agenda. Additionally, the leads will facilitate and coordinate their specific workgroups and incorporate past MHEDIC work (along with other relevant resources) as much as possible.</p> <p style="margin-left: 40px;"><u>Workgroup leads:</u> POLICY: Stacy Skalski TRAINING: Karen Weston RESEARCH: Julie Owens PRACTICE: Seth Bernstein and Michael Kelly</p> <p>These workgroups will provide structure for future MHEDIC meetings. Mark is developing a more concrete schedule but the meeting will be constructed of four separate sessions, one for each workgroup. The sessions will develop as needed but will be similar to the research portion of this meeting. Members can present issues and projects to the group to generate discussion and further develop work output. Any member can present/lead discussion in the workgroup session regardless of their workgroup membership. There will also be integrative sessions that pull together the work across MHEDIC.</p>

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<p>National School Social Work Survey</p>	<p>Michael Kelly and Stephanie Berzin presented on their research using a national survey of school social work practice. They presented their initial findings and facilitated a discussion on the implications for school mental health practice across disciplines and for MHEDIC.</p>
<p>Interdisciplinary Competencies to Promote School Mental Health</p>	<p>This project serves as an example of national research that could potentially allow for a comprehensive analysis of school mental health across the country. MHEDIC could do a similar study of all school mental health disciplines. Alternatively, MHEDIC could focus on the school as the unit of analysis and study interdisciplinary work in school mental health more extensively.</p>
<p>Training Grant for Interdisciplinary Collaboration</p>	<p>Anna provided an update on the development of interdisciplinary competencies to promote school mental health. Jen G. is writing an IRB application at Miami that will allow us to survey MHEDIC members on their perspective of the competencies. This survey will be used to further refine the competencies. In the future, we could also survey practitioners in multiple disciplines and/or relate this to actual practitioner behaviors or perceptions (e.g. efficacy).</p> <p>A Training Institute at the national school mental health conference may be an outlet for an initial roll-out of the competencies. Additionally, these competencies could be incorporated into an online training. The Training workgroup could potentially explore this further during the Spring meeting.</p>
<p>Dropout and Workforce Development</p>	<p>MHEDIC members in Missouri (Ed Morris, Melissa Maras, Joni Splett, and Amanda Paul) have submitted proposals for interdisciplinary training projects. More specifically, these projects could lead to the development of a pre-service curriculum for interdisciplinary collaboration and may help support graduate student involvement in MHEDIC.</p> <p>The group discussed potential methods to support student involvement. Any information on potential funding streams that may support students are welcome (contact Melissa). One option may be HRSA. Other ideas included offering course credit across the universities involved in MHEDIC or open donations for students. Teleconferencing is another option that could be used between meetings for students to connect as well as during meetings to allow student participation during selected portions.</p>
<p>Spring Meeting</p>	<p>Dawn presented on current priorities within educational and student support policy centered around dropout prevention and workforce development. Student support services are being called upon to take a closer look at the educational pipeline ("P-16") to provide effective interventions for students' social-emotional development. Particular emphasis is placed on transition points within the pipeline (e.g. pre-K, Grades 8-10, etc.). The group discussed potential implications for MHEDIC and the Policy workgroup may re-visit this in May.</p>
<p>Spring Meeting</p>	<p>Michael Kelly and Loyola Chicago will be hosting MHEDIC's spring meeting in Chicago. A date will be set for the week of May 11th or May 18th (Anna will get feedback from MHEDIC and establish a date with Dawn and Mark). There is the potential for student lodging in nearby Loyola dorms if needed. The format will incorporate the newly developed MHEDIC workgroups and could potentially include guests with both local and national relevance.</p>

Action Steps

1. Update MHEDIC mission, vision, goals, and contact information (Dawn, Mark, & Anna)
2. Workgroup leads will coordinate specific workgroups in preparation for the Spring meeting (Stacy, Karen, Michael, Seth, & Julie)
3. Update website (Dawn, Mark, Anna, Carl/Amy Wilms)
4. Establish a date for the Spring meeting (Dawn, Anna, Michael)
5. Disseminate information on P-16, Strive, and workforce development to the group (Dawn)