



Certified- Qualified Mental Health Professional (QMHP-C)






The QMHP-C requires a combination of education, experience and exams. Upon employment, QMHP-C candidates, must register with MHACBO to earn the Supervised Experience Competency Assessment Hours in the Mental Health Professional Competencies within a State Approved Mental Health Agency.



Step One: Registration as a Certification Candidate

The certification process begins with registration. Registered candidates must meet [OAR 309-019-0125(10)] standards for initial qualification for employment in State Approved Mental Health Agencies. QMHP-R (Registered) candidates must register prior to employment, and become fully certified within 2 years.

The QMHP-R Registration requires:

-  Valid State ID.
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 - Bachelor's degree in nursing and licensed by the State of Oregon,
 - Bachelor's degree in occupational therapy and licensed by the State of Oregon,
 - Graduate degree (in psychology, social work, recreational/art/music therapy, or behavioral science)
 - A qualified mental health intern
-  Preliminary Competency Assessment outlined in [OAR 309-019-0125(10)]
-  Affirmation of the Oregon Behavioral Health Code of Conduct
-  Verification of Abstinence for those in recovery from SUDs



Step Two: QMHP-C Certification (completed within 2 years of registration)

QMHP-C certification is completed through a comprehensive competency assessment, successful completion of a professional psychometric competency exam, and requisite specialty training.



Comprehensive Competency Assessment

Appraisal of supervised clinical experience in the Advanced Mental Health Competencies, Scientific Role Delineation Analysis, ©CES, within a state approved mental health agency. Clinical supervisors within state approved mental health agencies will complete the comprehensive competency evaluation, in the Mental Health Professional Competencies.



Professional Exams:

- Successful completion of the Oregon Jurisprudence Exam, covering applicable state administrative rules and federal regulations.
- Applicants who do not possess a clinical degree are required to successfully complete of the computerized national professional psychometric examination in the Advanced Mental Health Competencies, Scientific Role Delineation Analysis, ©CES.



Evidence of Specialty Training

- DSM V Diagnosis & Treatment Planning
- Evidence-based Practices in Community Mental Health Programming
- Suicide Risk Assessment (lethal means, CAMS, etc.).



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Comprehensive Competency Assessment

Appraisal of Supervised Experience in the Advanced Mental Health Competencies, Scientific Role Delineation Analysis, ©CES.

Abbreviated Advanced Mental Health Competencies

COMPETENCY DOMAIN ONE Assessment

- Task 1.1: Establish rapport with service recipient to gather accurate information to determine need for services.
- Task 1.2: Screen the service recipient for eligibility and risk potential to determine appropriate kind of care setting and treatment needs avoiding overly restrictive placement settings by using established criteria, interviewing and reviewing records.
- Task 1.3: Complete biopsychosocial assessment by gathering current and historic service recipient information in order to review and analyze relevant data to make recommendations for care.
- Task 1.4: Develop an initial, individualized Service/Recovery plan by working with service recipient and other appropriate individuals to identify service recipient needs, preferences, desired outcomes, and resources available in order to initiate admission or referral and ensure follow-through.
- Task 1.5: Provide ongoing assessment through observation, review, and consultation with the individual service recipient and other professionals in order to assess progress and update the comprehensive person-centered service/recovery plan as needed.

COMPETENCY DOMAIN TWO Person-centered Service/Recovery Planning

- Task 2.1: Interpret all relevant assessment information by obtaining and reviewing available documentation in order to begin the development of the individualized plan of care.
- Task 2.2: Discuss assessment findings with the service recipient and approved significant others in order to facilitate the development of the individual's plan of care.

Task 2.3: Formulate mutually agreed upon and measurable service/recovery goals in order to assist service recipient in the recovery process.

Task 2.4: Define the course of recovery by identifying appropriate strategies, resources, and outcome indicators in order to assist service recipient in the reaching the desired goals.

Task 2.5: Review the service/recovery plan at regular intervals and/or when indicated by changing circumstances in order to revise the plan.

Task 2.6: Monitor and record service recipient activities and outcomes in relation to recovery goals and objectives using accepted principles of documentation.

COMPETENCY DOMAIN THREE Counseling and Intervention

Task 3.1: Establish a helping relationship with the service recipient by demonstrating warmth, respect, genuineness, and empathy in order to build trust.

Task 3.2: Maintain the service recipient's involvement in the treatment and recovery process by reinforcing behaviors that are beneficial in progressing toward treatment goals.

Task 3.3: Promote illness self-management by educating service recipient to identify signs and symptoms of mental illness/emotional disturbances and to develop effective management strategies to reduce relapse and facilitate recovery.

Task 3.4: Use constructive therapeutic responses to assist the service recipient in recognizing and reducing/eliminating behaviors that are inconsistent with progress toward service/recovery goals and recovery.

Task 3.5: Facilitate the development of life skills associated with recovery by the delivery of illness and recovery educational sessions.

Task 3.6: Ensure safety by recognizing warning signs of a potential crisis and implementing indicated prevention and/or intervention strategies.

Task 3.7: Apply group facilitation methods leading to measurable progress toward group and individual goals and successful outcomes (recovery).

Task 3.8: Provide necessary education and referrals to assist families, couples, and significant others in adopting strategies and behaviors that maximize recovery and improve the quality of life in the community.



COMPETENCY DOMAIN FOUR Service Coordination

Task 4.1: Coordinate referrals in order to ensure access to services identified in treatment plan by following established procedures for interagency collaboration.

Task 4.2: Monitor and coordinate service/recovery activities and community resources with prioritized service recipient needs in a manner consistent with the service recipient's service/recovery plan.

Task 4.3: Assist the service recipient in obtaining appropriate resources such as entitlements, supplementary assistance, and natural supports in order to maximize service recipient self-sufficiency and recovery.

Task 4.4: Promote successful transition among the array of services by coordinating linkages to ensure that there are no gaps in services.

Task 4.5: Convene and participate in multidisciplinary service/recovery team meetings as indicated to ensure a holistic and coordinated approach to care.

COMPETENCY DOMAIN FIVE Professional Responsibility and Ethics

Task 5.1: Adhere to established codes of ethics that define the professional context within which the counselor works in order to maintain professional standards that safeguard the service recipient's respect, dignity, safety, humanity, and choices.

Task 5.2: Protect service recipient rights to privacy and confidentiality in the preparation and handling of records and verbal communication with third parties.

Task 5.3: Adhere to Federal and State laws and regulations regarding the treatment of mental illness/emotional disturbances.

Task 5.4: Adapt intervention strategies to the individual characteristics of the service recipient, including but not limited to, disability, gender, sexual orientation, developmental level, culture, ethnicity, age, and health status.

Task 5.5: Obtain continuing professional education to increase knowledge and skills in applying best practices.