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May 21, 2025

HB 2235 Workgroup Public Meeting

Agenda

Start	Time	End	Topic
1:00	5	1:05	Welcome
1:05	5	1:10	New Member Introduction Roll Call & Minutes Approval
1:10	10	1:20	Public Comment Period
1:20	10	1:30	Executive Session Review
1:30	30	2:00	Presentation by Bret Golden
2:00	10	2:10	Break
2:10	40	2:50	Presentation by Eric Martin, Evelyn Salinas and Maria Lenzi Miori
2:50	10	3:00	Wrap Up

Community Engagement Agreements

- We acknowledge that we bring our lived experiences into our conversations
- We strive to engage non-judgmentally, with respect, humility and inclusivity
- We try to stay open minded
- We work to make conversations accessible, and trauma informed
- We honor everyone's lived experiences and expertise
- We expect it to get messy at times. When it does, we will acknowledge ruptures and focus on repair.
- We show up with humility and a place of vulnerability

Welcome New HB 2235 Team Member!



Trina Thomas

Filling role of Qualified Mental
Health Associate (Non-
Management)

Roll Call and Minutes Approval

- Roll call completed alphabetically by last name
- First roll call to establish quorum
- Second roll call to approve previous meeting minutes



Public Comment



- Period is 10 minutes total
- Please keep comment to two minutes or less
- After this period of time, no further public comment will be allowed, including the chat.
- Any additional public comment can be sent to the workgroup via email to HB2235.workgroup@OHA.Oregon.gov

Executive Session Review

- Contingency Plan for technology issues
- Recommendation Drafts
- Project Plan – Executive Sessions
 - Licensing/Credentialing 6/4
 - Burnout/Workload 7/2
 - Reimbursement/Pay 7/16
 - Admin Burden 8/6
 - Recommendation Recap 8/20





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Qualified Mental Health Associate (QMHA) Pilot

Background:

Problem Statement: Oregon is currently facing a shortage of behavioral health care providers. To address this issue, one of the key recommendations in the [2023 Oregon Health Care Needs Assessment](#) is to enhance career pathways to boost the number of professionals entering the behavioral health field.

Administered by the Mental Health and Addiction Certification Board of Oregon (MHACBO), there are currently **two** pathways for **QMHA Registration (QMHA-R)** that are specified in Oregon Administrative Rule (OAR) 309-019-0125 (see Appendix A):

- A four-year degree in one of more than 40 majors (“degree pathway”)
- Three years of relevant education, training, and experience (“non-degree-pathway”)

To qualify for QMHA-R with an associate degree in a relevant behavioral health field, individuals must also accumulate 1,000 hours of relevant work experience to meet the requirements of the three-year QMHA-R non-degree pathway.

QMHA-R Qualification Matrix Formula

Relevant Occupational Experience	Relevant Education
6,000 Experience Hours: (3 full-time years) of relevant behavioral health occupational experience	No relevant behavioral health education
5,000 Experience Hours: (2.5 full-time years) of relevant behavioral health occupational experience	18 quarter college credits or 180 education hours <i>(minimum behavioral health specific education: 180 hours)</i>
4,000 Experience Hours: (2 full-time years) of relevant behavioral health occupational experience	36 quarter college credits or 360 education hours <i>(minimum behavioral health specific education: 360 hours)</i>
3,000 Experience Hours: (1.5 full-time years) of relevant behavioral health occupational experience	54 quarter college credits or 540 education hours <i>(minimum behavioral health specific education: 450 hours)</i>
2,000 Experience Hours: (1 full-time year) of relevant behavioral health occupational experience	72 quarter college credits or 720 education hours <i>(minimum behavioral health specific education: 450 hours)</i>
1,000 Experience Hours: (0.5 full-time years) of relevant behavioral health occupational experience	90 quarter college credits or 900 education hours <i>(minimum behavioral health specific education: 450 hours)</i>
No Experience Hours	Bachelor's degree in behavioral health related studies

From August 2021 to May 2022 Lane Community Health Council initially approached OHA about revising Oregon Administrative Rule (OAR) 309-019-0125 to recognize new programs across the state that are preparing students for the behavioral health workforce:

- Lane Community College has a specialized two-year associate degree program in Human Services that **requires a student to complete 648 hours of practicum/work experience hours, which is only 352 hours short for the QMHA-R non-degree-pathway.**

Lane Community Health Council partners contend that graduates of Lane Community College's specialized two-year associate degree program **are on par with those who meet the education and work experience requirements for the three-year non-degree QMHA-R pathway.** They argue that an accelerated QMHA certification pathway would be practical because:

- **An accelerated QMHA-R registration pathway** would broaden the accessibility and expedite the workforce readiness of individuals in mental & behavioral health services.
- **Specialized two-year degree programs in behavioral health with practicum** are valued by behavioral health agencies but do not currently align with the requirements for initial QMHA-R status.

- Through these meetings with the Lane Community Health Council and other community partners, **10 additional community colleges in Oregon were identified** as offering specialized two-year degrees comparable in quality to Lane Community College's Associate of Arts in Human Services program. Additionally, **one specialized QMHA apprenticeship program** was identified that provides an equivalent combination of education and work experience.
- Conversations between Lane Community Health Council and OHA determined that **including these additional programs into a pilot could be highly beneficial**, as it would expand the sample size of students, enhance the diversity of the educational environments evaluated, and provide a more comprehensive assessment of the program's effectiveness across different institutions.

Starting in January of 2025, OHA in collaboration with the Mental Health & Addiction Certification Board of Oregon (MHACBO) **officially announced the start of a pilot program that introduces two temporary QMHA registration pathways**: one for graduates of designated **QMHA apprenticeships** with coursework in human services and behavioral health, and another for graduates of community college programs offering **specialized associate degrees in behavioral health and/or human services**, including practicum or internship hours in behavioral health settings.

Criteria for Pilot:

Specialized 2-year program:

- State recognized two-year Associate's degree in Human Services or Behavioral Health with 300 hours of practicum minimum requirement in behavioral health settings.

Specialized QMHA Apprenticeship:

- State recognized QMHA apprenticeship program with 3,000 behavioral health work experience hours and 360 behavioral health instruction hours.

Winter 2025 Term start date for pilot:

- Allow for qualified associates and apprenticeship programs to **retroactively include students from Fall 2023** term to be eligible if faculty staff have the time, capacity, and ability to do so.
- **Spring 2029 graduation end date for pilot:** Extending the pilot to four years will allow us to track pilot students from the beginning of their education through to graduation and employment as certified QMHA-Rs.

Current Participating Programs in the QMHA Pilot

Central Oregon Community College	AAS, Social Services & Addiction Studies
Chemeketa Community College	AAS, Social Services & Addiction Studies
Clackamas Community College	AAS, Human Services
Klamath Community College	AAS, Criminal Justice
Lane Community College	AAS, Human Services
MHCC	AAS, Mental Health, Social Service, & Addiction Counseling
Portland Community College	AAS, Addiction Counseling
Rogue Community College	AAS, Human Services
Southwestern Oregon Community College	AAS, Human Services
Umpqua Community College	AAS, Human Services
United We Heal	Registered Apprenticeship
University of Oregon Ballmer Institute	BA Children's Behavioral Health

Current Four-Year Degree Pathway

- Supervisory Competency Assessment: Online OAR-Compliant Assessment Form Completed by Qualified Supervisor
- Registration of Personal Information and Demographics
- Signed Commitment to Oregon's Behavioral Health Code of Conduct
- ***Primary Source Verification of Bachelor's Degree in Behavioral Health or Equivalent Discipline***

Current Non-Degree Pathway

- Supervisory Competency Assessment: Online OAR-Compliant Assessment Form Completed by Qualified Supervisor
- Registration of Personal Information and Demographics
- Signed Commitment to Oregon's Behavioral Health Code of Conduct
- ***Primary Source Verification of Three Years of Relevant Experience and/or Education***

Proposed Specialized Two-Year Degree Pathway

- Supervisory Competency Assessment: Online OAR-Compliant Assessment Form Completed by Qualified Supervisor
- Registration of Personal Information and Demographics
- Signed Commitment to Oregon's Behavioral Health Code of Conduct
- ***Primary Source Verification of Specialized Associate's Degree in Human Services or Behavioral Health, Including Several Hundred Practicum or work experience Hours***

Proposed Specialized Two-Year Apprenticeship Pathway

- Supervisory Competency Assessment: Online OAR-Compliant Assessment Form Completed by Qualified Supervisor
- Registration of Personal Information and Demographics
- Signed Commitment to Oregon's Behavioral Health Code of Conduct
- ***Primary Source Verification of Specialized QMHA Apprenticeship Program, Including Several Hundred instruction hours in Human Services or Behavioral Health***



Key Components of the Specialized Associate Degree Programs:

1. **Curriculum:** The programs will encompass core subjects in behavioral science, psychology, counseling, and social work.
2. **Practicum Hours and/or Work Experience:** Supervised practicum hours in relevant mental & behavioral health settings. This hands-on experience ensures practical skill development and real-world application.
3. **Accreditation and Standards:** The programs will adhere to MHACBO's standards and guidelines to ensure quality and relevance. Collaboration with MHACBO will be maintained to align the curriculum with the requirements for QMHA-R certification.

Desired Outcome of Pilot:

- **Practical Experience:** Ensure that graduates have substantial practical experience, enhancing their readiness to meet the challenges of behavioral health service delivery.
- **Revision of Oregon Administrative Rule:** Evaluate the pilot's program effectiveness and summarize the results in a final report to be shared with OHA, state legislators, employers, and community stakeholders to recommend potential next steps towards a proposed rule change to Oregon Administrative Rule (OAR) 309-019-0125 to solidify a 3rd certification pathway for these specialized associate's programs in Oregon.
- **Increased Accessibility:** Lower the barriers of entry to employment into the behavioral health field and provide an alternative pathway for individuals who may not have the resources or time to pursue a bachelor's degree.
- **Workforce Development:** Increase Oregon's certified workforce to increase service capacity and care delivery to Oregonians, especially to OHP/Medicaid populations and to Oregon's communities that are most effected by health inequities.

Current Data Collected During QMHA Pilot Registration

- Contact Information
 - Address or County of Residence – to track geographic distribution
 - REALD & SOGI data
 - Pilot school enrolled in
 - Term started
 - Age
 - Financial aid status
 - Preferred Learning (In-Person, Hybrid, Online)
 - Background in behavioral health (if any)
 - Did they participate in a High School CTE Program before post-secondary
- Current job role in behavioral health (if applicable)
 - Income range (if applicable)
 - Employment status while in school
 - Dependents
 - Full-time vs. part-time enrollment
 - Reason for pursuing QMHA certification
 - Preferred work setting post-certification
 - Long-Term Career goals
 - Barriers to completing the program (e.g., financial, travel, work commitments, etc.)
 - Intent to stay in Oregon post-certification

Questions/Discussion

- Should we offer tuition assistance and stipends to pilot participants to support recruitment, retention, and reduce post-graduation debt?
- Should we provide grant funding to behavioral health organizations serving vulnerable populations to strengthen recruitment and retention of QMHA-R professionals?
- Should we waive all testing and certification fees for QMHAs, using grant funds to cover these costs?
- Should we change the pilot's eligibility criteria to allow students who complete their AAS degree by Spring 2029, regardless of their program start date?
- Should we reconsider eligibility for programs with fewer practicum hours (e.g., Linn-Benton, Treasure Valley CC)?
- How flexible should we be with practicum hour requirements?
- Are there critical data points we're not currently collecting from participating students that would help evaluate the pilot's impact?
- What additional supports or wraparound services (e.g., mentorship, academic advising, mental health) would benefit pilot students?
- How should we measure success of the pilot program beyond certification and employment (e.g., retention at worksites, equity outcomes)?
- How can we ensure equitable access to the pilot for students from underrepresented backgrounds or rural communities?
- What barriers have participating students or employers encountered so far—and how can we address them?



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10 Minute Break

Evelyn's story

- Mexican immigrant
- Studied at *Universidad Autónoma de Queretaro*
- 5-year Bachelor's Degree in Social Psychology
 - First 2.5 years specialized in general psychology and clinical skills
 - Last two years specialized in community engagement
 - Plus, internship
- Master's Degree in Political Science at Ohio University
- MH program manager at Centro Latinoamericano, main recruiter
- Social Work degree had similarities to my degree
- I tried getting on a licensure pathway, but no process exists

Central & South America

- Tons of Bachelors and Doctoral Degrees, limited Masters
 - U.S. has exploded with graduate degrees over last 50 years
 - 5-year Psych degrees are similar to U.S. graduate degrees
 - Nearest U.S. comparison, people get a BSW (four year), and then can go into 1-year MSW program = 5-year BSW-MSW.
-

- 22% of Oregon Medicaid population is Hispanic/Latino
- 11.3% of Oregon Medicaid population is Spanish speaking only.
- 8.76% of MHACBO Workforce is Hispanic/Latino
- ~3.5% of Licensed MH workers are Hispanic/Latino

Example One



SUBJECTS	CREDITS	GRADES	DATE	OBS
INTRODUCTION TO PSYCHOLOGY		8 EIGHT	2003/06/02	
PSYCHOPHYSIOLOGY		10 TEN	2003/06/03	
EPISTEMOLOGY		8 EIGHT	2003/06/04	
FOCUS ON HEALTH & ILLNESS		9 NINE	2003/06/05	
HISTORY AND SOCIETY I		9 NINE	2003/06/06	
SEX EDUCATION		8 EIGHT	2003/06/09	
GENERAL HISTORY OF PSYCHOLOGY I		10 TEN	2003/11/28	
COGNITIVE DEVELOPMENT		9 NINE	2003/12/01	
METHODS IN PSYCHOLOGY		9 NINE	2003/12/02	
GROUP THEORY		10 TEN	2003/12/03	
HISTORY AND SOCIETY II		9 NINE	2003/12/04	
PERSONALITY AND DEVELOPMENT		9 NINE	2003/12/05	
GENERAL HISTORY OF PSYCHOLOGY II		10 TEN	2004/06/01	
INTRO TO PSYCHOANALYSIS I		9 NINE	2004/06/02	
METHODS IN PSYCHOLOGY II		10 TEN	2004/06/03	
TECHNIQUES IN PSYCHOLOGY I		9 NINE	2004/06/04	
CULTURE AND SOCIETY IN MEXICO		9 NINE	2004/06/07	
EDUCATION PSYCHOLOGY		8 EIGHT	2004/06/08	
PSYCHOLOGY AND LANGUAGE		9 NINE	2004/12/01	
INTRO TO PSYCHOANALYSIS II		10 TEN	2004/12/02	
RESEARCH SEMINAR		9 NINE	2004/12/03	
PSYCHOLOGY TECHNIQUES II		9 NINE	2004/12/06	
SUBJECTIVITY AND ORDER		9 NINE	2004/12/07	
ORGANIZATIONAL PSYCHOLOGY		9 NINE	2004/12/08	
SOCIAL THEORY		8 EIGHT	2005/05/30	
OBSERVATION REPORT		8 EIGHT	2005/05/31	
PERSPECTIVE OF SOCIAL PSYCHOLOGY		9 NINE	2005/06/01	
REALITY LECTURE		7 SEVEN	2005/06/02	
PRACTICE IN COMMUNITIES I		9 NINE	2005/06/03	
GROUPS		9 NINE	2005/06/06	
PRACTICE IN INSTITUTIONS I		9 NINE	2005/06/07	
PSYCHOANALYSIS AND SUBJECTIVITY		10 TEN	2005/11/28	
PSYCHOSOCIAL ORDER AND SUBJECTIVE PROCESSES		9 NINE	2005/11/29	
ARTICULATED RECONSTRUCTION		9 NINE	2005/11/30	
ETHNOGRAPHY		8 EIGHT	2005/12/01	
GROUPS AND COLLECTIVE PROCESSES		8 EIGHT	2005/12/02	
PRACTICE IN INSTITUTIONS II		9 NINE	2005/12/05	
PRACTICE IN COMMUNITIES II		9 NINE	2005/12/06	
SYMBOLIZATION OF GROUP PROCESSES		10 TEN	2006/05/29	
METHODOLOGICAL SUPERVISION AND COUNSEL		10 TEN	2006/05/30	

COMPARED

REC. 853

DATE: 25-1-2007

SIGNATURE: _____

- 52 psych classes
- Four Practicums
- Bachelors Thesis

SUBJECTS	CREDITS	GRADES	DATE	OBS
CRITICAL THEORY		10 TEN	2006/05/31	
INSTITUTIONAL ANALYSIS STATE AND INTERSUBJECTIVITY.		10 TEN	2006/06/01	
INTERVENTION STRATEGIES		9 NINE	2006/06/02	
PRACTICUM RESEARCH & INTERVENTION IN INSTITUTIONS I		10 TEN	2006/06/05	
PRACTICUM RESEARCH & INTERVENTION IN COMMUNITIES I		10 TEN	2006/06/06	
OPERATIONAL SUPERVISION INTERVENTION		8 EIGHT	2006/11/27	
THESIS PREPARATION		10 TEN	2006/11/28	
SUBJECTIVITY AND CULTURE		9 NINE	2006/11/29	
SOCIAL REPRESENTATION		9 NINE	2006/11/30	
GROUPS IN INSTITUTIONS AND COMMUNITIES		9 NINE	2006/12/04	
PRACTICUM RESEARCH & INTERVENTION IN INSTITUTIONS II		10 TEN	2006/12/05	
PRACTICUM RESEARCH & INTERVENTION IN COMMUNITIES II		10 TEN	2006/12/06	
*****	*****	*****	***	

Example Two



- 94 psych classes
- Seven Practicums

ACTIVITIES AND CURRICULAR DISCIPLINES

	Period/	Code	Discipline	Type	Academic Credit	Workload	Grade	Status	School period
1	1	016941	Anthropology	MD	3	51	10.00	AP	2011/1
2	1	006389	Epistemological Foundations of Psychology I	MD	3	51	7.30	AP	2011/1
3	1	016769	Physiological Bases of Behavior - Module A	MD	3	51	9.00	AP	2011/1
4	1	006391	Interpersonal Development	MD	3	51	10.00	AP	2011/1
5	1	008516	History of Psychology I	MD	2	34	7.50	AP	2011/1
6	1	001520/10	Introduction to Theological Thinking I	MD	3	51	8.00	AP	2011/1
7	1	006386	Psychoanalysis I - Freud	MD	2	34	9.00	AP	2011/1
8	1	016825/1	Behavioral Psychology I	MD	3	51	8.10	AP	2011/1
9	1	006388/1	Phenomenological Psychology I	MD	2	34	8.40	AP	2011/1
10	1	016771	Psychobiology	MD	3	51	7.00	AP	2011/2
11	2	001175/1	Epistemological Foundations of Psychology II	MD	3	51	9.20	AP	2011/2
12	2	016770	Physiological Basis of Behavior - Module B	MD	2	34	9.00	AP	2011/2
13	2	016835/1	Statistics I	MD	2	34	8.20	AP	2011/2
14	2	006400	History of Psychology II	MD	2	34	8.00	AP	2011/2
15	2	004852/29	Introduction to Theological Thinking II	MD	3	51	8.00	AP	2011/2
16	2	016052/1	Psychoanalysis II - Freud	MD	2	34	9.50	AP	2011/2

17	2	006397	Behavioral Psychology II	MD	4	68	8.30	AP	2011/2
18	2	006398	Phenomenological Psychology II	MD	3	51	9.00	AP	2011/2
19	2	016940/1	Sociology	MD	3	51	7.50	AP	2011/2
20	3	001380/1	Statistics II	MD	2	34	7.00	AP	2012/1
21	3	001183/1	Research Models I	MD	4	68	8.70	AP	2012/1
22	3	015903/2	Neurology I	MD	3	51	7.50	AP	2012/1
23	3	016320	Processes and methods of psychological research (PMIP) I: diagnostic investigation process	MD	2	34	8.50	AP	2012/1
24	3	003324/1	Psychoanalysis III - Freud	MD	2	34	9.00	AP	2012/1
25	3	003269/1	Analytical Psychology I - Jung	MD	2	34	8.50	AP	2012/1
26	3	001180	Behavioral Psychology III	MD	3	51	9.60	AP	2012/1
27	3	001334	Developmental Psychology I	MD	3	51	8.50	AP	2012/1
28	3	003313	Phenomenological Psychology III	MD	3	51	9.00	AP	2012/1
29	3	014484/1	Social Psychology I	MD	3	51	8.50	AP	2012/1
30	3	016779/1	Psychodrama Theory	MD	3	51	8.00	AP	2012/2
31	4	016778	Human Genetics	MD	2	34	6.70	AP	2012/1
32	4	006359/1	Death and bereavement: a contemporary perspective of the phenomenon	EL	3	51	10.00	AP	2012/2
33	4	001192/1	Research Models II	MD	4	68	7.50	AP	2012/2
34	4	001194	Neurology II	MD	2	34	7.00	AP	2012/2
35	4	016851	Processes and methods of psychological research (PMIP) II: intellectual and adaptive resources research	MD	3	51	8.00	AP	2012/2
36	4	006413/1	Psychoanalysis IV - Lacan	MD	2	34	7.30	AP	2012/2
37	4	003273	Analytical Psychology II - Jung	MD	2	34	9.50	AP	2012/2
38	4	006415	Behavioral Psychology IV	MD	2	34	10.00	AP	2012/2
39	4	006420	Constructivist Psychology	MD	2	34	7.40	AP	2012/2
40	4	001189/1	Developmental Psychology II	MD	3	51	8.20	AP	2012/2
41	4	001190/1	Social Psychology II	MD	3	51	7.00	AP	2012/2
42	5	021492	Theme Elective: Aging in literature: Revelations	EL	2	34	8.00	AP	2013/1
43	5	021488	Theoretical Elective: normal and pathological in psychologies	EL	3	51	9.00	AP	2013/1
44	5	016693	Groups: theories and practices	MD	3	51	9.00	AP	2013/1
45	5	016854	Processes and methods of psychological research (PMIP) III: - Analysis of verbal expression	MD	3	51	8.00	AP	2013/1
46	5	016855	Processes and methods of psychological research (PMIP) IV - Analysis of perception - Rorschach I	MD	3	51	8.50	AP	2013/1
47	5	001186	Psychoanalysis V - Melanie Klein	MD	2	34	8.00	AP	2013/1
48	5	001342	Developmental Psychology III	MD	3	51	7.50	AP	2013/1
49	5	015828/1	Social Psychology III	MD	3	51	8.50	AP	2013/1
50	5	001199/1	Psychopathology I	MD	3	51	8.50	AP	2013/1
51	5	016865	Psychology and Exceptionality	MD	3	51	6.00	AP	2013/2
52	6	016858	Neurological bases of psychodiagnosis	MD	2	34	8.00	AP	2013/1
53	6	021842	Research Elective - Research with projective techniques	EL	3	51	10.00	AP	2013/2
54	6	021849	Theme Elective - Theoretical concepts in psychology/ justice interface	EL	3	51	10.00	AP	2013/2
55	6	016862	Processes and methods of psychological research (PMIP) V - Analysis of perception - Rorschach II	MD	3	51	7.00	AP	2013/2
56	6	016863	Processes and methods of psychological research (PMIP) VI - Graphic expression	MD	3	51	6.00	AP	2013/2

57	6	016137	Psychoanalysis VI - Melanie Klein and Winnicott	MD	2	34	7.00	AP	2013/2
58	6	001343	Developmental Psychology IV	MD	3	51	8.50	AP	2013/2
59	6	016868	Institutional Psychology	MD	3	51	6.00	AP	2013/2
60	6	001204	Social Psychology IV	MD	2	34	9.00	AP	2013/2
61	6	001205	Psychopathology II	MD	3	51	10.00	AP	2013/2
62	7	007050	Professional Ethics	MD	3	51	9.50	AP	2014/1
63	7	008213	Research Project	MD	4	68	8.50	AP	2014/1
64	7	016742	Psychotherapeutic Theories and Techniques I	MD	3	51	8.60	AP	2014/1
65	7	018372	Nucleus 1 - Program 1 - process of psychological diagnosis – clinical practice	MD	3	51	7.50	AP	2014/2
66	7	016737	Nucleus 1 - Program 2 - contextualization and theoretical foundation of psychological diagnosis	MD	3	51	9.00	AP	2014/2
67	7	016740	Nucleus 2 - Program 1: psychology and health - assumptions for the professional psychologist practice	MD	3	51	7.50	AP	2014/2
68	7	016741	Nucleus 2 - Program 2 - group work in health institutions	MD	3	51	8.00	AP	2014/2
69	8	016706	Nucleus 3 - Program 1 - educational process: health or alienation?	MD	2	34	10.00	AP	2014/1
70	8	016707/1	Nucleus 3 - Program 2 - psychologist action in educational institutions	MD	2	34	8.80	AP	2014/1
71	8	016708	Nucleus 3 - Program 3 - children and young people in socialization process: psychological reading	MD	2	34	9.50	AP	2014/1
72	8	020227	Nucleus 4 - Program 1 - organizational psychology	MD	2	34	8.50	AP	2014/1
73	8	020228	Nucleus 4 - Program 2 - social psychology of work	MD	2	34	8.50	AP	2014/1
74	8	016755/1	Nucleus 4 - Program 3 - worker's health	MD	2	34	10.00	AP	2014/1
75	8	021859	Theoretical Elective - introduction to schizoanalysis	EL	3	51	9.00	AP	2014/2
76	8	016704/1	Psychotherapeutic Theories and Techniques II	MD	3	51	6.50	AP	2014/2
77	8	014458/4	Final Paper I	MD	5	85	10.00	AP	2015/2
78	9	014967/5	Final Paper II	MD	5	85		AE	
79	9	019481	Nucleus 2.6 - Program 1 - subject and subjectivity: on the constitution of the subject	EL	2	68	8.00	AP	2015
80	9	019482	Nucleus 2.6 - Program 2 - structural operators of psychoanalysis and praxis in institution	EL	2	68	9.00	AP	2015
81	9	019483	Nucleus 2.6 - Program 3 - psychoanalysis, society, clinic and culture	EL	3	102	8.00	AP	2015
82	9	022737	Nucleus 2.7 - Program 1 - psychological aspects of illness	EL	2	68	6.00	AP	2015
83	9	022738	Nucleus 2.7 - Program 2 – hospital institution and its acting individuals	EL	2	68	7.00	AP	2015
84	9	020813	Nucleus 2.7 - Program 3 - Psychologist challenges in health	EL	2	68	7.00	AP	2015
85	9	020814	Nucleus 2.7 - Program 4 - development of professional role of health psychologist	EL	1	34	6.00	AP	2015
86	10	016761	Project Workshop	MD	2	34	10.00	AP	2015/2

Period/ Code	Discipline	Type	Academic Credit	Workload	Grade	Status	School period
5 016694	Basic Internship I	MD	2	34	10.0	AP	2013/1
6 016695	Basic Internship II	MD	3	51	10.0	AP	2013/2
7 020223	Nucleus 1 – Psychological diagnosis: internship supervision	MD	3	51	10.0	AP	2014/2
7 016735	Nucleus 1 – Reflection on experience as a clinical psychologist: internship supervision	MD	1	17	10.0	AP	2014/2
7 020224	Nucleus 2 – Psychologist's performance in health institutions: internship supervision	MD	3	51	10.0	AP	2014/2
8 020225	Nucleus 3 – Education and training: internship supervision	MD	3	51	8.50	AP	2014/1
8 020226	Nucleus 4 – Work and organization psychology	MD	3	51	10.0	AP	2014/1
9 019480	Nucleus 2.6 – Supervision: Psychoanalysis and Contemporary Practices	EL	3	102	10.0	AP	2015
9 020810	Nucleus 2.7 – Hospital Psychology	EL	3	102	9.50	AP	2015

Wrap Up / Next Steps

Action for the next Executive Session (June 4)

Please review the following document in preparation for a full workgroup feedback discussion on each initial recommendation:

- 05.07.25 HB 2235 Compiled Workgroup Recs V2

Next **Public Meeting** on June 18

Guest Speaker:

- Angella James with OHA ACT Team

Thank you!

Next public meeting Wednesday, June 18, 2025, 1-3pm

You can get this document in other languages, large print, braille or a format you prefer free of charge. Contact Jen Allen at HB2235.Workgroup@oha.oregon.gov or 503-580-7591 (voice/text). We accept all relay calls.

Behavioral Health Division
Behavioral Health Workforce Incentives

HB 2235 Workgroup

Website: <https://www.oregon.gov/oha/HSD/AMH/Pages/HB-2235-Workgroup.aspx>

Email: HB2235.Workgroup@oha.oregon.gov

