DISTRIBUTED LEARNING

for the California Community Mental Health Workforce

Prepared for CiMH by:

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This toolkit would not have been possible without the vision, perseverance and commitment of many partners who are invested in creating educational opportunities for those who cannot participate in traditional educational programs. First, we extend our gratitude to the Superior Region Mental Health Workforce Education and Training Collaborative, and more specifically to Karen Stockton, Ken Crandall, and the leadership teams at California State University, Chico School of Social Work and Humboldt State University Social Work Department. These entities, as well as the California Social Work Education Center (CalSWEC) Child Welfare Training Program, specifically Chris Mathias, provided an environment rich in possibility. We had the privilege of working with this group of visionaries to develop distributed education for individuals residing in the rural and isolated regions of Northern California. Through these partnerships, we learned many lessons that informed the creation of this toolkit.

The philosophical underpinnings of the California Mental Health Services Act provided the inspiration to do “whatever it takes” to make high quality post-secondary education accessible to those who are currently employed or aspire to work in the community behavioral health workforce.

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Within this toolkit, we have utilized numerous existing online resources. While we have provided referencing, we also wish to acknowledge the work of these individuals and institutions in providing these tools. Thanks to:

- California Bureau for Post Secondary Education
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- Assist.edu
- California Student Aid Commission
- California Community Colleges
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- Judge David L. Bazelon Center for Mental Health Law
- Council for Higher Education Accreditation
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Contributors

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This toolkit is designed to provide readers with information and guidance as they consider future opportunities for training and education. The content provides an overview of existing continuing education training and educational pathways offered through distributed learning modalities. The first two sections, titled INTRODUCTION and BACKGROUND, will provide a brief introduction and background information regarding the development of this toolkit. The next section, WHAT IS DISTRIBUTED LEARNING?, will introduce the reader to various terminologies associated with distributed learning, including positive and challenging aspects of choosing a distributed learning format to further one’s education.

The section titled INVESTMENT IN DISTRIBUTED LEARNING provides readers with information regarding the benefits of distributed learning and comparisons to traditional face-to-face formats. There is a quick checklist that readers can use to determine which format best suits them, while taking a number of factors into consideration.

HOW DO I START? provides readers information to consider when evaluating the quality of the educational program chosen, including accreditation, instructor credentials, and transfer and matriculation criteria. Four decision trees are included in this section to help guide the reader through the process of selecting a continuing education provider, a certificate program, or a degree institution. Several websites are provided in this section to help the reader check accreditation status of an institution, check the transferability of a specific course, locate a certificate program, or locate an educational institution offering a specific curriculum in a distributed learning format.

UNIVERSAL DESIGN provides information about accessible education for those who need assistance or resources due to a disability. This section includes links to resources on educational rights in the areas of access and inclusion. INTERNET CONNECTIVITY provides readers with information on how to verify their ability to access Internet service in their area.

TIPS FOR NAVIGATING COMMUNITY COLLEGE AND UNIVERSITY WEBSITES and COMMUNITY COLLEGES AND UNIVERSITIES IN THE STATE OF CALIFORNIA will help readers identify important student information on individual college websites as well as locate the community colleges and universities available in a specific geographic area. The geographic regions have been separated into the Superior Region, Central Region, Greater Bay Area Region, Los Angeles Region, and the Southern Region. Each region provides a list of community colleges, California State Universities (CSU), University of California (UC) and selected private universities.

The final three sections, CONSORTIUMS AND PARTNERSHIPS, WORKFORCE INVESTMENT, and FURTHER DEVELOPMENT, look at consortium and partnerships that have developed specific educational pathways, the factors that contribute to professional development among the workforce, and future considerations for supporting workforce development.

Included throughout the Toolkit are many live web links and internal links to different sections. To use a link, hover the mouse over a word, phrase, or website until you see a hand symbol, then click on the word (if no hand appears, try clicking once or twice in the document first). The page numbers in the Table of Contents all link directly to the applicable section. In addition, you may make the document’s “bookmarks” active for a left-hand navigation tool that links to each section and subsection.
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California’s counties face ongoing challenges in developing and maintaining the quality and quantity of the behavioral health workforce. There is a great interest in the examination of distributed learning as a strategy to continue to build workforce capacity and competence. A burgeoning number of distributed, online and distance training, and education programs are available throughout the state and nation.

This toolkit contains:

- A list of academic programs in California available via distributed learning
- Ways to determine which type of program meets your professional and educational goals
- Programs that meet identified goals (i.e. training, continuing education credits, certificate programs, and academic credits) to build upon an educational pathway
- What is needed for accessible training and education programs
  - Access information for individuals with disabilities
  - Technology and Internet connectivity
- What the research literature says regarding training and education delivered in varying formats
- Ways the community behavioral health workforce can access and use these formats to best meet its needs

Source of Toolkit Material

The material compiled for this toolkit came from a variety of sources. In addition to the research, literature, and current online information gathered for this toolkit, surveys were conducted throughout the state of California with:

- County Mental Health Directors
- Mental Health Services Act (MHSA) and Workforce Education and Training (WET) Coordinators
- The current behavioral health workforce
- Consumer and consumer/family advocacy groups

These surveys took the form of questionnaires for MHSA and WET coordinators, and the community behavioral health workforce. Interviews were conducted with consumer and family members participating in the community mental health workforce. These questionnaires and interviews inquired about the existing training and education formats and current unmet workforce needs.
The survey included questions on online training resources that counties and contracted community-based organizations were currently using. This included:

- What is working
- What is not
- Any gaps in training needs they continue to have

Information was also compiled from varying educational institutions, and state, federal and private agencies to provide resources in exploring educational needs.

**Toolkit Contents**

It should be understood that distributed education, training, and learning is rapidly changing and expanding. This toolkit provides an overview of currently existing training and education pathways offered through distributed learning modalities.

These pathways include:

- Academic programs
- The difference between academic certificates and degrees
- Certificates and degrees (AA, BA/BS, MA/MS, PsyD, PhD/EdD) in:
  - Business
  - Criminal Justice
  - Gerontology
  - Nursing
  - Psychology (MFT/Psychologist)
  - Psychiatric Nurse Practitioner
    - Psychiatric Nursing, Psychiatry
  - Social Work

The lists of academic institutions and Internet accessibility may also assist in locating programs of interest.

In addition to the reference of distributed learning academic and training programs, this toolkit:

- Provides a number of resources to help determine if distributed learning is right for you
- Provides tips and suggestions for being a successful learner in alternative education environments
- Offers a general investment analysis of distributed learning training versus face-to-face training
- Examines the strengths and limitations of distributed learning, and the models/methods of delivery
The current community mental health workforce in California consists of 48,000 individuals with a projected need for almost 16,000 more (Allen, Shea & Associates, 2009). This report identified hard to fill, or hard to retain positions, including (in order of identified importance):

- Psychiatrists
- Licensed Clinical Social Workers
- Marriage and Family Therapists
- Licensed Supervisory Clinicians
- Psychiatric Registered Nurses

There is a need to examine not only how to grow the community behavioral health workforce, but also to continue to educate, support, and cultivate the current workforce. Individuals who are committed to serving in the culturally, linguistically and geographically diverse state are needed.

Geographic Distance in California

California ranks third in the United States in geographical size. It is the most populous state in the nation with 37,253,956 residents (U.S. Census Bureau, January 17, 2011). California includes the Coastal and Sierra Nevada Ranges with the great Central Valley in between.

The geography is diverse with highly populated counties such as:

- Los Angeles (9,848,011)
- San Diego (3,053,793)
- Orange (3,026,786)
- San Bernardino (2,017,673)

Conversely, its least populated counties are:

- Alpine (1,041)
- Sierra (3,174)
- Modoc (9,107)
- Inyo (12,927)

(U.S. Census Bureau, January 17, 2011)

California’s greatest distance from north to south is 1,040 miles and east to west is 560 miles at its widest. There are many counties in the state that are geographically isolated and rural. It is often impossible to travel in and out of some areas during the winter months.

Among the state’s more prominent institutions of higher learning are:

- The University of California system (10 campuses)
- The California State University system (23 campuses)
- Occidental College, University of Southern California, Stanford University, the California Institute of Technology, Mills College, the Claremont Colleges, and Loma Linda University
- The California Community College system (112 campuses)
869 community mental health employees completed the survey.

711 (81.8%) respondents indicated that they are interested in promotion to a higher job classification.

417 (47.9%) stated that additional education (degree or a certificate) would facilitate this promotion.

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Other reasons to choose a distance learning format included:
- To enrich their life
- Encouragement of their family or colleagues
- Their geographical location

This clearly shows that there is a compelling need among the mental health workforce in California to advance their education/careers using distance learning programs.

It should be noted there were 134 (15.4%) respondents that indicated they were not interested in distance learning for training or education.
Background

Figure 1: Reasons Interested in Distributed Learning

- **Geographical Location**: 92
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*Figure 1: Reasons Interested in Distributed Learning*
Due to the rapid increase in online and distance education programs, often terms are used interchangeably even though there are distinct definitions for these terms.

**E–Learning**

E-learning utilizes technology to acquire information and to communicate in a learning environment (Ellis, Ginns, & Piggott, 2009; Liu & Hwang, 2010; Rushby & Seabrook, 2008). Electronic devices, such as the computer or smart phones, may be used individually or in collaboration with other devices to communicate synchronously (in “real time”) or asynchronously (occurring at different times). The devices may utilize networks such as Internet servers, wireless technology, or satellites.

**Distance Education**

The key word for describing distance education is technology. This encompasses the use of video, voice, and/or written “chat” (Lei & Govra, 2010; Oblinger, Barrone, & Hawkins, 2001). The premise is that the students and instructor are in separate locations physically for a portion of the course. However, they may also interact within a classroom, face-to-face, at times, but the location of the classroom is a distance from the main campus setting (Oblinger, Barrone, & Hawkins, 2001; U. S. Department of Education, 2007).

**Distributed Education**

Distributed education, like distance education, contains the components of technology, separate locations, and varying formats of student involvement. However, this term expands on the definition and includes opportunities that may include an on or off campus setting (Oblinger, Barrone, & Hawkins, 2001) and manners of interaction with instructors and peers. This may include collaborative exercises, use of video productions and presentations developed by students, and simulations that provide “greater flexibility and eliminating time as a barrier to learning” (Oblinger, Barrone, & Hawkins, 2001, p. 1). This toolkit is called a distributed learning toolkit as we address a variety of programs and course formats.

**Synchronous**

Synchronous refers to web-based technologies, such as videoconferencing and chat, which occur simultaneously, or in “real-time” (Hrastinski, 2008; U. S. Department of Education, 2007). Thus, all students may log-on to a class via the computer and chat during a specific time scheduled by the instructor or other students.
Asynchronous
Asynchronous refers to web-based technologies that are not viewed at a simultaneous time (U. S. Department of Education, 2007). This includes discussion boards and email that allows for flexibility in time to log-on (Hrastinski, 2008). Students may be asked to respond to prompts posted by the instructor within a specified time frame (such as one week).

Face-to-Face
The key aspect of a face-to-face teaching model is that the students and professor are in the same location. All classes occur within a physical classroom setting at a specific time and day. Technology may be used to access course material (syllabus, readings, assignments) through a web-platform (ex. VISTA, Blackboard, Moodle). This format tends to be termed as “traditional” when discussing various educational models.

Hybrid - Blended Models
Hybrid and/or blended models are designed to provide a combination of online/web-based and face-to-face instruction. Thus, the actual in-class time is decreased as students participate in the class via distributed education modalities (U. S. Department of Education, 2007). For example, a class may meet face-to-face twice a month and utilize technology for video lectures, films, online computer-based discussions, and other tools.

Software/Platforms
There are many types of software and learning platforms used by private and public institutions. Some common learning software programs are: Trilogy, Capax, Trivantis, and Essential Learning. These are software packages that individuals and agencies can purchase to build their own training specific to their individualized training needs.
What is Distributed Learning?

Positive Aspects of Distributed Learning

■ Increased access to community college and universities
  ● Reduces geographic isolation
  ● May not need to take time away from work to attend classes
  ● Coursework is offered in flexible formats

■ Ability to serve larger populations
  ● Web-based courses can be accessed by individuals throughout the world
  ● Offers autonomy based on personal schedule
  ● Distributed Learning has been seen as part of the “green revolution” – decreased use of non-renewable resources
  ● Driving and parking
  ● Less paper/photocopying
  ● Books and learning material can be accessed electronically

■ Greater diversity in the learning environments as the geographic limitations are removed.

■ Less expensive than attendance at off-site training and conferences
  ● Costs of attendance
  ● Costs of employees being away

Challenging Aspects of Distributed Learning

■ Technology
  ● Some regions in California have no or insufficient Internet access (dial-up and satellite connectivity tends to not provide adequate bandwidth for content delivery).
  ● The cost of equipment may pose a financial challenge. Computers, necessary software (data processing, presentation, spreadsheets, statistical packages) and hardware (headsets, cameras, thumb-drives), and even Internet access may be expenses that are barriers for learners.
  ● Different learning management systems require downloads and updates which may prove challenging for some individuals.
  ● Learners may need additional technological training.

■ Curriculum Delivery
  ● Some learning platforms do not allow for interaction (asking questions, clarification, deepening of knowledge).
  ● Some learners prefer face-to-face contact – specifically for work in the community behavioral health sector.
Challenging Aspects of DL, continued

- Feedback received from the Mental Health Workforce Survey conducted for this toolkit suggested:
  - Courses completed through county-specific learning platforms were too general and lacked the specificity and depth desired.
  - Respondents preferred opportunities to interact with the instructor/trainer/other participants, which online training tools such as Webinars allowed for.

Learning Outcomes of Distributed Learning

- Researchers have indicated that web-based formats increase student learning by promoting depth in knowledge, critical thinking skills, and reflection (Diaz & Entonado, 2009; Johnson, 2005; Lei & Govra, 2010).
- Depth of discussions tends to be deeper in online formats (Johnson, 2005).
- All learners tend to engage in the class discussion in order to meet participation requirements. It is not as easy for individuals to sit in the back of the class and not engage.
- Research in the field of social work education has indicated no difference in learning outcomes for students of online/distributed learning programs versus traditional face to face courses (Haga & Heitkamp, 2000, McFall & Freddolino, 2000, Potts & O’Hagan, 2000).

*Note: Portions of this section are used with permission from: Schuldberg, J. & Sehrawat, S. (2012). Student Perspectives of a Blended/Distributed-Educational MSW Program: Equity in Education. Unpublished manuscript.*
Investment in Distributed Learning

E-learning, online learning, and distributed learning programs are available at most institutions. State universities and schools have developed high quality, accredited alternative delivery (online/hybrid/blended) programs. The appeal of online learning, blended/hybrid learning, and e-learning provides individuals self-paced learning and is purported to be more cost-effective for participants and institutions (Gatta, 2003).

American Distance Education Consortium (ADEC)

The American Distance Education Consortium (ADEC) offers a website that promotes online education.

www.adec.edu/aboutadec.html

The website states, “ADEC is a non-profit distance education consortium composed of approximately 65 state universities and land-grant colleges. The consortium was conceived and developed to promote the creation and provision of high quality, economical distance education programs and services to diverse audiences, by the land grant community of colleges and universities, through the most appropriate information technologies available” (American Distance Education Consortium).

Why Should I Invest in Distributed Learning?

With recent information about adult learners and the need for alternative programs, there is an abundance of information that compares online/hybrid programs to the traditional face-to-face programs.

Access to Education

- Whether it is a full-time job, family, geographical barriers, or unpredictable schedules, distributed education offers access to education for individuals who need an alternative delivery system that offers courses that are not campus/physical location bound
- In addition to convenience, distributed programs help reduce driving time and can save on fuel costs.
- The Mental Health Workforce Survey results reinforce the need for distributed learning because it provides access to education and makes it possible for individuals to get an education while working full-time.

Learning Styles

- Instructional design principles and research into student learning in higher education has been applied to the use of online learning technologies (Siragusa & Dixon, 2005).
Investment in Distributed Learning

Learning Styles, continued

- Learning styles, combined with a full-time work schedule, are attractive to those individuals wanting to advance their education while working.
- Distributed education learners have much more autonomy, tend to be self-motivated, and tend to be disciplined in their educational goals.
- Gains of both personal and academic achievement and satisfaction are made through online learning (Knightley, 2007).

Guide to Online Education

The Guide to Online Education is an online resource that defines online education, helps individuals research schools, and directs potential students to financial aid options. You may find this helpful in conducting your research.

www.elearners.com/guide/faq-glossary/distance-learning-associations

How Does Online/Distributed Learning Compare to Traditional (Face-to-Face) Education?

- When compared to traditional instruction, online learners perform stronger than traditional face-to-face learners (U.S. Department of Education, 2009).
- With multiple approaches to online learning, students report a rich, interactive learning experience where there is more engagement, different media, and opportunities to interact with others in a way that makes learning more effective (Knightley, 2007).
- Online education promotes a stimulating learning environment that allows students to choose the learning method that best fits their style of learning (Carlos, 2010).
- The Mental Health Employee Survey (2012) results indicated that 590 (67.9%) individuals are currently employed full time and for 593 (68.2%), their employment was the primary source of income for them and their family.
- The respondents further reiterated that they like the online education format because it is self-paced, well organized, and easy to follow.
- Many respondents reinforced that online education does have interactive exercises that are applicable to their practice.
Benefits of Online/Distributed Education

- Depending upon the degree, online education can cost much less than traditional education or at least comparable (Carlos, 2010). The cost depends upon whether the program is offered through a private institution or through a state supported institution.

- Online/blended programs offer flexibility and students work at their own pace.

- Online/blended programs offer associate degrees through doctoral degrees plus a variety of certificate programs in alternative formats.

- Mental Health Coordinators and Directors who were surveyed identified benefits of online programs. They include:
  - Learning management systems such as Essential Learning make it easy to track staff progress on completing assigned online learning modules. Further, they help supervisors track other modules that staff have accessed on their own.
  - Technology makes programs available at various times and at extended locations in our rural communities.
  - Use of technology such as Skype or similar programs can help remove some barriers in providing supervision and it would be great to have the capacity to provide group clinical supervision through videoconferencing.

What Do Employers Think of Online Education?

- Although there has been some controversy in the past, online education is widely accepted and respected by most employers (Carlos, 2010).

- Employers have not only seen, but have experienced, the increase in workforce knowledge and training through hiring or supporting individuals who seek professional growth.

- There may still be some bias, but these types of programs are becoming more and more mainstream. In a recent study of employers, 62% report positive attitudes toward online/blended programs as well as perceive the quality of online learning to have the same if not greater merit than classroom instruction (Online Degrees, 2007).
Certificate, Continuing Education, or Degrees

- Whether it is a certificate, continuing education, or a degree program, employers are looking closer at supporting employees by evaluating if the investment in a training, certificate, or degree has the lasting outcomes that are expected to improve the workforce.

- Employers and employees are beginning to question whether it is more efficient and effective to take some professional or continuing education trainings and workshops or invest in a certificate and/or degree.

- Sporadic, day, or weeklong workshops and trainings have come under question when evaluating long-term change and innovation.

- What we know about learning and implementing this new knowledge/skills/values, indicates that best outcomes are supported by ongoing practice, supervision, feedback, and more practice. In one-time trainings and workshops, learning does not compare to ongoing education for sustained knowledge and increased skill development.

- This was reinforced in the results of the Mental Health Workforce Survey. One emerging theme was that employees feel one-time trainings or conferences with no follow-up and are a “waste of time.”

- Several respondents in the survey voiced a need for “ongoing exposure to concepts, practice, and supervision in order to most effectively utilize what we have learned.” They further stated “lots of stuff packed into a conference is soon forgotten.”

- Employers are looking at different ways to increase their workforce education and training that make learning experiences sustainable, effective, and meaningful.

- Recently, more and more employers are looking at how to increase knowledge and skill through formal degree programs which allow employees to gain greater knowledge and skills plus expand their educational and leadership goals. This creates a workforce that can be supported and promoted.

Finally, recent research indicates that managerial support, job support, and organizational support have a positive influence on workforce learning and the relationship between the employee and employer (Cheng, Wang, Moormann, Olaniran, & Chen, 2012).
Choosing your educational path is an exciting process and there are many things to consider. In this section, there are several things for you to consider when evaluating the provider company or educational institution you may choose. The following is discussed in depth:

- Quality Education Standards
- Accreditation
- Instructor Qualifications
- Considerations for Licensing

You will also find decision trees to help you if you are considering a certificate or degree program through a distributed learning format.

Quality of Education Standards

Whether you are considering your degree program through a public, private not-for-profit or for-profit university, you should be aware of what constitutes quality education.

You will need to consider whether the university or program holds the appropriate accreditation, the instructor credentials, and articulation and/or matriculation agreements with other universities at which you may wish to continue your education.

The Goal of Accreditation

The goal of accreditation is to ensure that education provided by institutions of higher education meets acceptable levels of quality. (U.S. Department of Education, n.d.). Throughout the United States there are six regional accrediting bodies. California schools are accredited by the following:

- For Community and Junior Colleges:
  - Accrediting Commission for Schools, Western Association of Schools and Colleges – Accrediting Commission for Community and Junior Colleges (WASC-ACCJC) [www.accjc.org](http://www.accjc.org)

- For Senior Colleges and Universities:
  - Western Association of Schools and Colleges – Accrediting Commission for Senior Colleges and Universities (WASC-ACSCU) [www.wascsenior.org](http://www.wascsenior.org)

Other accrediting commissions by which schools may be accredited:

- Middle States Association of Colleges and Schools Middle States Commission on Higher Education (MSCHE)
- New England Association of Schools and Colleges Commission on Institutions of Higher Education (NEASC-CIHE)
- North Central Association of Colleges and Schools Higher Learning Commission (NCA-HLC)
- Southern Association of Colleges and Schools Commission on Colleges (SACS)
Why Accreditation?

- Accreditation is a type of certification that distinguishes a school, college, or university as a quality institution of learning.
- Accreditation validates the integrity of a school’s programs and student transcripts.
- Accreditation fosters improvement of the school’s programs and operations to support student learning.
- Accreditation assures a school’s community that the school’s purposes are appropriate and are being accomplished through a viable educational program.
- Provides a way to manage change through regular assessment, planning, implementing, monitoring, and reassessment.
- Assists a school/district in establishing its priority areas for improvement as a result of the perpetual accreditation cycle that includes:
  - School self-assessment of the current educational program for students
  - Insight and perspective from the visiting committee
  - Regular school staff assessment of progress through the intervening years between full self-studies
- These institutions provide evidence to the accreditation body regarding the appropriateness of the institution’s purpose, integrity, and priority of the educational programs.
- In addition, accreditation fosters regular assessment and improvement of the program with each accreditation cycle (WASC, 2012).
- The organization of accrediting bodies for higher education are divided into three general categories (Piña, 2010).
  1. Regional associations assign accreditation to institutions in a specific geographic region.
  2. National associations accredit institutions according to their religious, curricular, or vocational focus; or in the case of online and blended programs, by method of instructional delivery.
  - In California, the accrediting agency for institutions granting baccalaureate and graduate degrees would be the Western Association of Schools and Colleges.
  - For associate degree-granting institutions in California, the accrediting agency is the Accrediting Commission for Community and Junior Colleges Western Association of School and Colleges.
Why Accreditation?, continued

3. Accreditation by specialization, for example, the American Psychology Association for psychology programs or the Council on Social Work Education for social work programs. **It is important that you research any professional accreditation that is needed in addition to the school accreditation for your chosen profession.**

- An example: social work educational programs are accredited by a UNIVERSITY accrediting body (e.g. WASC) as well as by the Council on Social Work Education (CSWE). To become licensed as a clinical social worker, you need to have received your master’s in social work degree from a social work program accredited by CSWE.

Quality Assurance, Accreditation, and Degree Mills

There are hundreds of public and private institutions offering distributed learning programs. A quick online search will turn up numerous programs that are available. We urge caution when exploring an educational institution.

In California, the Department of Consumer Affairs has created the Bureau for Private Postsecondary Education in order to provide some oversight to the numerous profit-making companies that offer online education without the proper accreditation and credentialing (www.bppe.ca.gov).

You can use this website to search for accredited programs that are authorized to operate in California.

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**Be a Good Steward of Your Own Education!**
The Council for Higher Education Accreditation (CHEA) is "a national advocate and institutional voice for self-regulation and academic quality through accreditation" (www.chea.org). While there are many legitimate educational institutions offering distributed education, it is important to be a good consumer of your education. Be cautious while conducting electronic searches of online/distance/distributed learning programs as it is common practice for academic companies to pay for their presence on these websites. This does not necessarily imply they are not fully accredited, legitimate programs, just exercise caution and judiciously research the academic institution at which you will be spending your money and time.
Degree Mills

The Council for Higher Education Accreditation gives an overview of accreditation and tips on researching universities that you are interested in.

There are private educational institutions that have become known as degree mills. Obtaining your degree or certification from an institution such as this will most likely not further your professional goals. In addition, many people are left with large financial burdens in the form of student loans, and disappointment that their degrees or certificates are not valued in the workplace.

The link to the Council for Higher Education Accreditation will provide some helpful tips for conducting research on academic institutions and degrees.

www.chea.org/dreemills/default.htm

Instructor Credentials

- Instructors have specific credentials or qualifications needed for teaching a course. For community colleges the minimal qualifications could be a baccalaureate degree or a master’s degree depending upon the discipline.
- Institutions granting baccalaureate and higher degrees usually require the minimum qualifications to be a discipline’s terminal degree, either a master’s or a doctoral degree. Depending upon the discipline, a baccalaureate degree may be the terminal degree but that is infrequent.
- Experience working in the profession may also be a factor. Each university has a varied set of standards for faculty qualifications. We suggest that you refer to that institution for their faculty qualification listing.

Whether you are investigating:
- Continuing education credit
- Certificate program
- Associate degree
- Baccalaureate degree
- Graduate degree

It is critical that you investigate:
- Do the courses Transfer to another institution?
- Will the courses Articulate to meet the requirements of the degree you are pursuing?
Transfer, Matriculate and Articulate—Know the Difference:

Transfer courses or units are identified units that another institution will accept. But not all units are the same. These units may transfer but whether or not they build upon a degree program is another question. Although the institution may accept the units, the units may or may not articulate or matriculate to a university or a degree program.

- **Transfer of courses** indicates how course credits earned at one college or university can or cannot be applied when transferred to another.

- **Matriculation** refers to the status of an individual who is eligible to enter into a university by taking the prerequisites. If you are a matriculated student, this indicates that you are eligible to enroll and earn credits/units for a degree.

- **Articulation** of courses is a way of comparing courses between educational institutions. Usually there is a comparison of material and data that has been reviewed and approved as a course that is equivalent to another course at a different institution.

Every educational institution can review courses/units taken at another educational institution and identify the courses/units as quality courses that will transfer to their specific educational institution.

How Do I Know if My Course(s) Articulate?

Many educational institutions have articulation agreements with other educational institutions in their region and state.

In California, [www.assist.org](http://www.assist.org) provides students with current information regarding articulated courses between various educational institutions.

When considering education, think of your courses as not only an opportunity to increase your knowledge of the subject matter, but also as bricks that are laying a foundation. This foundation will ultimately allow you to reach your educational goal and build the professional career you desire.

Many resources, including your time, money, and energy, will be spent in pursuit of this goal. Take time to thoroughly research the courses that will help you reach this goal. It is worth the effort.
What Currently Exists?

When reviewing what currently exists, you will need to decide the level of education you want:

- Continuing education
- Certificate
- Degree (associate, undergraduate, or graduate, doctorate)

This process can be overwhelming so we have designed decision trees to help you.

If you decide on a program, and the level of education you desire, you can use this toolkit to help you locate resources to begin your educational plan.

Also available is the online California Virtual Campus (CVC), which provides information about online courses and programs in California higher education.

ASSIST.org, an online student-transfer information system, allows students to determine if courses taken at one educational institution will transfer to another institution.

An overview of these resources immediately can be found on pages 40-50. You can jump to this section now by clicking here.
“I Want to Advance My Career” Decision Tree

I want to advance my career

I have a specific job/promotion in mind

Identify the qualifications required for this position

I want a degree - Decision Tree 1

I want a certificate - Decision Tree 2

I want continuing education - Decision Tree 3

I don’t know what job I want. What are my options? Check out: www.cvc.edu

Self-Assessment

Reality Check

Explore Jobs


I need more experience

Confer with supervisor

Volunteer
Decision Tree 1: I Want a Degree

Determine what level of degree or discipline. If you are unclear what level of degree or discipline you want to pursue, identify a position you desire and then identify the specific qualifications for that job (degree and discipline)

A.A., B.A., Master’s, Doctorate

I have some college classes

Check with www.assist.org
Determine which courses will articulate and transfer

Visit www.cvc.edu
Search for campuses offering DL program for your degree and discipline

Pick an educational institution
List of colleges (Go to list)

Do the college courses you have completed articulate to this institution?

Is this institution accredited?

Have others taken courses from this institution? What was their experience?

Will credits taken at this institution transfer elsewhere?

Contact Student Services at institution to inquire about application process, articulation, etc.

Apply to your chosen program

I have not completed any college courses

Is this institution accredited?

Have others taken courses from this institution? What was their experience?

Will credits taken at this institution transfer elsewhere?
Decision Tree 2: I Want Continuing Education

Identify a source for Continuing Education

Private Provider

Is this provider recognized by my employer or licensing body?

Does this provider have a CEU provider number?

Have others taken courses from this provider? What was their experience?

Educational Institution

Is this institution recognized by my employer or licensing body?

Is this institution accredited?

Have others taken courses from this provider? What was their experience?

Are the CEU credits transferable or do they articulate to a community college or university?
Decision Tree 3: I Want a Certificate

1. Where can I find a certificate program in a DL format?
   - Identify Private Company Provider
   - Identify Educational Institution

2. Does this institution accredited?
   - Identify Educational Institution
   - Is this institution accredited?

3. Does my employer or licensing body recognize this provider?
   - Identify Private Company Provider
   - Identify Educational Institution

4. How many units are required for this certification?
   - Identify Educational Institution
   - Does this institution accredited?

5. Are all courses offered in DL format?
   - Identify Educational Institution
   - Does this institution accredited?

6. Are all courses offered each semester?
   - Identify Educational Institution
   - Does this institution accredited?

7. What is the contact information for this program?
   - Identify Educational Institution
   - Does this institution accredited?

8. Have others I know taken certificate courses or completed this certificate program? What was their experience?
   - Identify Private Company Provider
   - Identify Educational Institution

9. Do the certificate courses transfer or will they articulate to a community college or university?
   - Identify Private Company Provider
   - Identify Educational Institution

10. Do the certificate courses transfer or will they articulate to a community college or university?
    - Identify Private Company Provider
    - Identify Educational Institution

11. Does this certificate program build upon a degree program I might want in the future?
    - Identify Private Company Provider
    - Identify Educational Institution

Check www.assist.org
## Distributed Learning Compared with Traditional Education Checklist

Complete the following checklist by placing a “T” (traditional) or “O” (online/blended) in the “You” column depending on which description resonates most with you. Add up your T’s and O’s to see which option may be the best fit for you.

<table>
<thead>
<tr>
<th></th>
<th>Traditional</th>
<th>Online/Blended</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Availability/Flexibility</strong></td>
<td>Able to attend during traditional hours</td>
<td>Have to work and need nontraditional hours</td>
</tr>
<tr>
<td><strong>Learning Style</strong></td>
<td>Need structured settings and times with direct contact with teacher and students</td>
<td>Comfortable working autonomously, self motivated, disciplined with regards to setting own pace for learning and completing tasks</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>Technologically challenged, no access to technology or Internet</td>
<td>Knowledge of basic computer technology, access to Internet</td>
</tr>
<tr>
<td><strong>Educational Goals</strong></td>
<td>Have a very specific degree/certificate I need and no online program offers it</td>
<td>Have specific skills/knowledge I am looking for but have flexibility with course to obtain the skills and knowledge</td>
</tr>
<tr>
<td><strong>Financial Aid</strong></td>
<td>Available at colleges and universities</td>
<td>Available at colleges and universities</td>
</tr>
<tr>
<td><strong>Interaction with others</strong></td>
<td>Direct contact with professors and student</td>
<td>Online interaction with students and professors through Skype, email, phone, or other technologies</td>
</tr>
<tr>
<td><strong>Need to work full-time</strong></td>
<td>Almost impossible to work a 9 a.m. - 5 p.m. work schedule</td>
<td>Can work and maintain a full-time 9 a.m. - 5 p.m. work schedule Perfect for those who cannot quit or work part-time</td>
</tr>
</tbody>
</table>

Adapted from Dagorret, C. (February 25, 2010). Dagorret Notes: Difference between online education VS. traditional education. [www.dagorret.net/difference-between-online-education-vs-traditional-education/](http://www.dagorret.net/difference-between-online-education-vs-traditional-education/)
Self-Assessment to Gauge Readiness for Distributed Learning

There are several distance learning self-assessment tools available on the Internet that can help you determine if distance learning is right for you.

The self-assessment test created by Marcel S. Kerr and colleagues (2003) is known as ToOLS: Test of Online Learning Success. It measures your readiness to be a good distance learner in four areas:

- Computer skills
- Independent or dependent learning
- Need for Online learning
- Academic Skills

Once you take the test your score is automatically calculated and provides you instant feedback to help you make a decision.

To take the test and gauge your readiness to be a distance learner, click on the link below:

http://faculty.txwes.edu/mskerr/tools.html

What Type of California Distributed Learning Program Would Work Best for Me?

Continuing Education

Continuing Education (CE) may be offered through an agency, company or academic institution. CE typically does not have academic units and will not build upon an academic pathway. CE may build upon a career/professional development pathway.

Questions you need to ask before choosing a continuing education training/workshop:

- Where can I obtain continuing education credits in a distributed learning format?
- Is it through a provider company or an educational institution?
- Is the provider company or an educational institution recognized by my employer?
- Have others taken courses from the provider company or an educational institution? What was their experience?
- Are the continuing education credits transferable AND do the credits articulate to any university or community college (if you are working toward a degree)?
Certificate Program

Certificate program(s) may be offered through an agency, company or academic institution. Certificate programs may have academic units and may build upon an academic and career/professional development pathway.

Questions you need to ask before choosing a certificate program:

- Where can I earn a certificate in a distributed learning format?
- Is the certificate associated with a provider company or an educational institution?
- If it is a provider company or an educational institution:
  - Does my employer recognize company?
  - Have others taken courses from this provider company/institution? What was their experience?
  - Are the certificate units transferable AND will the units articulate to any university or community college?
  - Does this certificate build upon and degree program that I might want in the future?
- If it is an educational institution:
  - Is the educational institution accredited by any of the recognized Professional Accrediting Boards?
  - How many units are involved?
  - Are all the courses delivered in a distance learning format?
  - Does the certificate units build on a degree program?
  - Are the certificate courses offered each semester?
  - Who can I contact for more information?

There are certificates offered in a variety of areas that you may find beneficial to work in the field of community mental health. Some of these may be Human Services, Peer Support, Psychosocial Rehabilitation, Addictions Counselor, and Accounting Specialist, among others.

There is no standard for what these programs may be called. Community colleges in California offer so many certificate programs that it is impossible to list them all.

It is recommended that once you have a sense of what certificate you may be interested in, you can utilize the California Virtual College website (www.cvc.org). You may find these certificate options listed under the following categories:

- Nursing
- Business
- Health
- Human Services
- Behavioral and Social Sciences
- Consumer Sciences
- Administration of Justice
- Gerontology

There are no uniform categories that community colleges use. You will have to either search the schools’ website under headings such as “Academic Programs” or “Degrees Offered” or you can contact the school directly and talk with the counseling and advising office.

Academic counselors at colleges and universities are typically very interested in working with you to find a program suitable to your needs and educational goals.
**Associate’s Degree (AA/AS) (2-Year) Community College:**

AA degrees are offered through an academic institution, require a specific number of units, and may build upon an academic and career/professional development pathway.

Questions you need to ask before choosing a AA degree are:

- Where can I find an associates degree in a distributed learning format?
- Is this educational institution trustworthy?
- Is the educational institution accredited by the professional accrediting board of your chosen degree?
- How many units are involved?
- Are all the courses delivered in a distance learning format?
- Are the courses offered each semester?
- Does the associate’s degree build toward a bachelor’s degree program?
- Are the courses offered each semester?
- Who can I contact for more information?

If you have decided that you would like to earn an AA degree, go to the specific community college website or to [www.cvc.org](http://www.cvc.org) to find a program that meets your needs.

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**Baccalaureate Degree (Bachelor of Arts - BA or Bachelor of Science – BS) Universities or Colleges:**

BA or BS degrees are offered through an academic institution, require a specific number of academic units, and build upon an academic and career/professional development pathway, if chosen wisely.

Questions you need to ask before choosing a BA or BS degree are:

- Where can I find a bachelor degree in a distributed learning format?
- Is this educational institution trustworthy?
- Is the educational institution accredited by the professional accrediting board of your chosen degree?
- How many units are involved in getting the degree?
- Of those units, how many are units required by the institution (general education) and how many are in the discipline major?
- Are all the courses delivered in a distributed learning format?
- Are the courses offered each semester?
- Does the bachelor degree build upon a graduate degree program?
- Who can I contact for more information?
How Do I Start?

Master’s Degree: Master of Science (MS) or Master of Arts (MA)

MA or MS degrees are offered through an academic institution, have academic units and do build upon an academic and career/professional development pathway, if chosen wisely. Questions you need to ask before choosing a MA or MS degree are:

- Where can I find a master degree in a distributed learning format?
- Is this educational institution trustworthy?
- Is the educational institution accredited by the professional accrediting board of your chosen degree?
- How many units are involved in getting the degree?
- Of those units, how many are units required by the institution (general education) and how many are in the discipline major?
- Are all the courses delivered in a distance learning format?
- Are the courses offered each semester?
- Does the master degree build upon a bachelor's degree program?
- Who can I contact for more information?

If you have decided you would like to earn a college or university degree (AA, BA/BS, MA/MS, PsyD, Ed.D, or PhD) you will find the academic institutions listed in three different formats within this document. Information on academic institutions is available in this toolkit in the following formats:

- Spreadsheet listing mental health related degrees and the format that they are delivered in (face-to-face, hybrid, online) for the campuses of California State Universities (CSU), Universities of California (UC) and other selected California Universities.
- California Community Colleges, CSUs, UCs and other selected California Universities listed by Department of Mental Health designated regions.
Office of Statewide Health Planning and Development - OSHPD

The Office of Statewide Health Planning and Development (OSHPD) has a wide range of responsibilities in the health care area.

One branch of its work involves helping build a competent and diverse health care workforce.

The OSHPD administers MHSA student loan forgiveness programs and works closely with areas designated as professional shortage areas.

It has a Health Professions Education Program Search Tool which may be helpful in finding an educational program that meets your professional and personal needs. Click here to access this tool.
Professional Licenses

Many professions in the mental health workforce (social work, psychology, marriage and family therapy, psychiatry, nursing, psychiatric nurse practitioner) require licensure. To obtain a professional license, you first must obtain a degree from a fully accredited academic program in order to qualify for licensure. Be sure to read the licensing or certification requirements of your intended professional guild.

California Licensing Bodies:

<table>
<thead>
<tr>
<th>Profession</th>
<th>Licensing Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensed Clinical Social Workers (LCSW), Marriage and Family Therapists (MFT), Licensed Professional Certified Counselor (LPCC), Licensed Educational Psychologists (LEP)</td>
<td>Board of Behavioral Sciences [<a href="http://www.bbs.ca.gov">www.bbs.ca.gov</a>]</td>
</tr>
<tr>
<td>Licensed Vocational Nurses and Psychiatric Technicians</td>
<td>California Board of Vocational Nurses and Psychiatric Technicians [<a href="http://www.bvnpt.ca.gov">www.bvnpt.ca.gov</a>]</td>
</tr>
<tr>
<td>Registered Nurse and Psychiatric Nurse Practitioners</td>
<td>Board of Registered Nursing [<a href="http://www.rn.ca.gov/index.shtml">www.rn.ca.gov/index.shtml</a>]</td>
</tr>
<tr>
<td>Psychiatrists</td>
<td>California Medical Board [<a href="http://www.mbc.ca.gov/applicant/Index.html">www.mbc.ca.gov/applicant/Index.html</a>]</td>
</tr>
<tr>
<td>Psychologists</td>
<td>California Board of Psychology [<a href="http://www.psychboard.ca.gov/index.shtml">www.psychboard.ca.gov/index.shtml</a>]</td>
</tr>
</tbody>
</table>
Professional Associations

Professional Associations serve a variety of functions. These can include advocating for the professions they represent, social and policy advocacy for the profession, and establishing standards of practice.

The list below provides a brief snapshot of the many professional organizations in California and in the United States. To search for a professional organization for a specific discipline, using your computer, type in the key word(s) in your search engine (e.g. Google, Safari).

**Example:**

![Search for professional organizations](image)

**Examples of National (U.S.) Professional Organizations**

- American Association for Marriage and Family Therapy (AAMFT)  
  [www.aamft.org/iMIS15/AAMFT](www.aamft.org/iMIS15/AAMFT)
- American Mental Health Counselors Association (AMHCA)  
  [www.amhca.org](www.amhca.org)
- American Nursing Association (ANA)  
  [www.nursingworld.org](www.nursingworld.org)
- American Psychology Association (APA)  
  [www.apa.org](www.apa.org)
- National Association of Social Workers (NASW)  
  [www.naswdc.org](www.naswdc.org)
- National Criminal Justice Association (NCJA)  
  [www.ncja.org](www.ncja.org)
- Registered Nurses Professional Association  
  [www.rnpa.net/aboutus.htm](www.rnpa.net/aboutus.htm)

**Examples of California Professional Organizations**

- California Association for Alcohol/Drug Educators  
  [http://caade.org](http://caade.org)
- California Association of Alcoholism and Drug Abuse Counselors (CAADAC)  
  [www.caadac.org](www.caadac.org)
- California Association of Psychiatric Technicians  
- California Association of Marriage and Family Therapists (CAMFT)  
  [www.camft.org//AM/Template.cfm?Section=home](www.camft.org//AM/Template.cfm?Section=home)
- California Mental Health Counselors Association (AMHCA)  
  [www.camhca.org](www.camhca.org)
- California Chapter of the National Association of Social Workers (NASW-CA)  
  [www.naswca.org](www.naswca.org)
- California Nurses Association (CNA)  
  [www.nationalnursesunited.org/affiliates/entry/california-nurses-association](www.nationalnursesunited.org/affiliates/entry/california-nurses-association)
- California Psychiatric Association (CPA)  
  [www.calpsych.org](www.calpsych.org)
The CVC is an excellent resource that provides comprehensive, accurate, and timely information about distributed learning courses and programs in California higher education. It has also compiled links to resources that help students navigate through the complex world of distributed education in California.

To visit California Virtual Campus click: www.cvc.edu

At CVC.edu you can:
- Explore Careers
- Locate Colleges
- Learn About Financial Aid
- Apply to College
- Find Online Courses
- Plan Your Degree
- Create a Resume
- Prepare to Transfer

The CVC provides suggestions to help students navigate the world of distance education. Click on Steps to Success on the CVC website to explore numerous possibilities or click here: www.cvc.edu/students

Once you click on this icon, it provides the option of choosing courses, programs, or schools.
If you are looking for a specific course, you can type the course name in the keywords search. For example if you type sociology and hit search, it provides 195 courses offered in the online format at different community colleges.

The first option is Sociology: Introduction to Sociology offered at Santa Monica College. Click on the course and it will provide detailed information regarding course prerequisites, requirements and transferability. It also provides a link to the Santa Monica College registration page.

One can use advanced filters to browse by subject and limit their search by institution segment (California Community College, University of California system, California State University system, and Independent Colleges) and/or by school and/or by term session.
NOTE: The CVC does not offer courses or award degrees. You may apply for the classes through the respective college websites or through the California Community College website: CCCApply.
CVC and ASSIST Resources

Locate a Community College

California Virtual Campus makes it easy to search California community colleges using a Google Mapping application along with a college directory to find a community college by address, academic program or area. Go to CVC website and click on the icon that says locate and explore colleges or click here: www.cvc.edu/students

Once you click on the icon College Map, it will take you to the Google mapping application. A direct link is provided below: www.batchgeo.com/map/29e7af5adca54ed82ef8d28d105957ca
You can also find a community college by zip code, academic program and/or by region and district.

To do so, click on the College Directory icon on CVC or you can click here to go there directly http://californiacommunitycolleges.cccco.edu/maps/map.asp
Financial Aid

The California Virtual Campus provides information about financial aid. To find out about financial aid, click on the icon icanaffordcollege.com on the CVC website.

This will take you to the icanaffordcollege.com website, which contains all the information you will need to explore options for financial support.

The California Virtual Campus provides information regarding Cal Grants and other student aid programs, as well as their requirements and how to apply for them. Click on the icon California Student Aid Commission to learn more.

This will take you to the CA.GOV website, which will provide information about grants and financial aid programs in the state of California.
Apply to College

CCCApply.org information is readily available on the CVC website and helps students apply to California community colleges online. Click on the Apply to College icon on the CVC website.

Or click here to go directly to the CCC Apply website: www.cccapply.org
Planning for a Degree

MyEdu.planner is a resource on the California Virtual Campus website. It makes planning an academic degree more manageable. It is a free online software program with tools to help students view class schedules, build degree plans, and track courses and credits, and their academic progress. Go to the CVC website and click on the icon, *Plan Your Degree*. 
CVC and ASSIST Resources

6 Plan Your Degree

Class Schedule Planner
Find the best professors, courses and times for your class schedule. Balance your workload to raise your GPA.

Click here to go to MyEdu directly: www.myedu.com
CVC and ASSIST Resources

ASSIST.org

**ASSIST.org** is an online student-transfer information system that allows students to determine if courses they have taken at one California educational institution will transfer to another California institution.

Click on the Prepare to Transfer icon on the CVC to find out more. It is recommended that students use assist.org prior to registering for a course to determine if the course credits earned will be transferable to other colleges or universities. You can also utilize ASSIST.org to determine if courses you have taken, or plan to take, articulate into your overall degree plans.

“ASSIST is the official repository of articulation for California’s public colleges and universities and provides the most accurate and up-to-date information about student transfer in California” (ASSIST.org).

www.assist.org/web-assist/welcome.html

There are several websites that have instructions or tutorials on how to use ASSIST.org:

- [www.palomar.edu/articulation/Assist/Explore_Majors_09.pdf](http://www.palomar.edu/articulation/Assist/Explore_Majors_09.pdf)
- [http://revelle.ucsd.edu/prosstudents/assist.html](http://revelle.ucsd.edu/prosstudents/assist.html)
- [www.youtube.com/watch?v=SMR6nxtX13U](http://www.youtube.com/watch?v=SMR6nxtX13U)

Click here to go to assist.org directly: [www.assist.org/web-assist/welcome.html](http://www.assist.org/web-assist/welcome.html)
you can complete an occupational assessment, explore occupations you are interested in, and research salaries of varying occupations. The direct link to CareerZone California is: www.cacareerzone.org

To go to California CareerZone, click on the icon Explore Careers.

Register for an account with California CareerZone to customize your career exploration.

Choose an option below. Not sure where to start?

Assess Yourself
Self-Assessments can help you know yourself better. And knowing yourself better can help you choose a satisfying job or occupational field to explore.

Begin Assessment

Explore Job Families
Starting your search by looking at broad sectors can help you find related occupations within an area that you might enjoy.

Start Exploring

Get a Reality Check
After High School you will need to work to pay for housing, transportation, and clothes. Find out how much money you will need and which occupations will pay for all your needs.

Begin Now
Tools to Help with a DL Program

Technology and Distributed Learning

For some the technology components of a distributed learning program may be overwhelming. This section will address technological information as well as tips for success in the online environment.

Technology

Because technology and computer use are an important part of distributed learning, it is recommended that you own your own computer. Usually you will also need a web camera that is compatible with your computer, a microphone headset, and basic computer literacy skills.

Check with a financial aid counselor at the college/university to which you are applying as there may be funds or allowances made for you to purchase the needed educational equipment.

You will also need Internet access. A broadband/high-speed connection is required for the best online education experience.

If you have a dial-up or satellite connection, you will want to connect with the program to see if it meets that particular institution’s specifications.

To be effective, your computer should meet minimum specifications (see table below).

Remember these are minimum requirements and should be sufficient to use for the online portions of your courses. However, the higher your processor speed and memory, the more efficiently you will be able to navigate through courses offered in a distance format.

You may be purchasing a new computer for your distributed learning program. Most colleges and university have technical recommendations easily found on their website. It is your choice if you want a desktop computer or a laptop computer. Many students prefer the option of a laptop as it can easily be transported to work in locations other than home.

Minimum Recommendation for Computers:

<table>
<thead>
<tr>
<th></th>
<th>PC</th>
<th>Macintosh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processor</td>
<td>Pentium 4 Processor or Higher</td>
<td>G4 Processor or Higher</td>
</tr>
<tr>
<td>System Memory</td>
<td>Minimum 512 MB RAM 1 GB Recommended</td>
<td>Minimum 512MB RAM 1 GB Recommended</td>
</tr>
<tr>
<td>Browser</td>
<td>Internet Explorer 7.0+; Firefox 3.0+</td>
<td>Safari 3.0+; Firefox 3.0+</td>
</tr>
</tbody>
</table>
In many ways, taking an online course is like taking a face-to-face course. Both feature a forum for you to learn and process knowledge. The professor directs you through the activities, posting announcements, delivering lecture materials, responding to questions, and grading assignments.

The great benefit of being in an online course is that you can have direct, one-to-one communication with your professor and colleagues at any time, rather than only during class time or office hours.

It is important to note that you will be expected to do the same amount of work that you would do in a face-to-face class.

Distributed learning courses are flexible. You can log on when it is convenient for you. However, it is important to note that there are deadlines and due dates that need to be followed.

- You are responsible for securing assigned reading materials.
- You will need to contribute to discussions and reply to other students’ comments.
- You will need to turn in assignments on time.
- Your presence in the course will be apparent only if you contribute to discussions and do the online assignments.
- It is crucial that you keep up to date by reading and listening to all materials and posted comments before participating in the online discussions.

The material below will help you to feel prepared to begin your classes. It is an exciting opportunity to learn relevant material, interact with interesting colleagues, and engage in unusual and thought-provoking activities.

Become acquainted with the course management system (Blackboard Learn, Moodle, etc) used at your institution.

Review all the help files and tutorials available making sure you understand all of the tools used by the instructor for the course. If you are having difficulties check to see if there is a tutorial or contact the Information Technology (IT) support services for your campus. Their contact information should be available on the home page of each course.

- **Log-On at Least Three Times per Week**
  For successful online learning, it is recommended that you log on at least three times a week (ex. Monday, Wednesday, Friday) to check for announcements and review online materials. How long you need to be online depends on the activities for that week/section.

- **Assignments, Journals, and Discussions - The Differences From a Face-to-Face Course**
  You must be responsible for keeping up with the workload so that you can be an active participant in online discussions.
Tools to Help with a DL Program

- When completing assignments or composing answers to online quizzes consider saving these as a Word document to your computer to act as a backup in case of any technical difficulties. **TECHNICAL DIFFICULTIES WILL OCCUR!**

- **Manage your time.** You will find that your time management skills will be critical in an online class. It is very easy to spend either too little or too much time on the class. Set designated blocks of time to work on the class. This will help you stay current with assignments and any discussions/interactions required for the course.

- **Planning is very important.** Unlike most face-to-face courses, where you can show up for class, listen to lectures, and perhaps not play an active role in the discussion, the assignments in online courses require your participation. It will be impossible to pass the course if you do not participate in the discussions and activities.

- **Keep up with reading and other homework** in order to contribute meaningful, timely comments to the online discussions. Avoid falling behind by setting aside specific times each week for engaging in course participation activities, and stick to your schedule. Otherwise, you may find that you quickly fall behind in reading messages to which you need to respond. These can quickly become overwhelming in volume if you don’t keep up with the reading.

- **Journals, Blogs or Wikis** may be utilized to process your course learning. These will be built into your course if your instructor chooses to use those learning tools.

- **Discussion Questions:** Your course may consist of discussion questions that address topics relevant to the course. These discussion questions provide an opportunity for interaction with your classmates, critical reflection on course content, and an expansion on reading and lecture material.

  You will be asked to spend time generating and participating in discussions with the instructor and the other students enrolled in the course. These discussions, which require you to respond to other students’ comments, play a central role in the learning experience.

  Discussions have to be reflective, meaningful, and respectful. For example, a post such as “I agree, good point” would not be considered a substantive post. However, thoughtful reflection and communication regarding the subject matter would exhibit meaningful participation and integration of the course material.
Tools to Help with a DL Program

Be mindful of the information shared in the postings. Some students may choose to share sensitive information about their professional or personal experiences.

Special precautions will need to be taken in regards to confidentiality to ensure this is a respectful process. The same laws and regulations around breach of confidentiality apply to online courses. Be very mindful of your work!

- **Read/Listen To All Material Carefully.** Remember that you won’t have all those non-verbal cues that you get in the physical classroom and neither will your instructor. Your instructor’s role will be much less of the distributor of information, and much more of a guide or resource for you in facilitating discussions and exploring an area of knowledge.

  It is often said that in distributed learning courses, the instructor’s role is less of a “Sage on the Stage” and more of a “Guide on the Side”. This implies a partnership of learning where you are responsible for learning the content and the instructor will help you deepen and refine that knowledge.

  - Almost all your information will come in the form of words. Words on the screen help the instructor “see” you much more clearly. The teaching style used in online courses may be different from the traditional college model. Taking a class online means you won’t be sitting quietly in the classroom; participation is even more essential.

- **Don’t read material just once.** Multiple readings and line-by-line reading are important to ensure you have a clear understanding of the assignments, discussions, and readings. It may be helpful to download or print out pages for reference and review away from the computer.

- **Communicate With Your Instructor.** As always, effective communication is critical to success. It’s even more important in the online environment because your instructor can’t see your frown, or hear the question in your voice. Here, you’ll be responsible for initiating more contact, and for being persistent and vocal when you don’t understand something. Being assertive will help ensure that you understand course expectations and have an experience that is meaningful as well as enjoyable.

  - **If you are confused, carefully re-read the assignment, the discussion board, and the announcements as your question(s) may be answered there.** If not, and you think this is a group question, post it on the discussion board. If you have a question, it’s quite likely there are others with the same question.
Tools to Help with a DL Program

- The instructor will typically be available for phone contact during stated office hours and will be checking questions and discussions periodically through each week. As much as your instructor will try to be prompt in answering questions, do not expect instantaneous responses to your queries.

- If you wish a direct answer from your instructor, email your question. Feel free to ask about course content, course procedure and evaluation that may seem unclear in the posted material.

**Think Before You Push the “Send” Button**

Before you send material, ask yourself, “did I say just what I mean? How will the person on the other end read the words?” While you cannot anticipate all reactions, **do read over what you have written before you send it.** You want to ensure that what you say is meaningful, thoughtful, and carefully crafted to accurately describe your perspective.

**Participate.** In the online environment, it is not enough to show up! Your postings, comments, questions, etc. are your voice and will be how your presence is known to the instructor and other students in the class. Your presence contributes to the shared learning and the sense of community that can be developed in an online class.

**Read the Syllabus and Class Schedule.**

- Look at the syllabus to see when assignments are due.
- Courses typically have a very explicit schedule that tells you when you need to be online for different assignments. For example, you may have a class discussion for which you will need to submit an initial comment on a Monday and then respond to another student’s comment on Tuesday. Requirements of this kind should be spelled out in the respective assignment or discussion.

Note: If you are not an active participant in the online portion of your courses, you will not successfully master the class material, and there is a high probability that you will not receive credit for the course.

**Confidentiality.** Learning products or discussions associated with an online class will typically be treated as privileged; as such, they will not be shared beyond the classroom. Each instructor will likely provide the parameters for confidentiality in his/her course. Because you are choosing to take courses that will be delivered in an online format, it is critical to be mindful of legal and ethical issues around confidentiality.

Remember to log out of your class when you leave your computer. Information discussed in courses will be held to the same standards of confidentiality as an on-site course. You will be responsible for taking precautions that the information shared in courses is protected from any breach of confidentiality.
Tools to Help with a DL Program

Time Management

It may be helpful to practice some basic principles of time management.

1. Identify “Best Time” for studying taking into consideration the times of the day when you are most likely to have the greatest ability to focus and concentrate. Use these times for completing assignments, reading, and studying and your less energetic times of the day for more routine tasks, errands, housekeeping, etc.

2. Study the more challenging subjects first when you are the most focused. You are likely to process information more quickly and save time as a result.

3. Study in shorter blocks of time with short breaks in between. This will help you avoid fatigue and allow the brain to continue processing information while you take a break.

4. Reduce distractions while you are studying as this will allow you to avoid “wasting time” attending to people or tasks that you can attend to at a different time.

5. Create balance in your life by scheduling in time for recreation and entertainment.

6. Allow time for sleep and eating healthy meals. When there is studying to be done sleep is often the first thing that gets sacrificed. This actually makes the time you spend studying less effective if you are sleep deprived.

7. Combining activities can be an effective use of time. If you know you have to spend time waiting somewhere make sure you have a textbook to read or notes to study while you are waiting.

Adapted from University of Minnesota, Duluth: Time Management Principles.
Tools to Help with a DL Program

Organization of Course Materials

Start each course by organizing basic aspects of the course. This would include:

- Read through and become familiar with the specific course requirements, assignments, and due dates.
- Start a calendar that provides space for you to write in all of the assignments on the respective due dates. Google has a calendar that can be maintained online or printed out. A day planner can also be used or a large wall calendar; determine the format that will best meet your needs.
- Create a checklist for course assignments and maintain that checklist.
- Use reminders for weekly deadlines. Reminders can be sent to your email if using an online calendar resource, phone, or computer popup programs.
- Contact the course instructor with any scheduling conflicts noted while organizing your calendar.

Organization of Work Environment

It will be important to designate a work environment or physical space where you can complete coursework. The environment should be free from distractions such as friends, roommates, family members, and media influences such as television, iPod, cell phone, or email.

Creating a space in your home, at a library, or other location that is free of distractions will help you be able to focus on completing coursework.

Keep all of your course materials in this space, organized in files or in your computer. This will avoid spending time looking for materials, and allow you to complete your work more efficiently.

For many, taking online courses is a new frontier. There are no dumb questions, and even if you think your solution is obvious, please share it! Someone in the class will appreciate it.
Tools to Help with a DL Program

Online and Library Resources

When looking at an educational institution, make sure that the institution has adequate library resources that are available online.

Below are a few of many online resources to help you with your educational endeavors.

**Diigo**

Diigo (www.diigo.com) is a free browser add-on that improves your research productivity. As you browse and read the web, instead of just bookmarking, you can highlight portions of web pages that are of particular relevance to you. You can also attach sticky notes to specific parts of web pages. Unlike most other web “highlighters” that merely clip, Diigo highlights and sticky notes are persistent in the sense that whenever you return to the original web page, you will see your highlights and sticky notes superimposed on the original page, just what you would expect if you highlighted or wrote on a book!

All the information—highlighted paragraphs, sticky notes, and the original url—are saved on Diigo servers. You can:

- Create your personal digest of the web, your own collection of highlights from the web
- Search, access, sort, and share this collection from any PC or even iPhone
- Access your information from any computer
- Share your findings, complete with your highlights and sticky notes, with friends and colleagues

**Mendeley**

Mendeley (www.mendeley.com) is a free reference manager and academic social network that can help you organize your research, collaborate with others online, and discover the latest research. With Mendeley you can:

- Automatically generate bibliographies
- Collaborate easily with other researchers online
- Easily import papers from other research software
- Read and annotate PDFs
- Capture your thoughts through sticky notes and highlights
- Find relevant papers based on what you’re reading
- Access your papers from anywhere online
- Read papers on the go with a phone app

**Bibme**

Bibme (www.bibme.org) is a website that will automatically create your citation and generate a bibliography according to your selected writing style format. While this may save some time it is important to insure the web-generated format has used the most updated versions of the MLA or APA style guides. The difference between Bibme and the Mendeley system is that Mendeley is useful in collaboration and your sources can be archived in your Mendeley account forever.
Tools to Help with a DL Program

**Dropbox**

Use Dropbox (www.dropbox.com) to keep track of files you need at home, work, and anywhere else you might be. It provides you the ability to access your files from any location, allow others to "drop" files into your Dropbox, and to share any files you have placed in there. You can use it for student work or just as a personal productivity tool. Dropbox can be utilized by your smart phone and Ipad so you have access to your files anywhere.

**Google Sites**

Google Sites is the easiest way to make information accessible to people who need quick, up-to-date access. People can work together on a Site to add file attachments, information from other Google applications (like Google Docs, Google Calendar, YouTube and Picasa), and new freeform content. Creating a site together is as easy as editing a document, and you always control who has access, whether it’s just yourself, your team, or your whole organization. You can even publish Sites to the world. The Google Sites web application is accessible from any Internet connected computer.

Quick facts about Google sites:

- **Single-click page creation:** Creating a new page for your Google Site just takes the click of a button.
- **No HTML is required to create a Google Site:** It is as easy as editing a document, which means there’s no markup language for you to learn – just get started.
- **Make it your own:** Customization options let you give your Google Site your own look and feel.
- **Get started with templates:** Offer a growing list of page types - web page, announcements, file cabinet, dashboard and list - to help you get started with your Google Sites pages.
- **Uploading files and attachments:** Use the file cabinet to upload files up to 10MB in size. Each Google Apps account receives at least 10GB of storage in Google Sites. Google Apps Premier and Education editions get an additional 500MB for each user account.
- **Embed rich content:** Google Sites is integrated with other Google products, so you can insert videos, docs, spreadsheets, presentations, photo slide shows, and calendars directly onto your Google Sites pages.
- **Work together and share:** Permission settings let you designate owners, viewers, and collaborators (meaning they can edit pages) for your site. And you can make your Google Sites available to just a few people, your entire organization, or the world.
- **Search with Google:** You can search across Google Sites pages and content using powerful Google search technology. You’ll find specific pages and documents instantly, the same way you would on Google.com.

Google Sites: Adapted from Humboldt State University Department of Social Work.
Tools to Help with a DL Program

**Wiggio**
Wiggio ([www.wiggio.com](http://www.wiggio.com)) is a free, online toolkit that makes it easy to collaborate in groups. It provides private and secure online environment for group work. With Wiggio you can:

- Host virtual meetings and conference calls
- Create to-do lists and assign tasks
- Send email, text, and voice messages
- Manage events with a shared calendar
- Poll groups in real-time
- Upload and manage files in a shared folder

**Skype**
The service allows users to communicate with peers by voice, video, and instant messaging over the Internet. Phone calls may be placed to recipients on the traditional telephone networks. Calls to users within the Skype service are free of charge, while calls to landline telephones and mobile phones are charged via a debit-based user account system. Skype has also become popular for its additional features, including file transfer and videoconferencing

**FreeConferenceCall.com**
A reliable, cost-effective, reservationless and easy to use audio conferencing service is available at: [www.freeconferencecall.com](http://www.freeconferencecall.com).

Other services include FreeConferencing.com, with conference web controls and up to 1,000 participants; FreeConferenceCallHD.com, with high definition sound geared to higher quality equipment; and FreeScreenSharing.com, with unlimited real-time sharing of desktop content. Other services include toll-free conferencing, voicemail and voice messaging solutions, mobile phone applications, and International Conferencing (with domestic dialing) in more than 15 countries and growing. Free Conferencing Corporation supports all of its services with 24/7 customer service year-round.
Tools to Help with a DL Program

Textbooks

College is expensive. Textbooks are an additional expense, however it is possible to save money by purchasing used books or renting your textbooks. There are a number of online resources for textbooks. Below you will find a list of companies that will deliver your textbooks to your doorstep. When purchasing online, make sure you are purchasing the correct edition of the text that is being required by the instructor. If an older edition is available for less money you may want to ask your instructor if purchasing the older edition is acceptable for the purposes of the course. Buying older editions will typically save students even more money. Below you will find a list of websites, which buy and sell used textbooks.

- www.bookbyte.com
- www.sellmytextbooks.com
- www.textbooksrus.com
- www.amazon.com
- www.cash4books.net
- www.collegebooksdirect.com
- www.chegg.com
- www.half.com
- www.apple.com/education-ibooks

Please be aware that some companies offer the option of renting your textbook at a reduced price. This requires that you return the textbook by a designated date. The advantage of this option is that the price you will pay for the textbook may be significantly lower than a purchase price. The disadvantage is that you must return the textbook by a specific date, which prevents students from using it as a resource for other courses. Please visit the following websites for facts regarding rental of textbooks before deciding if this is the best option.

- www.rentscouter.com
- www.bookreenter.com
- www.campusbookrentals.com
- www.flatworld.com
Tools to Help with a DL Program

Software

Many colleges and universities offer student discounts on popular software. Check with your college or university bookstore to inquire about any student discounts. Below is a list of websites that sell academic software:

- www.collegesoftware.org
- www.edu-software.com
- www.journeyed.com
- www.creationengine.com
- www.uscollegebuy.com
- www.shoptrc.com
- www.academicsuperstore.com

Writing Style and Formats

Scholarly writing has its own set of rules and formats that are different from those used in creative writing or those used in the workforce. It is likely that students will be asked to use one of two formats. APA format is the official style of the American Psychological Association (APA) and is the format most commonly used to cite sources in psychology, social work, social sciences, and education. The other most commonly used format is MLA. The MLA (Modern Language Association) style is most commonly used to write papers and cite sources within the liberal arts and humanities. Individual course instructors will designate the style of writing they require students to use. The website below provides comprehensive overviews of both styles of writing.

http://owl.english.purdue.edu/owl/
Accessibility consists of more than the ability to participate in courses from locations other than a brick and mortar institution. It also involves ensuring the manner in which curriculum is offered provides equal opportunities to learn. Universal design in education recognizes that people learn in different ways. As examples, students may require certain size font, certain colors, or closed captioning on videos.

There may be physical, cognitive, or psychological considerations when participating in a distributed learning program. In California, the major post-secondary educational systems (California State University, University of California, and California Community Colleges) have all adopted policies addressing universal design in education.

In addition to utilizing universal design in the development of distributed education, each campus also has an accessibility resource/assistance center for students with disabilities. This office may have different names dependent on the campus, but the intent of student disability resource centers is to support the educational needs of students who may experience a disability and require support in their educational efforts.

The Mental Health Services Act has recently funded the Student Mental Health Initiative (SMHI) through Prevention and Early Intervention (PEI) funds. These programs are in the process of being developed and will be available throughout the community college, California State University and University of California systems.

The intent of the SMHI programs is to provide peer-to-peer support activities, suicide prevention programs, resources, and referrals to individuals who are experiencing symptoms of mental illness. This may be an additional resource if you are in need of support.

Campuses typically have a campus wellness or counseling center that can provide limited counseling if needed.

The programs and services listed above are completely voluntary and require that you request them in order to receive services. For more information, the website to these and other student resources will be listed beginning on page 68 of this toolkit. Just find the school that you are interested in and click on the student services link.

Additional resources on educational rights can be found at:

- The Judge David L. Bazelon Center for Mental Health Law website: www.bazelon.org/Where-We-Stand/Community-Integration/Campus-Mental-Health.aspx

- The Substance Abuse and Mental Health Services Administration (SAMHSA) has sponsored a presentation entitled 7 and can be accessed here http://promoteacceptance.samhsa.gov/archtelPDF/06062012.pdf
If you are embarking on a distributive learning program which requires you to access coursework through the Internet, you will need to make sure you have the connectivity necessary to be successful. A connection that is too slow or that has a tendency to cut out may frustrate you and become a barrier to your success.

**High Speed Internet Verification:** This link can help you find out what Internet service providers are available to you as well as provide you with feedback to help you select and determine Internet accessibility in your area. [www.highspeedinternet.com](http://www.highspeedinternet.com)

Below are links to maps that will show you where wireline and wireless services are available. Maps are available for the state of California and are also sorted by designated Mental Health regions. In addition to Internet connectivity in your home, you will also find Internet service in a variety of public or human service and educational settings.

### California Wireline Broadband Availability

**State of California**
- Superior
- Northern Sierra
- North Coast
- Sacramento Valley
- Sacramento Metro

**Central**
- Sacramento Metro
- Mother Lode
- San Joaquin
- Central Coast

**Greater Bay Area**
- Bay Area
- Central Coast

**Los Angeles**
- Los Angeles/Orange

**Southern**
- East Side
- Inland Empire
- Los Angeles/Orange
- Southern Border

### California Wireless Broadband Availability

**State of California**
- Superior
- Northern Sierra
- North Coast
- Sacramento Metro
- Sacramento Valley

**Central**
- Central Coast
- Sacramento Metro
- Mother Lode
- San Joaquin

**Greater Bay Area**
- Bay Area
- Central Coast

**Los Angeles**
- Los Angeles/Orange

**Southern**
- East Side
- Inland Empire
- Los Angeles/Orange
- Southern Border

*Maps obtained from State of California Technology Agency*
Resources for Internet Connectivity

There are public and private sites that offer access to computers and Internet service. These include:

- Coffee Shops
- Community Retail Locations
- County/Community Mental Health and Social Services Offices
- County Departments of Education
- Diners
- Family Resource Centers
- Public Libraries
- Public Parks
- College Libraries
- Mental Health Drop-in and Wellness Centers

While there may be restrictions on the private use of county Internet services, many counties in the state are allowing their employees and consumers who are participating in educational programs to utilize the Internet connection at the workplace.

**Note:** This has been provided by these agencies on an individual basis and thus you will need to connect with your mental health supervisor, training coordinator, or director to explore this possibility.
Each Community College and University website is unique. Most contain the categories of:

- Admission
- Academic Programs or Areas of Study
- Class Schedule
- College Catalog
- Current or Continuing Student Directory
- Distance Education
- Fees and Payment
- Prospective Students
- Register for Classes
- Support Services

A category regarding Student Information may contain information on the application process, registration, financial aid, assessment, equal opportunity program (EOP), testing center, tuition, disability services, and other related areas.

Searching for Information on College or University Websites:

The Community College and University websites contain a search tool/box for typing in key words to find what you are looking for.

The search tool/box is frequently located in the upper right hand corner of the webpage.

Below is an example of what the search tool may look like.

If you are unable to find what you are looking for, you may want to contact the college or university directly by telephone or email.
California has a robust post-secondary education system that consists of three public systems:

(1) California Community College
(2) California State University
(3) University of California

There are also numerous private for- and not-for-profit Universities which operate from traditional campuses within the state or through distributed education programs from other states.

This toolkit primarily focuses on the three public education systems in California. It is not an exhaustive list of all higher education opportunities in the state.

The University list does include a few private institutions which have established histories of providing education to the community mental health workforce in California.

There are 112 Community Colleges, 23 California State Universities, and 10 University of California campuses in California.

In this section each college or university is located on a map, as well as by alphabetical order by region. The campus address, telephone number, website, and student information web-link are provided.

The Regions are:
- Superior
- Central
- Greater Bay Area
- Los Angeles
- Southern

The Student Information may be under the following titles depending on each college’s unique website:
- Counseling
- Advising
- Current Students
- For Students
- Future Students
- Help for Students
- New Students
- Prospective Students
- Service and Support
- Services
- Services for Students
- Student Consumer Information
- Student Handbook
- Student Services
- Student Information
- Student Resources
- Student Success Center
- Student Support
- Students
Community Colleges & Universities in the State of California

The Superior Region

Key
- Community College
- California State University
- University of California

College of the Siskiyous
Shasta College
Lassen College
California State University, Chico
Feather River Community College
Butte Community College
Sierra College - Nevada County Campus
Sierra College - Tahoe-Truckee Campus
Humboldt State University
College of the Redwoods
Yuba College - Clearlake Campus
Mendocino College
Superior Region
Colleges & Universities

Community Colleges

**BUTTE COLLEGE**
Butte-Glenn Counties
3536 Butte Campus Drive
Oroville, CA 95965
530-895-2511
Website: www.butte.edu
Counseling and Advising:
www.butte.edu/counseling/

**FEATHER RIVER COMMUNITY COLLEGE**
Plumas County
570 Golden Eagle Avenue
Quincy, CA 95971
530-283-0202
Website: www.frc.edu
Student Services:
www.frc.edu/studentservices/

**COLLEGE OF THE REDWOODS**
Humboldt-Del Norte-Mendocino-Trinity Counties
7331 Tompkins Hill Road
Eureka, CA 95501
707-476-4100
Website: www.redwoods.edu
Services for Students:
www.redwoods.edu/eureka/services/

**LASSEN COLLEGE**
Lassen-Modoc-Sierra Counties
PO Box 3000
Highway 139
Susanville, CA 96130-3000
530-257-6181
Website: www.lassencollege.edu
Student Services: www.lassencollege.edu/admissions/student-services/

**COLLEGE OF THE SISKIYOUS**
Siskiyou County
800 College Avenue
Weed, CA 96094
530-938-5555
Website: www.siskiyous.edu
Services: www.siskiyous.edu/services/

**MENDOCINO COLLEGE**
Mendocino-Lake Counties
1000 Hensley Creek Road
Ukiah, CA 95482
707-468-3000
Website: www.mendocino.edu
Student Information: www.mendocino.edu/tc/pg/3002/for_students.html

**SHASTA COLLEGE**
Shasta-Tehama-Trinity-Lassen-Modoc-Humboldt Counties
PO Box 496006
Redding, CA 96049
530-242-7500
Website: www.shastacollege.edu
Student Services:
www.shastacollege.edu/studentservices/

Sierra College
**Superior Region**

** Colleges & Universities**

**Community Colleges**

**SIERRA COLLEGE**
Placer-El Dorado-Nevada-Sacramento Counties
5000 Rocklin Road
Rocklin, CA 95677
916-624-3333
Website: www.sierracollege.edu
Student Services: www.sierracollege.edu/student-services/index.php

**YUBA COLLEGE**
Yuba-Sutter-Lake Counties
2088 N. Beale Road
Marysville, CA 95901
530-741-6700
Website: www.yccd.edu/yuba
Student Services: http://yc.yccd.edu/student/default.aspx

**California State University (CSU)**

**CSU, CHICO**
Butte-Glenn-Lassen-Lake-Modoc-Plumas-Shasta-Siskiyou-Sutter-Trinity-Tehama-Yuba Counties
400 West First Street
Chico, CA 95929
530-898-4636
Website: www.csuchico.edu/
Prospective Students: www.csuchico.edu/prospective-students/index.shtml

**HUMBOLDT STATE UNIVERSITY**
Humboldt-Del Norte-Mendocino-Trinity Counties
1 Harpst Street
Arcata, CA 95521
707-826-3011
Website: www.humboldt.edu/
Prospective Students: http://pine.humboldt.edu/admissions/
Community Colleges & Universities in the State of California

The Central Region

Yuba College
Lake Tahoe Community College
Sierra College
Woodland Community College
UC, Davis
CSU, Sacramento
Folsom Lake College
Sacramento City College
American River College
Consumnes River College
San Joaquin Delta College
Columbia College
Modesto Junior College
CSU, Stanislaus
Merced College
UC, Merced
Fresno City College
CSU, Fresno
Reedley College
College of the Sequoias
West Hills College Coalinga
West Hills College LeMoore
Porterville College

Key
- Community College
- California State University
- University of California
Central Region
Colleges & Universities

Community Colleges

AMERICAN RIVER COLLEGE
Sacramento County
4700 College Oak Drive
Sacramento, CA 95841
916-484-8011
Website: www.arc.losrios.edu/
Prospective Students: www.arc.losrios.edu/prospective_students.htm

COLLEGE OF THE SEQUOIAS
Tulare-Kings County
915 S. Mooney Boulevard
Visalia, CA 93277
559-730-3700
Website: www.cos.edu
Student Services: www.cos.edu/StudentServices/Pages/default.aspx

COLUMBIA COLLEGE
Tuolumne-Calaveras Counties
11600 Columbia College Drive
Sonora, CA 95370-8518
209-588-5100
Website: www.columbia.yosemite.edu
Students: www.gocolumbia.edu/students/

CONSUMNES RIVER COLLEGE
Sacramento-Yolo Counties
8401 Center Parkway, Sacramento, CA 95823-5799
916-691-7344
Website: www.crc.losrios.edu
New Students: www.crc.losrios.edu/New_Students.htm

FOLSOM LAKE COLLEGE
Sacramento-Placer-El Dorado Counties
10 College Parkway, Folsom
CA 95630-6798
916-608-6500
Website: www.flc.losrios.edu
Student Services: www.flc.losrios.edu/student-services
• El Dorado Center
  6699 Campus Drive
  Placerville, CA 95667
  530-642-5644
• Rancho Cordova Center
  10378 Rockingham Drive
  Sacramento, CA 95827
  916-255-0717

FRESNO CITY COLLEGE
Fresno-Madera Counties
1101 E. University Avenue
Fresno, CA 93741-0001
559-442-4600
Website: www.fresnocitycollege.edu
For Students: www.fresnocitycollege.edu/index.aspx?page=4

LAKE TAHOE COMMUNITY COLLEGE
El Dorado County
One College Drive
South Lake Tahoe, CA 96150-4524
530-541-4660
Website: www.ltcc.edu
Student Support: www.ltcc.edu/current.asp?scatID=11


Central Region
Colleges & Universities

Community Colleges

MERCED COLLEGE
Merced-Madera-Fresno Counties
3600 M Street
Merced, CA 95348-2898
209-384-6000
Website: www.mccd.edu
Services for Students:
www.mccd.edu/services/index.html
Services for Students:
www.mccd.edu/services/index.html

MODESTO JUNIOR COLLEGE
Stanislaus-Calaveras-Merced-Tuolumne-San Joaquin-Santa Clara Counties
435 College Avenue
Modesto, CA 95350-5800
209-575-6498
Website: www.mjc.edu
Prospective Students:
www.mjc.edu/prospective/

PORTERVILLE COLLEGE
Tulare-Kern Counties
100 East College Avenue
Porterville, CA 93257-5901
559-791-2200
Website: www.portervillecollege.edu
Student Services: www.portervillecollege.edu/student-services/index.html

REEDLEY COLLEGE
Fresno-Kings-Tulare Counties
995 N. Reed Avenue
Reedley, CA 93654-2099
559-638-3641
Website: www.reedleycollege.edu
Student Services: www.reedleycollege.edu/index.aspx?page=251

Sacramento City College

SACRAMENTO CITY COLLEGE
Sacramento-Yolo Counties
3835 Freeport Boulevard
Sacramento, CA 95822-1386
916-558-2111
Website: www.scc.losrios.edu
New Students: www.scc.losrios.edu/New_Students.htm

SAN JOAQUIN DELTA COLLEGE
San Joaquin-Calaveras-Sacramento-Alameda-Solano County
5151 Pacific Avenue
Stockton, CA 95207
209-954-5018
Website: www.deltacollege.org
Services and Support: www.deltacollege.edu/services_support/index.html

SIERRA COLLEGE
Placer-Sierra-Nevada Counties
5000 Rocklin Road
Rocklin, CA 95677
916-624-3333
Website: www.sierracollege.edu
Student Services: www.sierracollege.edu/student-services/index.php
Central Region
Colleges & Universities

Community Colleges

WEST HILLS COLLEGE COALINGA
Fresno-Kings-Monterey-San Benito-Madera Counties
300 Cherry Lane, Coalinga, CA 93210-1301
559-934-2000
Website: www.westhillscollege.com/coalinga
Students: www.westhillscollege.com/coalinga/students/index.asp

WEST HILLS COLLEGE LEMOORE
Kings-Fresno-San Benito-Madera-Monterey Counties
555 College Avenue, Lemoore, CA 93245-9248
559-925-3000
Website: www.westhillscollege.com/lemoore
Students Services: www.westhillscollege.com/lemoore/students/student_services/index.asp

WOODLAND COMMUNITY COLLEGE
Yolo-Sutter-Colusa Counties
2300 E. Gibson Road
Woodland, CA 95776-5156
530-661-5700
Website: http://wcc.yccd.edu/
Student Services: http://wcc.yccd.edu/student/default.aspx

YUBA COLLEGE
Yuba-Sutter-Lake-Butte-Colusa-Glenn-Placer-Yolo Counties
2088 N. Beale Road
Marysville, CA 95901
530-741-6700
Website: www.yccd.edu/yuba
Student Services: http://yc.yccd.edu/student/default.aspx

California State University (CSU)

CSU, FRESNO
Fresno-Kings-Madera-Tulare Counties
5241 N. Maple Avenue
Fresno, CA 93740
599-278-4240
Website: www.fresnostate.edu/
Prospective Students: www.fresnostate.edu/home/admissions/index.html

CSU, SACRAMENTO
Sacramento-Alpine-Amador-Colusa-El Dorado-Nevada-Placer-Sacramento-Sierra-Solano-Sutter-San Joaquin-Yolo Counties
6000 J Street
Sacramento, CA 95819
916-278-6011
Website: www.csus.edu/
Prospective Students: www.csus.edu/about/futurestudents/

CSU, STANISLAUS
Stanislaus-Calaveras-Mariapa-Merced-San Joaquin-Tuolumne Counties
One University Circle
Turlock, CA 95382
309-667-3122
Website: www.csustan.edu/
Prospective Students: www.csustan.edu/admissions/
Central Region
Colleges & Universities

University of California
(UC)

UC, Davis
One Shields Avenue
Davis, CA 95616-8507
530-752-2971
Website: www.ucdavis.edu/
Prospective Students: www.ucdavis.edu/students/index.html

UC, Merced
5200 North Lake Road
Merced, CA 95343
209-228-4682
Website: www.ucmerced.edu/
Prospective Students: www.ucmerced.edu/future-students
The Greater Bay Area Region
Community Colleges

Santa Rosa Community College
Napa Valley College
Solano Community College
Los Medanos College
Contra Costa Community College
Diablo Valley College
Berkeley City College
Laney College
Merritt College
College of Alameda
Las Positas College
Chabot College
Ohlone College

Key
- Community College
- California State University
- University of California
Community Colleges & Universities in the State of California

The Greater Bay Area Region
CSU and UC

Key
- Community College
- California State University
- University of California

CSU, Sonoma
Cal Maritime
CSU, San Francisco
UC, San Francisco
UC, Berkeley
CSU, East Bay
CSU, San Jose
UC, Santa Cruz
CSU, Monterey Bay
San Francisco
Contra Costa
Alameda
San Mateo
Santa Clara
San Benito
Monterey
Greater Bay Area Region Colleges & Universities

Community Colleges

BERKELEY CITY COLLEGE
Contra Costa County
2050 Center Street
Berkeley, CA 94704-1205
510-981-2800
Website: www.berkeley.peralta.edu
Student Services: www.berkeleycitycollege.edu/wp/student_service_programs

CABRILLO COLLEGE
Santa Cruz-Monterey-Santa Cruz Counties
6500 Soquel Drive
Aptos, CA 95003
831-479-6100
Website: www.cabrillo.edu
Student Services: www.cabrillo.edu/home/services.html

CAÑADA COLLEGE
Alameda County
4200 Farm Hill Boulevard
Redwood City, CA 94061-1099
650-306-3100
Website: www.canadacollege.edu
Student Services: www.canadacollege.edu/student/index.html

COLLEGE OF ALAMEDA
Alameda County
555 Atlantic Avenue
Alameda, CA 94501-2109
510-522-7221
Website: www.alameda.peralta.edu
Student Services: www.alameda.peralta.edu/apps/comm.asp?$1=20046

CITY COLLEGE OF SAN FRANCISCO
San Francisco County
50 Phelan Avenue E200
San Francisco, CA 94112
415-239-3303
Website: www.ccsf.edu
Student Services: www.ccsf.edu/NEW/en/student-services.html

COLLEGE OF MARIN
Marin County
835 College Avenue
Kentfield, CA 94904
415-457-8811
Website: www.marin.edu
Student Services: www.marin.edu/student_services/index.htm

COLLEGE OF SAN MATEO
San Mateo County
1700 West Hillsdale Boulevard
San Mateo, CA 94402-3784
650-574-6161
Website: www.collegeofsanmateo.edu
Future Students: www.collegeofsanmateo.edu/futurestudents

CHABOT COLLEGE
Alameda County
25555 Hesperian Boulevard
Hayward, CA 94545
510-723-6600
Website: www.chabotcollege.edu/
Students: www.chabotcollege.edu/students/index.cfm
Greater Bay Area Region
Colleges & Universities

Community Colleges

CONTRA COSTA COMMUNITY COLLEGE
Contra Costa County
2600 Mission Bell Drive
San Pablo, CA. 94806
510-235-7800
Website: www.contracosta.edu/Shared%20Documents/default.aspx
Students: http://coast.contracosta.edu/studentservices/Shared%20Documents/default.aspx

DEANZA COLLEGE
Santa Clara County
21250 Stevens Creek Boulevard
Cupertino, CA 95014-5797
408-864-5678
Website: www.deanza.edu
Student Services: www.deanza.edu/studentservices

DIABLO VALLEY COLLEGE
Contra Costa County
321 Golf Club Road
Pleasant Hill, CA 94523-1544
925-685-1230
Website: www.dvc.edu
Student Services: www.dvc.edu/current/services/index.htm

EVERGREEN VALLEY COLLEGE
Santa Clara County
3095 Yerba Buena Road
San Jose, CA 95135-1598
408-274-7900
Website: www.evc.edu
Student Services: www.evc.edu/student_services

FOOTHILL COLLEGE
Santa Clara County
12345 El Monte Road
Los Altos Hills, CA 94022
650-949-7777
Website: www.foothill.edu/index.php
Student Services: http://www.foothill.edu/services.php

GAVILAN COLLEGE
Santa Clara-San Benito Counties
5055 Santa Teresa Boulevard
Gilroy, CA 95020-9599
408.847.1400
Website: www.gavilan.edu
Student Services: www.gavilan.edu/student.html

HARTNELL COLLEGE
Monterey-San Benito Counties
411 Central Avenue
Salinas CA 93901
831-755-6700
Website: www.hartnell.edu/
Students: www.hartnell.edu/students

Greater Bay Area Region
Colleges & Universities

Santa Rosa Junior College
### Greater Bay Area Region Colleges & Universities

#### Community Colleges

<table>
<thead>
<tr>
<th>College</th>
<th>County</th>
<th>Address</th>
<th>Phone</th>
<th>Website</th>
<th>Student Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LANEY COLLEGE</strong></td>
<td>Alameda County</td>
<td>900 Fallon Street, Oakland, CA 94607-4893</td>
<td>510-834-5740</td>
<td><a href="http://www.laney.edu/wp/">www.laney.edu/wp/</a></td>
<td>studentservices</td>
</tr>
<tr>
<td><strong>LAS POSITAS COLLEGE</strong></td>
<td>Alameda County</td>
<td>3000 Campus Hill Drive, Livermore, CA 94551-7623</td>
<td>925-424-1000</td>
<td><a href="http://www.laspositascollege.edu">www.laspositascollege.edu</a></td>
<td>studentservices/index.php</td>
</tr>
<tr>
<td><strong>MISSION COLLEGE</strong></td>
<td>Santa Clara County</td>
<td>3000 Mission College Boulevard, Santa Clara, CA 95054-1897</td>
<td>408-988-2200</td>
<td><a href="http://www.missioncollege.org">www.missioncollege.org</a></td>
<td>student_services/students.html</td>
</tr>
<tr>
<td><strong>MONTEREY PENINSULA COLLEGE</strong></td>
<td>Monterey County</td>
<td>980 Fremont Street, Monterey, CA 93940-4799</td>
<td>831-646-4000</td>
<td><a href="http://www.mpc.edu">www.mpc.edu</a></td>
<td>studentservices/Pages/default.aspx</td>
</tr>
<tr>
<td><strong>MERRITT COLLEGE</strong></td>
<td>Alameda County</td>
<td>12500 Campus Drive, Oakland, CA 94619-3196</td>
<td>510-531-4911</td>
<td><a href="http://www.merritt.edu">www.merritt.edu</a></td>
<td>student-resources</td>
</tr>
<tr>
<td><strong>NAPA VALLEY COLLEGE</strong></td>
<td>Napa-Sonoma Counties</td>
<td>2277 Napa-Vallejo Hwy, Napa, CA 94558</td>
<td>707-253-3000</td>
<td><a href="http://www.napavalley.edu">www.napavalley.edu</a></td>
<td>Student Services: Pages/default.aspx</td>
</tr>
<tr>
<td><strong>OHLONE COLLEGE</strong></td>
<td>Alameda County</td>
<td>43600 Mission Boulevard, Fremont, CA 94539</td>
<td>510-659-6200</td>
<td><a href="http://www.ohlone.edu">www.ohlone.edu</a></td>
<td>Students: core/port_students.html</td>
</tr>
</tbody>
</table>
Greater Bay Area Region
Colleges & Universities

Community Colleges

SAN JOSE CITY COLLEGE
Santa Clara County
2100 Moorpark Avenue
San Jose, CA 95128-2799
408-298-2181
Website: www.sjcc.edu
Student Services: www.sjcc.edu/Services/stuservices.html

SANTA ROSA JUNIOR COLLEGE
Sonoma-Marin-Mendocino Counties
1501 Mendocino Avenue
Santa Rosa, CA 95401
707-527-4011
Website: www.santarosa.edu
Student Services: www.santarosa.edu/for_students/student-services/

SKYLINE COLLEGE
San Mateo County
3300 College Drive
San Bruno, CA 94066-1662
650-738-4100
Website: www.skylinecollege.edu
Student Services: www.skylinecollege.edu/general/studentservices/index.html

SOLANO COMMUNITY COLLEGE
Solano-Yolo Counties
4000 Suisun Valley Road
Fairfield, CA 94534
707-864-7112
Website: www.solano.edu
Student Services: www.solano.edu/student_services

WEST VALLEY COLLEGE
Santa Clara-Santa Cruz Counties
14000 Fruitvale Avenue
Saratoga, CA 95070
408-867-2200
Website: www.westvalley.edu/
Student Services: http://www.westvalley.edu/services

California State University (CSU)

CSU, EAST BAY
Contra Costa-Alameda Counties
35800 Carlos Bee Boulevard
Hayward, CA 94542
510-885-3000
Website: www20.csueastbay.edu/
Prospective Students: www20.csueastbay.edu/prospective/index.html

CAL MARITIME
Solano County
200 Maritime Academy Drive
Vallejo, CA 945490
707-654-1000
Website: www.csum.edu/web/mycampus/home
Prospective Students: www.csum.edu/web/campus-life
Greater Bay Area Region Colleges & Universities

California State University (CSU)

CSU, MONTEREY BAY
Monterey-San Benito-Santa Cruz Counties
400 Campus Center
Seaside, CA 93955-3000
831-582-3000
Website: http://csumb.edu/
Prospective Students:
http://about.csumb.edu/

CSU, SAN FRANCISCO
San Francisco-San Mateo Counties
6600 Holloway Avenue
San Francisco, CA 94132
415-338-1111
Website: www.sfsu.edu
Prospective Students: www.sfsu.edu/#cat0

CSU, SAN JOSE
Santa Clara County
One Washington Square
San Jose, CA 95192
408-924-1000
Website: www.sjsu.edu
Prospective Students: www.sjsu.edu/future_students/index.html

CSU, SONOMA
Sonoma-Lake-Marin-Napa-Mendocino Counties
1801 East Cotati Avenue
Rohnert Park, CA 94928
707-664-2880
Website: www.sonoma.edu
Prospective Students:
www.sonoma.edu/future

University of California (UC)

UC, BERKELEY
110 Sproul Hall #5800
Berkeley, CA 94720-5800
510-642-3175
Website: www.berkeley.edu/about
Prospective Students:
www.berkeley.edu/prospect

UC, SAN FRANCISCO
500 Parnassus Avenue
San Francisco, CA 94143
415-476-9000
Website: www.ucsf.edu
Prospective Students: http://graduate.ucsf.edu/content/prospective-students

UC, SANTA CRUZ
1156 High Street
Santa Cruz, CA 95064
831-459-2131
Website: www.ucsc.edu
Prospective Students:
http://admissions.ucsc.edu
Community Colleges & Universities in the State of California

The Los Angeles Region

Antelope Valley College
College of the Canyons
Los Angeles Valley College
CSU, Northridge
Los Angeles Pierce College
CSU, Los Angeles
Los Angeles Southwest College
Santa Monica College
West Los Angeles College
El Camino College
CSU, Dominguez Hills
Los Angeles Mission College
East Los Angeles College
Pasadena City College
Glendale Community College
UC, Los Angeles
University of Southern California
Los Angeles Trade Tech College
Los Angeles Community College
Citrus College
Cerritos College
CSU, Fullerton
UC, Irvine
CSU, Long Beach
Long Beach City College
Los Angeles Harbor College

Key
- Community College
- California State University
- University of California
- Private University
Los Angeles Region
Colleges & Universities

Community Colleges

ANTELOPE VALLEY COLLEGE
Los Angeles-Kern Counties
3041 West Avenue K
Lancaster, CA 93536
661-722-6300
Website: www.avc.edu
Prospective Students: www.avc.edu/prospective

CERRITOS COLLEGE
Los Angeles County
11110 Alondra Boulevard
Norwalk, CA 90650
562-860-2451
Website: www.cerritos.edu
Student Success Center: http://cms.cerritos.edu/sc

CITRUS COLLEGE
Los Angeles County
1000 W Foothill Boulevard
Glendora, CA 91741
626-914-0323
Website: www.citruscollege.edu
Students: www.citruscollege.edu/students/Pages/default.aspx

COLLEGE OF THE CANYONS
Los Angeles County
26455 N. Rockwell Canyon Road
Santa Clarita, CA 91355-1899
661-259-7800
Website: www.canyons.edu
Student Services: www.canyons.edu/Offices/Student_Services

EAST LOS ANGELES COLLEGE
Los Angeles County
1301 Avenida Cesar Chavez
Monterey Park, CA 91754-6099
323-265-8650
Website: www.elac.edu
Student Services: www.elac.edu/studentservices/index.htm

EL CAMINO COLLEGE
Los Angeles County
16007 Crenshaw Boulevard
Torrance, CA 90506
310-532-3670
Website: www.elcamino.edu
Future Students: www.elcamino.edu/welcome/futurestudents/

GLENDALE COMMUNITY COLLEGE
Los Angeles County
1500 N. Verdugo Road
Glendale, CA 91208
818-240-1000
Website: www.glendale.edu
Students: www.glendale.edu/index.aspx?page=3

LONG BEACH CITY COLLEGE
Los Angeles County
4901 E. Carson Street
Long Beach, CA 90808
562-938-4111
Website: www.lbcc.edu
Students: www.lbcc.edu/students
Los Angeles Region
Colleges & Universities

Community Colleges

LOS ANGELES CITY COLLEGE
Los Angeles County
855 North Vermont Avenue
Los Angeles, CA 90029-3590
323-953-4000
Website: www.lacitycollege.edu
For Students: www.lacitycollege.edu/citymain/forstudents/index.html

LOS ANGELES HARBOR COLLEGE
Los Angeles County
1111 Figueroa Place
Wilmington, CA 90744-2397
310-233-4000
Website: www.lahc.edu
Student Services: www.lahc.edu/studentservices/index.html

LOS ANGELES MISSION COLLEGE
Los Angeles County
13356 Eldridge Avenue
Sylmar, CA 91342-3200
818-364-7600
Website: www.lamission.edu
Students (student resources)
www.lamission.edu/students

LOS ANGELES PIERCE COLLEGE
Los Angeles County
6201 Winnetka Avenue
Woodland Hills, CA 91371-0001
818-719-6401
Website: www.piercecollege.edu
Students (student services):
www.piercecollege.edu/pierce_students.asp

LOS ANGELES SOUTHWEST COLLEGE
Los Angeles County
1600 West Imperial Highway
Los Angeles, CA 90047-4899
323-241-5225
Website: www.lasc.edu
For Students (student services)
www.lasc.edu/students/forstudents.html

LOS ANGELES TRADE-TECH COLLEGE
Los Angeles County
400 West Washington Boulevard
Los Angeles, CA 90015-4108
213-763-7000
Website: www.lattc.edu
New Students: http://college.lattc.edu/new

LOS ANGELES VALLEY COLLEGE
Los Angeles County
5800 Fulton Avenue
Van Nuys, CA 91401-4096
818-947-2600
Website: www.lavc.edu
New Students: www.lavc.edu/newstudents.html
Los Angeles Region
Colleges & Universities

Community Colleges

PASADENA CITY COLLEGE
Los Angeles County
1570 East Colorado Boulevard
Pasadena, CA 91106-2003
626-585-7123
Website: www.pasadena.edu
New Students:
www.pasadena.edu/starthere

SANTA MONICA COLLEGE
Los Angeles County
1900 Pico Boulevard
Santa Monica, CA 90405-1628
310-434-4000
Website: www.smc.edu
Student Services: www.smc.edu/
StudentServices/Pages/default.aspx

(WEST) LOS ANGELES COLLEGE
Los Angeles County
9000 Overland Avenue
Culver City, CA 90230-5002
310-287-4200
Website: www.wlac.edu
For students: www.wlac.edu/studentlife/
index.html

California State University (CSU)

CSU, DOMINGUEZ HILLS
Los Angeles County
1000 E. Victoria Street
Carson, CA 90747
310-243-3696
Website: www.csudh.edu
Prospective Students: www.csudh.edu/
futurestudents

CSU, FULLERTON
Orange County
800 N. State College Boulevard
Fullerton, CA 92831-3599
257-278-2011
Website: www.fullerton.edu/
Prospective Students: www.fullerton.edu/
prospective.asp

CSU, LONG BEACH
Los Angeles-Orange Counties
1250 Bellflower Boulevard
Long Beach, CA 90840
562-985-4111
Website: www.csulb.edu
Prospective Students: www.csulb.edu/
student-info

CSU, LOS ANGELES
Los Angeles County
5151 State University Drive
Los Angeles, CA 90032
323-343-3000
Website: www.calstatela.edu/
Prospective Students: www.calstatela.edu/
student/prospect.htm
Los Angeles Region
Colleges & Universities

California State University (CSU)

**CSU, NORTH RIDGE**
Los Angeles County
18111 Nordhoss Street
Northridge, CA 91330
818-677-1200
Website: www.csun.edu
Prospective Students: www.csun.edu/outreach/prospective

University of California (UC)

**UC, IRVINE**
260 Aldrich Hall
Irvine, CA 92697-1075
949-824-6703
Website: www.uci.edu
Prospective Students: www.uci.edu/prospective.php

**UC, LOS ANGELES**
405 Hilgard Avenue
Los Angeles, CA 90095
310-794-7433
Website: www.ucla.edu
Prospective Students: www.ucla.edu/students/prospective-students

Private Universities

**University of Southern California**
Los Angeles, CA 90089
213-740-2311
Website: www.usc.edu
Prospective Students: www.usc.edu/student_life
Community Colleges & Universities in the State of California

The Southern Region
Community Colleges

- Cuesta College
- Allan Hancock College
- Taft College
- Bakersfield College
- Santa Barbara City College
- Barstow College
- Victor Valley College
- Chaffey College
- San Bernardino Valley College
- Ventura College
- Oxnard College
- Moorpark College
- Rio Hondo College
- Mount San Antonio College
- Cypress College
- Fullerton College
- Golden West College
- Coastline Community College
- Orange Coast College
- Santa Ana College
- Santiago Canyon College
- Irvine Valley College
- Saddleback College
- Miracosta College
- Palomar College
- San Diego City College
- Southwestern College
- San Diego Miramar College
- Grossmont College
- Cuyamaca College
- San Diego Mesa College
- College of the Desert
- Cerro Coso Community College (Ridgecrest campus)
- Palo Verde College
- Norco College
- Riverside Community College
- Mt. San Jacinto College
- Imperial Valley College
Southern Region Colleges & Universities

Community Colleges

ALLAN HANCOCK COLLEGE
Santa Barbara-San Luis Obispo-Ventura Counties
800 S. College Drive
Santa Maria, CA 93454
805-922-6966
Website: www.hancockcollege.edu
Future Students: www.hancockcollege.edu/Default.asp?Page=1524

BAKERSFIELD COLLEGE
Kern County
1801 Panorama Drive
Bakersfield, CA 93305-1299
661-395-4011
Website: www.bakersfieldcollege.edu
Student Serviced: www.bakersfieldcollege.edu/student

BARSTOW COLLEGE
San Bernardino County
2700 Barstow Road
Barstow, CA 92311
760-252-2411
Website: www.barstow.edu
Prospective Students: www.barstow.edu/For/for_prosp_students.asp

CERRO COSO COMMUNITY COLLEGE
San Bernardino-Inyo-Tulare Counties
11110 Alondra Boulevard
Norwalk, CA 90650-6269
562-860-2451
Website: www.cerritos.edu
Student Services: http://cms.cerritos.edu/student-services

CHAFFEY COLLEGE
San Bernardino County
5885 Haven Avenue
Rancho Cucamonga, CA 91737
909-652-6000
Website: www.chaffey.edu
Student Services: www.chaffey.edu/student_services/index.shtml

COASTLINE COMMUNITY COLLEGE
Orange County
11460 Warner Avenue
Fountain Valley, CA 92708-2597
714-546-7600
Website: www.coastline.edu
Student Resources: www.coastline.edu/divisions/students/page.cfm?LinkID=363

COLLEGE OF THE DESERT
Riverside-San Bernardino Counties
43-500 Monterey Avenue
Palm Desert, CA 92260
760-773-2500
Website: www.collegeofthedesert.edu
Student Services: www.collegeofthedesert.edu/students/Pages/default.aspx

COPPER MOUNTAIN COLLEGE
San Bernardino County
6162 Rotary Way
Joshua Tree, CA 92252-6100
760-366-3791
Website: www.cmccd.edu
Student Services: www.cmccd.edu/Student-Services
Southern Region
Colleges & Universities

Community Colleges

CRAFTON HILLS COLLEGE
San Bernardino County
11711 Sand Canyon Road
Yucaipa, CA 92399-1799
909-794-2161
Website: www.craftonhills.edu
Current Students: www.craftonhills.edu/CHC/Current%E2%80%93Students.aspx

CUESTA COLLEGE
San Luis Obispo-Monterey County
Cuesta College Road and Education Drive
San Luis Obispo, CA 93403-8106
805-546-3100
Website: www.cuesta.edu
Students: www.cuesta.edu/support.asp

CUYAMACA COLLEGE
San Diego County
900 Rancho San Diego Parkway
El Cajon, CA 92019-4304
619-660-4000
Website: www.cuyamaca.edu
Help for Students: www.cuyamaca.edu/help.asp

CYPRESS COLLEGE
Orange-Los Angeles Counties
9200 Valley View Street
Cypress, CA 90630-5897
714-484-7000
Website: www.cypresscollege.edu
Student Services: www.cypresscollege.edu/services

FULLERTON COLLEGE
Orange County
321 East Chapman Avenue
Fullerton, CA 92832-2095
714-992-7000
Website: www.fullcoll.edu
Student Services: www.fullcoll.edu/student-services

GOLDEN WEST COLLEGE
Orange County
15744 Goldenwest Street
Huntington Beach, CA 92647-0592
714-892-7711
Website: www.goldenwestcollege.edu
Student Services: www.goldenwestcollege.edu/#

GROSSMONT COLLEGE
San Diego County
8800 Grossmont College Drive
El Cajon, CA 92020-1799
619-644-7000
Website: www.grossmont.edu
Current Students: www.grossmont.edu/currentstudents

Grossmont College
Southern Region Colleges & Universities

Community Colleges

**Imperial Valley College**
Imperial County
380 E. Aten Road (PO Box 158)
Imperial, CA 92251
760-352-8320
Website: www.imperial.edu
Students: www.imperial.edu/students

**Irvine Valley College**
Orange County
5500 Irvine Center Drive
Irvine, CA 92618-0301
949-451-5100
Website: www.ivc.edu
Student Services: www.ivc.edu/student/Pages/default2.aspx

**Miracosta College**
San Diego County
One Barnard Drive
Oceanside, CA 92056
760-757-2121
Website: www.miracosta.edu
Student Services: www.miracosta.edu/studentservices/index.html

**Moorpark College**
Ventura County
7075 Campus Road
Moorpark, CA 93021-1695
805.378.1400
Website: www.moorparkcollege.edu
Prospective Students: www.moorparkcollege.edu/prospective_students/index.shtml

**Mt. San Jacinto College**
Riverside County
1499 N. State Street
San Jacinto, CA 92583
951-487-6752
Website: www.msjc.edu
For Students: www.msjc.edu/Pages/For-Students.aspx

**Oxnard College**
Ventura County
4000 South Rose Avenue
Oxnard, CA 93033-6699
805-986-5800
Website: www.oxnardcollege.edu
Prospective Students: www.oxnardcollege.edu/prospective_students/index.shtml
Southern Region
Colleges & Universities

Community Colleges

**MT. SAN ANTONIO COLLEGE**
Orange County
1100 N. Grand Avenue
Walnut, CA 91789
909-468-3990
Website: www.mtsac.edu
Prospective Students: http://www.mtsac.edu/homepage/prospective.html

**NORCO COLLEGE**
Riverside County
2001 Third Street
Norco, CA 92860-2600
951-372-7000
Website: www.rcc.edu/norco
Students: www.norcocollege.edu/services/Pages/Student-Support-Services.aspx

**ORANGE COAST COLLEGE**
Orange County
2701 Fairview Road
Costa Mesa, CA 92628-5005
714-432-0202
Website: www.orangecoastcollege.edu
Prospective Students: www.orangecoastcollege.edu/prospective_student

**PALOMAR COLLEGE**
San Diego County
1140 W. Mission Road,
San Marcos, CA 92069
760-744-1150
760-591-0698
Website: www.palomar.edu
Students: www.palomar.edu/students

**RIO HONDO COLLEGE**
Orange County
3600 Workman Mill Road
Whittier, CA 90601-1699
562-692-0921
Website: www.riohondo.edu
Prospective Students: www.riohondo.edu/prospective_stu.htm

**RIVERSIDE COMMUNITY COLLEGE**
Riverside County
4800 Magnolia Avenue,
Riverside, CA 92506-1293
951-222-8000
Website: www.rcc.edu/riverside

**PALO VERDE COLLEGE**
Riverside-San Bernardino Counties
One College Drive
Blythe, CA 92225-1118
760-921-5500
Website: www.paloverde.edu
Student Consumer Information: www.paloverde.edu/students/student_consumer.html

**SADDLEBACK COLLEGE**
Orange County
28000 Marguerite Parkway
Mission Viejo, CA 92692-3699
949-582-4500
Website: www.saddleback.edu
Student Services: www.saddleback.edu/ss/
Southern Region
Colleges & Universities

Community Colleges

SAN BERNARDINO VALLEY COLLEGE
San Bernardino County
701 S. Mt. Vernon Avenue
San Bernardino, CA 92410-2798
909-384-4400
Website: www.valleycollege.edu
Student Services: www.valleycollege.edu/student-services.aspx

SAN DIEGO CITY COLLEGE
San Diego County
1313 Park Boulevard
San Diego, CA 92101-4787
619-388-3400
Website: www.sdcity.edu
Student Services: www.sdcity.edu/CollegeServices/StudentSupportResources.aspx

SAN DIEGO MESA COLLEGE
San Diego County
7250 Mesa College Drive
San Diego, CA 92111-4998
619-388-2600
Website: www.sdmesa.edu
Student Services: www.sdmesa.edu/welcome/tour-services.cfm

SAN DIEGO MIRAMAR COLLEGE
San Diego County
10440 Black Mountain Road,
San Diego, CA 92126-2999
619-388-7800
Website: www.sdmiramar.edu
Student Services: www.sdmiramar.edu/students/services

SANTA ANA COLLEGE
Orange County
1530 W. 17th Street
Santa Ana, CA 92706-3398
714-564-6000
Website: www.sac.edu
Student Services: www.sac.edu/StudentServices/Pages/default.aspx

SANTA BARBARA CITY COLLEGE
Santa Barbara County
721 Cliff Drive
Santa Barbara, CA 93109-2394
805-965-0581
Website: www.sbcc.edu
Future Students: www.sbcc.edu/prospective

SANTIAGO CANYON COLLEGE
Orange County
8045 E. Chapman Avenue
Orange, CA 92869-4512
714-628-4900
Website: www.sccollege.edu
Student Services: www.sccollege.edu/studentservices/pages/default.aspx

Santa Ana College
Southern Region
 Colleges & Universities

Community Colleges

SOUTHWESTERN COLLEGE
San Diego County
900 Otay Lakes Road
Chula Vista, CA 91910-7299
619-421-6700
Website: www.swccd.edu
Student: www.swccd.edu/2ndLevel/index.asp?L1=2

TAFT COLLEGE
San Luis Obispo County
29 Emmons Park Drive
Taft, CA 93268
661-763-7700
Website: www.taftcollege.edu
Student Services: www.taftcollege.edu/student_services/student_services_and_records.shtml

VENTURA COLLEGE
Ventura County
4667 Telegraph Road
Ventura, CA 93003-3899
805-654-6400
Website: www.venturacollege.edu
Services for Students: www.venturacollege.edu/services_for_students/index.shtml

VICTOR VALLEY COLLEGE
San Bernardino-Los Angeles Counties
18422 Bear Valley Road
Victorville, CA 92395
760-245-4271
Website: www.vvc.edu
Student Services: www.vvc.edu/offices/student_services

California State University (CSU)

CSU, BAKERSFIELD
Kern-Inyo-Mono-Tulare Counties
9001 Stockdale Highway
Bakersfield, CA 93311-1022
661-654-2872
Website: www.csub.edu
Perspective Students: www.csub.edu/futureStudents.shtml

CSU, CHANNEL ISLANDS
Malibu-Santa Barbara-Ventura Counties
One University Drive
Camarillo, CA 93012
805-437-8400
Website: www.csuci.edu
Perspective Students: www.csuci.edu/students/prospective.htm

CAL POLY POMONA
Los Angeles-San Bernardino Counties
3801 West Temple Avenue
Pomona, CA 91768
909-869-3700
Website: www.csupomona.edu
Perspective Students: http://cpp4me.csupomona.edu

CSU, SAN BERNARDINO
San Bernardino-Riverside Counties
5500 University Parkway
San Bernardino, CA 92407
909-537-5188
Website: www.csusb.edu
Perspective Students: http://admissions.csusb.edu
Southern Region Colleges & Universities

California State University (CSU)

CSU, SAN DIEGO
San Diego-Imperial Counties
5500 Campanile Drive
San Diego, CA 92182
619-594-5200
Website: www.sdsu.edu
Perspective Students: http://arweb.sdsu.edu/es/admissions/

CAL POLY SAN LUIS OBISPO
San Luis Obispo-Santa Barbara Counties
San Luis Obispo, CA 93407
805-756-1111
Website: www.calpoly.edu
Perspective Students: http://admissions.calpoly.edu

CSU, SAN MARCOS
San Diego-Riverside Counties
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001
760-750-4000
Website: www.csusm.edu
Perspective Students: www.csusm.edu/students

University of California (UC)

UC, RIVERSIDE
900 University Ave.
Riverside, CA 92521
951-827-1012
Website: www.ucr.edu
Prospective Students: www.ucr.edu/future

UC, SAN DIEGO
9500 Gilman Dr.
La Jolla, CA 92093
858-534-2230
Website: www.ucsd.edu
Prospective Students: www.ucsd.edu/prospective-students

UC, SANTA BARBARA
Santa Barbara, CA 93106
805-893-8000
Website: www.ucsb.edu
Prospective Students www.ucsb.edu/future/index.shtml
Southern Region
Colleges & Universities

Private Universities

FIELDING GRADUATE UNIVERSITY
2112 Santa Barbara Street
Santa Barbara, CA 93105-3538
805-687-1099
Website: www.fielding.edu
Prospective Students: www.fielding.edu/generalInfo

LOMA LINDA UNIVERSITY
11139 Anderson Street
Loma Linda, CA 92350
909-588-1000
Website: www.llu.edu
Prospective Students: www.llu.edu/explore
The following four pages offer an overview of academic programs specific to those needed for the community mental health workforce. The charts consist of the CSUs, UCs, and selected private universities.

Within each campus we have coded the academic programs offered as well as the delivery method of those programs.

The key below will guide you in determining how various academic programs are offered.

**Key to University Charts**

**Delivery Method:**
- Online OL
- Weekend W
- Distributed D
- Evenings E
- Hybrid H
- Face to face F

**Type of Education:**
- Certificate C
- Minor Min
- Bachelor B
- Master M
- Doctorate PhD
<table>
<thead>
<tr>
<th>California State Universities (CSU) • 23 campuses</th>
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</thead>
<tbody>
<tr>
<td><strong>Addictions/Substance Abuse</strong></td>
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<tr>
<td>CSU, Channel Islands</td>
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<td>CSU, Chico</td>
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<td>CSU, Dominguez Hills</td>
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<td>CSU, East Bay</td>
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<td>CSU, Fullerton</td>
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<td>CSU, Fresno</td>
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<td>Humboldt State</td>
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<td>CSU, Long Beach</td>
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<td>CSU, LA</td>
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<td>Cal. Maritime Academy</td>
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<td>CSU, Monterey Bay</td>
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<td>CSU, Northridge</td>
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<td>CS Polytech, Pomona</td>
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<td>CSU, San Bernardino</td>
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<td>San Diego State</td>
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<td>Cal. Poly State, San Luis Obispo</td>
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<td>San Jose State</td>
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<td>Sonoma State</td>
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<tr>
<td>CSU, Sacramento</td>
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<tr>
<td>CSU, San Marcos</td>
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<td>CSU, Stanislaus</td>
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<tr>
<td>University of California (UC) • 10 campuses</td>
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<tr>
<td><strong>Addictions/Substance Abuse</strong></td>
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<td><strong>Business</strong></td>
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<td><strong>Criminal Justice</strong></td>
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<td><strong>Gerontology</strong></td>
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<td><strong>Human Service</strong></td>
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<td><strong>PSY-MFT (MA)</strong></td>
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<td><strong>RN BSN</strong></td>
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<td><strong>RN Practitioner</strong></td>
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<td><strong>Social Work BSW</strong></td>
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<td><strong>Social Work MSW</strong></td>
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<tr>
<td><strong>UC Berkeley</strong></td>
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<td>F; C; E (CDAAC approved)</td>
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<td>BA F</td>
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<td>MBA F; E and W</td>
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<td><strong>UC Davis</strong></td>
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<td>MD</td>
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<td>F; Min/ B/M/ PhD</td>
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<td><strong>UC Irvine</strong></td>
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<td><strong>UC Merced</strong></td>
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<td><strong>UC Riverside</strong></td>
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<td>BA; Min; F</td>
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<td><strong>UC San Diego</strong></td>
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<td><strong>UC San Francisco</strong></td>
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<td><strong>UC Santa Barbara</strong></td>
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<tr>
<td><strong>UC Santa Cruz</strong></td>
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<td>BA; F</td>
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</table>
## Selected Private Universities in California

<table>
<thead>
<tr>
<th>University</th>
<th>Addictions/Substance Abuse</th>
<th>Business</th>
<th>Criminal Justice</th>
<th>Gerontology</th>
<th>Human Service</th>
<th>PSY-MFT (MA)</th>
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<th>RN MSN</th>
<th>RN-Practitioner</th>
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<th>Social Work MSW</th>
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<td>Online/F PhD PsyD MA-MFT MA</td>
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<tr>
<td>Claremont Graduate University</td>
<td>F BA MBA MA</td>
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<td>Claremont McKenna College</td>
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<td>Fielding Graduate University</td>
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<td>Stanford University</td>
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Consortiums and Partnerships: Possibilities for Educational Development

Consortiums – Why Build a Consortium?

California is an expansive state, diverse both geographically and culturally. While there are numerous programs offering curriculum in distributed learning formats it can be challenging for students to find certificate or degree programs that offer all of the courses in a distributed learning format. It can also be challenging to find curriculum that meets the diverse needs of the population a student may wish to serve within a single program.

A consortium is one option that might be considered in an effort to improve the availability of education and offer a diverse curriculum to meet the needs of the public mental health workforce.

The California State Universities (CSU) Online Gerontology Consortium is an example of one such consortium.

“The CSU Online Gerontology Consortium exists to expand access to high quality gerontology courses and to strengthen the capacity of CSU gerontology programs. The Consortium creates learning opportunities to ensure that students and professionals have the knowledge and skills to effectively serve older adults living in our communities.”

(www.CSUgerontology.org)

It is a multi-campus collaborative effort to provide access to gerontology courses offered at six different universities across the state. Students are able to enroll in gerontology courses at any of the six participating campuses through an intra-system enrollment process developed by the consortium or through open university.

- The certificate in gerontology builds upon the skills students learn as they attain their academic degrees.
- Students are exposed to a wider diversity of students and perspectives from six different campuses throughout the state.
- Financial support for this consortium was provided by the California Geriatric Education Center (UCLA) and the Bureau of Health Professions.

A growing need for education in the community mental health workforce suggests that a statewide effort is called for. A coordinated effort could:

- Improve the availability of education in more rural areas,
- Build capacity in the workforce,
- Increase visibility and the public’s awareness of mental health needs, and
- Address the current gap that exists for a more comprehensive distributed learning curriculum for the mental health workforce.
Consortiums and Partnerships: Possibilities for Educational Development

Examples of Professional and Continuing Education Websites

Specific Mental Health Sites

- CalSWEC Curriculum Resources: [http://calswec.berkeley.edu/calswec/MHInitiative_CurricRes.html](http://calswec.berkeley.edu/calswec/MHInitiative_CurricRes.html)
- Many counties in California have created their own training modules to offer their employees.

In addition to these select resources, most universities offer continuing education training through their “extended education” or “regional and continuing education” departments. You will also find training opportunities offered through professional associations, many of which are being developed to be delivered through online and distributed learning formats. There are also many private companies who offer distributed/online training and continuing education. There are numerous choices for those interested in continuing education. As always, it is important that you are a good consumer of services. You can use Decision Tree #2 to help you decide which continuing education opportunity best meets your needs.
Regional Partnerships

MHSA Regional Partnerships

Through the MHSA, five regional partnerships were created throughout the state of California. You have seen that some of the sections and resources in this toolkit are organized by these partnerships.

The goal of the regional partnerships were to establish collaborative partnerships which were regionally based in order to address workforce issues (shortages, training and technical assistance, etc). These partnerships brought together county mental health personnel, consumers and family members, and educational partners to address regional workforce needs.

Superior Region – Counties include:

- Lassen
- Del Norte
- Butte
- Modoc
- Humboldt
- Colusa
- Nevada
- Mendocino
- Glenn
- Plumas
- Lake
- Tehama
- Shasta
- Sierra
- Siskiyou
- Trinity

Central Region - Counties include:

- Alpine
- Calaveras
- Fresno
- Amador
- Mariposa
- Kings
- Calaveras
- Merced
- Madera
- El Dorado
- San Joaquin
- Tulare
- Mono
- Stanislaus
- Inyo
- Placer
- Tuolumne
- Sacramento
- San Joaquin
- Sutter
- Yuba
- Yolo

Bay Area Region - Counties include:

- Alameda
- Monterey
- Contra Costa
- San Benito
- Marin
- Santa Cruz
- Napa
- Solano
- Sonoma
- San Francisco
- San Mateo
- Santa Clara
- The City of Berkeley
Consortiums and Partnerships: Possibilities for Educational Development

**Southern Region** - Counties include:

Imperial  
Kern  
Orange  
San Luis Obispo

Riverside  
Santa Barbara  
San Bernardino  
Ventura  
San Diego  
Tri-Cities

**Los Angeles**

Los Angeles County consists of eight geographically defined service areas with common boundaries that are shared among all the Los Angeles County departments and commission.

**Examples of Distributed Education Programs Developed Through Regional Partnerships:**

**Superior Region:** The partnership has been working with California State University, Chico (CSUC) and Humboldt State University (HSU) to develop BSW and MSW distributed learning programs. The regional partnership is funding a coordinator, course conversion and a mentoring program for students at each campus. HSU has developed a program that is 100% online with one face to face visit a year (consisting of 3-5 days) at the campus in Arcata, California. CSUC is offering their program in a hybrid format with the majority of the coursework being delivered online with students coming to the campus in Chico two weekends each semester for face-to-face time. The partnership has played an integral role in the planning and development of these programs. Based on the success of this program, the Superior Region is also planning to implement a mentoring program to support the students/graduates of these new programs.

**Website:** [www.cimh.org/Services/MHSA/Workforce-Ed-Partnership/Superior-Region.aspx](http://www.cimh.org/Services/MHSA/Workforce-Ed-Partnership/Superior-Region.aspx)

**Greater Bay Area Region:** The Greater Bay Area Region has supported the creation of an MSW Program at California State University, Monterey Bay (CSUMB). The Collaborative is supporting the program financially, and the Project Manager has participated in some of the Community Advisory Board meetings. The program was formally approved by the California State University’s Chancellor’s Office in November 2009, and opened its doors in August 2010. It is designed for working adults, with a three-year program length. The region also supports county efforts for Community College Psychosocial Rehabilitation (CASRA)
curriculum development, including advocating for matriculation. In addition to CSUMB, the Region has also been involved in the start-up of Cal State East Bay’s (CSUEB) new Three-year MSW Program, which is a hybrid program geared towards working adults. While the Partnership did not contribute funding to the program, the need/request for the program came out of CSUEB’s involvement with the Greater Bay Region’s work.

**Website:** [www.mentalhealthworkforce.org](http://www.mentalhealthworkforce.org).

**Central Region:** Has partnered with educational institutions in their region and has worked with California State University, Sacramento to develop and partially fund a rural weekend Master’s of Social Work Program in which employees from eight rural counties were able to obtain their MSW degrees. The Central Region also partnered with California State University, Fresno to help fund the Psychiatric Nurse Practitioner Program. This program is a distance education program that graduated seven from its first cohort. Many counties identified Psychiatric Nurse Practitioners as a hard-to-fill position in their local WET Plans. In its application for funding, the Central Region offered $100,000 toward the administration of this distance education program at Fresno State. Three of the seven students from the first cohort resided in Central Region Counties. The other four students resided elsewhere in California. The Central Region is also launching a new contract education program with several central valley community colleges, to offer the California Association of Social Rehabilitation Agencies (CASRA) curriculum, in a distributed education format. The Region is paying for the courses, plus materials and travel stipends, when needed.

**Website:** [www.cimh.org/Services/MHSA/Workforce-Ed-Partnership/Central-Region.aspx](http://www.cimh.org/Services/MHSA/Workforce-Ed-Partnership/Central-Region.aspx)
How Can Agencies Support Employees to Attain Education?

Recommendations

Workplace support and culture play an important role in helping employees keep abreast with best practices in the field of mental health. Formal education and continuing educational programs are vital for helping employees to learn and grow. Therefore, we decided to ask the mental health workforce in California questions regarding the support they receive from their employers in regard to participation in an educational program (Certificate/AA/BA, etc.) and/or continuing education for professional development and promotion.

- 264 (30.4%) respondents agreed that their employer provided them time during their workday to attend to educational activities.
- 188 respondents agreed that their employers allowed them to use the computer at working during work hours for educational activities.
- Only 99 (11.4%) agreed that their employers allowed them to use the computer at work after work hours for educational activities.
- 187 respondents agreed that their employers allowed flexible hours so that they may make up the hours missed while they were attending an educational program.
- Only 114 agreed that their employers allowed them to attend school/educational programs without requiring them to make up the time missed due to their participation in educational program.

The data suggests that employers are also encouraging their employees with their positive remarks regarding attendance in educational programs. Descriptive analysis of the options is presented in Figure 2 (next page).
Figure 2: Employers support of employee participation in educational program

- Positive remarks regarding attendance in educational program: 2.78
- Reduced workload to attend school: 3.96
- Attending school/educational program without making up missed hours: 3.43
- Flexible hours for work and able to make up hours missed: 3.07
- Using office computer after work hours: 3.54
- Using office computer during work hours: 3.12
- Provision of time during work day: 2.76

Strongly Agree  Neutral  Strongly Disagree
Two surveys, *California Mental Health Workforce Survey* and *Mental Health Coordinators and Directors Survey*, indicated that employees would like to engage in continuing education. However there are numerous barriers that are preventing them from doing so. Common barriers pointed out are listed below:

1. Cost and time commitment that is involved with continuing education for professional growth.

2. The requirement for employees to keep billing percentages up. This had many employees feeling like it was impossible to keep billing high and participate in educational endeavors.

3. A majority of trainings and courses are offered during the day. Thus it was difficult for full-time employees to attend those. Alternative (distributed) format of delivery of these courses and trainings would be beneficial.

4. Continuing education trainings/workshops offered introduce new ideas but there is hardly any follow-up training(s) to help these ideas integrate into long-term practice.

5. Supervision and support was not available to further integrate the knowledge gained.

6. Hosting only large trainings do not change practice or the culture of the organization. It requires ongoing consultation/supervision. In addition, it is very important to match the training to where staff are in their clinical skills and push them a little forward and out of their comfort zone.

7. Training was needed to use professional software such as Adobe CS5. Often times employees pay for training, subscription fees, tuition, books, and software themselves.

8. Geographical distance was a barrier in attending trainings and workshops. This was noted both in the employee and coordinators survey. One coordinator talked about their county being a large geographical region and they were not able to replicate training in each service region because the distance becomes a barrier to attendance.

9. Budget cuts impact ability to attend. For example “It does not allow clinicians time away”; Union MOU funds were eliminated, which used to pay for conferences.”

10. The lack of administrative access for employees to use their work computer. They could not download programs themselves, which posed challenges for doing school work on work computer.

11. Trainings were specific to clinical staff, but do not apply to other mental health employees (i.e. administrative services personnel).

12. Existing trainings were too general and did not provide the depth they were looking for.

There are a variety of ways workplace, supervisors, and employers in the field of mental health can help their employees
succeed in an educational program. To address these issues this distributed learning toolkit suggests several recommendations to help the community behavioral health workforce succeed in an educational program. Based on the affordability of various options, consider following a few from the list below:

1. Support the educational goal of your employees and encourage them through providing positive remarks regarding their attendance in an educational program.
2. Facilitate employees’ schedules to take advantage of trainings/workshops that will enhance their knowledge and skills to work in the mental health field.
3. Facilitate access to several formal education and continuing education programs delivered in the alternative (distributed) format. This can prove to be the most effective way, as employers do not have to lose talented employees wanting to advance in their careers.
4. Implement training programs that have a follow-up/coaching component. This can help employers integrate new mental health concepts into their practice.
5. Provide time during workday to employees to attend to educational activities.
6. Allow the use of computers during work hours for educational activities.
7. Allow use of computer at work after work hours for educational activities.
8. Allow flexible hours so that the employees may make up the hours missed while attending an educational program.
9. Allow employees to attend school/educational programs without requiring them to make up the time missed.
10. Provide more consistent supervision for integration of concepts learned during trainings.
11. Reduce usual workload/caseload so that employees may devote time to educational activities within their usual work/time schedule.
12. Provide fiscal and leadership training, especially in small counties.
13. Use a learning management system to provide trainings, which is not just static, but provides interactive exercises.
   - The use of interactive webinar formats for continuing education trainings is cost-effective and has almost the same impact as a live training.
   - Use of online video trainings in combination with written content is also beneficial if live-format is not available.
   - Follow up with supervision and consultation to further integrate and deepen learning.
This Distributed Learning Toolkit has covered a variety of content, curriculum, process, and delivery elements pertaining to education of the community mental health workforce in California. The awareness gained in completing this toolkit is that with the support of the California Mental Health Services Act (MHSA), many workforce education and training endeavors have been undertaken.

The California State Department of Mental Health, the Mental Health Directors Association, the Mental Health Planning Council, the Oversight and Accountability Commission, the California Institute for Mental Health, and statewide, regional and local programs have all taken on the challenge to develop strategies to address the workforce training and education issues for community mental health. However, it seems that there is a global coordination piece that is imperative given the continued evolution of community mental health services in California.

Specific issues include, but are not limited to:

- Transfer of public mental health services to the State Department of Health Services,
- Continued system transformational work of shifting a mental health care delivery system based on wellness and resilience,
- The impact of Healthcare Reform and Integrated Behavioral Health Care
- Emancipatory relationships with consumers and family members, and
- Continued efforts to serve the wellness needs of California communities.

This toolkit highlights some of the great work throughout California. However there is assuredly more work occurring than is covered in this toolkit. Numerous federal, statewide, regional, and local partners have undertaken training and education efforts.

From research used to develop this toolkit, it seems there would be a great benefit to establishing a clearinghouse to best compile and coordinate these efforts. Counties, contracted agencies, and regional partnerships have made investments in learning management systems to aid in workforce training.

Feedback from counties and our research indicates that in some counties these are not being utilized as they had hoped to aid in the agencies’ training programs. This is for a variety of reasons, but again, a unified training and education effort may assist all entities to maximize the investments they have made toward this endeavor.

A Community Mental Health Education Summit focusing on unifying training and education would aid in collaboration. This Summit would provide an opportunity for all stakeholders (local, regional and statewide programs, consumer and family member associations, educational institutions providing education for workforce development, stipend, loan repayment and incentive programs) to come together to formulate a united community mental health training and education coalition. This coalition would represent the vast diversity of California.
Further Development

A community mental health education summit would specifically address:

- Accessibility of education,
- Needs of rural and urban communities,
- Culturally specific education,
- Multi-disciplinary approaches to educating the future workforce, and
- How high-quality distributed learning can benefit individuals throughout the educational spectrum.

This effort would not create a “one-size-fits-all” education and training system, as there is strength in the diversity of California’s workforce education and training needs. The coalition would establish centralized database of opportunities available to grow a robust, innovative workforce. Overall, the goal is to embrace the richness that MHSA has brought and provide a global forum to develop a framework for education and training of the California public mental health workforce.
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Behavioral Health Distributed Learning TOOLKIT

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