MHEDIC Overview and Purpose

The Mental Health-Education Integration Consortium (MHEDIC) is a consortium of researchers, leaders, and practitioners focused on facilitating the integration of mental health into the pre-K through grade 12 education system through improvements in training, practice, research and policy, and promoting interconnections across these realms. MHEDIC promotes interdisciplinary collaboration and professional workforce preparation for the many disciplines involved in supporting student learning and mental health, including educators, mental health and health staff, families and youth, advocates and others. Importantly, MHEDIC equips and empowers educators in their roles as promoters of student mental health, and fosters effective functioning by mental health staff in schools through pre-service, graduate, and in-service training, and ongoing support. MHEDIC assists schools and collaborating mental health and other community systems in working together effectively toward policy change and resource enhancement that contributes to the achievement of valued outcomes. A key emphasis for MHEDIC is school mental health (SMH) programs and services involving a full continuum of effective mental health promotion, prevention, early intervention and intervention that assists students and reduces/removes barriers to their learning.

Several key MHEDIC activities are:

1. The establishment of interdisciplinary competencies for SMH professionals. These competencies are intended to promote school mental health and inform professional preparation for those working in the field.
2. The continued refinement of the MHEDIC-endorsed educator competencies for school mental health. More specifically, several initiatives are underway to develop training and professional development experiences based on the competencies.
3. A formalized research agenda to move the SMH field forward. This agenda is anchored in the school mental health workforce agenda and focused on quality implementation of school mental health practices and outcome measures indicating practice effectiveness, efficiency, and fidelity.
4. A targeted agenda to engage graduate students across disciplines working with and in schools in MHEDIC. Of particular interest is the emergent priority related to interprofessional practice and pre-service preparation in institutions of higher education.
5. An informed approach to developing the consortium through conscious efforts to encourage interdisciplinary membership, involve students to inform innovations in pre-service training, and support local and national initiatives focused on school mental health.
MHEDIC Values

The members of MHEDIC place a high value on interdisciplinary collaboration. Our members understand that doing great work involves the actions and supports of individuals from many disciplines. MHEDIC members also value the intimacy and support that this group of kindred spirits provides. Finally, MHEDIC members value action. All members are actively involved in MHEDIC activities as well as cutting edge practice, research, and policy that make a difference in the lives of children.

MHEDIC Membership

MHEDIC membership consists of four levels. These include professional members, student members, emeritus members, and inactive members. MHEDIC membership is currently capped at 65 active professional members. Student, postdoctoral, and emeritus members are not included in this total. MHEDIC has a membership committee that keeps track of current members and membership needs as well oversees the process of inviting new members to MHEDIC. Each year, the committee compiles a list of membership needs (e.g., disciplines, geographic regions, etc.). The committee then invites current MHEDIC members to suggest potential new members based on current needs and available spaces. These individuals are reviewed by the membership committee and a final decision regarding MHEDIC membership is made. The specifics of these levels of membership and how to become a member are detailed below.

**Professional members:** Professional members of MHEDIC are those who work for universities, government and nonprofit agencies, school systems, and other organizations to support student learning, wellness and mental health. MHEDIC members are expected to attend 1 meeting per year in most years of membership. When there is a pattern of being unable to attend meetings, members should discuss whether active membership makes sense with the chair of the consortium, with inactive status an option. The names and contact information for professional members are listed on the MHEDIC website.

**Becoming a professional member of MHEDIC:** Individuals who wish to join the group as a professional member must be invited by a current professional member. MHEDIC’s membership committee will review this person’s CV and background information to determine if he/she is a good fit for the group based on the group’s current needs. If this individual is a good fit for MHEDIC, a formal letter of invitation from the chair is then sent to this individual. Former student and postdoctoral members of MHEDIC also go through this process to become a professional member once they obtain a job. *Priority will be given to former student and postdoctoral MHEDIC members.* All new members must fill out a membership form that includes contact information and professional interests (see page 7).
**Student and postdoctoral members:** Student and postdoctoral members of MHEDIC attend undergraduate or graduate school in a field related to mental health and education (e.g., psychology, social work, counseling, education, etc.) or hold postdoctoral positions related to mental health and education. As above, it is hoped that students/postdocs will also attend at least one meeting per year. Contact information for student and postdoctoral members can be found on the MHEDIC website.

**Becoming a student or postdoctoral member of MHEDIC:** Students and postdoctoral students who show a commitment to MHEDIC by regularly attending meetings will automatically become members. Once they graduate they must go through the process to become a professional member if they wish to continue their involvement in MHEDIC.

**Inactive status:** Professional members who are not able to maintain active status will be moved to inactive status. A member becomes inactive when he or she has not attended a meeting in 2 years. People who have become inactive can discuss returning to active status by developing and following a plan involving more active contributions with the chair of the consortium, typically to provide assurance of attendance at, at least one meeting per year.

**Emeritus members:** MHEDIC members who have retired but would still like to attend meetings and/or be kept informed of MHEDIC happenings will be listed as emeritus members on the MHEDIC membership list. Those individuals who are retiring and would like to remain involved should inform the chair of MHEDIC.

**Membership Donation:** Current professional members will be asked to make a donation of $75 for each MHEDIC meeting they attend. Members may contribute more or less than this amount depending on their financial abilities. This money will go towards graduate student travel, costs for future meetings, and other MHEDIC related costs.

### MHEDIC Organization and Structure

MHEDIC is led by a chair who provides ongoing facilitation for the group. This individual facilitates what happens from meeting to meeting, making sure that the content areas of each meeting are connected. This person works closely with past and future meeting hosts about the content of each meeting. The chair of MHEDIC also provides support to the MHEDIC subgroup leads.

As mentioned above, MHEDIC is organized by subgroup, each with a subgroup lead or leads. Subgroup topics include teaching and learning, research, practice, and policy. Subgroup leads are longstanding members of MHEDIC who volunteer to facilitate discussion at meetings and throughout the year with interested members of MHEDIC.
Subgroup leads serve in their positions as long as they are willing and able to do so. See below for the current MHEDIC structure and leads.

In addition to subgroups, MHEDIC also has a graduate student chair and a membership committee. The graduate student chair works closely with the chair of MHEDIC to plan student related activities at MHEDIC’s conferences and to assist with other MHEDIC related tasks. The graduate student chair must be a doctoral student who attends the same university as the chair of MHEDIC. The membership committee works to facilitate strategic growth of MHEDIC and is composed of longstanding members of MHEDIC.

MHEDIC hosts 2 meetings per year. Each meeting is hosted by a MHEDIC member at his or her institution. The hosting member leads the planning process for the meeting and also covers meeting costs including fees for meeting space, meals, and potentially graduate student travel. The content of the meetings are organized around MHEDIC’s four main topics: teaching and learning, research, practice, and policy. Content related to graduate student development is also included. Unlike traditional conferences, MHEDIC conferences are participatory and engaging. Members have numerous opportunities to discuss and collaborate on the topics of mental health and education.

**MHEDIC Priorities**

MHEDIC is focused on key efforts to promote workforce development for interdisciplinary school mental health practice. At this time, MHEDIC is organized around four central priority areas, including training, practice, research and policy. Subgroups within MHEDIC strategically focus on these areas, honing in on critical issues related to interdisciplinary collaboration and workforce preparation within each domain area.
MHEDIC Outcomes

Together, MHEDIC members have produced many positive outcomes related to school mental health. MHEDIC members have led the development of interdisciplinary competencies for school mental health professionals, school mental health competencies for educators, and interdisciplinary team collaboration. MHEDIC members are using these competencies to develop training and professional development experiences for individual across professions working in school mental health. Many MHEDIC members are leading research published in their own disciplines as well as presenting this research at national and international conferences. Several federal grants have been awarded to MHEDIC members in conducting this work. Members have created over 100 collaborative professional presentations and over 70 publications.

Revising this Document

This governance document was created in 2013 by a subgroup of MHEDIC members who were interested in preparing MHEDIC for the future. In May of each year this document will be sent to all of MHEDIC’s members for review. Members may make suggestions as to how the document might be improved. Suggestions from members will be reviewed and approved by the chair of MHEDIC and the subgroup leads.

Other

The members of MHEDIC benefit in many ways. They contribute their knowledge and expertise to the fields of mental health and education, making an impact on the lives of children, families, and school mental health professionals. Members also enhance their own knowledge by connecting and learning from experts in other related areas during MHEDIC conferences. Outside of MHEDIC conferences, members gain hands-on experience by collaborating on projects together.

MHEDIC is not a rigid or fixed group, but a fluid one. As current members encounter like-minded professionals and students, the group grows. Alternatively, as current members retire and move on to other chapters in their lives, the group decreases. Such a group allows members to be exposed to new and innovative ideas and practices.

For more information related to MHEDIC, please contact the current Chair: Dawn Anderson-Butcher, Professor, College of Social Work, Ohio State University; anderson-butcher.1@osu.edu; 614-292-8596. The MHEDIC website is http://www.mhedic.org.
MHEDIC Membership Form

Name:

Membership type: ☐ Professional ☐ Student/Postdoc

Organization/University:

Title:

Degree:

Work address:

Work phone number:

Email address:

Area(s) of interest (check all that apply):

☐ Teaching/Learning
☐ Research
☐ Policy
☐ Practice

Referring member (if applicable):