

# CONNECTICUT CAREER PATHWAYS IN BEHAVIORAL HEALTH

January 2011

By Lila Coddington, Judith Rosenberg,  
and Jessica Wolf

Photo by Jim Link



**CONNECTICUT  
WORKFORCE  
COLLABORATIVE  
ON BEHAVIORAL HEALTH**  
Strong Workforce | Healthy Connecticut



**Electronic copies** include active hyperlinks and are available for download at <http://www.cwcbh.org>.

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## WITH APPRECIATION

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The Central Connecticut State University Department of Counseling and Family Therapy implemented the Career Pathways in Behavioral Health Initiative. The project was directed by Judith Rosenberg, Ph.D., Coordinator of the Professional and Rehabilitation Counseling Program, and Lila Coddington, MS, LMFT, Assistant Director and Project Coordinator at CCSU for Central Access & Student Development. Jessica Wolf, Ph.D., Senior Advisor in the Yale Group on Workforce Development and Connecticut Workforce Collaborative on Behavioral Health, served as project officer, guiding development and implementation of the project and providing editorial assistance. The project was funded by the Connecticut Career Ladders Initiative.

We thank the following individuals for their contributions and support:

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We also thank the behavioral health and health care professionals who offered expert assistance with career blueprints, and the college and university administrators and program coordinators who provided essential information and feedback.

We especially thank the thirty individuals who contributed personal career vignettes featured in a companion document to this report. Their stories are the capstone to this project. We believe that these inspiring accounts may serve to motivate interested individuals to explore and follow pathways through education and employment to lifelong careers in the Connecticut behavioral health workforce.

*“The improvement of care  
and the transformation of systems of care  
depend entirely on a workforce  
that is adequate in size and  
effectively trained and supported.”*

*Hoge, M. A., Morris, J. A., Daniels, A. S., Stuart, G. W., Huey, L. Y., & Adams, N. (2007).  
An Action Plan on Behavioral Health Workforce Development.  
Cincinnati, OH: The Annapolis Coalition on the Behavioral Health Workforce, p. 2.*

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# EXECUTIVE SUMMARY

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The term *behavioral health* refers to the diagnosis, treatment, rehabilitation and recovery of persons with mental health and/or substance use conditions. Career growth in the Connecticut behavioral health workforce is dependent, in part, on the ability of Connecticut's postsecondary educational system to attract students, educate them effectively, retain them through completion of the curriculum, and help them find employment in the state's mental health and addictions system of care. The purpose of this project was to identify pathways into behavioral health careers in Connecticut, focusing on college and university education and training programs, including certificate and degree options. The project also identified the numbers of individuals traversing these pathways. Sixteen career blueprints were developed for occupations identified as either "exclusive" or "non-exclusive" to the behavioral health field. Thirty career vignettes provide personal perspectives on Connecticut behavioral health careers, and are available in a companion document. The information generated is intended to guide and support future workforce planning and development efforts in this critical field.

## COLLEGE AND UNIVERSITY DATA

Data were collected from 34 of Connecticut's two-year and four-year colleges and universities, including 204 programs of study. In the 2007-08 academic year, 3,939 students received degrees or certificates from undergraduate, graduate and post-graduate programs in behavioral health. While we recognize that not all graduates undertake behavioral health careers, these data provide an approximation of the numbers of graduates trained in the field in the respective specialty areas.

The Connecticut Department of Public Health reported 1,114 newly issued behavioral health-related licenses in 2008, and a total of 16,938 active behavioral health-related licenses, not including registered nurses. These licenses include practitioners in both "exclusive" and "non-exclusive" behavioral health-related occupations.

## OCCUPATIONAL TRENDS

Current trends in behavioral health, compiled from the US Bureau of Labor Statistics [Occupational Outlook Handbook 2010-2011](#), reveal that the demand for qualified behavioral health professionals is expected to increase steadily over the next eight years. Although projected job growth varies by specialty, overall job opportunities are expected to exceed the number of graduates. Another important factor is the anticipated retirement of many professionals serving in the behavioral health field since the 1970s and 1980s.

## CAREER PATHWAYS MAP

A user-friendly and interactive Connecticut Behavioral Health Career Pathways Map was created as a guide to illustrate some examples of career pathways into the behavioral health workforce. Educational pathways are varied and include a high school diploma or GED, recovery-oriented training for individuals in recovery, matriculation in a two- to four-year college or university and graduate programs of study that lead to potential licensure. Job titles in the Map are linked to additional information on training, education, careers, licensure and earnings.

## BEHAVIORAL HEALTH WORKFORCE CAREER BLUEPRINTS

The report includes sixteen *Behavioral Health Workforce Career Blueprints*. Each career blueprint describes the required education, programs of study available in Connecticut, and the nature of the work role. It also provides or offers links to information about employment options, career outlook, Connecticut licensing information, and potential earnings within this state.

## COMPANION DOCUMENTS

Two additional documents were developed and are available separately:

### 1. Connecticut Programs of Study in Behavioral Health

This document provides alphabetized, hyperlinked summary information on the behavioral health programs in thirty-four Connecticut colleges and universities, including the academic certificates or degrees conferred, data on the number of students completing the programs during the 2007-2008 Academic Year, and hyperlinks to Connecticut Department of Public Health licensure information.

### 2. Connecticut Behavioral Health Career Vignettes

The thirty Career Vignettes are life stories of people either employed in the Connecticut behavioral health workforce or working as advocates for individuals and families served by Connecticut's behavioral health system of care. These vignettes highlight and humanize professional careers and pathways into the behavioral health workforce. They offer valuable information about what attracted individuals to work in behavioral health, what their occupation is like, and why these individuals are so passionate about what they do. The career vignettes also include personal advice to students seeking education and training for careers in the Connecticut behavioral health workforce.

## RECOMMENDATIONS

A review and analysis of the information gathered for this report has yielded recommendations in three categories: 1) using information from the Connecticut Career Pathways in Behavioral Health report; 2) developing additional needed information; and 3) collaboration with other stakeholders.

### 1. Using Information from the Connecticut Career Pathways in Behavioral Health Report

- This report should be distributed to stakeholders invested in the future of the behavioral health workforce and used for purposes of workforce strategic planning, policy development, and grant writing. It should be posted on the Connecticut Workforce Collaborative website and disseminated to Collaborative members.
- The interactive *Connecticut Behavioral Health Career Pathways Map* and the companion documents *Connecticut Programs of Study in Behavioral Health*; and *Connecticut Behavioral Health Career Vignettes* should be posted on the Collaborative website as stand-alone documents with their availability publicized to interested stakeholders throughout Connecticut.

### 2. Developing Additional Needed Information

- A work plan should be developed and resources sought to obtain information on the size of the Connecticut behavioral health workforce; retention and turnover information for Connecticut behavioral health providers and positions; projected position vacancies in the short, middle and longer term; comparisons of numbers of graduates completing behavioral health-related programs and anticipated position vacancies; and identification of new programs and curricula needed, along with strategies to develop them.

### 3. Collaboration with Other Stakeholders

- The Connecticut Workforce Collaborative on Behavioral Health should continue to strengthen its relationships with the Office for Workforce Competitiveness and the Allied Health Workforce Policy Board in order to incorporate the mental health and addictions field into mainstream health workforce planning in this state.

# PROJECT DESCRIPTION

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## OVERVIEW

Efforts have intensified during the past several years to strengthen the workforce that serves persons with mental health and substance use conditions. With funding from the federal Mental Health Transformation State Incentive Grant (T-SIG), the Connecticut Workforce Collaborative on Behavioral Health was established to conduct workforce planning and oversee interventions to improve recruitment, retention, training, and education in the field. The Collaborative is comprised of approximately 100 individuals representing state agencies, service providers, educators, and consumer and family advocates – all of whom have an investment in this workforce and its ability to serve Connecticut residents effectively.

In partnership with the Collaborative, the Connecticut Allied Health Workforce Policy Board hosted two meetings in 2009 on behavioral health workforce topics including size, turnover, and behavioral health workforce vacancies; as well as presentations on higher education system preparation programs. During these meetings, participants noted the lack of available behavioral health workforce information necessary to apply for U.S. Department of Labor grants, either through one-time federal American Recovery and Reinvestment Act (ARRA) stimulus funding or annual ongoing Workforce Investment Board funding.

## STATEMENT OF NEED

Data were needed in two broad categories: 1) mapping behavioral health career pathways; and 2) collecting behavioral health workforce turnover and vacancy data.

For career pathways mapping purposes, information was needed on existing career pathways including: educational programs; certificates and degrees awarded by those programs; certifications and licenses available to those with the requisite training and experience; and the numbers of individuals traversing these pathways. Some data were available through the Connecticut higher education system, private colleges and universities, and numerous state boards. However, no comprehensive compendium, analysis and summary of this information existed, nor was there a map of the key pathways used to enter this workforce. The absence of such information hampered efforts to compete for federal workforce development funds or to plan other activities to strengthen the workforce.

The Connecticut Career Pathways in Behavioral Health report is a compilation of information on career pathways in behavioral health - both mental health and substance use conditions - with service populations including children, youth and adults. Project staff identified career pathways and created a visual interactive career pathways map. Data were collected on completion rates of behavioral health-related certificates, degrees and post-graduate study at Connecticut colleges and universities. This comprehensive report was produced for the Connecticut Allied Health Workforce Policy Board and the Connecticut Workforce Collaborative on Behavioral Health for use in ongoing workforce planning and improvement efforts.

The Central Connecticut State University Department of Counseling and Family Therapy implemented the Career Pathways Initiative. The project was directed by Dr. Judith Rosenberg, Coordinator of the Professional and Rehabilitation Counseling Program, and Lila Coddington, MS, LMFT, Assistant Director and Project Coordinator at CCSU for Central Access & Student Development. Jessica Wolf, Ph.D., Senior Advisor in the Yale Group on Workforce Development, served as project officer to guide and consult on project development and implementation. The project was funded by the Connecticut Career Ladders Initiative.

# DEFINING BEHAVIORAL HEALTH AND ITS WORKFORCE

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A basic definition for the behavioral health field includes the diagnosis, treatment, rehabilitation and recovery of persons with mental health and/or substance use conditions.

The behavioral health workforce is comprised of numerous occupations. Some occupations are essentially “*exclusive*” to the behavioral health field, while others are “*non-exclusive*,” meaning that persons in this occupation may work in behavioral health or other health or social service fields. We recognize that other occupations not included in this report, for example speech therapy, also have some involvement in behavioral health.

The Connecticut Career Pathways in Behavioral Health Project focused on sixteen occupations as defined primarily by the United States Bureau of Labor Statistics Occupational Handbook:

## OCCUPATIONS EXCLUSIVE TO BEHAVIORAL HEALTH

- Drug and Alcohol Recovery Counselor
- Marriage and Family Therapist
- Mental Health Counselor
- Psychiatrist
- Psychologist
- Recovery Support Specialist/Peer Delivered Services
- School Psychologist

## OCCUPATIONS NON-EXCLUSIVE TO BEHAVIORAL HEALTH:

- Art Therapist
- Occupational Therapist
- Public Health Professional
- Recreation Therapist
- Registered Nurse (including Advanced Practice Registered Nurse)
- Rehabilitation Counselor
- School Counselor
- Social and Human Service Assistant
- Social Worker

# DATA COLLECTION METHODOLOGY

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Consistent with the project purpose, this report includes data gathered from many sources.

Data-gathering began by accessing information on the Connecticut Department of Higher Education website to identify the two-year and four-year colleges and universities offering undergraduate and/or graduate programs of study in the behavioral health field. An initial review revealed that Connecticut has 55 post secondary educational institutions, each of which was evaluated for relevance to the purpose of this project. We examined each website to identify academic programs of study, certificates and degrees relevant to pathways into employment in the behavioral health workforce. Emphasis was placed on primary occupations in the *Working Definition of the Behavioral Health Field*. Through this process, we identified 34 postsecondary institutions relevant to this report.

The data on programs of study revealed approximately 330 different alternatives including areas of study concentrations within program majors. This number was pared down to 204 programs, including certificates, degrees, and MD residencies/fellowships at respective postsecondary educational institutions including two- and four-year colleges and universities offering graduate level education.

A database was created in Microsoft Access to track the data including:

- Programs of study and study areas of concentration within academic majors, and hyperlinks to each;
- Contact information for Admissions Offices, Offices of Institutional Research and Academic Deans;
- CT Department of Public Health licensure information with links to specific practitioner license information.

An inventory was created of programs of study leading to certificate or degree, along with names of Program Coordinators and contact information. During the first week of February 2010, Offices of Institutional Research, Academic Deans and Program Coordinators at each college and university were contacted by email to request the following:

- Confirmation of current programs of study listed on websites;
- Notice of related programs of study not listed on websites;
- Information about related programs of study in development;
- Programs of study no longer offered but still listed on the respective website.

In addition, each college and university was requested to provide completion rates (the number of individuals who attained degrees or certificates from these programs of study) for Academic Year 2007 – 2008. Numerous responses to these requests were received; additional telephone contact or follow-up email resulted in obtaining complete information.

Next, a telephone conference call with key professionals from respective fields was held February 22, 2010 to seek assistance and recommendations to guide the project forward. Participants included the following:

J.M. Amicizia, Data Consultant  
Lila Coddington, CCSU  
Meredith Ferraro, SWAHEC  
Michaela Fissel, CCSU  
Michael Hoge, CWCBH  
Ruth Howell, DMHAS  
Judith Rosenberg, CCSU  
Paul Susen, CT Community Colleges  
Christine Thatcher, DHE  
Jessica Wolf, CWCBH

Participants reviewed the current project status and sample interactive reports. In order to assure accurate data, Dr. Paul Susen, Chief Academic Officer in the Connecticut Community College System and Dr. Christine Thatcher, Associate Director for Academic Affairs at the Connecticut Department of Higher Education strongly recommended that the data on completion rates be obtained through the US Department of Education [Integrated Postsecondary Education Data System](#) (IPEDS). Both offered their expertise and support with data-gathering through IPEDS and provided the necessary information and explanations regarding the Classification of Instructional Programs (CIP Codes). Dr. Thatcher provided all IPEDS reports and consultations as needed.

*“IPEDS is the Integrated Postsecondary Education Data System. It is a system of interrelated surveys conducted annually by the US Department’s National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs. The Higher Education Act of 1965, as amended, requires that institutions that participate in federal student aid programs report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid. These data are made available to students and parents through the [College Navigator](#) college search Web site and to researchers and others through the [IPEDS Data Center](#).”*

Six-digit CIP codes identify instructional program specialties within educational institutions. IPEDS collects data on the number of students who complete a postsecondary education program by type of program and level of award (certificate or degree).

Our data collection demonstrated that not all educational institutions report CIP coding the same way; some aggregate sub-programs into one generic program category. Consequently, in some instances we cross-referenced CIP codes with data from Offices of Institutional Research or from Program Coordinators to determine stand-alone programs of study as well as programs of study with sub-areas or concentrations. Institutions may use local subdivisions or categorizations of programs that do not match official CIP codes. This can lead to some apparent discrepancies between program information maintained at institutions and CIP code completion reports. Recognizing these inevitable variations, we have attempted to present information as accurately as possible. We appreciate the input and feedback from higher education institutions as well as the Department of Higher Education.

# SUMMARY OF DATA COLLECTED

This section summarizes data collected on certificate and degree completions; licenses issued by the Connecticut Department of Public Health; and career outlook by occupation.

## SUMMARY OF CERTIFICATE AND DEGREE COMPLETIONS

**TABLE 1:**  
**Total Completions of Behavioral Health-Related Programs of Study at Connecticut Colleges and Universities, Academic Year 2007-2008**

This table lists the totals of all certificate and degree completions for undergraduate and graduate programs of study at all two-year and four-year colleges and universities cited in this report. Though the programs of study are directly related to the behavioral health field, not all graduates choose behavioral health careers. Table 15 lists Connecticut undergraduate nursing completions and Table 16 lists graduate nursing completions.

Type of Completion	12 CT Community Colleges & 2 Private Colleges	4 CT State Universities	UCONN (includes Storrs, SSW and HC)	14 CT Independent Colleges/Universities	Total
Community and Private College Certificates	106			1	107
Associate Degrees	236			10	246
Bachelor Degrees		684	561	901	2146
Graduate Degrees		265	224	577	1066
Post – Master’s Certificates		29	85	113	227
Ph.D. and Psychiatric Residency/Fellowships			52	95	147
<b>Grand Total of All Completions</b>					<b>3,939</b>

## SUMMARY OF LICENSES ISSUED BY THE CT DEPARTMENT OF PUBLIC HEALTH

**TABLE 2:**  
**Connecticut Department of Public Health:**  
**Newly-Issued Licenses in Calendar Year 2008**

*Note: \* = occupation defined as exclusive to behavioral health; \*\* = occupation defined as non-exclusive to behavioral health*

Alcohol and Drug Counselor – Certification (CADC) *	14
Alcohol and Drug Counselor – Licensure (LADC) *	52
Counselor Licensed – Professional (LPC) *	119
Marriage and Family Therapist – Licensure (LMFT) *	62
Occupational Therapist – Licensure (LOT) **	117
Occupational Therapist Licensure – Assistant (LOTA) **	49
Psychologist Licensure *	83
Registered Nurse **	3,578
Registered Nurse – Advanced Practice (APRN)**	269
Social Worker Licensure – Clinical (LCSW) **	284
Psychiatrist/MD *	65
<b>Note:</b> The CT Department of Public Health does not issue MD licenses based on specialty. This number reported for Psychiatrists is an estimate from the CT Department. of Public Health.	
<b>Total</b>	<b>4,692</b>

**TABLE 3:**  
**Connecticut Department of Public Health:**  
**Total Active Licenses as of December 31, 2008**

Note: \* = occupation defined as exclusive to behavioral health; \*\* = occupation defined as non-exclusive to behavioral health

Alcohol and Drug Counselor – Certification (CADC) *	299
Alcohol and Drug Counselor – Licensure (LADC) *	689
Counselor Licensed – Professional (LPC) *	1,558
Marriage and Family Therapist – Licensure (LMFT) *	946
Occupational Therapist - Licensure (LOT) **	1,910
Occupational Therapist Licensure – Assistant (LOTA) **	602
Psychologist Licensure *	1,755
Registered Nurse**	53,284
Registered Nurse – Advanced Practice (APRN)**	3,043
Social Worker Licensure – Clinical (LCSW) **	5,036
<b>Psychiatrist/MD *</b> <b>Note:</b> The Connecticut Department of Public Health does not issue MD licenses based on specialty. The <a href="#">Connecticut Psychiatric Society</a> reports approximately 750 current members and estimates approximately 1,100 psychiatrists licensed in Connecticut.  The <a href="#">Connecticut State Medical Society</a> reports 250 psychiatrists as members; the Medical Society does not track any other statewide data relevant to an estimate of total psychiatrists in Connecticut.	1,100 Estimate from Connecticut Psychiatric Society
<b>Total</b>	<b>70,222</b>

Licensing information provided by: [Connecticut Department of Public Health](#)  
Stephen B. Carragher, Health Program Supervisor, Practitioner Licensing and Investigations Section, 860.509.7576  
[Connecticut Department of Public Health Licensing Statistics](#)

### Summary of Career Outlook by Occupation

According to the US Bureau of Labor Statistics, the demand for qualified behavioral health professionals is expected to increase steadily over the next eight years. Although projected job growth varies by specialty, overall job opportunities should be favorable as job openings are expected to exceed the number of program graduates and openings will result from anticipated retirements of many professionals serving in the behavioral health field since the 1970s and 1980s.

Table 4 on page 13 summarizes career outlook trends by occupation and projected changes from 2008-2018. Each occupational title is also hyperlinked to the US Bureau of Labor Statistics.

**TABLE 4:**  
**Career Outlook 2008-2018 by Occupational Title**

US Bureau of Labor Statistics *Occupational Outlook Handbook 2010-2011*

Note: \* = occupation defined as exclusive to behavioral health; \*\* = occupation non-exclusive to behavioral health

Occupational Title	Employment 2008	Projected Employment 2018	Projected Changes 2008 – 2018		Changing Employment Between 2008 – 2018
			Number	Percent	
<u>Counselors</u> **	665,500	782,200	116,800	18	<u>Grow faster than average</u>
<u>Substance Abuse and Behavioral Disorders Counselors</u> *	86,100	104,200	18,100	21	<u>Grow much faster than average</u>
<u>Educational, Vocational, and School Counselors</u> **	275,800	314,400	38,600	14	<u>Grow faster than average</u>
<u>Marriage and Family Therapists</u> *	27,300	31,300	3,900	14	<u>Grow faster than average</u>
<u>Rehabilitation Counselors</u> **	129,500	154,100	24,500	19	<u>Grow faster than average</u>
<u>Counselors, all other</u> **	33,400	37,800	4,400	13	<u>Grow about as fast as average</u>
<u>Occupational Therapists</u> **	104,500	131,300	26,800	26	<u>Grow much faster than average</u>
<u>Physicians and Surgeons</u> includes Psychiatrists **	661,400	805,500	144,100	22	<u>Grow much faster than average</u>
<u>Psychologists</u> *	170,200	131,300	26,800	26	<u>Grow much faster than average</u>
<u>Clinical Counseling and School Psychologists</u> *	152,000	168,800	16,800	11	<u>Grow about as fast as average</u>
<u>Industrial Organization Psychologists</u> **	2,300	2,900	600	26	<u>Grow much faster than average</u>
<u>Psychologists, all other</u> **	15,900	18,300	2,300	14	<u>Grow faster than average</u>
<u>Recreational Therapists (includes Art Therapy)</u> **	23,300	26,700	3,400	15	<u>Grow faster than average</u>
<u>Registered Nurses</u> **	2,618,700	3,200,200	581,500	22	<u>Grow much faster than average</u>
<u>Social and Human Service Assistants</u> **	352,000	431,500	79,400	23	<u>Grow much faster than average</u>
<u>Social Workers</u> **	642,000	745,400	103,400	16	<u>Grow faster than average</u>
<u>Child, Family and School Social Workers</u> *	292,600	328,700	36,100	12	<u>Grow about as fast as average</u>
<u>Medical Public Health Social Workers</u> **	138,700	169,800	31,100	22	<u>Grow much faster than average</u>
<u>Mental Health and Substance Abuse Social Workers</u> *	137,300	164,100	26,800	20	<u>Grow much faster than average</u>
<u>Social Workers, all other</u> **	73,400	82,800	9,400	13	<u>Grow about as fast as average</u>

## CONNECTICUT BEHAVIORAL HEALTH CAREER PATHWAYS MAP

The Connecticut Behavioral Health Career Pathways Map illustrates examples of career pathways beginning with postsecondary education and continuing to pathways into the workforce. Educational pathways can range from obtaining a high school diploma or GED, to accessing recovery-oriented training for individuals in recovery, to matriculation as a student in a two-year or four-year college or university, to graduate-level programs of study and potential certification and/or licensure.

The map is meant to be open-ended and flowing. Titles are hyperlinked to additional information on training, education, careers, licensure and earnings.

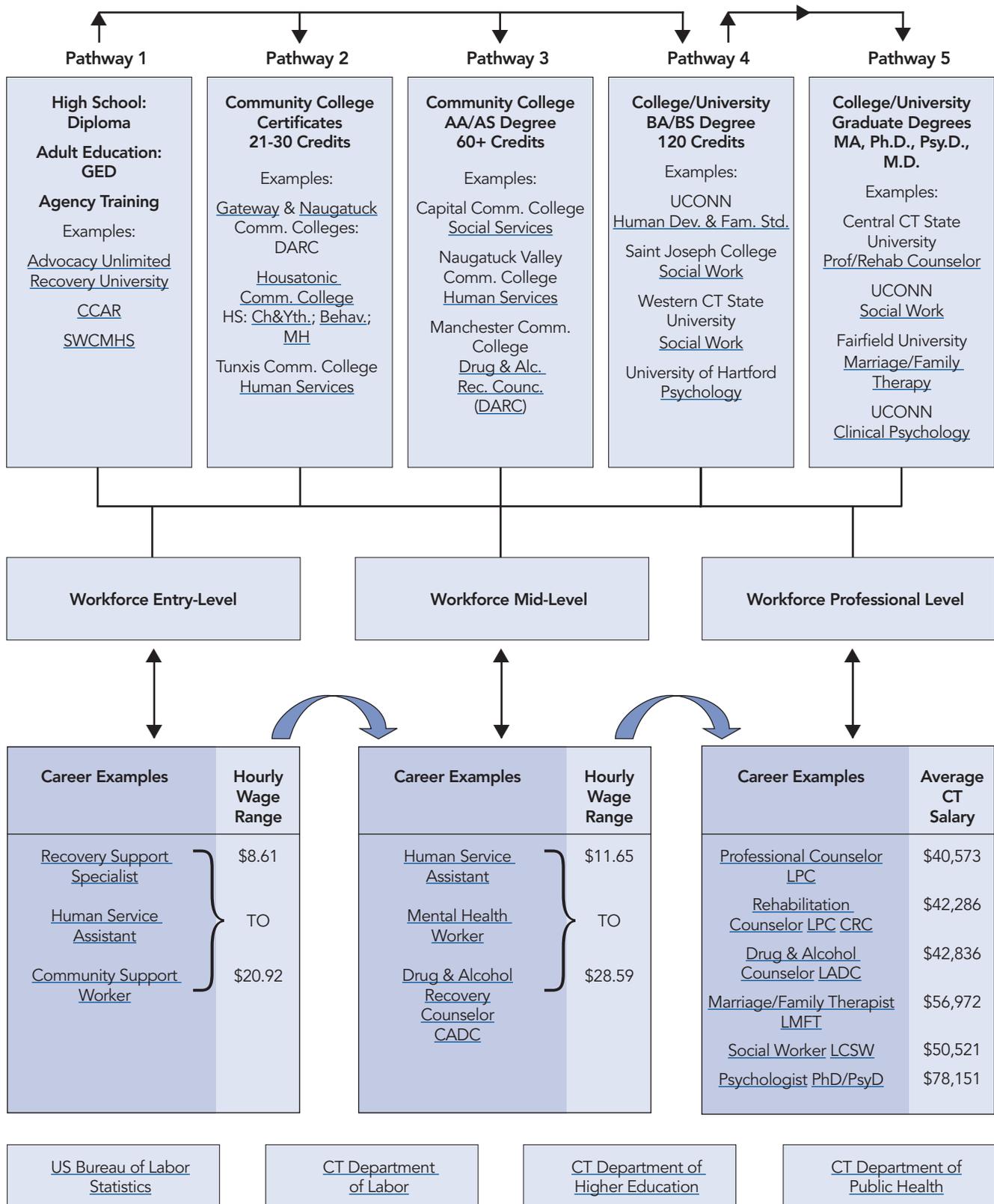
The first section depicts five different pathways from which to choose when beginning or continuing formal education, including:

1. High school diploma or GED or recovery-oriented training;
2. Certificates from Connecticut community colleges;
3. Associate degrees from Connecticut community colleges;
4. Bachelor degrees from Connecticut colleges and universities;
5. Master and doctoral degrees and post-graduate education in Connecticut universities.

The second section shows three workforce levels: entry, mid and professional. The third section highlights careers within workforce levels. Job titles are hyperlinked to additional information on training, education, careers, licensure and earnings. At the bottom of the map, hyperlinks are provided to additional information at the *US Bureau of Labor Statistics*, *CT Department of Labor*, *CT Department of Higher Education* and the *CT Department of Public Health*. The Connecticut Department of Labor also provides [supply/demand information](#) about specific careers and occupations.

**NOTE: the Career Map lists *examples* of career pathways. The Career Blueprints provide more comprehensive information about behavioral health-related programs at Connecticut colleges and universities. In addition, the companion document, *Connecticut Programs of Study in Behavioral Health* alphabetically lists and provides hyperlinks to Connecticut colleges and universities and their behavioral health-related programs of study.**

# Connecticut Behavioral Health Career Pathways Map



## OBSERVATIONS

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A wealth of information has been gathered through the Career Pathways project. We now know what institutions offer behavioral health education and training programs and how many students completed these programs in Academic Year 2007-2008. We also have available hyperlinked career blueprints demonstrating which careers will grow at more or less rapid rates in the coming years. The interactive career map can guide interested individuals and help agencies develop career pathways for employees.

Additional data are required to understand the relationship between the supply of educational program graduates and current workforce demand. Connecticut Department of Labor [supply/demand data](#) offer a starting point. However, behavioral health recruitment and retention data are needed that can be linked together with career pathways information to reveal behavioral health workforce shortages and skills gaps. When available, these data will complement existing information on health and allied health workforce needs and will support the creation of a comprehensive Connecticut workforce development plan for the healthcare sector.

# RECOMMENDATIONS

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Our recommendations are listed in three categories: using information from the Connecticut Career Pathways on Behavioral Health report; developing the additional information required for full understanding of the strengths, gaps, needs, and opportunities in the Connecticut behavioral health workforce; and collaboration with other stakeholders.

## 1. Using information from the Connecticut Career Pathways in Behavioral Health report

We recommend that:

- The report should be distributed to stakeholders invested in the future of the behavioral health workforce, and used for purposes of workforce strategic planning, policy development, and grant writing. It should be posted on the Connecticut Workforce Collaborative website and disseminated to Collaborative members.
- The interactive *Connecticut Behavioral Health Career Pathways Map* and the companion documents *Connecticut Programs of Study in Behavioral Health* and *Connecticut Behavioral Health Career Vignettes* should be posted on the Collaborative website as stand-alone documents with their availability publicized to interested stakeholders throughout Connecticut.

## 2. Developing Additional Needed Information

We recommend that a work plan be developed and funding sought to obtain the following information:

- Size of Connecticut behavioral health workforce;
- Retention and turnover information for Connecticut behavioral health providers and positions;
- Projected position vacancies in the short, middle, and longer term;
- Comparisons of numbers of graduates completing behavioral health-related programs and anticipated position vacancies;
- Identification of new programs and curricula needed, along with strategies to develop them.

Fortunately, previously undertaken allied health workforce data-gathering efforts can inform the work needed to gather behavioral health workforce recruitment and retention data. The recently awarded Connecticut WISH grant may lead to the collection of essential healthcare workforce data, including information on behavioral health workforce supply and demand.

## 3. Collaboration With Other Stakeholders

We also recommend that the Connecticut Workforce Collaborative on Behavioral Health continue to strengthen its relationships with the Office for Workforce Competitiveness and the Allied Health Workforce Policy Board in order to improve the quality and availability of the Connecticut behavioral health workforce and to incorporate behavioral health into mainstream health workforce planning.

# CERTIFICATE AND DEGREE COMPLETIONS AT CONNECTICUT COLLEGES AND UNIVERSITIES

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## Behavioral Health-Related Programs Of Study Academic Year 2007-2008

The data collected on college and university programs of study related to behavioral health are presented below. The following tables provide detailed information on two and four-year College and university-level certificate and degree completion rates including undergraduate and graduate programs of study related to behavioral health. Though these programs of study are related to the behavioral health field, not all students are interested in or follow a path resulting in behavioral health careers.

Please note the following when referencing Tables 1 and 5 – 14:

- *Programs of study cited in this report are related to behavioral health*
- *Completions = the number of individuals who attained certificates or degrees in Academic Year 2007 – 2008*
- *Contained within each table are links to each respective college and university main page website*
- *Licensure credentials are linked to the Connecticut Department of Public Health*
- *Licensure Pathway credentials are listed; final eligibility for Connecticut licensure is dependent upon mandated requirements for each occupation (see Career Blueprints). Programs of study may be accessed for information on core curriculum, credits, internship, supervision, post-degree hours and licensing examination.*
- *“Licensure Pathway” is defined as an educational path one takes through a program of study that can potentially lead to Connecticut licensure as a health or behavioral healthcare professional. Required program credits may vary, resulting in some variability in the ways graduates qualify for licensing examinations.*

**TABLE 5:**  
**Connecticut Private and Community Colleges Behavioral Health-Related Certificate Completions, Academic Year 2007-2008**

Substance Abuse Counselor, Therapeutic Recreation and Human Services had the most completions among the one private and twelve community colleges listed below. Completion of the CCC, HCC and NCC Mental Health Certificate programs may assist in qualifying to take the Connecticut Recovery Support Specialist certification examination.

Program of Study	<u>ACC</u>	<u>CCC</u>	<u>GDWN</u>	<u>GWCC</u>	<u>HCC</u>	<u>MCC</u>	<u>MXCC</u>	<u>NVCC</u>	<u>NWCC</u>	<u>NCC</u>	<u>QVCC</u>	<u>TRCC</u>	<u>TCC</u>	TOTAL
Community Health Worker											0			
Disability Specialist														
Drug and Alcohol Recovery Counselor														
Early Childhood Education			1											1
Gerontology	2			4						2				8
Health Care Management												0		
Health Career Pathways	1	0				1					0	0		2
Human Services				2									15	17
Human Services Behavioral Healthcare Specialist Track I					6									6
Human Services Behavioral Healthcare Specialist Track II					1									1
Human Services Children & Youth Mental Health					3									3
Human Services Disabilities Specialist														
Human Services Family Violence Intervention Option														
Human Services Management	2													2
Human Services Mental Health MERGE					3									3
Management of Substance Abuse Treatment Facilities														
Mental Health										2				2
Mental Health Assistant		0												
Recreation and Leisure Studies										3				3
Social Service						2		3						5
Social Service Aide		0												
Substance Abuse Counselor				29										29
Substance Abuse Education														
Therapeutic Recreation				6		6	7		6					25
Youth Worker														
<b>Combined Certificate Completion Total</b>														<b>107</b>

**TABLE 6:**  
**Connecticut Private and Community Colleges Behavioral Health-Related Associate Degree Completions, Academic Year 2007-2008**

There were 246 associate degree completions in the 12 Connecticut Community Colleges and 2 private colleges in Academic Year 2007-2008. Of the eleven programs of study shown in this table, two lead to licensure in Connecticut: Drug and Alcohol Recovery Counselor and Occupational Therapy Assistant. The following programs of study had the greatest degree completions: Human Services (118), Social Services (37), Drug and Alcohol Recovery Counselor (32) and Occupational Therapy (24).

Program of Study	Licensure Pathway	Asnuntuck CC	Capital CC	Goodwin College	Gateway CC	Housatonic CC	Lincoln College	Manchester CC	Middlesex CC	Naugatuck Valley CC	Northwestern CC	Norwalk CC	Quinebaug Valley CC	Three Rivers CC	Tunxis CC	TOTAL
Behavioral Science										9						9
Child Development							1									1
Disability Specialist								0								0
Drug and Alcohol Recovery Counselor	CADC				9			20		1					2	32
Human Services		10		1	15	21			16	20	5	6	6	13	6	119
Human Services Family Violence Intervention Option															0	0
Human Services Gerontology					0											0
Occupational Therapy	LOTA						8									8
Occupational Therapy Assistant	LOTA					9		15								24
Recreation and Leisure Studies												2				2
Social Service			21					16								37
Social Service Mental Health Option			8													8
Therapeutic Recreation								2			4					6
<b>Combined Degree Completion Total</b>																<b>246</b>

**TABLE 7:**  
**Connecticut State Universities Behavioral Health-Related Undergraduate Degree Completions, Academic Year 2007-2008**

This table summarizes undergraduate degree completions at Central CT State University (CCSU), Eastern CT State University (ECSU), Southern CT State University (SCSU) and Western CT State University (WCSU). The CCSU Psychology program of study offers a new minor in gerontology. SCSU offers a concentration in Therapeutic Recreation. WCSU offers four courses in substance abuse counseling; these, taken with certain prerequisites, enable eligibility for the Certified Drug and Alcohol Counselor (CADC) License.

Program of Study	CCSU	ECSU	SCSU	WCSU	TOTAL
Social Work	11	23	43	33	110
Psychology	150	94	195	59	498
Public Health			50		50
Recreation and Leisure Studies			21		21
Social Science Family Studies Option				5	5
<b>Combined Degree Completion Total</b>					<b>684</b>

**TABLE 8:**  
**University of Connecticut Behavioral Health-Related Undergraduate Degree Completions, Academic Year 2007-2008**

This table summarizes undergraduate degree completions at the University of Connecticut, including the five campuses cited in this report: Stamford, Storrs, Torrington, Waterbury and Hartford (UConn Tri-Campus). Within the *Psychology* major there are three study areas of concentration: *General Psychology*, *Research and Honors*. Within *Human Development and Family Studies* there are five study areas of concentration: *Childhood and Adolescence*, *Early Childhood Development and Education*, *Adult Development and Aging*, *Family Relationships – Services and Counseling*, *Family and Society: Policy and Planning*. (Note: the companion document, *Connecticut Programs of Study in Behavioral Health*, provides specific information for each UConn campus; it does not include completion data for each individual campus.)

Program of Study	UConn
Psychology	348
Cognitive Science	2
Human Development and Family Studies (HDFS)	211
<b>Combined Degree Completion Total</b>	<b>561</b>

**TABLE 9:**  
**Connecticut Independent Colleges and Universities Behavioral Health-Related Undergraduate Degree Completions, Academic Year 2007-2008**

This table summarizes undergraduate degree completions for fifteen independent colleges and universities.

Program of Study Name	<u>Albertus Magnus College</u>	<u>Connecticut College</u>	<u>Fairfield University</u>	<u>Goodwin College</u>	<u>Mitchell College</u>	<u>Post University</u>	<u>Quinnipiac University</u>	<u>Sacred Heart University</u>	<u>Saint Joseph College</u>	<u>Trinity College</u>	<u>University of Bridgeport</u>	<u>University of Hartford</u>	<u>University of New Haven</u>	<u>Wesleyan University</u>	<u>Yale University</u>	Total
Social Work								13	17							30
Psychology	26	29	72		8	6	94	142	31	48	25	42	19	72	83	697
Psych – Behav. Neuroscience		10														10
Sociology – Basic Human Relations		5														5
Psychology – Basic Hum.Rel.		9														9
Child Studies				0		0			15							15
Family Studies									5							5
Gerontology							5									5
Human Development		16														16
Human Development & Family Studies					8											8
Human Services	8					8					30	11				57
Neuroscience										16						16
Neuroscience and Behavior														22		22
Psychobiology							3									3
Social Service							3									3
Combined Degree Completion Total																<b>901</b>

**TABLE 10:**  
**Connecticut State Universities Behavioral Health-Related**  
**Master’s Degree Completions, Academic Year 2007-2008**

This table summarizes master’s degree completions for the four Connecticut State Universities and includes Connecticut Department of Public Health licensure pathways.

Program of Study	Licensure Pathway	<u>CCSU</u>	<u>ECSU</u>	<u>SCSU</u>	<u>WCSU</u>	Total
Social Work	<u>LCSW</u>			57		57
Psychology		1		16		17
Marriage and Family Therapy	<u>LMFT</u>	26		17		43
Public Health				19		19
Clinical Mental Health Counseling	<u>LPC</u>			9		9
School Psychology	<u>LPC</u>			16		16
Nursing	<u>APRN</u>			5	9	14
Recreation and Leisure Studies				5		5
Counseling	<u>LPC</u>	41				41
Counselor Education	<u>LPC</u>			13	31	44
<b>Combined Degree Completion Total</b>						<b>265</b>

**TABLE 11:**  
**University of Connecticut Behavioral Health-Related**  
**Master’s Degree Completions, Academic Year 2007-2008**

This table summarizes University of Connecticut master’s degree completions and includes hyperlinks to Connecticut Department of Public Health licensure information.

Program of Study	Licensure Pathway	<u>UCONN</u>	<u>UCONN Health Ctr</u>	<u>UCONN Sch SW</u>	Total
Social Work	<u>LCSW</u>			169	169
Psychology		21			21
Public Health			23		23
Human Development and Family Studies	<u>LMFT</u> <u>LPC</u>	11			11
<b>Combined Degree Completion Total</b>					<b>224</b>

**TABLE 12:**  
**CT Independent Colleges and Universities Behavioral Health-Related**  
**Master's Degree Completions, Academic Year 2007-2008**

This table summarizes 14 independent colleges and universities master's degree completions and licensure pathway information. There were a total of 577 degree completions, with 372 completions potentially eligible for licensure.

Program of Study Name	Licensure Pathway	Albertus Magnus College	Connecticut College	Fairfield University	Mitchell College	Post University	Quinnipiac University	Sacred Heart University	Saint Joseph College	Trinity College	University of Bridgeport	University of Hartford	University of New Haven	Wesleyan University	Yale University	Total
Psychology			8									3		1	26	38
Org. Psych.												10				10
Marriage and Family Therapy	LMFT			17					9							26
Public Health															128	128
School Psychology	LPC			34 (not LPC)								10				44
Nursing	APRN			10			33		11						81	135
Family Nurse Practitioner	APRN								1							1
Art Therapy	LPC	17														17
Clinical Psychology	LPC											16				16
Community Mental Health Counseling	LPC								11							11
Community Psychology	LPC												12			12
Health Care Management							2									2
Human Development/ Gerontology									6							6
Human Services						2										2
Neuroscience												3			7	10
Neuroscience and Behavior														4		4
Occupational Therapy	LOT						36	11								47
Public Health Nursing												5				5
Counseling	LPC										30					30
Counselor Education	LPC			28					5							33
<b>Combined Degree Completion Total</b>																<b>577</b>

**TABLE 13:**  
**Connecticut Universities Behavioral Health-Related Post-Master's Certificate Completions,**  
**Academic Year 2007-2008**

Program of Study Name	Licensure Pathway	<u>CCSU</u>	<u>Fairfield University</u>	<u>Quinnipiac University</u>	<u>Sacred Heart University</u>	<u>University of Hartford</u>	<u>SCSU</u>	<u>University of Bridgeport</u>	<u>UCONN School of Social Work</u>	<u>University of Connecticut</u>	<u>University of New Haven</u>	<u>Yale University</u>	Total
Social Work	<u>LCSW</u>								41				41
Clinical Mental Health Counseling	<u>LPC</u>		2				4						6
School Psychology	<u>LPC</u>		13			10	15			10			48
Nursing	<u>APRN</u>		0				6				4	79	89
Nurse Practitioner	<u>APRN</u>		0	1	1								2
Counseling	<u>LPC</u>		2					1					3
Post Masters Studies	<u>LPC</u>	3											3
Clinical Issues in Adoption	<u>LCSW</u>								17				17
Advanced Graduate-Professional Counseling	<u>LPC</u>	1											1
Clinical Supervision in Child Welfare	<u>LCSW</u>								17				17
Combined Certificate Completion Total													227

**TABLE 14:**  
**Connecticut Universities Behavioral Health-Related Doctoral Degrees and Medical Residency/  
 Fellowship Completions, Academic Year 2007-2008**

Program of Study Name	Licensure Pathway	<u>University of Connecticut</u>	<u>UCONN Health Center</u>	<u>UCONN School of Social Work</u>	<u>University of Hartford</u>	<u>Yale University</u>	Total
Social Work				1			1
Psychology		32				25	57
Nursing						5	5
Public Health			3			9	12
Psychiatry	<u>MD</u>					32	32
Child & Adolescent Psychiatry	<u>MD</u>					7	7
Psychiatry – Residency	<u>MD</u>		5				5
Clinical Psychology	<u>PsyD/PhD</u>				7		7
Geriatric Medicine	<u>MD</u>		4				4
Human Development and Family Studies		4					4
Neurobiology						3	3
Neuroscience			3			7	10
<b>Combined Ph.D. and MD Completion Total</b>							<b>147</b>

# NURSING INFORMATION

While the nursing profession accounts for a very significant proportion of the healthcare workforce, nurses comprise a small percentage of the behavioral health care workforce. Informal estimates based on national data suggest that approximately 4% of nurses work in behavioral health.

**TABLE 15:**  
**Connecticut Registered Nurse Program Completions, Academic Year 2007-2008**

The RN/APRN Career Blueprint on page 52 contains hyperlinks to RN programs.

*Type of Program: AD=Associate Degree D=Diploma B=Baccalaureate MS= Master of Science*

School/Program	Type of Program	Total Graduates 12/07	Total Graduates 6/08	Total
Bridgeport Hospital	D	36	57	93
Central CT State U.	B			9
Sacred Heart Univ.	B	0	38	38
Quinnipiac Univ.	B	0	105	105
Southern CT State U.	B	0	77	77
St. Joseph College	B	16	52	68
Fairfield University	B	22	62	84
University of CT	B	32	140	172
Univ. of Hartford	B			27
Western CT State U.	B	0	37	37
Capital Comm. Coll.	AD	0	84	84
St. Vincent's College	AD	0	57	57
Naugatuck Valley CC	AD	0	79	79
Three Rivers Comm. C.	AD	0	74	74
Norwalk Comm. Coll.	AD	0	56	56
Gateway Comm. Coll.	AD	0	60	60
Goodwin College	AD	38	120	158
Yale University	MS	0	78	78
<b>Total 2008</b>		<b>144</b>	<b>1,176</b>	<b>1,356</b>

Source: *Connecticut Department of Public Health, Connecticut Department of Higher Education*

**TABLE 16:**  
**CT Nursing Master's, Graduate and Doctoral Level**  
**Program Completions, Academic 2007-2008**

This table aggregates CIP code data for 327 total completions. (See also Tables 10, 12, 13 and 14.)  
 The RN/APRN Career Blueprint on page 52 contains hyperlinks to APRN programs.

Institution	Program Name	Degree	Completions
Fairfield University	Clinical Nurse Leader	MSN	0
	Advanced Practice Nursing	MSN	10
Quinnipiac University	Forensic Nurse Clin. Speclst; Adult N. Pract./Fam. Nurse	MSN; GRAD	0
	Nursing	MSN	33
Sacred Heart University	RN to MSN; Family Nurse Practitioner	MSN;	0
	Clinical Nurse Leader	MSN	1
	Patient Care Services Admin. (on-line)	MSN	6
	Patient Care Services Admin.	MSN	7
	Family Nurse Practitioner	SYC	1
Southern CT State University	Clinical Nurse Leader; Family Nurse Practitioner	MSN; GRAD	0
	Family Nurse Practitioner	MSN	6
	Nurse Educator	MSN	5
St. Joseph College	Nursing	MS	11
University of Connecticut	Primary Care of the Adult; Acute Care of the Adult	GRAD	0
	Nursing Post Baccalaureate	GRAD	1
	Nursing	MS	27
	Nursing	PH.D.	2
	Nursing Practice; Psych. Mental Health Nursing	DNP; GRAD	0
University of Hartford	Nursing (Administration; Nursing Education)	MSN	52
	Community/Public Health	MSN	0
Western CT State University	Adult Nurse Practitioner	Option	0
	Nursing	MS	9
Yale University	Nursing	MSN	81
	Nursing	SYC; M.PHI	79; 0
Yale University	Nursing	Ph.D.; DSN	2; 3
<b>Total</b>			<b>327</b>

Source: CT Department of Higher Education

# CONNECTICUT BEHAVIORAL HEALTH CAREER BLUEPRINTS

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*Career Blueprints* are summaries of sixteen behavioral health workforce careers. Each Blueprint includes a description of the practice, education and practice options, employment options, career outlook, Connecticut Department of Public Health licensing information where applicable and potential Connecticut earnings. Additionally, each Blueprint specifies programs of study including certificates and degrees at Connecticut colleges and universities, with hyperlinks to each.

Each Blueprint is also hyperlinked to the following as applicable for more information:

- US Bureau of Labor Statistics
- Connecticut Department of Labor
- Connecticut Department of Public Health
- Connecticut colleges and universities
- Additional career-specific information

For the purpose of the Connecticut Career Pathways in Behavioral Health project, the sixteen occupations are identified as follows:

## **Occupations Exclusive to Behavioral Health:**

Drug and Alcohol Recovery Counselor

Marriage and Family Therapist

Mental Health Counselor

Psychiatrist

Psychologist

Recovery Support Specialist/Peer Delivered Services (Peer Specialist)

School Psychologist

## **Occupations Non-Exclusive to Behavioral Health:**

Art Therapist

Occupational Therapist

Public Health Professional

Recreation Therapist

Registered Nurse (including Advanced Practice RN)

Rehabilitation Counselor (including Psychiatric Rehabilitation)

School Counselor

Social and Human Service Assistant

Social Worker

# Occupations Exclusive to Behavioral Health

## DRUG AND ALCOHOL RECOVERY COUNSELOR CAREER BLUEPRINT

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### The Practice

Drug and Alcohol Recovery Counselors assess and treat individuals with substance use and abuse problems, including abuse of alcohol, tobacco, and/or other drugs. Activities may include individual and group therapy, crisis intervention, case management, client advocacy, prevention, and education. Counselors are trained to assist in developing personalized recovery programs that help to establish healthy behaviors and provide coping strategies. Counselors also often work with family members who are affected by the addiction of their loved ones. Some counselors conduct prevention and community education programs. Counselors must be able to recognize all aspects of how addiction affects an individual and those around him or her.

### Education and Practice Options

In Connecticut, Certified Addiction Counselors (CACs) cannot practice privately and must work under a licensed alcohol and drug counselor (LADC). A Licensed Alcohol and Drug Counselor must have at least a master's degree in counseling or related area, and complete addiction-specific training/education and have documented supervised work experience. Those with a license are eligible to practice privately.

Gateway and Middlesex Community Colleges offer 21- credit certificate programs in addictions and substance abuse education, respectively. The Middlesex Certificate provides 135 hours of substance abuse-specific training. The Associate Degree in Addiction Counseling in the Drug and Alcohol Recovery Counselor (DARC) Program (60+ credits) is available at Manchester, Gateway, Tunxis and Naugatuck Valley Community Colleges. The Gateway and Naugatuck Valley certificates provide the full 300 hours of substance abuse-specific education required for certification through the CCB or Connecticut Department of Public Health. Some students will also accumulate some hours of supervised work experience through an internship experience. A Master's Degree in Counselor Education with a specialization in professional counseling in addictions can be obtained at Central Connecticut State University. Post University offers an online Master's Degree in Human Services with an alcohol and drug counseling concentration.

### Employment Options

Certified and licensed addiction counselors are employed at a variety of levels in many different work settings that may include:

- Addiction treatment agencies
- Hospitals
- Clinics
- Community mental health centers
- Private practice
- Correctional programs
- Education and health services
- Professional and business services
- Public administration

### Alcohol & Drug Counselor Career Outlook

According to the U.S. Department of Labor, employment of substance abuse counselors is expected to grow 21% from 2008 to 2018, with favorable job opportunities resulting from more openings than program graduates, especially in rural areas. [\*Bureau of Labor Statistics\*](#)

*(continued)*

## Connecticut Drug and Alcohol Recovery Counselor Certification and Licensure Requirements

### Certification

- All certification or licensure applications must be submitted through the Connecticut Certification Board. The CCB receives all applications and does all testing for State of Connecticut addiction counselors.
- The Certified Addiction Counselor (CAC) credential is awarded by the Connecticut Certification Board.
- The Certified Alcohol and Drug Counselor (CADC) credential is awarded by the CT Dept. of Public Health.
- CAC requirements are
  - Documented supervised work experience of 6,000 hours for those with a high school diploma or GED; 5,000 hours for those with an associate degree; 4,000 hours for those with a bachelor's degree.
  - 2,000 hours of individual/group addiction-specific counseling
  - 300 hours of supervised practicum
  - Passing score on CCB/IC&RC ADC exam
  - Written case presentation and professional references
- CADC requirements are:
  - 300 hours of supervised practical training in alcohol and drug counseling; training/education;
  - Three years of documented supervised work experience or unpaid internship working directly with alcohol and drug clients (master's degree may be substituted for one year)
  - 360 hours of approved education, at least 240 of which related to knowledge and skill base associated with alcohol and drug abuse counseling practice;
  - Successful completion of the International Certification Examination for Alcohol and other Drug Abuse Counselors of the International Certification & Reciprocity Consortium/Alcohol & Other Drug Abuse, Inc. (IC&RC/AODA).

### Licensure

- CT Department of Public Health Licensed Alcohol and Drug Counselor (LADC) requirements are:
  - At least a master's degree in counseling or related area;
  - Alcohol and Drug Counselor Certification or fulfillment of the CADC requirements above

[Connecticut Certification Board \(CCB\)](#)

[Connecticut Department of Public Health](#)

### Connecticut Earnings

The average wage for a Substance Abuse Counselor in Connecticut in the first quarter 2009 was \$42,836. The mean entry-level income was \$28,792.

[Connecticut Department of Labor](#)

### Connecticut Drug and Alcohol Recovery Counselor Programs of Study

Gateway Community College	<u><a href="#">Certificate, AS</a></u>
Manchester Community College	<u><a href="#">Certificate, AS; DARC program</a></u>
Middlesex Community College	<u><a href="#">Certificate</a></u>
Naugatuck Valley Community College	<u><a href="#">Certificate, AS</a></u>
Tunxis Community College	<u><a href="#">AS</a></u>
Central CT State University	<u><a href="#">M.S. in Counselor Education, Specialization in Professional and Rehabilitation Counseling, drug and alcohol recovery focus</a></u>
Post University	<u><a href="#">Online Master's Degree in Human Services with Alcohol &amp; Drug Counseling Concentration</a></u>

# Occupations Exclusive to Behavioral Health

## MARRIAGE AND FAMILY THERAPIST CAREER BLUEPRINT

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### The Practice

Marriage and family therapists (MFTs) are highly-trained mental health professionals who bring a family-oriented perspective to health care. They evaluate and treat mental and emotional disorders and other health and behavioral problems, and address a wide array of relationship issues within the context of the family system. MFTs believe that individuals and their problems must be seen in the context of the family. MFTs pioneered brief, solution-focused, family-centered treatment. They work to understand the problem as it exists now, and focus on solutions or actions which might help to resolve the problem. They may typically ask questions about family roles, patterns, rules, goals, and stages of development. Family patterns may influence an individual's health condition or problem, are usually affected by the disorder, and therefore need to be a part of the treatment plan. The unit of treatment is no longer only the person; it is the set of relationships in which the person is embedded.

### Education and Practice Options

A master's degree is required to practice as a Marriage and Family Therapist. Four-year college graduates with a psychology major will have some advantage in entering a graduate program. Upon completion of a master's degree, MFTs must fulfill the requirements listed below in order to become licensed (LMFT). LMFTs may work in private practice or in a wide range of employment settings (see below). At present, LMFT services are not reimbursable through [Medicare](#), although they generally are reimbursed by private health insurance plans.

### Employment Options

Marriage and family therapists work in a variety of settings including:

- Inpatient facilities
- Employee assistance programs
- Health maintenance organizations
- Community mental health centers
- Business and consulting companies
- Schools and Head Start centers
- Social service agencies
- Universities and research centers
- Courts and prisons
- Private practice

### Marriage and Family Therapist Career Outlook

Employment is expected to grow faster than the average for all occupations. Projected job growth varies by specialty, but job opportunities should be favorable because job openings are expected to exceed the number of graduates from counseling programs, especially in rural areas. According to the U.S. Department of Labor Statistics (BLS), Marriage and Family Therapists will experience growth of 14%, which is faster than the average for all occupations, in part because of an increased recognition of the field. It is becoming more common for people to seek help for their marital and family problems than it was in the past.

*[Bureau of Labor Statistics](#)*

*(continued)*

## Connecticut Marital and Family Therapist Licensure Requirements

- Successful completion of a graduate degree program specializing in marital and family therapy from a program approved by the American Association of Marriage and Family Therapy ([AAMFT](#)) or completion of a program meeting the requirements outlined in Section 20-195a-2 of the [Regulations of Connecticut State Agencies](#) at a regionally accredited institution of higher education;
- Verification of completion of a supervised practicum or internship submitted directly by the educational program director;
- Verification of at least 1000 hours of direct client contact in not less than 12 months of postgraduate work experience submitted directly by the individual(s) completing the verification;
- Verification of 100 hours of postgraduate supervision by a licensed marital and family therapist submitted directly by the supervisor(s) completing the verification;
- Verification of passing score on the Examination in Marital and Family Therapy.

[\*Connecticut Department of Public Health\*](#)

## Connecticut Earnings

The average wage for Licensed Marital and Family Therapists in Connecticut in the first quarter of 2009 was \$56,972. The mean entry-level income was \$41,929.

[\*Connecticut Department of Labor\*](#)

## Connecticut Marriage and Family Therapy Programs of Study

<a href="#">Central Connecticut State University</a>	MS
<a href="#">Fairfield University</a>	MA
<a href="#">Saint Joseph College</a>	MA
<a href="#">UConn</a>	MA
<a href="#">UConn</a>	Ph.D

# Occupations Exclusive to Behavioral Health

## MENTAL HEALTH COUNSELOR CAREER BLUEPRINT

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### The Practice

Mental health counselors work with individuals, families, and groups to promote mental health and address and treat mental and emotional disorders. They are trained in a variety of therapeutic techniques used to address issues such as depression, anxiety, addiction and substance abuse, suicidal impulses, stress, trauma, low self-esteem, and grief. They also help with job and career concerns, educational decisions, mental and emotional health issues, and relationship problems. In addition, they may be involved in community outreach, advocacy, and mediation activities. Some specialize in delivering mental health services for elderly people. Mental health counselors often work closely with other mental health specialists such as psychiatrists, psychologists, clinical social workers, psychiatric nurses, and school counselors.

### Education and Practice Options

Some mental health counselor job titles are available in community mental health agencies to individuals with a bachelor's degree. The great majority of mental health counselors have master's or doctoral degrees in counseling or a related field required for licensure, along with additional criteria (see below). Licensed mental health counselors may work in a variety of mental health, human services, health, or social service agencies.

### Employment Options

Employment opportunities for Mental Health Counselors are available in numerous settings including:

- Human service agencies
- Community mental health centers
- Alcohol and drug clinics
- State-federal vocational rehabilitation agencies
- Private rehabilitation agencies
- Rehabilitation hospitals
- Psychiatric hospitals
- Insurance companies
- Correctional institutions
- Private practice

### Career Outlook

Employment is expected to grow by 24%, much faster than the average of all occupations. While projected job growth varies by specialty, job opportunities should be favorable because job openings are expected to exceed the number of graduates from counseling programs, especially in rural areas. In managed care systems, insurance companies increasingly are providing for reimbursement of counselors as a less costly alternative to psychiatrists and psychologists. In addition, demand for mental health services has increased as individuals become more willing to seek help.

*(continued)*

## Connecticut Licensed Professional Counselor (LPC) Requirements

An applicant for licensure must meet the following requirements:

- Earned, from a regionally accredited institution of higher education, a master's or doctoral degree in social work, marriage and family therapy, counseling, psychology or a related mental health field determined to be in the discipline of professional counseling;
- Completed sixty graduate semester hours in or related to the discipline of counseling at an accredited institution of higher education;
- Acquired three thousand (3000) hours of postgraduate supervised experience in professional counseling performed over a period of not less than one year, that included a minimum of one hundred (100) hours of direct supervision;
- Successfully completed the National Counselor Examination for Licensure and Certification (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE) administered by the National Board for Certified Counselors.

*[Connecticut Department of Public Health](#)*

## Connecticut Earnings

The average wage for Mental Health Counselors in Connecticut in the first quarter of 2009 was \$40,573. The mean entry-level income was \$28,415. *[Connecticut Department of Labor](#)*

## Connecticut Counseling Programs of Study

<a href="#">Central Connecticut State University</a>	MS
<a href="#">Southern Connecticut State University</a>	MS
<a href="#">Western Connecticut State University</a>	MS
<a href="#">Fairfield University</a>	MA
<a href="#">Saint Joseph College</a>	MA
<a href="#">University of Bridgeport</a>	MS
<a href="#">University of Hartford</a>	MA
<a href="#">University of New Haven</a>	MA

# Occupations Exclusive to Behavioral Health

## PSYCHIATRIST CAREER BLUEPRINT

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### The Practice

Psychiatrists are trained to treat mental illnesses and evaluate and maintain emotional health. Psychiatrists use techniques such as psychotherapy, long-term behavior analysis, group therapy and medication to help people address mental health and/or addiction problems and begin their individualized recovery process. Psychiatrists can choose from a variety of specializations, including child psychiatry, geriatrics, forensics, research or academia. Psychiatrists are qualified to prescribe medications.

*American Board of Psychiatry and Neurology, Bureau of Labor Statistics*

### Education and Practice Options

Psychiatrists are medical doctors specializing in psychiatry. Their training enables them to understand the complex relationship between emotional illness and other medical illnesses. Psychiatrists are trained to distinguish between physical and psychological causes of both mental and physical distress (*American Psychiatric Association*). Following undergraduate education, they attend medical school for four years, followed by at least four years' practice as a psychiatric resident. After completion of the psychiatric residency, psychiatrists must complete a Board Certification examination in Psychiatry and Neurology. They can choose to undertake additional training and Board certification examinations in additional specialty areas focusing on particular age groups, types of disorders, or settings. *Training to be a Psychiatrist*. Psychiatrists may work as private practitioners, in public or private health and mental health organizations, or in a combination of both. Licensure is required for practice.

### Employment Options

Psychiatrists are employed at a variety of levels in many different work settings that may include:

- Private practice
- Psychiatric hospitals
- Substance abuse hospitals
- General medical and surgical hospitals
- Outpatient care centers
- Other health practitioners' offices
- Nursing care facilities

### Psychiatrist Career Outlook

Job opportunities should be very good, particularly in rural and low-income areas. Employment of physicians, including psychiatrists, is projected to grow 22% from 2008 to 2018, much faster than the average for all occupations. Job growth will occur because of continued expansion of healthcare-related industries. The growing and aging population will drive overall growth in the demand for physician services, including psychiatrists, as consumers continue to demand high levels of care using the latest technologies, diagnostic tests, and therapies. Many medical schools are increasing their enrollments based on perceived new demand for physicians, including psychiatrists.

(continued)

## Connecticut Physician (Psychiatrist) Licensing Requirements

- Bachelor's degree from an accredited 4-year college or university;
- Doctor of Medicine (M.D.) or Doctor of Osteopathy (D.O.) completed through 4 years of medical school;
- Completion of a 4-6 year residency under the supervision of an experienced psychiatrist;
- Chose a sub-specialty with additional years of fellowship training recommended within this chosen area;  
[Education-Portal](#)
- Successful completion of one of the following examinations:

United States Medical Licensing Examination	<a href="#"><u>USMLE</u></a>
National Board of Medical Examiners	<a href="#"><u>NBME</u></a>
Federation Licensing Examination	FLEX
National Board of Osteopathic Examiners	<a href="#"><u>NBOME</u></a>

In addition, psychiatrists may seek certification from the American Board of Psychiatry and Neurology (ABPN)  
[American Board of Psychiatry and Neurology](#)  
[Connecticut Department of Public Health](#)

## Connecticut Earnings

The average wage for a Licensed Psychiatrist in Connecticut in the first quarter of 2009 was \$184,777. The mean entry-level salary for this profession was \$126,062.

[Connecticut Department of Labor](#)

## Connecticut Psychiatric Residency and Fellowship Education and Training

[UCONN School of Medicine/Psychiatry](#)

[UCONN School of Medicine/Child and Adolescent Psychiatry](#)

[Yale University School of Medicine/Psychiatry](#)

[Yale University Child Study Center](#)

# Occupations Exclusive to Behavioral Health

## PSYCHOLOGIST CAREER BLUEPRINT

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### The Practice

Clinical psychologists, the largest specialty group in psychology, are trained in the prevention, assessment and treatment of mental, emotional and substance use conditions. Some clinical psychologists specialize in treating persons with serious psychological disorders such as schizophrenia and major depression; others may help people deal with less disabling illnesses or life challenges such as divorce or the death of a loved one. Clinical psychologists provide assessment, psychological testing, diagnosis, and treatment. They use an array of approaches including verbal and behavioral therapies to help clients resolve symptoms and increase their life skills. Approaches used may vary based on training, theoretical orientation, population being served, and the nature of the work setting.

### Education and Practice Options

Many individuals obtain a bachelor's degree with a major in psychology. A minority of these will obtain employment in entry-level human service positions. While an undergraduate major in psychology is not required for psychology graduate work, many individuals with a bachelor's degree in psychology subsequently pursue graduate study in psychology. A master's degree in psychology is usually obtained within a doctoral program and as a ladder to the doctorate, since a doctoral degree usually is required for licensure and independent practice as a psychologist. Some master's-prepared individuals obtain work under supervision of a licensed psychologist, often conducting assessments or treatment. Psychologists with a Ph.D. or Doctor of Psychology (Psy.D.) degree qualify for a wide range of teaching, research, clinical, and counseling positions in universities, healthcare services, elementary and secondary schools, private industry and government. They also often work in private practice settings.

### Employment Options

Graduates are employed at a variety of levels in many different work settings that may include:

- Community mental health centers
- Vocational rehabilitation programs
- Correctional programs
- Home care agencies
- Federal and state agencies
- Hospitals
- Clinics
- Schools
- Consulting firms

### Psychologist Career Outlook

According to the U.S. Department of Labor Bureau of Labor Statistics, employment of psychologists is expected to grow 12% from 2008 to 2018. Job prospects should be the best for those with a doctoral degree from an accredited university in an applied specialty. Master's degree holders in fields other than industrial-organizational psychology may face limited options. While opportunities will be limited for master's and bachelor's degree-holders, the need for school psychologists, clinical psychologists, and industrial-organizational psychologists is increasing.

*Bureau of Labor Statistics*

*(continued)*

## **Connecticut Psychologist Licensure Requirements**

An applicant for licensure by examination shall meet the following requirements:

- Completion of a doctoral degree from an accredited college or university;
- Successful completion of the Examination for Professional Practice in Psychology; ([EPPP](#))
- Successful completion of the Connecticut State Law Exam; ([Link](#))
- Successful completion of at least 1 year of supervised work experience at the pre- or post-doctoral level.

*[Connecticut Department of Public Health](#)*

## **Connecticut Earnings**

The average wage for Licensed Psychologists in Connecticut in the first quarter of 2009 was \$78,151. The mean entry-level income was \$36,425.

*[Connecticut Department of Labor](#)*

## **Connecticut Clinical Psychology Programs of Study**

<a href="#">University of Connecticut</a>	Ph.D.
<a href="#">University of Hartford</a>	Psy.D.
<a href="#">Yale University</a>	Ph.D.

# Occupations Exclusive to Behavioral Health

## RECOVERY SUPPORT SPECIALIST CAREER BLUEPRINT

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### The Practice

**The Recovery Support Specialist (RSS), Peer Delivered Services** position promotes recovery of individuals with behavioral health conditions through peer support. Connecticut is working to create a state RSS job specification. RSSs will work as a member of a treatment team employed by an accredited service provider, assisting persons moving from nursing homes into independent living. Certified RSS positions are intended for persons with lived experience of mental illness and/or co-occurring disorder who can offer mutual understanding and support.

### Education and Practice Options

Advocacy Unlimited is the sole agency authorized by the Department of Mental Health and Addiction Services (DMHAS) to determine that individuals meet the RSS certification requirements. Recovery University is a 60 hour training program available through Advocacy Unlimited. Other educational programs such as Peer Employment Specialist training at Southwest Connecticut Mental Health System (SWCMHS) or Housatonic Community College (HCC); the Mental Health Certificate programs at Housatonic, Norwalk or Capital Community Colleges; Recovery Coach Academy offered by CCAR (Connecticut Community for Addiction Recovery), or other education and/or work experience will be considered in an application to sit for the examination. Applicants choosing this option are strongly urged to consider taking the two day, pre-exam refresher course. Certified RSSs must update their certification every three years through documentation of required continuing education coursework. While this certification is required in order to bill Medicaid for RSS services, the competency-based training and education would be a desirable foundation for any number of paraprofessional roles in behavioral health, such as residential, vocational, clubhouse, respite and other workers.

### Employment Options

Two new Medicaid initiatives will offer employment opportunities for certified RSSs: 1) Mental Health Waiver (also called the WISE Program) run by the Connecticut DMHAS, and designed to help divert and discharge people with serious mental illness from nursing homes. RSS workers will be supervised by a licensed clinician; services may be provided in the participant's home or in other community settings; 2) Money Follows the Person (MFP), a Medicaid program operated by the CT Department of Social Services (DSS), similar to the WISE Program.

### **Social and Human Service Assistant Career Outlook (for comparison; Recovery Support Specialist not listed by the Bureau of Labor Statistics)**

Social and Human Service Assistants offer a range of services similar to RSSs. Employment of Social and Human Services Assistants is expected to grow 23% from 2008 to 2018; qualified applicants should have little difficulty finding employment.

Bureau of Labor Statistics

### Certification Requirements

- Recovery University is a 60-hour advanced training course taught by Advocacy Unlimited (AU) to prepare peers for the Certification Exam;
- Passing the Certification Exam and receiving certification is not a guarantee of employment;

*(continued)*

- Applicants for employment will also need to meet any other requirements established by Medicaid and/or individual employers;
- Peers with training and work experience may apply to AU for permission to take the Certification Exam without attending Recovery University, or they may take the two-day pre-exam refresher course prior to taking the examination; certain conditions must be met;
- Applicants who do not pass the exam may apply for the next session of Recovery University, or for the two-day pre-exam refresher course.
- Certification Exam Competency Areas
  - Effective, Empathetic Communication Skills
  - Legal & Ethical Practice, Boundaries, Client Rights
  - Intro. to MH, Subs. Abuse & Co-Occurring Disorders
  - Principles of Psychiatric Rehabilitation
  - Medicaid Mental Health Waiver/MFP
  - Your Recovery Story; Peer Supports on Teams
  - Role Challenges; Conflict Resolution, Self Care
  - Recovery Planning and Documentation
  - Entitlements and Benefits Management
  - Cultural Awareness; Recovery Culture

*[Advocacy Unlimited Recovery University](#)*

### **Connecticut Earnings for comparison purposes:**

RSS salaries, job titles, position qualifications and requirements vary considerably across the country. As of May 2009, the average annual Connecticut Social and Human Service Assistant wage was \$41,430.

*[Bureau of Labor Statistics](#)*

### **Connecticut Certified Recovery Support Specialist Training**

Call Advocacy Unlimited (AU) at 800-573-6929 for RSS training information:

*[Advocacy Unlimited Recovery University](#)*

### **Other related training programs eligible for waiver consideration:**

[Capital Community College](#)

[Mental Health Assistant Certificate program](#)

[Connecticut Community for  
Addiction Recovery \(CCAR\)](#)

[Recovery Coach Academy](#)

[Housatonic Community College](#)

[Peer Training for Behavioral/Mental Health  
\(HSE \\*E132, 3 credits\)](#)

[Housatonic Community College](#)

[Human Services Certificate: Mental Health \(MERGE\)](#)

[Norwalk Community College](#)

[Mental Health Certificate Program](#)

[Southwest CT Mental Health System \(SWCMHS\)](#)

Peer Employment Training (call Celeste Cremin-Endes or Joanne Butler at 203-551-7400)

# Occupations Exclusive to Behavioral Health

## SCHOOL PSYCHOLOGIST CAREER BLUEPRINT

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### The Practice

School psychologists primarily work with students from early childhood through secondary school. They collaborate with teachers, parents, and school personnel to create safe, healthy, and supportive learning environments for all students. School psychologists address students' learning and behavioral problems, suggest improvements in classroom management strategies or parenting techniques, and assist in the evaluation of students' cognitive, academic, and social-emotional functioning to assist in educational success. They improve teaching, learning, and socialization strategies based on their understanding of human development, learning theory, and the psychology of learning environments. They also may evaluate the effectiveness of academic programs, prevention programs, behavioral management procedures, and other services provided in the school setting.

### Education and Practice Options

In school settings, school psychologists typically are required to have a minimum of a master's degree (plus a one-year internship) and certification/licensure by the State Department of Education. With a doctorate and after fulfilling other licensure requirements (see below), a school psychologist may also work in settings outside of the school, such as private practice, academia, or hospitals.

### Employment Options

Graduates are employed at a variety of levels in many different work settings that may include:

- Private practice
- Elementary school
- Secondary school
- Colleges
- Universities
- State government
- Private schools
- Charter/magnet schools
- Outpatient care centers
- Research settings

### School Psychologist Career Outlook

According to the U.S. Department of Labor Bureau of Labor Statistics (BLS), employment of psychologists is expected to grow 11% from 2008 to 2018. Demand for school psychologists will be driven by a growing awareness of the impact of students' mental health and behavioral problems on learning. School psychologists will also be needed for general student counseling, including working with students with disabilities or with special needs, tackling drug abuse, and consulting on managing personal crises. [\*Bureau of Labor Statistics\*](#)

### Connecticut School Psychologist Certification and Licensure Requirements

An applicant for certification through the Connecticut Department of Education shall meet the following requirements:

*Initial Educator Certificate:* Requires a master's degree and completion of 45 semester hours in a planned school psychology program as part of or in addition to the master's degree, plus recommendation of school psychology program. Graduating students are eligible for this certification.

(continued)

*Provisional Certificate:* Same graduate credits as the Initial Certificate and requires 3 years of experience.

*Professional Certificate:* 60 semester hours in psychology and related areas including those required for the Initial Educator Certificate. Must fulfill experience requirements of Provisional Certificate. Certification also requires 63 graduate credit hours at all stages; practicum or fieldwork; and a full-time internship lasting 10 school months. An applicant may complete the required hours part-time in a period not to exceed 20 months. All Connecticut programs are approved by the [National Association of School Psychologists \(NASP\)](#) and require a passing score of 165 on the School Psychologist Praxis II Examination. The certification offered through the Department of Education allows only for employment by a Board of Education. However, school psychologists with a Professional Educator Certificate (which requires successful experience as a school psychologist) are allowed to practice as a school psychologist in the private sector. School psychologists may also obtain licensure as a psychologist for private practice with a doctoral degree, pre-doctoral and post-doctoral supervision, and a passing score on the EPPP (Examination for Professional Practice in Psychology).

[Connecticut Department of Education](#)

[Connecticut Department of Education Special Endorsements](#)

[Connecticut Department of Public Health](#)

## **Connecticut Earnings**

The average Connecticut wages for psychologists in all categories at the beginning of 2009 was \$78,151. The mean entry-level income was \$36,425. The [American Psychological Association 2009 Salary Survey](#) found that doctoral-level school psychologists working in elementary or secondary schools for 10-30+ years had average wages of \$96,190.

[Connecticut Department of Labor](#)

## **Connecticut School Psychology Programs of Study Approved by the National Association of School Psychologists (NASP)**

[Fairfield University](#) MA

[Southern Connecticut State University](#) MS

[University of Connecticut](#) MA

[University of Hartford](#) MS

# Occupations Non-Exclusive to Behavioral Health

## ART THERAPIST CAREER BLUEPRINT

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### The Practice

Art therapy is a human service profession in which clients, facilitated by the art therapist, use art media, the creative process, and the resulting artwork to explore their feelings, reconcile emotional conflicts, foster self-awareness, manage behavior, develop social skills, improve reality orientation, reduce anxiety, and increase self-esteem. Art therapy practice is grounded in the knowledge of human development, psychological theories, and counseling techniques.

*Art Therapy Credentials Board.*

*American Art Therapy Association*

### Education and Practice Options

A master's degree is required for entry level art therapy practice. The Art Therapy Credentials Board (ATCB) of the American Art Therapy Association (AATA) offers the Registered Art Therapist (ATR) credential to those with required education, practicum hours, postgraduate experience hours and supervision. Board certification (ATR-BC) is available through an examination. An Art Therapy Certified Supervisor (ATCS) credential is also available. In Connecticut, art therapy professionals can also qualify for the Licensed Professional Counselor (LPC) license and add the LPC credential by passing an examination. Additional options include doctoral degrees, and in some states the ability to work in private practice.

### Employment Options

Graduates are employed at a variety of levels in many different work settings that may include:

- Hospitals and clinics, both medical and psychiatric
- Out-patient mental health agencies
- Day treatment facilities
- Residential treatment centers
- Halfway houses
- Domestic violence and homeless shelters
- Community agencies and non-profit settings
- Sheltered workshops
- Schools, colleges, and universities
- Correctional facilities
- Elder care facilities
- Art studios
- Private practice

### Art Therapist Career Outlook

According to the U.S. Department of Labor Bureau of Labor Statistics (BLS), employment of art therapists (included under recreational therapist) is expected to grow 15% from 2008 to 2018.

*Bureau of Labor Statistics*

(continued)

## Registered Art Therapist Requirements

An applicant to become a Registered Art Therapist (ATR) must either have:

- A master's degree or higher in art therapy from an AATA approved program plus 1,000 post-education experience hours (direct client contact); **or**
- Master's degree or higher from a non-AATA approved program with a minimum of 24 semester credits in specified art therapy coursework; 700 practicum hours, 350 practicum-direct client contact hours; 70 practicum supervision hours; and 1,500 post-education experience hours (direct client contact).

Information on the examination for **Board Certification** is available from the [\*Art Therapy Credentials Board\*](#)

## Earnings

Art therapists' earnings vary geographically depending on the type of practice and job responsibilities. Entry level income is approximately \$32,000, median income \$45,000 and top earning potential for salaried administrators ranges between \$50,000 and \$100,000. Art therapists with doctoral degrees, state licensure, or who qualify in their state to conduct a private practice have an earning potential of \$75 to \$150 per hour in private practice. State requirements for private practice vary across the country, and it is highly recommended that persons interested in art therapy check with the licensing board for specific rules and regulations in the state in which they plan to practice. [\*American Art Therapy Association: Frequently Asked Questions 2009\*](#)

## Connecticut Art Therapy Programs of Study

[Albertus Magnus College](#)

BA in Psychology, Concentration in Art Therapy

[Albertus Magnus College](#)

MA

# Occupations Non-Exclusive to Behavioral Health

## OCCUPATIONAL THERAPIST CAREER BLUEPRINT

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### The Practice

Occupational therapists help clients improve their ability to perform tasks in living and working environments. They work in a variety of settings with individuals with mentally, physically, developmentally or emotionally disabling conditions, and alcoholism, drug abuse, depression, eating disorders, or stress-related disorders. Occupational therapists help clients develop, recover, or maintain daily living and work skills, choosing activities that help clients learn to engage in and cope with daily life. Activities may include time management tasks, social and leisure participation, self care, and activities of daily living like budgeting, shopping, homemaking, and the use of public transportation. The therapist helps clients to improve their basic motor functions and cognitive skills, and also to compensate for permanent loss of function. The goal is to help clients achieve independent, productive, and satisfying lives.

### Education and Practice Options

Licensed occupational therapy assistants must hold at least an associate degree and complete additional requirements (see below). They may work as assistants to occupational therapists in a variety of work settings including health and mental health facilities and centers, rehabilitation clinics, and schools. Licensed occupational therapists must hold at least a bachelor's degree and complete additional requirements (see below). They may work at a variety of levels in numerous health, mental health, rehabilitation and educational settings.

### Employment Options

Graduates are employed at a variety of levels in many different work settings that may include:

- Community mental health centers
- Nursing care facilities
- Home health care services
- Rehabilitation clinics
- Hospitals
- Elementary and secondary schools

### Occupational Therapist Career Outlook

According to the U.S. Department of Labor Bureau of Labor Statistics (BLS), employment of occupational therapists is expected to grow 26% from 2008 to 2018, much faster than the average for all occupations.. The demand for occupational therapists should continue to rise as a result of the increasing number of individuals with disabilities or limited function who require therapy services. In addition, medical advances now enable more patients with critical problems to survive – patients who ultimately may need extensive therapy. Growth may be dampened by the impact of federal legislation imposing limits on reimbursement for therapy services.

*Bureau of Labor Statistics*

*(continued)*

## Connecticut Occupational Therapist Assistant Licensing Requirements (OTA)

An applicant for licensure as an Occupational Therapist Assistant shall meet the following requirements:

- Hold an associate degree in occupational therapy assisting from a program accredited by the American Occupational Therapy Association ([AOTA](#)); recent graduates of occupational therapy assistant schools are eligible for a [temporary permit](#) to practice under the supervision of a Connecticut licensed occupational therapist;
- Satisfactorily completed at least eight (8) weeks of supervised field work experience at a recognized educational institution or a training program approved by the educational institution where the academic requirements were met; and
- Successfully completed the National Board for Certification in Occupational Therapy ([NBCOT](#)) certification examination.

*[Connecticut Department of Public Health](#)*

## Connecticut Occupational Therapist Licensing Requirements (OT)

An applicant for licensure as an Occupational Therapist shall meet the following requirements:

- A master's degree or higher in occupational therapy;
- Attend an academic program accredited by the Accreditation Council for Occupational Therapy Education ([ACOTE](#));
- Passing grade on the National Board for Certification in Occupational Therapy ([NBCOT](#)) certification examination;
- At least 24 weeks of supervised field work experience at a recognized educational institution or training program.

*[Connecticut Department of Public Health](#)*

## Connecticut Earnings

The average wage for a Licensed Occupational Therapist in Connecticut in the first quarter 2009 was \$76,887. The mean entry-level income was \$54,679.

*[Connecticut Department of Labor](#)*

## Connecticut Occupational Therapy Programs of Study

<a href="#">Housatonic Community College</a>	AS
<a href="#">Lincoln College of New England</a>	AAS
<a href="#">Manchester Community College</a>	AS
<a href="#">Quinnipiac University</a>	MS
<a href="#">Sacred Heart University</a>	MS

# Occupations Non-Exclusive to Behavioral Health

## PUBLIC HEALTH CAREER BLUEPRINT

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### The Practice

Public health, as a profession and a discipline, focuses on populations and on society's role in monitoring and achieving good health and quality of life. Public health professionals work in many settings to guarantee:

- optimal human growth, development, and dignity across the life-span;
- respect for community participation and preferences in health;
- air, food and water safety;
- workplace, school and recreation site safety;
- timely detection of disease outbreaks and public health threats;
- science-based responses to public health problems;
- health care access, efficiency, and effectiveness;
- encouragement of healthy choices that prolong a high quality life;
- design and maintenance of policies and services to meet community and individual needs for physical and mental health.

Public health also recognizes the contributions of other disciplines, including but not limited to the health professions, business, economics, education, engineering, law, political science, psychology, public administration and sociology.

*[Association of Schools for Public Health](#)*

### Education and Practice Options

Some educational institutions offer an undergraduate major in public health. However, most public health positions require a master's or doctoral degree. The curricula in undergraduate and public health graduate schools are organized around the five core public health disciplines: biostatistics, epidemiology, environmental health science, health policy and management, and social and behavioral sciences. Knowledge and skills in these disciplines equip the graduate to analyze and consider solutions to public health problems at community, institutional, and societal levels. While graduates typically have concentrated in one of the core discipline areas, some focus on particular population groups or subject areas such as maternal and child health, international health, mental health, or aging studies. The [Connecticut Community Colleges](#) have a credit certificate in Health Career Pathways for individuals exploring health-related careers. An individual with a bachelor's degree in public health can work under the supervision of someone with a master's or doctoral degree. The Master of or Doctorate in Public Health enables a graduate to work in a wide variety of public, private, governmental, and academic settings (see below).

*(continued)*

## Employment Options

Public health professionals work in both public and private sectors. Public sector employment includes local, state, or federal health departments in positions ranging from Food Safety Inspectors to Health Educators and from Policy Analysts to Epidemiologists. Research opportunities are available in university systems. Non-profit organization options include health advocacy, policy, or research for organizations such as the American Cancer Society, the Red Cross, or local non-profits focusing on specific health issues. Private sector positions include working in randomized control trials for pharmaceutical companies or for health insurance companies. Job titles are highlighted below. A Master of Public Health (MPH) degree offers many opportunities with multiple specializations within the five core disciplines in a master's of public health degree program.

[\*Pursue a Career in Public Health\*](#)

[Education](#)

[Community Practice](#)

[Administration/Management](#)

[Research](#)

[Policy](#)

## Career Outlook

For more information, refer to specific public health careers of interest at the [US Bureau of Labor Statistics](#)

## Connecticut Earnings

Depending on the position, for more information refer to specific public health careers of interest at [Connecticut Department of Labor](#). National salary ranges vary from \$31,500-161,400. Additional salary information is available at [What is Public Health?](#)

## Resources

[American Public Health Association](#) and [Association of Schools for Public Health](#)

## Connecticut Public Health Programs of Study

<a href="#">Connecticut Community Colleges</a>	Health Career Pathways Certificate
<a href="#">Southern Connecticut State University</a>	BS
<a href="#">Southern Connecticut State University</a>	MPH
<a href="#">University of Connecticut</a>	MPH
<a href="#">University of Connecticut</a>	MD & MPH
<a href="#">University of Connecticut</a>	Ph.D.
<a href="#">University of Hartford</a>	MS, PH Nursing
<a href="#">Yale University</a>	BS/MPH
<a href="#">Yale University</a>	MPH, M.S., Ph.D.

# Occupations Non-Exclusive to Behavioral Health

## RECREATIONAL THERAPIST CAREER BLUEPRINT

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### The Practice

Recreational Therapists (also known as Therapeutic Recreation Specialists) provide treatment services and recreation activities for individuals with disabilities or illness in a variety of healthcare, residential, and long-term care settings, including school district special education programs, or assisted living, adult day care, and substance abuse rehabilitation centers. They work together with physicians, nurses, psychologists, social workers and physical and occupational therapists. Using techniques including arts and crafts, animals, sports, games, movement, drama, music, and community outings, therapists help to improve and maintain the physical, mental, and emotional wellbeing of their clients. They may use structured group leisure activity programs to improve and maintain clients' general health and well-being or to prevent further medical problems.

Recreation therapists assess clients using information from observations by medical staff, clients' families and clients themselves; and from medical records and standardized assessments. They then develop and carry out therapeutic interventions consistent with clients' individual needs and interests. Therapists use interventions to develop specific skills, while providing opportunities for exercise, mental stimulation, creativity, and fun. They help individuals reduce depression, stress, and anxiety; recover basic motor functioning and reasoning abilities; build confidence; and socialize effectively so that they can enjoy greater independence and reduce or eliminate the effects of their illness or disability. Recreational therapists also help people with disabilities integrate into the community by teaching them how to use community resources and recreational activities. Those few who work in schools help counselors, teachers and parents address the special needs of students, including easing disabled students' transition into adult life.

*Connecticut Association of Therapeutic Recreation Directors*

### Education and Practice Options

Persons employed as therapeutic recreation directors in a Connecticut chronic and convalescent nursing home and/or rest home with nursing supervision have numerous educational options, from a minimum of a high school diploma or equivalency (GED) and, within six months of employment, enrollment in a Connecticut certificate program in therapeutic recreation; an associate degree with major emphasis in therapeutic recreation or other requirements; or a bachelor's degree in a related field and other requirements. A master's degree program is available at Southern Connecticut State University. The State of Connecticut does not require nor offer certification to work in the field of Therapeutic Recreation. Certification is available from the two national organizations listed below.

### Employment Options

Graduates are employed at a variety of levels in many different work settings that may include:

- Community health centers
- Education and health services
- Correctional programs
- Assisted living programs
- Professional and business services
- Hospitals
- Clinics
- Rehabilitation centers

*(continued)*

## Recreation Therapist Career Outlook

According to the U.S. Department of Labor Bureau of Labor Statistics (BLS), employment of recreation therapists is expected to grow 15% from 2008 to 2018, with competition for jobs. Lower-paid recreational therapy aides may be in demand to contain costs. Job opportunities should be best for those with a bachelor's degree in therapeutic recreation and the Certified Therapeutic Recreation Specialist credential.

*[Bureau of Labor Statistics](#)*

## Recreational Therapist Certification

Certification is available from NCCAP - [National Certification Council for Activity Professionals](#) (primarily for those working with older people); and NCTRC - [National Council for Therapeutic Recreation Certification](#). NCCAP offers three certification levels: Activities Assistant (AAC), Activities Consultant (ACC), and Activities Director (ADC). Five tracks of qualifications include academic, activities experience, continuing education, MEPAP (education and experience learning), and consulting experience. NCTRC offers the Certified Therapeutic Recreation Specialist credential with an academic path for those with a bachelor's degree or higher with a major in therapeutic recreation, or a major in recreation or leisure with an option in therapeutic recreation. The equivalency path is for individuals with a related bachelor's degree in any major area. Both certification paths have requirements related to academic degree, content coursework, supportive coursework and experience in therapeutic recreation practice.

## Connecticut Earnings

The average wage for a Certified Recreation Therapist in Connecticut in the first quarter of 2009 was \$44,864. The mean entry-level income was \$30,412.

*[Connecticut Department of Labor](#)*

## Connecticut Recreational Therapy Programs of Study

<a href="#">Gateway Community College</a>	Certificate
<a href="#">Manchester Community College</a>	Certificate
<a href="#">Middlesex Community College</a>	Certificate
<a href="#">Northwestern CT Community College</a>	Certificate
<a href="#">Manchester Community College</a>	AS
<a href="#">Northwestern CT Community College</a>	AS
<a href="#">Norwalk Community College</a>	AS
<a href="#">Southern CT State University</a>	BS
<a href="#">Southern CT State University</a>	MS

# Occupations Non-Exclusive to Behavioral Health

## REGISTERED NURSE and ADVANCED PRACTICE REGISTERED NURSE CAREER BLUEPRINT

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### The Practice

A Registered Nurse (RN) is a nurse licensed by a state to provide nursing care, which includes education, treatment, and emotional support to patients and their families. RNs practice in a variety of settings, including physicians' offices, outpatient treatment facilities, schools, home healthcare agencies, nursing homes, hospitals, and correctional facilities. Psychiatric mental health nurses treat patients with mental health problems that range from adjustment reactions to life events to severe psychiatric disorders. Nurses specializing in addictions care for patients seeking help with alcohol, drug, tobacco, and other substance use conditions. With graduate nursing education and certification, advanced practice nurses can provide many services independently, prescribe medications in collaboration with physicians, and supervise and consult on the provision of care. Advanced practice nurses include clinical nurse specialists, nurse anesthetists, nurse-midwives, and nurse practitioners.

### Education and Practice Options

Becoming a Registered Nurse (RN) requires academic preparation, followed by successful completion of a state licensing exam. The academic preparation ranges from diploma or associate degree programs involving several years of post high school education to a bachelor's degree in nursing, which requires 4 years of undergraduate college education. Becoming an Advanced Practice Nurse requires a master's degree in nursing, which can be obtained in 2-3 years and focuses on a specific field or specialty. APRN licensure requires a current RN license, a master's degree that includes training in psychopharmacology, and successful completion of a national certification exam. Doctoral degrees may also be obtained and are increasingly a prerequisite for nursing educator positions.

### Employment Options

As the largest healthcare occupation, registered nurses held about 2.6 million jobs in 2008. Hospitals employed the majority of RNs, with 60 percent of such jobs. About 8 percent of jobs were in offices of physicians, 5 percent in home healthcare services, 5 percent in nursing care facilities, and 3 percent in employment services. The remainder worked mostly in government agencies, social assistance agencies, and educational services. Informal estimates based on national data suggest that approximately 4 percent of all nurses work in the behavioral health field.

### Registered Nurse Career Outlook

Overall job opportunities for registered nurses are expected to be excellent; they may vary by employment and geographic setting. Some employers report difficulty in attracting and retaining an adequate number of RNs. Employment of RNs is expected to grow 22% from 2008-2018, much faster than the average profession. Since the occupation is very large, 581,500 new jobs will result, among the largest number of new jobs for any occupation. Additionally, hundreds of thousands of job openings will result from the need to replace experienced nurses who retire or leave the field.

*Bureau of Labor Statistics*

*(continued)*

## Connecticut Advanced Practice Registered Nurse Licensure Requirements

In order to be eligible for advanced practice registered nurse licensure, an individual must meet the following requirements:

- Hold a current Connecticut Registered Nurse license
- Hold and maintain current certification as a nurse practitioner, clinical nurse specialist, or nurse anesthetist ;
- Have successfully completed thirty (30) hours of education in pharmacology for advanced nursing practice;
- Hold a master’s degree in nursing or in a related field recognized for certification as a nurse practitioner, a clinical nurse specialist or a nurse anesthetist by one of the above recognized certifying bodies. Individuals who received initial certification by one of the requisite national certifying bodies prior to December 31, 1994, need not meet this requirement.

[Connecticut Department of Public Health RN](#)

[Connecticut Department of Public Health](#)

## Connecticut Earnings

The average wage for Registered Nurses in Connecticut in the first quarter of 2009 was \$71,699. The mean entry-level income was \$55,392.

[Connecticut Department of Labor](#)

## Connecticut Registered Nurse and Advanced Practice Registered Nurse (APRN) Programs of Study

<u><a href="#">Capital Community College</a></u>	AS	<u><a href="#">Saint Joseph College</a></u>	Post-Master’s Certificate
<u><a href="#">Gateway Community College</a></u>	AS	<u><a href="#">Quinnipiac University</a></u>	<u><a href="#">BSN</a></u> , <u><a href="#">MSN</a></u>
<u><a href="#">Naugatuck Valley Community College</a></u>	AS	<u><a href="#">Saint Joseph College</a></u>	<u><a href="#">BSN</a></u> , <u><a href="#">MSN</a></u>
<u><a href="#">Norwalk Community College</a></u>	AS	<u><a href="#">University of Hartford</a></u>	<u><a href="#">RN/BSN</a></u> , <u><a href="#">MSN</a></u> , Post-Master’s Cert.
<u><a href="#">Northwestern Community College</a></u>	AS	<u><a href="#">Western CT State University</a></u>	<u><a href="#">BSN</a></u> , <u><a href="#">MSN</a></u> , Post-Master’s Cert.
<u><a href="#">Saint Vincent’s College</a></u>	AS	<u><a href="#">Yale University</a></u>	<u><a href="#">MSN</a></u> , <u><a href="#">Ph.D.</a></u> , <u><a href="#">DSN</a></u> , Post-Master’s Certificate
<u><a href="#">Three Rivers Community College</a></u>	AS	<u><a href="#">Sacred Heart University</a></u>	Post-Master’s Certificate
<u><a href="#">Bridgeport Hospital</a></u>	Diploma, AS, RN options	<u><a href="#">Southern CT State University</a></u>	<u><a href="#">BSN</a></u> ; <u><a href="#">MSN</a></u> Post-Master’s Certificate
<u><a href="#">Central CT State University</a></u>	<u><a href="#">BSN</a></u> , <u><a href="#">RN/BSN</a></u> , <u><a href="#">Nurse Anesthetist</a></u>	<u><a href="#">University of Connecticut</a></u>	<u><a href="#">BSN</a></u> , <u><a href="#">RN</a></u> , <u><a href="#">MSN</a></u> , <u><a href="#">DNP</a></u> , <u><a href="#">PhD</a></u> , Post-Master’s Certificate
<u><a href="#">Fairfield University</a></u>	<u><a href="#">BSN</a></u> <u><a href="#">MSN</a></u> , <u><a href="#">DNP</a></u>	<u><a href="#">Sacred Heart University</a></u>	Post-Master’s Certificate
<u><a href="#">Goodwin College</a></u>	<u><a href="#">AS</a></u> , <u><a href="#">RN-BSN</a></u>		
<u><a href="#">Sacred Heart University</a></u>	<u><a href="#">BSN</a></u> , <u><a href="#">MSN</a></u> , <u><a href="#">DNP</a></u>		

# Occupations Non-Exclusive to Behavioral Health

## REHABILITATION COUNSELOR CAREER BLUEPRINT (INCLUDING PSYCHIATRIC REHABILITATION)

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### **The Practice**

Rehabilitation counselors help people deal with personal, social, and vocational effects of disabilities. They counsel people with physical and emotional disabilities resulting from birth defects, illness or disease, accidents, or other causes. They evaluate individuals' strengths and limitations, provide personal and vocational counseling, offer case management support, and arrange for medical care, vocational training, and job placement. Rehabilitation counselors interview individuals with disabilities and their families, evaluate school and medical reports, and confer with physicians, psychologists, employers, and physical, occupational, and speech therapists. They develop individual rehabilitation plans, helping clients develop job skills, become employed, and increase community integration. They help lessen environmental and attitudinal barriers through education and advocacy. Rehabilitation counselors aim to increase the person's capacity to live independently. Psychiatric rehabilitation counselors focus on offering rehabilitation counseling in settings serving people with mental health and substance use conditions.

### **Education and Practice Options**

Rehabilitation counselors may enter the field through certificates, associate degrees or master's level training, with increasing levels of independence and responsibility with increased education. Certified Rehabilitation Counselors (national credential) must have a master's degree in one of a number of defined fields and must also renew their certification periodically. Rehabilitation counselors may work in a number of public and private settings; psychiatric rehabilitation counselors work in mental and behavioral health settings.

### **Employment Options**

Professional and Rehabilitation Counselors will find employment opportunities exist in numerous settings including:

- Human service agencies
- Community mental health centers
- Alcohol and drug clinics
- State-federal vocational rehabilitation agencies
- Private rehabilitation agencies
- Rehabilitation hospitals
- Psychiatric hospitals
- Insurance companies
- Correctional institutions

### **Career Outlook**

Projected job growth varies by specialty; job opportunities should be favorable because job openings are expected to exceed the number of counseling program graduates, especially in rural areas. Rehabilitation counselor jobs are expected to grow by 19%, faster than the average for all occupations. The number of people who will need rehabilitation counseling will increase as the elderly population, whose members become injured or disabled at a higher rate than other age groups, increases and as treatment for mental health-related disabilities increases.

*Bureau of Labor Statistics*

*(continued)*

## Connecticut Professional Counselor Licensure Requirements LPC

An applicant for licensure must meet the following requirements:

- Earned, from a regionally accredited institution of higher education a master's or doctoral degree in social work, marriage and family therapy, counseling, psychology or a related mental health field determined to be in the discipline of professional counseling;
- Completed sixty graduate semester hours in or related to the discipline of counseling at an accredited institution of higher education;
- Acquired three thousand (3000) hours of postgraduate supervised experience in professional counseling performed over a period of not less than one year, that included a minimum of one hundred (100) hours of direct supervision;
- Successfully completed the National Counselor Examination for Licensure and Certification (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE) administered by the National Board for Certified Counselors.

*[Connecticut Department of Public Health](#)*

## Certified Rehabilitation Counselor (CRC) Credential

Accredited by the National Commission for Certifying Agencies (NCCA), the CRC Certification Program ensures certificants are of good moral character, meet nationally accepted standards of quality in their practice and have the requisite educational and professional background. As such, the CRC credential enhances job and career advancement opportunities for the certified individual.

*[Certified Rehabilitation Counselor \(CRC\)](#)*

## Connecticut Earnings

The average wage for Rehabilitation Counselors in Connecticut in the first quarter of 2009 was \$42,286. The mean entry-level income was \$27,508.

*[Connecticut Department of Labor](#)*

## Connecticut Rehabilitation Counseling Program of Study

<a href="#">Central Connecticut State University</a>	MS
<a href="#">Housatonic Community College</a>	Certificate, Disability Specialist
<a href="#">Manchester Community College</a>	Certificate, Disability Specialist
<a href="#">Manchester Community College</a>	AS

**Note: Psychiatric Rehabilitation Practitioner** training and credentialing are available through the [Department of Psychiatric Rehabilitation and Counseling Professions](#) in the School of Health Related Professions of the University of Medicine and Dentistry of New Jersey, the [Boston University Center for Psychiatric Rehabilitation](#) and the [United States Psychiatric Rehabilitation Association](#). All programs offer some on-line courses.

# Occupations Non-Exclusive to Behavioral Health

## SCHOOL COUNSELOR CAREER BLUEPRINT

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### The Practice

School counselors assist students in middle school through post-secondary levels with career, personal, social and educational counseling, advocacy and individual and organizational linkages. School counselors help students evaluate their abilities, interests, talents, and personalities to develop realistic academic and career goals. Counselors use interviews, counseling sessions, assessment tests and other methods to evaluate and advise students. They consult and collaborate with parents, teachers, school administrators, school psychologists, medical professionals and social workers. Counselors work with students with academic and social development problems or other special needs, emphasizing preventive and developmental counseling to enhance students' growth and to assist students in developing life skills needed to deal proactively with problems. Counselors provide services including alcohol and drug prevention, conflict resolution, and attention to family problems.

### Education and Practice Options

A master's degree and specialized training is required to be a licensed school counselor. School counselors work at a variety of levels in work settings including private practice, public and private elementary and secondary schools, government and research settings.

### Employment Options

Graduates are employed at a variety of levels in many different work settings that may include:

- Private practice
- Elementary school
- Secondary school
- Research settings
- State government
- Private schools
- Charter and magnet schools

### School Counselor Career Outlook

According to the U.S. Department of Labor Bureau of Labor Statistics (BLS), employment of school counselors is expected to grow 14% from 2008 to 2018. Expansion of the responsibilities of school counselors also is likely to lead to increases in their employment. For example, counselors are becoming more involved in crisis and preventive counseling, helping students deal with issues ranging from drug and alcohol abuse to death and suicide. Although schools and governments realize the value of counselors in helping their students to achieve academic success, budget constraints at every school level will dampen the job growth of school counselors. Federal grants and subsidies may help to offset tight budgets and allow the reduction in student-to-counselor ratios to continue.

*Bureau of Labor Statistics*

*(continued)*

## School Counselor Licensing Requirements

An applicant for licensure through the Department of Education shall meet the following requirements:

- Hold a professional educator certificate or hold or be eligible for an initial educator certificate and have completed 30 months of successful teaching experience or a ten month full-time supervised school counseling internship
- Master's degree
- 30 semester hours of graduate credit in a planned program in school counseling services, including course work in each of the following:
  - Principles and philosophy of developmental guidance and counseling
  - Psychological and sociological theory as related to children
  - Career development theory and practice
  - Individual and group counseling procedures
  - Pupil appraisal and evaluation techniques
  - School-based consultation theory and practice
- Evidence of laboratory and practicum experience in school counseling
- Pass the Praxis I Pre-Professional Skills Test (PPST) or have scored a minimum of 1000 on the Scholastic Aptitude Test (SAT), with no less than 400 in both verbal and mathematics subtests.

*Connecticut Department of Education*

## Connecticut Earnings

The average wage for a certified school counselor in Connecticut at the first quarter of 2009 was \$58,766. The mean entry-level income was \$33,755. *Connecticut Department of Labor*

## Connecticut School Counselor Programs of Study

<a href="#"><u>Central CT State University</u></a>	MS
<a href="#"><u>Southern CT State University</u></a>	MS
<a href="#"><u>Western CT State University</u></a>	MS
<a href="#"><u>Fairfield University</u></a>	MA
<a href="#"><u>Saint Joseph College</u></a>	MA
<a href="#"><u>University of Connecticut</u></a>	MA

# Occupations Non-Exclusive to Behavioral Health

## SOCIAL AND HUMAN SERVICE ASSISTANT

### CAREER BLUEPRINT

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#### The Practice

Social and Human Service (SHS) Assistants may fill a wide array of job titles, including human service worker, case management aide, social work assistant, community support worker; gerontology, mental health, psychological or social services aide; community outreach worker, life skills counselor, youth worker, or client advocate. SHS Assistants work in fields such as nursing, psychiatry, psychology, or social work. Their responsibility and supervision received vary considerably. SHS Assistants provide services to clients to help them improve their quality of life. They assess clients' needs, investigate eligibility for and help clients obtain benefits and services, providing emotional support when necessary. SHS Assistants monitor and keep client case records and report progress to supervisors and case managers.

#### Education and Practice Options

SHS Assistants may work with a high school diploma, college-level certificate, associate or bachelor's degree. Generally, the higher the level of education, the more responsibility workers may have. For example, workers with no more than a high school education are likely to work in direct-care services and help clients to fill out paperwork. They may receive extensive on-the-job training on how to perform these tasks. Workers with a college degree might provide supportive counseling, coordinate program activities, or manage a group home. Social and Human Service Assistants with proven leadership ability, especially acquired from paid or volunteer experience in social services, often have greater autonomy in their work. Regardless of the academic or work background of employees, most employers provide some form of in-service training, such as seminars and workshops.

#### Work Environment

Social and Human Service Assistants' work settings vary. Some work in offices, clinics, and hospitals, while others work in group homes, shelters, and day programs. Traveling to see clients is required for some jobs. Some work in the evening and on weekends. Sometimes working with clients can be dangerous, even though most agencies do everything they can to ensure their workers' safety.

#### Employment Options

Graduates are employed at a variety of levels in many different work settings that may include:

- Community health centers
- Halfway houses
- Group homes
- Government-supported housing programs
- Rehabilitation programs
- Psychiatric hospitals
- Outpatient clinics
- Homeless shelters

#### Social and Human Service Assistant Career Outlook

According to the U.S. Department of Labor Bureau of Labor Statistics (BLS), employment of social and human services assistants is expected to grow 23% from 2008 to 2018. Job prospects for social and human service assistants are expected to be excellent, particularly for individuals with appropriate education after high school. Job openings will come from job growth, and also from the need to replace workers who advance into new positions, retire, or leave the workforce for other reasons. While competition for jobs will be greater in urban than in rural areas, qualified applicants should have little difficulty finding employment. *Bureau of Labor Statistics*

(continued)

## Social and Human Service Assistant Requirements

- High school diploma;
- In addition many employers require advanced degrees and/or work experience in the human services field.

### Connecticut Earnings

The average wage for Connecticut Social and Human Service Assistants in 2009 was \$41,430. [Bureau of Labor Statistics](#)

### Connecticut Community College and other Private College Certificate Programs of Study

**Note:** Many of the colleges listed below also offer associate degrees in related fields of study.

<a href="#">Connecticut Community Colleges</a>	Health Career Pathways
<a href="#">Capital Community College</a>	Mental Health
<a href="#">Capital Community College</a>	Social Service Aide
<a href="#">Gateway Community College</a>	Human Services
<a href="#">Gateway Community College</a>	Gerontology
<a href="#">Gateway Community College</a>	Youth Worker
<a href="#">Goodwin College</a>	Early Childhood Education
<a href="#">Goodwin College</a>	Human Services
<a href="#">Housatonic Community College</a>	HS: Behav. Health Care Specialist
<a href="#">Housatonic Community College</a>	HS: Children/Youth Mental Health
<a href="#">Housatonic Community College</a>	HS: Mental Health/MERGE
<a href="#">Housatonic Community College</a>	HS: Victim Services
<a href="#">Manchester Community College</a>	Social Service
<a href="#">Manchester Community College</a>	Gerontology
<a href="#">Naugatuck Valley Community College</a>	Child and Family Services
<a href="#">Naugatuck Valley Community College</a>	Disabilities/Mental Health
<a href="#">Naugatuck Valley Community College</a>	Drug and Alcohol Rec. Counselor
<a href="#">Naugatuck Valley Community College</a>	Gerontology
<a href="#">Northwestern Community College</a>	Human Services
<a href="#">Norwalk Community College</a>	Gerontology
<a href="#">Norwalk Community College</a>	Mental Health
<a href="#">Quinebaug Community College</a>	Community Health Worker
<a href="#">Three Rivers Community College</a>	Case Management
<a href="#">Tunxis Community College</a>	Family Violence Intervention
<a href="#">Tunxis Community College</a>	Human Services

# Occupations Non-Exclusive to Behavioral Health

## SOCIAL WORKER CAREER BLUEPRINT

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### The Practice

The social work profession aims to help people function as well as possible in their environment. Social workers provide direct services to clients; they also may work to improve social conditions. The primary mission of the social work profession is to enhance well-being and help meet the basic human needs of all people, especially those who are vulnerable, disenfranchised, oppressed, and living in poverty. Social workers serve individuals, families, and communities as clinicians, managers, supervisors and administrators; in government, public and private agencies and businesses and a wide range of settings as indicated below. Social Work practice consists of the professional application of social work values, principles, and techniques to help people obtain tangible services; counseling and psychotherapy with individuals, families, and groups; helping communities or groups provide or improve social and health services; and participating in legislative processes. The practice of social work requires knowledge of human development and behavior; social, economic and cultural institutions; and the interaction among these factors. Social workers are the largest group of clinically trained mental health providers in the United States. Recent survey data suggest that approximately 63% of Connecticut social workers specialize in mental health. *National Association of Social Workers*

### Education and Practice Options

The [Council on Social Work Education](#) accredits social work programs at colleges and universities. Individuals with a Bachelor of Social Work degree from a four-year institution are prepared for generalist entry-level work; those completing generally two years of graduate study for the MSW are prepared for more advanced clinical practice. Those with doctoral level degrees (DSW or Ph.D.) are often employed in academic research and/or teaching settings. MSW graduates can obtain licensure (see below) and their services are generally reimbursable. Social workers may be employed in a wide range of settings; in the behavioral health field, they may work in public and private provider agencies as well as administrative and academic roles. The Connecticut licensure credential is LCSW (Licensed Clinical Social Worker); a listing of all state credentials is available from the [Association of Social Work Boards](#).

### Employment Options

BSW and MSW graduates are employed in many different work settings under public and private auspices that may include

- Nursing homes, hospices & hospitals
- Home care agencies
- Substance abuse programs
- Mental health and family service agencies
- Developmental disabilities services
- Vocational rehabilitation services
- Public health & community action agencies
- Services for children and youth; for older people
- Residential treatment programs
- Child and adult day care centers
- Domestic violence programs
- Homeless shelters
- Criminal justice agencies
- Elementary and secondary schools
- Income maintenance programs
- Legal services

(continued)

## Social Worker Career Outlook

According to the US Bureau of Labor Statistics, social work overall is growing faster than average. Employment of social workers is projected to increase by 16% from 2008-2018. The growing elderly population and the aging baby boom generation will create greater demand for health and social services, resulting in rapid job growth among gerontology social workers. Growth of medical and public health social workers is expected to be about 22% and mental health and substance abuse social workers 20%, much faster than average. The projected increase for social workers serving children and families is 12%, an average increase. Employment of social workers in private social service agencies also will increase. The increasing numbers of students with special needs will result in more jobs in schools. Jobs in hospitals will grow less rapidly than in other settings. *Bureau of Labor Statistics*

## Social Worker Licensing Requirements

An applicant for licensure (LCSW) in Connecticut must meet the following requirements:

- Hold a master's or doctorate degree from a social work program accredited by the Council on Social Work Education ([CSWE](#));
- Have successfully completed three thousand (3000) hours of post-master's social work experience including not less than one hundred (100) hours of work experience under professional supervision by a licensed clinical or certified independent social worker;
- Successfully completed the Clinical Level Examination of the Association of Social Work Boards ([ASWB](#)).

*Connecticut Department of Public Health*

## Connecticut Earnings

The average wage for a Licensed Social Worker in Connecticut in the first quarter of 2009 was \$54,811. The mean entry-level income was \$28,364. *Connecticut Department of Labor*

## Connecticut Social Worker Programs of Study

Eastern Connecticut State University	<a href="#">BSW</a>
Sacred Heart University	<a href="#">BSW</a>
Saint Joseph College	<a href="#">BSW</a>
Southern Connecticut State University	<a href="#">BSW, MSW</a>
Western Connecticut State University	<a href="#">BSW</a>
University of Connecticut	<a href="#">MSW, Ph.D.</a>



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