

Courses have been assigned into special focus areas that may be of interest to people who are working in a particular discipline, or for those who wish to focus on a certain content area during their time at the program. Most people take a different course each day, but a small number of courses meet for 2 or 4 days. Multi-day courses are noted in their description. Courses meet during the day or days indicated after the course number:

M = Monday Afternoon (June 6 from 2:30 p.m. – 5:30 p.m.)

T = Tuesday (June 7 from 8:30 a.m. – 5:15 p.m.)

W = Wednesday (June 8 from 10:00 a.m. – 5:15 p.m.)

Th = Thursday (June 9 from 10:00 a.m. – 4:30 p.m.)

Courses are an important part of the program. A previous participant noted:

*"I thought the number of training opportunities was very helpful. I appreciated the number of different presentations I was able to attend and the variety of the trainings. It was really a lot of material presented in 4 days. Great value for the cost. I felt like I walked away with a lot of information."*

### Course Offerings:

A large variety of courses has been developed for people coming from multiple disciplines or service settings. Courses are designed to help professionals work on licensure or certification, keep abreast of current topics and evidence-based practices, and bringing specific skills to their behavioral healthcare organization in the current healthcare reform environment.

## **MONDAY MORNING OPTIONAL PLENARY SESSION: MONDAY, JUNE 6 FROM 9:00 AM – 12:00 NOON**

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### Recovery – Ready Ecosystems

*Presented by Kimber Lee Falkenburg and Young People in Recovery Team*

As multiple paradigm shifts have occurred within the treatment of behavioral health concerns (substance use disorders, mental health concerns and co-occurring disorders), it is paramount that primary care physicians, addiction specialists, therapists, prevention specialists, recovery support workers, and all practitioners of wellness become well educated on integrating long-term sustained recovery practices into each level of care. This presentation will expand upon the transition away from the acute model of behavioral health treatment, exploring the full continuum of care modality. The presenters will identify innovative practice methods, such as the "My Recovery is E.P.I.C." program, that have integrated into treatment facilities to expand recovery-oriented systems into residential and outpatient services. The presenters will go further into exploring primary and tertiary intervention methods that include primary care, recovery-oriented practices and follow-up community aftercare resources. A third exploration will include an overview of the "recovery ready ecosystems" framework that incorporates integration of primary care, behavioral health care and aftercare with a continuum of recovery practices.

#### LEARNING OBJECTIVES:

- Identify innovative practice methods for treatment facilities to expand recovery-oriented systems into residential and outpatient services;
- Outline primary and tertiary intervention methods; and
- Describe the "recovery ready ecosystems" framework.

*Kimber Lee Falkenburg, PRS, is a Program Manager for Young People in Recovery (YPR) overseeing three national projects: PUSH, Catalyst and EPIC. Ms. Falkenburg has served as chapter member and leader for Young People in Recovery and currently serves as the Chairperson for the Hill Country Recovery Oriented Systems of Care (ROSC). She is a person in long-term recovery and a passionate advocate for people with substance use and mental health disorders. Ms. Falkenburg has worked in recovery support services with MAP Health Management and served as the Senior Program Director for BCFS Health & Human Services. While with BCFS, she launched a program for transitional age youth called YouthBuild, managed a*

Transitional Youth Center serving more than 400 young people per year in the Texas Hill Country, and helped launch six state-wide initiatives for transitional age youth across Texas.

## MONDAY AFTERNOON COURSES: MONDAY, JUNE 6 FROM 2:30 - 5:30 P.M.

### Working with the Criminal Justice Involved Population:

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#### 101.M How Parental Incarceration May Affect A Child's Future

*Ida M. Terry, LADC (CT)*

Children whose parents are incarcerated, all too often, grow up being victimized by their parents' criminal history. In fact, parental incarceration is now recognized as an "Adverse Childhood Experience (ACE)" which increases a child's lifetime risk of negative outcomes.

#### LEARNING OBJECTIVES:

Participants will:

- Examine the adverse childhood experiences' impact on prisoners' children;
- Identify children's needs; and
- Design a service delivery plan for children and their families.

**TARGET AUDIENCE:** Clinicians, prevention specialists, educators, criminal justice advocates, youth service directors, foster caregivers, family therapist, school social workers and public safety officers could benefit from this approach to culturally competence service delivery.

**CONTENT LEVEL:** Core to Advanced

### Problem Gambling Training Institute:

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#### 190.M.T.W.Th Massachusetts Council on Compulsive Gambling Training Institute (Monday – Thursday)

*Presented by Massachusetts Council on Compulsive Gambling Staff*

#### IMPORTANT NOTE:

This course will begin meeting at 9:00 a.m. Monday, and may at times operate on a different schedule from other classes, in order to cover content.

The Massachusetts Council on Compulsive Gambling Training Institute will provide this gambling-specific training for social services providers leading to becoming a Massachusetts Problem Gambling Specialist (MA-PGS).

Participants will attend four (4) days of training on gambling specific topics with the overall goal of preparing experienced clinical practitioners for pursuing problem gambling certification. Each day will cover clinical information to educate and advance clinicians working in the fields of addiction and mental health.

#### LEARNING OBJECTIVES:

Day 1 – **Introduction to Problem Gambling-** At the end of the day, participants will be able to:

- Identify stages, signs, symptoms and progression of problem gambling
- Identify and discuss research reports of prevalence rates with respect to problem gambling
- Explain risk factors associated with Gambling Disorders

- Discuss history and development of the problem gambling field; with emphasis on state of MA and the field of addiction
- Discuss a public health framework for addressing disorder gambling
- Describe similarities and differences with substance abuse and mental health disorders
- Describe the various challenges in identifying disorder gambling
- Describe the Addiction Syndrome Model

Day 2 – **Assessment and Diagnosis of Gambling Disorders** - At the end of the day, participants will be able to:

- Describe DSM-5 diagnostic criteria for Gambling Disorders
- Describe suicidal rates and common clinical presentation of problem gamblers
- Describe strategies in risk assessment and safety planning
- Describe strategies in establishing a therapeutic alliance

Day 3 – **Working with Special Populations: African-Americans and Latinos** -At the end of the day, participants will be able to:

- Explain gambling behaviors in the African-American and Latino/as community
- Explain barriers to prevention, treatment, and aftercare services
- Understand the cultural characteristics of African-American and Latino/as
- Identify effective strategies and techniques
- Explain health disparities within marginalized communities.
- Identify resources and current initiatives

Day 4 – **Integrating Recovery Supports into Clinical Practice**- At the end of the day, participants will be able to:

- Explain recovery oriented systems of care and recovery capital
- Identify recovery support services
- Explain recovery supports and integrating strategies
- Identify Gamblers Anonymous (GA) and Gam-anon meetings and resources in their regions and describe similarities and differences with other 12-step style meetings.

**IMPORTANT NOTE:** *This course will begin meeting at 9:00 a.m. Monday, and may at times operate on a different schedule from other classes, in order to cover content.*

**TARGET AUDIENCE:**

Clinicians who wish to pursue problem gambling specialist certification or learn more about problem gambling.

**CONTENT LEVEL:**

Intermediate to Advanced

## Fundamentals of Substance Use Disorders:

### 111.M Etiology and Epidemiology of Addiction

*Michael Gaudet, LICSW, LCDP (MA)*

Why are some people addicted to substances and others are not? What exactly is addiction, anyway, and just how bad is this problem in the United States? This course will examine the various definitions of addiction and the differing approaches to recovery. In addition, discussion will focus on the incidence of addiction in the United States with specific attention to the factors influencing the frequency and distribution of addiction.

**LEARNING OBJECTIVES:**

Participants will:

1. Explore the various definitions and understandings of addiction;
2. Be able to identify the different recovery approaches that have evolved from these etiological differences; and
3. Increase awareness of the growing problem of addiction in the United States.

**TARGET AUDIENCE:**

Addiction counselors who are new to the field and all who wish to learn more about addiction

**CONTENT LEVEL:**

Core

## Effective Treatment of Substance Use Disorders:

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### 122.M Ethics and Liability in the Addiction Field

*Frederic G. Reamer, PhD (RI)*

This workshop will provide an overview of ethical and liability issues related to addiction treatment and intervention. Ethical and liability issues will be reviewed concerning work with individuals, families and groups. Key topics include: confidentiality and privacy, boundary issues and dual relationships, negligent intervention, impaired professionals, client records and documentation, practitioners' and clients' use of social media and digital technology, and termination of treatment. Emphasis will be on strategies for preventing ethical dilemmas and liability risks. Participants will be acquainted with emerging ethical challenges associated with professionals' increasing use of digital technology to deliver services.

**LEARNING OBJECTIVES:**

Participants will be able to:

- Identify three ethical and liability issues that may emerge when working with individuals, families, and groups;
- Name three specific ethical issues that can arise related to addiction treatment and intervention; and
- Discuss three strategies for preventing ethical dilemmas and liability risks.

**TARGET AUDIENCE:**

Clinicians

**CONTENT LEVEL:**

Core to Advanced

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### 123.M "Let's Get Going! How to Intervene, Engage & Retain People with Substance Use Disorders & Their Families"

*Reinhard Straub, LICSW, LCDCS (RI)*

If all you have is a hammer, everything looks like a nail. This presentation will address how every patient and their family situation is different and necessitates "a made to order" clinical approach. When it comes to intervention, treatment and retention, one size does not fit all. The uniqueness of an addict's personal & family situation demands ongoing flexibility and the savvy clinician should have several clinical strategies and philosophies at their disposal in order to be effective.

**LEARNING OBJECTIVES:**

Participants will:

- Identify diverse intervention methods and treatment modalities and when to employ a specific model;
- Discuss how to prepare and engage the designated patient and their family for the treatment process; and
- Describe how to "set the stage" and implement the components for patient/family retention and recovery.

**TARGET AUDIENCE:** Clinicians, recovery support workers, families, parents, policy makers, and others interested

**CONTENT LEVEL:** Core to Intermediate

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## 141.M.T The 12 Core Functions of an Addiction Counselor (Monday PM – Tuesday)

*Susan Carreiro - Penacho, MA (RI)*

This two-day course, scheduled for both Monday afternoon and Tuesday sessions, will provide a comprehensive overview of the 12 core functions of an addiction counselor: Screening, Intake, Orientation, Assessment, Treatment Planning, Counseling, Case Management, Crisis Intervention, Client Education, Referral, Reports/Record Keeping and Consultation with Other Professionals in Regard to Client Treatment/Services.

### LEARNING OBJECTIVES:

Participants will:

- Develop their knowledge regarding the core functions of an addiction counselor; Learn to assess and identify ways to engage patients throughout the various phases of treatment;
- Develop an understanding of the benefits and challenges within various treatment settings;
- Increase preparedness for the examination related to Certification for Addiction Counselors; and
- Increase the entry-level competence of counselors seeking certification as an Addiction Counselor.

### TARGET AUDIENCE:

Addiction Counselors

### CONTENT LEVEL:

Core

## Integrated Behavioral Health Services:

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## 124.M Understanding Psychopharmacology

*Maggie Carr, PMHCNS, CARN (MA)*

Use of psychiatric medications has become standard in the treatment of mental health and addictive disorders. This course will provide an overview of normal brain function, abnormal brain function of mental health disorders, and the biological impact of these medications. Biological material is presented in an understandable manner so “sciencephobics” may attend with ease.

### LEARNING OBJECTIVES:

Participants will be able to:

- Understand normal brain function as baseline information and the biological abnormalities that accompany mental health disorders;
- Identify the classes of psychotropic medications and provide examples;
- Understand the mechanics of how psychotropic medications function; and
- Be an informed advocate for clients regarding medications.

### TARGET AUDIENCE:

Clinicians and others interested in understanding the neurobiology of mental illness and how psychiatric medications work to stabilize mental health disorders

### CONTENT LEVEL:

Core to Advanced

## Adolescents and Young Adults:

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### 142.M.T Youth Treatment in Practice: A Community and Motivational Approach (Monday afternoon - Tuesday)

*Steven M. Chisholm, MA (MA)*

Proper assessment and engagement of at risk youth is critical if we are to make meaningful and lasting impacts. The interventions and techniques covered in this workshop have been used successfully in outpatient, residential, and drug-court settings, among others. Participants will learn the skills needed to help young people address substance use, increase social stability, improve their mental health, and improve overall life satisfaction. Family components of care will also be reviewed. Various assessment tools will be provided, along with skill building and role-plays using motivational and cognitive-behavioral approaches. This workshop draws heavily from the Adolescent Community Reinforcement Approach (A-CRA), a well-tested youth and family evidence-based practice.

#### LEARNING OBJECTIVES:

Participants will be able to:

- Identify the most common drugs of misuse, challenges, and problem domains impacting at risk youth; -
- Describe strategies to provide developmentally-appropriate, behavioral treatment for young persons (ages 12 to 24) with substance use disorders;
- Discuss how to engage and assist families in the treatment process; and
- Name the specific core intervention strategies used in the Adolescent Community Reinforcement Approach (A-CRA), a well-tested youth and family evidence-based practice.

#### TARGET AUDIENCE:

Case managers, counselors, prevention specialists, drug court personnel, youth workers, and those working with youth showing signs of substance use and addiction.

#### CONTENT LEVEL:

Intermediate

## Addressing Opioid Issues:

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### 151.M Best Practices and Innovative Strategies to Reduce Opioid Overdose

*Carl J. Alves and Gary Langis - Massachusetts Technical Assistance Partnership for Prevention (MassTAPP)*

Join us for an interactive presentation and discussion about what communities are doing across New England and beyond to address the opioid epidemic. The presentation will share the latest research, innovations and trends that will drive the conversation for this half-day program.

#### LEARNING OBJECTIVES:

At the end of the training, participants will be able to:

- Address the importance of overdose prevention efforts in the continuum of services;
- Identify opportunities for overdose prevention strategies within prevention, intervention treatment and recovery programming;

#### TARGET AUDIENCE:

Providers and others interested in overdose prevention

#### CONTENT LEVEL:

Core to Advanced

## Other Current Drug Trends:

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### 152.M Understanding E-Cigarettes, Vapes and Vaping: What's New? What's True?

*Louise Katz, M.S.W., L.I.C.S.W. (MA)*

E-cigarettes first appeared in the U.S. around 2007, and since then, use of ENDS - electronic nicotine delivery systems - has increased dramatically. New studies that raise questions about the benefits or harms of ENDS seem to come out every day, as do new products. The lack of federal FDA regulations for these products often adds to confusion about their safety and what ingredients they contain. Advertisements for e-cigarettes look like cigarette ads, selling a cool and sexy image, and tobacco companies now own the larger e-cigarette brands.

This half-day workshop will introduce and review the range of electronic nicotine delivery systems (ENDS) available, sort out the latest research, separate myths from facts, and review the implications of use for people in treatment. ENDS products deliver nicotine, an addictive substance which leads to chemical changes in the brain. We will look at the impact of ENDS on adolescents and young adults. We will explore strategies for addressing ENDS use with clients. Participants will leave with new information and positive health messages they can share with clients and co-workers.

#### LEARNING OBJECTIVES:

At the end of the course, participants will be able to:

- Define and describe electronic nicotine delivery systems (ENDS) products and their use;
- Review current prevalence rates of ENDS products among youth and adults in the U.S.;
- Identify current health and addiction concerns regarding ENDS products; and
- Identify positive health messages to communicate to clients and co-workers in substance use and mental health treatment settings.

#### TARGET AUDIENCE:

Counselors, prevention specialists, recovery support workers, and others interested in the topic

#### CONTENT LEVEL:

Core to Advanced

## Other Direct Service Skills:

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### 161.M Crisis Communication, Prevention, and Intervention

*Robert McMahon (NH)*

This course will provide an overview of strategies to prevent and manage crisis situations. We will define the nature and types of crisis situations, and review the stress model of crisis. Strategies such as active listening and behavioral support techniques will be discussed. Verbal and non-verbal recovery and coping techniques will be described.

#### LEARNING OBJECTIVES:

Participants will be able to:

- Identify a structure to make sense of difficult behavior;
- Describe tools to prevent and manage crisis situations; and
- Discuss a therapeutic approach to crisis prevention and intervention.

**TARGET AUDIENCE:** Clinicians, recovery support personnel, prevention specialists, and others working in direct service

**CONTENT LEVEL:** Core to Advanced

## Prevention:

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### 191.M.T.W.Th Substance Abuse Prevention Skills Training (Monday morning through Thursday)

*Jo Romano, CPS, CCC (VT) and Marissa Carson (NH)*

#### IMPORTANT NOTE:

**This course will begin meeting at 9:00 a.m. Monday, and may at times operate on a different schedule from other classes, in order to cover curriculum content. Participants will be required to take an online course the week before the New England School takes place.**

This course will prepare individuals working in the prevention and health promotion fields with a foundation for engaging in a comprehensive, data-driven strategic planning process guided by SAMHSA's Strategic Prevention Framework. Participants will explore the role of promotion and prevention in the behavioral health continuum of care, identify research-based risk and protective factors for behavioral health problems, and begin to develop a logic model to guide the planning and evaluation of prevention approaches. Using a case example, participants will have an opportunity to practice basic assessment, planning, capacity building, and evaluation skills within a specific cultural context.

#### LEARNING OBJECTIVES:

Participants will be able to:

- Explain the role of promotion and prevention in the continuum of care and public health;
- Describe and apply the steps of the Strategic Prevention Framework: assessment, capacity building, planning, implementation, and evaluation;
- Develop a community-based logic model that relates risk and protective factors and selected interventions to desired program outcomes; and
- Discuss the role of cultural competency and sustainability in promotion and prevention.

#### TARGET AUDIENCE:

Persons working in substance use/misuse prevention and other areas of prevention and health promotion. Pre-Requirement: Participants will be required to take an online course the week before the New England School takes place.

#### CONTENT LEVEL:

Core

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### 172.M School Speaking Prevention and Intervention Program

*Presented by Kimber Lee Falkenburg, PRS and Young People in Recovery Team*

This course will provide an overview of a prevention and early intervention model that draws upon the lived experience of young people in recovery. The program is delivered by young adults (ages 18 to 28), called mentors, in recovery from substance use disorders, who access valuable resources and skills that they have gained during their recovery journeys. These include: establishing supportive peer and community networks, pursuing goals and interests, maintaining boundaries and finding healthy outlets for stress. Mentors look for opportunities to share their personal wellness and resiliency strategies, and to connect with adolescents about shared experiences and challenges. The brief intervention is less about a mentor's personal experiences using alcohol and other drugs, and more about their personal strategies for wellness and their ability to relate to teens.

**TARGET AUDIENCE:** Prevention and intervention specialists, recovery support workers, and all interested

**CONTENT LEVEL:** Core to Advanced

## Recovery Services:

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### 192.M.T.W.Th Recovery Coach Academy (Monday morning through Thursday)

Cheryle Pacapelli (NH)

#### IMPORTANT NOTE:

**This course will begin meeting at 9:00 a.m. Monday, and may at times operate on a different schedule from other classes, in order to cover content.**

This course is CCAR's Recovery Coach Academy. A Recovery Coach is anyone interested in promoting recovery by removing barriers and obstacles to recovery and serving as a personal guide for people seeking or already in recovery. The Recovery Coach Academy (RAC) is a five-day training opportunity designed for those interested in becoming actively involved in serving as a recovery coach. The training will provide participants a comprehensive overview of the purpose and tasks of a recovery coach and will explain the various roles played by a recovery coach. The training will provide participants tools and resources useful in providing recovery support services and emphasizes the skills needed to link people in recovery to needed supports within the community that promote recovery.

Unequivocally, recovery coaches do not provide clinical services. They do, however sometimes work with people experiencing difficult emotional and physical states. As a result, the training provides participants with a basic understanding crisis intervention and how to respond in crisis situations. In addition, skills and tools on effective communication, motivational enhancement strategies, recovery action planning and cultural competency will be offered.

#### OBJECTIVES:

Participants will be able to:

- Describe the roles and functions of a recovery coach;
- List the components, core values and guiding principles of recovery;
- Build skills to enhance relationships;
- Discuss co-occurring disorders and medicated assisted recovery;
- Describe stages of change and their applications;
- Address ethical issues;
- Experience wellness planning; and
- Practice newly acquired skills

#### TARGET AUDIENCE:

Recovery coaches and those wishing to become recovery coaches

#### CONTENT LEVEL:

Core – Intermediate

## Certification in Operational Management: Addiction Field Concentration:

The Addiction Technology Transfer Center of New England and NEIAS will jointly offer the courses necessary to earn a Certificate in Operational Management: Addiction Field Concentration the New England School of Addiction Studies and at the at the Best Practice School. Those wishing to earn the certification must attend all eight days of training. However, each course is open to interested attendees who may attend only the days that are relevant to their interests and earn appropriate continuing education credits.

The curriculum for the certification has been designed specifically to address the non-treatment aspects of running an agency or large program within a governmental agency, a private nonprofit or a business. Too often, strong clinicians don't get the training and assistance they need to grow into effective chief operating officers. This certificate has been designed to meet that clear need within the field.

The certificate program consists of two parts that each includes four days of training.

For those who have begun completing part of the program and are planning when they will complete other parts of the program, the schedule for the next two years will be as follows:

### 2016:

Session A (June 6 – 9, 2016, Worcester, MA):

- Marketing Addiction Treatment, Prevention and Recovery Programs
- Developing Leaders within Your Organization
- Strategic Planning and Project Oversight
- Increasing Revenue? Is the focus dollars and cents or dollars and sense?

Session B (August 29 – September 1, 2016, Waterville Valley, NH):

- Effective Human Services Management
- Fiscal Management and Financial Oversight
- Human Resource and Labor Laws

### 2017:

Due to requests: During 2017, each site will host a different session than it has previously held:

Session B (June 2017, Worcester, MA):

- Effective Human Services Management
- Fiscal Management and Financial Oversight
- Human Resource and Labor Laws

Session A (August 2017, Waterville Valley, NH):

- Marketing Addiction Treatment, Prevention and Recovery Programs
- Developing Leaders within Your Organization
- Strategic Planning and Project Oversight
- Increasing Revenue? Is the focus dollars and cents or dollars and sense?

## Target Audience:

This program is intended for those in the substance use disorder treatment, prevention, recovery and related professions who are tasked with the responsibility of effectively managing the functions of a department, program, or agency (or who aspire to such a role).

## Certification in Operational Management - Addiction Field Concentration:

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### 181.M Marketing Addiction Treatment, Prevention and Recovery Programs

Most addiction treatment, prevention and recovery programs do not have the luxury of big marketing budgets or even a designated staff marketing person. Coupled with the stigma that comes along with substance use disorders, marketing and branding an organization becomes challenging, to say the least. Managers are tasked with promoting programs on shoestring budgets and little education on the intricacies of marketing. This course will examine various concepts and strategies for developing an integrated marketing communications plan - that includes traditional and social media strategies - within your organization.

#### LEARNING OBJECTIVES:

After taking this course, participants will be able to:

- Understand the basics of branding an organization;
- Understand what an integrated marketing communications plan is;
- Provide examples of how social media can be used to support marketing and branding efforts; and
- Provide examples of how external communications can support marketing and branding efforts.

#### TARGET AUDIENCE:

Prevention professionals, recovery support staff, members of coalitions and recovery community organizations, clinicians, supervisors and program managers who wish to learn more about the topic

#### CONTENT LEVEL:

Intermediate to Advanced

## Career Exploration:

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### 100.M New England Addiction Technology Transfer Center (ATTC), New England Institute of Addiction Studies, and City of Worcester Department of Public Health Collaborative Internship/Scholarship Project (CLOSED COURSE)

Goal: To orient the participants to the Substance Use Disorders (SUD) field, including prevention, intervention, treatment and recovery supports. Participants will learn about the state of the SUD field, current and emerging trends, evidence based practices, and opportunities for continued professional development.

#### LEARNING OBJECTIVES:

Participants will be exposed to:

- An overview of the NEIAS school's (prevention and addiction);
- An introduction to SUD's prevention, intervention, treatment, and recovery supports;
- The credentialing processes (Licensure Certification for Prevention and Clinical Work);
- The opioid crisis and strategies to address the challenges;
- The connection between SUD and Criminal Justice initiatives; and
- The need to identify and enter into mentoring relationships.

#### TARGET AUDIENCE: (CLOSED COURSE)

Selected college student interns who are exploring possible substance use disorder careers

## TUESDAY, JUNE 7 FROM 8:30 A.M. - 5:15 P.M.

### Working with the Criminal Justice Involved Population:

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#### 201.T Behavioral Management in the Criminal Justice Population: Applying Motivational Incentives to the Offender Population

*Michael Torch, MA, MLADC (NH)*

This course is based on the National Institute on Drug Abuse Blending Team Product: Promoting Awareness of Motivational Incentives, a package of tools and training resources that introduce the principles and evidence base behind the clinical use of motivational incentives. This adaptation combines that original work with the collective work of NIDA, SAMHSA, the National Institute of Corrections, and the experience of corrections professionals. Participants will learn a blueprint for the development of science-based behavioral management programs specifically designed for the criminal justice involved population.

#### LEARNING OBJECTIVES:

Participants will:

- Describe the principles of the clinical use of motivational incentives; and
- Review a blueprint for specifically applying these tools to work with the criminal justice involved population.

#### TARGET AUDIENCE:

Those who work with the criminal justice population

#### CONTENT LEVEL:

Core to Advanced

### Problem Gambling Training Institute:

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#### 190.M.T.W.Th Massachusetts Council on Compulsive Gambling Training Institute (Monday – Thursday) - Continues

*Presented by Massachusetts Council on Compulsive Gambling Staff*

### Clinical Skills in Client Centered Care - Working in an Integrated Care Environment:

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#### 221.T Treatment Planning: Translating Required Paperwork into Clinically Useful Information

*Margaret O'Hagan - Lynch, M.S., LPC (CT)*

Treatment planning is most effective when the treatment objectives are defined in measurable, attainable, time limited, realistic and specific terms. This training, based on the NIDA/SAMHSA Blending Product: Treatment Planning MATRS, will present tools and training resources that can help addiction treatment providers transform required "paperwork" into clinically valuable information. Participants will learn how to use the data collected via an assessment instrument to assess patients' substance abuse, to develop effective treatment plans, and to monitor outcomes. Research shows that after providers administer assessment instruments, they often file the findings instead of using them to customize effective treatments for their clients. This training is designed to change that practice and help clinicians, supervisors, and managers make good use of the data that is collected. Using this information appropriately can help treatment providers address the specific needs of individual clients and improve treatment outcomes.

#### LEARNING OBJECTIVES:

At the conclusion of this training, participants will:

- Learn how to use assessment data for useful clinical applications and program evaluation;
- Identify differences between program-driven and individualized treatment planning processes;
- Address the process of treatment planning and how the data that is collected can be used in recovery planning; and
- Define basic guidelines and legal considerations in documenting client status.

**TARGET AUDIENCE:**

Clinicians

**CONTENT LEVEL:**

Intermediate

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## 222.T The DSM 5 for Addiction Clinicians

*Gerald D. Shulman, M.A., M.A.C., FACATA (FL)*

This presentation will begin with the controversies surrounding the development of the DSM-5. It will go on to describe the new diagnostic criteria for substance use disorders comparing the DSM -IV and the new DSM-5 and the implications for the old diagnoses of abuse and dependence. Emphasis will be placed on the new diagnostic category of Substance Use and Addictive Disorders and those mental health disorders most like to be found co-occurring with substance use disorders. A two-item screen for Gambling Disorders will be offered. A risk model for determining severity of addictive disorder keyed to the DSM-5 Substance Use Disorder Criteria and associated treatment interventions will be presented.

**LEARNING OBJECTIVES:**

At the conclusion of the presentation, participants will be able to:

- Compare the diagnostic criteria for substance use disorders in the DSM-IV and DSM-5;
- Describe how the DSM-5 categories of Mild, Moderate and Severe compare to the DSM-IV categories of Abuse and Dependence;
- Understand the value of maintaining the DSM-IV Axis system for purposes of assessment, if not for diagnosis;
- Identify the 5 most common mental health disorders that co-occur with substance use disorders; and
- Explain why some people described as “alcoholics” can apparently return to non-problem drinking.

**TARGET AUDIENCE:**

Addiction Clinicians

**CONTENT LEVEL:**

Intermediate to Advanced

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## 223.T HIV/AIDS Trends and Treatment

*Peter DalPra, LADC, LCS (NH)*

This workshop is designed for the addiction professional needing CEUs to fulfill LADC and CPS and CRSW requirements. This training meets the 6-hour minimum HIV/AIDS training requirement for the LADC, CPS and CRSW credentials. The goals of this workshop are to: increase knowledge about HIV progression and treatment; increase understanding the HIV/AIDS EPI profile; increase awareness of the correlation between HIV/STD/HEP (A, B & C) and TB. The workshop will also address the utilization of Motivational Enhancement Therapy and Cognitive Behavioral Therapy in working with clients at high risk for HIV infection and secondary transmission. Particular attention will be paid to the link between increased infection rate with rise of methamphetamine use and the opiate epidemic. The last hour of the course will concentrate on current information regarding Hepatitis C.

**LEARNING OBJECTIVES:**

Participants will:

- Increase knowledge about HIV progression and treatment;
- Increase understanding about NH HIV/AIDS EPI profile; and

- Increase awareness of the correlation between HIV/STD/HEP (A, B&C) and TB.

**TARGET AUDIENCE:**

Counselors, recovery coaches, prevention professionals, and others interested in this topic

**CONTENT LEVEL:**

Core

## Effective Treatment of Substance Use Disorders:

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### 224.T The Power of Groups: Group Work Using Motivational Interviewing

*Stephen Andrew, LCSW, LADC, CCS, CGP (ME)*

This training will provide information on how to use groups as a treatment strategy. We will address why using Motivational Interviewing in a therapeutic support group format is extremely effective. Group work provides several important steps that help break isolation often experienced by a consumer. This training will provide information on the issues and treatment of special populations (adolescents, dual diagnosis, addiction, intimacy, low-income families, parents, etc.) through the use of support groups in treatment. We will also explore the issues of assessment, interaction, group norms, and various forms of support for the consumer. We will also address why the therapeutic support group format is extremely effective. In addition to the role of group leader, the roles of the participants will be discussed and compared in various types of group settings, as well as the importance of therapeutic contracts, goal setting, and group frequency duration, course, and process.

**LEARNING OBJECTIVES:** Participants will be able to:

- Define the different types of groups and to understand the effectiveness of groups;
- Identify an effective group work strategy for different group problems;
- Learn a model of stages of change in group work and to anticipate potential pitfalls as a group leader; and
- Understand the consumers' reactions to groups and the effects those reactions have on the group as a whole.

**TARGET AUDIENCE:** Caseworkers, counselors, school workers, addiction professionals. Participants must have previously had at least a one-day Motivational Interviewing course.

**CONTENT LEVEL:** Intermediate

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### 141.M.T The 12 Core Functions of an Addiction Counselor (Monday PM – Tuesday) – Continues

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### 227.T Practical Approaches to Treatment of Marijuana Use Disorders

*William Mock PhD, LISW, LICDC, SAP (OH)*

It is generally held that the treatment of marijuana use is more challenging than the treatment of other drugs. This workshop focuses on the issues of the treatment of marijuana use and disorders through the use of cognitive behavioral approaches. General strategic approaches that work will be reviewed along with the rationale for their use. Specific interventions that have been demonstrated to be effective will be covered as well as a review of the available research into treatment approach efficacy. Participants will leave the workshop with treatment approaches they can implement in their setting. Implications of medical marijuana and legalization will also be explored.

**LEARNING OBJECTIVES:**

After completing this workshop, participants will:

- Name two specific effective treatment approaches; and
- Describe one specific treatment approach that they can implement in their setting.

**TARGET AUDIENCE:**

Clinicians

**CONTENT LEVEL:**

Core to Advanced

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## 228.T Ethics for Today's Counselor

*Anthony R. Quintiliani, Ph.D., LADC (VT)*

Whether you are a fresh-out-of-school counselor or a veteran supervisor, we are all faced with maintaining and upholding an ever-changing code of ethics. Some decisions are clear, some are kind of gray. This dynamic and engaging one-day training will push your buttons and test the limits of your ethical boundaries and awareness! Through didactic presentation, group participation, and the use of experiential activities, this training will enhance awareness of each attendee's ethical responsibilities, mandates, and biases.

**LEARNING OBJECTIVES:**

Participants will be able to:

- Review clinical implications of the decisions they make regarding the application of client confidentiality;
- Increase understanding of the different roles the counselor may play when dealing with the legal system;
- Identify and resolve complicated ethical conflicts that may arise in a counselor's scope of practice; and
- Understand your ethical responsibilities when it comes to evidence-based treatments.

**TARGET AUDIENCE:**

Addiction Counselors

**CONTENT LEVEL:**

Core to Intermediate

## Integrated Behavioral Health Services:

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## 229.T Understanding Mental Health Conditions

*Richard Fisher, LCSW (CT)*

This course provides an overview of the signs, symptoms, and etiology of the major mental health disorders, with an emphasis on severe and persistent conditions. The interaction of these conditions with substance use will be explored. It places disorders in a stress-vulnerability model, and uses this model to review roles and strategies for direct care staff in a recovery-oriented system. Participants will understand the signs, symptoms, etiology and course of mental health conditions as well as relationship between biological vulnerability and psychosocial issues in the etiology and course of mental health disorders.

**LEARNING OBJECTIVES:**

Participants will be able to:

- Understand the signs, symptoms, etiology and course of mental health conditions;
- Understand the relationship between biological vulnerability and psychosocial issues in the etiology and course of mental health disorders;
- Discuss a variety of intervention approaches and services for people with mental health conditions; and
- Understand the role of direct service staff in assisting people in their recovery.

**TARGET AUDIENCE:**

General audience of staff that works in mental health, addiction or recovery support, or health services.

**CONTENT LEVEL:**

Core to Intermediate

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## 231.T What Everyone Needs to Know When Working with Sexual Minorities

*Joseph Amico, M.Div., LADC, CAS (MA)*

This presentation will cover current day politically correct terms for gay, lesbian, bisexual, and transgender individuals along with a history of the "Gay Rights Movement", the difference between heterosexism and homophobia, cultural differences, stereotypes and subgroups within the LGBT community. Practical tools such as specific treatment plans, a comprehensive bibliography, free government curriculum and guides, national web sites and organizations will all be provided. Regardless of participants' level of experience in working with this population, past evaluations have always exclaimed how much participants have learned and how much fun they had learning it! This track will be beneficial to all levels of clinical experience.

**LEARNING OBJECTIVES:**

Participants will be able to:

- Examine the broad spectrum of the special needs of sexual minorities;
- Describe the acceptable terms to use when talking about/with this population; and
- Discuss how to make their agencies, programs, offices more LGBTQ friendly.

**TARGET AUDIENCE:**

All interested in working more effectively with the LGBT community

**CONTENT LEVEL:**

Core to Advanced

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## 232.T Creating a Trauma Informed System of Care for Women in Substance Use Disorder Treatment: The Boston Consortium Model

*Iliana Ojeda-Rivera, M.Ed. (MA)*

The majority of women in treatment for substance abuse disorders report having a co-occurring mental health disorder as well as a history of trauma. Yet historically, traditional models of substance abuse treatment for woman have not sufficiently addressed trauma or mental health. This gap in services has led to poorer treatment outcomes and higher rates of risky behavior for these women. The Boston Consortium Model is a nationally recognized model for providing trauma informed treatment to women with co-occurring mental health and substance abuse disorders and histories of trauma. This interactive, one day course will provide an in-depth overview of the rationale, approach and benefits of implementing this model and help providers looking to transform their own system of care to be more trauma-informed.

**LEARNING OBJECTIVES:**

Participants will be able to:

- Describe the rationale, principles, values and characteristics of a trauma-informed system of care;
- Discuss the development of a preliminary plan: for implementing a needs assessment within their own system of care to identify gaps and barriers to serving women with co-occurring disorders, and to implement the main components of an integrated trauma-informed system of care; and
- List the steps taken by the Boston Consortium Model project to create systems change.

**TARGET AUDIENCE:**

Clinicians

**CONTENT LEVEL:**

Intermediate to Advanced

## Adolescents and Young Adults:

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142.M.T Youth Treatment in Practice: A Community and Motivational Approach (Monday afternoon - Tuesday) - Continues

## Addressing Opioid Issues:

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### 251.T Medication Assisted Therapy of Opioid Dependence with Suboxone

*Tom Harrison, LADC and Brattleboro Retreat Team: Geoffrey P. Kane, MD; John Murphy, DO (VT)*

Misuse of opioids, prescription pain medications and heroin, is epidemic in the United States. Society's responses should include reducing the supply and reducing the demand for these substances. One aspect of demand reduction is to treat the individuals who are already drug dependent. High relapse rates can generally be improved when treatment includes an opioid agonist medication (methadone or buprenorphine). "Starting Now – MAT" at the Brattleboro Retreat, Brattleboro, Vermont, is a long-term, abstinence-oriented group therapy program for the treatment of opioid dependence. The program provides pharmacological assistance with buprenorphine. This presentation will describe our program and will also include overviews of the neurobiology of addiction and recovery.

#### LEARNING OBJECTIVES:

After attending this training session participants will be able to:

- Summarize the pharmacological action of opioids, including buprenorphine;
- Identify the basic neurobiological structures involved in addiction to opioids;
- Name at least three characteristics of successful opioid addiction treatment, both old and new;
- Specify 3 advantages of regular and random urine drug testing in the treatment of opioid dependence;
- Become familiar with relapse prevention strategies for opioid dependent clients; and
- Understand the fundamentals of the treatment of opioid dependent patients during pregnancy.

#### TARGET AUDIENCE:

Clinicians and others interested

#### CONTENT LEVEL:

Core to Advanced

## Other Current Drug Trends:

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### 252.T Current Trends in Street Drugs & Prescription Medications: Bath Salts, Spice/K2, Molly, Hydro, P-dope

*Mary-K O'Sullivan, M.A., LADC, LPC, LADC*

The line of distinction between what prescription drugs and street drugs are has been forever altered. Prescription medications have become the fastest growing classification of drugs being sold illicitly. In addition, there are a wide range of new street drugs being made available to users that are more potent and more dangerous than any seen in past history. This course will utilize lecture, films, case vignettes, and visual depictions of each drug discussed to assist the participants in identifying and understanding the substances being used in the "new drug culture" in the United States.

#### LEARNING OBJECTIVES:

At the conclusion of training, the participant will be able to:

- Explore the variety of prescription medications that are abused and how they are being used;
- Identify the new street drugs and their effects upon the user; and

- Discuss how these new trends will effect the treatment of addiction in the future.

#### TARGET AUDIENCE:

Open to all participants.

#### CONTENT LEVEL:

Core to Advanced

### Prevention:

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#### 191.M.T.W.Th Substance Abuse Prevention Skills Training (Monday morning through Thursday) - Continues

*Jo Romano, CPS, CCC (VT) and Marissa Carson (NH)*

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#### 271.T Prevention Ethics

*Dodi Swope, M.Ed. (MA)*

Prevention professionals regularly face situations that involve ethics, but not all are aware of their ethical responsibilities in these situations, or how to respond appropriately. Most states require six hours of prevention ethics training to meet International Certification and Reciprocity Consortium (IC&RC) standards. This workshop is designed to assist participants in understanding the types of ethical dilemmas prevention practitioners face while working in the field, and the utility of the Prevention Code of Ethics in helping them respond appropriately. Role-playing, discussions and didactic presentations will provide participants with a better understanding of the role ethics plays in prevention.

#### LEARNING OBJECTIVES:

By the end of the session, participants will be able to:

- Define ethics and related terms;
- Explain key concepts from each of the six principles of the Prevention Code of Ethics; and
- Describe a four-step decision-making process prevention professionals can use to resolve ethical dilemmas.

#### TARGET AUDIENCE:

Prevention professionals

#### CONTENT LEVEL:

Core to Advanced

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#### 272.T Prevention Strategies for the College Age Population

*Lee Ann Dodge, M.Ed., CPS (ME) and Caleb Gilbert (ME)*

This course will focus on evidence-based strategies for preventing and intervening with alcohol and other drug use among 18-25 year olds. Patterns of abuse, individual risk and protective factors, and campus-community environmental factors which influence substance use among this population will be explored. Emphasis will be placed on implementing a comprehensive web of strategies to create change in individual and community behaviors, attitudes, and norms around 18 to 25 year-olds' substance use and abuse. This course will also share screening and brief intervention tools and strategies which have been found to be effective at reducing high-risk alcohol and marijuana use. The need to enhance the continuum of care for college students' substance abuse will also be discussed briefly, specifically, examples of ways to integrate referral to treatment and recovery support services into campus-community systems. Particular emphasis will be placed upon college settings, although the considerations for 18 - 25-year-olds in non-college settings will also be addressed.

#### LEARNING OBJECTIVES:

Participants will:

- Name three important developmental considerations for 18 –25-year-olds around substance use disorder prevention;
- Describe three effective prevention strategies for the 18 – 25-year-old population; and
- Describe two or more models/tools for substance use disorder screening, brief intervention, referral to treatment, and/or recovery support which specifically meet the need of 18-25 year olds.

**TARGET AUDIENCE:** Prevention Professionals and others who work with 18 - 25- year-olds

**CONTENT LEVEL:** Core to Advanced

## Recovery Services:

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### 192.M.T.W.Th Recovery Coach Academy (Monday AM – Thursday) – Continues

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#### 273.T Multiple Pathway to Recovery

*Presented by Kimber Lee Falkinburg, PRS and Young People in Recovery Team*

The concept of multiple pathways to recovery is a foundation of recovery oriented care. The pathway to recovery might include of psychosocial and/or pharmacological treatment. For some, recovery involves neither treatment nor involvement with mutual aid groups. This course will examine the varied types of recovery experience, such as scope or depth, recovery initiation, and recovery frameworks.

#### LEARNING OBJECTIVES:

Participants will be able to:

- Describe the importance of multiple pathways to recovery in recovery focused care;
- Identify types of pathways to recovery; and
- Articulate why this knowledge is important in supporting people in their recovery.

**TARGET AUDIENCE:** All interested

**CONTENT LEVEL:** Core to Advanced

## Certificate in Operational Management:

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#### 281.T Developing Leaders within Your Organization

*Linda Hurley, MA, CAGS, LCDCS, CCJP (RI)*

Developing the capabilities of employees and helping cultivate their careers is an important aspect of management. The development of talent remains a constant responsibility and key to strategic success and sustainability. While helping emerging leaders to focus on reframing their role within an organization, learning opportunities should particularly integrate skills with strategic initiatives. In addition to skills and application opportunities, leadership development and critical skills can be built into everyday work. This presentation will include “real world” examples of strategic leadership development and retention within an addiction services organization.

#### LEARNING OBJECTIVES:

Participants will be able to:

- Describe two ways that skills development can integrate with strategic initiatives; and
- Give an example of a leadership learning opportunity that can be incorporated into day to day work.

**TARGET AUDIENCE:**

This program is intended for those in the substance use disorder treatment, prevention, recovery and related professions who are tasked with the responsibility of effectively managing the functions of a department, program, or agency (or who aspire to such a role).

**CONTENT LEVEL:**

Intermediate to Advanced

## Self Care and Holistic Strategies:

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### 291.T Self Care/Rekindling Our Spirit

*Tana Randall-Wolfe, MSW (VT) & Curt Randall, MA, LADC (VT)*

This interactive course will identify, address, and help reduce the daily stressors that affect the helping professional's rebirth of their passion as a helping professional.

**LEARNING OBJECTIVES:** Participants will:

- Explore what are stressors that create roadblocks and how they effect our personal wellbeing;
- Have a better understanding how a pattern of emotional fatigue can effect our daily beliefs about ourselves and how that can affect our clients; and
- How to maintain a passion for "the work".

**TARGET AUDIENCE:** Individuals interested in clarifying and renewing their commitment to personal growth and sustainability

**CONTENT LEVEL:** Core to Intermediate

## WEDNESDAY, JUNE 8 FROM 10:00 A.M. - 5:15 P.M.

### Working with the Criminal Justice Involved Population:

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#### 301.W Criminal Justice Treatment Planning MATRS: Utilizing Criminogenic Risk Assessment to Develop Effective Treatment Plans

*Michael Torch, MA, MLADC (NH)*

An adaptation of the National Institute on Drug Abuse/SAMHSA blending product: *Treatment Planning MATRS* curriculum, using criminogenic risk assessment tools, [i.e. Ohio Risk Assessment System (ORAS), Level of Service Inventory-Revised (LSI-R), and the Federal Post Conviction Risk Assessment (PCRA),] will be reviewed. These tools identify treatment needs and barriers of the criminal justice population with substance use disorders. This training combines an evidence-based criminogenic risk assessment with an evidence-based treatment planning curriculum in order to help substance use disorder treatment providers and case management personnel work more effectively with offender and community re-entry populations.

#### LEARNING OBJECTIVES:

Participants will:

- Examine the use of evidence-based risk assessment tools; and
- Describe treatment needs and barriers of the criminal justice population with substance use disorders.

#### TARGET AUDIENCE:

Those who work with the criminal justice population

#### CONTENT LEVEL:

Core to Advanced

### Problem Gambling Training Institute:

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#### 190.M.T.W.Th Massachusetts Council on Compulsive Gambling Training Institute (Monday – Thursday) - Continues

*Presented by Massachusetts Council on Compulsive Gambling Staff*

### Fundamentals of Substance Use Disorders:

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#### 311.W Understanding Addiction and Guiding People to Recovery

*Lindy Keller, M.S., MLADC (NH)*

Most people who suffer from the disease of addiction never enter professional addiction treatment, but are seen in related health, education, corrections, counseling and other human service agencies. This introductory workshop is designed to help professionals in those fields consider ways to address addiction and recovery issues with their clients. The focus will be on the ways in which a person is affected by addiction so practitioners can recognize, initiate conversations and support recovery efforts within the parameters of their agency's mission and goals. The goals of this course are:

- Gain knowledge and skills for addressing addiction so that participants can recognize, motivate, refer and support recovery efforts; and
- Help participants to work more effectively with addicted clients within the parameters of their agencies' mission and goals.

### LEARNING OBJECTIVES:

Participants will be able to:

- Describe the neurological basis of addiction;
- Explain how addiction manifests in various aspects of the whole person;
- Effectively raise the topic of addiction and recovery with their clients; and
- Describe specific strategies that are appropriate for early stages of change.

### TARGET AUDIENCE:

Health, education, corrections, preventionists, counseling and other human service professionals, AOD interns and beginning counselors

### CONTENT LEVEL:

Core

## Clinical Skills in Client Centered Care - Working in an Integrated Care Environment:

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### 321.W Chronic Pain and Addiction

*Frank Sparadeo, Ph.D. (RI)*

This course will examine various aspects of pain and signs of chronic pain. Addiction often begins during the acute pain experience. If pain subsides there is usually a brief period of withdrawal from medication which is softened with other medications. In some patients this process does not occur and the use of addictive medications continues despite the healing of the injury and pain. Effects of prescription drugs will be reviewed, and strategies for treating the pain patient with an addictive disorder will be explored.

### LEARNING OBJECTIVES:

Participants will be able to:

- Describe chronic pain and its relation to addiction;
- Name two strategies for helping to educate patients about prescription medications; and
- Identify a high risk situations and name a strategy for that situation.

### TARGET AUDIENCE:

Clinicians

### CONTENT LEVEL:

Core to Advanced

### 322.W Understanding and Using the Revised ASAM Criteria (Published in October, 2013)

*Gerald D. Shulman, M.A., M.A.C., FACATA (FL)*

This presentation will describe the changes in the new ASAM criteria which include the rationale for change in the name of the criteria, linkage to the new DSM-5, changes in language to be more patient-centered and positive, changes in the numbering system, and the addition of four special populations for which application of the criteria has been difficult in the past (parents with children, people in safety-sensitive occupations, older adults and people in the criminal justice system). New sections on tobacco, gambling and managed care will be discussed.

### LEARNING OBJECTIVES:

At the conclusion of the presentation, participants will be able to:

- Compare the continuum of substance use and gambling disorders;
- Perform an ASAM Criteria dimensional assessment for gambling disorders;
- Understand the links between smoking and relapse to other primary drugs addictions;
- Discuss the differences in assessment and treatment for at least one of the special populations; and

- Use the new Level of Care numbering system.

**TARGET AUDIENCE:**

Addiction clinicians

**CONTENT LEVEL:**

Intermediate to Advanced

**NOTE:** This course may be especially useful in combination with the DSM course on Tuesday.

## Effective Treatment of Substance Use Disorders:

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### 323.W Relapse Prevention: "What Works"

*Richard Prentice, CADAC, CAC, CCS (CT)*

This course will outline the basic structure for Relapse prevention groups and programs across practice settings ranging from Inpatient to Outpatient, for both the substance abusing clients and clients with Co- Occurring disorders, traditional theory and technique will be presented, as well as the currently identified assessment, theories and techniques of relapse based on empirical-driven best clinical practices. The goals of this course are for the students to gain, or increase, the ability to better assess clients for relapse prevention focused groups more accurately and to gain a better understanding of running a relapse prevention group across a variety of clinical settings. This course will address how to help, or improve the student's ability to: articulate the Post Acute Withdrawal Syndrome (PAWS) that affects virtually all of their clients but is information that is seemingly not well known by many clinicians, to better assist the students in "normalizing" these symptoms for their clients; and develop an "integrated" approach for either establishing, or improving, across treatment settings.

**LEARNING OBJECTIVES:**

Participants will be able to:

- Better understand where their clients are within the Trans Theoretical Model to improve treatment potency;
- Identify relapse "triggers" and "high-risk" situations;
- Articulate the Post Acute Withdrawal Syndrome (PAWS) that affects virtually all of their clients but is not always well known by clinicians; and
- To develop an "integrated" approach for either establishing, or improving, across treatment settings.

**TARGET AUDIENCE:**

Substance Abuse Counselors

**CONTENT LEVEL:**

Core to Intermediate

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### 341.W.Th Motivational Interviewing: The Basics (Wednesday and Thursday - 2 Day Course)

*Stephen Andrew, LCSW, LADC, CCS, CGP (ME)*

This introductory level workshop offers practitioners in criminal justice, health care and social services the opportunity to learn the fundamentals of Motivational Interviewing (MI) and to begin to incorporate them into their work. This two-day training will discuss this effective approach in the treatment of challenging clients, and provide participants with an opportunity to explore creative ways of integrating these approaches into an effective therapeutic intervention -- when to use and when not to use MI. Motivational Interviewing is a client-centered, evidence-based, directive method for enhancing intrinsic motivation to change by exploring and resolving ambivalence. During this two-day workshop, participants will learn the fundamentals of Motivational Interviewing, explore ways of integrating Motivational Interviewing theories into other treatment approaches, and practice Motivational Interviewing on "challenging" clients through role playing and discussion.

**LEARNING OBJECTIVES:** Participants will be able to:

- Describe the fundamentals of Motivational Interviewing;
- Practice Motivational Interviewing on "challenging" clients through role playing and discussion.
- Adapt the treatment strategies to different populations; and
- Understand direct approaches you can use within the context of creating an atmosphere of change.

**TARGET AUDIENCE:** Substance abuse treatment professionals, correctional officers, health care & social workers.

**CONTENT LEVEL:** Core to Intermediate

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## 326.W Behavioral Addictions: A New Solution for Very Old Problems

*Stephen Merriman, Ph.D. (MA)*

Behavioral addictions are largely overlooked in the diagnosis and treatment of alcohol/substance-based addictions, yet may account for much of the vulnerability to relapse in the latter. In this course close attention will be given to a comprehensive definition of addiction, setting forth with specificity the diagnostic criteria linking substance-based addictions and behavioral addictions. The course will also present how behavioral addictions arise as a part of an overall sequence of addiction in a life that includes both substance-based and non-substance-based addictions. Behavioral addictions in such areas as gambling, work, sex, food, "love"? (attachment hunger), and internet/cyberspace (among many others) will be addressed. Diagnostic and clinical perspectives will be included, along with viewpoints on the question of just how "healed" it is possible to become. If you are interested in gaining clinically relevant knowledge regarding the significance of addiction in behaviors to which society often casts a blind eye, but which are, nonetheless, components of addictive disorders in very many people (including your clients), this training may be of value to you.

**LEARNING OBJECTIVES:**

Participants will:

- Learn how and when various behaviors meet the criteria for addiction;
- Consider what Addiction is by discovering, and perusing, the common denominators which exists between substance-based addictions and non-substance-based addictions;
- Learn how behavioral addictions and substance-based addictions often interweave in the life of an addiction-prone person;
- Learn how behavioral addictions often form a part of the relapse pattern in substance-based addictions;
- Become familiar with lines of approach in both the diagnosis and treatment of behavioral addictions; and
- Engage in dialogue regarding the slowness (perhaps, even, reluctance) of the addictions treatment field to recognize the significance of behavioral addictions.

**TARGET AUDIENCE:** Clinicians

**CONTENT LEVEL:** Intermediate to Advanced

## Integrated Behavioral Health Services:

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### 327.W Mindfulness Based Stress Reduction and Co-Occurring Disorders

*Anthony R. Quintiliani, Ph.D., LADC (VT)*

This training course will cover the details and skills in Mindfulness-Based Stress Reduction (MBSR), as well as limited exposure to MBCT (Mindfulness Cognitive Therapy) and MBRP (Mindfulness-Based Relapse Prevention). Since psychological stress, relapsing conditions, and depression come with addictions, the course tries to cover all three treatment areas. Participants will work within a tripartite model of lecturer-discussion, live demos and role plays, as well as in-depth discussion of experienced skills. The core of the course deals with MBSR in applications for clients with co-occurring

disorders. Additional skills information and practice will include MBCT for depression and MBRP for addictions. By completing the entire course (including practice demos), participants should have the minimum necessary skills to bring these skills into their work with clients.

**LEARNING OBJECTIVES:** Participants will be able to:

- Use core components of MBSR in their case management, counseling and therapy;
- Describe aspects of Mindfulness-Based Cognitive Therapy (MBCT - more like CBT-M) and Mindfulness-Based Relapse Prevention skills (MBRP);
- Practice activities so participants can internalize new skills for use with their clients.

**TARGET AUDIENCE:** Clinicians

**CONTENT LEVEL:** Intermediate to Advanced

## 328.W The Psychology of Suicidal and Self-harmful Behavior in Substance Using and Co-occurring Clients

*Mary-K O'Sullivan, M.A., LADC, LPC, LADC (CT)*

This course will explore the difference between suicidal and self-harmful behavior, their clinical causes and meaning. Types of suicide and self-harmful behavior will be defined. Internal and external developmental factors of suicidal and self-harmful behaviors as coping mechanisms will be explored. An overview of diagnoses and developmental stages that increase these behaviors will be provided, as well as statistics about who is at risk and why. Identification and intervention strategies will be discussed. Finally, trauma and its impact on these behaviors will be reviewed. This course will be a combination of case studies, film vignettes, small group problem solving activities, and lecturers.

**LEARNING OBJECTIVES:**

Participants will be able to:

- Discuss the difference between suicidal and self-harmful behavior;
- Name three developmental factors of suicidal and self-harmful behavior;  
and
- Describe three identification and intervention strategies.

**TARGET AUDIENCE:**

Clinicians, program managers, and clinical supervisors.

**CONTENT LEVEL:**

Intermediate to Advanced

## Reducing Behavioral Health Disparities:

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### 331.W Cultural Competence to Reduce Health Disparities

*Haner Hernandez, Ph.D., CPS, CADCI, LADCI (MA)*

This course is designed to highlight and explore the needs of addiction treatment professionals working with culturally diverse individuals, organizations, and communities. The participants will be able to understand the role behavioral health disparities, cultural competency, and health equity in clinical settings and will learn proven techniques and strategies for engagement. The training will include didactic as well as interactive exercises designed to engage participants and elicit their input.

**LEARNING OBJECTIVES:** Participants will be able to:

- Define health disparities, health equity, and cultural competence, and their connection to addiction treatment and recovery supports;
- Understand the importance of addressing health disparities;
- Identify barriers to addressing health disparities; and
- Identify starting points/action steps to address health disparities at the individual and/or organizational level.

**TARGET AUDIENCE:** All interested  
**CONTENT LEVEL:** Core to Advanced

### 351.W Anger Aside: Strategies for Adolescents and Young Adults

*Lorraine Kaul, MPA, CPP (RI)*

Anyone can become angry...that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way... this is not easy.

Aristotle, The Nicomachean Ethics Description: This workshop will offer a window of opportunity for those professionals interested in enhancing their understanding regarding issues related to anger and anger management problems and for those who want to help teens & young adults challenge difficulties in their life to assist them in developing optimal emotional health. Relationships are integral to a young person's life experience, in school, at work, with peers and in the family. Misunderstandings, negative thoughts, feelings and actions can destroy these relationships. Misuse or misdirected anger, poor impulse control, and lack of conflict resolution skills can cause problems that can interfere with healthy development. Anger and other emotions can also be a positive force to help direct needed change. When teens and young adults learn to understand their anger triggers, and styles, they can begin to channel these emotions toward creating positive change. This workshop will offer strategies for re-educating the brain toward optimism and trust. We will discuss effective methods for taming aggression and short circuiting depression. Recognizing toxic thoughts, the use of alcohol and other drugs as medication, and dealing with grief and loss will also be among the topics for exploration.

#### LEARNING OBJECTIVES:

Participants will:

- Learn a variety of anger management strategies for adolescents & young adults; and
- Learn underlying issues related to aggression Learn teaching techniques to be used with individuals or groups.

#### TARGET AUDIENCE:

Those who work with youth

#### CONTENT LEVEL:

Core to Intermediate

### Addressing Opioid Issues:

### 352.W Addressing the Opioid Crisis: Supporting Those on the Front Lines of an Epidemic

*Nicole Leblanc, MSW, LICSW and David Stanley, MSW, LCSW (MA)*

Participants in this training will explore the impact of the recent opioid crisis on substance use disorder treatment professionals and others on the front line of the crisis. Participants will be given the opportunity to share how the crisis has affected them and how they have coped. Particular emphasis will be placed on identifying helpful coping strategies using group discussion and case reviews.

#### LEARNING OBJECTIVES: Participants will be able to:

- Describe the scope of the overdose epidemic;
- Define secondary trauma;
- Describe symptoms of secondary trauma;
- Identify ways of coping with secondary trauma; and
- Identify strategies for developing resilience.

#### TARGET AUDIENCE: All Interested

**CONTENT LEVEL:** Intermediate to Advanced

## Prevention:

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### 191.M.T.W.Th Substance Abuse Prevention Skills Training (Monday morning through Thursday) - Continues

*Jo Romano, CPS, CCC (VT) and Marissa Carson (NH)*

### 371.W Marijuana and Youth Prevention....An inclusive and interactive approach!

*Lee Anne Dodge, M.Ed., CPS (ME)*

This session will focus on how Maine is addressing youth marijuana use through prevention education. We will share our experience of working with youth to create messages and presentations for middle school, high school, and college students. Our nonjudgmental and interactive approach has been well received not only by youth who don't use, but by those who have used as well. We will facilitate the presentations with attendees and share resources we have developed.

#### LEARNING OBJECTIVES: Participants will be able to:

Describe three important considerations in the development of effective prevention messaging addressing youth marijuana use; and

Utilize this information in their work with youth prevention.

**TARGET AUDIENCE:** Prevention specialists and others interested in learning more about the topic

**CONTENT LEVEL:** Core to Advanced

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### 372.W Advanced Prevention Ethics

*Sandra Del Sesto, M.Ed., CPSS (RI)*

Prevention professionals regularly face situations that involve ethics. Most states require six hours of prevention ethics training to meet and maintain International Certification and Reciprocity Consortium (IC&RC) standards. This workshop is designed for advanced prevention professionals explore the types of ethical dilemmas prevention practitioners face while working in the field, and the utility of the Prevention Code of Ethics in helping them respond appropriately. In particular, this course is designed for experienced prevention professionals to use role-playing, discussions and didactic presentations to better understand the important role ethics plays in prevention.

#### LEARNING OBJECTIVES:

By the end of the session, participants will be able to:

- Describe ethics and identify potential ethical dilemmas;
- Explain key concepts from each of the six principles of the Prevention Code of Ethics; and
- Utilize a four-step decision-making process prevention professionals can use to resolve ethical dilemmas.

#### TARGET AUDIENCE:

Experienced prevention professionals

#### CONTENT LEVEL:

Intermediate to Advanced

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## Recovery Services:

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### 192.M.T.W.Th Recovery Coach Academy (Monday morning through Thursday) - Continues

*Cheryle Pacapelli (NH)*

## Certificate in Operational Management:

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### 381.W Grant Writing/Opportunities for Mental Health and Substance Use Services

*Cyndi MacKenzie, GPC (NH and FL)*

Are you wondering how to apply for grants? Where on earth to find them? Do you have internal capacity to manage grants, both large and small? Are economic times causing you to refocus your energy and re-evaluate your revenue streams? In this course, we will discuss tools for grant seeking and writing. what policies and procedures your organizations need to have in place to take advantage of and then manage, as well as the various resources available to address the public health mental health and substance use disorders in your community.

#### LEARNING OBJECTIVES:

Participants will be able to:

- Discuss trends of funders;
- Explain the importance of leadership and true collaboration in fiscal relationships;
- Articulate why funders insist on strategic plans and why we need have and follow them;
- Review policies, procedures and guidelines for decision making, roles and responsibilities, the grant process and beyond;
- Find funding opportunities tied to public health including mental health and substance use disorders - Federal, State, Foundation, Local; and
- Utilize grant writing tools and tips that will assist the entire development process.

#### TARGET AUDIENCE:

This program is intended for those in the mental health and substance use disorder treatment, prevention, recovery and related professions who are tasked with the responsibility of effective development of a department, program, or agency (or who aspire to such a role).

#### CONTENT LEVEL:

Intermediate to Advanced

## Self Care and Holistic Strategies:

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### 391.W Spirituality in Addiction Treatment

*Brian Crocket, M.A., LADC1 (MA)*

The Spirituality in Addiction Treatment training is designed to help direct care staff meaningfully integrate clients' spirituality into treatment. The training will explore the difficulties in defining spirituality across several faith and non-faith traditions, the impact of spirituality and its absence in the lives of clients and articulating addiction as a spiritual disease. Understood in this sense, we will explore addictive impulses as the hunger pangs for meaningful spirituality. We will also cover particular clinical group and individual interventions along with measurable treatment outcomes, harnessing one's own spirituality as a treatment provider and helping the client find support in his or her own spiritual tradition.

**LEARNING OBJECTIVES:** After participating in this training, participants will be able to:

- Develop a working description of spirituality;
- Identify the points of contact between spirituality, moral language and spiritual motivations
- prompting use, while integrating client-centered spirituality into treatment planning with measurable outcomes;
- Describe individual and group-based clinical interventions that focus on client spiritual wellness; and
- Discuss the potential ethical conflicts that may arise when addressing spirituality.

**TARGET AUDIENCE:** Clinicians and those working in recovery support

**CONTENT LEVEL:** Core to Advanced



## THURSDAY, JUNE 9 FROM 10:00 A.M. - 4:30 P.M.

### Working with the Criminal Justice Involved Population:

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#### 401.Th Evidence-based Manualized Group Facilitation

*John C. Gramuglia, MBA, LICSW, MLADC, LCS (VT) and Heather Gagnon (VT)*

This course provides an overview of Criminogenic Risk Reduction group curriculums and the skills necessary to facilitate these manualized interventions with fidelity. This workshop will address the necessary knowledge to select appropriate evidence based group interventions, the skills necessary to facilitate such interventions as well as the skills necessary to retain curriculum fidelity within a program of service delivery. The first day will be reviewing group Evidence Based Practices (EBPs) for criminogenic risk reduction. Although the course uses a criminal justice specific practice as a model, the course is useful to anyone who is implementing group based EBPs and/or supervising group based interventions.

**LEARNING OBJECTIVES:** Participants will be able to:

- Discuss the process for selecting appropriate evidence – based group interventions for the criminal justice population;
- Utilize group facilitation skills in evidence – based group interventions; and
- Name two important considerations for retaining curriculum fidelity within service delivery.

**TARGET AUDIENCE:** Clinicians, managers, and supervisors, particularly those working with the criminal justice involved population. Although the course uses a criminal justice specific practice as a model, the course would be useful to anyone who is implementing group based EBPs and/or supervising group based interventions.

**CONTENT LEVEL:** Intermediate

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#### 402.Th Working with The Violent Offender

Brenda Westberry (RI)

Within the prison system violence is a part of the normal routine for most inmates in order to protect themselves. Many offenders react with violence due to a lack of developed coping skills and strategies to handle problems in a positive way. Offenders often struggle with a prison culture that reinforces violent behavior for those inmates who have a growing history of substance use issues. It can be said that drugs and alcohol often precipitates further acts of violence and treatment programs within the community often work against acceptance of violent offenders based on their past histories. In this workshop, we will examine the foundation of violence and the various acts that lead to imprisonment of offenders, its impact on offenders who move from corrections into the community and the relationship between substance use and violent behavior.

**LEARNING OBJECTIVES:**

Participants will:

- Examine the relationship between violence and substance use;
- Explore community based violent prevention programs; and
- Discuss the violent offender as he/she moves from corrections into the community setting.

**TARGET AUDIENCE:**

Criminal justice professionals, clinicians, and others who work with clients involved in the criminal justice system

**CONTENT LEVEL:**

Core to Advanced

## Problem Gambling Training Institute:

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### 190.M.T.W.Th Massachusetts Council on Compulsive Gambling Training Institute (Monday – Thursday) - Continues

*Presented by Massachusetts Council on Compulsive Gambling Staff*

## Fundamentals of Substance Use Disorders:

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### 411.Th Neurobiology of Addiction

*Joseph Zannella, MA, LADC (CT)*

This workshop is for new counselors who need to understand the role that brain chemistry plays in addictions. We will begin with a review of brain structure and basic brain chemistry. Then we will discuss the effects of substance abuse and the progression that chemical dependency has on the brain. Implications for treatment and client education will be discussed. Current and emerging brain chemistry research will be highlighted. Several small group exercises will allow for practical applications to be practiced that you can bring back to your clients and colleagues.

#### LEARNING OBJECTIVES:

Participants will:

- Learn the major neurotransmitters involved in learning, memory and addiction;
- Review brain structure, developmental issues, and the lasting effects of substances of abuse as well as gambling addiction; and
- Learn the latest developments in brain research and its relevance to addiction and treatment.

#### TARGET AUDIENCE:

New counselors and all interested

#### CONTENT LEVEL:

Core

## Effective Treatment of Substance Use Disorders:

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### 341.W.Th Motivational Interviewing: The Basics (Wednesday and Thursday - 2 Day Course) – Continues

## Integrated Behavioral Health Services:

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### 422.Th Foundations of Substance Use Disorder Treatment

*Michael Torch, MA, MLADC (NH)*

The knowledge, skills and attitudes developed by SAMHSA National Curriculum Committee for all clinical disciplines working with the Substance Use Disordered population will be explored through didactic and experiential discussions and exercises. The Transdisciplinary Foundations of the competency model of Substance Use Disorder professional preparation will be presented and fully explored in this adaptation of the Addiction Technology Network's training product.

#### LEARNING OBJECTIVES:

Each participant will:

- Identify the four Transdisciplinary Foundations of Substance Use Disorder clinical professional development;
- Clearly identify the components of the competency model of clinical professional development and its transdisciplinary application;

- Gain an understanding of the knowledge, skills and attitudes necessary to the development of competency to deliver clinical services to Substance Use Disordered individuals; and
- Examine their own level of competency in each of the four Transdisciplinary Foundations through the application of the Addiction Technology Transfer Center Network's Performance Assessment Rubrics.

### TARGET AUDIENCE:

This course is especially designed for new counselors and people from other fields who work with people with substance use disorders. It also may be of interest to new counselors.

### CONTENT LEVEL:

Core to Intermediate

## Integrated Behavioral Health Services:

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### 424.Th Depressive Symptoms in Early Recovery

*William Mock PhD, LISW, LICDC, SAP (OH)*

Depression is the second most frequently found symptom coexisting with alcohol and/or drug misuse, abuse and dependence. According to one national survey, more than 27% of those with depressive disorders also meet criteria for chemical dependency. Clinical studies indicate the prevalence of current depressive illness among persons with chemical dependency disorders ranges from 14% to 34%. The association between these 2 categories of disorders has long been known. What has not been so clearly understood was the causal relationship between them, if any. Modern research has established the link between early recovery and depressive symptoms. Further it has established that depressive symptoms in early recovery constitute the leading internal cause of craving and relapse. No doubt treatment of this population has been seen as more difficult and problematic leading to clients "falling through the cracks" and not receiving the care they needed for either or both conditions. This workshop looks at issues of which came first, prevalence, alcohol and drug induced depression, and demonstrably effective treatment.

### LEARNING OBJECTIVES:

Participants will:

- Demonstrate causal relationship between chemical dependence and depression and depression and chemical dependency;
- Demonstrate and initiate techniques effective for both depressive symptoms and chemical dependency; and
- Effectively identify and use 3 depression screening instruments.

### TARGET AUDIENCE:

Clinicians, recovery coaches, those working in recovery support, and any behavioral health professional who works with chemically dependent clients.

### CONTENT LEVEL:

Core to Advanced

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### 425.Th Co-Occurring Disorders of Cognitive Disabilities and Substance Use

*Frank Sparadeo, Ph.D. (RI)*

A significant number of clients enter the doors of substance abuse and mental health facilities who have some level of cognitive disorder for whom treatment services may require adaptation. This intensive seminar is intended for experienced clinicians to build their knowledge and skills working with clients with a range of cognitive disorders. This course will build clinician skills in screening, assessment and intervention planning for substance abuse and/or mental health clients with cognitive disorders. Participants will also be prepared to function as an in-house resource within their agencies.

### LEARNING OBJECTIVES:

Participants will be able to:

- Name three important considerations for treatment and planning when working with this population; and
- Describe two screening and assessment strategies appropriate for people with cognitive disorders.

### TARGET AUDIENCE:

Clinicians

### CONTENT LEVEL:

Intermediate to Advanced

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## 426.Th Substance Use Disorder and Mental Health Problems Among Older Adults: The Challenge of Assessment, Intervention and Treatment

*Gerald D. Shulman, M.A., M.A.C., FACATA (FL)*

Older adults are admitted to acute care hospitals more for alcohol-related disorders than for heart attacks!!! This workshop will describe the challenges of assessment, intervention and treatment of older adults with substance use and co-occurring mental health problems. There will be discussion of six major problems areas encountered when working with older adults with substance-related disorders: (1) identification; (2) diagnosis; (3) assessment; (4) intervention; (5) referral; and (6) treatment. Appropriate responses to problems in each of the areas will be presented. A broad-based gerontological assessment process will be discussed with emphasis on co-occurring disorders. Older adult specific assessment instruments for depression, dementia and substance use disorders will be presented, including the newest screening instrument for problems with alcohol, prescribed and over-the-counter medications. As part of good mental health, the myths and realities of sexuality among older adults will be discussed.

### LEARNING OBJECTIVES:

At the conclusion of the workshop participants will be able to:

- Identify 5 diagnostic problems with older adults;
- Identify 3 characteristics that discriminate between early- and late-onset alcoholics;
- Select the most appropriate screening instruments for substance use disorders and depression in older adults; and
- Identify the 3 factors most likely to motivate older alcoholics to change their behavior.

### TARGET AUDIENCE:

All treatment providers.

### CONTENT LEVEL:

Core to Advanced

## Reducing Behavioral Health Disparities:

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## 431.Th The Missing Component in Women's Treatment - Embracing Resilience

*Patricia O'Gorman, Ph.D. (NY)*

Understanding what is unique about women's treatment is vital if we are going to intervene earlier in a woman's addiction. This means grappling with what is different about women: unique triggers, "girly" thoughts, those societal judgments that result in women feeling less-than, that can result in a women's excessive use of substances, food, and even exercise. Learn about how to intervene directly in "girly" thoughts, essential if we are going to treat the "full woman", in this FUN seminar that is an overview of the new curriculum available based upon: The Resilient Woman, sure to expand your thinking and leave you laughing.

## LEARNING OBJECTIVES:

Participants will:

- Understand how “girly” thoughts affect all women and literally drive some to drink;
- Learn how to use the 7 Steps to personal power with their clients:
  1. See crises as opportunities: how their “girly” thoughts thwart this and recovery can enhance it.
  2. Tune into their own inner wisdom: how trauma makes this more challenging with their “girly” thoughts offering a reason as to why it their fault, but how their HP can help them realize they do have control over what they think.
  3. How to set helpful boundaries: how protective factors sets the stage for what they need to do, and their “girly” thoughts try to keep them stuck.
  4. How to protect their hearts by loving resiliently: loving their inner child and adult, addiction, “girly” thoughts and all.
  5. How to realize that they can become strong in their hurt places: realize they can heal their trauma and addiction through challenging their “girly” thoughts and owning their strength.
  6. How to think positively: own their resiliency style.

## TARGET AUDIENCE:

All who work with women

## CONTENT LEVEL:

Core to Advanced

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## 433.Th What about Men? The forgotten gender in trauma informed addiction care

*Chris Dorval MSW, LCDP, LCDCS, ICADC (RI)*

Research indicates that approximately 70% of people in addiction treatment programs are men and of these men over 60% report at least one traumatic experience in their life time. Traditional trauma informed addiction treatment models were originally designed for use with women and simply changing the pronouns does not respond to the unique experience and challenges of treating men’s trauma. With this in mind how many addiction professionals are being trained to effectively work with men and trauma? In addition, many addiction professionals may be unintentionally re-traumatizing male participants thereby increasing their risk of failure in the program. This presentation offers practical guidance and tools for addiction professionals working with men in navigating these challenging areas.

## LEARNING OBJECTIVES:

Participants will be able to:

- Understand trauma as a defining and organizing experience that forms a recovering person’s sense of self and others;
- Describe the way that men experience, process, and exhibit trauma; and
- Utilize exercises and practices regarding what to do and what not to do in their work with men in addiction treatment programs.

**TARGET AUDIENCE:** Clinicians who work with men

**CONTENT LEVEL:** Intermediate to Advanced

## Addressing Opioid Issues:

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## 453.Th Medication Treatment and Recovery for Substance Use Disorders

*Michael Gaudet, LICSW, LCDP (MA)*

This course will provide the National Institute on Drug Abuse and Substance Abuse and Mental Health Services Administration’s Blending Initiative product, entitled “Buprenorphine Treatment: A Training for Multidisciplinary Professionals”. The primary goal of this training package is to create awareness among addiction professionals about

buprenorphine in the treatment of opioid dependence. The course includes information about what to expect when someone is treated with this medication, information about the legislation that permits office-based buprenorphine treatment, the science of addiction, the mechanism of buprenorphine, patient selection criteria, and associated patient, counseling, and therapeutic issues. In addition to the NIDA product presentation on Buprenorphine Awareness, an overview of other current medications approved for the treatment of substance use disorders, for non-opiates as well as opiates, and appropriate candidates for these pharmacotherapies, will be provided.

### LEARNING OBJECTIVES:

Participants completing this course will:

- Name three counseling and therapeutic issues to consider when working with someone who is being treated with buprenorphine;
- Describe an appropriate candidate for buprenorphine treatment; and
- Name two other medications and appropriate candidates for pharmacotherapies for substance use disorders.

### TARGET AUDIENCE:

Counselors, therapists, psychologists seeking better understanding of the utilization of pharmacotherapy in treatment

### CONTENT LEVEL:

Intermediate

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## 454.Th Medication Assisted Treatment: Ethics and Fighting Stigma

*Jeffrey Quamme, CAC, CCDP, MATS, CARC (CT)*

This course will cover two important topics in medication assisted treatment and recovery: The first part of the course is designed to help participants define the differences between ethics, policies and procedures, morality, and the law; identify and discuss general ethical principles and apply them to MAT environments; identify and discuss ethical issues specific to MAT environments. This second part of the course is designed to identify common misperceptions of medication assisted treatment and recovery which often lead to the stigmatizing of patients receiving MAT services (and even working as an addictions counselor in a MAT environment); provide information and resources that can help patients and staff combat these misperceptions.

**LEARNING OBJECTIVES:** Participants will:

- Identify the commonalities and differences between professional ethics and other codes of conduct;
- Define basic ethical principles applicable to all substance treatment environments;
- Discuss issues that may be MAT specific;
- Identify proper routes to address ethical concerns and complaints;
- Review common misperceptions about MAT services; and
- Access and share resources available to combat these misperceptions.

**TARGET AUDIENCE:** Counselors with some familiarity with medication assisted treatment settings.

**CONTENT LEVEL:** Core to Intermediate

## Prevention:

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## 191.M.T.W.Th Substance Abuse Prevention Skills Training (Monday morning through Thursday) - Continues

*Jo Romano, CPS, CCC (VT) and Marissa Carson (NH)*

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## 471.Th Basic Facilitator Skills

*Lorraine Kaul, MPA, CPP (RI)*

This course is designed for prevention professionals who wish to enhance their skills in the IC & RC Prevention Communication Domain. This workshop will provide basics skills, techniques, and tips for facilitation, useful for trainings, discussion groups, coalition or planning groups and other meetings. The training is designed for beginning to intermediate Facilitators interested in learning about the roles rules, obstacles and challenges of effective facilitation. Principles of effective listening, public speaking, and communicating with various audiences will be reviewed. The workshop will provide some practice opportunities in a safe and fun learning environment.

### LEARNING OBJECTIVES:

Participants will:

- Describe the roles and rules of a Facilitator;
- Utilize techniques for timing and keeping the group on track;
- Enhance skills in dealing with diverse work styles and conflict in a work group; and
- Explore techniques for motivating and sustaining a work group.

### TARGET AUDIENCE:

Prevention professionals or others interested in this topic

### CONTENT LEVEL:

Core to Intermediate

## Engagement Strategies in Prevention, Intervention, Mental Health Promotion, and Recovery:

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### 472.Th Community Organizing for Prevention and Recovery

*Sandra Del Sesto, M.Ed., CPSS (RI)*

Engaging community leaders and other influencers in a community has always been critical for organizing community prevention and recovery efforts. Effective community organizing skills are more important than ever in a changing social service world. This course will review principles of basic community organizing. Strategies for prevention and recovery groups to proactively engage all those decision makers involved in behavioral healthcare and primary care will be discussed. The many rich opportunities for prevention organizations and recovery organizations to collaborate with each other to further many mutual goals in their community will also be addressed. In addition to specific organizing strategies, this course will provide opportunity for discussion, role play and interaction across disciplines.

### LEARNING OBJECTIVES:

- Participants will be able to:
- Describe the basic principles of community organizing;
- Identify 1-2 potential partners from other sectors in the community; and
- Discuss strategies for engaging (and retaining) these partners in collaborative efforts.

### TARGET AUDIENCE:

Prevention professionals, recovery community organizers, and all interested in community organizing

### CONTENT LEVEL:

Core to Advanced

## Recovery Services:

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### 192.M.T.W.Th Recovery Coach Academy (Monday morning through Thursday) - Continues

*Cheryle Pacapelli (NH)*

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## 473.Th Fundamentals of Operating a Recovery Center

*Mark Ames (VT/NH) and Holly Cekala (NH)*

Community recovery centers help people move from active addiction into a life in sustained recovery. In many cases people find recovery through easily accessible recovery supports without treatment, but in all cases finding a personally satisfying path through the challenges of early recovery requires support. A critical element in the recovery process is connecting with new friends and peer groups who understand the life changes we call recovery. This course will introduce participants to the information necessary to develop a community recovery center. Creating a center requires overcoming NIMBY (not in my back yard) and maintaining community relations. Participants who want to lead or support the development of a recovery center will gain a comprehensive understanding of topics such as: picking a location/considering space needs, approaches for finding funding, developing recovery support services that support all paths to recovery, and considering promising, evidence based recovery practices. We'll consider developing mission and vision statements, board development, by-laws development, drafting personnel policies, and consider Vermont's recovery program standards. We'll look into staff/volunteer management issues such as drafting job descriptions, recruiting, training, maintaining, and developing protocols for selecting and managing teams of recovery coaches.

### LEARNING OBJECTIVES:

Participants will be able to:

- Describe the process of developing a recovery community center.
- Identify critical considerations in operating a recovery center.
- Understand recovery principals and the tasks of recovery.

### TARGET AUDIENCE:

People interested in learning more about developing and operating a recovery center. Recovery recovery community organizers, people who want to learn more about the recovery process, and recovery center staff/volunteers.

### CONTENT LEVEL:

Core to Advanced

## Operational Management:

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## 481.Th Strategic Planning and Project Oversight

*Peter M. Smith, M.B.A. (ME)*

Strategic plans today require clarity and flexibility. Organizations need clarity on their purpose (mission) and lightness on their feet to shift as the environment provides new challenges and opportunities. This course will review an adaptive strategic planning process to address these needs. Attention will also be given to project oversight and integration with strategic planning. The leadership challenge is to create goals and strategies that are consistent with the organizational vision and values and flexible enough to be changed as conditions change. Successfully achieving a plan with a clear vision, values, and purpose, and having flexible goals and strategies will result in a strategic plan that is used and not sitting in a binder on the shelf.

### LEARNING OBJECTIVES:

Participants will be able to:

- Describe the steps in a strategic planning process; and
- Name two ways to ensure that a strategic plan, while remaining true to an organization's mission, is flexible enough to respond to rapidly changing conditions; and
- Discuss project oversight in relation to an organization's strategic plan.

**TARGET AUDIENCE:**

This program is intended for those in the substance use disorder treatment, prevention, recovery and related professions who are tasked with the responsibility of effectively managing the functions of a department, program, or agency (or who aspire to such a role).

**CONTENT LEVEL:**

Intermediate to Advanced