

## 2018 Summer School Course Descriptions

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."*

To view an overview chart of each of the 25 courses offered each day, visit the "Course List" link under the "Summer School" menu at <http://www.neias.org>.

Courses have been placed 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, 3, 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 4 from 2:30 p.m. – 5:30 p.m.)
- T = Tuesday (June 5 from 8:30 a.m. – 3:45 p.m.)
- W = Wednesday (June 6 from 10:00 a.m. – 5:15 p.m.)
- Th = Thursday (June 7 from 10:00 a.m. – 4:30 p.m.)
- For example, a course numbered 121.M is a one-day course that meets Monday afternoon. A course numbered 223.T is a one-day course that meets on Tuesday. A course numbered 241.T.W is a two-day course that meets on Tuesday and Wednesday. A course numbered 191.M.T.W.Th is a four-day course that meets on Monday, Tuesday, Wednesday, and Thursday.

### 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 Optional Morning Plenary Session Description

*Monday, June 4, 2018 from 9:00 am – 12:00 pm*

### Coming into the Light - Breaking the Stigma of Substance Use Disorders

Stigma is a major obstacle preventing millions of people who are struggling with substance use from entering treatment today. This course will provide psychoeducation for professionals in terms of medication assisted treatment options, as well as, demystifying traditional recovery culture which sometimes creates covert barriers within the recovery community. This presentation is designed to help professionals break that stigma that creates an unnecessary barrier to treatment by understanding recovery oriented language and strategies that can be integrated into practice immediately.

**LEARNING OBJECTIVES:** As a result of this training, participants will be able to:

- Identify use strengths based language to reduce stigma associated with substance use disorders;
- Conceptualize the factors that influence stigma associated with substance use disorders and their consequences;
- Discuss targets and interventions aimed at addressing stigma associated with substance use; and
- Articulate the difference between medication assisted treatment options and provide informed consultation to persons in recovery.

**THE PRESENTER:** *Chris Dorval MSW, LCSW LCDP, LCDCS, ICADC* is a therapist in private practice, a Business Development Officer for Recovery Centers of America, a Project Coordinator for Rhode Island College SBIRT Training and Resource Center, as well as, a clinical consultant specializing in addiction, trauma, and men's health. Chris has worked as the Director of Clinical Outreach and Development for an international training and consulting agency, as well as, having worked as a clinician and clinical supervisor in various levels of care in addiction treatment for over 6 years. Chris has extensive training in trauma informed care, treating co-occurring trauma and addiction, and is committed to helping others in their own personal journeys in recovery. A Licensed Clinical Social Worker (LCSW), Licensed Chemical Dependency Professional (LCDP), and a Licensed Chemical Dependency Clinical Supervisor (LCDCS), Chris graduated from Rhode Island College with a Bachelor's degree in Psychology and a Master's degree in Clinical Social Work (MSW). As a person in long term recovery himself, Chris is passionate about working with those affected by addiction and trauma and has dedicated his practice to this focus. As a father, husband, son, and friend Chris believes in developing healthy family and interpersonal relationships and addressing the underlying issues driving a person's symptoms are essential to sustained recovery.

## Monday Afternoon Course Descriptions

**Monday, June 4, 2018 from 2:30 pm – 5:30 pm**

### **Substance Use Disorder Fundamentals**

#### **401.M Etiology and Epidemiology of Addiction**

*Sharon Morello, BSN, RN (RI)*

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:

- Explore the various definitions and understandings of addiction;
- Be able to identify the different recovery approaches that have evolved from these etiological differences; and
- 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

### **Addressing Health Disparities**

#### **411.M Race, Crime and Criminal Justice**

*Brenda Westberry (RI)*

The number of adults in the criminal justice system has soared due largely to prosecutions of drug related crimes and drug addicted offenders. Criminal offenders have rates of substance abuse and dependence that are more than four times that of the general non-criminal population. The shift in criminal justice practices, policies, and laws has resulted in vast racial disparities in the average length of sentences for comparable offenses such as crack cocaine versus powder cocaine. \*Thirty-eight percent of prison and jail inmates are African American while Latinos constitute 19% of the prison and jail population. A black male born in 2001 has a 32% chance of spending time in prison at some point in his life, a Hispanic male has a 17% chance, and a white male has a 6% chance. There are major institutions that affect crime and carry out the application of justice for victims and punish offenders. The disparities in punishment and other criminal justice and correctional problems has resulted in the overrepresentation of minorities in our criminal justice system. During this workshop we will examine the interconnectedness surrounding race crime and criminal justice including the differences in sentencing, crime and violence. Attention will be given to racial and ethnic disparities in the criminal justice system as it relates to substance abuse as well as the exploration of current research and practices.

(\*NIH.Gov/Sentencing Project.org)

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

- Identify who is incarcerated and the impact and prevalence of incarceration and reentry on racial and ethnic minorities;
- Analyze racial and ethnic disparities in the criminal justice system; and
- Identify the connection between substance use, poverty and crime.

**TARGET AUDIENCE:** All interested

**CONTENT LEVEL:** Core to Advanced

#### **410.M Gender Matters!: Resources and Strategies to Implement Gender Responsive Services for Clients with Substance Use and Co-Occurring Disorders Using SAMHSA’s Training Tool Box**

*Linda J. Frazier, M.A, RN, MCHES (MA)*

The Substance Abuse and Mental Health Services Administration (SAMHSA) has developed a Training Tool Box that allows users to develop and deliver customized trainings on addressing the unique needs of women with substance use and co- occurring disorders. This Tool Box enables clinical supervisors, program directors and advocates to customize workforce learning for providers, clinicians and peers in diverse settings across the addiction continuum. The Gender Matters! program will equip participants with resources and skills to better serve all clients of all gender identities, train staff and others on gender responsive, trauma-informed approaches and make a compelling case for implementing effective interventions for women that will improve outcomes for all clients. Topic areas addressed include an overview of women and substance use, gender responsive services for women, special considerations in working with women in treatment and recovery, addressing co-occurring health and mental health, special considerations with pregnant and parenting women and family approaches.

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

- Use the training tool box to create a needed presentation or workforce learning session for staff;
- Articulate a compelling case for integrated trauma and SUD services for women across the addiction continuum; and
- Identify personal strengths and resources to use in workforce development, supervision and leadership.

**TARGET AUDIENCE:** Clinicians, program managers, clinical supervisors

**CONTENT LEVEL:** Intermediate to Advance

**Acknowledgment:**

*This Training Tool Box was developed for the Substance Abuse and Mental Health Services Administration (SAMHSA) by Advocates for Human Potential, Inc. (AHP) under contract number 283-07-3807 with SAMHSA, U.S. Department of Health and Human Services (HHS). The contents and training do not necessarily reflect the views or policies of SAMHSA or HHS.*

## Effective Substance Use Disorder Treatment

### 421.M Ethics and Liability in Substance Use Disorder Treatment

*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

### 422.M Role Delineations and Clarity: Sponsor, Recovery Coach, Addiction Counselor

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

This 3-hour course, based upon William L. White's landmark paper "Sponsor, Recovery Coach, Addiction Counselor: The Importance of Role Clarity and Role Integrity" will identify the boundaries of each role in treatment and recovery settings.

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

- Describe the appropriate role of a sponsor, a recovery coach, and a substance use disorder counselor; and
- Explain a function for each of these roles in treatment or recovery settings.

**TARGET AUDIENCE:** All interested

**CONTENT LEVEL:** Core through Advanced

### 423.M Technology Assisted Care for the Treatment of Substance Use Disorders

*Jaime Richardson (CT)*

Attendees will be exposed to several technology assisted care products, along with technological infrastructure needs. There will be discussions about program cultures toward Technology-Assisted Care and how to work within those cultures. Participants will acquire information about efficient and fidelity-based interventions to improve outcomes for substance use disorder treatment.

**LEARNING OBJECTIVES:** Participants will:

- Improve awareness of and receptivity to using Technology-Assisted Care (TAC) for the treatment of Substance- Use Disorders (SUDS);
- Identify effective TAC interventions for SUD;
- Demonstrate exemplary TAC interventions;
- Discuss strategies for adoption and integrating of TAC into routine clinical practice; and
- Explore implementation and integration challenges (e.g. costs, reimbursement, security, etc.).

**TARGET AUDIENCE:** Clinicians

**CONTENT LEVEL:** Core to Advanced

## 424.M Application of Behavior Change Strategies in Step One of Narcotics Anonymous: A Toolkit for Counselors

*John Finneran Ph.D., MAC, LADC-1 (MA)*

This half-day workshop will present findings from a small qualitative research study that sought to improve treatment outcomes for persons with substance use disorders by increasing counselor awareness of behavior change strategies derived from Twelve Step literature. The study recruited a small group of clinicians to investigate, identify, and apply several key behavior change principles described in Step One as outlined in the Narcotics Anonymous \* (NA) text, *It Works: How and Why* (Narcotics Anonymous, 1993). This workshop will engage participants in an examination of key passages from the NA commentary on Step One. We will develop a framework with which to better understand the nature of severe substance use disorders, and identify behavior change strategies that can support positive treatment outcomes for clients, enrich counselor skill and self-awareness, and promote informed referrals to twelve step programs. Research findings indicated that Twelve Step literature is a rich and valuable source of information regarding the addiction and recovery process and that its exploration benefits both the client and clinician in important ways.

**LEARNING OBJECTIVES:** At the conclusion of the workshop, participants will be able to:

- Recognize and apply key behavior change strategies including identification as choice, barriers to change, acquisition and strengthening of honesty, detection of reservations as relapse traps, and the adaptive function of surrender;
- Identify and utilize recovery literature as a source of counselor renewal and self-development; and
- Facilitate and improve client referral to twelve step programs as part of comprehensive treatment plan.

*\*This research was conducted with the written approval of Narcotics Anonymous World Services and observed the suggested guidelines for fair use of copyrighted material. Further, any findings derived from the research reflect the authors' own interpretation of the material and do not represent the fellowship or organization of Narcotics Anonymous in any way.*

**TARGET AUDIENCE:** Clinicians, recovery coaches, those working in recovery support, and any behavioral health professional

**CONTENT LEVEL:** Core to Advanced

## 425.M 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

### **Client-Centered Integrated Care**

#### **426.M Pregnant and Parenting Women – Preparing Women for Parenting in Recovery**

*Julia Reddy, MA (MA)*

In this workshop, participants will explore new tools and technologies to help women in substance use disorder treatment or recovery prepare for labor, delivery, and early parenting. Participants will learn best practices for engaging women in treatment services, and collaborating with other systems, such as medical providers and child welfare professionals. Participants will leave with new activities and curricula to share with their clients, and new strategies for serving this vulnerable population.

**LEARNING OBJECTIVES:** Participants will:

- Review the literature around prenatal substance use and its effects on mom and baby;
- Explore new resources, including web-based curricula, to educate and engage pregnant women in services; and
- Learn innovative best practices for serving the mother/baby dyad and family unit.

**TARGET AUDIENCE:** Individuals who work in mental health, addiction, recovery support, or health services and serve reproductive-aged women, parents, and/or families.

**CONTENT LEVEL:** Beginner to Intermediate

#### **427.M Medication Management and Integrative Treatments for SUD and Behavioral Addictions with Co-occurring Mental Health Disorders**

*Maria Eden Gianan, MSN (MA)*

This course will provide the audience with knowledge of psychotropic medications as well as evidence-based alternative treatments for Substance Use Disorders (ETOH, Opioids, Benzos, etc.) and Behavioral Addictions (Gambling, Eating, Internet, Compulsive Sexual, Shopping Addictions).

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

- Identify different types of psychotropic medications;
- Define Medication Assisted Therapy (MAT);
- Define Behavioral Addictions and identify 2 behavioral addictions and treatment;
- Define Integrative/Alternative/complimentary treatments;
- Identify 4 non-pharmacologic treatments;
- Identify at least 2 common SUD and its treatment; and
- Define and identify 2 Co-occurring Disorders.

**CONTENT LEVEL:** Core through Advanced

**TARGET AUDIENCE:** Clinicians

#### **428.M SBIRT: What's It Got To Do with Addiction**

*Lee Ellenberg, MSW*

One in five people who may use alcohol or drugs in unhealthy ways may not qualify for a substance use disorder diagnosis. As healthcare providers recognize that unhealthy alcohol and other drug use are among the most common causes of preventable morbidity, and mortality and behavioral health services are integrated within primary care settings, substance use counselors may be called upon to counsel people with higher risk use, but not a substance use disorder. Research shows that people in this category change their use with feedback and early intervention, through the SBIRT model. This type of work calls upon a different perspective and additional tools, beyond what is traditionally used to help people with substance use disorders. This includes familiarity with the full spectrum of substance use, as well as evidence-based screening and brief intervention tools. This workshop will focus on the background of SBIRT, why it is important and the tools and skills need to provide SBIRT effectively.

**LEARNING OBJECTIVES:** Workshop participants will:

- Learn to identify patients/clients who have unhealthy substance with simple evidence-based screening tools; and
- Learn how to address the results of the screening using a brief intervention model and the Brief Negotiated Interview (BNI), based on Motivational Interviewing strategies and techniques.

**TARGET AUDIENCE:** All interested

**CONTENT LEVEL:** Core

### ***Working with the Criminal Justice Involved Population***

#### **431.M Working with Sex Offenders in the Community: Integrating Evidence Based Practice**

*Natalie Travers (CT)*

This course will provide an overview of approaches to sex offender treatment and supervision and will provide insight for individuals who work with these offenders in various settings. Offenders convicted of sexual offenses are frequently in the community, engaged in substance abuse and mental health treatment and are often tied to community corrections while residing in halfway houses and homeless shelters. The focus of this course will be on analyzing factors to consider when working with sex offenders to both minimize risk and support treatment as well as identifying evidence based practices that are effective with this population. Participants will discuss ways to identify risk and interpret often confusing information available in the media and on sexual offender registries.

*This workshop will involve dynamic group exercises and experiential role plays.*

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

- Identify evidence based approaches in working with Sex Offenders in various settings;
- Define and analyze factors to minimize risk and support treatment efforts of Sex Offenders in the community;
- Outline community resources from the media and sex offender registries that impact the supervision of Sex Offenders; and
- Develop strategies for working with Sex Offenders through experiential exercises.

**TARGET AUDIENCE:** All working with this population

**CONTENT LEVEL:** Core to Intermediate

### ***Alternative Strategies for Treatment and Recovery***

#### **432.M Music and Recovery**

*Kathy Moser (NJ)*

These presentation will review strategies for music as a vehicle for strengthening recovery.

## Compulsive Gambling Training Institute

### 491.M.T.W.Th Massachusetts Council on Compulsive Gambling Training Institute (Monday morning – 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.**

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

## **Recovery Coaching and Recovery Support Services**

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

*Jim Wuelfing (MA)*

**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.

**LEARNING 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 to Intermediate

### **481.M.T.W. Ethical Considerations for Recovery Coaches (Monday – Wednesday)**

*Mark Muhammad (MA)*

**IMPORTANT NOTE:** This course will meet slightly longer than the other courses on the schedule in order to meet for one extra hour over the 3 days.

This three-day training will discuss ethical considerations specific to the peer-to-peer service of recovery coaching. The trainers will employ didactic presentations, small and large group work and discussions, along with case studies.

**LEARNING OBJECTIVES:** Upon completion of this course, participants will be able to:

- Define ethics;

- Describe why ethics are so important when performing recovery support services;
- Discuss and practice an ethical decision making process;
- List at least five recovery core values; and
- Discuss a personal code of ethics for recovery coaches.

**TARGET AUDIENCE:** Recovery coaches or those interested in becoming recovery coaches

**CONTENT LEVEL:** All

#### **441.M Cultural Competence for Recovery Coaches**

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

The one-day workshop is designed to highlight and explore the needs of Recovery Coaches working with culturally diverse individuals, organizations, and communities. The participants will be able to understand the role cultural competency in Recovery Coaching 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. The training is intended for entry to advanced level.

**LEARNING OBJECTIVES:** Upon completion of this training, participants will be able to:

- Identify at least 3 barriers to delivering culturally intelligent Recovery Coaching;
- Identify at least 3 cultural issues and dynamics in the planning, delivery and evaluation of Recovery Coaching;
- Identify the role of internalized and institutionalized oppression;
- Identify at least 5 techniques and strategies that work; and
- Identify community based resources.

**TARGET AUDIENCE:** Recovery coaches, those preparing to become recovery coaches, and others working in recovery support

**CONTENT LEVEL:** Core to Advanced

### **Substance Use Prevention**

#### **493.M.T.Th (Substance Use Prevention Specialist Training (Monday morning through Thursday))**

##### **IMPORTANT NOTES:**

- **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-Requisite: Participants will be required to take an online course the week before the New England School takes place.**

**CONTENT LEVEL:** Core

### 451.M Sustaining Community Processes and Positive Outcomes for Prevention

*Ben Spooner (MA) and Amanda Doster (MA)*

**IMPORTANT NOTE: It is strongly encouraged that participants take SAMHSA’s online course, Prevention SustainAbilities: Planning for Success, before the session at NEIAS. The course takes approximately 3 hours to complete. Access information for the course will be sent to participants after course registration.**

In this session, we will introduce a framework for sustainability planning that complements the Strategic Prevention Framework (SPF). Potential topics include: focusing on sustaining impact and outcomes rather than specific interventions; examining coalition processes and strategies to draft sustainability goals; selecting fiscal strategies; developing a communications plan to move fiscal strategies and sustainability goals forward; as well as implementing and evaluating the sustainability plan. The basic actionable components of sustainability planning will be shared, with opportunities for discussion and questions about each component of the plan. Participants will leave the session with a good understanding of how to develop a sustainability plan and how to integrate sustainability planning into their community prevention work.

**TARGET AUDIENCE:** Prevention specialists and coalition coordinators

**IMPORTANT NOTE:** It is strongly encouraged that participants take SAMHSA’s online course, Prevention SustainAbilities: Planning for Success, before the session at NEIAS. The course takes approximately 3 hours to complete. Access information for the course will be sent to participants after course registration.

**CONTENT LEVEL:** Intermediate to Advanced

### 452.M Prevention Strategies for the College Age Population

*Lee Ann Dodge, M.Ed., CPS (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

### 461.M Human Trafficking

*Alex Simeone (RI)*

Human trafficking and the commercial sexual exploitation of children are growing problems in Rhode Island and throughout the United States. It is in a sense a form of modern day slavery involving the sexual abuse and exploitation of children/adults for financial gain. This workshop will define commercial sexual exploitation and human trafficking, explain signs and symptoms and how Rhode Island and other states are responding to this issue. The workshop will review actual cases and how collaboration is essential to ensure victims stabilize and receive the appropriate treatment. This workshop will focus on responses from different entities including social services, medical personal, law enforcement and prosecutors. Rationale: Human Trafficking is a form of slavery and it is happening everywhere. Students need to know about the issue and how they can stop it from continuing in their community, in their state and throughout the world.

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

- Explain the growing issue of Human Trafficking in the United States;
- Describe how victims are recruited and lured into human trafficking;
- Explore the laws that prosecutors use to hold traffickers accountable;
- Discuss Rhode Island's response to victims of human trafficking and treatment options; and
- Utilize local and national resources for victims of human trafficking.

**TARGET AUDIENCE:** All interested

**CONTENT LEVEL:** Core

### 462.M The Era of Legalized Cannabis

*Scott Gagnon, MPP, PS-C (ME)*

This 3-hour course provides an opportunity for behavioral health providers to learn the latest on marijuana with a focus on the latest data, scientific research, and evolving policies. This workshop will also include information related to marijuana and pregnancy, an overview of the many different forms and routes of consumption of marijuana, and some emerging outcome data from the first states to legalize such as Colorado and Washington. Providers will receive an overview of the many reliable national resources available for the science of today's marijuana.

**LEARNING OBJECTIVES:** Participants will:

- Gain an understanding of the varied forms of cannabis available for consumption;
- Understand rates of use and current research; findings on the effects of cannabis on mental and physical health, as well as on brain and child development; and
- Learn about cannabinoids and their interest to medical science.

**TARGET AUDIENCE:** All interested

**CONTENT LEVEL:** Core to Advanced

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

*Louise Katz, MSW, LICSW (MA)*

E-cigarettes first appeared in the U.S. around 2007, and since then, the variety and use of electronic nicotine delivery system (ENDS) products have 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 limited federal FDA regulations for these products often add 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 system (ENDS) products available, including JUULs which are being used widely among high schools students across the nation. We will look at the impact of ENDS on adolescents and young adults. We will sort out the latest research, separate myths from facts, and review the implications of use for people in treatment for behavioral health conditions. ENDS products deliver nicotine, an addictive substance which leads to chemical changes in the brain. 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 system (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 specific to youth use of ENDS products;
- Identify current health and addiction concerns for adults regarding use of 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

#### **464.M The Opioid Crisis: Pharmaceuticals, Heroin and Fentanyl, The Triple Tragedy. Brain Disease, Medication Assisted Treatment, Overdose and Naloxone, A Review**

*Ed Baker, LICSW, ACSW, LADC (VT)*

This presentation will explain the opioid crisis we face in America. Current Centers for Disease Control and Prevention data will be reviewed. The history of opioid use will be reviewed, as will the surge in prescription opioid use and diversion over the past two decades. The rapid increase in heroin use disorder associated with this surge will be explored. The third variable in our present crisis, fentanyl and the fentanyl analogs, will also be examined. MAT will be reviewed, as will Naloxone. Addiction, the way opioids interact with brain functioning, will be explained and discussed. Both DSMV and ASAM Brain Disease criteria will be reviewed. There will be discussion of Harm Reduction measures.

**LEARNING OBJECTIVES:** Participants will:

- Develop understanding of factors combining to cause current opioid crisis in America;
- Assess the present extent of this public health crisis;
- Understand what is meant by Brain Disease or Opioid Use Disorder;
- Describe different types of Medication Assisted Treatment; and
- Explain Naloxone and how it reverses opioid overdose.

**CONTENT LEVEL:** Intermediate

**TARGET AUDIENCE:** All Interested

### ***Certification in Operational Management***

In 2013, the Addiction Technology Transfer Center of New England and NEIAS jointly developed courses necessary to earn a Certificate in Operational Management: Addiction Field Concentration at 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 2018 will be as follows:

**2018:**

2018 Session A (June 4 – 7, 2018, Worcester, MA):

- Developing Leaders within Your Organization
- Strategic Planning and Project Oversight
- Grants Management
- Marketing Addiction Treatment, Prevention and Recovery Programs

2018 Session B (August 27 – 30, 2018, Waterville Valley, NH):

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

## **481.M Developing Leaders in 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

## TUESDAY COURSE DESCRIPTIONS

**Tuesday, June 5 from 8:30 am – 3:45 pm**

### *Substance Use Disorder Fundamentals*

#### **501.T 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

### *Addressing Health Disparities*

#### **510.T Cultural Competence to Reduce Health Disparities**

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

**Goal:** This course is designed to highlight and explore the needs of addiction service 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 SUDs treatment and recovery supports;
- Understand the importance of addressing health disparities;

- Identify barriers to addressing health disparities;
- Identify starting points/action steps to address health disparities at the individual and/or organizational level; and
- Name at least 3 resources available for addressing Cultural and Linguistic competence.

**TARGET AUDIENCE:** Clinicians, prevent specialists, recovery support workers, and all interested

**CONTENT LEVEL:** Core to Advanced

## **Effective Substance Use Disorder Treatment**

### **521.T Relationship Detox: Helping Clients Develop Healthy Relationships in Recovery**

*Mark Sanders, LCSW, CADC*

Unhealthy relationships are a leading cause of relapse and relationship patterns established in childhood are precursors for addiction. In this skill building workshop you will learn: The 10 characteristics of Addictive Relationships; 10 Characteristics of Healthy relationships; The use of music to help clients seeking recovery understand their relationship patterns; how to help clients break old relationship patterns in recovery; the counselor's use of self in the 3 phases of counseling to help clients develop healthy relationships in recovery. Helping clients develop relationship skills in the termination phase of counseling; relapse prevention and relationships in recovery.

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

- 10 characteristics of addictive relationships;
- 10 characteristics of healthy relationships; and
- 7 strategies for helping clients develop healthy relationships in recovery.

**TARGET AUDIENCE:** Clinicians

**CONTENT LEVEL:** Intermediate

### **591.T.W Motivational Interviewing: The Basics (Tuesday and Wednesday - 2 Day Course)**

*John Brelsford, Ph.D. (MA)*

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 use disorder treatment professionals, correctional officers, health care & social workers.

**CONTENT LEVEL:** Core to Intermediate

### 522.T Ethics for Today's Counselor

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

Whether you are a new 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. The NAADAC Code of Ethics updates and 42.CFR changes will be addressed.

**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

### 523.T Grief and Loss in Addiction Treatment

*Sandra Valente, Ph.D., LADC, LPC, CCS, MAC*

Participants will learn about and identify the relationship between addiction and different types of loss. The implications of attachment in early childhood, losses over our lifetime as well as the loss associated with giving up drugs and/or alcohol will be discussed incorporating clinical applications for treatment. The relative position and time of experienced losses, personal reflections on death and its cognitive and psychological meanings will be discussed and explored. Participants will be actively engaged in activities throughout the day to explore their own losses, and learn clinical applications of grieving loss associated with addiction.

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

- Define grief, loss and stages of grieving process;
- Identify types of losses that are not typically acknowledged;
- Learn methods to identify unresolved loss;
- Describe and discuss how recovery from addiction might represent a loss;
- Describe the clinical implications of early attachment issues, losses, mental health diagnoses and substance use and how they interrelate; and
- Identify specific activities which can be applied to counseling practice to help clients resolve and heal unresolved losses in their lives.

**TARGET AUDIENCE:** Clinicians

**CONTENT LEVEL:** Intermediate

### 524.T Opioid Addiction and Treatment: Understanding the Disorder, Treatment, and Protocol

*Michael Gaudet, LICSW, LCDP (MA)*

This course will provide an updated version of the NIDA and SAMHSA's Blending Initiative product, originally entitled "Buprenorphine Treatment: A Training for Multidisciplinary Professionals". The primary goal of this training package is to create awareness among addiction professionals about medications currently approved by the FDA and used in the treatment of opioid dependence. The course includes information about what to expect when someone is treated with medication,

information about the legislation that permits office based buprenorphine treatment, the science of addiction, the mechanism of each medication, patient selection criteria and associated patient counseling and therapeutic issues.

**LEARNING OBJECTIVES:** As a result of this training participants will:

- Review the history of opioid treatment in the United States;
- Discuss changes in the laws regarding treatment of opioid addiction and the implications for the treatment system;
- Learn how medication will benefit the delivery of opioid treatment and the types of medications used to treat opioid use disorder; and
- Possess knowledge about the demographics of people affected by opioid use disorder.

**TARGET AUDIENCE:** Counselors, therapists, psychologists seeking better understanding of the utilization of pharmacotherapy in treatment

**CONTENT LEVEL:** Intermediate

### **525.T Utilizing Cognitive Behavioral Therapy to Substance Use Disorders**

*Thomas Broffman, PhD, LICSW, LCDP, CEAP (CT)*

Cognitive-behavioral therapy (CBT) is an evidence-based treatment approach that has gained widespread application in the treatment of a variety of mental health issues, including substance use disorders. Several important features of CBT make it particularly promising as a treatment for substance use disorders:

- CBT is a short-term, comparatively brief approach well suited to the resource capabilities of most clinical programs.
- CBT has been extensively evaluated in rigorous clinical trials and has solid empirical support as treatment for substance use disorders.
- CBT is structured, goal-oriented, and focused on the immediate problems faced by substance abusers entering treatment who are struggling to control their substance use.
- CBT is a flexible, individualized approach that can be adapted to a wide range of patients as well as a variety of settings (inpatient, outpatient) and formats (group, individual).
- CBT is compatible with a range of other treatments the patient may receive, such as pharmacotherapy and self- help groups such as Alcoholics Anonymous. This course will explore the central elements of CBT in the treatment of Substance Use Disorders and examine CBT treatment manuals that address SUDS.

**LEARNING OBJECTIVES:** At the completion of the training participants will be able to:

- Identify the precursors and consequences of a client's substance abuse behavior;
- Assist clients in identifying and refuting irrational beliefs about their substance use
- Identify the characteristics of different attributional processes;
- Define the roles of cognition and behavior in the relapse process;
- Improve clients' self-confidence in dealing with high-risk situations;
- Improve clients' self-confidence in dealing with social pressure; and
- Identify the critical elements of the therapist-client relationship.

**TARGET AUDIENCE:** Clinicians

**CONTENT LEVEL:** Core to Advanced

### **526.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 recreational marijuana 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

### *Client-Centered Integrated Care*

#### **527.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

#### **528.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

### **529.T Understanding and Using the Revised ASAM Criteria**

*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 Wednesday.*

### **Working with the Criminal Justice Involved Population**

### **531.T Connecting Assessment, Treatment Planning, and Criminal Risk Assessment**

*John C. Gramuglia, MBA, LICSW, LADC, LCS (VT)*

This class will help participants understand the connection between assessment, ASAM Dimensions, ASAM Level of Care, taking into considerations SMART Treatment Planning Model and accounting for criminal risk assessment. This course provides both lecture and experiential learning, since participants will use two case studies to walk through the entire process.

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

- Review ASAM and treatment planning principles;
- Explore the critical connections between assessment, treatment planning, criminal risk assessment;
- Apply this information through case studies.

**TARGET AUDIENCE:** Those working with criminal justice involved clients

**CONTENT LEVEL:** Intermediate

### **Alternative Treatment Strategies**

### **532.T Effective Use of Humor in Support of Recovery**

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

Counseling and recovery supports are processes where individuals create intervention strategies that are designed to influence a client's emotions, behaviors, cognitions, and/or biochemistry. Each of these four aspects of the human system interacts with one another so that a change in one area is likely to create change in another. The therapeutic power of humorous interventions rests in its ability to stimulate changes in all four areas.

**LEARNING OBJECTIVES:** With these in mind, participants who complete this workshop will be able to:

- Define the emotional, behavioral, cognitive and biochemical processes of humor;
- Identify the primary way they may interpret humor themselves; and
- Identify existing interventions that use humor and develop their own for use with individuals and groups.

*\*Sultanoff, Steven, PhD. Using Humor For Treatment and Diagnosis: A Shrinking Perspective . Therapeutic Humor, Vol. XIV, (1), p. 5. Rockford, IL. January/February 2000, ©2000*

**TARGET AUDIENCE:** Clinical providers, peer supports

**CONTENT LEVEL:** Intermediate through Advanced

### **Compulsive Gambling Training Institute**

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

Continues from Monday. (See course description with Monday's descriptions.)

### **Recovery Coaching and Recovery Support Services**

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

Continues from Monday. (See course description with Monday's descriptions.)

#### **541.T Motivational Interviewing for Recovery Coaches**

*Fell Cadwallader (NY) & Blair Jennings (NY)*

Motivational Interviewing for Recovery Coaches offers participants unique opportunities to deepen their understanding, practice and proficiency with MI, a highly-regarded evidence-based practice for encouraging, facilitating and supporting behavior change as it may be specifically adapted for non-clinical uses by Recovery Coaches & Peers. Motivational Interviewing for Recovery Coaches (A) is an introduction to Motivational Interviewing. It is designed for peers/recovery professionals who are new to the field and/or who have little to no experience with this powerful, practical tool. It provides a general overview of the history, processes, skills (O.A.R.S), spirit and use of MI in recovery-specific environments, as well as meaningful hands-on practice with observer feedback.

**LEARNING OBJECTIVES:** Upon completion of this learning cycle, the participants will:

- Understand the historical basis, core tenets, processes and skills of Motivational Interviewing;
- Compare and contrast the use of MI within a variety of environments; mental health, human services, education, substance use, etc.;
- Articulate how/why MI works within the specific non-clinical lane of the Recovery Coach/Peer;
- Explore the depth and variety of interpersonal interactions that encourage individual change in substance use, recovery and mental health settings; and
- Practice each of the skills O-A-R-S with meaningful observer feedback.

**TARGET AUDIENCE:** Recovery coaches, those working in peer support, or those preparing to work in recovery coaching or peer support

**CONTENT LEVEL:** Core

### **481.M.T.W. Ethical Considerations for Recovery Coaches (Monday – Wednesday)**

Continues from Monday. (See course description with Monday's descriptions.)

### **592.T.W Recovery Coach Supervisors**

*Linda Sarage (MA) and Ileana Ojeda-Rivera (MA)*

#### **IMPORTANT NOTES:**

- A 3<sup>rd</sup> day of this class will meet approximately one month after this initial two-day course.
- This training has some homework to accompany it.
- To complete the required homework for this training, there is an expectation that you will have access to your organization's policies, procedures and programs, as well as Recovery Coaches for observation and documentation purposes. This will be essential to receive your certificate of completion at the end of the 3 days.
- Completion of this training and the follow up day and activities fulfills the BSAS requirement for Recovery Coach Supervisors.

In recent years, the emphasis on building Recovery Oriented Systems of Care has led to profound changes in health care policies and criminal justice programs. The current opioid crisis and a greater awareness of the value of peer support has heightened a growing call for recovery coaches in a variety of settings. Peers are being hired to work in systems that may not yet have developed their own culture, commitment, and capacity to fully integrate peer recovery coaches.

The supervisor of Recovery Coaches serves in a pivotal position to provide thoughtful, intentional support to ensure the well-being of those seeking recovery while at the same time, support the integration of recovery principles and values within the organization. The Supervisors of Recovery Coaches training has been developed by the MA Bureau of Substance Abuse Services to help meet this need. This training is a non-clinical model developed by people in recovery, recovery coaches, and people with supervisory experience, some with a clinical background.

This training is presented as a learning cycle consisting of three in person full day trainings. Those who complete all three face-to-face training days will be invited to participate in two (2) Recovery Coach Learning Collaborative Webinars. Each one-hour engagement encourages further development of resources, boundary management tools and perspectives, as well as provides an opportunity to strengthen your Recovery Coach supervision skills and build your professional network. The intention is to create a supportive learning community of supervisors of peer recovery support services.

**LEARNING OBJECTIVES:** Upon completion of this learning cycle, the participants will (be able to):

- Create a safe and conducive learning environment for supervisees.
- Appreciate recovery as an individual process; articulate Recovery Coach roles, lanes, expectations, skills and art in support of recoveree;
- Explore primary roles and functions (including legal and administrative expectations) of Recovery Coach Supervisors in a variety of settings;
- List core competencies of effective Recovery Coach supervision;
- Describe Models of supervision with a focus on applying an adaptive model to the supervision of Recovery Coaches;
- Develop boundary and management skills to effectively negotiate the balance between employee supervision and organizational accountability;
- Apply ethical considerations of Recovery Coaches to supervisory situations;

- Assess personal capacity for leader, mentor and administrator roles & explore opportunities for continuous development of skill sets;
- Review function & value of Recovery Wellness Plan and its implementation; and
- Practice new skills in role play and real time scenarios.

**TARGET AUDIENCE:** This training is not intended to train participants to be supervisors. Participants are expected to already be supervisors or have supervisory skills training separate from this training. Supervisors with clinical supervision background will receive necessary knowledge and skills needed to support the non-clinical role of recovery coaches. It will provide a better understanding of the principles of recovery and the unique value of peer support.

**CONTENT LEVEL:** Advanced

## **Substance Use Prevention**

### **493.M.T.Th (Substance Use Prevention Specialist Training (Monday morning through Thursday))**

Continues from Monday. (See course description with Monday's descriptions.)

### **551.T Prevention Ethics**

*Marissa Carlson, CPS (NH)*

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

### **552. PAX Good Behavior Game Training: Social and Emotional Learning for 1st and 2nd Grade Students**

*Sponsored by MA BSAS*

PAX Good Behavior Game® (PAX GBG) is a scientifically proven classroom-based intervention that teaches skills for self-regulation during any school or afterschool activity. PAX GBG has been easily integrated into the daily activities of classrooms throughout the U.S. and across the world. With each instance, implementers of PAX GBG see:

- Significant reduction in disturbing, disruptive or inattentive behaviors;
- Increase in student prosocial behaviors;
- Marked improvement on academic outcomes and standardized test scores;
- Significant improvement in symptoms of mental, emotional, and behavioral disorders;
- Dramatic reduction in teacher stress.

This interactive training in the PAX Good Behavior Game will enable school personnel to learn to implement, or support, a classroom strategy that helps to protect 1st and 2nd grade kids from future substance misuse while it enhances the educational atmosphere. It is an evidence-based classroom management process that increases time-in-learning and is fun for both teachers and kids.

**LEARNING OBJECTIVES:** Upon completion of this training, the participants will be able to:

- Describe PAX Good Behavior Game is and why it works to help prevent substance misuse;
- Describe how focused attention and reduced impulsivity provides more time for learning and elicit changes in their students' futures;
- Demonstrate how the PAX Kernels and PAX Cues are used in classrooms and schools; and
- Use the user-friendly app to collect baseline and regular data to show their success.

**TARGET AUDIENCE:** School personnel working with or supporting classroom strategies for first and second graders. Should the class fill, priority will be given to Massachusetts school personnel.

**CONTENT LEVEL:** Core to Advanced

### **553.T Integrating Trauma Informed Principles into Community-Based Prevention Work**

*Ilana Gerjuoy (MA) and Andrea El-Turkmani (MA)*

Effective, community-based prevention work includes multiple sectors and individuals from the community. We interact with community members who are personally affected by opioid and other substance use in the community as well as professionals from other sectors who are feeling the impact of their work. The impact of substance use may also take a toll on us as prevention specialists.

This session will include:

- Ways to define and understand primary and secondary trauma;
- Practical skills and resources for responding to others who have experienced trauma;
- Ideas for creating a trauma-informed environment while staying focused on evidence-based prevention;
- How to identify and address unintended consequences of prevention work; and
- Strategies for self-care.

**TARGET AUDIENCE:** Community-based prevention professionals, including coalition coordinators, community organizers, and other related professional roles

**CONTENT LEVEL:** Intermediate to Advanced

### **Management and Operations Certificate Program**

#### **581.T Strategic Planning and Project Oversight**

*Peter M. Smith, MBA*

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;

- 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).

### Wednesday Course Descriptions

**Wednesday, June 6 from 10:00 a.m. – 5:15 p.m.**

#### Addressing Health Disparities

##### 610.W Youth Treatment in Practice: A Community and Motivational Approach

*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

##### 611.W A Provider's Introduction to Substance Use Disorder Treatment for Lesbian, Gay, Bisexual and Transgender Individuals

*Marissa Carlson, CPS (NH)*

The YMSM + LGBT Center of Excellence Addiction Technology Transfer Center has developed this training curriculum. This course is a new full-day training, which is intended for any providers in contact with LGBT individuals (including Mental Health and Substance Use Disorder clinicians, HIV providers, State, Local and County governments employees, Primary care providers, Public health practitioners, Prevention specialists, Community based organizations, School teachers and counselors). The full-day curriculum consists of seven training modules, beginning with an introduction to key terms followed by a module on cultural considerations, and concluding with treatment considerations for clinical work. The other four modules address the needs of lesbian, gay, bisexual, and transgender individuals.

Training Modules:

- Module 1: Introduction
  - Module 2: Cultural Considerations
  - Module 3: Addressing the Needs of Transgender Individuals
  - Module 4: Addressing the Needs of Lesbian Individuals
  - Module 5: Addressing the Needs of Gay Men/MSM Individuals
  - Module 6: Addressing the Needs of Bisexual Individuals
  - Module 7: Considerations for Clinical Work with LGBT Individuals
- LEARNING OBJECTIVES: By the end of this training participants will be able to:
- Identify two factors that might contribute to substance use among LGBT clients;
  - Identify two barriers for health screening and check-ups for LGBT clients;
  - Identify two health issues/behaviors for which LGBT clients have a higher risk;
  - Identify two ways service providers can create affirming environments for LGBT people;
  - Identify one treatment approach that has been shown effective with LGBT populations;
  - Define “cultural humility” and explain how it differs from “cultural competency”; and
  - Identify two strategies for creating culturally affirming interactions.

**TARGET AUDIENCE:** Mental health and substance use disorder clinicians, HIV providers, state, local and county government employees, primary care providers, public health practitioners, prevention specialists, community based organizations, recovery support workers, school teachers and counselors

**CONTENT LEVEL:** Core to Advanced

### *Effective Substance Use Disorder Treatment*

#### **691.W.Th The 12 Core Functions of an Addiction Counselor (Wednesday – Thursday – 2-Day Course)**

*Susan Carreiro - Penacho, MA (RI)*

This two-day course, scheduled for both Tuesday and Wednesday sessions, will provide an intensive 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

#### **621.W Family Regeneration Networking**

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

Active chemical dependency represents an ongoing change process for the family. The family makes slow, incremental, adaptive changes over time in response to the steady progression of the disease. The

solution often becomes worse than the problem. Proven and accepted family techniques in the right measure and right order, reverse this toxic process. Participants will know the core regeneration networking principle, and be able to identify four techniques for using this technology with families affected by substance use disorders.

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

- Describe the change process for a family affected by addiction; and
- Review core regeneration networking principles.

**TARGET AUDIENCE:** Clinicians, those working in recovery support, and others interested in learning more about supporting families affected by substance use

**CONTENT LEVEL:** Core to Advanced

### **591.T.W Motivational Interviewing: The Basics (Tuesday and Wednesday - 2 Day Course)**

*Course continues; refer to course description in Tuesday course description section.*

### **622.W When The Titanic Meets Iceberg: Addressing the Trauma Beneath Addiction**

*Mark Sanders, MSW, LCSW, CADC (IL)*

The majority of clients with Substance Use Disorders have histories of Trauma. In this workshop you will learn: The diagnostic criteria for 5 types of traumatic stress disorders common among clients with clients with substance use disorders and intervention strategies including: Acute Stress Disorder; Post Traumatic Stress Disorder; Complex Trauma; Historical Trauma and 24-7-365 Terror. Other topics covered include: The 3 generations of trauma treatment; Evidence based approaches to trauma treatment with clients with substance use disorders; 7 steps to developing a trauma informed system of care; The therapeutic benefits of humor and other strategies counselor can use to avoid secondary trauma.

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

- The diagnostic Criteria for 5 types of traumatic stress disorders;
- 3 Evidence based approaches to trauma treatment for clients with substance use disorders; and
- 7 steps for developing a trauma informed system of Care.

**TARGET AUDIENCE:** Counselors

**CONTENT LEVEL:** Intermediate

### **623.W 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

## **624.W The Impact of Social Media on Socialization, Self-Image, and Self Harm**

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

This course will review the development of social media and its impact on the socialization process. The issues of “present” relationships versus “virtual” relationships and their impact on psychological development will be addressed. There will be a specific focus upon the “social media generation” and bullying, the virtual definition of “friend”, and impacts upon depression and social isolation related to being alone with multiple virtual “friends”.

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

- Discuss the benefits and deficits related to social media relationships;
- Explore the impacts of virtual psychological connections;
- Examine the impact of social media on the bullying and other “virtual” abuse; and
- Describe the data regarding the issues of depression and self-harm related to social media.

**TARGET AUDIENCE:** Prevention and Treatment Professionals

**CONTENT LEVEL:** Beginning to Advanced

### *Client-Centered Integrated Care*

## **625.W Buprenorphine Treatment: Training for Multidisciplinary Professionals**

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

Multidisciplinary professionals need to be informed about all effective opioid treatment options. Expanding treatment choices can make treatment more attractive, expand access and reduce stigma. This training, based on the NIDA/SAMHSA Blending Team product, will provide a broad overview of buprenorphine as a treatment option. With its partial agonist effects, buprenorphine is mildly reinforcing which encourages medication compliance. Specific topics that will be addressed include the role of multi-disciplinary addiction professionals in supporting buprenorphine treatment of opioid dependent patients (including adults who are dependent on prescription opioids); an overview of The Drug Abuse Treatment Act of 2000, which made buprenorphine eligible to be prescribed by certified physicians in office-based settings as well as by Opioid Treatment Programs; patient selection criteria; and therapeutic and counseling issues for clinicians when treating with this medication.

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

- Explain the role of multi-disciplinary addiction professionals in supporting buprenorphine treatment of opioid dependent patients; and
- Review the utility of medication treatment in general and buprenorphine treatment specifically.

**TARGET AUDIENCE:** Professionals from a variety of disciplines who need to learn more about this treatment option

**CONTENT LEVEL:** Core to Advanced

## **626.W 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

### *Working with the Criminal Justice Involved Population*

#### **631.W Reentry, Recidivism and Reform: Evidence Based Practices in Effective Criminal Justice Supervision**

*Brenda Westberry, MS (RI)*

We must improve our understanding of offenders and what leads to successful supervision, better outcomes and reduces recidivism while holding police, practitioners, parole/ probation accountable in their efforts to assist and rehabilitate offenders. In this workshop participants will gain an understanding of many of the evidenced based programs and principles of effective community supervision with focus on state and national models that have been implemented.

**LEARNING OBJECTIVES:** Participants will:

- Identify the risk need responsivity principles of effective supervision;
- Analyze and practice techniques that improve 1:1 interaction during offender communication exchanges with members of the criminal justice work group and law enforcement;
- Identify cognitive behavioral strategies that can address dynamic risk factors and lead to shaping offender behaviors; and
- Participants will evaluate evidenced based practices that have been successful in working with offenders at the state and federal level in community supervision.

**TARGET AUDIENCE:** Clinicians, recovery coaches, those working in recovery support, and any behavioral health professional

**CONTENT LEVEL:** Intermediate to Advanced

### *Alternative Strategies for Treatment and Recovery*

#### **632.W Using Step 11 - Meditation and Prayer - For Self-Care and Recovery**

*By Anthony R. Quintiliani, Ph.D., LADC*

This one day workshop/retreat will utilize the wisdom and skills in Step 11 - Prayer and Meditation, as well as the 11th Tradition and the 11<sup>th</sup> Promise to inform, guide, and implement self-care and deep recovery process. Participants will review the content, process and implications of Step 11 in experiential activities aimed at enhanced self-care and deeper recovery. It will be a “being and feeling” session.

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

- Describe the usefulness of Step 11 processes;
- Explore Step 11 in self-care and recovery counseling/therapy; and
- Practice various meditation practices to enhance self-esteem and recovery process.

**TARGET AUDIENCE:** Clinicians

**CONTENT LEVEL:** Intermediate

### *Compulsive Gambling Training Institute*

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

Continues from Monday. (See course description with Monday’s descriptions.)

### *Recovery Coaching and Recovery Support Services*

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

Continues from Monday. (See course description with Monday’s descriptions.)

#### **641.W Addiction 101 - A Recovery Framework**

*Fell Cadwallader (NY) & Blair Jennings (NY)*

This course will provide an introduction to the theory of addiction and its etiology. The effects of drugs and alcohol on the brain, basic pharmacology, and longer term consequences will be discussed. Addictions 101 – A Recovery Framework then offers participants an opportunity to expand the conversation about addiction. From the traditional definition exercise and review of modern explanatory constructs the workshop then facilitates a wider contextual discussion, continuing with a detailed connective exercise of the variety of public health issues and concluding with an overlay of recovery-based concepts. Addiction 101 – A Recovery Framework provides both communities and the professionals who serve them a fresh perspective of addiction and the possibilities for healing, recovery and wellness.

**LEARNING OBJECTIVES:**

Upon completion of this course, the participants will be able to:

- Define addiction;
- Examine the impact of drugs and alcohol on the brain;
- Understand societal motivations to confront addiction via a public health perspective; and
- Apply recovery based principles to post-addiction treatment supports and community based recovery and wellness initiatives.

**TARGET AUDIENCE:** Recovery coaches, those working in peer support, those preparing to work in recovery coaching or peer support, others working in non-clinical roles, people who encounter substance use in other work settings, or those who are new to the substance use disorder field.

**CONTENT LEVEL:** Core

#### **481.M.T.W. Ethical Considerations for Recovery Coaches (Monday – Wednesday)**

Continues from Monday. (See course description with Monday's descriptions.)

### **591.W Ethical Considerations for Recovery Coaches Part 2 (Wednesday Only)**

Those who have previously taken the two-day Ethical Considerations for Recovery Coaches class in other venues who need one more day of Ethical Considerations training may join this class on Wednesday. See description on Monday for 481.M.T.W.

### **592.T.W Recovery Coach Supervisors (Tuesday – Wednesday)**

Continues from Tuesday. See description with Tuesday's course descriptions.

## **Substance Use Prevention**

### **493.M.T.Th (Substance Use Prevention Specialist Training (Monday morning through Thursday))**

Continues from Monday. (See course description with Monday's descriptions.)

### **651.W Advanced Prevention Ethics: Focus on Social Media & Ethics Policy**

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

Prevention professionals regularly face situations that involve ethics. 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. The course discussion will especially focus on the application of ethical principles to the use of social media in prevention. In addition, there will be time to focus more broadly on suggestions for adopting a ethics policy for agencies and coalitions and the issues that should be addressed. Participants should have taken Prevention Ethics as a prerequisite for this workshop.

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

- Describe ethics and identify potential ethical dilemmas involving social media;
- Utilize a four-step decision-making process prevention professionals can use to resolve ethical dilemmas; and
- Identify issues that should be addressed in an ethics policy for agencies and coalition officers.

**TARGET AUDIENCE:** Experienced prevention professionals

**CONTENT LEVEL:** Intermediate to Advance

### **652.W Exploring Evidence-Based Programming – LifeSkills Training Program – Level 1**

*Sponsored by MA BSAS*

LifeSkills Training (LST) is a research-validated substance use prevention program proven to reduce the risks of alcohol, tobacco, drug use, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. This comprehensive and exciting program provides adolescents and young teens with the confidence and skills necessary to successfully handle challenging situations. The new edition of the Botvin LifeSkills Training Middle School program is a groundbreaking substance use and violence prevention program based on more than 30 years of rigorous scientific research. Now updated with new graphics, references, and statistics, it is proven to be the most effective evidence-based program used in schools today. LifeSkills Training is comprehensive, dynamic, and developmentally designed to promote positive youth development. In addition to helping kids resist drug, alcohol, and tobacco use, the LST Middle School program also effectively supports the

reduction of violence and other high-risk behaviors. The program is designed to be taught in sequence over three years in middle school or junior high. The curriculum is intended to be implemented sequentially to build on skills learned in the previous levels. The first level should be implemented with 6th or 7th grade students, followed by booster sessions (Levels 2 and 3). Students should receive the booster sessions only after they have received Level 1.

**LEARNING OBJECTIVES:** LifeSkills Provider Training workshops are designed to:

- Review the background theory, research, and rationale behind the LST program;
- Familiarize participants with the LST curriculum;
- Teach participants the skills needed to successfully conduct the LST program;
- Discuss practical implementation issues; and
- Provide an opportunity to practice teaching selected portions of the LST curriculum.

**TARGET AUDIENCE:** Botvin LifeSkills Training has been successfully implemented by a variety of educators and program providers, such as: Prevention specialists, classroom teachers, school counselors, mental health professionals, social workers, community youth workers, law enforcement. Should the class fill, priority will be given to Massachusetts school personnel.

### **653.W Moving Deeper into the SPF- Advanced Assessment, Capacity building, Planning and Evaluation**

Emily Bhargava, Tracy Desovich, Alejandro Rivera and Lauren Gilman (MA)

Have you already learned the theory but are running into some challenges in practice? Do you want some hands-on experience with the steps of the SPF? Have you been meaning to get around to evaluation design but haven't quite made the time? Join us for a day of training on four aspects of the SPF. In the morning we'll move beyond what's presented in the SAPST training to explore how you can use your assessment data to inform a strong planning process, and we'll share tips and tricks from the field and troubleshoot the challenges that you've encountered in your own communities. In the afternoon we'll present a process for developing a comprehensive evaluation plan and data tracking system that can enhance your coalition or organization's planning for years to come.

**TARGET AUDIENCE:** This course is meant for those that have taken a general or beginner level course in strategic planning and want to add to their arsenal of knowledge and tools in these areas.

**CONTENT LEVEL:** Intermediate to Advanced

### **Addressing Current and Emerging Issues**

#### **661.W Gambling Awareness 101: What Addiction and Prevention Professionals Need To Know**

*Fiorigio (Fred) Fetta, LPC, ICGC-II, BACC, Jeremy Wampler, LCSW, ICGC-II, LADC, and Valerie Tebbetts (CT)*

The normative and pervasive nature of gambling behaviors in the United States can desensitize us to the problems that can occur when a person's view of gambling shifts from entertainment to fixation.

Recently reassigned in the DSM 5 from an impulse control disorder to a behavioral addiction, disordered and problem gambling affects 2-5% of adults and twice as many young people. Confounding the issues of problem identification, referral, and treatment is a lack of awareness on the part of service providers, clients, family members and the general public that, for some people, gambling can become an addiction even more devastating than alcohol or other drugs. As state governments turn more to legalized gambling as a source of revenue, studies indicate that vulnerable populations: the poor, disenfranchised, and people in recovery from mental health and substance use disorders, are disproportionately impacted in harmful ways. This training will address the social and environmental factors which influence gambling; gender and race considerations; and how our biology creates

conditions conducive to the pursuit of risk and reward. Training will include lecture, large and small group discussion, activities and media.

**LEARNING OBJECTIVES:** At the end of the training, participants will:

- Describe the progression of gambling from recreational to disordered gambling;
- List three ways to integrate gambling questions into agency practice; and
- Identify two resources in my community that are gambling-informed.

**TARGET AUDIENCE:** All interested

**CONTENT LEVEL:** Core

### **662.W Psybersick: Dangers of Internet Addiction and Social Media**

*Joseph Zanella, MA, LADC (CT)*

This training is designed for clinicians at any skill level to explore and understand the pathological qualities unique to the Internet and its evolving hazards. During this training, participants will learn the brief history of the Internet and its likely future. Special emphasis will be placed on the co-occurring nature of Mental Health disorders and how the internet is being abused to negatively support these issues. Dangers to health, privacy, ethics, safety and development will be explored. This new and powerful tool is affecting all of us in unpredicted and sometimes pathological ways. Our clients are living their lives on the Internet; we need to know what this means for them, and their recoveries.

**LEARNING OBJECTIVES:** Participants will:

- Explore the developmental issues associated with growing up in a wired world;
- Discuss the many pathologies that have flourished as a result of being connected;
- Understand the potential and reality of Internet Addiction;
- Describe their own experiences with the dangers of the Internet;
- Explore the arena available to the antisocial personality;
- Review the Ethical dangers of accessing the World Wide Web;
- Delve into the perverse reality of the Dark Web; and
- Learn what not to do when using the Internet.

**TARGET AUDIENCE:** Clinicians, prevention specialists, and recovery support workers

**CONTENT LEVEL:** Core to Intermediate

### **663.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

### **Personal and Professional Development**

## 671.W The Art and Science of Facilitating Teams and Meetings

*Jo Romano, CPS, CCC (VT)*

Boost your facilitation skills and practices to create and deliver relevant, immediate, and useful meetings that will have your meeting participants saying, "Wow. That was the best meeting yet!" You will be introduced to the value of dialogue, safety and respect in a meeting environment. You will learn the 8 Steps to Design an interactive, engaging and powerful meeting and leave this workshop with 20 advanced facilitation skills to put to use immediately resulting in highly purposeful, positive engagement and participation and well thought out agendas. Learn how to work together to make clear decisions at meetings. You will leave with the tools to create stronger unity among colleagues, enhanced dedication to a shared mission, and clarity of objectives and goals.

**LEARNING OBJECTIVES:** By the end of the workshop, participants will have:

- Explored the principles and practices of the learning-centered approach to meetings;
- Considered 20 advanced facilitation skills to maintain harmony and stellar communication at meetings; Agreed upon a set of meeting agreements to guide discussion and behavior at all future meetings;
- Identified and practiced the steps needed to prepare, facilitate and follow up for a successful meeting;
- Practiced using a meeting preparation template based on the 8 Steps of Design process;
- Identified ways to make meetings more engaging and purposeful for all staff;
- Incorporated different styles of information-processing into Stone's meeting agendas; and
- Used a Respectful Feedback Model.

**TARGET AUDIENCE:** Prevention specialists, coalition members, managers, and all who wish to enhance their facilitation skills

**CONTENT LEVEL:** Core to Advanced

Management and Operations Certificate Program

## 681.W Grants Management for Your Organization

*Christine Connolly, Ph.D. (RI)*

This course will examine revenue management, with particular attention toward increasing revenues. Strategies for reviewing organizational readiness, planning in order to be ready to pursue new opportunities, and grant identification will be explored. In addition, the proposal writing process and the review process will be examined in detail. Opportunities for collaborations and strategies for developing effective relationships with funders will be reviewed.

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

- Determine key components to grant writing and knowing what funders are looking for in your proposal;
- Identify ways to maximize points for the scoring of grants;
- Identify other sources of revenue and determining how to secure these and maximize their impact to programs and services; and
- Develop long term collaborative relationships with funders so community needs are clearly identified and targeted for funding priority.

**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:** Advanced

## Thursday Course Descriptions

*Thursday Courses meet from 10:00 a.m. – 4:30 p.m.*

### *Substance Use Disorder Fundamentals*

#### **701.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

### *Addressing Health Disparities*

#### **710.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 woman'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:

- See crises as opportunities: how their "girly" thoughts thwart this and recovery can enhance it;
- 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;
- 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;
- How to protect their hearts by loving resiliently: loving their inner child and adult, addiction, "girly" thoughts and all;
- 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; and

- How to think positively: own their resiliency style.

**TARGET AUDIENCE:** All who work with women

**CONTENT LEVEL:** Core to Advanced

Effective Treatment of Substance Use Disorders

691.W.Th The 12 Core Functions of an Addiction Counselor (Wednesday – Thursday – 2-Day Course)  
Course continues. Please refer to description with Wednesday's course descriptions.

### **721.Th 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

### **722.Th Relapse Prevention: "What Works"**

*Richard Prentice, CADC, 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 Use Disorder Counselors

**CONTENT LEVEL:** Core to Intermediate

### **723.Th Twenty-two Strategies for Engaging the Most Difficult To Reach Clients With Substance Use Disorders**

*Mark Sanders, LCSW, CADC (IL)*

Fifty percent of chemically dependent clients miss their second outpatient session. Only a small percentage seek addictions treatment voluntarily leading to automatic resistance. In this skill building workshop you will learn: how to increase first session attendance by 30%; 7 strategies for engaging clients in counseling within the first 10 minutes of contact; 22 strategies for engaging the most difficult to reach clients in addictions treatment; how to view countertransference as a gift; strength based approaches to engaging clients in addictions treatment; evidence based approaches to client engagement; engaging mandated clients in addictions treatment; how to engage reluctant families in addiction treatment.

**LEARNING OBJECTIVES:** Participants will learn:

- How to increase first session attendance by 30%;
- 7 strategies for engaging chemically dependent clients in treatment within the first 10 minutes of contact; and
- 22 engagement strategies.

**TARGET AUDIENCE:** Clinicians

**CONTENT LEVEL:** Intermediate

### *Client-Centered Care*

### **724.Th Getting Past Resistance (Ours or Theirs?): Strategies for Integrating Tobacco Education and Treatment into Behavioral Health Treatment Settings**

*Janet Smeltz, M.Ed., LADC-I, CADC (MA)*

Tobacco use disorders negatively and disproportionately affect people in recovery. Clinicians and program directors know this, but struggle with how to address one more thing. This 1 day course will allow participants to explore issues in integrating tobacco education and treatment into behavioral health program settings. Participants will review concepts of tobacco dependence treatment and relapse prevention. The training will increase participants' comfort level and confidence in the following: working with clients in the pre-contemplation and contemplation stages of change in regards to tobacco use; designing and facilitating tobacco education groups; and creating a supportive atmosphere for recovery from tobacco dependence by bringing other staff along and strengthening a holistic, bio-psycho-social treatment approach. Participants will experience an enjoyable day and build self-efficacy and renewed interest in and commitment to addressing tobacco use.

**LEARNING OBJECTIVES:** Participants will:

- Review key tobacco education and treatment strategies to integrate into substance use treatment environments;
- Identify and practice two Motivational Interviewing tools/exercises designed to explore barriers to health behavior change

- (quitting tobacco use);
- Prepare a multi-session group tobacco education curriculum to implement in their programs; and
- Identify 3 goals for creating a supportive atmosphere in which to address tobacco use and recovery in behavioral health treatment programs.

**TARGET AUDIENCE:** All Interested

**CONTENT LEVEL:** Core to Advanced

### **725.Th Differential Diagnosis – Assessing Mental Health and Substance Use Disorders**

*Myra Paull, MSW, LICSW, LCDP (WA)*

Counselors are responsible for recommending the appropriate level of care for clients; this means being able to identify all the relevant issues including mental health concerns in addition to substance use disorders. Many symptoms of mental health issues overlap with symptoms of substance use and/or the aftermath of substance use. Expanding counselor's skills and knowledge of the similarities and differences supports the counselor's making sound level of care decisions.

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

- Identify symptoms that overlap between mental health diagnoses and substance use disorder diagnoses; and
- Determine when a client needs referral for additional and/or different level of care.

**TARGET AUDIENCE:** Clinicians

**CONTENT LEVEL:** Core to Intermediate

### **726.Th Retooling Treatment Practices for Longterm Wellness**

*Stephen J. Gumbley MA, ACDP II (RI)*

Research shows that recovery from substance use disorders comes in varying ways. The commonality in the recovery pathways is self-change. Epidemiological data clearly demonstrate that most people with SUDs initiate and sustain a wellness process without the help of specialized treatment or mutual aid. This course will analyze the role of specialized treatment in the recovery process for those who have difficulty initiating and sustaining behavioral change on their own. Understanding how professionals can support self-change will be examined.

**LEARNING OBJECTIVES:** Participants will:

- Understand the varieties of the recovery experience and the research behind "solo" recovery;
- Analyze the role of specialized treatment within the recovery experience; and
- Articulate how the clinical process can support self-change.

**TARGET AUDIENCE:** Counselors, licensed mental health professionals, social workers, recovery coaches, peer supporters, prevention specialists, and other social service professionals

**CONTENT LEVEL:** Core to Advanced

### **727.Th Hepatitis C (HCV) Current Resources for Medical & Behavioral Health Professionals**

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

Approximately 2.5 to 4 million people are infected with hepatitis C virus (HCV) in the United States (SAMHSA, 2014). Baby boomers (those born between 1945 and 1965) and persons with mental health and substance use disorders face an increased risk for infection. Among people who have used or currently use intravenous drugs, one in three young adults and three in four older adults are HCV infected (CDC, 2014). Dramatic medical advances in the past few years have revolutionized the course of HCV treatment, increasing the role of primary care and behavioral health settings in addressing this

public health concern. The training addresses opportunities for promoting HCV screening and testing, strategies for linking patients to treatment, available treatment options, and patient considerations for treatment.

**LEARNING OBJECTIVES:** As a result of this training participants will be able to:

- Explain the difference between acute and chronic hepatitis C infection;
- Discuss at least two reasons why it is important to promote hepatitis C screening and testing;
- Describe at least three prevention messages that can be used when promoting hepatitis C screening and testing; and
- Provide examples of at least three strategies to link persons infected with HCV to health care.

**TARGET AUDIENCE:** Clinicians and all interested

**CONTENT LEVEL:** Core to Advanced

### *Working with the Criminal Justice Involved Population*

#### **731.Th From Behind the Wall and Beyond: Working with Men in the Criminal Justice System**

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

Males are born into a society that begins treating them differently than females from birth: more harshly overall, and with a distinct set of operative rules that severely curtail permissible emotional expression. This is especially true for men involved in the criminal justice system. Most traditional treatment models have aimed at of "breaking men down", and thus, have failed and often re-traumatized men in the criminal justice system. The impact of male socialization and trauma must be considered when working with men in the criminal justice system who seek or need behavioral health treatment. This unique and interactive presentation will guide practitioners in working with men in the criminal justice system to deliver a trauma-informed approach that acknowledges the struggles and strengths of men in the criminal justice system.

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

- Describe the impact of male socialization and trauma on a man's treatment experience;
- Conceptualize a case study from a male responsive trauma-informed framework; and
- Design intervention strategies to address specific areas of need in working with men in the criminal justice system to enhance engagement and success.

**TARGE AUDIENCE:** Those who work with the criminal justice involved population

**CONTENT LEVEL:** Core to Advanced

### *Alternate Treatment and Recovery Strategies*

#### **732.Th Mindfulness-Based Practices for Recovery and Stress Management**

*Steven M. Chisholm, MA (MA)*

Mindfulness-Based Practices for Recovery & Stress Management: Mindfulness related approaches are evolving rapidly, show much promise, and are commonly part of mainstream addiction and prevention programming. This course will introduce participants to mindfulness related theories and techniques specific to relapse prevention, stress management, and overall wellness. Informed by evidence-based practices, including Mindfulness-Based Relapse Prevention, Mindfulness-Based Stress Reduction, and Acceptance and Commitment Therapy, this workshop will include exploration and experiential practice of many applications, which may easily be adopted for client individual/group work or self-care. Resources, recommended reading, and further training opportunities will also be provided.

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

- Name three pioneers of mindfulness-based approaches used in addiction work, and their major theory and contribution;

- Describe how mindfulness practice undermines and buffers habitual thoughts, the phenomenon of craving, and unwanted stress; and
- Identify at least two ways they can incorporate mindfulness theory and practice into relapse prevention, stress management, and/or self-care work.

**TARGET AUDIENCE:** All interested

**CONTENT LEVEL:** Core to Advanced

### **733.Th Adventure-Based Counseling for Substance Use Groups**

*Lea Forster, LMHC (MA) and Jennifer Dirga, LICSW (MA)*

Adventure Based Counseling (ABC) may bring to mind rock climbing or ropes courses but this evidence based model has many applications beyond the great outdoors! Participants in this workshop will learn the core theoretical components of the model and leave with activities and challenges excellent for engaging and eliciting growth in substance use group treatment settings.

**LEARNING OBJECTIVES:** Participants will:

- Develop familiarity with theory, research results, and components associated with the most effective application of Adventure Based Counseling with substance use populations;
- Learn skills to brief, lead and debrief various categories of adventure based activities including ice breakers, team building activities, etc.;
- Engage in challenging Adventure based activities that allow for increased self-awareness, self-management skills along with learning how to identify strengths and supports in order to reach goals;
- Reflect on experiences using the Experiential Learning Cycle to develop deeper, meaningful learning that can be transferred and applied into other contexts; and
- Hear a case example of ABC implementation in an outpatient substance use treatment setting and learn how various challenges were overcome from inspiration to development to facilitation.

**TARGET AUDIENCE:** Case managers, counselors, prevention specialists, youth workers, and those working with youth and adults showing signs of substance use and addiction.

**CONTENT LEVEL:** Intermediate

### ***Compulsive Gambling Training Institute***

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

Continues from Monday. (See course description with Monday's descriptions.)

### ***Recovery Coaching and Recovery Support Services***

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

Continues from Monday. (See course description with Monday's descriptions.)

#### **741.Th Introduction to Mental Health for Recovery Coaches**

Paul Alves and Bob Rousseau (MA)

This course will help participants to identify and resolve misconceptions and stigma associated with individuals living with mental health and substance use challenges. The Phases of Mental Health Recovery will be explored alongside the Stages of Change (DiClemente/Prochaska) used in addiction

recovery. Strategies for effectively providing recovery supports and facilitating resources for people with co-occurring mental health disorders will be explored.

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

- Address misconceptions about individuals living with mental health challenges;
- Discuss how best to engage with individuals with co-occurring disorders; and
- Explore strategies for providing effective recovery supports for people with co-occurring mental health conditions.

**TARGET AUDIENCE:** Recovery coaches, Certified Peer Specialists, Family Peer to Peer Partners and medical professionals working in recovery support and on integrated health teams.

**CONTENT LEVEL:** Core to Intermediate

### **Substance Use Prevention**

#### **493.M.T.Th (Substance Use Prevention Specialist Training (Monday morning through Thursday))**

Continues from Monday. (See course description with Monday's descriptions.)

#### **751.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

#### **752.Th Incorporating a Positive Youth Development Approach into Prevention**

*Andrea Egmont, MA (MA), Tina Los (MA)*

Our focus in this workshop is to gain an understanding of the principles of positive youth development as a philosophy, an approach, a cultural shift. This is an asset-based approach that looks at creating systems to foster the healthy development of young people- through a network of multiple sectors. This hands-on workshop will focus on strategies, models and approaches to involving youth in a genuine way to the work of a community, organization or school district. We will present successful strategies for creating community change. Also, using several models, including Roger Hart's ladder of youth involvement, we will discuss the pitfalls to avoid and what it takes to be successful engaging young people in their own development. Lastly we will look at the research on protective factors and the Search Institute's 40 Developmental Youth Assets. This full day workshop will incorporate a variety of

teaching methods including small group and large group activities and discussions. In addition information is provided in both verbal and non-verbal forms. Participants will be encouraged to actively participate. Most importantly, our workshops are always fun, high energy and adjusted to meet the needs of the group. Time will be allotted for follow up questions as well.

**LEARNING OBJECTIVES:** Participants will receive:

- An understanding of the Positive Youth Development (PYD) philosophy
- Examples/ models of PYD systems and approaches in different sectors of community
- An over view of protective factors and the 40 Developmental Youth Assets

**TARGET AUDIENCE:** Prevention specialists and others working with youth

**CONTENT LEVEL:** Core to Advanced

### **753.Th Cultivating Relationships and Developmental Assets**

*Lorraine Kaul, MA, MPA, CPP (RI)*

This course will examine strategies for cultivating relationships and developmental assets in your community.

#### *Addressing Current and Emerging Issues*

### **761.Th Behavioral Addictions: Dynamics, Diagnosis & Treatment**

*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 first be given to a comprehensive definition of addiction, derived directly from the arenas of alcoholism and drug addiction, that set forth with specificity the diagnostic criteria that establish the link between substance-based addictions and behavioral addictions. The course will also address how behavioral addictions often 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 looked at. Diagnostic and clinical perspectives will be included, along with a serious inquiry 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 that 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 and indulgences meet the criteria for Addiction;
- Consider what Addiction is by considering, and perusing, the common denominators which exist between between all substance-based addictions and all non-substance-based addictions;
- Learn more about how behavioral addictions and substance-based addictions often interweave in the life of an addiction-prone person;
- Learn more how behavioral addictions often form a part of the relapse pattern in substance-based addictions;
- Become familiar with lines of approach (including triage) in both the diagnosis and treatment of behavioral addictions; and
- Engage in dialogue regarding the current state of the addictions treatment field re: recognizing, and addressing, behavioral addictions as a part of its professional mission.

**TARGET AUDIENCE:** Clinicians

**CONTENT LEVEL:** Intermediate to Advanced

## 762.Th Current Trends in Street Drugs

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

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 affect the treatment of addiction in the future.

**TARGET AUDIENCE:** All interested

**CONTENT LEVEL:** Core to Advanced

## 763.Th Opioid Use & Abuse in the Context of a Legal Drug Culture

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

The presentation will begin with a description of our "legal drug culture" that has influenced the current drug epidemic. Included in this section is information of drug marketing in general, direct-to-consumer marketing (TV) and prescribing patterns. The history of opioid use starting in 3400 B.C. (opioid use not new) and continuing to the current time will be discussed. The effects of opioid addiction, attempts to modify prescribing practices and control access to opioids will demonstrate why the increase in heroin addiction as unintended consequences. The dangers of fentanyl and other analogues (e.g., carfentanyl) will be discussed. Those people at higher risk for overdose will be identified. The systems for overdose reversal, and how they save lives but do little alone to stem the opioid epidemic will be described and one potential solution offered. The inadequacy of psychosocial treatment alone for many opioid addicts will be discussed and the description of the current anti-addiction drugs for opioid dependence (methadone, Suboxone and Vivitrol), their similarities and differences, how they work and their role in conjunction with psychosocial treatment. Research results will be presented.

**LEARNING OBJECTIVES:** At the conclusion of the workshop, participants will be able to:

- Understand the roles of the pharmaceutical companies, physician prescribing practices, legislation, marketing, cultural attitudes about discomfort and the history of opioid development in driving the current opioid epidemic;
- Develop a strategy after successful opioid overdose reversal to decrease the potential for return to opioid use;
- Recommend the different anti-addiction pharmacotherapies dependent on goals, advantages and disadvantages of each;
- Identify those people at higher risk for opioid overdose,
- Develop a three-pronged treatment strategy which has the best chances for successful outcome.

**TARGET AUDIENCE:** All interested

**CONTENT LEVEL:** Core to Advanced

## *Personal and Professional Development*

### 771.Th Communications: How to Work Well with Difficult People and hold Vital Conversations

*Jo Romano, CPS, CCC (VT)*

Do you encounter power struggles, taboo topics, disagreement and conflict with difficult people that at times are hostile, downers, 'better thans', passive and bossy? Most of us encounter unreasonable people in our lives. We may be "stuck" with a difficult individual at work or at home. Now and then we ourselves, become the difficult one. It's easy to let a challenging person affect us and ruin our day. Learning to deal with difficult people is like learning a foreign language. This one day highly interactive and fun workshop will offer concise models on how to deal and dialogue with difficult people and offer the skills for communication when the stakes are high, opinions vary and emotions run strong at all levels of your organization. You will practice the skills that will help you to determine when and how to talk with anyone about anything to reach alignment and agreement on important matters, how to influence behavior change to improve productivity and how to build trusting and respectful relationships. You will leave with a written step-by-step communication model and a Guidance document on best practices in identifying, dealing with and holding vital conversations with Difficult People.

**LEARNING OBJECTIVES:** Participants will:

- Identify types of difficult people in the workplace;
- Consider best practice models on how to work well with difficult people;
- Discover language and dialogue skills to have successful and vital conversations;
- Practice and receive feedback when modeling a vital conversation; and
- Determine personal shifts in perspectives about self and difficult people.

**TARGET AUDIENCE:** All interested in the topic

**CONTENT LEVEL:** Core to Advanced

### ***Management and Operations Certificate Program***

#### **781.Th Exploring Communications at 2 Levels: (1) Program Marketing Approaches and (2) Media Portrayal of Opioid Addiction**

*Dr. Christine Connolly (RI) and Dr. Constance Milbourne (RI)*

This course will be comprised of two presentations. One will examine “macro” level media portrayal of opioid use disorders. The second will provide “micro” strategies for programs to market their services.

##### ***Part 1: Media Portrayal of Opioid Addiction***

The media plays a pivotal role in defining perceptions and how information is depicted, which may inform the perceptions of Americans. News media consistently used emotionally charged language. While analyzing this language common themes were found; but differences existed in the uses of words and phrases with different demographic groups. How the media define and report on issues may impact public debate, discourse, and future policy in curbing the opioid epidemic.

**LEARNING OBJECTIVES:** Upon understand the research presented, participants will be able to:

- Determine the differences in portrayal of each group:
  - Media reporters;
  - Individuals with opioid addictions;
  - Family members; and
  - Public officials.
- Review vignettes and analyze the data to determine differences presented in:
  - Race
  - Gender

- Age
- Socioeconomic status
- Participants will be able to understand the value news stories have on community perception and why working with the media is critical to ensure accurate portrayals of the opioid epidemic.

*Part 2: Reaching your Target Market: Marketing Approaches the Work!*

Community based marketing is a key component of program awareness and perception. Understanding the community and its needs can help a program target services and gain acceptance and support in the community where it exists. This workshop will look at community based marketing approaches to both inpatient and outpatient services.

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

- Explain the four P's of marketing and how these impact services provided;
- Link objectives---strategies---tactics process successfully.
- Apply these successful marketing tactics back to their programs personally to identify which will work best for them.

**TARGET AUDIENCE:** Managers and aspiring managers

**CONTENT LEVEL:** Intermediate to Advanced