

## Course Descriptions

### Your courses are the center of your Summer School program experience!

*"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."*

– Previous Summer School Participant

The following pages contain descriptions of courses offered each day at the 2017 New England School of Addiction and Prevention Studies. Courses have been assigned into special focus areas that may be of interest to people who are working in a particular discipline, or for those who wish to focus on a certain content area/track during their time at the program. Most people take one different course each day, but a small number of intensive courses meet for two, three, or four days. Multi-day courses are noted in their title and description.

### Schedule: Courses meet during the day or days indicated after the course number:

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

T = Tuesday (June 6 from 8:30 a.m. – 3:45 p.m.)

W = Wednesday (June 7 from 10:00 a.m. – 5:15 p.m.)

Th = Thursday (June 8 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, while 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.

A very small number of multi-day courses begin on Monday morning at 9:00 AM. If a course meets Monday morning, that information is noted with the course's title in this chart, and in its description.

Once you have identified the courses that most interest you from the course chart, it is important to spend some time reviewing the course description document. The chart of course titles may be downloaded or viewed at <http://www.neias.org>. Under the "Summer School" menu, look for the "Course List" link.

Descriptions on the following pages provide an overview, learning objectives, and suggested target audience and content level. You will select one course and one backup course for each day. A backup choice is important because occasionally a course fills or has to be cancelled due to circumstances beyond our control. If you select a multi-day course, you will attend that course for each day that it meets.

After you have selected your course for each day AND a backup course selection for each day, register for the Summer School at <http://www.neias.org>. Under the "Summer School" menu, look for the "Registration" link.

**MONDAY MORNING OPTIONAL PLENARY SESSION:  
MONDAY, JUNE 5 FROM 9:00 AM – 12:00 NOON**

**NEONATAL ABSTINENCE SYNDROME**

---

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

**Effective Treatment for the Adolescent Population:**

---

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

*Steven M. Chisholm, MA (MA)*

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

**LEARNING OBJECTIVES:**

Participants will be able to:

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

**TARGET AUDIENCE:**

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

**CONTENT LEVEL:**

Intermediate

---

### 421.M Adolescent Community Reinforcement Approach (A-CRA) Exposure Training

*Vannasang Souksavath, LICSW (MA)*

This training will provide an overview of the Adolescent Community Reinforcement Approach (**A-CRA**) model, background, research, philosophy and certification process. A-CRA is an evidence based practice that offers developmentally-appropriate, positive and strengths based, and cognitive behavioral treatment for youth and young adults 12 to 24 years old with substance use disorders. **A-CRA** focuses on increasing the family, social, and educational/vocational reinforcers to support recovery. **A-CRA** model includes three types of sessions: individual, parents/caregivers only, and family. The training will review and demonstrate an A-CRA procedure.

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

- Explain the philosophy and procedures of the A-CRA treatment model;
- Observe a demonstration of the Functional Analysis of Substance Using Behavior procedure; and
- Describe the A-CRA certification requirements and process.

**TARGET AUDIENCE:** Those who work with adolescents and wish to learn more about this approach and its certification process.

**CONTENT LEVEL:** Core to Advanced

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

---

### 431.M Introduction to Drug Courts

*Judge Robert Ziemian (MA) and Marie Burke (MA)*

Drug courts are a highly effective, evidence-based justice intervention for people with drug addiction. In lieu of traditional justice system case processing, eligible persons may be sent to a drug court, where they receive treatment, related services, and close supervision. This course will provide an overview of drug courts and how they operate. Opportunity will be provided for questions and answers. Information about how to join a New England Drug Court team will be addressed.

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

- Discuss how a drug court functions; and
- Describe an appropriate candidate for drug court.

**TARGET AUDIENCE:** All interested in learning more about drug courts.

**CONTENT LEVEL:** Core to Advanced

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

---

490. M.T.W.Th Massachusetts Council on Compulsive Gambling Training Institute (Monday – Thursday, also begins Monday morning at 9:00 AM)

*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. Specific content below is also subject to change.** The Massachusetts Council on Compulsive Gambling Training Institute will provide this gambling-specific training for clinical social service providers interested in becoming a Massachusetts Problem Gambling Specialist (MA-PGS).PM

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.

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. Content is subject to change.*

**TARGET AUDIENCE:** Clinicians who wish to pursue the Massachusetts Problem Gambling Specialist certificate or learn more about problem gambling.

**CONTENT LEVEL:** Intermediate to Advanced

## **Fundamentals of Substance Use Disorders:**

---

### 441.M Etiology and Epidemiology of Addiction

*Linda E. Hurley, MA, CAGS, LCDCS, CCJP (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

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

---

### 451.M Screening, Brief Intervention, and Referral to Treatment (SBIRT)

Screening, brief intervention, and referral to treatment (SBIRT) is a proven approach to identifying substance use disorders and risk in general healthcare and other settings. Screening tools, strategies for delivering effective brief interventions, and resources for referral to treatment and recovery support will be reviewed. Roles that treatment professionals, prevention professionals, and recovery support may play in collaborating with general healthcare will be discussed.

## **Effective Treatment of Substance Use Disorders**

---

### 452.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

---

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

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

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

---

### 454.M A Proven Approach to Treatment: Using Motivational Incentives to Enhance Outcomes (PAMI)

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

Research consistently shows that client motivation for positive behavioral change can be influenced by the use of tangible motivational incentives, also referred to as Contingency Management. This course will provide the National Institute on Drug Abuse and Substance Abuse and Mental Health Services Administration's Blending Initiative product, entitled, "Promoting Awareness of Motivational Incentives (PAMI)". This presentation incorporates examples of successful Motivational Incentive principles and strategies in addiction treatment. Additionally, participants will have an opportunity for plan writing and skills based practice in these motivational incentive strategies.

#### LEARNING OBJECTIVES:

Participants will be able to:

- Name successful Motivational Incentive principles; and
- Practice plan writing based on motivational incentive strategies.

#### TARGET AUDIENCE: Clinicians

CONTENT LEVEL: Intermediate

---

### 455.M 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

---

### 456.M Pharmacotherapy in the Treatment of Addiction

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

This workshop will begin with information about relapse rates with patients who are addicted to various mood-changing substances and how the treatment field has fallen far short of their goals for patients. A model integrating psychosocial treatment, recovery support services and pharmacotherapy will be presented as a way to enhance treatment outcome and recovery. Current FDA approved medications for the treatment of opioid, alcohol and nicotine dependence will be presented with the benefits and disadvantages of each. Medications for the treatment of co-occurring mental health disorders will also be addressed. Integration of pharmacotherapy with psychosocial treatment will be discussed including relationship to treatment planning, including the patient who agrees to pharmacotherapy but refuses psychosocial treatment. Case studies will be used.

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

- Identify three FDA approved drugs used for alcohol dependence and their differences;
- Identify three FDA approved drugs used for opioid dependence and their differences;
- Identify three FDA approved drugs used for nicotine dependence and their differences;
- Discuss considerations for medications for the treatment of other co-occurring mental health disorders; and
- Apply the "cycle" approach to the treatment of dependence.

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

**CONTENT LEVEL:** Core to Advanced

---

### 483.M.T The 12 Core Functions of an Addiction Counselor (Monday and Tuesday – 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

## **Integrated Behavioral Health Services:**

---

### **457.M Group Consultations - Developmental Perspectives and Intervention Strategies**

*Curt Randall, MA, LADC, MAC (VT) and Tana Randall – Wolfe, MSW (VT)*

In this workshop, participants will examine their tough cases through multiple lenses, including interrupted development, theoretical perspectives and intervention strategies. Workshop presenters will offer substance use disorder and mental health expertise, and draw upon participants' experiences. Bring your toughest cases to discuss in a confidential setting.

**LEARNING OBJECTIVES:** Participants will:

- Discuss a variety of intervention approaches and services for clients with mental health and substance use disorder conditions;
- Examine the relationships between interrupted human development, substance use, mental health diagnoses and different intervention strategies; and
- Explore effective intervention strategies for difficult cases.

TARGET AUDIENCE: Individuals who work in mental health, addiction, recovery support, or health services.

CONTENT LEVEL: Intermediate to Advanced

---

### **458.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



## Reducing Behavioral Health Disparities:

---

### 459.M Cultural Competence through Cultural Humility and Personal Story: Improving Treatment and Recovery Outcomes

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

Client populations are becoming increasingly diverse with respect to cultural backgrounds and health care needs, especially in the area of substance use disorders. The purpose of this half-day workshop is to examine the development of cultural competence through the exploration of cultural humility and personal story at any stage in counselor development. We will investigate the importance of self-awareness and bias through the application of a variety of concepts, including Adichie's "danger of the single story," Jung's concept of the personal shadow, and Agar's stages of ethnographic inquiry. Other strategies for promoting cultural competence may be included.

#### LEARNING OBJECTIVES:

Participants will:

- Examine self-awareness and bias through applying several concepts; and
- Describe three strategies for promoting cultural competence.

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

**CONTENT LEVEL:** Core to Advanced

## Addressing Opioid Issues:

---

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

*Gary Langis (MA) and Carl J. Alves (MA)*

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

#### LEARNING OBJECTIVES:

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

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

**TARGET AUDIENCE:** Providers and others interested in overdose prevention

**CONTENT LEVEL:** Core to Advanced

## Other Current Drug Trends:

---

### 443.M Drug Threats: Protecting Children

*Wayne E. Kowal (CT)*

This half-day course is designed to be a lecture and question answer style session wherein participants will learn about the current drug threats, the effects of the presence of these substances in homes where minor children reside, how to identify

risks presented to children in such situations, and the work being done by the Connecticut Drug Endangered Children's Alliance to bring professionals together to improve outcomes for families and children.

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

- Name two current drug threats and describe the effects of the presence of these substances in homes with minor children;
- Identify two risks presented to children in these situations; and
- Discuss two activities that alliances of professionals can undertake to improve outcomes for families and children.

**TARGET AUDIENCE:** All who work with families affected by substance use or who are interested in this topic

**CONTENT LEVEL:** Core to Advanced

---

#### 444.M Human Trafficking

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

---

#### 445.M Children and Substance Use Disorders in the family, the schools and in our society

*Maureen McGlame, M.Ed. (MA)*

This presentation focuses on the one out of every four children in the United States who are impacted by parental alcohol use disorders and the thousands of others who are effected by other family members and other substance-use disorders within their families. The course will address who they are, where they are, what happens to them, the conspiracy of silence they live under, their unmet needs and the consequences, what to do, and how to help. Time will be spent learning and understanding the ACE Study and its relevance to these children, as well as the transgenerational impact of this illness on families in our society.

**LEARNING OBJECTIVES:** After this presentation, participants will be able to:

- Discuss three facts about this overlooked, unacknowledged, massive population of children in our society;
- Review what happens to them without help; and
- Describe what can happen with appropriate intervention.

**TARGET AUDIENCE:** All interested

**CONTENT LEVEL:** Core to Advanced

---

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

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

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

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

### LEARNING OBJECTIVES:

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

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

**TARGET AUDIENCE:** Counselors, prevention specialists, recovery support workers, and others interested in the topic

**CONTENT LEVEL:** Core to Advanced

## Prevention:

---

## 491.M.T.W.Th Substance Abuse Prevention Skills 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-Requirement: Participants will be required to take an online course the week before the New England School takes place.

**CONTENT LEVEL:**

Core

## Recovery 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 – Intermediate

## Self-Care for the Helping Professions:

---

400.M.T Self – Care for Service Providers (Monday – Tuesday) \* *Also meets Monday morning*

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

Self-Care for the Care Giver offers (2) days full of healing and learning built for those who daily endure the pain of others as they provide front-line care, compassion and service. With ample time for sharing and healing, participants are introduced to an array of perspectives and practical tools that enable care givers to build skills to sustain that healing in themselves and encourage it in others.

### LEARNING OBJECTIVES:

Upon completion of this learning cycle, the participants will:

- Encourage and practice self-care throughout the workshop.
- Define a personal framework of self-care: "What works for me?".
- Describe the value of self-care to sustain healing for substance use and mental health professionals.
- Understand the dynamic relationship of priorities and boundaries.
- Explain three reasons boundaries are important in substance use, recovery and mental health work.
- Develop practical skills to sustain wellness.
- Engage with others to build a professional community of care.

TARGET AUDIENCE: Recovery coaches, addiction counselors, prevention specialists, and all who are interested in the topic.:

CO'NTENT LEVEL: Core to Advanced

## Personal, Professional, and Career Development:

---

401.M CLOSED COURSE: Developing New Professionals in the Substance Use Disorders (SUDs) Field (Prevention, Intervention, Treatment and Recovery Supports)

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

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

**OBJECTIVES:** Participants will learn:

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

TARGET AUDIENCE: This course is offered for people participating in some special state or New England Addiction Technology Transfer Center programs, and is designed for those currently studying in pre-service college program, or for those with less than one year working in the field.

## Certificate in Operational Management: Addiction Field Concentration:

The Addiction Technology Transfer Center of New England and NEIAS will jointly offer the courses necessary to earn a Certificate in Operational Management: Addiction Field Concentration at the New England School of Addiction Studies and 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 program managers or 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.

Due to requests from previous participants, during 2017, each site will host a different session than it has previously held. Participants may begin the coursework in either session.

Session B (June 5 – 8, 2017, New England School of Addiction Studies, Worcester, MA):

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

Session A (Expected: August 28 – 31, 2017, New England School of Best Practices in Addiction Treatment, Waterville Valley, NH):

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

**TARGET AUDIENCE:** This program is intended for those in the substance use disorder treatment, prevention, recovery services 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).

---

## 402.M Human Resource and Labor Laws (Monday)

*Michelle Gray (NH)*

This course will include Human Resource best practices for staff recruiting, retention, and development. Topics include general Human Resource law and practices (some which will vary depending on the state and other factors), employee performance evaluation essentials, role and provision of employee training, and elements of an effective pay for performance system.

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

- Identify two strategies for staff recruitment and retention; and
- Describe three important Human Resource practices.

**TARGET AUDIENCE:** This program is intended for those in the substance use disorder treatment, prevention, recovery services 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

TUESDAY, JUNE 6 FROM 8:30 A.M. - 3:45 P.M.

### **Effective Treatment for the Adolescent Population:**

---

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

Course continues from Monday; description is with Monday classes.

---

521.T Addressing Co-Occurring Trauma and Substance Use Disorders in Work with Adolescents

*Lea Forster, LMHC (MA)*

Many who experience substance use challenges have survived trauma. Studies show that substance use occurs in 22-43% of trauma survivors, a far higher rate than it occurs in the general population. While traumatic experiences vary widely in nature, a common thread is that they are all external experiences that overwhelm an individual's internal resources to cope. Trauma informed treatment recognizes this and approaches people in a way that addresses the neurological, biological, psychological, and social effects of trauma. This workshop will provide participants with approaches that can provide healing for clients from both trauma and substance use disorder simultaneously.

#### LEARNING OBJECTIVES:

Participants will develop:

- Understanding of the biological and behavioral markers of traumatic life experiences;
- Knowledge of risk factors that predispose an individual to substance use disorder, as well as trauma's role as both cause and effect of substance use; and
- Skills and treatment strategies to help individuals manage symptoms of trauma while increasing safety and decreasing self-destructive patterns.

**TARGET AUDIENCE:** Case managers, counselors, social workers and others in the helping profession who might work with adolescents and adults struggling with substance use and trauma.

**CONTENT LEVEL:** Beginner

---

582.T.W.Th Closed Course: Co-Located ACRA Implementation Training (Tues. – Thurs.)

*Vannasang Souksavath, LICSW (MA)*

The Adolescent Community Reinforcement Approach (A-CRA) is based on the Community Reinforcement Approach (Meyers & Smith, 1995) and was adapted to increase its relevance for adolescents (Godley, Meyers et al., 2002). This evidence-based treatment was evaluated in the Cannabis Youth Treatment Study (Dennis, Godley, et al., 2004). The content of this training will describe the research that underlies A-CRA, its theoretical approach, the initial and advanced procedures, and provide the opportunity for attendees to practice the procedures.

#### LEARNING OBJECTIVES:

Upon completion of this course, attendees/supervisors will:

- Describe research related to the Adolescent Community Reinforcement Approach (A-CRA).

- Describe the components of all core procedures in the A-CRA manual.
- Demonstrate the delivery of all the core procedures in the A-CRA manual.
- Complete all quality assurance requirements.
- Provide supervision components to clinicians implementing A-CRA.

Funding for this training is provided by the Massachusetts Department of Public Health Bureau of Substance Abuse Services through the SAMHSA-funded State Youth Treatment Implementation Project. For additional information on A-CRA please contact Rebecca Butler at 617-624-5161 or [Rebecca.D.Butler@state.ma.us](mailto:Rebecca.D.Butler@state.ma.us)

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

---

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

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

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

#### LEARNING OBJECTIVES:

Participants will:

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

TARGET AUDIENCE: Those who work with the criminal justice population

CONTENT LEVEL: Core to Advanced

---

### 532.T 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 retraumatized 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.

TARGET AUDIENCE: Those who work with the criminal justice population

CONTENT LEVEL: Core to Advanced

## **Problem Gambling Training Institute:**

---

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

*Presented by Massachusetts Council on Compulsive Gambling Staff*

Course continues from Monday; description is with Monday classes.

## **Fundamentals of Substance Use Disorders:**

---

541.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

---

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

---

### 551.T The DSM 5 for Addiction Clinicians

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

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

#### LEARNING OBJECTIVES:

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

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

#### TARGET AUDIENCE:

Addiction Clinicians

#### CONTENT LEVEL:

Intermediate to Advanced

---

## Effective Treatment of Substance Use Disorders:

---

### 483.M.T The 12 Core Functions of an Addiction Counselor (Monday - Tuesday – 2-Day Course) - Continues

Two-day course continues from Monday; description is listed with Monday’s classes.

---

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

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

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

playing and discussion.

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

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

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

**CONTENT LEVEL:** Core to Intermediate

---

## 585.T.W Understanding and Applying 42 CFR Part 2, HIPAA and Other Relevant Confidentiality Statutes in an Era of Healthcare Reform (Tuesday and Wednesday – 2-Day Course)

*Lee Dalphonse, CAGS, CCMHC, LMHC, LCDS, ICCDP-D*

**Note: This 12-hour course provides 6 hours of Confidentiality and 6 hours of Ethics.**

This workshop will provide participants with a detailed review of 42 CFR Part 2, and a summative overview of HIPAA and other relevant State and Federal confidentiality statutes and healthcare reporting/ data sharing mandates; with a special focus on the legal and ethical reconciliation of these various laws and regulations. This workshop will also include a discussion of the changes in existing privacy practices that will be forthcoming as a result of the recent revisions to 42 CFR Part 2, which the United States Department of Human Services formally published in 2017.

America's healthcare system is rapidly evolving and the boundaries of the traditional treatment system are blurring. In keeping with the mandates of the Affordable Care Act and emerging best-practice standards, the integration of behavioral health and primary care is quickly becoming the norm across the country. In a variety of settings throughout New England, substance use disorder treatment, prevention and recovery specialists, mental health counselors, social workers, psychologists, nurses, and physicians are partnering as part of interdisciplinary team both within and across organizations. Depending on the setting and modality of care, these interdisciplinary teams may also include community health-workers, and a variety of other allied health and wellness professionals. For these teams to function effectively there must be a reconciliation of historic interpretations of 42 CFR Part 2 with the value-based and population health approaches envisioned by HIPAA and healthcare reform efforts. These emerging approaches rely upon the routine sharing of protected health information between providers and across organizations. Through a variety of interactive group exercises, workshop participants will explore the complex ethical, legal and moral issues facing today's behavioral health workforce as it adapts to these new models of care.

### **LEARNING OBJECTIVES:**

Participants will be able to:

- Review 42 CFR Part 2, a summative overview of HIPAA and other relevant State and Federal confidentiality statutes and healthcare reporting/ data sharing mandates;
- Examine the legal and ethical reconciliation of these various laws and regulations;
- Discuss changes in existing privacy practices that will be forthcoming as a result of the recent revisions to 42 CFR Part 2, which the United States Department of Human Services formally published in 2017; and
- Explore the complex ethical, legal and moral issues facing today's behavioral health workforce as it adapts to new models of care.

**TARGET AUDIENCE:** Clinicians;

**CONTENT LEVEL:** Core to Advanced

---

## 552.T New Ethical Dilemmas in the Digital Age

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

Advances in technology and the availability/access to the Web are impacting how behavioral health professionals deliver treatment services and what constitutes typical standards of care. In addition, these changes effect ethical issues like therapist self-disclosure, boundary crossings and boundary violations, confidentiality, and informed consent. Currently behavioral health professionals face a myriad of new ethical dilemmas, with little guidance from ethical codes that do not address these emerging issues. This presentation will review the current literature regarding new ethical dilemmas related to technology and the Web, and provide guidance and recommendations for behavioral health professionals. Specifically, this workshop will discuss: 1) History of Technology Use in Counseling; 2) Digital Types; 3) Social Media; 4) Therapist Self-Disclosure; 5) Emailing & Texting/Messaging Patients; and 6) Social Media Policies.

### LEARNING OBJECTIVES:

At the end of this presentation participants will be able to:

- Determine if they are a 'Digital Native or Digital Immigrant' based upon the descriptions offered and discuss how this characteristic may impact the delivery of behavioral health services;
- Describe how involvement with social network sites may impact therapist self-disclosure;
- Identify three risks associated with texting/emailing patients;
- Cite eight of the ten social media policies presented and describe in more depth one of the policies and how it relates to behavioral health practice; and
- Demonstrate familiarity with the pitfalls of enforcing employee social media policies by discussing recent National Labor Board Relations rulings or new state laws.

TARGET AUDIENCE: Clinicians

CONTENT LEVEL: Core to Advanced

---

## 553.T Recovery, Relationships, and Emotional Intimacy

*William L. Mock, Ph.D., LISW, LICDC, SAP (OH)*

Our clients come to us with a wide ranging list of feelings dysfunctions. Among the most difficult of these is the inability to love and be loved. In terms of loving relationships, they report false starts, confusing endings, painful process, confusion about what this thing called love is, and how to "do it" to name a few. Many have not had good (or any) role models for how to love and be loved. Often times they come from a background and experience where relationships are exploitive or confused by other processes like addiction or other chronic illness. Most fall into the common trap of confusing the 3 L's; Love, Lust, and Limerance. Operational definitions of the 3 L's will be given as well as techniques for loving and being loved effectively.

LEARNING OBJECTIVES: Participants will be able to:

- Operationally define Love, Lust and Limerance;
- Demonstrate three or more techniques for enhancing clients' ability to love and be loved;
- List the five feelings types; and
- Name a single strategy for improving their own experience with Love and Loving.

TARGET AUDIENCE: Clinicians and those working in recovery support

CONTENT LEVEL: All Interested

## **Integrated Behavioral Health Services:**

---

### 554.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

## **Integrated Behavioral Health Services:**

---

### 555.T Eating Disorders: The Silent Killer

*Joseph Zannella, MA, LADC (CT)*

This workshop is for counselors new or experienced to the world of eating disorders that are looking for effective strategies and means of helping their clients. We will begin with a review of types of Eating Disorders and the damaging effects on mind and body. Co-occurring issues and obstacles to therapy are covered and means for dealing with these.

Implications for treatment and effective client education will be discussed.

Current and emerging brain chemistry research will be highlighted. The damaging effects of social media and the internet will be reviewed and the dangers of new technology will be discussed. Several small group exercises will allow for group problem solving and colleagues to share their own experiences.

#### LEARNING OBJECTIVES: Participants will:

Learn the types of eating disorders and common co-occurring issues.

Review physical issues, developmental issues, and the lasting effects of E.D. on mind and body.

Learn the latest techniques in treatment and share personal experiences in this developing field.

TARGET AUDIENCE: New and experienced clinicians and all interested

CONTENT LEVEL: Core

## Reducing Behavioral Health Disparities:

---

### 556.T Women Matter!: Using SAMHSA's Training Tool Box to Address Gender Responsive Services for Women with Substance Use and Co-Occurring Disorders

*Linda J. Frazier, M.A, RN, MCHES*

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 Women Matter! program will equip participants with resources and skills to better serve women, train staff and others on gender responsive, trauma-informed approaches and make a compelling case for effective interventions for women. 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 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 Advanced

**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 do not necessarily reflect the views or policies of SAMHSA or HHS.

---

### 557.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

## Addressing Opioid Issues:

---

### 542.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

## Prevention:

---

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

Continues from Monday. Course; description is with Monday course descriptions.

### 561.T Maine's Lessons Learning! Marijuana and Youth Prevention....An inclusive and interactive approach!

*Lee Anne Dodge, MS., CPS (ME)*

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

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

- Describe three important considerations in the development of effective prevention messaging addressing youth marijuana use; and
- Utilize this information in their work with youth prevention.

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

**CONTENT LEVEL:** Core to Advanced

---

## 562.T Prevention Ethics

*Marissa Carson (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

---

## 565.T Youth Substance Use Prevention Series: Exploring Evidence-Based Programming – *LifeSkills Training Program – Level 1*

*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;

**IMPORTANT NOTE:** Those wishing to continue on to take Level 2 of *LifeSkills Training* may take it on Wednesday (667.W).

**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



- 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 officers. **Those wishing to continue on to take Level 2 of LifeSkills Training may take it on Wednesday (667.W).**

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

---

### 563.T 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

---

### 564.T Advanced Coaching Skills for Recovery Coaches, Prevention Professionals and Community Leaders

*Jo Romano, CPS, CCC (VT)*

This workshop will build your confidence and power of influence. Coaching is the quickest and most effective method for peers to effect change with others and yes even your managers and supervisors. Coaching is a co-creative process, steeped in relationship building and positive reinforcement while also requiring guidance and limit setting and is key to a productive, collegial, and a pleasant work environment. You will come away with the knowledge, tools and methods to coach yourself and others to make change. You will leave with the tools and highest thinking to be a strong leader on your team, in your community, who coaches your peers and teams to untap potential in ways that may have seemed previously unavailable. The outcomes for using coaching principles and practices include greater self-awareness, new skills and tools for learning and communicating, personal fulfillment, and improved professional performance. These tools are transformative.

To do this work effectively it is helpful to revisit our own approaches; examining what is working well and how we know it; what needs improvement and the intent of our work; assessing our approach to effective communication while balancing your personal needs and the organizational mission.

LEARNING OBJECTIVES: Participants will be able to:

- Utilize tools to coach themselves and others to make change; and
- Assess their approach to effective communication; and
- Describe the coaching process.

TARGET AUDIENCE: Prevention specialists, recovery coaches, community leaders

CONTENT LEVEL: Intermediate to Advanced

## Recovery Services:

---

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

Continues from Monday. Course; description is with Monday course descriptions.

## Self-Care for the Helping Professions:

---

400.M.T Self – Care for Service Providers (Monday – Tuesday) - *Continues*

Continues from Monday. Course; description is with Monday course descriptions.

---

501.T Self Care/Rekindling Our Spirit

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

Burnout Prevention! This interactive course will identify, address, and help reduce the daily stressors that affect the helping professional. We will explore why you got into this field and your passion for this work. You will leave this workshop with a plan of action.

LEARNING OBJECTIVES: Participants will:

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

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

CONTENT LEVEL: All

## Certificate in Operational Management:

---

581.T.W.Th Effective Management and Fiscal Oversight of Human Services Organization (3-Day Class - Tuesday through Thursday)

Effective General Management: First 1.5 days

*Peter Smith, MBA (ME)*

This course will examine what research has taught society about effective management approaches, including using appropriated management styles for working with individuals and groups; situational leadership and conflict management; communication and listening skills; and the role and importance of organizational behavior. The course will emphasize management skills development through professional exploration and focused skill development. An assessment of the numerous skills that are necessary to be an effective manager will help participants to evaluate strengths and challenging areas. During this session, beginning participants intending to earn the Certification in Operational Management within the Addiction Field will develop two management learning goals that will guide their contribution in the program.

Fiscal Management and Financial Oversight: Second 1.5 days

*Tim Floyd (ME)*

Managers in human service agencies are often trained as addiction counselors, social workers, and professional counselors, or have public administration degrees. While such backgrounds are necessary to understand the target audience and mission of the agency, these backgrounds do not necessarily address the skills necessary to oversee the critical fiscal aspects of a small business. This session is designed to build a concrete understanding of the following:

- Accounting systems;
- Function of auditing/need for internal controls;
- Sharing fiscal information with board and staff;
- Role of budgeting as a planning and control tool;
- Introduction to use of financial tools to include managing collections and other relevant reporting information;
- and
- Identification of appropriate financial indicators of performance.

**LEARNING OBJECTIVES:** Participants will:

- Complete an assessment of the numerous skills that are necessary to be an effective manager;
- Examine research-based effective management approaches;
- Review the skills necessary to oversee critical fiscal aspects of a small business; and
- Describe elements of effective fiscal management.

**TARGET AUDIENCE:** This program is intended for those in the substance use disorder treatment, prevention, recovery services 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

**WEDNESDAY, JUNE 7 FROM 10:00 A.M. - 5:15 P.M.**

### **Effective Treatment for the Adolescent Population:**

---

621.W Integrating Family Members in Adolescent Treatment and Engaging Families in the Recovery Process

*Jennifer Arbour, LMHC (MA) and Lea Forster, LMHC (MA)*

Evidence shows an adolescent's support system has a profound effect on her ability to recover from mental health and substance use concerns. From initial engagement, to education, skills teaching and supporting maintenance of sustained change, this workshop will outline the skills needed to help caregivers play a productive and healthy role in adolescent treatment. Participants will learn how guiding caregivers to make small changes themselves can support guardians in increasing their own happiness as well as reducing unwanted behaviors in their son or daughter.

#### **LEARNING OBJECTIVES:**

Participants will develop:

- Familiarity with statistical evidence supporting the positive impact family and caregivers have upon the treatment process
- Skills to help caregivers or supportive adults leverage their influence to help young people make and maintain change
- Ability to assist caregivers in navigating community resources such as self-help meetings.

**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

---

582.T.W.Th Closed Course: Co-Located ACRA Implementation Training (Tues. – Thurs.)  
Continues.

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

---

631.W Behavioral Management in the Criminal Justice Population: Applying Motivational Incentives to the Offender Population

*John C Gramuglia MBA, LICSW, LADC, LCS (VT) and Michael Lyon (VT)*

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

#### **LEARNING OBJECTIVES:**

Participants will:

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

TARGET AUDIENCE: Those who work with the criminal justice population

CONTENT LEVEL: Core to Advanced

---

### 631.W Working with The Violent Offender

*Brenda Westberry (RI)*

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

#### LEARNING OBJECTIVES:

Participants will:

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

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

CONTENT LEVEL: Core to Advanced

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

---

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

Continues from Monday; course description is listed with Monday classes.

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

---

651.W 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 Tuesday.

## **Effective Treatment of Substance Use Disorders:**

---

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

Two-day course continues from Tuesday; description is listed with Tuesday's classes.

---

### 585.T.W Understanding and Applying 42 CFR Part2, HIPAA and Other Relevant Confidentiality Statutes in an Era of Healthcare Reform (Tuesday and Wednesday – 2-Day Course) - Continues

Two-day course continues from Tuesday; description is listed with Tuesday's classes.

---

### 652.W 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

## Integrated Behavioral Health Services:

---

### 653.W Trauma Informed Care for Co-Occurring Substance Use Disorders and Trauma

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

This interactive course will review foundations of Trauma-Informed Care (TIC), and will include experiential activities and case discussion. Content will include: details about trauma; trauma and child development and adult adjustment (attachment); the Self in trauma; TIC principles; brain changes in trauma; individual functioning after trauma; and, clinical skills/practices. The deeper significance of trauma individuals and groups will be examined, including: challenges to “The Self;” brain plasticity; self-medication; conditioned avoidance; family rules and conditioning; child outcomes; and, clinical skills and practices. Strategies for implementing TIC and current evidence-based treatments to help guide families and individuals, clinical skills, and practices will be explored.

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

- Describe the foundations of Trauma-informed Care for use with individuals and groups on their caseload;
- Examine more significant consequences of trauma for individuals and groups, and how TIC can help repair Harm to “The Self”; and
- Explain strategies to implement TIC and which evidence-based clinical interventions/treatments work best.

**CONTENT LEVEL:** Intermediate to Advanced

**TARGET AUDIENCE:** Clinicians with some experience

---

### 654.W Co-Occurring Disorders of Cognitive Disabilities and Substance Use

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

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

**LEARNING OBJECTIVES:**

Participants will be able to:

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

**TARGET AUDIENCE:** Clinicians

**CONTENT LEVEL:** Intermediate to Advanced

---

## Reducing Behavioral Health Disparities:

---

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

*Marissa Carson (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

---

## 656.W 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

## Addressing Opioid Issues:

---

### 641.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

---

### 642.W Medication Assisted Treatment: Ethics and Fighting Stigma

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

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

**LEARNING OBJECTIVES:** Participants will:

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

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

**CONTENT LEVEL:** Core to Intermediate

**Additional Emerging Issues:**

---

### 643.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

---

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

*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 effect the treatment of addiction in the future.

**TARGET AUDIENCE:** Open to all participants.

**CONTENT LEVEL:** Core to Advanced

### Prevention:

---

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

Continues from Monday and Tuesday; course description is with Monday courses.

---

### 661.W Advanced Prevention Ethics

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

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

#### LEARNING OBJECTIVES:

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

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

**TARGET AUDIENCE:** Experienced prevention professionals

**CONTENT LEVEL:** Intermediate to Advanced

---

### 667.W Youth Substance Use Prevention Series: Exploring Evidence-Based Programming – *LifeSkills Training* Program – Level 2

**PREREQUISITE:** Tuesday's 565.T *LifeSkills Training* Program – Level 1 or Training Certificate of Completion from National Health Promotion Associates.

Level 2 of the LST Middle School program is the first booster session and is to be implemented only with students who have received Level 1. 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 officers.

**TARGET AUDIENCE:** This training is for people who will be implementing the Booster session of the *LifeSkills Training* Middle School program. **Participants MUST have previously taken Level 1 of *LifeSkills Training* to take this Level 2 training, either at another venue or at the Summer School on Tuesday (565.T). Participants MUST bring their *LifeSkills Training* certificate to be admitted to class.**

---

### 668.W Investing in Prevention by Getting to the Root of the Problem: Advanced Prevention Training – Assessment and Capacity Building

*Ben Spooner (MA) and Anne Rogers (MA)*

This course will dig a little deeper into using the consumption, consequence, and risk factor data that your organization collected through its assessment. Now that you've gathered data for your assessment, let's learn to assess the community's readiness to make change and your organization's capacity to do the work. You will get to use data, practice conducting readiness assessment and think through current resources and how to build capacity. You will then learn to analyze the information to determine the highest priorities to include in a strategic plan. This class will prepare you to move through your own strategic planning.

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

**CONTENT LEVEL:** Intermediate to Advanced

NOTE: This course was not designed by SAMHSA or the CAPT, and is not affiliated with the SAPST course.

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

---

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

*Lorraine Kaul, MPA, CPP (RI)*

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

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

#### LEARNING OBJECTIVES:

Participants will:

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

**TARGET AUDIENCE:** Those who work with youth

**CONTENT LEVEL:** Core to Intermediate

---

### 664.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

## **Recovery Services:**

---

492.M.T.W.Th Recovery Coach Academy (Monday through Thursday) - Continues

Continues from Monday and Tuesday; course description is with Monday courses.

---

681.W.Th Ethical Considerations for Recovery Coaches (Two-Day Class - Wednesday – Thursday)

*Stacy Charpentier, RCP, CPRS (CT)*

Recovery coaching as a peer-to-peer recovery support services has grown exponentially in recent years. Thousands of coaches have been trained using the CCAR Recovery Coach Academy alone. The issue of ethical consideration has been discussed in many circles, yet formal training has been lacking. This two day training addresses this critical need. Using presentations, small group work, role play and a decision making matrix many areas will be addressed including: defining the coaching service role and functions, coaching standards, issues of vulnerability, ethical decision making, performance enhancement and legal issues.

### **LEARNING OBJECTIVES:**

Participants will:

- Understand what ethics are and why ethics are so important when performing Recovery Coach Services;
- Learn how to stay in your lane as a recovery coach;
- Understand the decision making process;
- Develop guidelines for making ethical decisions; and
- Apply the new learning to your every day work as an Recovery Coach.

**CONTENT LEVEL:** Intermediate

**TARGET AUDIENCE:** Recovery coaches who have previously attended a Recovery Coach Academy training

## **Certificate in Operational Management:**

---

581.T.W.Th Effective Management and Fiscal Oversight of Human Services Organization (3-Day Class - Tuesday through Thursday) - Continues

Continues from Tuesday; course description is listed with Tuesday courses.

THURSDAY, JUNE 8 FROM 10:00 A.M. - 4:30 P.M.

## Effective Treatment for the Adolescent Population:

---

### 721.Th Addressing Youth Substance Use in School Settings

*Lea Forster, LMHC (MA) and Jennifer Arbour, LMHC (MA)*

Providing school based counseling to address the spectrum of youth substance use is an effective way to engage youth in the counseling relationship, and help with navigation to or enhance pre-existing community based services. Participants will learn about how to implement the Screening, Brief Intervention and Referral to Treatment (SBIRT) model of care and use the CRAFFT screening tool to assess for behaviors associated with substance use. Creative ideas and strategies will be shared for engaging and supporting youth in the school setting.

#### LEARNING OBJECTIVES:

Participants will be able to:

- Learn how to apply SBIRT model of care in school based counseling;
- Learn about and practice using the CRAFFT screening tool;
- Explore ways community providers and schools can partner together around training, services and implementation of special initiatives;
- Presenters will also share creative interventions and strategies to not only engage students but also help them learn to cope with the pressures of school without using substances; and
- Participants will leave with new exercises and strategies to support youth social and emotional health within limited time and space constraints.

**TARGET AUDIENCE:** School based and community counselors and nurses, prevention specialists, youth workers, and those working with youth showing signs of substance use and addiction.

**CONTENT LEVEL:** Core to Intermediate

---

582.T.W.Th Closed Course: Co-Located ACRA Implementation Training (Tues. – Thurs.)  
Continues.

## Working with the Criminal Justice Involved Population:

---

### 731.Th Motivational Interviewing for the Criminal Justice Population

*Brenda Westberry (RI)*

Motivational Interviewing is an evidence based practice consistent with the recovery model and strength based perspective and is shown to be effective working with the criminal justice population. It is an empathic, yet directive based communication style designed to explore and reduce inherent ambivalence and resistance. Mi can reduce emotional fatigue for staff working with high risk offenders who are entrenched in criminal behavior and present with chronic challenges as they are coerced into treatment settings. Treatment providers, counselors, case managers and correctional staff often find themselves giving instruction and clarifying conditions. By using MI in a skilled conversation, these conditions can be communicated in an MI consistent way that will positively influence engagement and collaboration between the provider and the offender and set the stage for client autonomy while impacting recidivism.

**NOTE: This will be a hands on workshop in an experiential learning environment.**

## LEARNING OBJECTIVES:

- The participant will demonstrate transitional techniques of MI that will help in responding to resistance and apply approaches that promote client commitment and positive behavioral changes;
- The participant will identify and apply reflective listening skills that are consistent in working with the criminal justice population such as developing discrepancies, agreement with a twist, rolling with resistance, amplified and double sided reflections;
- The participant will identify criminal thinking behaviors and patterns while using MI techniques to recognize change talk and deepen reflective listening skills; and
- The participant will evaluate the criminal justice client's intrinsic motivation for change in conjunction with current mandates of the legal system.

**TARGET AUDIENCE:** Those who work with the Criminal Justice Population in all settings. Participants should have some level and understanding of Motivational Interviewing

**CONTENT LEVEL:** Intermediate to Advanced

## Problem Gambling Training Institute:

---

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

Continues from Monday; course description is listed with Monday classes.

## Fundamentals of Substance Use Disorders:

---

741.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

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

---

### 750.Th Chronic Pain and Addiction

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

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

#### LEARNING OBJECTIVES:

Participants will be able to:

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

**TARGET AUDIENCE:** Clinicians

**CONTENT LEVEL:** Core to Advanced

## Effective Treatment of Substance Use Disorders:

---

### 751.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

---

### 752.Th 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

---

### 753.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

---

### 754.Th 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

## 755.Th Sex and 'Love' Addiction: Dynamics, Diagnosis and Treatment

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

There is growing awareness that addictions, once considered to occur exclusively in the province of alcohol and drugs, are also to be encountered in non-substance-based areas. Two behavioral domains where addictive dynamics occur with great frequency are in the areas of sex (often as an attempt to achieve oblivion), and “love” (ranging from the rush of repeatedly “falling in love” to the velcro of morbid interpersonal dependency). Such patterns of addiction often exist alongside, and concurrent with, active alcoholism and chemical dependency. Indeed, for many addiction-prone people these addictions may even precede their later involvement with substances. They may also emerge as dominant forces in the lives of people who are already in recovery from their substance-based addictions. Additionally, they can surface, as well, in individuals who have NO prior history of alcoholism or substance abuse. This course will present some historical antecedents (in both the professional and self-help arenas) that have led to increasing professional recognition, and the growing emergence of the subspecialty of Sex Addiction and ‘Love’ Addiction diagnosis and treatment within the addictions treatment field. Various dynamics attaching specifically to sex addiction and ‘love’ addiction, including, for many, the existence of strong linkage between the two, will be presented at depth. Diagnostic criteria, treatment approaches and self-help resources will all be discussed.

LEARNING OBJECTIVES: Participants will be able to:

- Discuss dynamics attaching specifically to sex addiction and ‘love’ addiction;

- Describe diagnostic criteria; and
- Name three treatment approaches and self-help resources.

TARGET AUDIENCE: Clinicians

CONTENT LEVEL: Intermediate to Advanced

### **Integrated Behavioral Health Services:**

#### 756.Th The Art and Science of Making Great Therapeutic Alliances in Substance Use with Co-Occurring Disorders Treatment

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

Description: This intermediate level workshop will focus on psychoanalytic and psychodynamic interventions appropriate for addictions treatment. Depending upon time, five to eleven such interventions will be introduced and explained clinically. Winnicottian alliance building in intersubjective space will begin our journey. Themes of self-medication and trauma-induced addictions will be reviewed. Selected skills practice will involve role playing and process-discussion. Due to the nature of the content, it is NOT recommended that novice therapists participate in this workshop.

##### LEARNING OBJECTIVES:

- Participants will learn about basic psychoanalytic and psychodynamic viewpoints of psychotherapy, and their effect on clinical alliance;
- Participants will learn about and practice (a few) selected therapeutic relationship interventions from psychoanalytic and psychodynamic foundations;
- Participants will learn how to use projection and projective identification in skilled psychotherapy practice, with emphasis on alliance building processes.

TARGET AUDIENCE: Clinicians with some experience

CONTENT LEVEL: Intermediate to Advanced

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

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

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

##### LEARNING OBJECTIVES:

Participants will be able to:

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

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

**CONTENT LEVEL:** Intermediate to Advanced

## **Reducing Behavioral Health Disparities:**

---

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

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

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

#### **LEARNING OBJECTIVES:**

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

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

**TARGET AUDIENCE:**

All treatment providers.

**CONTENT LEVEL:**

Core to Advanced

---

### 759.Th The Missing Component in Women’s Treatment - Embracing Resilience

*Patricia O’Gorman, Ph.D. (NY)*

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

#### **LEARNING OBJECTIVES:**

Participants will:

- Understand how “girly” thoughts affect all women and literally drive some to drink;
- Learn how to use the 7 Steps to personal power with their clients:
  1. See crises as opportunities: how their “girly” thoughts thwart this and recovery can enhance it.

2. Tune into their own inner wisdom: how trauma makes this more challenging with their “girly” thoughts offering a reason as to why it their fault, but how their HP can help them realize they do have control over what they think.
3. How to set helpful boundaries: how protective factors sets the stage for what they need to do, and their “girly” thoughts try to keep them stuck.
4. How to protect their hearts by loving resiliently: loving their inner child and adult, addiction, “girly” thoughts and all.
5. How to realize that they can become strong in their hurt places: realize they can heal their trauma and addiction through challenging their “girly” thoughts and owning their strength.
6. How to think positively: own their resiliency style.

TARGET AUDIENCE: All who work with women

CONTENT LEVEL: Core to Advanced

## Addressing Opioid Issues:

---

### 742.Th Evaluating a Medication Assisted Treatment Program for Opiate Addiction: Learning Together

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

Rhode Island BHDDH has recently been funded by SAMHSA to address the opiate addiction challenges throughout the state. RI College has been contracted to evaluate this program. While this is a new initiative, the evaluators believe we can contribute to the discussion and body of knowledge that exists. We are aware that the other New England states are also dealing with these same challenges; some very successfully. This workshop will offer an opportunity to learn about the Rhode Island project and to share ideas, suggestions and experiences from other states. Using an experiential model, we will discuss opiate addiction and treatment issues in New England. This is an opportunity to discuss the hub and spoke, a logic model, and other models that participants may be using in hopes that we can all strengthen our programs by contributing our expertise.

#### LEARNING OBJECTIVES:

Strategies for this discussion will include:

- Identifying and recruiting those most high-risk and in need of treatment;
- Selecting program components that have demonstrated best practice;
- Sharing of treatment models and the outcomes of each;
- Understanding treatment compliance issues for patients and programs and how these sometimes conflict;
- Documenting through federal and state tools as well as other measures;
- Attaining compliance and success;
- Identifying the challenges;
- Evaluating program components and patient satisfaction;
- Providing analysis and determining "what next".

TARGET AUDIENCE: Clinicians, program managers, clinical supervisors, policy makers, coalition members, evaluators, and others working to address the opioid crisis in their state

CONTENT LEVEL: Intermediate to Advanced

---

### 743.Th 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

## Emerging Issues:

---

### 744.Th Gambling Awareness 101: What Addiction and Prevention Professionals Need To Know

*Fiorigio (Fred) Fetta, LPC, ICGC-II, Jeremy Wampler, LCSW, ICGC-II, LADC and Susan McLaughlin, MPA, CPP*

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 questions that will elicit warning signs of gambling problems;
- Identify two resources in my community that are gambling-informed.

**TARGET AUDIENCE:** All interested

**CONTENT LEVEL:** Core

## Prevention:

---

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

Continues; description is listed with Monday courses.

---

### 761.Th Teen Culture

*Marissa Carson (NH)*

Want to know more about the cultural forces that impact the teenagers you work with, positively and negatively? Do you ever feel a little behind the times when hearing your students or clients talk about their favorite shows, websites, or bands? Through survey results, live web exploration, a Q&A session with a youth panel and other presentation materials, this webinar will provide overviews and insight about the interests, activities, and other age-related cultural influences of today's teenagers in New England and beyond.

#### LEARNING OBJECTIVES:

Participants can expect to:

- Increase their knowledge about the pop culture media trends, including music, TV & web shows, and books, with a regional and US focus;
- Explore some of the websites and apps most popular with high school students; and
- Gain further resources for information on cultural trends they learn about in the future.

TARGET AUDIENCE: All interested

CONTENT LEVEL: Core to Advanced

---

### 762.Th Basic Facilitator Skills

*Lorraine Kaul, MPA, CPP (RI)*

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

#### LEARNING OBJECTIVES:

Participants will:

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

TARGET AUDIENCE: Prevention professionals or others interested in this topic

CONTENT LEVEL: Core to Intermediate

---

### 763.Th Youth Substance Use Prevention Series: Exploring Evidence-Based Programming - Strengthening Families Program

*Jaynie Brown*

The Strengthening Families Program (SFP) is a nationally and internationally recognized parenting and family strengthening program for high-risk and general population families. SFP is an evidence-based family skills training program found to significantly improve parenting skills and family relationships, reduce problem behaviors, delinquency and alcohol and drug use in children and to improve social competencies and school performance. Child maltreatment also decreases as parents strengthen bonds with their children and learn more effective parenting skills. This training will focus on the skills taught in the SFP Home-Use DVD, research on the SFP DVD's effectiveness, and how to use it in different settings (Middle School Health classes, SFP-DVD Family Discussion Groups, In-home training with case workers, etc.) to engage both parents and youth to increase positive outcomes at a very affordable cost.

---

### 764.Th Investing in Prevention by Getting to the Root of the Problem: Advanced Prevention Training – Planning & Evaluation

*Emily Bhargava (MA) and Anne Rogers (MA)*

This course is meant to help you move forward in building your strategic plan and monitoring and evaluating your programs' processes and outcomes. From sample assessment data and from your own program experience, you will think about how to articulate clear outcomes, how to identify strategies that will help reach the intended outcomes, and how to build a logic model displaying problems, associated risk factors, and short-, intermediate-, and long-term outcome measures. You will practice writing SMART objectives, identifying baselines, and setting realistic targets. We will talk about how to craft strong process and outcome measures.

**TARGET AUDIENCE:** This course is meant for those who have taken a beginner level prevention course in planning and evaluation and want to build upon that knowledge base.

**CONTENT LEVEL:** Intermediate to Advanced

**NOTE:** This course was not designed by SAMHSA or the CAPT, and is not affiliated with the SAPST course.

---

### 765.Th Harm Reduction Series: Overdose Education and Prevention – Understanding Opioids, Opioid Overdose Response, and Pharmacy Access to Naloxone

*Katie Volk (MA) and Haley Fiske (MA)*

This session will address overdose education, prevention, and access to Naloxone (Narcan) in two parts. The first part of the session is a Train the Trainer (TOT) that will provide knowledge, skills, and materials to support those interested in providing community wide information and education.

#### LEARNING OBJECTIVES:

At the end of this session participants will have been trained on the following:

- Understanding Opioids;
- Opioid Overdose: Physiology and Risk Factors;
- Opioid Overdose: Signs and Symptoms;
- Responding to an Overdose; and
- Getting Naloxone at a Pharmacy.

All of this information will be provided along with tools and content to empower session participants to return to their communities and deliver the training themselves to any/all interested in learning more about Opioids, Opioid overdose and response, and accessing Naloxone (Narcan) through a pharmacy.



This will be coupled with a training on Academic Detailing (AD). AD is a brief conversation in which you are encouraged to connect with a pharmacist (at the pharmacy) about your role in the community (coalition member, mother, father, teacher, concerned citizen, etc.), provide them with some tools and resources, and discuss how they can play a role in community health by being prepared to offer and dispense naloxone in their pharmacy. This is a vital piece in ensuring that those in the community who are encouraged to access Naloxone (Narcan) through their local pharmacy are met with a competent, consistent, and supportive response at the pharmacy counter that results in them receiving the Naloxone (Narcan) they need for themselves or a loved one. To date AD has taken place in several hundred pharmacies in RI and MA through the [MOON study at the Boston Medical Center](#).

Together these two trainings will provide you and your community with a solid foundation to address Opioid Overdose through education and increased access to Naloxone (Narcan) in the pharmacy setting.

**TARGET AUDIENCE:** Prevention professionals, coalition coordinators, coalition members, and others interested in this topic

**CONTENT LEVEL:** Intermediate to Advanced

## Recovery Services:

---

492.M.T.W.Th Recovery Coach Academy (Monday morning through Thursday) - Continues  
Course continues; description is listed with Monday courses.

---

681.W.Th Ethical Considerations for Recovery Coaches (Two-Day Class - Wednesday – Thursday)  
Course continues from Wednesday; description is listed with Wednesday courses.

---

## 771.Th Introduction to Sober Housing and Sober Housing Certification

*Alexandra Puleo, JD (MA)*

This course will review sober homes - what they are, what they are not, and how they fit into the recovery landscape - and give an overview of the voluntary sober home certification process in Massachusetts. A panel of sober house owner/operators will speak about specific Massachusetts certification standards, and how different homes work to follow best practices in sober house operation. Participants will leave with an understanding of the vendors who certify sober homes in Massachusetts, how a sober home applies for and is found eligible for certification by those vendors, where to access the list of certified sober homes, and how sober home complaints are filed, investigated, and adjudicated by the Massachusetts vendors.

### LEARNING OBJECTIVES:

Participants will be able to:

Name three components of a sober house;

- Explain how a sober house fits into the recovery landscape;
- Discuss the process of sober home certification; and
- Describe three best practices in sober house operation.

**TARGET AUDIENCE:** People interested in operating a sober home, those new to it, or all who wish to learn more about sober homes and how they fit into a recovery landscape

**CONTENT LEVEL:** Core to Advanced

## **Personal, Professional, and Career Development:**

---

### 701.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
- Determine personal shifts in perspectives about self and difficult people

TARGET AUDIENCE: All interested in the topic

CONTENT LEVEL: Core to Advanced

## **Operational Management:**

---

### 581.T.W.Th Effective Management and Fiscal Oversight of Human Services Organization (3-Day Class - Tuesday through Thursday) - Continues

Continues from Wednesday; course description is listed with Tuesday courses.