



Westchester Jewish
Community Services

**THE
EDUCATIONAL
INSTITUTE**

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2018-2019

Education for the 21st Century: A WJCS Commitment

Throughout its 75 year history, WJCS has grown and transformed to meet the needs of people of all ages and backgrounds in Westchester County. WJCS provides an extensive array of services and innovative programming to diverse clients, with needs that run the range from childhood trauma to geriatric behavioral health. The agency remains current with the latest developments in the field and is committed to evidenced-based practices. WJCS plays a leadership role in sharing its expertise with students, professionals from other organizations, and the community at large.

Maintaining quality service in a rapidly evolving environment is the mission of our Educational Institute. Our system of behavioral healthcare and human services must accommodate new approaches to providing care, including brief, evidence-based interventions; community-based programs; and person centered care plans. Our continuing focus has been to provide quality and proven services that are highly effective for the increasingly varied people we serve.

The Educational Institute is recognized by the New York State Education Department's state Board for Social work as an approved provider of continuing education for licensed social workers. Offerings from the Educational Institute include courses, clinical conferences, the annual Edythe Kurz Conference, the Dr. Samuel Kahn Memorial Lecture.

We invite the professional community and the public to join in our pursuit of excellence.

Edythe Kurz Annual Clinical Conference

Recovery-Oriented Approaches to Psychosis

Westchester County Center, White Plains, NY

November 1, 2018

8:30 A.M. – 12:00 P.M.

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Dr. Samuel Kahn Memorial Lecture

TBA

9:00-10:15 A.M.

COURSE OFFERINGS

The Educational Institute offers two types of courses:

- Core Courses: Mandatory foundation courses
- Elective Courses: Specialized treatment courses with didactic and practicum sessions

REGISTRATION

Registration opens 6 weeks prior to each course and is available on the WJCS website www.wjcs.com

- **WJCS staff:** Register on-line with supervisory approval
- **Community professionals:** Register and pay on-line
- **Course Location:** locations will vary and will be listed in the course description
- **For Information Contact:** John Alterman, LCSW, Director, Educational Institute
- (914) 949-7699 Ext. 474 or edinstitute@wjcs.com

CORE CURRICULUM

The Core Curriculum courses mandated for WJCS clinical staff, depending on practice setting.

CORE COURSES:

- Adult Diagnostic Interviewing
- Concurrent Collaborative Documentation
- Initial Assessment and Risk Evaluation of Adults
- Initial Assessment and Risk Evaluation for Children
- Motivational Interviewing
- Principles of Behavioral Therapy
- Principles of Cognitive Therapy
- Assessing and Treating Clients with Co-Occurring Mental Health and Substance Use Conditions
- Trauma 101
- Racism

ELECTIVE COURSES:

- Assessment and Treatment of ADHD
- BUTT-OUT: An Introduction to Smoking Cessation
- Children and Adolescents with Problem Sexual Behaviors: Current Perspectives
- CBT for Pain
- Differential Diagnosis
- Grief Counseling
- Intensive Treatment of Childhood Anxiety Disorders
- Introduction to Cognitive-Behavioral Treatment of Anxiety in Children: The Coping Cats Model
- Introduction to DBT
- Introduction to Lesbian, Gay, Bisexual, Transgender and Questioning Concepts, Terminology and Best Practices in Social Services
- Organizational Skills Training

- Parent Management Training
- Problem Solving Therapy
- Psychosexual Assessment & Treatment Tools to Support Healthy Relationships and Sexuality in Clients with Autism Spectrum Disorders
- Substance Use Disorders 101
- Skills Training in Affective and Interpersonal Regulation: Narrative Story Telling (STAIR: NT)
- Trauma Focused Cognitive Behavioral Therapy
- Youth Mental Health First Aid Training

COURSE SCHEDULE

2018-2019

2018

<u>Course</u>	<u>Instructor(s)</u>	<u>Date(s)</u>
Organizational Skills Training	Elana Spira	7/6, 7/13, 7/20/2018
Initial Assessment and Risk Evaluation for Children	Carol Chu-Peralta	7/17, 7/31/2018
*A primer on empirically based principles of trauma treatment	Liane Nelson	8/7, 8/14/2018
*Cognitive and schema treatment	Christopher Libby	8/21/2018
*Introduction to DBT	Christopher Libby	9/4/2018
*Assessing and addressing dissociative symptoms	Liane Nelson	9/18/2018
*Principles of Behavior Therapy	Liane Nelson	10/2/2018
Initial Assessment and Risk Evaluation for Adults	Kathleen McKay	10/9/2018
Problem Solving Therapy	Constance Douglas Melissa Merelas	10/15, 10/22/2018
Children and Adolescents with Problematic Sexual Behaviors: Current Perspectives	Kathryn Hickman	10/16/2018
Motivational Interviewing	Rachel Held	10/30, 11/6/2018
*Addressing Juvenile Fire Setting	Marna Cohen	11/13/2018
Assessment and Treatment of Co-Occurring Mental Health and Substance Use	William Mullane	11/20, 12/11, 12/18
*Advanced DBT skills	Christopher Libby	12/4/2018

2019

*Anger management

Rachel Held 2/5, 2/12/2019

Differential diagnosis

Kathryn Hickman 2/19/2019

Skills Training & Affective Interpersonal
Regulation STAIR NST

Carol Chu-Peralta
Stacey Nolan 3/5, 3/12, 3/19/19
Meaney

*Trichotillomania treatment

Christopher Libby 4/2/2019

CBT for insomnia

Rachel Held 4/30, 5/7, 5/14/2019

Grief Counseling

Gillian Rittmaster TBD

Introduction to LGBTQ

Lisa Scott TBD

***current courses that do not offer CEU's**

COURSE DESCRIPTIONS

ADULT DIAGNOSTIC INTERVIEWING

This course will focus on approaches to the Initial and Comprehensive Assessments. With the use of videotaped interviews the course will demonstrate and discuss techniques and interview strategies for general evaluation as well as strategies and approaches for specific disorders, e.g. mood, anxiety, psychosis, personality disorders, and substance abuse. Where possible the course will also highlight evidence-based treatments for disorders commonly seen in clinics.

Method: Live In Person. A series of videotapes will serve as the starting point for elucidation and discussion of diagnostic evaluation. Overview articles will also be utilized to provide a survey of diagnostic and treatment considerations.

Learning Objectives:

- Be able to utilize strategies to reach the three major goals of the Initial Assessment.
- Understand techniques to elucidate diagnostic distinctions in mood, anxiety, personality, and psychotic disorders.
- Be familiar with evidence-based treatments for disorders commonly seen in clinics.

ASSESSMENT AND TREATMENT OF CHILDREN WITH ADHD

Participants will be provided with information about ADHD, how to assess for ADHD, and evidence-based approaches to treating ADHD. This course will address the goals and methods of initial evaluations, and provide direct instruction in the use of assessment tools to inform diagnosis. An introduction to gold-standard treatments for ADHD will be discussed, including behavioral treatment and medication management

Method: Live In Person. Lecture, discussion.

Learning Objectives:

- To understand what is and is not ADHD.
- To understand how to perform a thorough ADHD evaluation for child clients.
- To know what treatments to choose from when treating a child with ADHD.

BUTT-OUT: AN INTRODUCTION TO SMOKING CESSATION

As cigarette smoking is the largest preventable risk factor for negative health outcomes and, with a mental health diagnosis being a significant predictor of cigarette smoking, it is likely a major contributor to premature death among those with mental health issues. Although addressing nicotine dependence has largely been the domain of medical providers, mental health providers are uniquely situated to meaningfully intervene to reduce smoking amongst those with mental health issues due to their experience in addressing behaviors that negatively contribute to mental health and overall wellbeing. This course is designed to introduce mental health providers to principles of smoking cessation treatment in order to allow them to begin addressing this issue with their clients.

Method: Live In Person. Lecture, discussion.

Learning Objectives:

- Participants will learn about the importance of screening for and addressing nicotine dependence in the clients they serve.
- Participants will learn about the range of effective options for therapeutically responding to their clients' nicotine use.
- Understand the potential complications arising from smoking cessation that exacerbate the difficulty of abstaining from nicotine use.
- Understand the stages of change model and its implications for choices of interventions.

CHILDREN AND ADOLESCENTS WITH PROBLEM SEXUAL BEHAVIORS: CURRENT PERSPECTIVES

Participants will learn about normative and problem sexual behavior (PSB) in children and adolescents, differences between juvenile and adult sex offenders, risk assessment, treatment and supervision of youth with PSB. Specific topics will include trauma-informed care with PSB youth, implications of learning styles and developmental delays for treatment and sibling sexual abuse.

Method: Live In Person. Lecture; discussion.

Learning Objectives:

- To have an understanding of the differences between adolescents with problem sexual behaviors and adult sex offenders
- To be aware of the importance of individualized treatment approaches
- To identify risk and make appropriate referrals and safety recommendations

COGNITIVE BEHAVIOR THERAPY FOR CHRONIC PAIN

Many people who present for mental health treatment suffer from chronic pain. Pain can be caused by any number of factors, but when it becomes chronic it often interferes with daily functioning, and contributes to isolation, anxiety, depressive symptoms, and mood lability. By this point, medical professionals often tell people that there is no precise physiological explanation to account for the extent of their pain, and that little can be done to resolve it. It is therefore not surprising that chronic pain often results in hopelessness and increases risk of substance abuse and suicidality. An increasingly popular non-pharmacological intervention for pain is CBT for pain management. It is an evidence-based approach to treating and minimizing chronic pain by teaching people ways of safely reintroducing activities into their lives. Components of the treatment include relaxation and mindfulness training, pain-focused cognitive restructuring, time-based activity pacing and graded task assignments. Some of these methods are common in many CBT treatments, but are presented in the context of treating chronic pain, while others are specific to this modality. In this course, participants will be introduced to the rationale for CBT for pain, become familiar with the specific interventions comprising this treatment, and learn how to implement it in clinical practice.

Method: Live In Person. Lecture, discussion.

Learning Objectives:

- Understand ways that chronic pain can contribute to mental health challenges, and ways that depression and anxiety can exacerbate chronic pain
- Understand the rationale for CBT for pain and how to present the rationale to clients
- Become familiar with the techniques used in CBT for pain and why they are used
- Understand the specifics of time-based activity pacing and how to use it in clinical practice

COLLABORATIVE CONCURRENT DOCUMENTATION (CCD)

Collaborative concurrent documentation, also known as concurrent documentation, is a person-centered process in which clinicians and clients collaborate in the documentation of the assessment, treatment plan, and progress notes. It is a client-driven clinical tool that it encourages clients to provide their input and perspective on their progress and services. Together, clients and clinicians have the opportunity to clarify their understanding of important issues and focus on outcomes.

In this workshop, participants will be introduced to Concurrent Collaborative Documentation and have the opportunity to practice its approach. At the close of the workshop, clinicians will be encouraged to consider how they will continue to incorporate concurrent collaborative documentation in their sessions.

Method: Live In Person. Lecture, discussion, role play

Learning Objectives:

Drawing from the work of the National Council for Behavioral Health, participants will:

- Understand the concept of “medical necessity” and need for clear documentation
- Understand the multiple benefits of CCD.
- Learn how to incorporate clinical practice and documentation.
- Learn how to utilize CCD as a client-driven clinical approach in assessments, treatment plans and progress notes
- Demonstrate proficiency in using CCD in treatment sessions.

DIFFERENTIAL DIAGNOSIS

Differential diagnosis is at the heart of every initial clinical encounter and is the beginning of every treatment plan. This course will explore the differential diagnostic issues that must be considered in each and every client being evaluated by providing a six-step diagnostic framework and the decision trees that help guide clinical judgment. The DSM-5 Handbook of Differential Diagnosis decision trees for behavioral problems in children and adolescents, aggressive behavior, distractibility and trauma and stress-related disorders will be reviewed and discussed.

Method: Live In Person. Lecture; discussion.

Learning Objectives:

- Participants will improve their skills in formulating a comprehensive differential diagnosis by assessing the problem from a number of different perspectives.
- Participants will learn the DSM-5 criteria.

GRIEF COUNSELING

Many who are bereaved seek clinical support during this difficult time in their lives as they struggle to cope with loss. Grievers often question “Why did this happen”, “How will I go on without the person”, “When will the sadness end?” Clinicians also struggle to help their clients answer these questions. Participants in this course will learn about grief support and its significant place in the bereavement process. This class will review the current literature and theory on grief work, dispel myths and provide interventions, assessment tools and therapeutic techniques.

Method: Live In Person. Lecture, discussion

Learning Objectives:

- To define grief/bereavement
- To define grief support/counseling and its effects on the bereavement process
- To provide evidence based research, techniques, and clinical case work supporting the efficacy of grief counseling.

INITIAL ASSESSMENT AND RISK EVALUATION/ADULTS

Participants will learn to perform an initial mental health assessment. The essential information to be gathered as well as the organization of the resulting report will be covered. Identification of specific risk factors and best practices to respond to them will be emphasized.

Method: Live In Person. Lecture; discussion.

Learning Objectives:

- Learn to perform a thorough mental health assessment.
- Learn to organize the material for maximum usefulness to other clinicians.
- Learn to elicit and identify specific risk factors and best practices to respond to them.

INITIAL ASSESSMENT AND RISK EVALUATION/CHILDREN

Participants will learn to perform a thorough mental health assessment of, and risk evaluation for, child clients. This class will address the goals and methods of initial evaluations, and the information that should be obtained. Risk evaluations will be discussed, including eliciting and identifying risk and protective factors, making appropriate responses, and preparing documentation that protects the client, clinician, and agency.

Method: Live In Person. Lecture; discussion.

Learning Objectives:

- To perform a thorough mental health assessment for child clients.
- To elicit and identify risk and protective factors, make evidence-based responses, and prepare appropriate documentation.

INTENSIVE TREATMENT OF CHILDHOOD ANXIETY DISORDERS

This course will focus on empirically supported treatments for several childhood anxiety disorders, particularly focusing on cognitive-behavioral therapy which includes exposure and response prevention. Participants will learn advanced methods for treating obsessive-compulsive disorder (OCD), specific phobias, selective mutism, social anxiety, and school anxiety. The course will include lecture and case discussion. Participants are encouraged to present case material from their own caseloads and are required to carry at least one child anxiety case during the time period covered by the course.

Method: Live In Person. Lecture, discussion

Learning Objectives:

- Participants will have a better understanding of diagnosis and case conceptualization for childhood anxiety disorders, including functional analysis of what stimuli are maintaining anxiety.
- Participants will learn empirically-supported treatments including exposure therapy, stimulus fading, and behavior modification.
- Participants will learn to avoid common mistakes in exposure and response prevention treatment and be able to problem-solve challenges that arise during this treatment

INTRODUCTION TO COGNITIVE-BEHAVIORAL TREATMENT OF ANXIETY IN CHILDREN: The Coping Cats Model

This course will introduce participants to an evidenced-based model of anxiety treatment for children. Coping Cats model utilizes CBT skill development and graduated exposures to reduce symptoms and build anxiety management capacity in children and young adolescents. Attendees will develop knowledge and skills to apply this model. We will then work together to develop skills and apply the model to actual cases. Pre-requisites are solid child treatment skills and a relevant case to share.

Method: Live In Person. Lecture, discussion, case supervision.

Learning Objectives:

- Participants will learn the cognitive behavioral Coping Cats model of anxiety treatment for children.
- Participants will develop skills in the application of this model

INTRODUCTION TO LESBIAN, GAY, BISEXUAL, TRANSGENDER AND QUESTIONING CONCEPTS, TERMINOLOGY, AND BEST PRACTICES IN SOCIAL SERVICES

The course begins with a short introduction designed to help “set the stage” to accomplish the learning objectives. We will also review the conceptual distinctions that have been drawn between the categories “sex,” “gender,” and “sexuality.” We will examine the current policy and standards of professional practice working with the LGBTQ Community. We will examine the heterosexism and homophobia in today’s society, and account for the impact of one’s own opinions, beliefs and bias. The workshops will end by examining contemporary issues facing LGBTQ communities, such as legal rights. The audience will be encouraged to engage with contemporary controversies, while remaining respectful at all times of one another and of the opinions of those with whom you may disagree.

Method: Live In Person. It will be in the format of an interactive workshop that uses vignettes, activities, and vocabulary to convey the information.

Learning Objectives:

- To increase knowledge and awareness of the needs of LGBTQ clients/consumers.
- To increase professional/practical skills when working with LGBTQ clients/consumers.
- To increase overall confidence when working with LGBTQ clients/ consumers.
- To increase overall understanding of one’s bias when working with LGBTQ clients/consumers

MOTIVATIONAL INTERVIEWING

Individuals presenting for treatment, whether it be medical, psychiatric, or substance use-related, frequently come to treatment possessing varying levels of motivation, including resistance or ambivalence about making the necessary changes. Successful engagement with clients around treating problematic behaviors often requires assessing and increasing their motivation to make the changes necessary to improve their condition. Motivational Interviewing is an intervention aimed to enhance clients' motivations to make needed changes. Motivational Interviewing is a highly effective, directive, and collaborative style of engagement that respects patients' autonomy while empowering them to realize their underlying motivations and capacity to live a healthier lifestyle. In this course, participants will be introduced to Motivational Interviewing and have the opportunity to practice its methods of intervention. At the close of the course, individuals will be encouraged to consider how they will continue to advance their understanding and utilization of motivational interviewing.

Method: Live In Person. Lecture, discussion, and role-play.

Learning Objectives:

- Understand the stages of change model and how to assess client's level of motivation for change
- Understand the relationship between the Stages of Change Model and MI
- Understand the impact of confrontational styles of intervention on motivation for change
- Understand the underlying spirit and principles of motivational interviewing, and how this differs from traditional approaches to addressing ambivalence
- Describe the four processes of motivational interviewing
- Become familiar with methods for increasing motivation, including OARS
- Be able to differentiate change talk from sustain talk
- Describe three approaches to responding to sustain talk

ORGANIZATIONAL SKILLS TRAINING

Many children with ADHD have difficulties with organization, time management and planning skills. Difficulties in these organizational skills cause significant problems with daily functioning at home and school, and lead to conflict within the family. This course will focus on the assessment of organizational skills difficulties in children, the rationale for treatment, and the development of an evidence-based treatment for enhancing children's organizational functioning, called Organizational Skills Training (OST). Participants will learn about the essential components of OST and how to use the published treatment manual to address their clients' organizational difficulties.

Method: Live In Person. Didactic; role plays; handouts

Learning Objectives:

- Understand the importance of organization, time management, and planning (OTMP) skills
- Understand the impact of deficits in OTMP skills on children with ADHD
- Understand the rationale for the development of OST
- Learn how to use OST to teach children with ADHD key organizational skills/routines

PARENT MANAGEMENT TRAINING SERIES (PMT) 101: INTRODUCTION, METHODS, AND TECHNIQUES

This training and supervision series will provide professional staff with the fundamentals of Parent Management Training, one of the most effective evidence-based models for children with oppositional, aggressive and challenging behaviors. This “team taught” course will provide the techniques for professionals to support and coach parents/guardians in positive behavior management techniques demonstrated to be effective with children from ages 2 to 14. Course emphasis and expectation is on immediate “implementation” of the techniques taught in order for supportive class supervision to help staff refine their use of PMT for the benefit of families.

All participants will be required to have either a new, appropriate family to begin PMT with or a supervisor prepared to assign a family case at the outset of training. Phone coaching will be provided by the trainers throughout the sessions and post the close of the course. The first four classes focus on nuts and bolts of PMT with modeling of techniques and expected group participation. The next three sessions focuses on the successful development of PMT behavioral charts and individualized plans for home-school and related community implementation and the effective development and implementation of PMT in a group format.

Those WJCS staff who previously completed the PMT training with Yale may opt to take a segment of the course as a “brush up” or to take one of the later segments which focus on either effective development and use of behavioral charts or the establishment of PMT in a group format.. Those who have not had PMT training previously will be expected to complete the entire series unless special exemption is made by the training “team” for significant experience related to the model. CEUs will be awarded only to those completing the entire 9- hour course.

Method: Live In Person. Highly interactive training series with written materials, modeling of methods, in class practice/supervision of techniques as well as training team availability via phone for implementation supervision. PMT materials will be provided electronically to those registered for the course in advance of session one and periodically through the course. PMT books should currently be available in all clinic and relevant program sites.

Learning Objectives:

- Participants will learn to implement effectively the PMT model for work with the parents/guardians of children and youth with oppositional, aggressive and challenging behaviors.

PROBLEM SOLVING THERAPY (PST)

Problem solving therapy (PST) is an evidence-based, brief treatment for major depression, minor depression, dysthymia, and mood disturbance in adults. It has also shown to be effective in improving symptoms of schizophrenia, autism, ADHD, ODD, self-harming behaviors, substance abuse, cognitively impaired elders, and medical problems. Although created initially for use in primary care settings, PST is also ideal for use in settings where time is limited, providers are not mental health specialists, and for patients who are seeking quick resolution to their problems and symptoms.

Method: Live In Person. Lecture; discussion.

Learning Objectives:

Drawing from the work of Mark T. Hegel, Ph.D. and Patricia A. Arean, Ph.D., participants will:

- Describe the theoretical and scientific basis for PST.
- Demonstrate the specific procedures of an introductory PST session.
- Describe the specific stages of a PST treatment session.
- Demonstrate the specific procedures of a PST treatment session.
- Learn how to assess their clients’ progress using research-based measures.

PSYCHOSEXUAL ASSESSMENT & TREATMENT TOOLS TO SUPPORT HEALTHY RELATIONSHIPS AND SEXUALITY IN CLIENTS WITH AUTISM SPECTRUM DISORDERS

This class will address the issues related to social/sexual needs and risks of adults with autism spectrum disorders. Participants will examine the myths about sexuality and individuals with disabilities. Participants will learn to perform a psychosexual assessment, identify risk factors and how to formulate group and individual treatment goals. The class will also focus on how to effectively help clients discuss interpersonal relationships and sexuality by increasing their comfort level in the material.

Method: Live In Person. Lecture, discussion.

Learning Objectives:

- To elicit and identify risk factors of individuals with autism spectrum disorders living and working in the community
- To perform a comprehensive sexuality assessment for clients.
- To learn concrete strategies to decrease risk behaviors and to help adults with autism to develop the necessary competence to safely engage in all levels of relationships.
- Learn the building blocks of teaching sexuality

SKILLS TRAINING IN AFFECTIVE AND INTERPERSONAL REGULATION: NARRATIVE STORY TELLING (STAIR/NT)

Skills Training in Affective and Interpersonal Regulation: Narrative Story Telling (STAIR-NST) is an evidence-based psychotherapy treatment for adult survivors of childhood abuse. Both men and women, and in some cases, children and adolescents, who have experienced maltreatment in early life and multiple forms of interpersonal violence have been successfully treated with this model. The theoretical orientation of the treatment is a conflation of CBT and attachment/object-relational principles, while the intervention techniques are primarily CBT-based. STAIR-NST allows patients to learn strategies for evaluating beliefs about themselves and the world, identifying and regulating emotions, effectively dealing with interpersonal relationships, as well as process their trauma histories with their clinician. **WJCS attendees will be expected to participate in the ongoing monthly trauma supervision held at their respective clinics.**

Method: Live In Person. Lecture, discussion.

Learning Objectives:

- Participants will understand the theoretical basis for STAIR-NST.
- Participants will learn the specific procedures and techniques used for each STAIR-NST session.
- Participants will learn the specific stages of STAIR-NST.

SUBSTANCE USE DISORDERS 101

Our clients face many barriers to care and this situation may often be worse for people with co-occurring substance use and mental health issues. In an effort to help us to be more prepared to help these clients, the instructor will provide a four hour introductory training that builds upon prior trainings offered by WJCS staff on this topic and Motivational Interviewing.

This training is for: clinicians, including psychiatrists, nurse practitioners, care managers, LPNs, and peers, admitting specialists, office managers and reception staff- and is designed to address common concerns that often serve to dissuade providers from working with clients with co-occurring issues. Future training will be discussed at this introductory session.

Method: Live In Person. Lecture and discussion

Learning Objectives:

- Participants will understand the models of addiction and the harms of concurrent substance use and mental health conditions.
- Participants will learn about barriers to care experienced by persons with co-occurring mental health and substance use issues, and the negative impacts that these barriers have on treatment outcomes.
- Participants will discuss and confront concerns that lead to them being uncomfortable working with clients with co-occurring issues.
- Clinicians will appreciate the existent skills that they possess that allow them to address co-occurring issues.

TRAUMA 101, TRAUMA INFORMED CARE, AND VICARIOUS TRAUMA

This course will introduce participants the impact of trauma on individuals using the CDC- Kaiser research study, ACES, as a foundation. This study notes the high prevalence of trauma in the general population and the correlation of trauma exposure to negative health outcomes across physical, social and emotional functioning. Understanding of how trauma may manifest in various settings will be discussed, including clinic and community settings in which staff see clients. The impact of vicarious trauma on staff will also be reviewed.

Attendees will develop an understanding of the impact of trauma, strengthen trauma sensitive response repertoire, and increase awareness of potential vicarious trauma impact on staff across job roles.

Method: Live In Person. Lecture, video, discussion

Learning Objectives:

- Participants will learn about the prevalence of trauma in the general population, about the impact of trauma on individuals and how this may manifest in various settings.
- Participants will develop an understanding of the ACES study
- Participants will strengthen a trauma-sensitive response to trauma in others and for themselves as staff.

TRAUMA FOCUSED COGNITIVE BEHAVIORAL THERAPY

Trauma Focused Cognitive Behavioral Therapy- (TF-CBT) is an evidence-based psychotherapy treatment. TF-CBT is designed to be a relatively short-term treatment, typically lasting 12 to 16 sessions. TF-CBT is a conjoint child and parent psychotherapy approach for children and adolescents who are experiencing significant emotional and behavioral difficulties related to traumatic life events. It is a components-based treatment model that incorporates trauma-sensitive interventions with cognitive behavioral, family, and humanistic principles and techniques. Children and parents learn new skills to help process thoughts and feelings related to traumatic life events; manage and resolve distressing thoughts, feelings, and behaviors related traumatic life events; and enhance safety, growth, parenting skills, and family communication.

WJCS attendees will be expected to participate in the ongoing monthly trauma supervision held at their respective clinics.

Method: Live In Person. Lecture, discussion.

Learning Objectives:

- Participants will understand the theoretical basis for TF-CBT.
- Participants will learn the specific procedures and techniques used for TF-CBT
- Participants will learn the specific stages of TF-CBT

ASSESSING AND TREATING CLIENTS WITH CO-OCCURRING MENTAL HEALTH AND SUBSTANCE USE CONDITIONS

Clients seeking mental health treatment may also have a coexisting substance abuse problem. This may be apparent at intake or emerge during treatment. Symptoms of one disorder are often mistaken for the other. Treatment of individuals who present with co-occurring mental health and substance use issues can present a myriad of challenges for providers. Among the challenges faced by providers treating individuals with co-occurring conditions are: 1) recognizing substance use when it is present,; 2) completing appropriate assessment of a client's substance use; 3) helping clients recognize the problematic nature of their use for the overall wellbeing; 4)determining what level of care is appropriate for the client; 5) selecting appropriate interventions to decrease substance use; and 6) helping clients reduce their risk for slips and relapses in their substance use and cope effectively with them when they occur. This training will help providers to be more prepared for the challenges associated with providing treatment to such individuals. Providers will learn how to conduct an assessment of substance use, how to decide what level of treatment is appropriate for specific individuals, assess individuals' readiness for change, apply evidenced-based approaches to increasing individuals' motivation for change, assess the functional purposes and impacts of substance use, select and utilize appropriate treatments for individuals with co-occurring conditions, and help individuals reduce the impacts of relapse.

Method: Live In Person. Lecture, discussion, and role-play.

Learning Objectives:

- Participants will understand the theoretical basis for co-occurring treatment, including stages of change, functional purposes of substance use, and complications caused with concurrent substance use and mental health conditions.
- Participants will learn interventions aimed at increasing motivation to address substance use.
- Participants will learn to evaluate the functional purposes of substance use and select appropriate interventions to address those purposes.

YOUTH MENTAL HEALTH FIRST AID CERTIFICATION COURSE

Youth Mental Health First Aid is a nationally recognized, evidence-based certification course that teaches the warning signs and risk factors of various mental health challenges common among adolescents and ways to handle them until professional help is available. Course participants learn about adolescent development, the signs and symptoms of the common and disabling mental health problems in young people, where and how to get help when a young person is developing a mental illness, what sort of help has been shown by research to be effective, and how to provide first aid in a crisis situation. Developing mental health problems covered include depression, anxiety problems, psychosis, substance use problems, and eating disorders. The mental health crisis situations covered include suicidal thoughts and behaviors, non-suicidal self-injury (sometimes called deliberate self-harm), panic attacks, traumatic events, severe effects of drug or alcohol use, severe psychotic states, and aggressive behaviors. The goals of the course include expanding individuals' knowledge of how to help a youth in crisis, teach the importance of early intervention, increases mental health literacy, connects youth to needed services and destigmatize mental illness. The vision of the Youth Mental Health First Aid course is to create an empowered community that provides support to one another in times of mental health problems and crisis.

Method: Live In Person. Lecture, Discussion, Role Play, Film, Group Activities, Exam

Learning Objectives:

- Inform participants about the prevalence of mental illness among youth nationally and locally
- Address typical vs. atypical adolescent behavior
- Explore signs and symptoms of possible disorders
- Gain knowledge about Risk factors/Protective factors for youth
- Applying the action plan (ALGEE)

EDUCATIONAL INSTITUTE ADVISORY COMMITTEE

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