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Course Name	Course Description	Credit Hours	<u>CA-BBS</u> , <u>MFT</u> , <u>LCSW</u> , <u>LPCC</u> , <u>LEP</u>	<u>CA-BRN</u> <u>RN</u> , <u>LVN</u> , <u>PsychTech</u>	<u>CAADAC</u>	<u>CAAE</u>
A Culture-Centered Approach to Recovery	<p>Welcome to the first course in the series Fundamentals of Psychosocial Rehabilitation.</p> <p>This series addresses the values, beliefs and principles that are the foundation of psychosocial rehabilitation and recovery-oriented practice.</p> <p>Each class is self-contained and will take between 1 and 3 hours to complete. Credit can be applied toward the required hours of education to meet the qualifications to sit for the Certified Psychiatric Rehabilitation Practitioner (CPRP) exam.</p> <p>For more information, see the USPRA Certification website.</p> <p>Course 1, "A Culture-Centered Approach to Recovery" describes the many ways in which culture is central, not peripheral, to recovery. The course includes a review of the many dimensions of culture, the impact of worldview on psychosocial rehabilitation (PSR) practice and the steps to becoming a culturally competent service provider. It includes exercises which help the learner explore their own culture and worldview as well as identify biases which could impact their relationships with others.</p>	1.25	X		X	X
A First Look at Integrating Care: Policy	<p>This course provides an overview of how current healthcare and social policy relates to the integration of primary care and behavioral health services for people with persistent mental illness and/or substance use disorders. You will learn about the intersection of social policy and legislation, including the Affordable Care Act, in the context of a need for and execution of integrated approaches to care. You will also learn about the most common models of integrated care along and the trends and issues that characterize them. By taking this course, social workers will gain in-depth knowledge of how these models and policies define their role in an integrated care environment.</p> <p>In 2012, the SAMHSA-HRSA Center for Integrated Health Solutions (CIHS), run by the National Council for Behavioral Health, launched a partnership with the National Association of Deans and Directors of Schools of Social Work (NADD) and the Council on Social Work Education (CSWE). This partnership led to the creation and pilot of the Policy and Practice in Integrated Care courses at 28 colleges and universities across the country. The in-person format, which was distributed widely to the field through NADD and CSWE networks, remains available and is offered at multiple institutions nationwide. With additional funding from the New York Community Trust, the project was further expanded to include development of the courses in an online format available at no cost to participants through Relias Learning.</p>	1.25	X			

<p>A First Look at Integrating Care: Practice</p>	<p>This course provides social workers with an overview of core clinical practices and competencies required to work effectively within an integrated healthcare system. After learning the fundamentals of what constitutes an integrated healthcare system, you will gain key insights regarding how social workers can serve as part of a holistically-oriented integrated healthcare team. Didactic information is complemented by specific examples regarding clinical approaches in order to give you actionable take-aways which you can apply in your own setting.</p> <p>In 2012, the SAMHSA-HRSA Center for Integrated Health Solutions (CIHS), run by the National Council for Behavioral Health, launched a partnership with the National Association of Deans and Directors of Schools of Social Work (NADD) and the Council on Social Work Education (CSWE). This partnership led to the creation and pilot of the Policy and Practice in Integrated Care courses at 28 colleges and universities across the country. The in-person format, which was distributed widely to the field through NADD and CSWE networks, remains available and is offered at multiple institutions nationwide. With additional funding from the New York Community Trust, the project was further expanded to include development of the courses in an online format available at no cost to participants through Relias Learning.</p>	1	X			
<p>Abuse</p>	<p>As a Human Service worker, you may be a mandated reporter in cases of suspected abuse. This course provides you with the most up-to-date and accurate information in the identification and intervention of reportable abuse. You will learn about the various types of abuse, including child abuse, elder abuse, and intimate partner violence.</p> <p>Upon completion of this course, you will be able to recognize the various signs of abuse among all of these groups, as well as clearly understand your reporting responsibilities and procedures. Most importantly, you will have the key competencies you need to assist victims of violence and help others to avoid victimization. This course is designed for all entry- and intermediate-level Human Service personnel.</p>	2.25	X	X		
<p>ADHD: Diagnosis and Treatment</p>	<p>Attention deficit / hyperactivity disorder (ADHD) is one of the most common neurodevelopmental disorders diagnosed in childhood, and can continue through adolescence and adulthood. As a mental health professional, you know that diagnosing and treating individuals with ADHD can be challenging. Because it is normal for all children to be inattentive, hyperactive, or impulsive sometimes, this disorder can be easily missed or mistakenly identified. This course will give you the tools you need to enable accurate diagnosis and effective treatment of this disorder in the individuals you work with.</p> <p>In this course, you will learn about the key behaviors of ADHD as well as the three different subtypes of ADHD. After reviewing the specific diagnostic criteria of ADHD, you will learn how to identify common symptoms, particularly how they manifest differently in individuals of different ages. You'll learn about the possible causes of the disorder, as well as some of the latest treatment options for children, teenagers, and adults. In addition, you will be provided with information on ADHD and its management, including research on medications and behavioral interventions, as well as helpful resources on educational options. This course will help you acquire the skills you need to provide effective treatment to your clients who have ADHD. A series of experiential lessons and interactive exercises will help you practice what you have learned. This training is appropriate for a variety of professionals working with children, adolescents, and adults with basic to intermediate levels of experience.</p>	1.25	X	X		
<p>Adolescent Substance Use Disorder Clinical Pathways Training</p>	<p>The clinical pathways system is a comprehensive treatment model that targets the specific behavioral and emotional problems associated with the major DSM childhood and adolescent diagnoses. The system includes three major facets: a method for understanding the major DSM diagnoses that may require outpatient and/or residential treatment; a structured curriculum of treatment services and activities to address targeted symptoms of behavioral and emotional disturbance; a philosophy and protocol for managing treatment for severely emotionally disturbed children and adolescents.</p>	1.5	X	X		

Adolescent Suicide	<p>Nearly 5,000 youth commit suicide each year in the United States, making suicide the third leading cause of death among young people ages 15 - 24. It is essential for mental health clinicians and other professionals working with adolescents to understand the dynamics of suicide among young people so they can be more proactive and effective in working with the adolescent consumers they serve. After providing a foundation on how widespread the problem is and the prevailing theories about what impels individuals to commit suicide, this course will teach you about assessing for suicide risk among your adolescent consumers, including suicidal behavior among special population groups such as lesbian, gay, bisexual, and transgender youth.</p> <p>You will learn about warning signs to watch for and ways to effectively work with adolescents, including intervention and prevention strategies. This course, which uses interactive exercises and detailed case vignettes to reinforce your learning, is appropriate for mental health providers at all levels of practice.</p>	1.75	X	X	X	X
Advanced Co-Occurring Disorders	<p>As a mental health professional, you know that psychological disorders and substance use disorders often co-occur. Dual diagnosis treatment is for people who have such co-occurring disorders. This treatment approach helps people recover by integrating treatment, and offering services for both disorders at the same time. In this course, you will learn about treatment options that address the various mental and substance use issues. You will also learn about the different types of substances commonly used, as well as the psychological disorders that are commonly associated with a co-occurring disorder. Finally, you will learn the basics of medication treatment for co-occurring disorder. Along the way, you will encounter a series of interactive exercises to help facilitate your learning. This course is appropriate for social workers, nurses, counselors, and therapists.</p>	1.25	X	X	X	X
Alcohol and the Family	<p>Alcohol use can have a destructive effect on individuals, as well as their families and loved ones. The main goal of this course is to give you in-depth knowledge about research concerning the impact of alcohol use disorders on families, as well as the family's impact on the development and persistence of alcohol use. You will learn the fundamentals of the family systems approach that are essential for you to understand the complicated dynamics of families struggling to deal with the impact of alcohol use disorders. You also will learn about factors that influence recovery, as well as the effectiveness of specific intervention models that are used for substance abuse. Furthermore, you will be able to identify specific risk factors that are related to developing an alcohol use disorder. Vignettes and interactive exercises give you the opportunity to apply these concepts so that you can expand your effectiveness with the families you encounter in your work. This course is intended for entry and intermediate level healthcare professionals.</p>	2	X		X	X
Alzheimer's Disease	<p>This course covers the prevalence, risk factors, and diagnostic criteria associated with Alzheimer's disease. It provides a review of brain anatomy thought to be involved in the progression of the disease and discusses the state of current research into causes and treatments. It also discusses the effects the disease has on caregivers. All of this information is meant to inform the work you do with clients and their families.</p> <p>*Debi Damas, RN, Florida Approved Alzheimer's/Dementia training provider: AL 698</p>	2.25	X	X		
Anxiety Disorders Among Older Adults	<p>Anxiety disorders are the most prevalent types of mental illness affecting older adults. Those who struggle with anxiety disorders experience distressing emotional and physical symptoms, which greatly impede their ability to age well and maintain a satisfactory quality of life. Appropriate for clinicians with a basic or intermediate knowledge of working with individuals who suffer from anxiety disorders, this course is designed to help human service professionals identify the most common types and hallmark symptoms of anxiety disorders among older adults. The instructive information, interactive exercises, and case vignettes in this course will teach you the fundamentals of anxiety disorders. Specifically, you will learn the most effective types of clinical and psychosocial treatments available. After taking this course, not only will you be more skilled at recognizing anxiety disorders, but you also will be more equipped and ready to apply your new skill set by providing appropriate information, support, and resources to the older adults with whom you work.</p>	1	X	X	X	X

<p>Attachment Disorders Part 1: Understanding and Defining Attachment and Trauma</p>	<p>Mental health professionals know that the structure and function of the infant-caregiver relationship creates the fundamental building blocks of life-span development. During this sensitive period of development, the infant/toddler will learn to become comfortably attached to their caregiver and as a result the brain will organize into an optimal learning “machine.” But what happens when the infant-caregiver relationship is not healthy? In this course, you will learn about Attachment Disorder, a condition that occurs in many children who experience abuse, neglect and chaos at the hands of their caregivers during infancy and early childhood.</p> <p>In Part 1 of this course, you will receive an overview of past and current research and theories on the process of attachment; an understanding of the impact of early exposure to trauma on brain development and the attachment process; a symptoms check list of attachment problems; and a description of some long-term consequences for a child with AD.</p> <p>In the second course, you will receive suggestions for diagnostic tools of attachment disorder; details of evidenced-based and emerging interventions for attachment problems; plus suggestions for effective ways of communicating with parents who are raising a child with AD, as well as parenting practices to share with them.</p> <p>The complete course set will not qualify you to conduct attachment evaluations; however, you will be well-equipped to identify and assess presenting attachment problems, practice attachment-sensitive therapy, and advise families who are struggling with a mal-attached child.</p>	1.5		X		
<p>Attachment Disorders Part 2: Assessment, Diagnosis, and Treatment</p>	<p>Mental health professionals know that the structure and function of the infant-caregiver relationship creates the fundamental building blocks of life-span development. During this sensitive period of development the infant/toddler will learn to become comfortably attached to the caregiver and as a result the infant’s brain will organize into an optimal learning “machine.” But what happens when the infant-caregiver relationship is not healthy? In this two-part course we are discussing Attachment Disorder (AD), a condition that occurs in many children who experience abuse, neglect, and chaos at the hands of their caregivers during infancy and early childhood.</p> <p>In Part 1 of this course set, you received an overview of past and current research and theories on the process of attachment; an understanding of the impact of early exposure to trauma on brain development and the attachment process; a symptoms check list of attachment problems; and a description of some long term consequences for a child with AD.</p> <p>In Part 2 of this course set, you will receive assessment strategies and suggestions for diagnostic tools of attachment disorder; details of evidenced-based and emerging interventions for attachment problems; plus suggestions for effective ways of communicating with parents who are raising a child with AD and parenting practices to share with them. The complete course set will not qualify you to conduct attachment evaluations; however, you will be well-equipped to identify and assess presenting attachment problems, practice attachment-sensitive therapy, and advise families who are struggling with a mal-attached child.</p>	1.25		X		
<p>Autism Overview</p>	<p>A recent report from the Centers for Disease Control and Prevention shows the incidence of autism in American children has risen dramatically over the past ten years. There is much debate over many aspects of this increase. Research has intensified to find the genetic and environmental origins of autism spectrum disorder and the most effective ways to reduce its impact on individuals and society. This course provides you with a current overview to autism spectrum disorder. Whether you are a professional working with individuals with autism or a family member of a person with autism, this course will help you understand the complexities of the diagnosis and what you can do to contribute to a meaningful life for people living with this disorder.</p>	2.25	X	X		

Barriers to Recovery	<p>Welcome to the third course, Barriers to Recovery, in the series, Fundamentals of Psychosocial Rehabilitation. This series addresses the values, beliefs, and principles that are the foundation of psychosocial rehabilitation and recovery-oriented practice. Each class is self-contained and will take approximately 1 to 3 hours to complete. Credit can be applied to the required hours of education to meet the qualifications to sit for the Certified Psychiatric Rehabilitation Practitioner (CPRP) exam. For more information, see the USpra Certification website: <a href="http://www.uspra.org">www.uspra.org</a> Course 3, Barriers to Recovery:</p> <ul style="list-style-type: none"> <li>• Reviews the various factors that can become barriers to a person's recovery</li> <li>• Addresses the impact of stigma (including professional stigma and internalized stigma) and discrimination</li> <li>• Examines the problems experienced by individuals and families in accessing services</li> <li>• Identifies ways in which medical insurance, both private and public, can impede the recovery journey. Suggestions for ways in which the learner can become involved in combating these barriers are included.</li> </ul>	1.25	X		X	X
Basic Introduction to HIV/AIDS	<p>This course provides an updated overview about the HIV virus and AIDS. It includes sections on who is at risk, the latest statistics about populations infected with HIV and AIDS, how the HIV virus is transmitted, symptoms of HIV and AIDS, treatment regimens, and prevention strategies. The course also looks toward the future, summarizing best strategies to control an HIV epidemic and increased incidence of AIDS. Based on this course, you will be aware of the differences between HIV and AIDS, how it is transmitted and diagnosed, how to prevent it, and what to do if you believe you have become infected.</p> <p>The material in this course is designed for all staff and level of learners. A combination of informative statistics and facts, along with interactive exercises and quizzes, will help you integrate the concepts you learn about HIV and AIDS.</p>	1	X		X	X
Best Practices in Substance Use Treatment Engagement	<p>Substance use disorders are a widespread problem in the United States, resulting in nearly 100,000 deaths and costing nearly half a trillion dollars every year. The National Council of Alcoholism and Drug Dependence identifies substance use disorders as America's number one health problem. In 2008, an estimated nine percent, or 22.2 million people aged 12 and older were classified with substance use disorder in the past year. Moreover, substance use disorders account for over 25% of all emergency room admissions, half of all traffic fatalities, and more deaths and disabilities than any other cause. Substance use disorders can be overcome with the appropriate treatment and prevention, but the road to recovery is not an easy one.</p> <p>Authored by Maggie W. Tapp, LCSW, the material in this training covers the stages of recovery and treatment compliance, as well as treatment planning for special populations. Based on content from the National Institutes of Health (NIH) and the Substance Abuse and Mental Health Services Administration (SAMHSA), this course is appropriate for entry-level health care professionals, as well as those with advanced practice. The detailed guidelines for best practices in substance use treatment compliance, coupled with interactive exercises on how to best apply these concepts, will provide you the necessary tools you need to implement these strategies in your own setting.</p> <p>Treatment compliance can be a challenge for consumers, family members, clinicians, and the community as a whole. The purpose of this course is to provide an overview of strategies that can be used with individuals in recovery in order to increase the likelihood of treatment compliance and recovery</p>	1.25	X	X	X	X
Best Practices: Behavior Support and Intervention	<p>This course offers some practical suggestions for how to reduce the use of seclusion and restraint. It addresses an important issue in the care and treatment of children in residential and/or foster care: the use of restraint and seclusion as behavior management tools. The course defines restraint and seclusion, presents facts and myths regarding their use, and presents data regarding the negative outcomes of the use of restraint and seclusion including child and youth deaths and re-traumatization. Trauma and posttraumatic stress disorder are described and their relationship to experiences of restraint and seclusion are presented. More effective and therapeutic approaches to behavior management are presented including the importance of family involvement, the three level public health model of prevention is applied to the topic of concern, and non-coercive behavior management strategies are described. The content in this course is helpful for administrators, supervisors, caregivers, policy makers, and others who work with children and youth.</p>	1	X	X		

Beyond EBPs: Using Science, Culture Change and Collaboration to Improve Outcomes for Children	Astor Services for Children & Families is a multi services behavioral health organization with a history of excellence in treating and educating children and youth with serious emotional and behavioral disorders. The workshop will highlight how the agency has been committed to implementing evidence based practices and utilizing outcomes in developing programs since 2002. We will describe how we utilized evidence based clinical case conference to create a culture where by staff looked to the literature to determine target, appropriate treatments for youth and their families. We will show how the expansion of evidence based practices can be documented objectively by tracking the number of practices that become part of the agency tool box over the years. We will highlight the use of several practices, i.e., PCIT, Structural Family therapy, Trauma Focused CBT, and present the results that have been achieved with the use of these practices. We will highlight the use of outcome measures to evaluate the effectiveness of the treatments. We will present the next wave of research findings suggesting that feedback obtained during treatment can be a powerful tool to dramatically improving outcomes. We will describe a successful collaboration between our agency and two prominent academic research teams, which allowed us to pilot a clinical feedback tool developed from this research. Astor was able to achieve these results with limited resources. Participants will learn that change can occur with strong commitment by leadership.	1.5	X		X	X
Biopsychosocial Model of Addiction	Substance abuse is a growing problem in the United States, resulting in the deaths of more than 100,000 Americans each year. Tobacco use is related to an estimated 440,000 death each year (NIH Media Guide, 2010). Based on content from the National Institutes of Health (NIH), as well the Substance Abuse and Mental Health Services Administration (SAMHSA), this course provides you an overview of the biopsychosocial model of addiction. This approach emphasizes the interplay of biological, psychological, and social factors that contribute to addiction. The material in this training covers basic information about the various types of drugs that individuals may use, and walks you through the stages of addiction. An in-depth look at risk factors and treatment options offers both new and seasoned clinicians critical information needed to identify who may be at risk for addiction, as well as detailed guidelines for how you can assist clients to engage in the recovery process. The blend of interactive exercises and detailed examples help make the instructive information in this course a key building block to applying these core competencies in your own setting.	1.25	x		X	X
Bipolar and Related Disorders	As someone who works with individuals with psychological disorders, you are aware that diagnosis of bipolar and related disorders can be tricky, and that treatment is often challenging. This course will help you recognize the symptoms and differentiate between the types of bipolar and related disorders, as well as give you up-to-date information on the latest medications and psychosocial interventions. You also will be familiarized with research to help you understand the role of genetics in this disorder. As you master these skills, you will be able to better understand client behavior, and improve your ability to work with this population. A series of interactive vignettes will help guide you through this course.	2.25	X	X	X	X
Bipolar and Related Disorders in Children and Adolescents	In this course, you will learn how to identify signs and symptoms of bipolar disorder in children and adolescents, as well as how to distinguish between bipolar manifestations in children and those in adolescents and adults. Additionally, you will learn about the differential diagnosis of Disruptive Mood Dysregulation Disorder, as it is distinguished from bipolar disorder in children. By going through the course material, including its interactive exercises and detailed case vignettes, you will be better prepared to assess and treat children and adolescents with bipolar disorder. This course is designed for mental health and medical professionals who work with children and families coping with bipolar disorder.	1.25	X	X		
Brief Models of Family Therapy Part 1: Theory and Principles	Youth with significant behavior problems like school refusal, aggression, gang involvement or other forms of delinquency pose a significant challenge to their families and their community. Not only is incarceration expensive, but recidivism rates for youth who are placed in locked residential facilities are soaring. Further, efforts to use community-based therapeutic interventions to change the beliefs, thoughts, and behaviors of these youth have not proven to be very effective. There is considerable evidence, however, that family interventions can make a significant impact on these behavior problems by focusing on the family system of the youth as a whole, instead of focusing solely on the youth as an individual. In this course, you will learn the basics about systems theory and family therapy, as well as some of the specific assessment and intervention approaches used in brief models of Structural and Strategic Family Therapy which are taught in more depth in the 2nd level course of this title. You also will learn about the Brief Strategic Family Therapy (BSFT™) model which has been shown to be extremely effective in decreasing conduct problems in youth. Through a series of interactive exercises and mini-quizzes, you will have a chance to practice and reinforce concepts you learn throughout this course. This comprehensive course is appropriate for both beginning counselors and seasoned professionals.	1.75	X		X	X

Brief Models of Family Therapy Part 2: Clinical Techniques	Working with families can be exciting and extremely beneficial, but family therapy provides many challenges. Families are complex, and many times family members are experiencing significant stress and conflict related to the presenting problem. Also, as you learned in part one of this two-part course, family systems have a natural inclination toward homeostasis and can present great resistance to change. You will need to be equipped and practiced with methods to handle this resistance in order to help the family make positive changes. In this course, you will learn essential treatment techniques of structural and strategic family therapy, including how to use paradoxical interventions and work with resistant clients. You will have a chance to practice and reinforce concepts you learn through a series of interactive exercises and mini-quizzes. The material in this course is appropriate for both beginning counselors and seasoned professionals alike.	1.5	X	X	X	X
Calming Children in Crisis	A major challenge in working with children who have experienced trauma is helping them manage the strong emotions often experienced as a result. Feelings of emotional pain resulting from maltreatment and loss often present as anger. Children may feel overwhelmed by their feelings and express anger in a way that places themselves and others at risk. This course provides skills for helpers to assist children in identifying and managing their feelings in a healthy manner. Specific skills taught include helping children identify and label their feelings, cope with feelings of anger, develop a "Safety Plan," and learn how and when to use the plan. The skills taught in this course are helpful for persons working with children in a wide variety of settings including family foster care, and residential and educational facilities.	1	X			
Case Management Basics	This course reviews and discusses the role of case manager in the recovery of the client/consumer with severe and persistent mental illness. It provides an overview of the basic elements of effective case management including connecting, readiness, planning and crisis management. It also covers essential elements in planning and documenting case management services.	3			X	X
Child and Adolescent Psychopharmacology	The course covers a variety of medications, including antipsychotics, stimulants, mood stabilizers, and others. You will learn about the unique issues surrounding psychopharmacology for pediatric populations, including common uses, side effects, and timelines for medication response. Through interactive games, quizzes, and vignettes, this course will help you to take the learning back to your real-world work environment. This course is appropriate for non-MD mental health professionals, including marriage/family therapists, and licensed clinical social workers.	1.5	X	X	X	X
Clinical Supervision	You've been providing clinical services for some time, and now you are being asked to provide clinical supervision. Clinical supervision can be engaging and gratifying work; however, it also can be a challenging and sometimes overwhelming endeavor. From communication and relationship approaches that empower your supervisees to be strong clinical learners, to considerations for which supervision model works best for you and your supervisees, this course will help you to focus on key elements of successful clinical supervision. You will learn how to effectively structure the supervisory relationship, giving you and your supervisee a head start. Serving as a refresher to help you protect client and supervisee welfare, the course will also help you to review common ethical, legal, and risk management issues. Detailed examples, case vignettes, and quizzes throughout the course will provide numerous opportunities to apply and strengthen your knowledge of the fundamentals of clinical supervision. This training is appropriate for entry- and intermediate-level healthcare professionals, particularly those providing clinical supervision.	1.75	X	X	X	X
Cognitive Behavioral Therapy	As a mental health professional, you may work with consumers who make little headway in therapy. They are stuck because their cognitive distortions or "twisted thinking" patterns prevent them from living full lives. Cognitive behavioral therapy (CBT) focuses on the distorted thinking patterns associated with maladaptive thoughts and beliefs. Consequently, CBT is applicable to a variety of behavioral health issues such as depressive, bipolar, anxiety, personality, eating, substance-related, and psychotic disorders. Because CBT is an evidence-based practice, it is widely used by therapists, psychologists, psychiatrists, social workers, and psychiatric nurses. In this interactive course, you learn how CBT may help resolve your consumers' problems concerning dysfunctional cognitions and behaviors by using an integration of cognitive and behavioral approaches. You also learn about its use and success in a variety of settings, and how you can apply it in your daily practice.	1.25	X	X		

Community Inclusion	<p>Community inclusion is the opportunity to live in the community, be valued for one's unique experience and abilities, and enjoy a sense of belonging. For individuals with disabilities, successful community inclusion reduces isolation, provides a source of meaning and support, and creates a sense of hopefulness for a full life. Community inclusion is the process of accommodation, assistance, rehabilitation, advocacy, relationship building, and ultimately a lot of negotiating. This course provides an overview of the term "community inclusion," why behavioral healthcare providers should be knowledgeable of community inclusion, and what can be done to address barriers, provide supports, and expand opportunities for people with disabilities.</p> <p>This course is appropriate for all levels of behavioral healthcare providers.</p> <p>A combination of case studies, quizzes, and interactive games will be used to help you apply the material and make the safety of the individuals you work with your top priority.</p>	1.5	X		X	X
Comorbid Mental and Physical Conditions: Preparing for New Treatment Expectations	<p>The drive to decrease the life-span disparity for individuals with serious mental illness and improve their health outcomes has frequently centered on the integration and coordination of medical and behavioral healthcare providers. Dr. Benjamin Druss has proposed a comprehensive model that also includes the correlation of non-medical factors, including socio-economic status, past trauma, social connectedness, chronic stressors and the capacity for self-management. Dr. Druss was the first to apply the Chronic Disease Self-Management Program in the mental health field, and his findings have been highlighted in the Robert Wood Johnson Foundation report, "Mental Disorders &amp; Medical Co-morbidity." This presentation will feature an interactive dialogue with Dr. Druss facilitated by David Covington.</p>	1.5	X		X	X
Confidentiality of Substance Use Treatment Information	<p>Long before the enactment of The Health Insurance Portability and Accountability Act (HIPAA), the federal government passed legislation providing special protections for substance use treatment information to ensure patient privacy and confidentiality. Without strong privacy protections, people needing treatment may not seek the help they need because they fear the social stigma that sometimes comes from being labeled an "addict." This social stigma also carries with it the very real fears of arrest and prosecution, loss of child custody for parents, job loss, the denial of healthcare, exclusion from public housing, or insurance discrimination.</p> <p>As a mental health professional, it is essential for you to understand the federal laws and regulations governing the privacy of healthcare information generally and substance use treatment information specifically. These two legal frameworks sometimes overlap and sometimes conflict. The legal protections regarding substance use treatment information, in many instances, goes beyond the protections provided under HIPAA. In this course, you will learn about the difference between these regulations, what entities and individuals must comply with or benefit from these regulations, the kinds of information protected under these laws, as well as information that is exempt from the non-disclosure requirements. You will also learn about rules governing patients' access to their own medical records, how to put safeguards in place to protect your consumers' information, along with the consequences and penalties associated with unauthorized disclosure of such information.</p>	1	X		X	X
Consumers in the Mental Health Workforce	<p>Welcome to the sixth course in the series Fundamentals of Psychosocial Rehabilitation. This series addresses the values, beliefs and principles that are the foundation of psychosocial rehabilitation and recovery-oriented practice. Each class is self-contained and will take approximately 1 to 3 hours to complete. Credit can be applied toward the required hours of education to meet the qualifications to sit for the Certified Psychiatric Rehabilitation Practitioner (CPRP) exam.</p> <p>For more information, see the USPRA Certification website: <a href="http://www.uspra.org">www.uspra.org</a>.</p> <p>This course addresses the history of the consumer movement, the benefits and challenges of hiring consumers as direct service providers in mental health, and the types of positions generally available to consumer providers. Peer Support Services has evolved from a "promising" to an "evidence-based" model of care. Many states now have State-instituted certification programs for both individuals with lived experience and family members who have experienced the challenges facing a child with a serious emotional disorder.</p> <p>This course is intended for staff at all levels in psychosocial rehabilitation, recovery-oriented mental health programs that are considering or in the process of hiring consumers as staff. It can also be a useful tool to use with consumers who are considering working in mental health as a career choice.</p>	1.25			X	X

<p>Co-Occurring Disorders</p>	<p>Co-occurring substance use and mental health disorders are prevalent in the United States and present special challenges to treatment providers. Failure to treat both types of disorders often leads to poorer treatment engagement, early termination, and negative health outcomes. The information provided in this introductory course can help you avoid those negative outcomes by increasing your awareness of the relationship between co-occurring substance use and mental health disorders. You will learn about some of the most common substance use and mental health disorders in the United States, along with techniques for effective assessment of and treatment planning for consumers with Co-Occurring Disorders.</p> <p>This course, which combines interactive exercises and detailed case studies to enhance your learning, is appropriate for beginning clinicians and for those seeking an overview of current developments in integrated treatments for Co-Occurring Disorders. Armed with this knowledge about current strategies for assessment and treatment, you will be better prepared to provide high-quality, integrated care for your consumers who have Co-Occurring Disorders.</p>	<p>1</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>Crisis Management</p>	<p>Clients with mental health issues often present to agencies in a state of crisis, or experience crises during the course of their work with an agency. Professionals responding to these crises are often challenged by the unpredictable moods, escalating, high-risk behaviors, and deep despair presented by their clients. Without a good framework for understanding crisis dynamics, their corresponding skills, along with proven protocols and assessment tools, serious symptoms might be left unaddressed and become exacerbated. This results in an extremely stressful and high-risk situation for both the client and the professional.</p> <p>This course provides key training for social workers, mental health workers, and other helping professionals on how to recognize when a person is in crisis. You also will learn how to effectively help people cope with the crisis so that they can return to their pre-crisis level of functioning.</p> <p>After a review of the theory behind crisis management, you will acquire intervention and stabilization techniques that can be used with clients who may be impacted by an isolated crisis, as well as those challenged with multiple crises. A critical best practice for managing crises in clinical settings includes developing a crisis prevention plan. This training provides you the necessary tools you need to learn how to create that crisis prevention plan, along with how to use it with clients in a variety of settings. Further, you will explore how to handle crises with special populations, including people with trauma histories, those who are hostile and aggressive, and people suffering from substance use disorders.</p> <p>After completing this course, you will have gained a strengths-based perspective for helping people cope with crises, which will allow you to engage them to be active participants in their problem solving and recovery.</p>	<p>1.5</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>Cultural Issues in Mental Health Treatment</p>	<p>American society is becoming increasingly diverse, and the rapid cultural diversification of the United States has inevitably challenged traditional institutions and practices, including the field and treatment of mental health. Awareness of and sensitivity to cultural issues are critical to a positive therapeutic relationship, as well as the outcome of therapy, yet persons of various racial/ethnic/cultural/social identities often are underserved by the mental health system and/or do not seek out the mental health treatment they may need. Broadly, this course examines the factors that have led to culturally bound disconnects, as well as ways to improve cultural understanding and competency in mental health treatment. More specifically, this course covers the significance of cultural diversity, demographics, family and community resources, barriers to treatment, as well as results from epidemiological studies. You will also learn about how cultural differences can affect treatment planning in terms of both psychotherapy and pharmacotherapy.</p> <p>This course is intended for a variety of clinicians, including nurses, social workers, therapists, and psychologists with entry-level or intermediate experience incorporating cultural factors into their practices. Case examples and interactive exercises coupled with the instructive material in this course will help you to apply these concepts in your own setting.</p>	<p>1.25</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>

<p>Depression in Late Life</p>	<p>Many people believe that depression is a normal part of growing older. However, research tells us that depressive disorders are not a function of aging, but rather a common group of mental disorders that can be successfully treated. While most older adults do not suffer from a depressive disorder, those who do tend to struggle with emotional and physical symptoms that greatly impede their ability to age well and maintain a satisfactory quality of life.</p> <p>This course is appropriate for clinicians with a basic or intermediate knowledge of working with individuals with late-life depression. It is intended to help human service professionals identify the most common symptoms of a depressive disorder and familiarize them with the major types of effective clinical and psychosocial treatments available for older adults.</p> <p>Employing the interactive exercises and case vignettes in this course will teach you the skills you need to recognize depressive disorders among the older adults with whom you work, and provide them with the best information, support, and resources for treatment.</p>	<p>1.5</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>Depressive Disorders in Children and Adolescents</p>	<p>Depressive disorders are often difficult to diagnose in children and adolescents. Factors that complicate accurate diagnosis range from limited language and communication skills to a struggle for autonomy and reluctance to cooperate. Unfortunately, this means that depressive disorders in children and adolescents are under-diagnosed and under-treated. This course will give you the tools you need to enable accurate diagnosis and effective treatment of these disorders in the children and adolescents you work with.</p> <p>In this course, you will learn about the different types of depressive disorders, including Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder, Disruptive Mood Dysregulation Disorder, and Other Specified and Unspecified Depressive Disorder, as they affect children and adolescents. After reviewing the specific diagnostic criteria for each of these disorders, you will learn how to recognize their more subtle signs and symptoms, particularly how they manifest differently in children of different ages. You'll learn about various causes of depression in youth, as well as current best practices for the treatment of these disorders. The course also examines the risk factors for depressive disorders, paying specific attention to risk factors for suicide and suicidal behavior, in order to facilitate prompt recognition and early detection. This course will guide you through a series of experiential lessons and interactive exercises to help you practice what you have learned. This training is appropriate for a variety of clinical professionals with basic to intermediate levels of experience in working with children and adolescents.</p>	<p>1.25</p>	<p>X</p>	<p>X</p>		
<p>Developmental Milestones and Common Mental Health Issues of Adults and Seniors</p>	<p>This course is intended to provide psychologists, social workers, nurses, and other health or social service professionals with an overview of the developmental milestones and common disorders associated with adults. Unfortunately, many courses on "human development" in mental health focus on birth through adulthood, without much of a focus on the richness of the experiences later in life. For this reason, this course will cover issues relevant to both adults and seniors, but will give an extra emphasis on factors related to geriatric psychology. Taking this course will enable you to have a more comprehensive understanding of the developmental milestones of young, middle, and late adulthood, including the common mental health challenges that can interfere with successful adult development. Key content areas that you will explore in this course include the role of longevity in adult development, normal cognitive development in adulthood, as well as common causes of cognitive impairment, common psychosocial developmental milestones of older age, and medical and psychosocial treatment modalities that can be used successfully with adults and older adults to ameliorate emotional and/or developmental challenges.</p>	<p>1</p>	<p>X</p>	<p>X</p>		

<p>Developmental Stages: Infancy through Adolescence</p>	<p>When parents have concerns about their child's development, practitioners must be able to give them the accurate information they need to make informed decisions. Unfortunately, a limited understanding and knowledge base for what constitutes normal human development could result in inaccurate diagnosis, as well as inadequate treatment. That's why understanding the difference between normal and abnormal development is critical for early detection of behavior problems.</p> <p>This course is designed for entry- and intermediate-level healthcare workers who work with children and their families. The information in this training will provide you with an overview of the human developmental stages from infancy through adolescence. You will gain a firm understanding of the various aspects of development, from physical and intellectual to psychosocial. The knowledge you acquire from this course, particularly the interactive review exercises, will allow you to conduct informed, best practices with the individuals you serve.</p>	1.5	X	X		
<p>Diagnosing Substance Use Issues in Older Adults</p>	<p>With the expected increase in the older adult population, the number of elders needing treatment for substance use disorders also will increase. In this course, you will learn a comprehensive way to diagnose substance use disorders in older adults. Specifically, this training covers risk and protective factors, screening, diagnostic criteria, assessment, as well as the various stages of drinking among older adults with substance use issues.</p> <p>This course is designed for entry- and intermediate-level healthcare professionals who wish to gain a broad understanding of how to assist older adults with substance use issues. Interactive exercises, examples of screenings, and detailed assessment techniques will afford you the opportunity to practice the new information you acquire from this training. After concluding this course, you will possess a broader understanding of how to diagnose substance use disorders in older adults, including ones with co-morbid disorders, as well as those with differential and co-occurring disorders.</p>	2.5	X	X	X	X
<p>Diagnosis and Treatment of Anxiety Disorders</p>	<p>Anxiety disorders are serious medical illnesses that affect millions of American adults. These disorders fill people's lives with overwhelming anxiety, fear, and uncertainty. Unlike the relatively mild, brief anxiety caused by stressful events like business presentations or first dates, individuals with anxiety disorders experience symptoms that are out of proportion to any actual danger, and/or persist for significant periods of time. Anxiety disorders can grow progressively worse if not treated. Further, anxiety disorders frequently occur in conjunction with other mental or physical illnesses, which can make anxiety symptoms worse.</p> <p>This course is appropriate for both new and seasoned clinicians. Based on content from the National Institute of Mental Health (NIMH) and the latest version of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5™), this course provides you an in-depth overview of the signs and symptoms of anxiety disorders, as well as the most effective psychopharmacological and psychotherapeutic treatments available. The compelling research discussed in this training will show you how new, improved therapies can help most people with anxiety disorders lead productive, fulfilling lives. The blend of instructive information and practical scenarios will help you to apply these key concepts in your own setting. After completing this course, you will be able to recognize anxiety disorders in those you serve, as well as implement the most appropriate form of treatment.</p>	1.25	X	X	X	X
<p>Dialectical Behavioral Therapy: Advanced Techniques</p>	<p>This course provides an advanced introduction to the theory and treatment components of Dialectical Behavioral Therapy (DBT) in both inpatient and outpatient settings. It provides an overview of the basic approach and guidelines for identifying the clients who will benefit most from this intensive treatment.</p> <p>In this course you will review the basics of conceptualizing psychological functioning and treatment in a DBT framework, as well as how the approach can be modified to address specific populations, including older adults, adolescents, and individuals with eating disorders. In order to apply these principles ethically in therapy, you must have appropriate training and supervision in addition to taking this online course. However, the knowledge you will gain here will go a long way toward increasing your understanding of how to apply best DBT practices in your own setting and can help inform your decision to obtain further training in DBT.</p>	1.5	X		X	X

<p>Dialectical Behavioral Therapy: An Introduction</p>	<p>Dialectical behavior therapy (DBT) is widely seen as the gold standard for treating individuals who have been diagnosed with borderline personality disorder (BPD). Unfortunately, many providers are not adequately familiar with DBT strategies and structure of treatment.</p> <p>This course will focus on providing you with a basic overview of the theory and treatment components of dialectical behavioral therapy. It will give you the tools you need to identify clients who will benefit most from this intensive treatment and help you learn the basics of DBT conceptualization and treatment. You will learn about how DBT was developed and the evidence supporting DBT treatment. You will gain a basic understanding of the theory underlying DBT, the treatment hierarchy, and the necessary components of a complete DBT program. We will share with you the strategies DBT facilitators use to engage people, and you will be guided through the key elements of the DBT skill-based treatment modules. This will help you avoid common pitfalls in dealing with individuals who are highly dysregulated. Using a blend of experiential lessons, research-based information and detailed case studies, this course will help you utilize the basic principles and treatment components of DBT.</p> <p>This training is appropriate for behavioral health professionals with basic to intermediate levels of experience in treating individuals with psychiatric disorders.</p>	1.25	X	X	X	X
<p>Disaster Mental Health Intervention: Project P-FLASH</p>	<p>Project P-FLASH stands for Practical Frontline Assistance and Support for Healing. This course reviews available knowledge on mental health effects of disaster survival from prior incidents of terrorism and previous disasters. It discusses PTSD, its prevalence, diagnosis, comorbidity and the associated risk factors. The authors address practical front-line skills for working with traumatized people in post-disaster settings. This course has been funded and supported by The September 11th Fund through a contract with Washington University School of Medicine in St. Louis, Missouri.</p>	2.25	X	X		
<p>Disaster Response: Five Key Strategies</p>	<p>Are you prepared for a major emergency event such as a natural disaster or a community crisis? This session will address the core aspects of organizational Disaster Response Planning that assures your agencies' ability to address the needs of your external customers (local community affected by the event) as well as your internal customers (consumers and staff). Strategies for readiness will be reviewed including best practice approaches to staff training; cultivating key partnerships with the people and organizations you will be working with during and after the community crisis. You will have the opportunity to learn from and engage with experts in the field including the Vice-President of Clinical Services at Ozark Center in Joplin, MO, Vicky Mieseler. She will discuss the lessons learned from the massive tornado that devastated their community; she will share what they know now and what they wished they knew prior to the disaster.</p>	1.5	X		X	X
<p>Disaster Trauma: Promoting Resilient Individuals, Organizations, and Communities</p>	<p>Over the past fifteen years, the research and literature on disaster trauma has exploded, primarily following 9/11. We know of multiple approaches to prevent and mitigate the adverse effects of a disaster or any crisis situation on people. The five key elements involved in promoting resilience after an adverse event are: safety, comfort, self-efficacy, connectedness and hope so how can we insure that we are promoting these in our everyday work within and outside our organizations? As Mental Health and Addictions providers, you play a significant role in helping people heal and recover following such events with your own consumers, with members of the affected community and with your own staff. This workshop will provide participants with an overview of specific strategies and approaches that can be used to address the needs of each of these populations following an adverse event. These same approaches can be used prior to an event to build resilience and prevent some from experiencing serious reactions. Strategies include training staff on Psychological First Aid and Trauma Informed Care; reaching out into your surrounding communities to teach Mental Health First Aid and spread Trauma Informed Care; and setting up systems within your organizations to improve staff competence, confidence and support.</p>	1	X	X		

Documenting the Treatment Planning Process	Treatment planning documentation is a critical link between the client, the services you provide, and reimbursement. Unfortunately, the focus of detailed treatment planning has shifted into developing and completing the perfect form. The main goal of this course is to reinforce what you already know about plans of care, while offering you direction and structure for capturing the real therapeutic relationship on paper. You will learn how to better represent the care process by honing in on core principles for clinical documentation. You will take a fresh look at ways to record your client's strengths, goals, and treatment objectives, while also evaluating methods to accurately represent interventions, outcomes, and discharge plans. To enhance your application of these concepts in your own setting, this course incorporates informative definitions, suggested best practices, as well as client scenarios you investigate during each phase of the treatment plan. Drawing on information from Adams & Grieder's Treatment Planning for Person-Centered Care: The Road to Mental Health and Addiction Recovery, along with Schwitzer & Rubin's Diagnosis and Treatment Planning Skills for Mental Health Professionals: A Popular Culture Casebook Approach, this course is designed for all service providers involved in the treatment planning process who wish to learn more about documentation.	2.5	X	X	X	X
Does Your Organization Measure Up: Are You Really Trauma-informed?	Organizations interested in trauma informed care often have the will but not the way. This workshop provides organizations with an easy to use and practical tool to initiate the improvement process, the National Council's Trauma Informed Care Organizational Self -Assessment©. This instrument is designed for organizations interested in improving their policies, procedures, practices and social and physical environment to reflect the core principles and values of a trauma-informed care organization. The organizational self-assessment tool is a performance improvement resource designed to increase an organization's awareness and readiness to adopt the key components of a trauma-informed care organization and to engage in a self-reflective process that assists them in identifying what they need to: 1) keep doing and reinforcing, 2) stop doing and, 3) start doing.	1.5	X		X	X
Domestic and Intimate Partner Violence	Although anyone can become a victim of domestic violence (DV) or intimate partner violence (IPV), women are much more likely to experience IPV than men. People from all economic and cultural backgrounds can be subjected to domestic violence. Sadly, children are often the direct or indirect victims. Just witnessing violence impacts children's lives, especially because it usually takes place at home, a place where children should feel safe. If children have been exposed to domestic violence, it increases the chances that they will take on the role of either a "batterer" or a "victim" in their adult relationships. Abuse can seem "normal" to youth who witness it in their own homes. In working with perpetrators and victims of domestic violence, it is essential to address the family and social systems involved. Please note that the terms "domestic violence" and "intimate partner violence" are used interchangeably in this course.	1.25		X	X	X
Drugs in the Workplace	Drug and alcohol use by professionals in the workplace can be harmful to everyone. In this course you will learn what substance use disorders are, what signs to look for, and how they affect people in the workplace as well as the population that you serve. It also covers steps to take to ensure a drug-free workplace. Interactive exercises and vignettes will help you to understand this information so that you will be ready to assist co-workers who may suffer from substance use disorders. This course is designed for anyone working in any employment setting.	1			X	X
DSM-5 Overview	The fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) has been one of the most anticipated events in the mental health field. Although many elements from the DSM-IV-TR have remained intact, others have been modified, taking into account decades of scientific and clinical findings.  Designed for entry- to advanced-level mental healthcare staff and professionals, the goal of this course is to provide you with a comprehensive overview of the changes to the DSM-5. You will learn about the changes to a non-axial system, new dimensional assessments, new terminology used throughout the DSM-5, cultural considerations, as well as some of the major criticisms of the new guide. This course also provides you with important information on the specific diagnostic changes from the DSM-IV-TR to the DSM-5.  With the aid of interactive exercises, you will have the tools you need to effectively use the DSM-5 to assist you in diagnosing psychological disorders, as well as treatment planning.	2.75	X	X	X	X

<p>Early Childhood Mental Health Consultation</p>	<p>Programs serving young children and their families have great opportunities to shape social learning, language skills, early academics, and even bonding and attachment. But these programs face challenges, the most obvious being that they are working with groups of children who have not yet developed language skills to express feelings of frustration or emotional pain. The result can be behavioral acting out that can be frustrating and alarming to staff, parents, and other children. Embedding early childhood mental health consultation in these programs can help enhance the well-being of the children and minimize behavior problems through use of a systematic, collaborative approach.</p> <p>In this course, you will learn how a mental health consultant can support program staff to improve their work with the children and the parents. You will also learn the features that are essential for an effective early childhood mental health program. Through an extended case study and interactive exercises to reinforce your learning, you will learn how the consultant helps the staff build trust with parents and includes them in meaningful ways. You will also learn the specific interventions used in early childhood mental health consultation to respond to identified issues in a way that prevents and effectively responds to emotional and behavioral problems.</p> <p>This course is appropriate for behavior health professionals of all levels.</p>	<p>1.25</p>	<p>X</p>			
<p>Early Childhood Safety and Injury Prevention</p>	<p>Keeping young children safe and healthy is the constant and primary requirement of all adult caretakers. This course has been developed for individuals who work with parents and families of young children from birth through five years of age. Each stage of development contains unique challenges and areas of concern that must be addressed in order to optimize wellbeing. In this course, you will learn about how to secure environments to maximize safety and how to safely transport children.</p> <p>You will explore common hazards, including poisons, animals, venomous plants, and other common home risks. We will review familiar problems, such as managing storage and securing electrical outlets. You will learn about the national recommendations for playgrounds and pool safety. Lastly, you will learn about food safety, sanitation and cleaning considerations, and transportation concerns for young children to ensure a comprehensive plan for the families that you serve.</p>	<p>1</p>				
<p>Elder Abuse</p>	<p>Elder abuse is a significant social and public health problem. The number of older adults (65 years of age or older) in the US population is expected to double by 2030 to about 71 million. Of this group the “oldest old,” those 85 or older, are the fastest growing segment. By 2030, their number will grow from 5.8 million to 8.7 million. As the number of older adults increases, especially those who are older and frailer, the incidence of elder abuse is expected to increase. Unfortunately, mistreatment of older adults often occurs in isolation and often remains undetected. The first step to addressing the problem is to heighten awareness of abuse of the old, in particular among those who serve them or have frequent contact with them.</p> <p>This course contains information regarding types of elder abuse, indicators, consequences, risk factors of abuse, and interventions. Throughout this course, students will have the opportunity to test what they have learned in each section through brief quizzes. The course also offers typical elder abuse case scenarios drawn from actual case material from Adult Protective Services or other elder abuse program caseloads. (All identifying information has been modified to protect client privacy.)</p> <p>This course is intended for mental health clinicians who work with older adults.</p>	<p>2</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>Emerging Models of Health: The State of the Art</p>	<p>With the Supreme Court approval of the Affordable Care Act, states across the country are moving forward with Health Home models. Significant information is available on the models, services and outcomes being used in these health homes but it is nearly impossible to keep abreast of all of the information out there. This extended workshop will provide participants with a succinct and useful overview of all of the existing Health Home models developing across the country. The core elements of the successful Health Homes will be identified and key outcome measures for those core elements will be identified. This primer will be very useful for the advanced “Health Homer” as well as the novice just learning about the concept. Presented by leaders in the field participants will leave this workshop with all the tools necessary to evaluate or develop their own health home model, (without recreating the wheel).</p>	<p>1</p>	<p>X</p>	<p>X</p>		

<p>End of Life Care for People with Intellectual and Developmental Disabilities</p>	<p>People with disabilities face many of the same issues at the end of life as people without disabilities as well as some additional issues and challenges. Today the life expectancy of a person with intellectual and developmental disabilities is almost the same as it would be for a person in the general population. As people with disabilities live longer and are more integrated into the community, they outlive family caregivers more frequently, require additional supports into advanced age, and choose to receive care at the end of life in their own homes. The number of people in this situation is expected to rise as the "Baby Boomer" generation moves into this age category. This course provides an introduction to some critical issues that arise at the end of life for people with disabilities. It is meant for all members of the interdisciplinary team that provides support and care.</p> <p>This course will introduce basic legal and ethical guidelines for decision making at the end of life. Advance planning can provide clarity in complex, stressful situations in cases where people are unable to communicate or provide consent. Your knowledge of an individual's preferences, as well as their basic rights and ethics will help you support the person you are serving and their families. This course provides basic information about some common medical decisions that are included in an end of life plan, as well as information about specialized healthcare options such as palliative care and hospice. You will also hear some important concerns that have been raised by groups like "Not Dead Yet" about the undertreatment of individuals with disabilities, which has been linked to negative assumptions about quality of life and disability. Recognizing this, the American Association for Intellectual and Developmental Disability has issued the statement "Caring at the End of Life" to shape policies for care.</p> <p>This is an overview course that provides general information. Each state and agency will have its own laws, regulatory issues, and policies. After taking this course, staff should be sure to inform themselves about the specific policies and regulations that pertain to their role and responsibilities.</p>	<p>1.25</p>	<p>X</p>			
<p>Ending Suicide: How Many Deaths Are Acceptable?</p>	<p>Today, we have an understanding of suicide prevention that was unavailable just a decade ago. The National Action Alliance for Suicide Prevention envisions a nation free from the tragic experience of suicide. Individuals with Serious Mental Illness are at dramatically increased risk as compared with other high risk groups, such as active military, AN/AI, etc. but there are proven approaches that Community Behavioral Healthcare leaders can implement. Four model programs are presented that introduce the concepts of "boundaried populations," "zero suicide in healthcare" and "robust performance improvement" and how you can apply them in your system of care.</p>	<p>1.5</p>	<p>X</p>		<p>X</p>	<p>X</p>
<p>Engaging Fathers in Children's Lives Part 1: An Overview</p>	<p>This course will help you to understand the importance of including fathers in your work with families. We will review the role of fathers in the family unit with an emphasis on the many ways that a father is critical to child development. You will learn what policies and practices are currently in place at agencies across the country. You will also learn how to engage fathers and include them in their childrens lives. A variety of interactive exercises and case vignettes challenge you to think through the specifics of how you can work effectively with the fathers of children you serve.</p> <p>This course is brought to you by The National Family Preservation Network, which offers a comprehensive training package on father-involvement that includes the materials in this course. For more information, please visit the web site at <a href="http://www.nfnp.org">www.nfnp.org</a>.</p>	<p>1</p>	<p>X</p>		<p>X</p>	<p>X</p>
<p>Engaging Fathers in Children's Lives Part 2: Communication and Principles of Practice</p>	<p>As someone who works with families, you know how difficult it can be to engage fathers in the process. In Part one of this course, you learned about how important including fathers in the family is along with descriptions of best – and worst – practices in working with them. In part two, we will focus more on the "nuts and bolts" of involving and communicating with fathers. You will learn about typical communication styles as well as what family members really need to hear from each other. Additionally, this training gives you concrete, easy-to-apply key principles of practice that you can apply when working to include fathers in their childrens lives. You will be able to test your knowledge by reading a series of interactive case examples Videos, vignettes, interactive functions, and a branching scenario challenge you to apply what you learn along the way so you can use your new competencies with those you serve.</p>	<p>1</p>	<p>X</p>		<p>X</p>	<p>X</p>

<p>Engaging Fathers in Children's Lives Part 3: Advanced Techniques</p>	<p>This course is the third in a series of three trainings geared toward helping those working with children and families to do so in a way that keeps fathers engaged in the process. The information in this course builds on material in the first two courses so it is recommended that the courses be taken sequentially. This training addresses advanced techniques that will assist you in engaging fathers in the lives of their children. In this course, you will participate in skill-building training, and gain a greater competency for communicating with the fathers you work with. As you master these skills you will be able to more easily commit to treating fathers and mothers equally in your practice. A series of interactive exercises and multimedia drills will help you to practice what you have learned.</p> <p>The material in this course is based on the National Family Preservation Network's Advanced Fatherhood Training Curriculum: Building Skills &amp; Best Practice. ** Flash Required</p>	1	X		X	X
<p>Ethical Decision-Making</p>	<p>As a clinical health professional, you have to make ethical decisions on a regular basis. Many of them are quite straightforward and common sense. Others, however, can present you with an ethical dilemma, where the best course of action is not always clear. The professional organization related to your field surely has an ethical code of conduct with guidelines, but it would be impossible for these guidelines to cover every situation. Furthermore, knowing ethical standards and being able to apply them to unique situations are two different things. In this course, you will be introduced to the concept of ethics and standards of conduct that relate to clinical health professionals. The main goal of this course is to teach you how to identify situations where ethical challenges are common, as well as how to incorporate a few different ethical decision-making models into those challenges. To better help you apply the material you learn, you will test your knowledge as you work your way through this course through a series of interactive vignettes.</p>	1	X	X	X	X
<p>Evaluation and Treatment of Mental Health Concerns Common in Childhood and Adolescence</p>	<p>Over 20% of children and adolescents in the U.S. are either currently, or have at some point in their lifetime, experienced a serious mental illness. Mental illness can be difficult to identify in childhood and adolescence, with many providers struggling to distinguish between signs of mental illness and the normal ups and downs of growth and development. The Centers for Disease Control and Prevention report that in any given year, only 50% of children and adolescents with mental illness receive treatment. The information provided in this course will help you to recognize symptoms of common childhood mental health problems. This course will explore childhood manifestations of anxiety disorders, depressive disorders, and attention-deficit/hyperactivity and disruptive behavior disorders. It will provide you with best practices in evaluation and assessment of these mental health disorders, and review treatment options for children, adolescents and their families. Throughout the course, interactive quizzes and detailed case vignettes will allow you to apply the material that you are reviewing, and at the end of the course, a post-test will allow you to evaluate areas of strength. This course is designed for mental health and health care professionals who work with children and adolescents in long-term care facilities, outpatient/ambulatory settings, non-profits, and public health agencies.</p>	1.5	X	X	X	X
<p>Evidence-Based Practices</p>	<p>As a mental health professional, you are increasingly called on to use Evidence-Based Practices (EBPs) in your work with consumers. Evidence-based practice originated in the medical field, where thousands of randomized controlled studies have been conducted. Unfortunately, it has been more challenging to put EBPs into direct practice in the mental health field, as there often is a large delay between discovering effective practices and putting them into practice with mental health consumers. This course will provide you with a clearer understanding of evidence-based practice, so that you can help bridge the gap between research and practice, and better assist the individuals you serve.</p> <p>In this course you will learn about different definitions of EBPs, how EBPs are developed, as well as the potential positives and negatives of EBPs that you need to keep in mind as you consider using them. You'll also find out about some well-established EBPs, along with how you can implement them in your own practice with specific populations. This course will guide you through a series of vignettes and interactive exercises to help you apply what you have learned when you need it most. This training is appropriate for a variety of clinical professionals working in the mental health field with basic to intermediate levels of experience. Ultimately, your completion of this course will make you more prepared and confident as you consider using EBPs in your own setting.</p>	1.75	X	X	X	X

<p>Externalizing Disorders: Disruptive Behaviors in Children and Adolescents</p>	<p>Externalizing disorders occur fairly commonly among children and adolescents. It is estimated that externalizing disorders occur in 5 to 20 % of youth in the United States. The prevalence depends on the population that being examined and the methods used to determine the diagnosis.</p> <p>Because of the high prevalence of externalizing disorders in youth, it is very likely for you to encounter at least one child or adolescent with this condition in your field of work. The course of interacting and working with youth with externalizing disorders can be very challenging and frustrating for clinicians.</p> <p>The purpose of this course is to review the main features and symptoms of externalizing disorders including Oppositional Defiant Disorder, Attention Deficit/Hyperactivity Disorder, Conduct Disorder, Intermittent Explosive Disorder, and Disruptive Mood Dysregulation Disorder. The course also describes several evidence-based interventions that may be useful in developing trusting relationships and a working alliance with youth with externalizing disorders and their families. The content of the course will help you increase your understanding of these disorders and improve your skills in implementing best practices to serve to youth with externalizing disorders.</p> <p>This course is intended for any professionals working in any behavioral health environment. The information provided in this course is appropriate for entry to intermediate-level clinicians.</p>	<p>1.5</p>	<p>X</p>	<p>X</p>		
<p>Family Assessment and Intervention</p>	<p>In the last two decades, there has been a considerable increase in early intervention efforts targeted at children and adolescents who are showing signs of emotional and behavioral problems. While a significant portion of these efforts have involved interventions focused on the individual exhibiting symptoms - generally medication and/or therapy - there is considerable evidence that family interventions are an effective, efficient method to address child and adolescent issues. In this course, you will learn how to view families from a strength-based perspective, as well as how to access family resources and abilities when the whole family is included in treatment. You will discover how the modern family can take many shapes and you will gain knowledge of some of the most common family therapy concepts. Interactive exercises with specific packaged tools that are useful in strength-based family assessment will help you apply the skills you acquire throughout this course. Completing this training will facilitate you to employ key assessment and intervention approaches from a variety of family therapy models so that you can affect family dynamics in a positive way in your own setting.</p>	<p>1.25</p>	<p>X</p>		<p>X</p>	<p>X</p>
<p>Family Psychoeducation: Advanced Evidence-Based Practices</p>	<p>These days, serious mental illnesses are widely accepted in the medical field as illnesses with well-established symptoms and treatment. Despite this recognition, one of the most common roadblocks to successful treatment outcomes and to recovery is a lack of family support, as well as the lack of understanding within the family of the nature of the person's mental illness. Based on content from Substance Abuse and Mental Health Service Administration (SAMHSA), this course is part of the Evidence-Based Practices series designed to teach you the principles and practices that research suggests are most effective in the implementation of a family psychoeducation program. In addition, this training covers how to best develop an effective family psychoeducation program and provides helpful tips for mental health authorities. The blend of interactive exercises and instructive information will assist you in learning and applying this material with those you serve. Whether you are a mental health provider or an agency administrator, this course is an opportunity to develop new skills to support consumers, as well as to develop an effective program of this type in your own community.</p>	<p>1.25</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>

<p>Family Psychoeducation: Introduction to Evidence-Based Practices</p>	<p>Severe mental illness is not just a challenge for the person experiencing symptoms. It can also be challenging for the person's family members, who may have little knowledge about mental illness, are often not included in its treatment, and are given no access to information on how to understand, communicate, and intervene with someone who is experiencing difficult-to-manage symptoms. There is increasing evidence that the inclusion of the consumer's families in the ongoing treatment and recovery process tends to achieve the best outcomes.</p> <p>This course presents an overview of family psychoeducation, an evidence-based intervention model that engages family members and other relevant community members as partners in the treatment process. You will be provided with an overview of family psychoeducation as well as its core components, objectives, and benefits. You will also learn about cultural competence skills that practitioners need to have before successfully implementing this model. This course, which is appropriate for behavioral health professionals of all levels, includes interactive exercises and detailed case studies to reinforce your learning so that you can establish a good foundation for incorporating family psychoeducation into your practice.</p> <p>The course is based on information contained in six Evidence-Based Practice Implementation Resource Kits developed by the Substance Abuse and Mental Health Services Administration (SAMHSA) and its Center for Mental Health Services (CMHS).</p>	1	X	X		
<p>Feeding and Eating Disorders: Diagnosis and Treatment</p>	<p>Feeding and eating disorders are among the most common psychiatric problems affecting young women, and research suggests that an increasing number of men are affected by these disorders. Unfortunately, feeding and eating disorders are often difficult to diagnose, and more than half of all cases go undetected. This is particularly concerning given that feeding and eating disorders are associated with severe medical and psychological consequences including death, osteoporosis, growth delay, and developmental delay. This course will provide you the tools you need to recognize, accurately diagnose, and effectively treat feeding and eating disorders in the individuals you work with. In this course, you will learn about the different types of feeding and eating disorders, including anorexia nervosa, bulimia nervosa, and binge-eating disorder. After reviewing the specific diagnostic criteria for each of these disorders, you will learn how to effectively assess for risk factors and warning signs of these disorders to assist you in prompt recognition and early detection. The course teaches you about how to formulate treatment goals, as well as the current best practices for the treatment of these disorders. This course, which is appropriate for a variety of clinical professionals with basic to intermediate levels of experience, will guide you through a series of experiential lessons and interactive exercises to help you practice what you have learned.</p>	1	X	X		
<p>Fundamentals of Clinical Supervision</p>	<p>Being a clinical supervisor presents a variety of challenges, especially if you are transitioning from clinician to supervisor. This course will provide you with the tools to become an effective clinical supervisor, including how to construct a clinical supervision contract. You will learn what to cover with your supervisees in the initial sessions of supervision and ways to avoid ethical and legal pitfalls. You will also be given guidance on how to provide constructive criticism to your supervisees. As you master the skills in this course, you will be well on your way to becoming an effective and ethical clinical supervisor.</p> <p>A series of interactive vignettes will help test your knowledge along the way. This course is appropriate for new clinical supervisors and can also serve as an excellent refresher course for experienced supervisors.</p>	1	X		X	X
<p>Fundamentals of Fetal Alcohol Spectrum Disorders</p>	<p>The past 20 years have seen an explosion of information about Fetal Alcohol Spectrum Disorders (FASD). Unfortunately, those who do not know the basics about FASD may not realize the opportunity to reduce the burden of FASD for those affected or work towards the prevention of FASD. This course gives you key information about Fetal Alcohol Spectrum Disorders (FASDs) and its commonly associated complications, along with tools for prevention. This course is suitable for mental health professionals and nursing professionals at all levels.</p> <p>You will learn ways to identify common symptoms and the benefits of proper diagnosis and treatment of those who have an FASD. Strengths and difficulties for these individuals are emphasized to help you better recognize when someone you work with has an FASD. Finally, you will learn ways that you can raise awareness for these disorders, which can ultimately result in proper treatment and prevention of FASDs along with some valuable resources. You will have a chance to review what you have learned through a series of interactive exercises and vignettes.</p>	1.25	X	X	X	X

Goals, Values and Guiding Principles of Psychosocial Rehabilitation	This course reviews the goals of psychosocial rehabilitation (PSR) as a recovery-oriented practice. PSR practice focuses on enhancing the quality of life and community participation of persons with psychiatric disabilities. The values and principles, although sharing much in common with other humanistic traditions, describe a way of being and working with consumers that is unique to PSR practice.	1.5	X		X	X
Grief and Loss	<p>As a health care provider, you are bound to encounter grief and grieving individuals on a fairly regular basis. Grieving the loss of a loved one is always unique to the individual who is experiencing the loss. Hence, there is no “correct” way to deal with loss, and no set amount of time that an individual is expected to grieve.</p> <p>How a person grieves is dependent upon many factors, including how the person dies. Loss of a loved one through a sudden, unexpected death is often dealt with very differently than a long, drawn out dying process through cancer or AIDS. Other factors that can affect the grieving process include, coping skills, relationship to the person who died, spiritual or religious beliefs, a personal support system, psychological and physical health, culture, other family members or children involved, and financial resources.</p> <p>Depending upon the situation, the grieving process for some, although intensely difficult, can provide a sense of personal growth, or even relief. For others, it can be self-defining and lead to a significantly extended grieving period. By understanding the grieving process, and how to best interact with the grieving, you can make this process as comfortable as possible for individuals dealing with loss.</p>	1	X	X	X	X
HIPAA for Healthcare Professionals: How To Avoid Disciplinary and Malpractice Actions	<p>Given today’s complex society, how do we, as mental health professionals working in community settings, manage the risks involved in our work in the best possible way? This course addresses some of the legal and ethical issues most relevant to community mental health professionals including those who work in community mental health centers, addiction treatment centers, federally qualified health centers, and rural community health centers. These professionals may be comprised of psychiatrists, psychologists, social workers, as well as other mental health providers such as addictions counselors or primary health care providers. This training serves as a guide to assist you in making ethical decisions in your work, understanding the law, as well as developing risk management and compliance strategies. You will focus your learning on the standards of care, confidentiality, and privacy, which have been “hot button” issues in recent years. Though this course is not intended as legal advice for any individual provider or situation, it provides an overview of topical legal and ethical issues for mental health professionals working in community settings. The goal of this course is to assist you in spotting and complying with legal and ethical issues. A variety of case vignettes and interactive exercises will give you opportunities to apply and deepen your knowledge of this critically important topic. This course was prepared by Essential Learning with assistance from Lisa Clark at the law firm of Duane Morris LLP, and Rebecca Reynolds, EdD, RHIA at the University of Tennessee.</p> <p>Please consult with legal counsel regarding any particular issues and with someone at your workplace, an attorney, the government, or another appropriate party if you need more comprehensive information.</p>	1.25	X		X	X

<p>HIV/AIDS</p>	<p>HIV infections and AIDS continue to be a significant problem, as more than 1 million adults and adolescents were living with HIV and AIDS in the United States at the end of 2008. Although antiretroviral therapies have helped more people infected with HIV to live longer, ongoing efforts are needed to limit the spread of HIV and to manage the disease. This course, drawing from noteworthy information from the Centers for Disease Control and Prevention (CDC), provides a comprehensive overview of the HIV/AIDS infection. In this course, you will learn about various aspects of the disease, including its pathophysiology, modes of transmission, and risk factors, as well as early signs and symptoms and testing. You will learn about the disease's prevalence and impact across distinct population segments, including children, adolescents, seniors, minorities, and women. The course reviews the epidemiology and pathology of HIV and AIDS, specific prevention strategies, and current treatment options, along with strategies for supporting patients with HIV or AIDS. You'll also gain insight into some of the mental health considerations and effects associated with HIV and AIDS.</p> <p>Targeting a broad range of audiences, including managers, health professionals, and community advocates, this training blends instruction with interactive exercises and detailed case vignettes to help you gain a deeper understanding of HIV/AIDS. Upon completion of this course, you will have gained the knowledge you need to be more effective in dealing with individuals, cases, situations, and cultural issues pertaining to HIV and AIDS as it applies to your specific healthcare setting.</p>	<p>3.25</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>Identification, Prevention, and Treatment of Suicidal Behavior for Service Members and Veterans</p>	<p>In the United States, someone attempts suicide every 38 seconds and an average of 1 person every 15.8 minutes completes suicide. With data to suggest that only a third of military veterans are enrolled in the VA system, the need for culturally competent community providers trained in evidence-based practices for the assessment and treatment of suicidal behavior has never been greater. Based on content from the Center for Deployment Psychology, this training will provide you with information regarding the health significance of suicide with a focus on military and veteran populations. Rates of suicide in military and civilian populations are provided and military-specific risk and protective factors are discussed. A summary of empirically derived demographic and clinical variables that can be used in making evidence-based determinations about a person's risk of suicide will be reviewed, in addition to components of empirically-based treatment protocols that specifically address suicidal behaviors. Finally, the challenges mental health providers face when working with suicidal clients are reviewed with recommendations for provider-centric interventions to increase positive outcomes and better manage risk in practice.</p> <p>A blend of experiential exercises, didactic information, and case examples will be used to give you the tools you need to more competently assess and address suicidality in military and veteran populations. This course is intended for any mental health provider working with military or veteran populations.</p>	<p>2.25</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>Identifying And Preventing Child Abuse And Neglect</p>	<p>A 2012 report estimated that between 4 and 5 children die each day as a result of abuse and neglect (KidsCount), yet most child abuse is believed to go unreported. Support professionals are often the first to suspect that a child is a victim of maltreatment. In most states, professionals who work with children and families are mandated reporters who are required to report suspicions of abuse or neglect to an appropriate agency or investigator. In order to intervene effectively with children who may be experiencing abuse and neglect, you must be familiar with different types of maltreatment and the warning signs that a child may be in danger.</p> <p>This course will teach you about the various types of child abuse and neglect that are currently the most common, and the physical and behavioral warning signs that may accompany different kinds of child maltreatment. You will learn some general guidelines for mandatory reporting and how you can find out the specific reporting requirements of your particular state. This course is intended for licensed professional staff in a range of work settings. Practice exercises and detailed examples will help you apply these concepts to your own learning so that you are better equipped to help the individuals you serve.</p>	<p>1.75</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>

Identifying and Preventing Dependent Adult Abuse and Neglect	<p>According to data from the 2010 Census, there are more than 40 million people aged 65 years or older living in the U.S., comprising about 13% of the total U.S. population. Unfortunately, of those 40 million people, anywhere from 2% to 10% of them are injured, exploited, or otherwise mistreated by people on whom they are dependent for some aspect of their care. This course identifies the most common types of abuse and neglect of older and other dependent adults and provides strategies for effective intervention. In this course, you'll learn how to recognize the most common signs and symptoms of dependent adult abuse, including physical, emotional, and behavioral symptoms. You will also learn strategies for preventing dependent adult abuse, how to report cases of suspected dependent adult abuse, and how to work most effectively with adults who may have experienced abuse or neglect. This course, which blends interactive exercises and detailed case studies to reinforce your learning, is appropriate for anyone working with adults who are or may become dependent on others for care, including social workers, psychologists, nurses, case managers, and other providers.</p>	1.25	X	X	X	X
Illness Management and Recovery: Evidence-Based Practices	<p>Very often, psychologists focus only on the presenting problem with a patient while not addressing any of the individual's other needs. For instance, a therapist may be working with an individual who is depressed and also has diabetes, but focus only on the person's depression. An individual may present with panic attacks while also being morbidly obese, and focusing only on the emotional issues while eliding these other problems does not address the individual as a whole and can impede his or her overall recovery process.</p> <p>In this course, you will learn about core values underlying the evidence-based practice of Illness Management and Recovery (IMR), including how to apply not only your existing skills, but also the approach's teaching principles to better help your consumers with severe mental illness manage and recover from their illnesses.</p> <p>This course provides an overview of Illness Management and Recovery evidence-based practices, and is intended for psychologists who have limited knowledge of Illness Management and Recovery. Through the use of interactive exercises and detailed vignettes, the course will give you the information and techniques you need to make IMR an effective part of your therapeutic toolbox.</p>	1.5	X	X		
Infection Prevention Part 2	<p>This course is part two of an infection prevention series. Hospital-acquired infections (HAIs) are a serious public issue and it is vital for health care workers to understand how to prevent infection. Approximately 1.7 million Americans will have a HAI every year with 100,000 deaths resulting from those infections. 37 states require reporting of HAIs, either publically or to state agencies. Using a blend of experiential exercises, detailed examples, and step-by-step instructions, this course will empower you with in-depth knowledge about infection control and prevention in health care settings. From the basics of how diseases are transmitted to specific guidelines on how to prevent illnesses such as H1N1, Hepatitis B and C, Tuberculosis, and HIV. This course is designed for any health care worker and will provide you with the knowledge you need to be armed against the most powerful and deadliest diseases of your time. The information in this course is appropriate for any health care worker who would like to learn more about how to prevent the spread of diseases, so even if you are familiar with good hygiene, by the end of this course, you will gain a whole new understanding of how to effectively prevent and treat diseases in health care settings.</p>	1.5		X		
Influenza Prevention and Preparedness	<p>Influenza is a highly communicable acute respiratory virus that is responsible for annual outbreaks each year accounting for almost 80% of doctor's visits during the months of October through May. Despite its highly contagious nature, influenza is also largely preventable. Its prevalence can be attributed to lack of education about the virus and how to prevent the spread of infection.</p> <p>This interactive course will provide you with in-depth knowledge about seasonal and new strains of influenza. You will learn about the prevalence of the influenza virus, how it is transmitted, types of virus strains, and how to prevent its spread. Once armed with this knowledge, you will be in a better position to minimize the impact of an outbreak of influenza in your work environment. The course is intended for healthcare professionals and other staff who are in contact with patients, families, and visitors in inpatient and outpatient healthcare settings.</p>	1		X		

<p>Integrated Treatment for Co-Occurring Disorders Part 1--EBP</p>	<p>It has been said that those who name a problem define it, claim it, own it, and can change it. In behavioral health, this can mean an accurate diagnosis, which can guide an effective treatment plan and thus influence the success or failure of treatment. This is especially important when it comes to individuals with co-occurring disorders, that is, the co-existing diagnoses of a psychiatric disorder and a substance use disorder. When one or the other disorder goes undiagnosed or untreated, or the co-occurring disorders are treated separately, a successful treatment outcome is far less likely than if the disorders were treated in an integrated fashion. For clinicians to work most effectively with clients who have co-occurring disorders, they must understand how (and why) to perform a comprehensive assessment to make an accurate diagnosis and to use an evidence-based, integrated approach to treatment.</p> <p>This course focuses on using the "stages of change" model as a framework for effectively assessing and treating co-occurring disorders. You will learn about the techniques and steps involved in working within this model, including specific assessment questions, treatment planning steps, and means of enhancing client engagement in order to facilitate successful treatment outcomes. This course, which incorporates detailed case studies to illustrate the concepts and interactive exercises to reinforce your learning, is appropriate for mental health clinicians (psychologists, social workers, and therapists) of all experience levels.</p>	1.25	X	X	X	X
<p>Integrated Treatment for Co-Occurring Disorders Part 2--EBP</p>	<p>Treatment for clients with a diagnosis of substance use disorder and a mental disorder (known as a "co-occurring disorder") is unique in many ways. Successful outcomes for clients are increased by the knowledge and expertise of the mental health provider. In order for you as a clinician to work effectively with clients who have co-occurring disorders, you must understand the need for comprehensive assessment, as well as an evidence-based and integrated treatment approach.</p> <p>In this second course in a two-part series, you will be introduced to evidence-based practices as frameworks for providing effective treatment for co-occurring disorders. After completing this course, you will have a better understanding of how you can work with these types of models to enhance client involvement and facilitate successful treatment outcomes. This course incorporates interactive exercises and self-assessment opportunities for mental health clinicians of all experience levels.</p>	1	X	X	X	X
<p>Integrating Primary Care with Behavioral Healthcare</p>	<p>Healthcare professionals frequently hear the term integrated care. However, many are confused about what it means, its implications for future healthcare practice, and how they might participate in an integrated care environment. In this course, you will become familiar with various models and configurations of integrated care. You will learn about the costs, benefits, and goals of integrated care systems. As there are numerous challenges to integrating care, you will become aware of some of these key challenges, and familiar with particular characteristics of well-functioning integrated care systems. Finally, you will learn a variety of ways that behavioral healthcare professionals, including you, can function effectively in an integrated care environment.</p> <p>This course is geared toward intermediate-level healthcare professionals who wish to learn more about the process of integrating primary with behavioral healthcare. Throughout this course, you will have opportunities to apply and strengthen your knowledge with detailed examples, case vignettes, and quizzes.</p>	1.25	X	X	X	X
<p>Internalizing Disorders</p>	<p>People with internalizing disorders deal with their emotional disturbances internally, thus many of these disorders may go unnoticed. Individuals with internalizing disorders have a difficult time maintaining ongoing relationships and may be moody, avoidant, or controlling. These factors can make it difficult for people who are providing assistance to individuals with internalizing disorders. This course will help you to identify internalizing disorders and also provides strategies that will benefit those persons with internalizing disorders that you support. This training explains common symptoms of internalizing disorders, describes how to diagnose specific types of internalizing disorders, and explains evidence-based treatment interventions that will make your work with individuals with internalizing disorders more effective.</p> <p>This course is intended for entry-level and intermediate mental health professionals, as it discusses a general overview of symptoms and approaches as well as specific diagnostic criteria. Along the way, case vignettes and interactive learning will help you obtain a better understanding of internalizing disorders.</p>	2	X	X		

Introduction to Trauma-Informed Care	<p>It is vital to ask the right questions. Asking a trauma-survivor “What happened to you?” instead of, “What’s wrong with you?” helps them begin to understand the impact that trauma has had on their life. Over 90% of people receiving behavioral healthcare have a history of trauma. In this course, you will learn the meaning of trauma, its impact, and what it means to look through a trauma-informed lens. The information covered in this course is based on the work of leaders in the field such as Roger Falot, Maxine Harris, and Vince Fellitti. You will learn through interactive practice scenarios the scope of your role and responsibilities when someone comes into your agency. You will learn which behaviors are helpful, as well as how to avoid other behaviors that are hurtful and might perpetuate the suffering of those who have experienced significant trauma. You will also have an opportunity to reflect on how your personal history may impact your work and relationships. This training is appropriate for anyone who interacts with clients in a behavioral healthcare setting has basic to intermediate levels of experience.</p>	1.25	X	X	X	X
Introduction to Treating Gambling Problems	<p>Gambling has become more socially acceptable and widely available in the United States. As a result, substance use counselors, mental health professionals, primary care physicians, and social service workers are steadily confronted with individuals who are in need of problem gambling treatment services. Gambling problems are an important public health concern because they are associated with serious physical, social, psychological, financial, and legal problems. Unfortunately, very few individuals with a gambling problem seek help either through a mental health professional or through 12-step fellowships like Gamblers Anonymous.</p> <p>This course provides an overview of gambling problems and focuses on screening, assessment, and treatment. When you complete the course, you will have a better understanding of how to identify and treat a disorder that often goes untreated despite its significant effect on individuals and the community. This course is appropriate for a variety of clinical professionals with basic to intermediate levels of experience.</p>	1.75	X	X	X	X
Law, Ethics, and Standards of Care for Community Mental Health Professionals	<p>Given today’s tendency toward litigiousness, mental health professionals must understand and manage the potential legal and ethical risks involved in working in community settings such as community mental health centers, addiction treatment centers, federally qualified health centers, and rural community health centers. Although this course is not intended as legal advice for any individual provider or situation, it provides an overview of typical legal and ethical issues relevant to mental health professionals, including psychiatrists, psychologists, and social workers, as well as other mental health providers such as addictions counselors or primary health care providers.</p> <p>In this training, you will learn the distinctions between legal issues, ethical issues, and standards of care in providing mental health care to your consumers. This course is designed to serve as a guide to help you understand the law, make ethical decisions in your work, as well as develop risk-management and compliance strategies to help you avoid disciplinary actions and claims of malpractice. You will also learn about consent, confidentiality, and privacy, which have been “hot button” issues in recent years. A variety of case vignettes and interactive exercises will give you opportunities to apply and deepen your knowledge of these critical topics.</p> <p>If you need more comprehensive information or more specific information regarding any particular issue, please consult with legal counsel and with someone at your workplace, an attorney, the government, or another appropriate party.</p>	1.25	X		X	X
Making Parenting Matter Part 2	<p>Parenting is one of the most important jobs in the world. As clinicians, we really have a chance to change the world when we can connect with a parent on making parenting matter for a particular child. Anyone who has ever cared for a child knows just how difficult it can be when s/he misbehaves. Parents of children with socially problematic conduct go through typical patterns of response. This course will teach you the fundamentals of parental reactions to misbehaviors, as well as shy or socially withdrawn behaviors. You will learn to identify which of these parental patterns should be avoided and you will master the principles of monitoring and emotion coaching. These methods of parenting will make you more successful in your work with parents and children with behavioral problems. By the end of this second course, you will have acquired skills that will prepare you well in intervening in parent-child relationship problems.</p>	1	X			

<p>Managing Challenging Behaviors of Older Adults with Dementia</p>	<p>As documented by organizations such as the Alzheimers Association and by the most recent scholarly research in the biomedical and social service fields, caregivers working with older adults with dementia often report that their biggest obstacles are related to managing the challenging behaviors that individuals with dementia often exhibit. These behaviors, which include aggression, hallucinations, and wandering, interfere with caregivers ability to provide good care. They also increase the level of stress that professional and informal caregivers experience in helping people living with dementia. The main goal of this course, which is designed for human service professionals, is to provide essential information about the most common challenging behaviors that caregivers face.</p> <p>As you will learn in this training, researchers have developed different models to explain why challenging behaviors occur, along with how to manage these behaviors. After looking at both pharmacological and non-pharmacological approaches to managing these behaviors, you will learn some practical techniques for dealing with challenging behaviors in your work with older adults and their caregivers. The course uses interactive exercises and detailed case vignettes to teach you how to recognize common challenging behaviors in older adults with dementia, as well as how to determine the most effective strategies for managing different behaviors.</p> <p>*Debi Damas, RN, Florida Approved Alzheimer's/Dementia training provider: AL 698</p>	<p>1.5</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>Managing Depressive Symptoms in Clients with Substance Use Disorders During Early Recovery</p>	<p>As someone who works with individuals who have difficulties with substance use, you know that depressive symptoms often accompany these difficulties. This course introduces you to best practices in working with individuals who have both a substance use disorder and either a depressive disorder or just depressive symptoms. You will learn about treatment planning that addresses the close relationship between substance use and depressive symptoms. Building on research and theory that inform best evidence-based practices, this course will also teach you how to assess and do behavioral and cognitive treatment with individuals who have co-occurring disorders. A series of interactive exercises and games bring this material to life by giving you opportunities to apply what you have learned. This course is appropriate for anyone who works with individuals who have substance use disorders.</p>	<p>1.5</p>			<p>X</p>	<p>X</p>
<p>Medication-Assisted Treatment in Opioid Addiction</p>	<p>Opioid addiction is a significant public health concern. Its effects on individuals, as well as populations, are costly and burdensome. This course is targeted to a broad healthcare audience, including individuals with either basic or more advanced levels of medication-assisted treatment experience. By clearly defining the scope of the problem and giving the definitions of opiates and the processes involved in opiate addiction, this training discusses the principles of effective medication-assisted addiction treatment, with special emphasis on assessing the opioid-addicted individual who seeks care. Using various teaching tools, including instructive information and interactive exercises, this course will help you to formulate a plan of care, goals for recovery, and confidentiality guidelines for individuals seeking treatment in your own setting. Step-by-step guidelines derived from the Substance Abuse and Mental Health Services Administration's (SAMHSA) "Medication-assisted treatment for opioid addiction: Facts for families and friends" will further assist your learning and application of these concepts. This course is appropriate for anyone who may be involved with the treatment of opioid addiction.</p>	<p>1.5</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>Mental Health Issues in Older Adults</p>	<p>While the majority of older adults age successfully without encountering serious mental illness, those older adults who do experience mental disorders face poor health outcomes and decreased quality of life, among other difficulties. As a health and human services professional, you will need to become equipped with knowledge about the behavioral health needs of older adults in order to help them achieve more positive outcomes. This course will familiarize you with the common behavioral health problems older adults experience, including depression, anxiety, substance use, and schizophrenia. In addition, you will learn about effective clinical interventions that help them to maintain optimal functioning in late life. This course will also increase your understanding of the role of both formal and informal supports for older adults with behavioral health disorders, including family caregivers. You will learn the course content by engaging in a combination of didactic information and experiential exercises.</p> <p>This course is appropriate for both entry-level and intermediate social workers, mental health counselors, and nurses.</p>	<p>2</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>

<p>Mental Health Recovery and WRAP: Key Recovery Concepts</p>	<p>People who experience mental health challenges no longer need to feel sentenced to a life of chronic disability that interferes with their ability to work toward and reach their goals. Instead, by using self-help skills and strategies that complement other treatment scenarios, they can achieve levels of wellness, stability, and recovery they always hoped were possible.</p> <p>The main goal of this course is to provide you with the foundation you need for effective recovery work. The Key Recovery Concepts covered in this course were identified by Dr. Mary Ellen Copeland. Each concept plays an important role in helping people to do the things they want to do and live the lives they want to live. This course covers the five key concepts: hope, personal responsibility, education, self-advocacy, and support. Each area is addressed in detail with examples and guidelines provided to help you understand, reflect on, and practice each concept in your own recovery journey, as well as to support others as they work on their recovery. To reinforce and enhance your learning, this course includes various interactive activities and exercises in addition to audio vignettes by the author.</p> <p>This course is designed for anyone who has ever experienced mental health difficulties, anyone who wishes to stay healthy and improve their own life, and people who support others who are working on their recovery.</p>	1.5	X			
<p>Motivational Interviewing</p>	<p>Motivational interviewing (MI) is increasingly viewed as the most important development in the counseling field in the last 30 years, and yet many people in helping professions do not know the core principles of MI or understand how to apply them in practice. In this course, you will learn about the motivational interviewing approach to helping people change and see the crucial importance of matching interventions to individuals' stages of change in order to improve the likelihood of success. In addition to examining the principles of MI, you will learn specific skills and techniques that will support the primary goals of MI, which include establishing rapport, eliciting change talk, and establishing commitment language. You will also learn about the recent empirical research supporting the effectiveness of MI. Anyone in a helping profession will benefit from this course, whether it is used to learn about MI for the first time or to reinforce your knowledge of MI's important principles. The course uses a blend of instructive information and interactive exercises to keep you going (or start you moving) in the right direction.</p>	1.75	X	X	X	X
<p>MRSA in Behavioral Health Settings</p>	<p>Methicillin-resistant Staphylococcus aureus (MRSA) is a potentially serious health and safety issue that all healthcare professionals need to understand in order to minimize the risks this bacteria poses to consumers and providers alike. In this course, intended specifically for healthcare professionals and other staff who are in contact with patients, families, and visitors to inpatient and outpatient behavioral health settings, you will learn about MRSA pathogenesis, including how MRSA is transmitted, the link between antimicrobial resistance and MRSA risk factors, along with symptoms and treatment of MRSA infection. You will also learn key strategies for preventing, as well as managing, MRSA infections. Through the use of interactive lessons and in-depth descriptions, this course will provide you with an understanding of transmission-prevention measures, including the vital importance of hand-washing and Standard Precautions. Additionally, you will learn the critical role of post-exposure treatment in managing infection and preventing future transmission.</p>	1		X		
<p>Navigating the Ethics of Dual Relationships</p>	<p>As a behavioral health provider, you may find yourself in situations where you or the people you work with may blur the therapeutic boundary by engaging in some form of a dual relationship. In some cases, this "crossing of the boundary" may strengthen the therapeutic relationship and enhance treatment effectiveness. However, some forms of dual relationships pose serious risks, as they can also harm those individuals you aim to help. For this reason, it is crucial that mental health professionals are aware of the potential risks and develop strategies to mitigate those risks.</p> <p>This course focuses on exploring the concept of dual relationships—a form of boundary crossing. You will learn about the ethical role of the professional, the difference between helpful and harmful dual relationships, and how to avoid or manage potentially problematic situations. As you master these skills, you will become more effective in maintaining an appropriate relationship between you and the individual(s) you serve.</p> <p>This course, which includes clinical case examples and interactive exercises to reinforce your learning, is appropriate as a review for intermediate and advanced level behavioral health providers, including psychologists, counselors, therapists, social workers, nurses, and substance abuse professionals.</p>	1.5	X	X	X	X

<p>Overview of Assertive Community Treatment: Evidence-Based Practices</p>	<p>Every day, thousands of consumers with mental illness are hospitalized due to an increase in their symptoms and a mental health system that is plagued by little coordination of care between service providers. As a result, you may be witnessing the “revolving door” syndrome of frequent hospitalizations for many consumers with mental illness in your daily work.</p> <p>In this course, you will learn about the Assertive Community Treatment (ACT) model. ACT teams have two goals:</p> <ul style="list-style-type: none"> <li>• Keeping consumers out of the hospital.</li> <li>• Supporting their recovery from mental illness.</li> </ul> <p>This course is based on content developed by The Substance Abuse and Mental Health Services Administration (SAMHSA), and describes the key principles of ACT and the evidence-based practices that were developed to meet the complex needs of individuals with mental illness. Research based on the ACT model shows that services are more effective if they fit the individual, rather than the individual fitting the traditional mental health system. This course covers evidence-based practices for symptom management, housing, finances, employment, medical care, substance abuse, family life, and activities of daily living. Through descriptive examples and case studies, you will have the basic knowledge you need to apply the principles of ACT to help consumers to stay out of the hospital and to help them develop the skills they need to live successfully in their communities.</p>	1.5	X			
<p>Overview of Depressive Disorders</p>	<p>Depressive disorders are among the most common disorders experienced by adults of all ages. Left unrecognized or untreated, depression can contribute to other medical and psychiatric illnesses, can have a devastating impact on an individual’s functioning and quality of life, and can even lead to death. In this course, you will learn about the major categories of depressive disorders and how to recognize their symptoms in individuals suffering from them so that you can get them started on a path to recovery.</p> <p>After reviewing diagnostic criteria, you will also enjoy an overview that addresses the biological and psychosocial aspects of the depressive disorders, as well as some evidence-based treatment models for depression. This course, which includes clinical case examples and interactive exercises to reinforce your learning, is appropriate as a review for experienced mental health clinicians as well as an introduction for less-experienced mental health clinicians or health professionals specializing in areas other than mental health.</p>	1	X		X	X
<p>Overview of Personality Disorders</p>	<p>As a mental health professional, you know how difficult it can be to understand the complexities and work with individuals who have personality disorders. The information in this training will help you better understand personality disorders, including their diagnostic criteria, how they may develop, their course, and prevalence.</p> <p>Throughout this course, you will learn about the nature of personality disorders, and how they are clustered. Additionally, you will explore in detail some of the most up-to-date information on empirically supported treatments for various personality disorders. The material in this course is designed for mental health professionals who work with individuals who have personality disorders.</p> <p>Drawing upon guidelines from the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5™), and current empirical literature, this training offers you a comprehensive look at these sometimes very complicated disorders, including their effects on others. Detailed examples and interactive exercises will help you apply these competencies in your own setting. After completing this training, you will be ready to demonstrate best practices for the individuals you serve who struggle with personality disorders.</p>	1.5	X	X	X	X
<p>Overview of Psychopharmacology</p>	<p>As someone who works in healthcare, you know that many of the people you see are likely to be taking one or more psychiatric medications. However, some healthcare professionals do not have a working knowledge of the types of medications used to treat various psychiatric disorders, nor are they aware of these medications’ potential side effects. In this course, you will learn about the major categories of medications used in the treatment of mental illness including antipsychotics, antianxiety medications, antidepressants, and mood stabilizers. You will also learn about the different medications’ indications for use and some of their most common side effects. You will find out about some of the special precautions that apply to special populations taking psychiatric medications, such as the elderly, children, as well as pregnant and nursing women. After going through this course and reviewing the detailed case examples within it, you will be better prepared to work with individuals taking psychiatric medications. This course is appropriate for all types of healthcare professionals.</p>	1.5	X	X	X	X

Overview of Severe Persistent Mental Illness	<p>Adults who are recovering from severe persistent mental illness (SPMI) are engaged in a wide array of services within community mental health centers, community-based residential settings, rehabilitation programs, inpatient psychiatric units, and state hospitals. As a mental health service provider within the continuum of services, you are an important member of the team that partners with individuals to help them achieve their personal recovery goals. Your ability to work effectively with this unique population can be enhanced and strengthened by a foundational understanding of key information about SPMI. The main goal of this course is to help you gain the knowledge you need to improve your ability to help people understand and manage their illness. This course will provide you with essential information about five severe persistent mental illnesses: schizophrenia, bipolar disorder, major depressive disorder, schizotypal personality disorder, and schizoaffective disorder. You will learn about the causes, symptoms, and impairments of each of these illnesses, as well as medications, treatments, rehabilitation, and recovery. Using a blend of interactive exercises and detailed case vignettes to reinforce your learning, this training will help you understand and work more effectively with this population. This course is designed for you if you are new to the field of mental health, if you have limited mental health experience, or if you want to gain a better understanding of SPMI so you can help individuals manage their illness and work toward recovery.</p>	1.5	X			
Pain	<p>Pain can significantly impact a person's quality of life both physically and mentally. This makes it important for healthcare providers to both understand pain and know how to assess and manage it. In this course, intended specifically for mental healthcare professionals, you will deepen your understanding of pain and learn to differentiate between acute and chronic pain. You will learn step-by-step strategies to assess for pain and gain insight into how perception, tolerance, and presentation of pain will vary from individual to individual. Through a blend of interactive lessons and instructive information, you will gain knowledge about assessment strategies specifically for persons diagnosed with mental illness. Finally, this course will teach you how to manage pain through pharmacological and non-pharmacological methods.</p>	1	X			
Person-Centered Planning	<p>Everyone, including individuals with mental and behavioral health challenges, has hopes and dreams about making their lives better. Historically, treatment plans focused on symptom reduction, behavior management, decreased hospitalization, and treatment compliance. They seldom explored what the individuals hoped for in their lives, nor did they describe the supports or activities that would be necessary to help people move toward their desired lives. Today's healthcare system is increasingly focused on recovery-oriented care, along with empowering individuals to take responsibility for their own future.</p> <p>In this course, you will learn about what makes the person-centered planning approach different from traditional treatment planning. You'll learn the significance of distinguishing between what is important to an individual and what is important for the individual, as well as the importance of promoting the active involvement of the persons receiving services in identifying their strengths, desires and needs. Through interactive lessons, personalized planning strategies, and descriptive examples, you will learn how to implement the person-centered approach in order to significantly enhance the chances for individuals diagnosed with behavioral health challenges to succeed in the road to recovery. This course is appropriate for entry-level care staff, including social workers, case managers, and counselors.</p>	1	X		X	X
Posttraumatic Stress Disorder	<p>Posttraumatic stress disorder (PTSD) is becoming more commonly diagnosed, partially as a result of the numbers of military personnel returning from extended tours of war, and partially as a result of greater understanding and identification of delayed reactions people have to traumatic experiences. Unfortunately, PTSD continues to be largely misunderstood and ineffectively treated. This course, which is founded in the newest research in the field of trauma, will give you the tools you need to accurately diagnose and effectively treat PTSD in adults. In this course, you will learn what types of events can cause PTSD, the most common symptoms of PTSD, as well as the specific criteria required for a PTSD diagnosis. You'll learn about various techniques for accurately identifying a person who is experiencing PTSD, including the use of clinical assessments and interviews. You will then be guided through the treatment modalities (including psychopharmacological interventions) currently being applied by trauma experts in the clinical field so that you can avoid the pitfalls in caring for individuals who have experienced trauma.</p> <p>Finally, you will learn about risk factors, symptom manifestation, and evidence-based treatment modalities for adults who are faced with posttraumatic stress. Using a blend of experiential lessons, research-based information, and detailed case studies, this course will help prepare you to assess and effectively treat individuals who have been traumatized by a wide range of events. This training is appropriate for mental health professionals with basic to intermediate levels of experience in treating individuals who have experienced single or multiple traumatic events.</p>	1.5	X			

Practical Strategies for Engaging Families and Children	The financial and human costs associated with poor engagement of children and their families in treatment services is one of the most serious behavioral healthcare problems in need of urgent solutions. Administrators, practitioners and supervisors are challenged to implement practical and effective strategies to engage the two-thirds to three-quarters of children and their families who are in need of treatment but are not engaged in ways that are likely to result in successful outcomes.	1.5	X		X	X
Professional Ethics for Marriage and Family Therapists	<p>Marriage and Family Therapy (MFT) practitioners must be mindful of the ethical standards of the profession. This can be easily overlooked when a professional is from of a discipline (e.g., psychology or social work) which has its own ethical standards. Standards do change from time to time, and it is important that clinicians stay current on the commitments they have made as a MFT professional.</p> <p>This course blends written material with interactive exercises to help you to stay on top of recent changes in MFT ethics by reviewing relevant ethical standards, discussing issues and trends, and giving you opportunities to test your knowledge.</p> <p>This course is intended for anyone wanting to learn more about the ethical standards of the MFT profession, and will assist practitioners to conduct themselves in a way that benefits the persons they serve, those learning to become MFT professionals, and the larger community.</p>	2.5	X			
Professional Ethics for Professional Counselors	People who seek counseling can be vulnerable as they put their trust in professionals to provide effective support. However, harm might be done if the professional does not pay close attention to the ethical guidelines of the counseling profession. In this course, you will learn about the ethical codes that pertain to professional counselors, as well as the key areas in which ethical issues arise. You also will learn how to identify ethical dilemmas that may not be specifically addressed in any code, but ones that you can address by undertaking an ethical decision-making process. Through review of vignettes and interactive exercises, you will practice applying ethics to situations that you may experience in your daily work. This course is appropriate for entry, intermediate, and advanced level healthcare professionals, especially those in the field of professional counseling.	1	X			
Professional Ethics for Social Workers	Social workers in professional practice settings are faced with myriad ethical dilemmas on a regular basis. Ethical issues may range anywhere from dual relationships, to conflicts in supervision, to breaches in client confidentiality. No matter what the issue, social workers are obligated to familiarize themselves with the ethical standards of their profession and to apply these standards to challenging situations. This course will provide you with an overview of the National Association of Social Work's (NASW) Code of Ethics and will guide you through these ethical principles using practical examples and vignettes. You will learn about how personal values and professional ethics interact, while you develop a framework for evaluating how to monitor, prevent, and handle the most pressing ethical dilemmas. This course is designed for social workers of all experience levels, as well as individuals who wish to learn more about this field's best practices.	1.5	X			
Professional Ethics for Substance Use Disorder Counselors	<p>Clinicians involved in the treatment of substance use disorders (SUDs) must always be mindful of the ethical standards of the profession. Some practitioners who have practiced only within the SUD services field may not be aware of the broader context of their ethical standards, while those who belong to other professional disciplines may not be fully aware of the ethical issues that are specific to the SUD services they provide. In addition, standards change from time to time, and it is important that clinicians are routinely refreshed on the commitments they are responsible to uphold as a SUD professional.</p> <p>This course blends written material with interactive exercises to help you stay current with recent changes in SUD ethics by reviewing relevant ethical standards, discussing issues and trends, and giving you opportunities to test your knowledge. This course is intended for anyone wanting to learn more about the ethical standards of the SUD field, and will assist practitioners to conduct themselves in a way that benefits the persons they serve, those learning to become SUD professionals, and the larger community.</p>	1.25			X	X

<p>Promoting Recovery in Mental Health Treatment</p>	<p>In recent years, recovery has become a focal point in mental health, especially for service providers working with adults who have severe persistent mental illness. However, it can be challenging for both providers and programs to promote recovery in daily practice. If recovery is a central theme that drives mission statements, orients programs, elucidates goals, shapes treatment plans, and focuses services, then how can it be promoted and articulated? To do so, it is necessary for mental health service providers to understand the concept of recovery, embrace the philosophy, adopt the principles, and intentionally establish active ways of promoting recovery within the therapeutic environment and services.</p> <p>In this course, you will learn about the concept of recovery, the components of recovery, and some ideas for how you can begin to promote recovery in your program and services. A combination of interactive exercises and creative activities are designed to strengthen your learning and give you ideas for how to incorporate recovery-promoting ideas in your work. This course is designed for individuals who work with adults with severe persistent mental illnesses, have limited mental health experience, and are considering using educational and creative approaches to focus on and promote recovery.</p>	<p>1</p>			<p>X</p>	<p>X</p>
<p>Psychoeducation with Individuals Who Have Significant and Persistent Psychiatric Disorders</p>	<p>As a psychoeducation facilitator, you know that keeping participants active and engaged can sometimes be difficult. Even if you are an experienced practitioner, conducting classes with participants who have a severe and persistent psychiatric disorder can be considerably challenging. In this course you will learn how to effectively conduct psychoeducation sessions that will highlight your strengths and give you some new ideas for improving or expanding your repertoire of skills. You will learn how to prepare for, begin, conduct, and end a session. While many of the skills you learn in this course are applicable to other populations, you will be given specific techniques that are effective for working with individuals who have significant cognitive, emotional, or behavioral impairments. After taking this course, you will have the knowledge to effectively lead a psychoeducation course with individuals who have severe and persistent psychiatric disorders. A series of interactive exercises and vignettes will help facilitate your learning as you progress through the course. This course is appropriate for psychoeducation facilitators across a variety of disciplines and experience levels.</p>	<p>1</p>	<p>X</p>			
<p>Recognizing EPS and Tardive Dyskinesia</p>	<p>As someone who works with individuals who are taking antipsychotic medications, you know that these medications can sometimes have complicated side effects. If these side effects go unnoticed, they can become worse and in some cases even have fatal consequence, so early detection is critical. In this course, you will learn about several movement disorders, including tardive dyskinesia, that can result from taking antipsychotic medications. The course provides an overview of some of the medications that can cause these potentially severe and permanent side effects, how to recognize possible medication-induced movement disorders, and the kinds of treatment that are currently available. This course, which includes interactive exercises to strengthen your learning, is appropriate for non-medical behavioral health service providers who work with individuals taking antipsychotic medications.</p>	<p>1</p>	<p>X</p>	<p>X</p>		
<p>Recovery and Severe Persistent Mental Illness</p>	<p>In recent years, the term "recovery" has risen to prominence in the field of mental health. It has become increasingly important for organizations and service providers to incorporate recovery in daily practice, both conceptually and practically. It can be challenging for organizations and providers to utilize recovery as a central theme to drive mission statements, orient programs, elucidate goals, shape treatment plans, focus services, and articulate in documentation. To do so, it is necessary for mental health service providers to understand the concept of recovery, embrace the philosophy, and adopt the principles.</p> <p>In this course, you will learn the concept and components of recovery, how recovery fits into the traditional medical model, and how you can begin to include recovery in treatment plans, services, and documentation. This course is designed for you if you work with adults with severe persistent mental illnesses, have limited mental health experience, or want to gain a better understanding of the concept of recovery. Using a blend of interactive exercises and case studies to strengthen your learning, this course will give you a solid foundation for incorporating a recovery-focused orientation to mental health.</p>	<p>1</p>	<p>X</p>			

Recovery Promoting Relationships	<p>Course 5, Recovery Promoting Relationships, describes the characteristics of a therapeutic relationship that can facilitate an individual's recovery process as well as the ways it differs from a more traditionally defined relationship. The course includes a review of central PSR themes, the specific characteristics of a recovery promoting relationship, the role of the practitioner as ally, and addresses the importance of culture on assumptions, values, and biases. It includes exercises, first-person stories, and video clips. The course is intended for anyone who works as a helper in a psychosocial rehabilitation, recovery-oriented program.</p>	1	X	X	X	X
<p>Relapse Prevention for Therapists: Helping Your Client Develop a Prevention and Recovery Plan</p>	<p>Working with consumers with substance use disorders is some of the most challenging work we face as clinicians. How to effectively support consumers who are actively in recovery strategically by building upon the gains they have made is equally challenging. One key to success in this area is engaging consumers in the development of a relapse prevention and recovery plan.</p> <p>This course, written to and for consumers, is a tool clinicians can use in a variety of ways to support their clients in this process. You will learn the importance of calming exercises and identifying triggers that can lead to relapse. Additionally, you will be guided through a personal relapse prevention and recovery plan. A series of interactive vignettes will help you test your knowledge along the way.</p> <p>This course is appropriate for anyone who works with individuals who are attempting to recover from a substance use disorder.</p>	1	X	X	X	X
Relapse Prevention Services: Best Practices in Treatment	<p>Relapse is defined as a return to drug or alcohol use after a sustained period of abstinence. Be it a brief return to previous levels of use, or a complete return to addictive behaviors, relapse is a common part of the recovery process. In fact, the majority of individuals relapse within the first year following treatment - most often within the first 90 days - and many relapse multiple times before achieving long-term recovery. Understanding relapse and the strategies that help to prevent it are critical competencies to have when working with individuals in recovery. In this course, interactive lessons and instructive guidelines will teach you about the various models that explain relapse, as well as specific models for relapse prevention programs. Drawing upon information from Rawson, Obert, McCann, and Marinelli-Casey's Relapse Prevention Models for Substance Abuse Treatment, this course is the first of a two-part series intended to increase your understanding of relapse prevention strategies so that you can identify the most appropriate strategies to use with the individuals you serve. Written by Maggie Tapp, LCSW, this training is designed for any health care worker who wishes to learn more about relapse and how to prevent it.</p>	1.5	X	X	X	X
Relapse Prevention Services: Cultural and Programmatic Issues	<p>As a professional who works with individuals in recovery, you know that relapse is a common part of the process. In the first of this two-part training series on Relapse Prevention, you learned all about relapse prevention, explored several theoretical frameworks, and identified the most appropriate intervention strategies for the individuals you serve. Based on guidelines from the Center for Substance Abuse Treatment, this second course focuses on how to understand relapse prevention as it relates to specific population groups such as women, minorities, adolescents, the elderly, as well as individuals who identify as lesbian/gay/bisexual/transgender. The interactive exercises and detailed case examples that this course offers will provide you some practical guidance on how to implement a relapse prevention program in your own setting. The information in this training is written by Maggie Tapp, LCSW and is appropriate for any level of health care worker who wishes to learn more about relapse prevention.</p>	1	X	X	X	X

Research-Informed Practices to Treat Children and Strengthen Families	<p>Each year, billions of dollars are spent responding to the legal, correctional, educational, and psychological needs of disruptive youth. Nationwide, oppositional or aggressive behaviors are account for the majority of youth mental health referrals. Evidence suggests that despite recent advancements in the development of evidence-based child mental health service models addressing youth conduct difficulties, engaging children and their families in care and achieving positive mental health outcomes remains a serious challenge in “real world” outpatient clinics. One promising innovation, referred to as the 4R’s and 2S’s treatment framework, is a structured curriculum based approach that systematically incorporates the critical findings from the research literature on effective treatment of conduct difficulties in children. The 4R’s refers to the importance of focusing treatment on strengthening family Roles, Responsibilities, Respectful Communication and Relationships. The 2 S’s emphasizes the importance of directly addressing family Stress and promoting Social Support. Adult caregivers and children work together on these areas via a multiple family group (MFG) format. The MFG consists of a 16-week series of group meetings with 6–8 families present in each group. The service delivery model was developed in collaboration with family members to maximize relevance and engagement.</p>	1.5	X		X	X
SBIRT: Intervention and Treatment Services for Individuals with Substance Use Issues	<p>Healthcare workers often see first-hand how excessive drinking or drug use can lead to severe and detrimental consequences. Research suggests that screening and brief interventions can have a significant impact on individuals who have drug or alcohol difficulties. In this course, you will learn step-by-step guidelines about how to integrate screening for drug and alcohol problems into your work, as well as how to conduct brief interventions that “meet people where they are” in their stage of change. You will also learn how to best assist individuals who suffer from more severe substance issues by referring them to the appropriate resources.</p> <p>Written by Steven Jenkins, Ph.D., the information in this training illustrates best practices using the SBIRT (screening, brief intervention, and referral to treatment) approach outlined by SAMHSA’s Center for Substance Abuse Treatment. Throughout this course, you will practice applying what you learn through a series of interactive exercises. This course targets front-line healthcare workers who have a basic or intermediate level of experience with substance abuse screening, intervention, and treatment. Taking this course will give you the tools you need to successfully screen and provide brief interventions for substance use issues in your own healthcare setting.</p>	1	X	X	X	X
Schizophrenia and Medications	<p>Schizophrenia is one of the most commonly misunderstood psychological disorders, which can make working with individuals with schizophrenia an unnecessarily confusing and difficult endeavor that can seem hopeless. However, this is a time of hope for people with schizophrenia and their families. Research is gradually leading to newer, more effective medications as well as helping to unravel the complex causes of the disorder. The outlook for people with schizophrenia has improved over the last 25 years. Although there is no cure yet, it is important to remember that many people with the illness improve enough to lead independent, satisfying lives. The main goal of this course is to provide you with the information and current research you need to better understand schizophrenia, with a specific focus on medication treatment. To facilitate your learning experience, you will be guided through a series of interactive vignettes and descriptive examples. This training is appropriate for healthcare staff, as well as anyone who has interactions with individuals with schizophrenia.</p>	1.75	X	X		
Solution-Focused Therapy	<p>We live in a fast-paced world, where consumers want quick results. The field of mental health is no different. Consumers and insurers alike often require brief and effective treatment. Clinical guidelines for many psychiatric disorders recommend a combination of psychotherapy and pharmacological treatment. Unfortunately, pharmacology continues to take precedence in many front line treatment centers, likely due to the misperception that effective psychotherapy needs to be lengthy and time intensive. Instead, research evidence supports that brief therapy models, such as solution-focused therapy, are not only efficacious, but they are also more easily integrated into many primary health care settings than lengthy psychotherapy models. The main goal of this course is to give you the tools you need to accurately identify and treat consumers who are appropriate candidates for solution-focused therapy. You will learn the basic tenets of solution-focused therapy, its process and approach, the main interventions used, as well as how it can be used to treat a variety of difficulties with various individuals and families. Experiential lessons, research-based information, and detailed case studies throughout this course will help you apply solution-focused therapy to a wide variety of individuals. This training is appropriate for mental health professionals with basic to intermediate levels of experience in treating individuals using psychotherapy.</p>	1.25	X		X	X

Strategies for Supervisors: Reducing Restraint and Seclusion	<p>This course is for supervisors who want to learn how to effectively implement strategies for reducing restraint and seclusion in their organization.</p> <p>The content of this course is based on the CWLA publication, Reducing the Use of Restraint and Seclusion, by Lloyd Bullard, Darren Fulmore, and Katherine Johnson. This course has 1 credit hour and will take you approximately 1 hour to complete including passing the final exam and taking the course survey.</p> <p>This course is designed to prepare direct service supervisors and other agency managers to create treatment environments that are effective in meeting the needs of children and families while successfully reducing the use of seclusion and restraint. Data are presented regarding the physical and psychological risks and consequences for children, and concomitant risks to agencies, when seclusion and restraint are employed. Provisions of federal legislation governing the use of seclusion and restraint are covered. Specific strategies for agencies and supervisors to implement involving such critical components as supportive leadership, organizational culture, agency policies, staff development, treatment milieu, and quality control procedures that will aid in the elimination of unnecessary incidents of restraint and seclusion are presented.</p>	1	X	X		
Stress Management for Behavioral Health Professionals	<p>As a behavioral health professional, you are prone to unique stressors, which may lead to physiological, emotional, and spiritual symptoms. Throughout this course, you will learn practical tools and strategies to prevent and even overcome the negative effects of stress/compassion fatigue. Neglecting yourself can cause a negative chain reaction that will quickly become evident to those you work with. This course is about learning to “practice what you teach.”</p>	1	X	X		
Structured Group Therapy	<p>As a mental health professional, your job may require that you help individuals manage their mental illness effectively or you may be assisting people to reduce their functional impairments. Whether you are an entry-level or intermediate-level mental health worker, this course is designed to help you better facilitate structured group therapy (SGT) for people who are recovering from severe persistent mental illness.</p> <p>You will learn why group therapy is an evidence-based intervention and what makes SGT distinct. You will learn specific components of SGT and how to implement each phase in an effective and timely manner. This course provides you with explicit training on how to improve group attendance, participation, and productivity by discussing specific strategies to do so. Finally, you will learn how to effectively gain the information you seek from group participants. Interactive learning and experiential exercises will help you on your way to facilitating successful group therapy sessions with the people you are working with.</p>	1.25	X		X	X
Structured Group Therapy Part 2	<p>Group therapy has been shown to be an effective and cost-effective method of treatment when it is facilitated by a trained, effective therapist. For therapists without the specific skill-set needed for the group therapy modality, however, it can be a significant struggle to gain and keep group membership, manage the behaviors and tendencies of participants, and facilitate therapeutic interactions between participants. Without a well-trained group therapist, participants can become frustrated by the lack of group structure or by peers who dominate discussion or become tangential, and attendance can trail off.</p> <p>In this course, you will learn how to structure and manage the therapeutic hour so that there are clear and expected components for each structured group therapy (SGT) session. You will learn about the specific role the therapist plays during each part of the group session and the skills that should be used during these components. Through interactive exercises, detailed examples, and discussion, you will become familiar with common challenges in group therapy and how to shape timely verbal interventions that keep participants interacting with each other in constructive, manageable ways. Lastly, you will learn how to use an assessment and evaluation process to support therapist skill development.</p> <p>This course, which is designed for entry- and intermediate-level behavioral health clinicians, also contains forms useful for monitoring therapist skill development and group attendance.</p>	1.25	X		X	X

Substance Use and Violence Against Women	<p>This course provides an overview of the issues of substance use and domestic violence. Specifically, the relationship between alcohol or substance use and the perpetration of violence against women will be examined in-depth. The course will provide introductory information on different types of interpersonal violence, and will examine the role that substance use plays in the perpetration and victimization of violence between intimate partners. Both interpersonal violence and alcohol and substance use will be examined in light of: multifaceted and complex etiology;; sustaining and exacerbating factors;; and bidirectional influences of both topics on the health and well-being of women. Resources will be provided to the learner to assist them in identifying and locating legal and social aid for survivors of alcohol or drug-related interpersonal violence. It is likely that the knowledge gained from participating in this course can be of use to providers working in clinical or social settings serving women who have survived interpersonal violence as well as those receiving treatment for alcohol or substance use disorders. By developing a nuanced understanding of each issue and the complex ways in which they interact, you will be well-prepared to respond to those struggling with this problem on community and individual levels.</p>	2.25	X	X	X	X
Suicide Assessment and Treatment	<p>As a clinician, you are undoubtedly aware that individuals with mental health and substance misuse difficulties are at an increased risk for suicide. Unfortunately, not all clinicians know how to accurately and effectively perform a suicide assessment.</p> <p>In this course, you will learn up-to-date research on understanding the basics of suicidal desire, ideation, capability, and intent. In addition, this course will provide you with a multi-faceted approach to suicide assessment and how to implement a safety plan for clients in a suicidal crisis.</p> <p>The information in this course is intended for any clinician who requires a more detailed understanding of how to accurately assess for suicidality and all of its nuances. This training includes information from Joiner et al's Established Standards for the Assessment of Suicide Risk among Callers to the National Suicide Prevention Lifeline: A Background Paper and Stanley's Safety Planning with Suicidal Individuals: A Quick Therapeutic Intervention.</p> <p>After completing this course, you will have learned the skills you need to reduce the risk of suicide attempts and completions for the clients you serve.</p>	1	X	X	X	X
Suicide Prevention	<p>Suicide is the tenth leading cause of death in the United States. From 2001 to 2009, an average of 33,000 suicide deaths occurred each year in the U.S. (U.S. Department of Health and Human Services, 2012). This course gives you a detailed overview of the prevalence of suicide and explores prevention strategies for both the individual and the community in detail. You will also discover risk assessment and treatment strategies that will enable you to more effectively treat individuals at risk for suicide. The material in this course is appropriate for licensed professionals, healthcare providers, and anyone employed in a health and human services setting.</p>	2.25	X	X	X	X
Suicide Screening and Risk Factors	<p>As someone who deals with at-risk people on a daily basis, you know that those who are in distress are at an increased risk of suicide and that screening for suicidality is the first step in the process of prevention. This course dispels some of the common myths about suicide and provides you with up-to-date and accurate information about best practices in suicide screening from the National Institute of Mental Health and the American Foundation for Suicide Prevention. You will learn about specific risk factors and danger signs that put an individual at increased risk for suicide. You also will learn how to incorporate screening instruments into the intake process, and what to do if someone is potentially suicidal.</p> <p>A blend of interactive exercises, didactic information, and case scenarios will help you apply these concepts with the people you serve. The information in this course is appropriate for any level of expertise, so even if you already have a good idea of what puts a person at risk for suicide, you will gain up-to-date information about the most effective methods of screening for suicidal risk and intervening to assist people in crisis. While suicide is sometimes impossible to prevent, the information you learn in this course will help you potentially save the lives of the at-risk population you encounter.</p>	1	X	X	X	X

Supporting Family Caregivers of Older Adults with Behavioral Health Needs	<p>Family members provide the overwhelming majority of the care to older adults with dementia or other behavioral health disorders. While crucial to the maintenance of older adults in the community, care provided by family member caregivers can take a significant physical and emotional toll on them. Drawing upon information from Cassie and Sanders' Familial caregivers of older adults, as well as Schultz and Sherwood's Physical and mental health effects of family caregiving, the main goal of this course is to help human service professionals identify the most common needs of family caregivers. The material in this training is designed to familiarize human service professionals of all levels with the major types of effective clinical and psychosocial interventions that can benefit family caregivers so that they can maintain their quality of life and well-being. The blend of instructive information, interactive exercises, and case vignettes in this course will help you to recognize the needs of family caregivers that you serve so that you can provide them with the information, support, and resources they need most.</p>	1.5	X		X	X
The ABC's of Bullying	<p>School bullying is no longer regarded as something that just happens on the playground. It is a serious problem that can lead to more severe long-term complications for both individuals and communities. In this course you will learn to identify bullying, and explore its causes and effects. You will gain an understanding of typical roles that bullies, victims, and bystanders play, along with methods for intervening with each of these players. You will have a chance to practice specific bullying prevention techniques that have been shown to be effective with various populations and environments. You also will learn about the legalities involved in bullying and the steps that many states have taken to support anti-bullying efforts. This course is designed for entry- and intermediate-level healthcare professionals. Vignettes and interactive exercises give you the opportunity to apply this information to situations that you may experience in your school or other youth environment.</p>	3.5	X	x		
The Impact of Parental Substance Use Disorders	<p>Throughout the United States, unprecedented numbers of children experience parental substance use, even though substance-related disorders can have a devastating effect on the family system. The composition of the family in the United States has become increasingly diverse and complex, ranging from traditional nuclear families to blended families, single-parent families, foster families, multi-racial families, LGBT families, and multigenerational families. In fact, because there is no finite or static definition of family, when one person uses substances, the effects may differ from one family to the next.</p> <p>This course is designed for all entry and intermediate level professionals who work with children and their families affected by substance use disorders. Throughout this course, you will examine case studies so that you can apply and consolidate the knowledge you gain. You will learn how to better inform your practice by identifying characteristic patterns of interaction among family members, recognizing the impact of substance use on the biopsychosocial functioning of each family member, and shrewdly employing treatment guidelines using evidenced-based interventions to address the dynamics in families living with substance use.</p> <p>DSM™ and DSM-5™ are registered trademarks of the American Psychiatric Association. The American Psychiatric Association is not affiliated with nor endorses this course.</p> <p>Note: In your county and state, the name of the organization that investigates and manages cases of child abusers might be called a different term. In this course, it is referred to as the Department of Child and Family Services (DCFS).</p>	1.5	X	x	X	X

<p>The Power of Personal Outcome Measures</p>	<p>Have you found yourself or your organization “stuck” in a compliance mode of thinking? Now it’s time to go beyond the basics to the real quality of life issues and develop a culture of person-centeredness. The Council on Quality and Leadership’s (CQL) Personal Outcome Measures® form the foundation for organizational quality enhancement. The Personal Outcome Measures® are short, clear, and written in plain English. Personal outcomes are important because they put listening to and learning from the person at the center of organizational life.</p> <p>This training is designed for staff at all levels in human service organizations. It presents in-depth knowledge on defining quality, defining outcomes, and defining Personal Outcome Measures® and their role in your organization’s quality enhancement program. We will use a blend of instructive information and experiential exercises to give you a clear understanding of the importance of a person-centered approach to quality.</p> <p>This series of e-learning courses lays the foundation for a deeper understanding of the personal outcomes approach, identifies and explains the 21 personal outcomes across services settings, and explores the practical use of personal outcomes. Developed by a team headed by James F. Gardner, PhD, President and CEO, The Council on Quality and Leadership (CQL) - each course works as a stand-alone learning opportunity, but we encourage you to complete them as a suite in order to gain as much in-depth knowledge and skills as possible. These courses provide an introduction for staff that are new to personal outcomes and can be used as an orientation for new staff and a component of staff development.</p> <p>If you are taking this course within a learning management system that offers continuing education credit, you must successfully pass the final exam and complete the course evaluation in order to receive credit.</p>	1.25	X			
<p>The Twelve Steps</p>	<p>The course will provide healthcare providers with an overview of the 12-step recovery program. You will learn about the history of twelve-step programs, the mission of Alcoholics Anonymous, as well as the beliefs of the organization, and other organizations that have adopted the 12-step program. By the end of the course you will be able to describe each step in the 12-step program and promote empathy for individuals in support groups.</p>	1			X	X
<p>Therapeutic Boundaries</p>	<p>As a mental health clinician, you may find yourself in situations where you or the people you work with may blur the therapeutic boundary. In some cases, this “crossing of the boundary” may strengthen the therapeutic relationship and enhance treatment effectiveness. However, boundary crossing poses a serious risk, as it can also harm those individuals you aim to help. For this reason, it is crucial that mental health professionals are aware of the potential risks and danger signs.</p> <p>This course explains the concept of a therapeutic boundary and how it differs from a social relationship. You will learn about the ethical role of the clinician, the difference between boundary crossings and boundary violations, and how to recognize potentially dangerous situations. As you master these skills, you will become more effective in maintaining an appropriate relationship between you and the individual(s) you serve.</p> <p>This course, which includes clinical case examples and interactive exercises to reinforce your learning, is appropriate as a review for experienced mental health clinicians as well as an introduction for less-experienced mental health clinicians or health professionals specializing in areas other than mental health (particularly nurses, social workers, addiction professionals, and certified counselors).</p>	1	X	x	X	X

<p>Therapeutic Communications</p>	<p>There is ample evidence that psychotherapy can be a highly effective intervention for individuals struggling with a number of concerns, and the psychotherapy relationship is one common factor among various types of therapy approaches that is likely to be an enormously valuable contributor to positive outcomes. It is difficult, however, to develop a strong and effectual therapy relationship without effective therapeutic communication. This course demonstrates the value and goal of therapeutic communication as well as specific communication skills and strategies you can incorporate in your psychotherapy. It describes how to approach any kind of therapy from a relational perspective and specifically reviews fundamental factors that should be part of any therapeutic interaction, as well. This course also teaches you various therapeutic skills and strategies as you learn how to initiate and maintain a strong therapeutic relationship. All of this will be achieved using a blend of case vignettes, experiential exercises, didactic information, and opportunities for self-reflection to give you ideas and tools to improve your therapeutic communication and relationship with your clients.</p> <p>The information in this course is intended for entry level to intermediate level clinicians and is broadly applicable to various types of mental health workers, including addictions professionals.</p>	<p>2</p>			<p>X</p>	<p>X</p>
<p>Trauma Informed Treatment for Children with Challenging Behaviors</p>	<p>This course is about how to help children who have experienced trauma to more effectively regulate their emotions and better manage their resulting behaviors. The course defines complex trauma and explains its impact on the behavior of children, describes the five critical developmental challenges that affect children who have been traumatized, and identifies research-informed, promising treatment approaches to address each of the five critical developmental challenges. In this course, you will learn through reading about concepts and skills necessary for understanding and intervening with children who have experienced trauma and by applying the knowledge and skills to case situations. The course is designed for social workers, administrators, caregivers, teachers, and others who work with children who have experienced trauma.</p>	<p>1.75</p>	<p>X</p>	<p>X</p>		
<p>Treating Substance Use Disorders in Older Adults</p>	<p>Alcohol and substance use disorders frequently go under-recognized and untreated among older adults. As the older adult population is going to increase significantly over the next decades, it is critical for healthcare providers to be knowledgeable about recognizing and treating substance use disorders among their older consumers. During this course, you will learn about the risk factors for and symptoms of substance use disorders, along with the barriers to recognizing and treating alcohol/drug problems in older adults. The course provides a comprehensive look at treating substance use, including different levels of treatment, treatment approaches, and treatment programs. It also includes guidelines for treating older adults, as well as age-specific issues to take into consideration such as co-occurring medical or psychiatric problems, prescription drug misuse, and heavy drinking.</p>	<p>3</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>Understanding Borderline Personality Disorder</p>	<p>Borderline Personality Disorder (BPD) is an increasingly common diagnosis in the mental health profession. Unfortunately, BPD continues to be misunderstood and ineffectively treated. Part of the reason for this is that the behaviors associated with the disorder fit into many diagnostic categories, making it sometimes difficult to distinguish BPD from other disorders. The main goal of this course, which is founded in the newest research in the field of personality disorders, is to give you the tools you need to accurately identify individuals with BPD and become knowledgeable about the treatment options available. Drawing upon information from Linehan's Skills Training Manual for Treating Borderline Personality Disorder, you will learn about how BPD develops, the theoretical perspectives of BPD, goals of treatment, and the challenges you might experience when working with this population. Finally, you will learn about some of the most common issues that individuals with BPD experience while in treatment. Using a blend of experiential lessons, research-based information, and detailed case studies, this course will help prepare you to assess and effectively treat individuals who have borderline characteristics and BPD. This training is appropriate for mental health professionals with basic to intermediate levels of experience in treating individuals with BPD.</p>	<p>1</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>

<p>Understanding Recovery</p>	<p>Welcome to the second course, Understanding Recovery, in the series, Fundamentals of Psychosocial Rehabilitation. This series addresses the values, beliefs and principles that are the foundation of psychosocial rehabilitation and recovery- oriented practice. Each class is self-contained and will take approximately 1 to 3 hours to complete. Credit can be applied to the required hours of education to meet the qualifications to sit for the Certified Psychiatric Rehabilitation Practitioner (CPRP) exam.</p> <p>For more information, see the USPRA Certification website. www.uspra.org</p> <p>Course two, Understanding Recovery, addresses the concept of recovery from mental illness. It includes 1st person stories of recovery and research that demonstrates that the majority of individuals diagnosed with a serious mental illness can, and do, recover. It explores the implications of recovery for practice, programs and service systems. It includes exercises to enhance the learning experience as well as video clips which highlight the experiences of persons in recovery. This is an introductory course, designed for people who are new to the concept of recovery from serious mental illness.</p>	<p>1</p>	<p>X</p>		<p>X</p>	<p>X</p>
<p>Understanding Schizophrenia</p>	<p>Schizophrenia is one of the most commonly misunderstood psychological disorders, which can make working with individuals with schizophrenia an unnecessarily confusing and difficult endeavor that can seem hopeless. However, this is a time of hope for people with schizophrenia and their families. Research is gradually leading to newer, more effective medications and unraveling the complex causes of the disorder. The outlook for people with schizophrenia has improved over the last 25 years. Although no totally effective therapy has yet been devised, it is important to remember that many people with the illness improve enough to lead independent, satisfying lives. The main goal of this course is to provide you with the information and current research you need to better understand schizophrenia, including its causes or correlations, prevention, treatment, and rehabilitation. To facilitate your learning experience, you will be guided through a series of interactive vignettes and descriptive examples. This training is appropriate for healthcare staff at all levels of experience, as well as anyone who has interactions with individuals with schizophrenia.</p>	<p>2.75</p>	<p>X</p>	<p>X</p>		
<p>Understanding the Effects of Substance Use and Substance Use Disorders-EBP</p>	<p>In 2010, approximately 22.1 million people in the United States aged 12 or older were categorized as having a substance use disorder. Nearly every mental health clinician will encounter people with substance use disorders at some point in their careers. This course will provide you with basic knowledge about the topic of substance use disorders so that you can effectively help people who have them.</p> <p>This training begins by making you more familiar with terminology associated with substances. You will then learn about signs and symptoms of substance use. You will learn about specific substances, including alcohol, cannabis, stimulants, and opiates, and you will become familiar with best practices proven to be effective in treating substance use disorders. Interactive exercises and real life case examples will help you be on your way to becoming more successful in your work with people with substance use disorders.</p>	<p>1.25</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>Working with Parents: Communication, Education, and Support</p>	<p>In this course you will learn that working closely with families requires communicating effectively and building a respectful and trusting relationship. Focus will be on learning ways to communicate and support families even when you encounter resistance. It is important to understand your own personal biases and how these might affect your interactions with families. It is also helpful to identify why families may be resistant to your interventions, and how to use specific techniques to communicate effectively and support the families of the young children you serve.</p>	<p>1</p>				
<p>Working with the Homeless Part 1: An Overview</p>	<p>Homeless individuals face unique challenges that are particular to their sub-populations of homelessness, a phenomenon that complicates the provision of treatment. This training is the first part of a two-part training course series that covers best practices to use when you work with consumers who are homeless. In this course, you will learn about the various sub-populations and demographics of the homeless population. You will also learn about the physical and mental health difficulties these individuals face. The second course in this series covers how you can adapt your practices to homeless individuals. Both of these trainings involve interactive exercises, games, and real-life scenarios to help you become more comfortable and confident so you can provide the best care when working with individuals in this population.</p>	<p>1</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>

<p>Working with the Homeless Part 2: Tools and Techniques for Treatment</p>	<p>People who are homeless often have physical health, mental health, and substance abuse problems that interact with the condition of homelessness to complicate treatment and produce poorer outcomes. Social services providers working with the homeless population must be sensitive to these additional challenges and modify their interventions appropriately. This training is the second part of a two-part training course series that covers best practices to use when you work with consumers who are homeless. Note that you should take Part One prior to taking this course in order to maximize what you learn.</p> <p>In Part One, you learned about the various sub-populations and demographics of the homeless population, along with the physical and mental health difficulties these individuals often face. In Part Two, you will gain more in-depth knowledge about adapting clinical practices to work with the homeless population. You will learn about effective outreach to help provide services to people who are homeless and unable or unwilling to seek services on their own. You will learn specific techniques to use in the intake, screening, and assessment processes for homeless individuals. By learning how to tailor your approach to the specific needs of these at-risk consumers, you will be well-prepared to provide them with the best possible care. This course combines traditional instruction with interactive exercises and detailed case studies to enhance your learning. It is appropriate for counselors, social workers, substance abuse professionals, psychologists, and other social services providers who want to improve their skills in working with the homeless population.</p>	<p>1.25</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>WRAP One on One</p>	<p>This course, by Mary Ellen Copeland, PhD, is an overview of the Wellness Recovery Action Plan® (WRAP)®. The Wellness Recovery Action Plan was developed in 1997 by a group of people who were experiencing mental health challenges. WRAP One on One is designed for people who are supporting others as they develop their WRAP plans. Through interactive lessons, personalized planning tools, and descriptive examples, you will learn step-by-step guidelines for providing support to other people as they develop their WRAP plans.</p> <p>In this course, you will learn about the sections of WRAP which are: the Wellness Toolbox, the Daily Maintenance Plan, Triggers Identification and Action Plan, Early Warning Signs Identification and Action Plan, When Things Are Breaking Down Identification and Action Plan, A Crisis Plan or Advance Directive, and the Post Crisis Plan. You will learn about what each of these sections entails, how you can support another person in developing each section of their WRAP, and some essential do's and don'ts of WRAP. While WRAP is a simple system, its use and the Values and Ethics that surround it are far-reaching and complex. This course explains the Values and Ethics, and how they are applied in helping someone develop a WRAP. The course includes numerous interactive exercises and case studies to help reinforce your learning.</p> <p>This course is designed to teach you only how to support another individual in developing their WRAP. If you plan to lead a WRAP group, or develop a WRAP program in your agency or organization, you will need further information and training. The specific training protocol for how to facilitate WRAP groups, which is a more complex process than supporting individuals in developing WRAPs, is beyond the scope of this course. Contact the Copeland Center for Wellness and Recovery for further information on becoming a WRAP group facilitator and/ or integrating this evidence-based program into your agency or organization.</p> <p>You will find the list of WRAP and Mental Health Recovery resources, including information on becoming a WRAP facilitator, in the References section of this course.</p>	<p>1.5</p>	<p>X</p>			

<p>WRAP: Advance Directive/Crisis Mgt Plan</p>	<p>This course will walk you, step-by-step, through the process of developing an Advance Directive, or Crisis Plan. It also will serve as a guide if you are supporting another person in developing an Advance Directive or a Crisis Plan. In this course, the words "Crisis Plan" and "Advance Directive" are used interchangeably, as they refer to the same document.</p> <p>This course will focus on Advance Directives and Crisis Plans for mental health issues, whereas your Crisis Plan or Advance Directive can either address only mental health issues, or it can address medical and other life issues as well. The same form can be used and each section of the plan can include responses to both issues.</p> <p>Note: This course is not the same as a WRAP® facilitator training and does not qualify you to be a Certified WRAP® Group Facilitator. If you plan to lead a WRAP® group or develop a WRAP® program, for more information, please go to <a href="http://www.copelandcenter.com">http://www.copelandcenter.com</a>.</p> <p>While this course is a complete and comprehensive guide to developing an Advance Directive, for greatest benefit, it is recommended that you attend a WRAP® training if one is available in your area.</p> <p>WRAP® and Wellness Recovery Action Plan® are registered trademarks belonging to Mary Ellen Copeland.</p>	1.25	X			
<p>WRAP: Creating a Wellness Toolbox</p>	<p>This course provides you with an in-depth description of the process for creating a Wellness Toolbox, the first step in developing a Wellness Recovery Action Plan (WRAP®) as described in the writings by Mary Ellen Copeland. WRAP® is a self-directed planning system for identifying wellness and recovery resources, and then using those resources to develop a personal guide to successful living.</p> <p>The information in this course is appropriate for mental health professionals of all levels.</p> <p>Note: This course is not the same as a WRAP® facilitator training and does not qualify you to be a Certified WRAP® Group Facilitator. If you plan to lead a WRAP® group or develop a WRAP® program, for more information, please go to: <a href="http://www.copelandcenter.com">http://www.copelandcenter.com</a></p> <p>WRAP® and Wellness Recovery Action Plan® are registered trademarks belonging to Mary Ellen Copeland.</p>	1.25	X			
<p>WRAP: Developing a Daily Maintenance Plan</p>	<p>This course is specifically about the Daily Maintenance Plan, the first section of the Wellness Recovery Action Plan (WRAP®), developed by and for people who experience mental health difficulties and written by Mary Ellen Copeland.</p> <p>In this course you will explore each of the parts of the Daily Maintenance Plan to assist you in developing a more comprehensive plan for either yourself or for work with another person as they develop this part of their WRAP.</p> <p>WRAP is an evidence-based program and is listed in the National Registry of Evidence-based Programs and Practices. The efficacy of WRAP® has been clearly established in quantitative research studies.</p> <p>Note: This course is not the same as a WRAP facilitator training and does not qualify you to be a Certified WRAP Group Facilitator. For more information on facilitator training, go to <a href="http://www.copelandcenter.com">http://www.copelandcenter.com</a></p>	1	X			

<p>WRAP: Early Warning Signs and Action Plan</p>	<p>This course is an in-depth review of Early Warning Signs and Early Warning Signs Action Plan, the third section of the Wellness Recovery Action Plan® as described in resources developed by Mary Ellen Copeland, PhD. WRAP® is an evidence-based, self-directed process for maintaining personal wellness and for helping you to feel better when you are not feeling well. The Wellness Recovery Action Plan is listed in the National Registry of Evidence-based Programs and Practices. The efficacy of WRAP has been clearly established in quantitative research studies. This course content is designed for people who may have mental health difficulties, physical problems or other kinds of serious life issues, and for those people who support them in their lives.</p> <p>Did you know? WRAP® is now listed in the National Registry of Evidence-Based Programs and Practices. You can review the listing on the SAMHSA (Substance Abuse Mental Health Services Administration) website; see the References section for more information.</p>	<p>1</p>	<p>X</p>			
<p>WRAP: Triggers and Triggers Action Plan</p>	<p>This course is an in-depth review of Triggers and Triggers Action Plan, the second section of the Wellness Recovery Action Plan as described in various resources developed by Mary Ellen Copeland. WRAP® is a popular and effective, self-directed process for maintaining personal wellness, and for helping yourself feel better when you are not feeling well.</p> <p>Please note: This course is not the same as a WRAP facilitator training and does not qualify you to become a Certified WRAP® Group Facilitator. If you plan to facilitate a WRAP group or develop a WRAP program, please go to <a href="http://www.copelandcenter.com">http://www.copelandcenter.com</a> for information.</p> <p>This course content is designed for people who may have mental health difficulties, physical problems, or other kinds of serious life issues, and for those people who support them in their lives. However, it is a simple, safe process that anyone can use to guide their daily activities and organize their responses in difficult times.</p> <p>It is important that you know about WRAP and Triggers and Triggers Action Plan because:</p> <ol style="list-style-type: none"> <li>1. WRAP is being widely used in this country and around the world by people who want to regain, manage, and maintain their wellness over time.</li> <li>2. Rigorous quantitative research has proved the efficacy of WRAP. These findings are supported by data from people who use WRAP as a guide to daily living.</li> <li>3. You may be one of the supporters of a person who is developing and using a WRAP.</li> <li>4. In your support role, you need to know about programs and practices that safely help people to get well and stay well, and that empower them to take responsibility for their own lives.</li> <li>5. You may want to develop and use a WRAP for yourself to address issues in your own life.</li> </ol> <p>The WRAP® and Mental Health Recovery Group Model, when offered in groups as described in Facilitator Training Manual Mental Health Recovery Including WRAP, is an Evidence Based Practice and is listed in the National Registry of Evidence Based Programs and Practices. You can review the listing on the SAMHSA (Substance Abuse Mental Health Services Administration) website; see the References section for more information. Click here to read the summary.</p>	<p>1</p>	<p>X</p>			

<p>WRAP: When Things are Breaking Down Action Plan</p>	<p>This course is an in-depth review of When Things Are Breaking Down and Action Plan, the fourth section of the Wellness Recovery Action Plan (WRAP®) as described in various resources developed by Mary Ellen Copeland. WRAP® is a widely-used, effective, evidence-based, and self-directed method for maintaining personal wellness, and for helping people feel better when they are not doing well. The When Things Are Breaking Down section of WRAP® is for that time when things have worsened and might be close to a crisis. In this course, you will learn to identify the thoughts, feelings, and behaviors that indicate that a time may be approaching when a person cannot take care of him or herself. When a person is able to recognize those signs and take action on his/her own behalf, a potential crisis can be averted, and the individual can work his/her way back to wellness. When Things Are Breaking Down and Action Plan is intended not only for people working on their personal WRAP®, but also for their family members, friends, peers, and care providers.</p> <p>After providing a review of the Wellness Toolbox and the first three sections of WRAP® - Daily Maintenance Plan; Triggers and Action Plan; and Early Warning Signs and Action Plan - the course explains how a person identifies signs that “things are breaking down” and how to develop and use a When Things Are Breaking Down Action Plan. Using a series of interactive exercises and case studies, this course describes the process of identifying signs that “things are breaking down.” The case studies include sample Action Plans to illustrate the various things people can do to feel better when things are breaking down. Individualized and directive, the Action Plans in this section of WRAP contain fewer choices and include clear directions about the things people can do to prevent things from getting worse and to help them feel better, while showing how it is still possible for them to take action on their own behalf.</p> <p>This course content is appropriate for anyone who is dealing with mental health difficulties, physical problems, or other kinds of life issues, and wants to work on their own recovery and wellness. It is also appropriate for the people who support those individuals, including friends and family members, as well as health care providers.</p> <p>This course does not meet the prerequisite requirements for the WRAP facilitator training and is not intended to train WRAP group facilitators. For further information, contact the Copeland Center for Wellness and Recovery at <a href="http://www.copelandcenter.com">http://www.copelandcenter.com</a>.</p>	<p>1.25</p>	<p>X</p>			
<p>Writing Progress Notes 101</p>	<p>A progress note is a succinct means of communicating about a patient’s present state. Written for individuals who access patient health records, progress notes are the warehouses of medical facts and clinical thinking. For this reason, the more familiar you are at writing progress notes, the more efficient you will become at communicating patient findings. In this course, you will learn what an intelligent progress note consists of, the most common methods of writing them, and useful tips for constructing them. Interactive exercises and vignettes will give you the chance to apply your newfound writing skills. In addition, clinical practices, billing, and reimbursement guidelines vary widely for different agencies, so it’s important for you to be familiar with your own policies and procedures as you apply these skills in your own agency. After completing this course, you will be able to write thorough, efficient progress notes for various clinical settings.</p>	<p>2.5</p>			<p>X</p>	<p>X</p>