

Instructions

Use this worksheet to assist you in selecting courses. Be sure to refer to the course descriptions on the following pages.

Please note:

- Participants attend the School as guests and at the pleasure of the New England Institute and Roger Williams University.
- The New England Institute recommends that you retain a copy of this catalogue with your certificate files.

Write your choices here and on your application form located at the end of this booklet:

- Every effort will be made to assign you to your first choice. Submit a completed registration form early to ensure your first choice is available.
- Course assignments are based on the date complete applications are processed.
- Occasional unavoidable circumstances beyond the control of The New England Institute may result in the cancellation of a small number of courses.

Prevention School Course Lists

Track ABC 21.75-Hour Course

Monday – Thursday

NOTE - ALSO MEETS DURING TRACK C AND RUNS LONGER THAN OTHER PREVENTION SCHOOL COURSES

Monday - Thursday during Tracks A and B, and Addiction School Track C

151.ABC Substance Abuse Prevention Specialists Course

Track AB 15.75-Hour Courses

Monday - Wednesday

Monday - Wednesday during Tracks A and B

251.AB Sustaining Your Coalition's Prevention Efforts

Track A 8.75-Hour Courses

Monday – Tuesday

Monday afternoon - Tuesday

351.A Prevention for 18 - 25- Year-Olds in the Workplace and Other (Non-College) Settings

352.A Adolescent Development and Prevention of High Risk Behaviors

Shared Track A Prevention School and Addiction School Courses:

341.A Promoting Recovery with Recovery Support Services

342.A Relapse Prevention and the Continuum of Care...Prevention? Treatment? Healthy Living?

343.A Changing Minds - Changing Lives. Addressing Addiction Outside of Treatment Settings (HS)

Track B

7-Hour Courses

Wednesday

451.B Prevention for 18 - 25- Year-Olds in a College Setting

452.B Environmental Strategies

Shared Track A Prevention School and Addiction School Courses:

441.B Deepening Our Understanding of Culture and Its Integration into

Competent Prevention, Intervention, Treatment, and Recovery Work

442.B Relational Trauma and Addictive Disorders

443.B Street Drugs And Current Trends: Oxycontin, Ecstasy, Ice, GHB, "Cat", Ketamine, DXM, and Other Synthetics

444.B Youth Suicide Prevention Gatekeeper Training

Prevention School Course Descriptions

Track ABC 21.75-Hour Course

Monday – Thursday

NOTE - ALSO MEETS DURING TRACK C AND RUNS LONGER THAN OTHER PREVENTION SCHOOL COURSES

Monday - Thursday during Tracks A and B, and Addiction School Track C

151.ABC Substance Abuse Prevention Specialists Course

Sandra Puerini Del Sesto, M.Ed. (RI)

This course is based on the curriculum for prevention specialists developed by CSAP's five Centers for the Application of Prevention Technologies (CAPT). Core knowledge and skill areas for prevention specialists will be addressed. This course will include: An introduction to the science and art of prevention; Current prevention theory and research findings; Basic elements of the Strategic Prevention Framework; Assessing prevention needs, resources and readiness; Strategic prevention program planning; Selecting prevention strategies; Evaluating Prevention Programs and Logic Models; The cultural context of prevention; Basic prevention ethics; The competent prevention provider: Applying all you have learned.

OBJECTIVES: Participants will:

1. Define research-based prevention and list the building blocks of successful prevention;
2. Describe several theories of substance abuse prevention and apply the risk factors/protective factor theory to a community setting;
3. Describe and apply the five steps of SAMHSA's strategic prevention framework (SPF) in developing a community plan;
4. Explain and apply the CSAP and NIDA prevention principles;
5. Describe the key components of evaluation;
6. Develop a logic model as a guide to creating an evaluation plan;
7. Discuss dimensions and elements of culture and diversity and their relationship to the strategic prevention framework;
8. Describe how developmental changes occurring throughout people's

- lives have implications for prevention strategies;
9. Describe environmental prevention strategies and their role in community-based prevention;
 10. Examine a sample code of ethical conduct for prevention professionals; and
 11. Apply lessons learned in the curriculum to a community case study.

TARGET AUDIENCE: This course is designed for prevention professionals with 1 to 5 years of experience who wish to obtain core prevention skills.

CONTENT LEVEL: Core to Intermediate

NOTE: Participants taking this course (151.ABC) MUST also sign up for the Track C option, since the course will continue on Thursday.

Track AB 15.75-Hour Courses

Monday - Wednesday

251.AB Sustaining Your Coalition's Prevention Efforts

Steven Ridini, Ed.D. (MA) and Gail Taylor (VA)

This workshop will offer participants a focused opportunity to explore and reflect on sustainability, particularly within the context of SAMHSA's Strategic Prevention Framework (SPF) planning process. Key elements of sustainability will be described and discussed. Participants will have the opportunity to effectively utilize theory and practical strategies as they identify sustainability strengths, challenges, and ways to address these challenges.

OBJECTIVES: Participants will:

1. Define the key elements of sustainability;
2. Define these elements as they relate to the SPF and prevention coalitions;
3. Identify their own coalition's sustainability strengths, challenges, and solutions; and
4. Have the opportunity to apply theory and practical strategies to sustain local prevention efforts.

TARGET AUDIENCE: Participants should be prevention practitioners working with community groups

CONTENT LEVEL: Intermediate to Advanced

Track A 8.75-Hour Courses

Monday – Tuesday

351.A Prevention for 18 - 25- Year-Olds in the Workplace and Other (Non-College) Settings

Deborah McLean Leow, MSW (NY) and Geoff Miller, M.Ed. (ME)

This course will focus on the prevention of alcohol and drug abuse for 18 to 25 –year-olds who are not in college settings. It can be especially challenging to reach young adults who are not found on a campus. Developmental aspects of young adult use will be considered. Strategies to engage this population in different sectors through the workplace or, for those not employed, or in other sectors, will be discussed.

OBJECTIVES: Participants will:

1. Name two important developmental considerations for 18 – 25-year-olds that are important to consider in prevention efforts; and
2. Describe an approach to engage young adults for two different settings.

TARGET AUDIENCE: Clinicians

CONTENT LEVEL: Core to Advanced.

352.A Adolescent Development and Prevention of High Risk Behaviors

Presenter To Be Announced

As technology improves, new and emerging research is helping to place adolescent behavior in a developmental context. Research shows that the human brain continues to develop throughout adolescence and is especially vulnerable to substance use and impulsive behaviors. This course will describe prevention strategies to reduce high risk behaviors; in particular, prevention strategies will be related to corresponding adolescent development.

OBJECTIVES: Participants will:

1. Discuss two aspects of adolescent brain development;
2. Relate these two aspects of adolescent development to high risk behaviors; and
3. Describe two prevention strategies and relate them to adolescent development.

TARGET AUDIENCE: Prevention professionals and others who work with adolescents

CONTENT LEVEL: Core to Advanced.

Shared Track A Prevention School and Addiction School Courses:

341.A Promoting Recovery with Recovery Support Services

James Wuelfing (MA)

This interactive course will explore emerging Recovery Supports Services and the impact upon treatment and prevention practices. Drawing on Connecticut's experience, this course will highlight some of the important issues related to this evolving model. For example, participants will explore the concept of a recovery coach or recovery support specialist and discuss some of the issues, ethics and challenges faced by those interested in serving people in recovery in this capacity. Group exercises, discussions and breakout sessions will be used to allow for in depth conversation of the concepts. The course will bring to light several of the guiding principles related to recovery support services and will offer participants resources and materials that can assist them in implementing these services within their community. People in recovery are especially encouraged to attend.

OBJECTIVES: Participants will:

1. Describe the role of a recovery coach or recovery support specialist;
2. Name three guiding principles related to recovery support services; and
3. Discuss the resources that emerging Recovery Supports Services can provide to people in treatment or receiving other social services, as well as connections with prevention programs.

TARGET AUDIENCE: People in recovery, behavioral health clinicians, prevention specialists, supervisors, administrators, and others who wish to learn more about recovery based models

CONTENT LEVEL: Core to Advanced.

SPECIAL NOTE: It is expected that those attending this interactive and challenging course will come with an open mind and willing to explore their own attitudes and opinions in a safe and respectful manner.

342.A Relapse Prevention and the Continuum of Care... Prevention? Treatment? Healthy Living?

Phil Diaz, MSW (FL)

This workshop will provide a highly interactive opportunity for people working in prevention, treatment, and recovery support to discuss how these disciplines may collaborate to prevent relapse and promote recovery and healthy communities. To provide a framework for our discussion, we will briefly review some related models across the continuum, such as: relapse prevention, relapse warning signs, recovery support, risk and protective factors used in prevention, environmental strategies, and the Institute of Medicine classifications of universal, selective, and indicated preventive interventions. Often considered solely in terms of treatment, the relapse prevention model is a highly proven recovery maintenance model, and can be especially effective for adolescents, women, elders, and criminal justice populations. However, primary prevention strategies that prevent substance use in a community may also prevent relapse, such as environmental strategies that reduce access to alcohol and other drugs. Relapse prevention may also reduce risk factors and increase protective factors for an individual in recovery and their family. Opportunities for prevention, treatment, intervention, and recovery support professionals to share knowledge and skills, and identify collaborative approaches will be emphasized.

OBJECTIVES: Participants will:

1. Describe a model from part of the continuum of care that is new to them; and
2. Name two common aspects of two different models; and
3. Identify three ways that disciplines can collaborate across the continuum to prevent relapse and support recovery and healthy communities.

TARGET AUDIENCE: All who work across the continuum of care: prevention, intervention, treatment, and recovery support

CONTENT LEVEL: Core to Advanced

343.A Changing Minds - Changing Lives. Addressing Addiction Outside of Treatment Settings

Lindy Keller, MS, LADC (NH)

The vast majority of people who suffer from the disease of addiction never make it to professional addiction treatment, but they are seen in related health, education, corrections, counseling and other human service agencies.

This introductory workshop is designed to help professionals in those fields to integrate knowledge and skills about addressing addiction into regular interactions with their clients so they can recognize, motivate, refer and support recovery efforts. Course content is based on current information that puts a human face on the illness of addiction. It is intended to help participants work more effectively with the addicted client within the parameters of their own agency's mission and goals. Topics will include: neurological basis of addiction; its effects on a person's thinking, behavior, emotions, and sense of self; recovery; stages of change; motivational techniques and resources. Presentations will be didactic, experiential, and interactive.

OBJECTIVES: Participants will be able to:

1. Describe the neurological process of addiction;
2. Explain how addiction manifests in various aspects of the whole person;
3. Identify the 5 stages of change;
4. Match intervention strategies to stages;
5. Access appropriate educational resources; and
6. Define levels of care for addressing alcohol and other drug issues.

TARGET AUDIENCE: Health, education, corrections, counseling and other human service professionals

*This course may be appropriate for interns or beginning counselors, but it is not appropriate for experienced addiction counselors.

CONTENT LEVEL: Core to Intermediate

Additional courses: Prevention School participants may also take Addiction School Courses.

Track B 7-Hour Courses

Wednesday

451.B Prevention for 18 - 25- Year-Olds in a College Setting

Lee Anne Dodge and Rebecca Ireland (ME)

This course will focus specifically on the prevention of alcohol and drug abuse for the college population. Patterns of abuse and developmental aspects will be reviewed. Finally, risk and protective factors, screening and identification, and appropriate prevention strategies for this population in a college or university setting will be discussed.

OBJECTIVES: Participants will:

1. Name three important developmental considerations for 18 – 25-year-olds that are important to consider in prevention efforts; and
2. Describe three effective strategies for the 18 – 25-year-old population on a college campus.

TARGET AUDIENCE: Prevention Professionals

CONTENT LEVEL: Intermediate

452.B Environmental Strategies

Brenda Amodei, MA, CPSS and Karen Friend, Ph.D. (RI)

Environmental strategies are prevention efforts aimed at changing the shared community environment in which substance use and abuse occurs. Rather than focusing on individuals, environmental approaches, such as limits on access and tax increases, target external factors that influence individuals. A compelling body of evidence demonstrates that ATOD environmental strategies, when enforced, are associated with changes in norms and decreased consumption and substance-related problems. This course will examine environmental strategies and address how they can be implemented at the community level.

OBJECTIVES: Participants will:

1. Define and classify environmental strategies;
2. Distinguish between individual and environmental strategies and identify the benefits of the latter;
3. Understand the key components of environmental strategies, including media, policy, and enforcement, and how they work synergistically; and
4. Discuss several case studies involving environmental policy implementation at the community level, from needs assessment to outcome evaluation.

TARGET AUDIENCE: Prevention Specialists

CONTENT LEVEL: Intermediate

Shared Track B Prevention School and Addiction School Courses:

441.B Deepening Our Understanding of Culture and Its Integration into Competent Prevention, Intervention, Treatment, and Recovery Work

Sponsored by the Addiction Technology Transfer Center of New England - James Wuelfing (MA) and Haner Hernandez, Ph.D. CADAC II, LADC I (MA)

This course will explore practical approaches to culturally appropriate programming. Through dialogue, exercises and practical application, participants begin by exploring the importance of culture and cultural competency by examining both the dynamics of difference and the personal filters that one brings to one's work. This deeper understanding is then applied to many aspects of selecting and providing culturally competent prevention services. Issues of cultural inclusion beyond the strategies of outreach and access will be explored. Ample opportunity for practical application of the material on both a personal and professional level will be provided.

OBJECTIVES: Participants will:

1. Self-assess individual cultural competence;
2. Assess agency preparedness for cultural competence; and
3. Create an action plan for individual and agency improvements.

TARGET AUDIENCE: All Interested

CONTENT LEVEL: Core to Advanced

442.B Relational Trauma and Addictive Disorders

Raymond McGarty, MS, LADC, LCS (NH)

This course will provide a foundation for those who wish to learn more about the relationship between early life interpersonal trauma, abuse, neglect and or severe humiliation, and addictive disorders. The prevalence of trauma related disorders is extremely high among individuals with addictive disorders. Rates of childhood physical, sexual, and emotional abuse, as well as histories of neglect, humiliation and severe attachment difficulties are very high among this population. These issues complicate addiction treatment and the recovery process in profound ways. Persons with such histories exhibit severe deficits in capabilities such as emotion regulation, impulse control, as well as severe impairment in the ability to function adaptively in relationships. By the time such individuals enter treatment they have become significantly phobic of their own bodily, emotional, and mental responses, as well as being phobic for traumatic memories and intimate relationships. Material related to understanding and treating all of the above issues will be presented in this workshop.

OBJECTIVES: Upon completion of this workshop participants will:

1. Understand the common brain systems involved in trauma and addiction, and the neurobiology of traumatic memory;
2. Understand how interpersonal trauma creates problems with affect and emotion regulation, relational difficulties, and impairment at the somatic (body), emotional, and cognitive levels;
3. Understand phase oriented treatment of various phobic responses of trauma survivors, with an emphasis on establishing a bodily sense of safety and competence.

TARGET AUDIENCE: Clinicians doing counseling for people with substance use disorders and prevention professionals

CONTENT LEVEL: Core to Advanced

443.B Street Drugs And Current Trends: Oxycontin, Ecstasy, Ice, GHB, "Cat", Ketamine, DXM, and Other Synthetics

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

Designer drugs, such as Ice, Oxycontin, Ecstasy, Ketamine, DXM, GHB, and other synthetics for a variety of reasons, are becoming an epidemic in the United States. Many clinicians and clients are unaware of their use because they can be sold under traditional trade names that disguise their origin. This course will focus upon providing the information necessary for clinicians to appropriately address the current changes in drug use. Special attention will be given to the composition, effects, and ramifications of the use of these chemical derivatives. Issues of particular interest will include availability, economic accessibility, and legal issues that promote their use to potentially epidemic proportions.

OBJECTIVES: Participants will be able to:

1. Describe basic composition of the most prevalently used synthetic & designer drugs;
2. Define the major effects of each of these substances;
3. Describe the dynamics that create the demand for these drugs; and
4. Review intervention methods and techniques for use with clients currently using these substances.

TARGET AUDIENCE: This course is open to any professional working in the areas of prevention or treatment of substance abuse.

CONTENT LEVEL: Core to Advanced

444.B Youth Suicide Prevention Gatekeeper Training

Linda Williams, MA (ME) and Greg Marley, LCSW (ME)

Gatekeeper Training is a day-long program designed as a basic introduction to suicide prevention, intervention, and postvention (after a suicide) information and skills. Participants learn how to recognize suicidal behavior, how to respond, and where to find help. The day provides a broad view of suicide rather than how to do an in-depth clinical assessment of a suicidal individual. Professional/clinical backup in support of gatekeepers is absolutely critical. While the focus of the day will be on youth, the skills learned are appropriate for work with people of any age.

OBJECTIVES: By the end of the training, participants will benefit both personally and professionally through:

1. Increased general knowledge about youth suicidal behavior;
2. Increased ability to respond to suicidal youth with specific, basic suicide intervention skills; and
3. Increased person confidence and ability to effectively manage the aftermath of suicidal behavior.

TARGET AUDIENCE: This program is for any adult willing to learn how to recognize and respond to suicidal behavior. Anyone can learn to be a gatekeeper.

CONTENT LEVEL: Core to Advanced.

Additional courses: Prevention School participants may also take Addiction School Courses.

FOR MORE INFORMATION

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