

ALL CEUS COURSE TITLES AND OBJECTIVES

The following courses are deemed important components of training for persons working substance abuse, mental health and co-occurring disorders. Through primary, secondary and tertiary prevention and treatment, it is possible to help families break the cycle of addiction.

Healthy Families: Healthy Communities (4 Hours)

1. Identify the characteristics of a healthy family
2. Compare the characteristics of a health family with risk and protective factors for addiction
3. Discuss the connection between family stress and addiction
4. Discuss the connection between addiction and crime and violence
5. Identify ways to support the formation of healthy families
6. Identify obstacles to family participation
7. Prepare a worksheet for families to help them identify their strengths and resources to help with obstacles

Tobacco Prevention and Cessation: 8 CEUs

Video course on current mental health issues and best practices as they relate to tobacco cessation and prevention

Objectives

1. Identify Effective Prevention Tactics for Youth
2. Identify Effective Behavioral and Pharmacological Interventions
3. Identify Effective Population- and Community-Based Interventions to Prevent Tobacco Use
4. Identify Effective Strategies for Increasing Consumer Demand for and Use of Individually Oriented Cessation Treatments
5. Identify Effective Strategies for Increasing Implementation of Population-Level Tobacco
6. Identify Use Cessation Strategies
7. Identify Effect of Smokeless Tobacco Product Marketing and Use
8. Identify Effectiveness of Interventions in Populations with Co-Occurring Morbidities and Risk Behaviors
9. Identify Needed Research

Promoting Wellness: 6 CEUs

Video course on current mental health issues and best practices related to promoting wellness and healthy lifestyles.

1. Describe why should a counselor be concerned with promoting wellness
2. Describe how good nutrition contributes to protecting against depression, anxiety
3. Discuss how obesity, high cholesterol, hypertension can contribute to depression and anxiety
4. Describe what cholesterol is
5. List the issues that are related to obese people developing depression
6. Explain how depression can lead people to eat more and be more sedentary leading to obesity which worsens the depression
7. Explain why "comfort foods" high in sugar can cause a "crash" in blood sugar leading to a worsening of depression
8. Identify the percentage of high school girls who have used vomiting or laxatives for weight control in the last three months
9. Identify the percentage of high school girls reporting subclinical symptoms of eating disorders
10. Describe ways obese patients are viewed
11. Discuss the impact of obesity on patients receiving adequate medical treatment
12. Identify how early the negative attitudes towards obese people emerge
13. Explain why unhealthy people often are not motivated to make healthy changes
14. Describe ways clinicians can help patients focus on environmental factors that influence eating and activity

Alzheimers and Dementias (8 hours)

LEARNER OBJECTIVES

1. Identify differences between the dementias
2. Accurately diagnose dementias based upon symptomatology and onset
3. Identify effective medications
4. Identify common problems of persons with dementia
5. Identify pharmacological interventions to deal with associated problems
6. Describe considerations when making patient placement/treatment decisions
7. Differentiate between effective and ineffective interventions for persons with dementia
8. List the symptoms common to the dementias
9. Discuss the types of information and education the patient and family require

Bipolar and Depression (15 hours)

LEARNER OBJECTIVES

1. Differentially Diagnose Bipolar Disorder
2. Recognize general medical conditions and drugs that may mimic depression or mania
3. Understand the goals of psychiatric management of bipolar disorder
4. Identify bipolar patients at increased risk of suicide
5. Understand the link between bipolar disorder and substance abuse
6. Identify key areas of consideration when making a treatment placement decision
7. Learn about the areas which patients with bipolar disorder and their families may need education
8. Become familiar with the most common psychopharmacological interventions for bipolar disorder

Borderline Personality Disorder: Best Practices (8 hours)

LEARNER OBJECTIVES

1. Identify the eight components for effective psychiatric management of borderline personality disorder
2. identify client characteristics which would necessitate partial hospitalization or brief or extended inpatient hospitalization
3. list the five components which should be included when establishing a clear treatment framework
4. list the four steps in responding to crises
5. list five techniques for establishing and maintaining a therapeutic framework and alliance
6. list the characteristics of effective treatment plans for patients with borderline personality disorder
7. compare and contrast psychodynamic therapy and dialectical behavior therapy
8. identify 10 features/goals for individual psychotherapeutic approaches
9. discuss the utilization of group, couples, and or family therapy with persons with borderline personality disorder
10. summarize pharmacological treatments for persons with borderline personality disorder
11. identify the symptoms that can be targeted with pharmacotherapy

Eating Disorders Treatment Best Practices (12 Hours)

LEARNER OBJECTIVES

1. Summarize the diagnostic character resident is for anorexia, bulimia and binge eating disorder
2. Summarize the most common psychotherapeutic interventions for each disorder
3. Describe the characteristics of clients with each of these disorders
4. Identify common psychological and medical disorders that cooccur with eating disorders
5. Describe how to place patients in any appropriate level of care
6. Identify psychological or physical symptoms in comment in eating disorders which may necessitate hospitalization
7. Summarize the goals of treatment for persons with eating disorders

Panic Disorder (6 Hours)

LEARNER OBJECTIVES

1. Identify the eight steps of psychiatric management for persons with panic disorder
2. Explain how to select the most appropriate treatment settings
3. summarize the psychopharmacological recommendations for treating panic disorder
4. summarize the length of treatment and the tapering process
5. identify the types of psychoeducation we should be provided to patients with panic disorder
6. identify five ways to increase treatment compliance
7. summarize psychosocial interventions for panic disorder
8. discuss the advantages and disadvantages of the different treatment modalities

Post Traumatic Stress Disorder and Acute Stress Disorder Best Practices (9 hours)

LEARNER OBJECTIVES

1. Identify the nine goals for psychiatric management of persons with PTSD or ASD
2. list the eight steps in assessment of a person with PTSD or ASD
3. identify eight things to be considered when determining the treatment setting
4. list three characteristics which would make inpatient treatment a better choice
5. list for ways to establish and maintain a therapeutic alliance
6. explain the most effective ways to coordinate treatment efforts
7. identify the types of education which should be provided to patients with PTSD or ASD
8. identify the five goals of treatment for patients with PTSD or ASD
9. identify the three approaches which are used either alone or in combination in treating this population

10. list nine issues that should be considered when choosing the appropriate initial treatment modality
11. describe approaches for patients who do not respond to initial treatment
12. summarize the standard pharmacological treatment strategy for PTSD or ASD
13. summarize the recommendations for psychotherapy with persons with PTSD or ASD

Schizophrenia and Dementia: Best Practices (15 Hours)

LEARNER OBJECTIVES

Teacher: Dawn-Elise Snipes, PhD

1. Identify Key Features in the Formulation and Implementation of a Treatment Plan
2. Understand How to Establish a Therapeutic Alliance
3. Discuss Treatment Settings and Housing Options
4. Identify management concerns in each of the three stages of presentation
5. Identify Special Issues in Caring for Patients With Treatment-Resistant Illness
6. Discuss Clinical Features Influencing the Treatment Plan
7. Identify Pharmacological Treatments
8. List Other Somatic Therapies and Specific Psychosocial Interventions

Suicidality Recognition and Treatment (15 Hours)

LEARNER OBJECTIVES

Instructor: Dawn-Elise Snipes, PhD

1. Learn the basic principles of suicide assessment
2. Identify ways to estimate suicide risk
3. Identify the necessary components for a suicide assessment
4. Identify risk management methods including consultation, documentation
5. Identify methods for determining appropriate placement
6. Understand the factors contributing to suicide risk

Assessment and Screening for Co-Occurring Disorders (20 Hours)

LEARNER OBJECTIVES

Instructor: Dawn-Elise Snipes, PhD

1. Differentiate between the function of screening and assessment
2. Complete an accurate screening and assessment
3. Identify multiple sources of information for the assessment
4. Describe the purpose of the assessment
5. Identify types of questions for each area of the mental status exam
6. Describe the LOCUS and ASAM patient placement criteria
7. Accurately make a placement of a client using information from the assessment and LOCUS and/or ASAM
8. Identify characteristics of depression, anxiety and substance abuse disorders
9. Identify differences in assessment between age groups (adolescents, adults, elderly)
10. Identify considerations to assess validity/reliability and usefulness of various objective testing instruments

Case Management, Referral and Service Coordination (20 Hours)

LEARNER OBJECTIVES

1. Differentiate case management from counseling
2. Identify two reasons why case management as effective as an adjunct to co-occurring disorders treatment
3. Identify the five core functions of treatment professionals using case management
4. Identify the skills necessary for professionals to provide effective case management services
5. Identify common causes for the breakdown of service coordination
6. Understand a history of case management
7. Define the various models of case management and describe how they are used with persons with co-occurring disorders
8. Identify the eight principles of case management
9. Effectively identify service gaps and establish and maintain relations with agencies and governmental entities who can address these unmet needs
10. Identify information to be shared with referral sources and necessary documentation and/or releases to provide that information
11. Evaluate the outcome of the referral
12. Use clear and specific language that increase the likelihood of client follow through with the referral
13. Establish realistic treatment and recovery expectations with the client

14. Develop relationships with agencies in order to enhance case finding activities
15. Differentiate between the services required during pretreatment, treatment and aftercare
16. Define the three interorganizational models of case management used in the community context
17. Identify ways to effectively evaluate quality of care in case management programs
18. Effectively identify clients who have "special needs"
19. Identify the ways that each of the special needs impact the delivery of case management services
20. Identify referral resources in their communities

Crisis Intervention (15 Hours)

LEARNER OBJECTIVES

1. Learn the basic principles of suicide assessment
2. Identify ways to estimate suicide risk
3. Identify the necessary components for a suicide assessment
4. Identify risk management methods including consultation, documentation
5. Identify methods for determining appropriate placement
6. Understand the factors contributing to suicide risk

Click the following to review best practices: [Practice 1](#) [Practice 2](#) [Practice Registry](#)

Documentation (15 hours)

LEARNER OBJECTIVES

1. Become familiar with all standard paperwork used in private practice and community mental health
2. Understand the importance of documentation as an ethical and legal record
3. Gain knowledge of the new standards set forth by HIPAA
4. Be able to accurately and thoroughly complete all forms
5. Be able to identify types of questions to solicit various information
6. Identify 5 sources of information to be used in an assessment
7. Become familiarized with the most common diagnoses and how to assess symptoms
8. Learn how assessment integrates with individualized treatment planning

Child and Elder Abuse and Neglect (20 Hours)

Learning Objectives

1. Identify vulnerable populations
2. Identify general categories of harm as they relate to at-risk populations
3. Identify specific types of abuse and neglect, including behavioral and physical indicators
4. Gain an understanding of relevant prevalence data
5. Identify perpetrator, victim and environmental factors correlated with risk of abuse
6. Gain an understanding of the legal and ethical issues surrounding the reporting of abuse and neglect.
7. Gain an understanding of the general policies related to abuse reporting

Domestic Violence (5 Hours)

LEARNER OBJECTIVES

1. Describe the Power and Control Wheel
2. Identify the consequences of domestic abuse on the primary and secondary victims
3. List the seven steps in initial abuse screening (Ask, acknowledge, validate, assess safety, explore options, refer, document.)
4. Identify the benefits of universal screening for domestic violence
5. Be able to identify the "next" question to ask when there is identification of abuse
6. Identify how to respond when the woman says "no" but there is a suspicion of abuse
7. Identify factors that may prevent a woman from disclosing abuse
8. Identify the 4 things necessary in any documentation of abuse
9. Understand the laws relating to reporting domestic abuse in the United States

Ethics (3 Hours)

This is the brief version of the 30 hour ethics course.

LEARNER OBJECTIVES

1. Learn about different codes of ethics (APA, ACA, AAMFT)
2. Learn about the principles supporting and informing ethical codes (i.e. beneficence)
3. Identify steps in ethical decision making
4. Define, identify and discuss how to deal effectively with transference and countertransference issues
5. Identify stressors in the profession and burnout prevention techniques
6. Clarify personal values and their effect in a counselor's work
7. Discuss the role of spiritual and religious values in counseling
8. Identify cultural values and assumptions in therapy
9. Identify the characteristics of a multiculturally competent counselor
10. Explain the purpose of informed consent
11. Identify Counselor's Responsibilities in Record Keeping
12. Identify ways to reduce malpractice liability
13. Define and explain the conditions for maintaining confidentiality, privilege and privacy.
14. Explain HIPAA regulations and what they mean to counselors

Family Therapy and Substance Abuse (30 Hours)

LEARNER OBJECTIVES

1. Compare and contrast substance abuse treatment and family therapy
2. Explain how substance abuse treatment and family therapy can be integrated
3. Discuss the different definitions of family
4. Identify how families are distinguished from social support groups
5. Identify the four characteristics of families central to family therapy
6. Discuss five core components of the systems theory of marriage and family therapy
7. Discuss the four predominant family therapy models used in substance abuse treatment
8. Identifying the five stages of change in the Prochaska model
9. Identify the three levels of recovery in Kaufman's model
10. Identify the three phases of family change in substance abuse family therapy
11. Discuss criteria for determining the appropriateness of family therapy with substance abuse clients
12. Describe the impact of substance abuse on families
13. Describe the six characteristic patterns of interaction in a substance abusing family
14. Describe the five characteristic patterns of codependent behavior
15. Discuss for strategies for addressing substance abuse is that family
16. Explain the concepts of denial and resistance
17. Discuss the value of using integrated models for providing substance abuse treatment to families
18. Discuss the limitations of integrated models
19. Identify seven general questions we should be answered when choosing and applying a family systems model
20. Differentiate between the eight integrated models for substance abuse treatment
21. Identify special populations to consider when using family therapy
22. Identify some of the most prominent challenges to emerging family therapy and substance abuse treatment
23. Describe and I components that are necessary in order to provide a comprehensive range of program activities
24. Define what adequate treatment is characterized by within a culturally competent model of addictions treatment and family therapy.

Substance Abuse Group Counseling: TIP 41 (20 Hours)

LEARNER OBJECTIVES

1. Identify the five models of group therapy currently used in substance abuse treatment and the three other types of groups that can be integrated into the five models
2. Differentiate between 12-step self-help groups and interpersonal process groups
3. Identify at least 10 advantages of group treatment
4. Identify the three modifications that need to be made to group treatment in order to improve its effectiveness in addictions settings
5. Discuss how the client's stage of readiness for change affects the types of groups he or she will be in
6. Describe the characteristics of each of the five group models used in substance abuse treatment
7. Effectively match clients with appropriate groups
8. Accurately assess client readiness for group primary placement considerations
9. Identify as six dimensions assess for the ASAM patient placement criteria
10. Identify the six levels of treatment identified by the ASAM patient placement criteria that
11. Identify the three other criteria we should be considered when determining the patient's appropriateness for group therapy

12. Identify the difference between culture, cultural knowledge, cultural awareness, and cultural competence
13. Understand the components of the diversity wheel
14. Identify strategies for handling issues that arise when group norms and cultural values conflict
15. Identify the six guidelines for clinicians on the evaluating bias and prejudice
16. Identify for techniques that can be helpful in providing substance abuse treatment to a culturally diverse groups
17. Identify six guidelines for preparing the group for a new member from a racial or ethnic minority
18. Discuss the benefits of fixed and revolving membership groups
19. Identify the most effective ways to prepare client for participation in groups is that
20. Be familiar with the recommended issues to discuss in pre-group interviews
21. Discuss ways for increasing retention in groups
22. Identify specific group tasks appropriate for each phase of the group
23. Discuss how to convert conflict and resistance in the positive energy that powers the group's
24. Explain how to deal with disruptive group members

Co-Occurring Disorders: Brief Interventions (20 Hours)

LEARNER OBJECTIVES

1. Differentiate brief interventions from traditional interventions
2. Identify reasons for using brief interventions
3. Identify barriers to increasing the use of brief treatments
4. Evaluate recent inventions and therapies for their appropriateness with a given client or population
5. Identify methods for evaluating the effectiveness of treatment methodologies used
6. Identify the stages-of-change from the Prochaska and diclemente model
7. Define the acronym FRAMES
8. Identify the five basic steps brief interventions use to incorporate FRAMES
9. Identify the effective use of workbooks in brief therapy
10. Identify ways brief interventions can be beneficial in substance abuse treatment settings
11. Understand research findings regarding the effectiveness and appropriate use of brief interventions
12. Identify the stages necessary for programs using brief therapy approaches
13. Identify appropriate populations with which to use brief interventions
14. Differentiate between Brief Cognitive-behavioral therapy, three strategic interaction on therapy, grief humanist annexes dental therapy, Brief psychodynamic therapy, Brief family therapy and time-limited group therapy
15. Identify the principles of each of the aforementioned Brief therapeutic strategies
16. Effectively match patients to the most effective Brief therapeutic strategy

TIP 42: Co-Occurring Disorders (30 Hours)

LEARNER OBJECTIVES

1. Identify the four key findings regarding cooccurring disorders
2. Identify one of the main challenges for working with homeless populations
3. Define the "No wrong door" policy
4. Explain the benefit of mutual self-help for people with COD
5. Discuss integrated care as a priority for people with severe and persistent mental illness
6. Define the National Registry of Effective Programs and Practices
7. Differentiate between substance dependence and substance abuse
8. Identify the different levels of service for persons with cooccurring disorders
9. Define the Quadrants of Care
10. Define the Comprehensive Continuous Integrated System of Care as it pertains to treating persons with cooccurring disorders
11. List the Six Guiding Principles in Treating Clients With COD
12. Identify ways to Ensure Continuity of Care
13. Discuss ways to Improve Substance Abuse Treatment Systems and Programs
14. List the be Six Areas of Intermediate-Level Competencies Needed for the Treatment of Persons With COD
15. Explain the concept of Burnout and effective interventions
16. Identify The Role of Assessment Tools
17. List be Twelve Steps in the Assessment Process
18. Identify ways to Manage Countertransference
19. Explain Key Techniques for Working With Clients Who Have COD
20. List the Guiding Principles of Motivational Interviewing
21. Define and describe Motivational Enhancement Approaches
22. Identify the four sessions in Four-Session Motivation-Based Intervention

23. Adapt CBT for Clients With COD
24. Define the concept of Grounding
25. Identify effective Relapse Prevention Techniques
27. Define and explain Relapse Prevention Therapy (RPT)
28. Summarize SAMM Concepts and Skills
29. Facilitate Client Participation in Mutual Self-Help Groups
30. Define and describe Assertive Community Treatment
31. Compare of ACT and ICM
32. Summarize the recommendations for persons with substance abuse disorders and each of the most common mental health disorders

Motivational Interviewing and Co-Occurring Disorders (15 Hours)

LEARNER OBJECTIVES

1. Define the FRAMES approach to treatment
2. Identify appropriate motivational strategies for each stage of change
3. Define each of the effective catalysts for change
4. Identify the four types of client resistance
5. Discuss the importance of using a change plan worksheet in the recommended components of such a worksheet
6. Identify the assumptions about the nature of motivation
7. Discuss the six models of treatment
8. Identify to 12 recent changes in the addictions field
9. Identify the five elements of motivational approaches
10. Identify the assumptions upon which motivational interviewing is a counseling style is based
11. Identify the five principles of motivational interviewing
12. Recognize each of the 12 examples of non-empathic responses
13. Effectively develop discrepancy
14. Identify five opening strategies for early sessions
15. List the three things it is important to do in opening sessions
16. Describe how to use motivational language in written materials and the assessment
17. Describe way is significant others can be used to enhance motivation
18. Explain the difference between extrinsic and intrinsic motivation
19. Describe the five categories into which self-efficacy can be conceptualized
20. Identify the four situations in which most substance relapse occurs
21. Discuss the components of decisional balance
22. Identify seven signs of readiness to act
23. Describe the process for negotiating a change plan
24. Identify six common barriers that prevent clients from entering treatment
25. Identify eight clues that often precede client drop out
26. Develop a repertoire of skills to engage and retain client in treatment
27. Be familiar with ways of measuring self-efficacy, readiness for change, decisional balance saying, motivations, and goals and values

HIV 101 (10 Hours)

LEARNER OBJECTIVES

1. Discuss advances in HIV prevention and treatment
2. List the goals of HIV Counseling, Testing and Referral (CTR)
3. Identify the principles of CTR
4. Differentiate between targeted and routinely recommended CTR
5. Identify settings and populations that are at increased risk for HIV
6. Learn about circumstances for which HIV preventative treatment exists
7. Identify information all clients who request counseling should receive
8. Identify the elements of HIV prevention counseling
9. List the characteristics of the effective HIV CTR counselor
10. List ways to reduce barriers to HIV CTR
11. Correctly match HIV test technologies and results (screening vs. confirmatory)
12. Identify the difference between a reactive and nonreactive sample
13. List possible referral needs for clients testing HIV positive or for high-risk clients
14. Identify barriers to accessing referral resources
15. Learn the 11 standards to assess for quality assurance

Medication and Patient Safety

LEARNER OBJECTIVES

1. Describe why strategic planning for medication safety is vital to all healthcare organizations
2. Identify the seven components necessary in a strategic plan for medication safety
3. Identify who should be involved in the medication safety planning process
4. Identify the processes that will assist participants in making appropriate judgments and decisions
5. Identify goals, communicate relevant changes in processes and procedures and evaluate progress towards goals
6. Initiate process assessments to identify areas needing safety improvements
7. Understand what the various stakeholders and contributors have to offer
8. Identify the 10 Key Elements of the Medication Use System and ways they can be promoted in the students own work setting
9. Identify the purpose of system redundancies
10. Identify error-prone processes in their organization

Multicultural Issues in Counseling (20 Hours)

LEARNER OBJECTIVES

1. The influence of culture and society on mental health
2. Issues in mental health care for African Americans
3. Issues in Mental Health care for American Indians and Alaskan Natives
4. Mental Health care for Asian Americans and Pacific Islanders
5. Mental Health care for Hispanic Americans
6. Ethics Codes in Multicultural Counseling
7. Cultural Values and Assumptions in Therapy
8. Matching Client and Counselor
9. Understanding the competencies needed to work with special populations.

TIP 32: Treatment of Adolescents with Substance Abuse Issues (10 hours)

Learner Objectives:

1. Understanding Substance Use Among Adolescents
2. Tailoring Treatment to the Adolescent's Problem
3. General Program Characteristics For Adolescents
4. Learn About Therapeutic Communities and Twelve-Step-Based Programs
5. Identify Family Therapy Approaches Useful for Adolescent Substance Abusers
6. Treating Youths With Distinctive Treatment Needs
7. Legal and Ethical Issues in Treating Adolescents

Clinical Supervision in Addictions and Mental Health Counseling 16 CEUs

Instructor: Dawn-Elise Snipes, PhD

LEARNER OBJECTIVES

1. Articulate a working definition of supervision
2. Recognize leadership principles and traits for effective supervisors
3. Learn about the different models of supervision
4. Identify the components of the blended model of supervision
5. Discuss the characteristics of level 1, 2 and 3 counselors
6. Recognize the different supervisory needs of each level of counselor
7. Learn about ethical and legal concerns in supervision and how to minimize liability

Treatment Plan Implementation (3 hours)

Learner Objectives:

1. Learn how to create a basic treatment plan
2. Identify the parts of a treatment plan including problem, goal statement and intermediate objectives
3. Identify methods of gathering information for the plan using solution-focused methods
4. Identify common barriers to successful treatment plan implementation