



DREXEL UNIVERSITY

Division of Behavioral
Healthcare Education

College of Medicine

FALL 2022 TRAINING BROCHURE

www.drexel.edu/medicine/bhe

COVID PRECAUTIONS

Only vaccinated participants are invited to attend in-person classroom sessions.
We will observe safety precautions: masks, sanitizers and social distancing.

GENERAL INFORMATION: WELCOME

We are pleased to present this brochure containing our fall (September – December) continuing educational course offerings. Our aim is to provide behavioral healthcare practitioners and constituents with timely and relevant information and resources needed to remain current, and to fulfill personal, policy and professional practice competencies.

Please take the time to carefully read the information regarding locations, program guidelines and a menu of available CEs (listed on page 19-20), as well as registration instructions and training fees. Be aware that our offerings and methods cannot be static in a changing environment, and thus the information in this catalog is subject to change by BHE at any time. The grid below includes links to the appropriate registration portal site. The calendar and descriptions that follow will provide you with all the classroom and live, web-based trainings being offered for this semester. Questions? Please call 877.243.3033

REGISTRATION BASICS:

The most important piece of information you will be asked to provide is your email address. All further communication from BHE will be electronic and your accurate email address will allow you to receive your certificate.

CE Training Methods	Registration Portal Links
<p>CLASSROOM (face-to-face): BHE offers a wide variety of in-person trainings at four different sites in the Commonwealth. Early registration is recommended, as class size is usually limited by the available room space.</p> <p style="text-align: right;">Fee: \$9 per CE hour</p>	In-Classroom Trainings
<p>WEBINAR: Live informative, convenient trainings accessed from your office or home. Some of these topics are often booked to capacity in our classroom training series. BHE strives to provide these offerings at a reasonable rate, with some select courses provided at no cost!</p> <p style="text-align: right;">Fee: Varies from free to \$9 per CE hour</p>	Live Webinars
<p>ON-DEMAND: Pre-recorded trainings that may be viewed at any time. A course registration and payment (if applicable), once completed is confirmed via email that also contains the link to access, view, and complete CE requirements</p> <p style="text-align: right;">Fee: Varies</p>	On-Demand Webinars

Course Training Times:

2-hour: 9 – 11 a.m. | **3-hour:** 9 a.m. – 12 p.m. or 1 – 4 p.m.


5-hour: 9 a.m. – 3:30 p.m. | **6-hour:** 9 a.m. – 4:30 p.m.





SEPTEMBER:

COURSE OFFERING	FEE	DATE	TYPE, DURATION & LOCATION	INSTRUCTOR[S]
WOL 355: Fundamentals: Trauma Definitions and Diagnoses	Free	Tuesday 9/13	Live Webinar [5 CE Hours]	Chris Owens Lindsay Martin
TR 591: Changes, Challenges, Choices. Best Practice Guide for Working with Transitional Youth 	\$45	Thursday 9/15	Classroom [5 CE hours] Friends Hospital Scattergood Bldg.	Brenda J Weaver
TR 103: Recovery Asset Building: Strength Based Style	\$45	Friday 9/16	Classroom [5 CE hours] Friends Hospital Scattergood Bldg.	Brenda J Weaver
WOL 251: Suicide Among Teens Today	\$45	Tuesday 9/20	Live Webinar [5 CE hours]	Lindsay Martin
WOL 020: The Art of De-escalation – Working with Agitated and Aggressive	\$45	Tuesday 9/27	Live Webinar [5 CE hours]	Lindsay Martin
TR 167: Introduction to Dialectical Behavioral Therapy	\$45	Thursday 9/29	Classroom [5 CE hours] Holiday Inn, Grantville, PA	Chris Owens
TR 286: Trauma and Children	\$45	Friday 9/30	Classroom [5 CE hours] Holiday Inn, Grantville, PA	Chris Owens



OCTOBER:

COURSE OFFERING	FEE	DATE	TYPE, DURATION & LOCATION	INSTRUCTOR[S]
WOL 356: The Fundamentals – Trauma Informed Care	Free	Tuesday 10/4	Live Webinar [5 CE hours]	Chris Owens Lindsay Martin
WOL 319: Healing Justice: Addressing Neutrality and Legacies of Discrimination	\$45	Thursday 10/6	Live Webinar [5 CE hours]	Brenda J Weaver
WOL 302: Motivational Interviewing: Embracing the Spirit, Introducing Core Skills	\$45	Wednesday 10/19	Live Webinar [5 CE hours]	Chris Owens
TR 444: Psychiatric Rehabilitation Ethics: Principles, Issues and Making Decisions 	\$45	Tuesday 10/25	Classroom [5 CE hours] Friends Hospital Scattergood Bldg.	Brenda J Weaver
TR 176: “It’s Just Weed!” Adolescents and Cannabis Use	\$45	Wednesday 10/26	Classroom [5 CE hours] Sure Stay Plus Hotel by Best Western Lehigh Valley Hotel Bethlehem, PA	Lindsay Martin
TR 445: Helping Skills: The Art of Psychiatric Rehabilitation	\$45	Thursday 10/27	Classroom [5 CE hours] Friends Hospital Scattergood Bldg.	Brenda J Weaver
TR 598: Vicarious Trauma: When Helping Hurts	\$45	Thursday 10/27	Classroom [5 CE hours] Sure Stay Plus Hotel by Best Western Lehigh Valley Hotel Bethlehem, PA	Lindsay Martin

NOVEMBER:

COURSE OFFERING	FEE	DATE	TYPE, DURATION & LOCATION	INSTRUCTOR[S]
WOL 560: Teens and Trauma: Navigating Challenges	\$45	Tuesday 11/1	Live Webinar [5 CE hours]	Chris Owens Lindsay Martin
WOL 701: Meeting in the Middle Bridging, Brokering, Becoming Adult: A Targeted Case Management Service Guide 	\$45	Thursday 11/3	Live Webinar [5 CE hours]	Brenda J Weaver
TR 537: Stigma and Mental Illness: Uncovering an Identity Spoiler 	\$45	Wednesday 11/9	Classroom [5 CE hours] Friends Hospital Scattergood Bldg.	Brenda J Weaver
TR 397: Ethics and Addiction: The Impact of Stigma and Discrimination	\$27	Thursday 11/10	Classroom [3 CE hours] Friends Hospital Scattergood Bldg.	Lindsay Martin
TR 252: Ethics, Suicide & Coercive Practices: Are We Doing More Harm Than Good?	\$27	Thursday 11/10	Classroom [3 CE hours] Friends Hospital Scattergood Bldg.	Lindsay Martin
WOL 702: Suicide: A Primer for Behavioral Health Practitioners	\$18	Tuesday 11/15	Live Webinar [2 CE hours]	Lindsay Martin
TR 176: "It's Just Weed!" Adolescents and Cannabis Use	\$45	Wednesday 11/16	Classroom [5 CE hours] Radisson Lackawanna Station Scranton, PA	Chris Owens
TR 057: Borderline Personality Disorder: Issues and Interventions	\$45	Thursday 11/17	Classroom [5 CE hours] Radisson Lackawanna Station Scranton, PA	Chris Owens

DECEMBER:

COURSE OFFERING	FEE	DAY AND DATE	TYPE, DURATION & LOCATION	INSTRUCTOR[S]
WOL 285: Current Approaches to Working with Trauma in Families	\$45	Tuesday 12/6	Live Webinar [5 CE hours]	Chris Owens Lindsay Martin
TR 590: What's Up: Engaging Transitional Aged Youth	\$45	Thursday 12/8	Classroom [5 CE hours] Friends Hospital Scattergood Bldg.	Brenda J Weaver
WOL 564: Engagement: The Biggest Predictor of Success 	Free	Tuesday 12/13	Live Webinar [3 CE hours]	Lindsay Martin
TR 256: Therapeutic Dynamics: Becoming a More Effective Helper 	\$45	Wednesday 12/14	Classroom [5 CE hours] Holiday Inn, Grantville, PA	Chris Owens
TR 567: BHE Toolkit 3: Specific Practices for the Art of Helping People with Histories of Trauma	\$45	Thursday 12/15	Classroom [5 CE hours] Holiday Inn, Grantville, PA	Chris Owens
WOL 700: Community NET: Adult Case Management (TCM) Field Guide – (New Employee Toolkit)	\$45	Friday 12/16	Live Webinar [5 CE hours]	Brenda J Weaver
TR 546: The Dark Triad: Narcissistic, Antisocial, and Psychopathic Personality Structures	\$45	Wednesday 12/21	Classroom [5 CE hours] Friends Hospital Scattergood Bldg.	Lindsay Martin

CLASSROOM LOCATIONS

Philadelphia

Friends Hospital
Scattergood Building
4641 Roosevelt Boulevard
Philadelphia, PA 19124
215.831.4055

Grantville

Holiday Inn Grantville
604 Station Road
Grantville, PA 17028
717.469.0661

Scranton

Radisson Lackawanna Station Hotel
700 Lackawanna Avenue
Scranton, PA 18503
570.342.8300

Bethlehem

Sure Stay Plus Hotel by Best Western
Lehigh Valley Hotel Conference Center
300 Gateway Drive
(At Routes 22 and 512)
Bethlehem, PA 18017
610.866.5800



LIVE WEBINAR COURSE DESCRIPTIONS

WOL 355: Fundamentals – Definitions and Diagnosis – Trauma Series

September 13, 2022 – 5 CE hours

No Fee

Description: Trauma is ever-present in the lives of many people who seek professional help. This training will provide a foundational overview necessary to understand the impact of traumatic experiences. Areas that will be explored include definitions, diagnostic criteria, prevalence data and brain changes. Participants will engage in discussions regarding their professional experiences in working with people with trauma histories. A vignette will be provided highlighting the lasting impact trauma can have on a person, as well as the healing journey toward recovery. Lastly, the importance of becoming trauma-informed practitioners will also be introduced.

*****This course serves as the first training for BHE's 10-course Trauma Series.**

CE Credits: APA-5; CPRP-5; LSW/LCSW/LPC/LMFT-5; NBCC-5; PA Act48-5; PCB-5; PSNA-5; IACET-.5

Learning Objectives: Upon completion, participants will be able to:

- Define stress and trauma
- Differentiate between each of the DSM-5 trauma and stressor-related disorders
- Discuss data regarding the prevalence of trauma
- Examine the impact of trauma on the brain
- Explore the importance of creating trauma-informed awareness in professional helpers

WOL 251: Suicide Among Teens Today: A Changing Landscape

September 20, 2022 – 5 CE hours

Fee: \$45

Description: The rates of suicide among teens have risen sharply in recent decades. From 2007 to 2015, the rate for girls ages 15 – 19 doubled, while during that same period, suicide rates for teenage boys increased 30%. In addition, attempted suicide has become the most common reason for acute hospitalization, with the highest rates among females ages 15-19. The reasons behind these increases are varied and complex and include environmental as well as psychiatric factors. This course explores the myriad risk factors for teen suicide and offers evidence-based strategies for assessment, treatment and prevention.

CE Credits: APA-5; CPRP-5; LSW/LCSW/LPC/LMFT-5; NBCC-5; PA Act48-5; PCB-5; PSNA-5; IACET-.5

Learning Objectives: Upon completion, participants will be able to:

- Examine the building blocks that support healthy development in teens
- Discuss the principal risk factors that may lead to suicidal behavior among teens
- Identify useful strategies and tools for screening and assessing suicidal youth
- Describe empirically supported treatment approaches tailored to this population
- Discuss effective suicide prevention programs for adolescents

WOL 020: The Art of De-escalation: Working With Agitated and Aggressive Behaviors

September 27, 2022 – 5 CE hours

Fee: \$45

Description: There are growing concerns about the prevalence of aggression and violence perpetrated by clients against behavioral healthcare workers. Verbal de-escalation is the recommended first-line response, comprising a range of short-term psychosocial interventions aimed at reducing harm. In this course, participants will evaluate their personal

reactions to stressful encounters while learning to better manage individuals presenting with agitation and aggression. The use of video and role play will complement the learning process.

CE Credits: APA-5; CPRP-5; LSW/LCSW/LPC/LMFT-5; NBCC-5; PA Act48-5; PCB-5; PSNA-5; IACET-.5

Learning Objectives: Upon completion, participants will be able to:

- Identify strategies for personal emotion and physiologic regulation when under stress
- Discuss the signs, symptoms and causes of psychomotor agitation
- Describe the process of psychological escalation and de-escalation
- Demonstrate a compassionate interpersonal style when managing agitated individuals
- Apply effective interventions to prevent escalation and to de-escalate a person in crisis

WOL 356: The Fundamentals – Trauma-Informed Care – Trauma Series

October 4, 2022 – 5 CE hours

No Fee

Description: Traumatic events are a near-ubiquitous human experience substantiating the need for a trauma-informed system of care. In this course, traumatic responses will be reviewed, including the ways in which these responses may manifest over time. Principles of trauma-informed care will be addressed, with an emphasis on increased awareness and universal screening. Trauma-informed practices will be summarized, and empirically supported trauma-specific modalities will be described. Resiliency factors will be identified in terms of prevention and intervention. Post-traumatic growth will be explored as a means of developing new meaning and insight following traumatic experiences.

CE Credits: APA-5; CPRP-5; LSW/LCSW/LPC/LMFT-5; NBCC-5; PA Act48-5; PCB-5; PSNA-5; IACET-.5

Learning Objectives: Upon completion, participants will be able to:

- Discuss trauma-related disorders, including developmental trauma disorder and complex post-traumatic stress disorder
- Explain how trauma impacts the individual
- Define trauma-informed care and its utility in the helping professions
- Describe trauma-informed practices and trauma-specific treatment
- Evaluate the role of resilience and post-traumatic growth in trauma services

WOL 319: Healing Justice: Addressing Neutrality and Legacies of Discrimination

October 6, 2022 – 5 CE hours

Fee: \$45

Description: Mental health service providers often struggle to adequately understand and appropriately meet the needs of people of color and diverse life pathways. Being race neutral or color blind, or attempting to treat all equally, more often impedes recovery and challenges engagement, treatments and rehabilitation efforts.

Legacies of oppressive structures, dismissive policies and practice inequities create an element of trauma that is significantly different from the dominant group's trauma experiences.

This training presents a framework to enhance awareness of the striations of identity that individuals and communities embody, offering how-to tips to facilitate respectful dialogues about experiences with oppression, domination or discrimination. Based on the belief that naming a thing can change the thing, trauma-informed principles are used to craft an engaging and affirming process for deeper self-discovery and the boundless ways to self-define, be, and craft safe spaces that are inclusive, just, and actively resist marginalization and re-traumatization for all who seek services, supports and well-being.

CE Credits: APA-5; CPRP-5; LSW/LCSW/LPC/LMFT-5; NBCC-5; PA Act48-5; PCB-5; PSNA-5; IACET-.5

Learning Objectives: Upon completion, participants will be able to:

- Define the concepts of power, privileges, oppressive structures, bias, disparities, inequality and marginality in the context of mental health recovery

- Describe current social, political and clinical theoretical formulations and implications
- Discuss intersectionality, the complexities of identity development, accumulated “isms” and sense of self
- Outline the unspoken risks and vulnerabilities that accompany race trauma and their impact on recovery efforts
- Identify intentional actions to transform the consequences of oppression on our bodies, hearts and minds

WOL 302: MI: Embracing the Spirit, Introducing Core Skills

October 19, 2022 – 5 CE hours

Fee: \$45

Description: This course examines the basis, definition, goals, and key elements of motivational interviewing (MI) as an approach to help people decide to make behavioral changes. Participants will be able to experience and contrast traditional approaches to behavior change to those proposed by MI. They will review the underlying spirit that drives MI interventions and observe examples of MI in practice. Finally, participants will have an opportunity to apply some of the basic strategies of MI and discuss how these could be useful in their interactions with people receiving behavioral healthcare services.

CE Credits: APA-5; CPRP-5; LSW/LCSW/LPC/LMFT-5; NBCC-5; PA Act48-5; PCB-5; PSNA-5; IACET-.5

Learning Objectives: Upon completion of this training, participants will be able to:

- Outline Prochaska and DiClemente’s stages of change and how they are useful in understanding human readiness to change behaviors
- Apply aspects of motivational interviewing to the self through various individual and group exercises
- Identify the four elements of the spirit of motivational interviewing
- Explore basic concepts of MI, specifically OAR (open-ended questions, affirmations, and reflective listening)
- Describe how they can use the spirit of motivational interviewing in their own work settings and/or personal lives

WOL 560: Teens and Trauma: Navigating Challenges – Trauma Series

November 1, 2022 – 5 CE hours

Fee: \$45

Description: Being a teenager is challenging enough, but what happens when trauma enters the picture? Rapid developmental changes combined with trauma-related psychological and behavioral issues become an added difficulty for adolescents and their support networks. The struggle to make sense of it all may trigger substance use, self-injury, and sensation-seeking behaviors as efforts to cope. These factors also strain relationships, and lead to inaccurate diagnoses and misguide interventions. This training will discuss trauma-related symptoms and developmental influences, as well as current evidence-based approaches to treatment and strategies for partnering with caregivers. The power of resiliency and hope are highlighted as practical reminders that growth and change are always possible!

CE Credits: APA-5; CPRP-5; LSW/LCSW/LPC/LMFT-5; NBCC-5; PA Act48-5; PCB-5; PSNA-5; IACET-.5

Learning Objectives: Upon completion of this training, participants will be able to:

- Identify trauma-related symptoms and behaviors in adolescent youth
- Explain cultural and individual variables that affect adolescents who have experienced trauma
- Discuss core issues related to developmental trauma disorder, including the impact on intrapersonal, interpersonal, regulatory and neurocognitive competencies
- Describe appropriate evidence-based interventions for this population
- Examine ways to partner with caregivers to assist in better managing trauma-induced symptoms

WOL 701: Meeting at the Middle Bridging, Brokering, Becoming Adult: A Targeted Case Management Service Guide

November 3, 2022 – 5 CE hours

Fee: \$45

Description: Transitional aged youth (TAY), a demographic spanning ages 15–25, are experiencing a human developmental stage that encompasses the time between being a child and becoming an adult. It involves a formative



transition characterized by changes, risk-taking and a heightened vulnerability for mental illness and other health conditions.

This unique group of individuals who, according to a national youth mental health survey, “lack developmentally appropriate connections and experience limited to no meaningful preparation or guidance for adulthood” (WHO, 2020), are least likely to seek or acknowledge a need for help and more likely than any other age group to experience isolation, barriers to access and service gaps.

Current research highlights the dire need for relational capacity and a sneakers-on-the-ground approach to making case management a pivotal resource to effectively meet and greet transitional aged youth. This population requires services designed specifically to help navigate gaps, broker across systems and form successful alliances. Practitioners must engage in activities that identify needs and develop allies to support therapeutic efforts, providing incentives and being guideposts to growth along the way. This web-based training integrates case management technology with current youth-centered perspectives and evidenced practices into tips and tools that help practitioners and youth survive and thrive, leaving them able to plan, navigate and access meaningful transition-to-adult-life sensibilities, skills, services and supports.

CE Credits: APA-5; CPRP-5; LSW/LCSW/LPC/LMFT-5; NBCC-5; PA Act48-5; PCB-5; PSNA-5; IACET-.5

Learning Objectives: Upon completion of this training, participants will be able to:

- Identify the need for a youth-centered approach to case management service delivery
- Describe principles, life contexts and the intersections of systems and services
- Discuss evidenced youth-specific practices and key developmental skills to manage changes, develop understanding of adult methods and make meaningful choices
- Review applicable state regulations and processes for determining necessity, expectations and role functions within youth life contexts and environments
- Practice crafting an integrated healthy adult transition service

WOL 702: Suicide: A Primer for Behavioral Health Practitioners

November 15, 2022 – 2 CE hours

Fee: \$18



Description: Suicide is a leading cause of preventable death in the United States and worldwide. Most individuals who die by suicide had a diagnosable mental illness at their time of death. As behavioral health practitioners, it is imperative that we are identifying, assessing and treating suicidality with empirically supported approaches and interventions. This course provides a broad discussion of challenges and competencies related to our work with those experiencing suicidal thoughts and behaviors.

This course satisfies the 1 hour continuing education requirement for psychologists, professional counselors, marriage and family therapists, and social workers per the Matt Adler Suicide Prevention Continuing Education Act of 2016.

CE Credits: APA-2; CPRP-2; LSW/LCSW/LPC/LMFT-2; NBCC-2; PA Act48-2; PCB-2; PSNA-2; IACET-.2

Learning Objectives: Upon completion of this training, participants will be able to:

- Discuss the relevance of suicide education in behavioral healthcare
- Examine risk and protective factors for suicide
- Describe general strategies and tools for screening and assessing suicide risk
- Identify recommended approaches for treating people at risk for suicide

WOL285: Current Approaches to Working with Trauma in Families – Trauma Series

December 6, 2022 – 5 CE hours

Fee: \$45

Description: The impact on the entire family when any member experiences trauma and post-traumatic stress disorder (PTSD) is often overlooked. This course examines the range of responses in family members, the concept and reality of secondary trauma, and current approaches for treatment and related interventions for family members.

CE Credits: APA-5; CPRP-5; LSW/LCSW/LPC/LMFT-5; NBCC-5; PA Act48-5; PCB-5; PSNA-5; IACET-.5

Learning Objectives: Upon completion of this training, participants will be able to:

- Distinguish between family therapy and family psychoeducation in their efficacy for helping family members
- Examine cultural factors in a family's response to trauma
- Discuss the manifestations of secondary trauma in family members
- Describe risk factors for co-occurring disorders such as substance-related disorders
- Use information about current effective intervention approaches with families

WOL 564: Engagement: The Biggest Predictor of Success

December 13, 2022 – 3 CE hours

No Fee

Description: Research clearly demonstrates that the single biggest predictor of therapeutic success is the strength of the clinical relationship. The helper's ongoing focus on engagement is central to this alliance. Awareness of the importance of engagement, however, does not mitigate the myriad obstacles that interfere with developing and maintaining rapport. This course will define the concept of engagement and highlight its significance in clinical settings. Additionally, barriers will be discussed from the practitioner's perspective. Strategies will also be provided to assist helpers in improving engagement with those they serve.

CE Credits: APA-3; CPRP-3; LSW/LCSW/LPC/LMFT-3; NBCC-3; PA Act48-3; PCB-3; PSNA-3; IACET-.3

Learning Objectives: Upon completion of this training, participants will be able to:

- Describe engagement as a primary factor of importance in clinical outcomes
- Identify at least three barriers to engagement
- List several strategies to enhance engagement

WOL700: Community NET: Adult Case Management (TCM) Field Guide (New Employee Toolkit)

December 16, 2022 – 5 CE hours

Fee: \$45

Description: This OMHSAS-reviewed, web-based training builds a knowledge base for the role, task and performance expectations for targeted case management (TCM) service delivery. The content is guided by the service goals identified within PA Regulation Chapter 5221 and the National Association of Case Management definition, standards and ethics for practice. The course presents current best practices for working with individuals living with psychiatric conditions and life challenges, as determined by the environmental matrix. Welcome to the journey and thank you for the commitment.

CE Credits: APA-5; CPRP-5; LSW/LCSW/LPC/LMFT-5; NBCC-5; PA Act48-5; PCB-5; PSNA-5; IACET-.5

Learning Objectives: Upon completion of this training, participants will be able to:

- Describe the context for targeted case management services with an eye to the past, present and future possibilities
- Outline the role and character of a blended case management practitioner
- Identify the necessary practitioner skills, knowledge, qualities, values and guiding practice principles
- Summarize a day in the life – the daily activities for service success
- Generate a self-care and professional growth plan



CLASSROOM (IN-PERSON) COURSE DESCRIPTIONS

NOTICE: PRE-REGISTRATION IS REQUIRED – WALK-INS WILL NOT BE PERMITTED!

TR 591: Changes, Challenges, Choices. Best Practice Guide for Working with Transitional Youth

September 15, 2022 – 5 CE hours

Fee: \$45

Friends Hospital, Scattergood Building



Description: Adolescence is a stage of life between ages 15 and 25. It involves a coming-of-age experience full of great possibilities and many opportunities. It is also a time when uncertainties about body image, relationships, vocations, achievements and endeavors increase, and risk-taking behaviors; self-harm; tobacco, alcohol and substance use; and sexual activities peak, while exposures to violence and humanitarian trauma enhance vulnerabilities for additional distresses. It is critical to understand how these factors increase risks of mental illnesses, i.e., depression, anxiety, psychosis and suicidal ideation, and the implications to overall wellbeing. Service systems, supports and professional practices, child or adult, need to rethink and improve their understanding of these contextual issues and learn how to ease access to and provide relevant services for TAY.

This training, in accordance with current literature, nationally recognized principles and empirical studies, presents promotive interventions recommended for working with TAY. It presents providers with strategies, tips and practical tools that facilitate resilience and enhance skills to engage in meaningful conversations, and offers matching evidenced approaches to help youth manage changes, build capacities and make meaningful decisions for a positive adult life path.

CE Credits: APA-5; CPRP-5; LSW/LCSW/LPC/LMFT-5; NBCC-5; PA Act48-5; PCB-5; PSNA-5; IACET-.5

Learning Objectives: Upon completion of this training, participants will be able to:

- Describe epidemiology and transitions inherent in 21st century youth-to-adult life development
- Discuss how the schism between child and adult serving systems impacts service delivery
- Summarize a youth-focused, principled guide to understanding choices, respecting voices and recognizing the complex and unique paths toward adulthood
- Identify youth-informed approaches evidenced to bridge gaps, match needs and enhance care in a timely manner, improving social, occupational and educational outcomes
- Design a resilience strategy for a successful middle journey to adulthood

TR 103: Recovery Asset Building: Strength Based Style

September 16, 2022 – 5 CE hours

Fee: \$45

Friends Hospital, Scattergood Building

Description: The goal of the strength-based approach is to help people build or rebuild lives that by their own definition have meaning, purpose and valued identity. An evidence-based practice, the strengths methodology demonstrates positive outcomes in the areas of psychiatric crisis and hospitalizations, competitive employment, education and a range of quality-of-life indicators.

Designed to be an inclusionary, collaborative process, the strength-based perspective encompasses two inter-related factors: the attitudes and beliefs that influence how individuals think, and specific practice methods that create

opportunities to establish positive expectations that support personal power for people to make decisions regarding their plans, treatments and services.

This training maps what we do and why, offering a rationale for the practice and a how-to, by presenting a range of practical tools for engagements, assessments and interventions.

CE Credits: APA-5; CPRP-5; LSW/LCSW/LPC/LMFT-5; NBCC-5; PA Act48-5; PCB-5; PSNA-5; IACET-.5

Learning Objectives: Upon completion, participants will be able to:

- Define the nature, function and scope of the strength-based approach
- Differentiate strength-based from traditional service philosophies
- Identify key strength-oriented communication skills
- Demonstrate strength-based perspective in service-delivery practices
- Apply the strength-based approach to self-care and lifelong learning

TR 167: Introduction to Dialectical Behavioral Therapy – Trauma Series

September 29, 2022 – 5 CE hours

Fee: \$45

Holiday Inn Grantville, Grantville, PA

Description: Working effectively with people who are diagnosed with borderline personality disorder (BPD) presents serious challenges for behavioral health practitioners. Marsha Linehan has developed a research-based treatment approach called dialectical behavioral therapy (DBT) which has been used in a variety of settings in working with people who have serious impulse control and emotional dysregulation disorders such as BPD. This course introduces participants to this model and identifies core skills applicable in practice settings.

CE Credits: APA-5; CPRP-5; LSW/LCSW/LPC/LMFT-5; NBCC-5; PA Act48-5; PCB-5; PSNA-5; IACET-.5

Learning Objectives: Upon completion, participants will be able to:

- Cite DSM-5 criteria for BPD
- Present an overview of the DBT treatment model
- Identify stages of recovery in the DBT model to use in individual treatment planning
- Distinguish those DBT skills that are effective in dealing with emotional dysregulation
- Describe how to apply DBT psychosocial skills training in a group program designed for teaching symptom management

TR 286: Trauma and Children

September 30, 2022 – 5 CE hours

Fee: \$45

Holiday Inn Grantville, Grantville, PA

Description: Children often present complex arrays of symptoms and behaviors that are challenging both for accurate diagnosis and effective treatment. This course examines the potential biopsychosocial impact of trauma on children, including attachment disorders and post-traumatic stress disorder (PTSD). It also examines empirically supported treatments and interventions designed to address the impact of abuse and trauma at different developmental stages within childhood.

CE Credits: APA-5; CPRP-5; LSW/LCSW/LPC/LMFT-5; NBCC-5; PA Act48-5; PCB-5; PSNA-5; IACET-.5

Learning Objectives: Upon completion, participants will be able to:

- Examine the impact of trauma and abuse on a child's development

- Explore the effects of family, age, gender and sociocultural factors on the traumatic experience
- Review symptoms and assessment criteria for disorders related to childhood trauma, including the DSM-5 developmental subtype of PTSD called “Post-traumatic Stress Disorder for Children 6 Years and Younger”
- Describe alternate ways of viewing and labeling “difficult” behaviors, using the domains of attachment, emotional dysregulation and sense of self
- Discuss empirically supported treatment options currently considered to be most effective

TR 444: Psychiatric Rehabilitation Ethics: Principles, Issues and Making Decisions

October 25, 2022 – 5 CE hours

Fee: \$45

Friends Hospital, Scattergood Building



Description: In accordance with the mission the psychiatric rehabilitation association and the principles of psychiatric recovery, this training fosters the growth of a competent and ethical psychiatric rehabilitation workforce and offers a guide for the everyday conduct of practitioners.

The principles of psychiatric rehabilitation form the framework in which to address situations that challenge thinking and impact perceptions of “what is right and just.” In this course, composite situations with ethical implications are used to stimulate discussions and engage in a decision-making process, including identifying all the principles within the PRA Code that have a bearing on the situation and applicable professional interventions and ethical judgments involved.

CE Credits: APA-5; CPRP-5; LSW/LCSW/LPC/LMFT-5; NBCC-5; PA Act48-5; PCB-6; PSNA-5; IACET-.5

Learning Objectives: Upon completion, participants will be able to:

- Review the rehabilitation ethical principles, the code and its spirit
- Discuss the rehabilitation process, in what situations might the code of ethics be applicable and how to apply it
- Identify and resolve practical dilemmas at the intersections of personal preferences and professional obligations
- Formulate and describe ethical applications to share power in ways that support the relationship and facilitate recovery/rehabilitation efforts
- Discuss the resolution process of violations, grievances and appeals

TR 176: “It’s Just Weed!” Adolescents and Cannabis Use

October 26, 2022 – 5 CE hours

Fee: \$45

Sure Stay Plus Hotel Best Western, Bethlehem

November 16, 2022 – 5 CE hours

Fee: \$45

Radisson Lackawanna Station, Scranton

Description: Cannabis use continues to increase in the United States as cannabis potency rises to levels never seen before. With the introduction of medical and recreational policies in states throughout the country, the perception that cannabis use is problematic is dropping to all-time lows. While there are possible medical benefits for the use of cannabis, there are also concerns and consequences related to its use, specifically among adolescents. This course will examine the reversal of stigmas once related to cannabis use and how those changes may be detrimental to our adolescents. We will review the extreme changes in cannabis potency, modern methods of consumption including the use of cannabis concentrates, and the related consequences, including cannabis hyperemesis syndrome, “greening out,” and associations with psychosis and other psychiatric disorders. We will also outline screening and assessment measures, diagnosis of cannabis-related disorders, and empirically supported treatments and prevention opportunities for adolescent cannabis use.

CE Credits: APA-5; CPRP-5; LSW/LCSW/LPC/LMFT-5; NBCC-5; PA Act48-5; PCB-5; PSNA-5; IACET-.5

Learning Objectives: Upon completion, participants will be able to:

- Describe cannabis prevalence rates and factors contributing to increasing rates of use among adolescents
- List three main classes of cannabinoids and their effects on the mind and body
- Differentiate varieties of cannabis concentrates and how rising potency contributes to negative outcomes
- Summarize risk factors for adolescent cannabis use and consequences of use, including associations with accidents, acute medical issues, increased prevalence of psychiatric disorders, substance use disorders and negative psychosocial outcomes
- Outline DSM-5 criteria for cannabis related disorders, identify screening and assessment tools, and describe empirically supported treatment and prevention strategies for adolescent cannabis use

TR 445: Helping Skills: The Art of Psychiatric Rehabilitation

October 27, 2022 – 5 CE hours

Fee: \$45

Friends Hospital, Scattergood Building

Description: This course helps practitioners to transition from simply identifying skills to practicing and promoting skills with recovering persons that support their ability to assume and maintain valued roles in their personal communities. The seminar helps practitioners create a framework for evaluating and promoting skills that can be most supportive in this endeavor. It incorporates experiential practice, evaluation of more and less useful communication techniques, and ways to individualize thinking to support the differing needs of persons using psychiatric rehabilitation services.

CE Credits: APA-5; CPRP-5; LSW/LCSW/LPC/LMFT-5; NBCC-5; PA Act48-5; PCB-5; PSNA-5; IACET-.5

Learning Objectives: Upon completion, participants will be able to:

- Examine ways to think about skills development in support of community roles
- Identify effective and ineffective practitioner behaviors re: skill development
- Discuss a means of collaborating with recovering persons to develop specific skill sets that promote enhanced role performance
- Incorporate these ideas and techniques into one's psychiatric rehabilitation program

TR 598: Vicarious Trauma – When Helping Hurts – Trauma Series

October 27, 2022 – 5 CE hours

Fee: \$45

Sure Stay Plus Hotel Best Western, Bethlehem

Description: Working with trauma survivors can be challenging for behavioral healthcare practitioners. Difficult countertransference reactions, symptoms of burnout, compassion fatigue and vicarious trauma are specific occupational hazards. Vicarious trauma can be particularly deleterious, as it may result in pervasive and permanent transformations in the helper's belief system, relationships and worldview. Learning to protect ourselves from this cost of caring decreases the risks to self, clients and loved ones.

In this course, we introduce tools to proactively identify, prevent and address the symptoms of vicarious trauma. We enhance our knowledge by understanding our vulnerability, identifying risk and protective factors, and increasing our awareness of signs and symptoms. We learn to enhance our well-being through self-care practices, action planning, and taking steps toward personal transformation. To meet the long-term challenges associated with our work, concepts like vicarious resilience and vicarious post-traumatic growth will be introduced.

CE Credits: APA-5; CPRP-5; LSW/LCSW/LPC/LMFT-5; NBCC-5; PA Act48-5; PCB-5; PSNA-5; IACET-.5

Learning Objectives: Upon completion, participants will be able to:

- Identify factors contributing to distress among practitioners providing trauma-informed care
- Explain common causes of vicarious trauma among those who work with survivors of trauma
- Analyze risk and protective factors related to vicarious trauma
- Discuss the importance of developing a vicarious action plan for trauma practitioners
- Define approaches that empower and promote the well-being of those working with trauma survivors

TR 537: Stigma and Mental Illness: Uncovering an Identity Spoiler

November 9, 2022 – 5 CE hours

Fee: \$45

Friends Hospital, Scattergood Building



Description: Recovery is a complex process of adjusting personal attitudes, shifting beliefs in self, and restoring or developing a positive and meaningful identity apart from one's condition. People living with mental illnesses identify stigma as a major factor that impacts self-esteem, self-efficacy and sense of meaning. This loss of ego, confidence and self-control derived from stigma leads to a sense of "spoiled identity" (Goffman, 1963) and impedes seeking and participating in timely managements. According to the American Psychiatric Association, despite the active anti-stigma campaigns for mental illness, it is still rampant today. This training examines the impact of stigma on self-concept, social relationships, community involvement and recovery processes for psychiatric health and well-being of individuals with mental illness.

CE Credits: APA-5; CPRP-5; LSW/LCSW/LPC/LMFT-5; NBCC-5; PA Act48-5; PCB-5; PSNA-5; IACET-.5

Learning Objectives: Upon completion, participants will be able to:

- Examine the prevalence and power of stigma among individuals living with serious mental illnesses
- Discuss how stigma develops, is internalized and sustained, and interacts with other psychological and behavioral processes
- Explain how the cycle of shame, stigma and discrimination impedes timely help-seeking, beliefs, access and engagement in treatments and supports
- Identify interventions/practices evidenced to reduce internalized stigma, address other indices of psychosocial functioning and improve personal, service and social outcomes
- Design an empowering "righteous indignation" approach to address injustices and break the bonds of stigma

TR 397: Ethics and Addiction: The Impact of Stigma and Discrimination

November 10, 2022 – 3 CE hours, 9 a.m. – 12 p.m. Fee: \$27

Friends Hospital, Scattergood Building



Description: The United States is in the midst of a public health crisis arising from untreated substance use disorders. A major obstacle to engaging individuals in treatment is the overwhelming stigma against those abusing substances. Stigma and discrimination stymie progress across efforts of prevention, treatment and recovery. Health care professionals often unintentionally contribute to and perpetuate stigma, many times judging and failing to adequately care for the very people they aim to help.

The elusive etiology of addiction and poor treatment outcomes continue to frustrate and confuse practitioners. The lack of effective treatments leaves many helpers discouraged and cynical about the potential for recovery. Some argue that addiction is a medical disorder characterized by profound alterations in brain circuitry due to repeated substance exposure. Others contend addiction is better conceptualized as resulting from moral, psychological, sociological, or in-born circumstances. Most recently, some assert addiction is a disorder of choice. Attitudes toward those with substance use issues often correspond to the etiological beliefs a person holds about addiction itself, which parallels the level of stigma and discrimination present.

Alleviating stigma related to substance use disorders is challenging. However, efforts are needed to decrease the perception of blame and increase treatment engagement. In this course we will consider the ways in which morals, attitudes and culture contribute to stigmatization and discrimination against those abusing substances. We will contemplate the language we may use to better preserve the dignity and respect of each individual. Finally, we will examine the importance of shifting public perception and practitioner attitudes away from blame and shame, and toward respect and compassion.

CE Credits: APA-3; CPRP-3; LSW/LCSW/LPC/LMFT-3; NBCC-3; PA Act48-3; PCB-3; PSNA-3; IACET-.3

Learning Objectives: Upon completion, participants will be able to:

- Discuss current attitudes and perceptions toward those with substance use disorders
- Examine how stigma and discrimination impact treatment engagement and recovery
- Explore the ethical responsibility of practitioners to interact with those abusing substances in a respectful and dignified manner

TR 252: Ethics, Suicide and Coercive Practices: Are We Doing More Harm Than Good?

November 10, 2022 – 3 CE hours, 1 – 4 p.m.

Fee: \$27

Friends Hospital, Scattergood Building



Description: Working with clients experiencing suicidal thoughts and behaviors is one of the greatest challenges faced by behavioral health practitioners. Increasing suicide rates, misguided prevention efforts and the lack of accessible assessment tools and treatments creates a sense of turmoil among many helpers. We are charged with balancing the desire to support those suffering with incredible psychic pain while navigating the expectations and constraints of the law and professional ethics.

The legal and ethical duty to protect individuals at risk for suicide often leads to overestimation of risk due to fears related to loss of life, liability and malpractice claims. The competing expectations of protecting a person's civil liberties while also following federal and state statutes and adhering to professional ethics often result in the use of coercive and involuntary practices. Many argue that the duty to protect life overrides the obligation to honor an individual's Constitutional rights. Others believe suicidality and the desire to die is an indication of mental illness and question an individual's capacity to make informed decisions about their life and death.

In this course, we will consider the concept of suicidality in the context of its historical origins and evolution through modern times in terms of cultural and societal values, morals, ethics, laws and approaches to suicide intervention by behavioral health professionals. We will examine whether death by suicide and physician-assisted suicide is a human right among those with and those without mental illness. Finally, we will contemplate the use of involuntary and coercive practices to determine their utility in managing those experiencing suicidal thoughts and the desire to end their lives within the bounds of legal and ethical obligations.

CE Credits: APA-3; CPRP-3; LSW/LCSW/LPC/LMFT-3; NBCC-3; PA Act48-3; PCB-3; PSNA-3; IACET-.3

Learning Objectives: Upon completion, participants will be able to:

- Discuss the importance and impact of personal ethical, moral and value beliefs regarding suicide in clinical practice
- Analyze the risks and benefits associated with coercive practices in the management of clients presenting with suicidal thoughts and behaviors
- Identify the practitioner's legal and ethical responsibilities when working with those at risk for suicide

TR 057: Borderline Personality Disorder: Issues and Interventions – Trauma Series

November 17, 2022 – 5 CE hours

Fee: \$45

Radisson Lackawanna Station, Scranton

Description: Borderline personality disorder (BPD) is a serious mental illness generally characterized by instability in affect, relationships, self-image and behavior. This course will provide a general overview of BPD including information on: DSM-5 criteria, etiology, suicidality and para-suicidality, therapeutic approaches and theoretical orientations. Treatment challenges are discussed; of primary importance is the need to maintain empathy and rapport.

CE Credits: APA-5; CPRP-5; LSW/LCSW/LPC/LMFT-5; NBCC-5; PA Act48-5; PCB-5; PSNA-5; IACET-.5

Learning Objectives: Upon completion, participants will be able to:

- Summarize basic diagnostic criteria for BPD, including recognizing common CODs
- Describe the role of trauma and abuse in the development of BPD
- Discuss the role of self-injury and suicide in BPD
- Review basic therapeutic approaches, as well as specific theoretical orientations, notably DBT
- Recognize the importance of counter-transference issues in treating a person with BPD

TR 590: What's Up: Engaging Transitional Aged Youth

December 8, 2022 – 5 CE hours

Fee: \$45

Friends Hospital, Scattergood Building

Description: Engagement involves an organized method of services, supports and activities that are welcoming; facilitate connections between programs, services and supports; and build relationships between staff and youth, family and other informal and formal key players.

This training focuses on engagement of TAY as a critical first step in providing services and supports that facilitate a young person's competencies toward achieving greater self-sufficiency, confidence and growth.

CE Credits: APA-5; CPRP-5; LSW/LCSW/LPC/LMFT-5; NBCC-5; PA Act48-5; PCB-5; PSNA-5; IACET-.5

Learning Objectives: Upon completion, participants will be able to:

- Discuss factors across relevant domains that facilitate greater self-sufficiency on the road to adulthood
- Identify methods for relationship-development and youth-centered planning that focus on young people's futures
- Examine characteristics of services and supports that are accessible, coordinated, appealing, non-stigmatizing and developmentally appropriate
- Review methods to ensure a safety net of support that involves a young person's parents, family members, and other informal and formal key players.

TR 256: Therapeutic Dynamics: Becoming a More Effective Helper

December 14, 2022 – 5 CE hours

Fee: \$45

Holiday Inn, Grantville, PA



Description: Research in our field is constantly evolving (and often contradictory) in terms of what practices are most effective. However, there are a variety of factors that have been consistently shown to contribute to positive clinical outcomes. This course will address the ingredients of interpersonal dynamics, indispensable attitudes and related skills that contribute to a recipe for successful helping relationships. In particular, this interactive training will delve into several essential therapeutic variables, including empathy, acceptance, hope, focus and evocation. Additionally, attendees will be encouraged to examine specific ways to improve their ability to be a difference-maker as a helper.

CE Credits: APA-5; CPRP-5; LSW/LCSW/LPC/LMFT-5; NBCC-5; PA Act48-5; PCB-5; PSNA-5; IACET-.5

Learning Objectives: Upon completion, participants will be able to:

- Discuss at least five challenges of the therapeutic process, from both the client and helper perspective
- Examine essential attitudes involved in developing healing alliances
- Identify several useful skills that can enhance therapeutic outcomes
- Explain various methods of improving one's expertise as a behavioral healthcare provider

TR 567: The BHE Toolkit 3: Specific Practices for the Art of Healing People With Histories of Trauma – Trauma Series

December 15, 2022 – 5 CE hours

Fee: \$45

Holiday Inn, Grantville, PA

Description: This course focuses on specific interventions of use to the professional helper when providing therapeutic services in behavioral healthcare. The aim of this workshop is to add to the helper's "bag of tricks" or "toolkit" pertaining to assisting people with histories of trauma. Participants engage in didactic and experiential learning related to several specific interventions geared towards managing and moving beyond trauma. Participants also dialogue in small groups to share creative and effective interventions they have used in their various practice settings.

CE Credits: APA-5; CPRP-5; LSW/LCSW/LPC/LMFT-5; NBCC-5; PA Act48-5; PCB-5; PSNA-5; IACET-.5

Learning Objectives: Upon completion, participants will be able to:

- Summarize the general purposes of interventions
- Discuss having a sound rationale for using various techniques
- Describe the benefits associated with each strategy
- Outline the drawbacks and barriers to using selected interventions
- Implement each intervention as relevant to one's own professional practice

TR 546: The Dark Triad: Narcissistic, Antisocial, and Psychopathic Personality Structures

December 21, 2022 – 5 CE hours

Fee: \$45

Friends Hospital, Scattergood Building

Description: The dark triad of personality is a constellation of three socially aversive personality traits: narcissism, psychopathy, and Machiavellianism. These personality patterns share commonalities, including grandiosity, self-promotion, entitlement, impulsivity, emotional coldness, and aggression. However, there are vast differences in the etiology, manifestation and adaptivity of individuals with clinical and sub-clinical presentations. This course explores the malevolent side of human nature and provides strategies to improve assessment and treatment, and work more effectively with those presenting these personality structures.

CE Credits: APA-5; CPRP-5; LSW/LCSW/LPC/LMFT-5; NBCC-5; PA Act48-5; PCB-5; PSNA-5; IACET-.5

Learning Objectives: Upon completion, participants will be able to:

- Define the clinical and sub-clinical personality structures associated with the dark triad
- Describe the etiology of narcissistic, psychopathic, and antisocial personalities
- Identify tools used to assess narcissism, antisocial, and psychopathic personalities
- Evaluate treatment approaches for narcissistic and antisocial personality disorders
- Discuss challenges and best practices in working with clients with dark personality structures



TRAUMA-INFORMED INFORMATION AND SERIES COURSES

BHE TRAUMA SERIES: September 2022 – June 2023

Rooted in the understanding that trauma is the fundamental issue for many people seeking mental health and other public health services, trauma-informed care is recognized as essential to the delivery of services that promote recovery and resilience. Behavioral Healthcare Education offers training to assist practitioners in engaging people with histories of trauma and understanding the role that trauma has played in their lives. This series provides an array of courses that support the development of trauma-informed care, assessment and treatment planning for children, adolescents and adults.

The goal is to assist providers in integrating trauma-informed and trauma-specific treatment practices into all aspects of behavioral health and related services they provide.

A **certificate of completion** is available for those who successfully complete **50 hours** of courses in the trauma-informed training series. Interested individuals have 5 years to complete the ten courses, 5 CE hours each: 10 hours for two required core courses and 40 hours for eight reserved courses.

WOL 355/TR 355 The Fundamentals: Trauma Definitions and Diagnoses

WOL 356/TR 356 The Fundamentals: Trauma-Informed Care

WOL 560/TR 560 Teens and Trauma: Navigating Challenges

WOL 285/TR 285 Current Approaches to Working With Trauma in Families

WOL 172/TR 172 Boys Don't Cry: Examining Trauma in Men

WOL 057/TR 057 Borderline Personality Disorder: Issues and Interventions

WOL 167/TR 167 An Introduction to Dialectical Behavioral Therapy

WOL 567/TR 567 BHE Toolkit 3: Specific Practices for the Art of Helping People With Histories of Trauma

WOL 598/TR 598 Vicarious Trauma: When Helping Hurts

WOL 509/TR 509 Becoming Better: Vicarious Resilience and Vicarious Post-Traumatic Growth

Our rationale is to offer a selection of courses that are current and meet the interests and needs of providers. When you have successfully accomplished 50 hours of training, you will receive your **certificate of completion** through the mail.

For more information, please visit our website: www.drexel.edu/medicine/bhe



CONTINUING EDUCATION (CE) CREDIT INFORMATION

BHE HELPS PROFESSIONALS MAINTAIN CREDENTIALS





Please be sure to identify what type of continuing education credit you desire when you register for our courses. Also please check the times of the trainings carefully as they may vary by course. All courses require 100% attendance, as well as a post-test score of 80% or greater to receive a CE certificate.




TARGET AUDIENCE

Practitioners who work in community-based mental health and addictions services: interdisciplinary mental health professionals including addiction counselors, counselors, nurses, rehabilitation counselors, social workers, psychologists and other individuals interested in behavioral health topics.

OVERALL OBJECTIVE

At the completion of each course practitioners will be able to identify advances in treatment, methods and scientific approaches.

	<p>APA (Psychology) Drexel University College of Medicine/Behavioral Healthcare Education is approved by the American Psychological Association to sponsor continuing education for psychologists. This program is offered for a maximum of 1, 3, 5, 10 or 12 credit hours. Drexel University College of Medicine maintains responsibility for this program and its content.</p>
	<p>CPRP (Certified Psychiatric Rehabilitation Practitioners) Drexel University, Behavioral Healthcare Education (BHE), provider #010374, is approved by the Psychiatric Rehabilitation Association (PRA) to provide continuing education to Certified Psychiatric Rehabilitation Practitioners (CPRPs) and CPRP candidates. Activities are approved for a maximum of 3, 5, 6, 10 or 12 contact hours of continuing education in psychiatric rehabilitation and recovery in the designated domains. CPRPs and CPRP candidates should only claim credit commensurate with their participation in this activity.</p>
<p>Licensed Social Workers in Pennsylvania</p>	<p>LSW/LCSW/LPC/LMFT (PA SBSWE Licensed Social Workers in Pennsylvania) Drexel University College of Medicine is a pre-approved provider of continuing education for social workers and clinical social workers. This program is being offered for a maximum of 1, 3, 5, 10 or 12 credit hours of continuing education.</p>
	<p>NBCC (National Counselors) Drexel University College of Medicine/Behavioral Healthcare Education is a National Board for Certified Counselors-approved Continuing Education Provider (ACEP™) and may offer NBCC-approved clock hours for events that meet NBCC requirements. The ACEP is solely responsible for all aspects of the program. We can award a maximum of 1, 3, 5, 10 or 12 Clock hours of CE Credit.</p>
	<p>PA Educators Act 48 Drexel University College of Medicine/Behavioral Healthcare Education is recognized by the Pennsylvania Department of Education to offer continuing education credits under Act 48 guidelines. Drexel University College of Medicine, Behavioral Healthcare Education adheres to Act 48 Continuing Education Guidelines. PA educators will receive a maximum of 1, 3, 5, 10 or 12 clock hours of credit for attending this program.</p>

	<p>PCB (PA Certified Additions Counselor) Drexel University College of Medicine/Behavioral Healthcare Education will award a maximum of 1, 3, 5, 10 or 12 PCB Approved Hours of Education for this program. Our program is certified by the Pennsylvania Certification Board, Provider # 133.</p>
	<p>PSNA (Nursing) Drexel University College of Medicine/Behavioral Healthcare Education is approved as a provider of nursing continuing professional development by the PA State Nurses' Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation. Participants will be awarded a maximum of 1, 3, 5, 10 or 12 contact hours for each training.</p>
	<p>CEU (IACET) Drexel University College of Medicine/Behavioral Healthcare Education has been accredited as an Authorized Provider by the International Accreditors for Continuing Education and Training (IACET), 1760 Old Meadow Road, Suite 500, McLean, VA 22102. In obtaining this approval, Drexel University College of Medicine/Behavioral Healthcare Education has demonstrated that it complies with the ANSI/ IACET Standard which is widely recognized as the Standard of good practice internationally. As a result of their Authorized Provider accreditation status Drexel University College of Medicine/Behavioral Healthcare Education is authorized to offer IACET CEUs for its programs that qualify under the ANSI/ IACET Standard. The Drexel University College of Medicine/Behavioral Healthcare Education is authorized by IACET to offer .1, .3, .5, 1.0 or 1.2 CEUs for this program.</p>

COURSE CANCELLATIONS:

For possible weather cancellations, please call toll free at **877.243.3033** after 6:30 a.m. the day of the training to confirm either cancellation or presentation of the course. If you must cancel your attendance, please call. Keep in mind that attendance will be electronically tracked and if you register for a course that you do not attend and do not cancel prior to the offering, your future registration may be blocked.

REFUND POLICIES:

In case of a need to cancel your attendance...

Live webinars: Please contact us within 24 hours of the scheduled training to receive credit on your account for future training registration. Contact us at **877.243.3033** or bheweb@drexel.edu.

Classroom (face-to-face) trainings: Please notify us **within 24 hours** before the training day. We will credit your account for a future training.

BE AWARE: Refunds will **NOT** be made for any trainings (live webinar or in person). Accounts will be credited for future training interests.

ADA ACCOMMODATIONS

Please call the registrar when you register if you have any disability or other special needs so that we can ensure that your needs will be fully met.

DISCLOSURE STATEMENT:

“No relevant financial relationships exist for anyone involved in the planning of these activities.”