



DREXEL UNIVERSITY

Division of Behavioral
Healthcare Education
College of Medicine

WINTER 2023 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 winter (January – March) 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.

We recommend using Google Chrome to access our website for viewing and registration.

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
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. Fee: \$9 per CE hour	In-Classroom Trainings
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! Fee: \$9 per CE hour	Live Webinars
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. Fee: Varies	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.

WINTER 2023 TRAINING CALENDAR

JANUARY:




COURSE OFFERING	FEE	DATE	TYPE, DURATION & LOCATION	INSTRUCTOR[S]
WOL 172: Boys Don't Cry – Examining Trauma in Men	\$45	Thursday 1/5	Live Webinar [5 CE Hours]	Chris Owens Lindsay Martin
WOL 355: The Fundamentals: Trauma Definitions and Diagnoses	\$45	Tuesday 1/10	Live Webinar [5 CE Hours]	Lindsay Martin
TR 256: Therapeutic Dynamics: Becoming a More Effective Helper 	\$45	Wednesday 1/11	Classroom [5 CE hours] SureStay Plus Hotel by Best Western Lehigh Valley Bethlehem, PA	Chris Owens
TR 567: BHE Toolkit 3: Specific Practices for the Art of Helping People with Histories of Trauma	\$45	Thursday 1/12	Classroom [5 CE hours] SureStay Plus Hotel by Best Western Lehigh Valley Bethlehem, PA	Chris Owens
WOL 540: Getting What I Want: Mastering Social Skills	\$45	Wednesday 1/18	Live Webinar [5 CE hours]	Brenda J Weaver
TR 509: Becoming Better: Vicarious Resilience & Vicarious Post-traumatic Growth	\$45	Thursday 1/19	Classroom [5 CE hours] Courtyard Philadelphia City Avenue, Phila. PA	Lindsay Martin
TR 141: Rehabilitation Readiness Assessment: Advanced Practitioner Skills in Psych Rehab.	\$54	Thursday 1/26	Classroom [6 CE hours] Courtyard Philadelphia City Avenue, Phila. PA	Brenda J Weaver

FEBRUARY:

COURSE OFFERING	FEE	DATE	TYPE, DURATION & LOCATION	INSTRUCTOR[S]
WOL 057: Borderline Personality Disorder: Issues and Interventions	\$45	Tuesday 2/7	Live Webinar [5 CE hours]	Chris Owens Lindsay Martin
WOL 397: Ethics and Addiction: The Impact of Stigma and Discrimination 	\$27	Wednesday 2/15	Live Webinar [3 CE hours]	Karin Gladney
WOL 252: Ethics, Suicide & Coercive Practices: Are We Doing More Harm Than Good? 	\$27	Wednesday 2/15	Live Webinar [3 CE hours]	Lindsay Martin
TR 701: Meeting in the Middle (TCM Training) 	\$45	Thursday 2/16	Classroom [5 CE hours] Courtyard Philadelphia City Avenue, Phila. PA	Brenda J Weaver
TR 256: Therapeutic Dynamics: Becoming a More Effective Helper	\$45	Friday 2/17	Classroom (5 CE hours) Courtyard Philadelphia City Avenue, Phila. PA	Karin Gladney

TR 404: Advances in Understanding and Treating Addiction: Where We Are and Where We're Going 	\$45	Wednesday 2/22	Classroom [5 CE hours] Holiday Inn, Grantville, PA	Karin Gladney
TR 546: The Dark Triad: Narcissistic, Antisocial, and Psychopathic Personality Structures	\$45	Thursday 2/23	Classroom [5 CE hours] Holiday Inn, Grantville, PA	Lindsay Martin
WOL 426: Marijuana: The Past, Present and Future	\$45	Tuesday 2/28	Live Webinar [5 CE hours]	Karin Gladney

MARCH:

COURSE OFFERING	FEE	DATE	TYPE, DURATION & LOCATION	INSTRUCTOR[S]
WOL 564: Engagement: The Biggest Predictor of Success 	\$27	Thursday 3/2	Live Webinar [3 CE hours]	Chris Owens
WOL 167: An Introduction to DBT	\$45	Tuesday 3/7	Live Webinar [5 CE hours]	Chris Owens Lindsay Martin
WOL612: Psychiatric Rehab TIPS – Techniques to Improve Practices – A 2-Day Orientation/Refresher Training  Must attend both days to receive credits	\$108	Wednesday 3/15 Thursday 3/16	Live Webinar [12 CE hours]	Brenda J Weaver Karin Gladney
TR 404: Advances in Understanding and Treating Addiction: Where We Are and Where We're Going 	\$45	Wednesday 3/29	Classroom [5 CE hours] SureStay Plus Hotel by Best Western Lehigh Valley Bethlehem, PA	Karin Gladney
TR 560: Teens and Trauma: Navigating Challenges	\$45	Thursday 3/30	Classroom [5 CE hours] SureStay Plus Hotel by Best Western Lehigh Valley Bethlehem, PA	Lindsay Martin
TR 286: Trauma and Children	\$45	Friday 3/31	Classroom [5 CE hours] Courtyard Philadelphia City Avenue, Phila. PA	Chris Owens

**** Alert! We Are Going Paperless ****

Effective January 2023, BHE will no longer provide printed curriculum copies for in-person trainings. You will receive access to the course materials via email.

Please use the PDF links that will accompany your registration confirmations to print the curriculum materials for in-person trainings.

Thank you!



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CLASSROOM LOCATIONS

Philadelphia	Grantville
<p><u>*NEW LOCATION*</u></p> <p>COURTYARD PHILADELPHIA CITY AVE. 4100 Presidential Boulevard Philadelphia, PA 19131 215.477.0200</p>	<p>Holiday Inn Grantville 604 Station Road Grantville, PA 17028 717.469.0661</p>
Scranton	Bethlehem
<p>Radisson Lackawanna Station Hotel 700 Lackawanna Avenue Scranton, PA 18503 570.342.8300</p>	<p>SureStay Plus Hotel by Best Western Lehigh Valley 300 Gateway Drive (At Routes 22 and 512) Bethlehem, PA 18017 610.866.5800</p>



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LIVE WEBINAR COURSE DESCRIPTIONS

WOL 172: Boys Don't Cry – Examining Trauma in Men – Trauma Series

January 5, 2023 – 5 CE hours

Fee: \$45

Description: Trauma can be viewed as an experience that can sever connections among the family, the community and the self. Although there are similarities between men and women in their experience of trauma and subsequent recovery processes, there are also substantial differences, in part due to gender role expectations. The very definition of “manhood” is often in direct conflict with the experience of being a victim, leaving males* to experience a wide range of conflicting emotions, and uncertainty as to how to manage them effectively. As a result, males who have experienced trauma tend to deal with these emotions with all-or-nothing, maladaptive coping responses, including substance use. This course will also briefly explore various aspects of a trauma-specific group treatment model for men (M-TREM), which addresses many areas including: messages about manhood, the impact of trauma, coping skills and acceptance.

*The use of the word “males” in this course may refer to any combination of boys, adolescents, men, older men or those socialized as men.

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 several components of typical “manhood” schemas in our society
- Discuss the types of trauma more commonly experienced by males
- Describe at least five ways in which a traumatic experience may affect men differently than women
- List at least five maladaptive coping responses to traumatic events often seen in men
- Explore the three broad elements of the M-TREM model of group treatment for men with histories of trauma.

WOL 355: The Fundamentals: Trauma Definitions and Diagnoses – Trauma Series

January 10, 2023 – 5 CE hours

Fee: \$45

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 towards recovery. Lastly, the importance of becoming trauma-informed practitioners will also 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:

- 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 540: Getting What I Want: Mastering Social Skills

January 18, 2023 – 5 CE hours

Fee: \$45

Description: Think about successfully connecting and communicating with others. Now, imagine what it feels like to experience disorganized thinking, flat affect or difficulty conversing or responding empathically. We are talking about interpersonal effectiveness, an often overlooked and disabling challenge related to serious mental illness. This training presents the extensive research and strategic techniques for teaching social skills to persons with serious mental illness that enhance their abilities to effectively express, interact and engage others in meaningful and socially able ways.

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 key social skill areas (conversational, community living and awareness of personal emotions)
- Describe the evidence and structured approach to address social skill challenges
- Develop strategies to compensate for attention difficulties within the service population
- Identify the steps involved in teaching social skills
- Demonstrate application of a social skills training component

WOL 057: Borderline Personality Disorder: Issues and Intervention – Trauma Series

February 7, 2023 – 5 CE hours

Fee: \$45

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-IV TR criteria, etiology, suicidality and parasuicidality, 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

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

February 15, 2023 – 3 CE hours

Fee: \$27



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 stymies 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.

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-5; 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 in a respectful and dignified manner with those abusing substances

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

February 15, 2023 – 3 CE hours

Fee: \$27



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.

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, law 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-5; 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

WOL 426: Marijuana: The Past, Present and Future

February 28, 2023 – 5 CE hours

Fee: \$45

Description: Marijuana has an extensive (and often controversial) history in the United States, and worldviews concerning its use have been dramatically shifting in recent years. Even with evolving societal attitudes and changing governmental legislation, marijuana use can still present clinical issues for some users. This training will address DSM-5 diagnostic presentations as well as the impact of marijuana on the brain. Issues surrounding medicalization in Pennsylvania will also be explored. Lastly, general approaches to treatment will be discussed.

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 the history and background of marijuana and its use in the United States.
- Examine DSM-5 diagnostic criteria for marijuana intoxication, withdrawal, and use disorder.
- Summarize the effects of marijuana on the brain.
- Describe issues relating to the medicalization of marijuana in Pennsylvania.
- Explore general treatment strategies for helping people struggling with marijuana use.



WOL 564: Engagement: The Biggest Predictor of Success

March 2, 2023 –3 CE hours

Fee: \$27

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

WOL 167: Introduction to Dialectical Behavioral Therapy – Trauma Series

March 7, 2023 – 5 CE hours

Fee: \$45

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

WOL 612: Psychiatric Rehabilitation TIPS [tools to improve practices] – 2-days 12 CE hours

March 15-16, 2023 Fee: \$108 Total [\$54 per day]



Participants must attend both training days to receive credits.

Description: Psychiatric rehabilitation (PsyR) recovery-oriented work intends to effect change in a person's self-mastery and functional abilities within the roles and environments of their choice. The services combine learning and developmental strategies to abate symptom interferences and personal distress; skills training and supportive services to improve housing, education, work and employment, and social life role and goal successes; and satisfying natural support networks.

This 12-hour training articulates the PsyR essentials to facilitate recovery work: skilled practitioners, education and skills development. The course translates strength-based efforts and person-centered thinking into motivational strategies and evidenced educational and skill building methodologies.

CE Credits: APA-12; CPRP-12; LSW/LCSW/LPC/LMFT-12; NBCC-12; PA Act48-12; PCB-12; PSNA-12; IACET-1.2

Learning Objectives

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

- Recall the philosophies, personal characteristics and professional expectations for psychiatric rehabilitation practitioner thinking and behaviors
- Summarize the role, relationships, fundamental skills and capabilities of a psych rehab practitioner
- Describe ways and means to connect and collaborate with diverse recovering individuals
- Apply concepts and practice through reflections, illustrations and scenarios (relational, motivational, educational, cognitive healing and behavioral approaches)



CLASSROOM (IN-PERSON) COURSE DESCRIPTIONS

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



TR 256: Therapeutic Dynamics: What Makes for an Effective Helper?

January 11, 2023 – 5 CE hours

Fee: \$45

Sure Stay Plus Hotel Best Western, Bethlehem

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

January 12, 2023 – 5 CE hours

Fee: \$45

Sure Stay Plus Hotel Best Western, Bethlehem

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 509: Becoming Better: Vicarious Resilience and Vicarious Post-traumatic Growth – Trauma Series

January 19, 2023 – 5 CE hours

Fee: \$45

Courtyard Philadelphia City Ave.

Description: Vicarious trauma is a significant risk to practitioners working with trauma survivors. The effects may result in pervasive and permanent transformations in the helper's belief system and worldview. While less discussed, there are benefits related to trauma-informed work that can lead to rewarding and inspiring outcomes. As such, vicarious resilience and vicarious post-traumatic growth are two positive constructs associated with beneficial outcomes among practitioners.

In this course, we learn to recognize and enhance our potential for positive experiences while working with clients experiencing the impact of trauma. As practitioners exposed to stories of pain and suffering, we learn to embrace our role as helper and healer while internalizing the need to protect ourselves. With a focus on resilience-building and growth following trauma, we learn to proactively enhance our well-being through self-care, action planning and trauma stewardship. This course serves as a guide to prevention and intervention strategies for building a long-term approach to mitigating the challenges of vicarious trauma so we may persist in our journey to help others.

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 vicarious traumatic exposure and the ways it is transmitted
- Determine the potential positive effects of primary trauma exposure
- Explore the positive effects associated with working with trauma survivors
- Analyze various strategies to increase the potential for positive outcomes when working with trauma survivors
- Integrate trauma stewardship into practice to promote practitioner well-being and longevity

TR 141: Rehabilitation Readiness Assessment: Advanced Practitioner Skills in PR

January 26, 2023 – 6 CE hours

Fee: \$54

Courtyard Philadelphia City Ave.

Description: Rehabilitation Readiness is part of the Boston University approach to help practitioners and persons in recovery evaluate perspectives on engaging in the rehabilitation process, determining the preferred living, learning, working or socializing environment, and developing an overall rehabilitation goal. This training is designed to learn about the psychiatric rehabilitation readiness process, the roles of the practitioners within this approach, and how the psychiatric rehabilitation assessment process differs from traditional approaches.

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

Learning Objectives

Upon completion, participants will be able to:

- Discuss the rehabilitation readiness assessment as per the Boston University approach
- Identify the practitioner role within the readiness assessment process
- Practice a rehabilitation readiness assessment interview
- Present the rehabilitation readiness practice results and the link to rehabilitation goal setting and planning
- Identify several activities to help develop rehabilitation readiness

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

February 16, 2023 - 5 CE hours

Fee: \$45

Courtyard Philadelphia City Ave.



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, 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

TR 256: Therapeutic Dynamics: What Makes for an Effective Helper?

February 17, 2023– 5 CE hours

Fee: \$45

Courtyard Philadelphia City Ave.



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 404: Advances In Understanding and Treating Addiction: Where We Are and Where We're Going

February 22, 2023– 5 CE hours

Fee: \$45

Holiday Inn Grantville, Grantville, PA



Description: Addictive disorders are some of the most prevalent and stigmatized illnesses in our society. With a long history of moralized beliefs and attitudes towards those displaying addictive behaviors, many view addiction as a lack of willpower or weakness of character. Yet a significant body of research and recent neuroscientific advancements in the field assert addiction is a brain disease. Conversely, a body of scholars disagree with the disease model of addiction and propose addictive behavior is better described as a non-pathological mechanism of choice and motivation. Continued lack of agreement on the fundamental aspects of the phenomenon may explain limited treatment outcomes and inadequate recovery rates.

In this course, we will discuss the many concerns and frustrations related to working with addictive disorders. We will consider various explanations for the disorder and reflect on cultural and social determinants and their impact on the prevalence and proliferation of addiction in our society. We will review current treatment approaches including efforts to improve current practices, such as advances in biomarkers and brain research. Finally, we will examine the role of the practitioner and how we can best provide competent treatment while bringing awareness to the underlying stigmas present in helping relationships.

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:

- Explain the disease model of addiction and how it impacts our understanding of the disorder
- Discuss the choice model of addiction that removes pathology and replaces it with autonomy
- Describe how social determinants, including racial and ethnic disparities, play a significant role in the risk for addiction
- Examine the various domains implicated in the etiology of addictive disorders
- Identify current approaches to the treatment of addictive disorders and how current advances may shape treatment in the future

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

February 23, 2023– 5 CE hours

Fee: \$45

Holiday Inn Grantville, Grantville, PA

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, 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.

TR 404: Advances In Understanding and Treating Addiction: Where We Are and Where We're Going

March 29, 2023 – 5 CE hours

Fee: \$45

Sure Stay Plus Hotel Best Western, Bethlehem



Description: Addiction was identified as a disease in the early 19th century, affecting millions of individuals worldwide. In the United States alone, there are more than 50 million illicit drug users, 27 million daily smokers, and 16 million heavy alcohol drinkers. Yet, there is still no consensus about the conceptualization of addictive disorders in terms of the etiology, course of the illness or how to best treat them. Addictive disorders are some of the most prevalent and stigmatized illnesses in our society. With a long history of moralized beliefs and attitudes towards those displaying addictive behaviors, many view addiction as a lack of willpower or weakness of character. These views, compounded by the destructive behavioral manifestations of addiction, financial burden, and chronic and relapsing nature of the disease, lead to a society with little patience and empathy.

A significant body of research and recent neuroscientific advancements in the field assert addiction is a brain disease. Conversely, a body of scholars disagree with the disease model of addiction and propose addictive behavior is better described as a non-pathological mechanism of choice and motivation. Continued lack of agreement on the fundamental aspects of the phenomenon may explain limited treatment outcomes and inadequate recovery rates; 60% of those receiving addiction treatment in the United States will relapse within one year.

In this course, we will discuss the many concerns and frustrations related to working with addictive disorders without a reliable historical or science-based conceptualization. We will consider various explanations for the disorder and reflect on cultural and social determinants, and their impact on the prevalence and proliferation of addiction in our society. We will review current treatment approaches, including efforts to improve current practices, such as advances in biomarkers and brain research. Finally, we will examine the role of the practitioner and how we can best provide competent treatment while bringing awareness to the underlying stigmas present in helping relationships.

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:

- Explain the disease model of addiction and how it impacts our understanding of the disorder
- Discuss the choice model of addiction that removes pathology and replaces it with autonomy
- Describe how social determinants, including racial and ethnic disparities, play a significant role in the risk for addiction
- Examine the various domains implicated in the etiology of addictive disorders
- Identify current approaches to the treatment of addictive disorders and how current advances may shape treatment in the future

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

March 30, 2023– 5 CE hours

Fee: \$45

Sure Stay Plus Hotel Best Western, Bethlehem

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, 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 is 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 the 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

TR 286: Trauma and Children – Trauma Series

March 31, 2023 – 5 CE hours

Fee: \$45

Courtyard Philadelphia City Ave.

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 posttraumatic 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 the completion of this training, participants will be able to:

- 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 “Posttraumatic 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



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</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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.”