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ABOUT SUMMER SCHOOL

The 46th Annual New England School of Addiction Studies and the 15th Annual School of Prevention Studies

This program will take place at Worcester State University - Worcester, MA - June 8 - 11, 2015.

Tuition Costs

Residential Tuition includes:

- Meals served in the university cafeteria from Monday lunch through Thursday lunch
- Lodging is provided Monday night through Thursday morning.
- Lodging will be provided on campus in traditional dormitory rooms with shared bathroom facilities
- Program with up to 30 contact hours

Cost:

Single Bedroom: **\$880**

Double Bedroom: **\$780 per person** (shared with another person in a two-bed bedroom; only if you have selected a roommate)
(Optional Sunday night stay is an additional **\$60** - includes Monday breakfast)

Commuter Tuition Costs Includes:

- Meals served in the university cafeteria (lunch & dinner; no breakfast)
- Program with up to 30 contact hours

Students who have purchased the commuter tuition rate will not be provided with onsite lodging.

Full 4-Day Program Commuter Cost: **\$595**

3-Day Commuter Cost: **\$450**

2-Day Commuter Cost: **\$300**

1-Day Commuter Cost: **\$225**

New England residents may [click here to apply for a State partial scholarship](#).

Downloadable course lists, course descriptions, and [online registration](#) are available on this web site.



Summer School Program

The New England School of Addiction and Prevention Studies, commonly called Summer School, is a four-day intensive experience for participants to further their knowledge, skills, and experience in the field of addiction services through in-depth coursework.

Individuals may select topic specific tracks where similar topic courses have been grouped together or, if a participant would like to tailor their experiences even more, they may select specific courses from different focus areas. These focus areas have been designed to meet the needs of various audiences. Potential attendees will notice there is programming intended for many different partners in the world of addiction prevention, treatment, intervention and recovery. Whether you are a new addiction counselor, a juvenile probation officer, or a licensed clinician, you will find unique offerings within this year's program. Over 80 courses are offered. [Click here for course lists](#), and [click here for course descriptions](#).

The Summer School is appropriate for anyone who recognizes the impact of alcohol, tobacco and other drugs on individuals, families, and communities. Each year, participants from many disciplines come together to form a unique and diverse community. The School's comprehensive curriculum offers a wide variety of best practice courses in the field of addiction services. The School's nationally and regionally recognized faculty includes instructors who are respected for their accomplishments in the behavioral health field, and also recognized for their training expertise.

Courses have been designed for the extensive demands of today's professionals and their organization: certification and licensing, evidence-based practices, behavioral healthcare and primary care integration, recovery oriented care, and current and emerging topics. In today's workplace where training time is greatly limited, the value of attending summer school is not limited to the skills developed and knowledge gained. The ability to develop a strong professional network and exchange ideas with professionals from across New England can be transformative.

Over the years, our summer programs have been developed to respond to specific needs in our regional workforce. The 15th Annual New England School of Prevention Studies will again be co-located with this year's program. Participants have the opportunity to attend offerings from both programs,

and co-locating the schools offers wonderful networking and combined learning opportunities for participants working in different areas of the behavioral health services continuum.

We welcome you to be part of our community. If you work in treatment, prevention, recovery services, other social services, or a related field, please join us for new knowledge, skills, networking and continuing education credits in June! WELCOME!

Target Audience

The four-day program is a combination of major presentations and courses. Courses provide intensive, skill-based training in research-based programming for all students. The School's target audience includes persons from all disciplines who are concerned with alcohol, tobacco and other drug related issues, persons new to the field, and persons in behavioral health and allied human services whose activities require a general knowledge of substance abuse.

School Location

Worcester State University's 58-acre campus is nestled in the residential northwestern side of Worcester, the second largest city in Massachusetts and New England. The campus is a short drive from tranquil forests, hiking trails and beautiful vistas and an even shorter distance from a vibrant city life that offers popular entertainment venues, award-winning restaurants, cultural museums, historic parks, and so much more.

Once a destination of choice for immigrants looking to work in factories during the Industrial Revolution, Worcester has retained its multiculturalism. Residents of Irish, Italian, Greek, Albanian, African American, and Latino descent are among the ethnic populations that help make Worcester unique today. Worcester has transformed itself into a leader in biotechnology, advanced manufacturing, information technology, health care, and medical research. The city continues to revitalize key areas, landmarks and institutions.

Many Worcester and Central Massachusetts natives are responsible, at least in part, for numerous societal changes, technological innovations, scientific and healthcare advancements, and cultural influences in United States. They blazed trails for Worcester State University students and professors—and those of the 11 other colleges and universities that call Worcester home—to research, analyze and advance for many decades to come. [Click here](#) for travel information.

Summer School Program Sponsors

For 46 years, the Summer School program has been a collaborative effort of the New England Institute and partners at the New England state drug and alcohol abuse agencies and training entities. Special thanks to this year's program sponsors for their outstanding assistance with planning, logistics and financial support:

State agency partners:

[Connecticut Department of Mental Health and Addiction Services](#)

[Maine Substance Abuse and Mental Health Services](#)

[Massachusetts Bureau of Substance Abuse Services](#)

[New Hampshire Bureau of Drug and Alcohol Services](#)

[Rhode Island Substance Abuse Treatment and Prevention Services](#)

[Vermont Division of Alcohol and Drug Abuse Programs](#)

Training partners:

[AdCare Educational Institute](#)

[AdCare Educational Institute of Maine](#)

[Addiction Technology Transfer Center-New England](#)

[Drug and Alcohol Treatment Association of Rhode Island](#)

[New Hampshire Training Institute on Addictive Disorders](#)

Summer School Logistics

State Alcohol and Drug Abuse Agencies Scholarship Information

A limited number of partial scholarships are offered by most New England State Alcohol and Drug Abuse Agencies to support the attendance at summer school by professionals from specific states.

- Each state differs in the amount of scholarship offered and the process by which it is awarded.
- [Click here to access scholarship application](#) information for your state.
- Deadline for scholarship applications varies by state, and deadlines may be viewed below.
- To assure consideration, it is advised that these requests be sent to the appropriate state agency as soon as possible.

IMPORTANT: The school application IS NOT a state scholarship application and the state scholarship application is NOT a school application. These are two separate forms that must be completed and sent to the appropriate agency. To be considered for a scholarship, you must complete your state scholarship application – [visit the state scholarship page](#).

If you apply for a scholarship and will NOT attend if you do not receive scholarship funding, select "Please withdraw if I do not receive a scholarship" on your New England School registration form. Otherwise, you will be responsible for your balance due if you do not cancel your application.

Housing on Campus

Housing is in single bedrooms, charged at the single room rate, unless you and a roommate have selected each other to share a double bedroom. NEIAS will not assign roommates. Housing on campus will be in traditional basic dormitory rooms. Shared restrooms with multiple bathroom and shower stalls will be located on each hallway or within each suite of bedrooms. There are a limited number of rooms available on campus, which will be assigned by processed application date. Participants may reside on campus, or commute from a local hotel or from home. If you would be more comfortable with the kind of privacy or amenities a hotel room provides, we encourage you to make alternate arrangements. There are numerous hotel options in the area, and many have offered group rates for NEIAS participants. [Click here for hotel information](#).

Special Accommodations for Participants with Disabilities

The New England Institute of Addiction Studies is committed to providing accommodations so students with disabilities can participate in our Summer School program. Sign Language Interpreters and Assistive Listening Devices or other accommodations are available on request. The program site has wheelchair accessible space available, including a limited number of ADA accessible residence hall rooms. Please note your accommodation requests, such as ASL interpreter, accessible rooms, etc. on the online registration form.

IMPORTANT NOTE: If you require a Sign Language Interpreter or CART service, your application must be received at the NEIAS office by April 17, 2015 so the appropriate arrangements can be made.

Sponsorship and Exhibit Information

Email Denise Adams at dadams@neias.org for sponsor and exhibit information for the England School of Addiction Studies & New England School of Prevention Studies.

To register:

[Click here to register online!](#)

Registration Deadline

- Summer School registration deadline – May 15, 2015 (After that date, a \$25 late fee will apply to all registrations. After May 30, late registrations for commuters only will be accepted.)
- Special Accommodation Deadline – April 17, 2015 so appropriate arrangements (interpreters, etc.) can be made

Cancellation and Refund Policy

- Cancellations received in writing by May 22 are fully refunded except for a \$20 application processing fee. Written cancellations may be emailed to neias@neias.org or faxed to 207-621-6210. SPECIAL NOTE TO AGENCIES PAYING TUITION: Registrations secured by purchase order or agency authorization letter will be liable for the cancellation and refund policy.
- No refunds after May 22. (Although agencies may replace attendees with another staff member during that time period).

Registration Substitutions

Written substitutions may be e-mailed to neias@neias.org or faxed (207-621-6210). Please clearly state who is replacing whom. The substitute is required to send a completed Summer School application to the New England Institute at the time a written substitution is being submitted. Substitutes wishing to replace scholarship recipients MUST check with their scholarship funding source.

Payment Policy and Deposit

Payment, or payment authorization is due at the time of registration in the form of a credit card, check or money order. We also accept purchase orders and letters authorized by your agency/company. The registration form must indicate complete payment information about how the remaining balance will be paid (credit card authorization, agency purchase order, or agency letter authorizing billing). NOTE: This also applies to people seeking scholarship support. Most scholarships pay only partial school tuition and we MUST have payment information to process your school application.

Checks may be made out to NEIAS and mailed to: NEIAS, PO Box 742, Augusta, ME 04332. Please be sure your name and a reference to Summer School is on the check. **(PLEASE NOTE THAT OUR MAILING ADDRESS HAS CHANGED SINCE 2014.)**

Purchase orders or agency letters authorizing billing may be sent to janet@neias.org, faxed to 207-621-6210, or NEIAS, PO Box 742., Augusta, ME 04332. Please be sure your name and a reference to Summer School is on the purchase order. **(PLEASE NOTE THAT OUR MAILING ADDRESS HAS CHANGED SINCE 2014.)**

[Click here to register online!](#)

PO Box 742 Augusta, ME 04332
Phone: 207-621-2549
Fax: 207-621-6210
[Email Us »](#)



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SUMMER SCHOOL SCHEDULE

More in this Section...

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WEEK'S SCHEDULE AT A GLANCE

SUNDAY, JUNE 7

6:00 - 8:00pm : Registration open

MONDAY, JUNE 8

8:00 - 11:30 : Registration Open

9:00 - 12:00 : Monday Morning Sessions (Limited)

11:30 - 12:45 : Lunch

12:45 - 2:00 : Opening Plenary Session - "Marijuana Update" - John Femino, M.D., FASAM, Meadows Edge Recovery Center, RI

2:15 - 5:30 : Monday Courses

5:30 - 6:30 : Dinner

7:00 - 8:30 : State Meetings

8:45 - 9:45 : Support Groups

TOTAL: 8.25 Continuing Education Contact Hours

TUESDAY, JUNE 9

7:00 - 8:15 : Breakfast

8:30 - 12:00 : Tuesday Courses

12:00 - 1:00 : Lunch

1:00 - 2:00 : Plenary Session

2:15 - 5:15 : Tuesday Courses

5:15 - 6:30 : Dinner

7:00 - 9:00 : Plenary Session

9:00 - 9:45 : Support Groups

CE TOTAL: 9.25 Continuing Education Contact Hours

WEDNESDAY, JUNE 10

7:00 - 8:15 : Breakfast

8:30 - 9:45 : Plenary Session

10:00 - 12:00 : Wednesday Courses

12:00 - 1:00 : Lunch

1:00 - 5:15 : Wednesday Courses

5:15 - 6:30 : Dinner

7:00 - 8:30 : Talent Show

8:45 - 9:45 : Support Groups

8:45 - 10:00 : Social Time

CE TOTAL: 7.25 Continuing Education Contact Hours

THURSDAY, JUNE 11

7:00 - 8:15 : Breakfast and Key Return

8:30 - 9:45 : Closing Plenary Session - "Recovery Oriented Care and Stages of Change" - James Prochaska, Ph.D., University of Rhode Island

10:00 - 12:00 : Thursday Courses

12:00am - 1:00 : Lunch

1:00 - 4:30 : Thursday Courses

CE TOTAL: 6.5 Continuing Education Contact Hours

CE TOTAL FOR ENTIRE EVENT: 31.25

PO Box 742 Augusta, ME 04332
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SUMMER SCHOOL CE INFORMATION

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Earn up to 30 Continuing Education Credits!

2015 New England School of Addiction and Prevention Studies

Those attending the complete program, including the Monday morning session providing an Addiction Policy Update, will earn 30 contact hours. Attendance is possible for the entire full four days or any combination of days, so earned continuing education credit hours will vary depending upon your attendance.

Certification of attendance and continuing education credit are included in the registration fee and certifications can be printed that include specific designations such as a specific number of credit hours in ethics.

Sources of Professional Licensure/Certification Credit Hours Approval:

NEIAS will provide credits that have been approved by entities authorized to do so for addiction counselors, social workers, professional counselors, mental health counselors and prevention specialists.

The New England Institute of Addiction Studies, Inc. is an Approved [NAADAC](#) Education Provider.

Application is being made for professional approval for social workers.

Application is being made for professional approval for licensed mental health counselors.

New York participants: The New England Institute of Addiction Studies, Inc. is a [New York State Office of Alcoholism and Substance Abuse Services \(OASAS\)](#) Education and Training Provider, Provider Number O456. Application is being made to NYS OASAS for this school to meet all or part of the CASAC/ CPP/ CPS education and training requirements.

Please contact NEIAS at neias@neias.org if you have specific questions or requests to ensure the requirements for the license or certification you hold can be met by NEIAS. NEIAS may make additional applications for credit approval if appropriate.

Academic Credit

Some colleges and universities have approved the NESAS program for undergraduate credit as an independent study for students enrolled in their institutions. Check with your faculty advisor.

PO Box 742 Augusta, ME 04332
 Phone: 207-621-2549
 Fax: 207-621-6210
[Email Us »](#)

CONNECT WITH US:



LEGEND OF FIELDS

T = Treatment
P = Prevention
I = Intervention
R = Recovery Supports
O = Other Fields
A = All Fields

This document contains a list of the courses offered at our 2015 Summer School in Addiction and Prevention Studies. For the remainder of this document they will be known as courses.

The Legend to the right offers an easy way to identify each course by 6 major fields. The fields will be represented in the charts below as "ID". There may be multiple fields associated with each course.

Each course also belongs to one of many smaller focus areas to help identify more specific disciplines or special topics within the said fields.

Courses have been assigned into special focus areas that may be of interest to people who are working in a particular discipline, or for those who wish to focus on a certain content area during their time at the program. Most people take one different course each day, but a small number of courses meet for 2 or 4 days. Multi-day courses are noted in their description. Courses meet during the day or days indicated after the course number:

M = Monday Afternoon (June 8 from 2:15 p.m. – 5:30 p.m.)

T = Tuesday (June 9 from 8:30 a.m. – 5:15 p.m.)

W = Wednesday (June 10 from 10:00 a.m. – 5:15 p.m.)

Th = Thursday (June 11 from 10:00 a.m. – 4:30 p.m.)

Courses are an important part of the program. A previous participant noted:

"I thought the number of training opportunities was very helpful. I appreciated the number of different presentations I was able to attend and the variety of the trainings. It was really a lot of material presented in 4 days. Great value for the cost. I felt like I walked away with a lot of information."

The following pages contain a list of provided courses, which are separated by each day of the week. Once you have identified the courses that most interest you, it is important to spend some time reviewing the descriptions for that course. [Click here to review course descriptions.](#)

After you have selected your courses, [click here to register](#) for the Summer School!

Links to additional program details:

Overall Summer School [Information and Policies](#)

4-Day [Schedule](#)

[Continuing Education](#) Information.

NEIAS [website](#)

Monday Courses

M = Monday Afternoon (June 8 from 2:15 p.m. – 5:30 p.m.)

| Focus Area | Field | Sessions | ID |
|--|---------------|---|--------------|
| Certification in Operational Management: Addiction Field Concentration – June Session Working with the Criminal Justice Involved Population | A | Marketing Substance Use Disorder Treatment, Prevention and Recovery Programs | 101.M |
| | A | Introduction to Drug Courts | 111.M |
| Problem Gambling Certification Addiction Fundamentals | A | Problem Gambling Training Institute (Mon. morning - Thurs.) | 190.M.T.W.Th |
| | A | Etiology and Epidemiology of Addiction | 121.M |
| Clinical Skills in Client Centered Care - Working in an Integrated Care Environment | T | Effective Utilization Of Clinical Documentation | 131.M |
| | T | Connecting Medicine and Substance Use Services | 132.M |
| Effective Addiction Treatment Skills | T, R | Understanding the Role of Treatment in Recovery | 133.M |
| | T | Ethics and Liability in the Addiction Field | 134.M |
| Integrated Behavioral Health Services | T, A | Understanding Psychopharmacology | 135.M |
| | T, A | Gender Based Trauma Response | 136.M |
| Adolescents and Young Adults Prevention | T, P, I | Youth Treatment in Practice: A Community and Motivational Approach (Mon. – Tues.) | 141.M.T |
| | P, I | Substance Abuse Prevention Skills Training (Mon. morning - Thurs.) | 191.M.T.W.Th |
| | P, I | Social Norms Marketing: From Theory to Practice | 151.M |
| Engagement Strategies in Prevention, Mental Health Promotion, and Recovery Recovery Services | P, R, I, T, A | Addressing the Opioid Crisis through Community-Based Prevention | 152.M |
| | R | Recovery Coach Academy (Mon. morning - Thurs.) | 192.M.T.W.Th |
| | A | Our Stories Have Power: Recovery Community Messaging Training | 161.M |
| Reducing Behavioral Health Disparities | A | Principles of Addiction Treatment for Older Adults with Substance use Disorders | 171.M |
| | A | Addicted and Pregnant: Addressing the Dangers | 172.M |
| Mindfulness and Self Care | A | Mindfulness Recovery Maintenance Practice | 181.M |

Tuesday Courses

T = Tuesday (June 9 from 8:30 a.m. – 5:15 p.m.)

| Focus Area | Field | Sessions | ID |
|---|---------------|---|--------------|
| Certification in Operational Management: Addiction Field Concentration Part 2 | A | Developing Leaders within Your Organization | 201.T |
| Working with the Criminal Justice Involved Population | A | Applying Motivational Incentives (PAMI) for Criminal Justice | 211.T |
| Problem Gambling Certification | A | Problem Gambling Training Institute (Mon. morning - Thurs.) | 190.M.T.W.Th |
| Addiction Fundamentals | T, R | Regenerating Networking Chemically Dependent Families | 221.T |
| Clinical Skills in Client Centered Care - Working in an Integrated Care Environment | T | DSM-V for Addiction Clinicians | 231.T |
| Effective Addiction Treatment Skills | T | Motivational Interviewing: the Basics | 232.T |
| | T | Introduction to Cognitive Behavioral Therapy | 233.T |
| | T | The 12 Core Functions of an Addiction Counselor | 234.T |
| | T | Confidentiality and Boundaries in Ethical Decision Making | 235.T |
| Pharmacotherapy Treatment for Substance Use Disorders | T | Medication Assisted Therapy of Opioid Dependence with Suboxone | 236.T |
| | T, R | Psychology of Suicidal and Self-harmful Behavior in Substance Using and Co-occurring Clients | 237.T |
| Integrated Behavioral Health Services | T, R | Holistic Functioning Model for integrated co-occurring treatment | 238.T |
| | A | Trauma Informed Services | 239.T |
| Adolescents and Young Adults | T | Youth Treatment in Practice: A Community and Motivational Approach (Mon. – Tues.) | 241.M.T |
| Prevention | T | Substance Abuse Prevention Skills Training (Mon. morning - Thursday) | 191.M.T.W.Th |
| | T | Prevention Ethics | 251.T |
| Engagement Strategies in Prevention, Mental Health Promotion, and Recovery | P, R, I, T, A | Increase participation in your coalition by positively impacting your community across the entire spectrum of care | 252.T |
| Recovery Services | R, A | Engaging Everyone in Recovery Support | 261.T |
| | R, A | Recovery Coach Academy (Mon. morning - Thursday) | 192.M.T.W.Th |
| Reducing Behavioral Health Disparities | A | HIV/AIDS Trends and Treatment | 271.T |
| | A | Chronic Pain and Addiction | 272.T |
| | A | Addictions in the LGBTQ Population | 273.T |
| | A | Getting Past Resistance (Ours or Theirs?): Strategies for Integrating Tobacco Education and Treatment into Behavioral Health Treatment Settings | 274.T |
| Mindfulness and Self Care | A | Self-Care: Rekindling our Spirits | 281.T |

Wednesday Courses

W = Wednesday (June 10 from 10:00 a.m. – 5:15 p.m.)

| Focus Area | Field | Sessions | ID |
|---|---------------|--|--------------|
| Certification In Operational Management: Addiction Field Concentration Part 2 | A | Managing and Increasing Revenue | 301.W |
| Working with the Criminal Justice Involved Population | A | Working with the Violent Offender | 311.W |
| | A | Criminogenic Risk Reduction Group Facilitation using Motivational Interviewing | 312.W |
| Problem Gambling | A | Problem Gambling Training Institute (Mon. morning - Thurs.) | 190.M.T.W.Th |
| Addiction Fundamentals | O, A | Understanding Addiction and Guiding People to Recovery | 321.W |
| Clinical Skills in Client Centered Care - Working in an Integrated Care Environment | T | Understanding and Using the Revised ASAM Criteria | 331.W |
| | T | Treatment Planning: Translating Required Paperwork into Clinically Useful Information | 332.W |
| Effective Addiction Treatment Skills | T | The Power of Groups Using Motivational Interviewing | 333.W |
| | T, R, A | Foundations of Substance Use Disorder Treatment | 334.W |
| | T | Introduction to Behavioral Addictions | 335.W |
| Effective Addiction Treatment Skills - Taught in Spanish: | T | "Prevención de Recaídas: Desarrollando Capital de Recuperación (Relapse Prevention: Building Recovery Capital) Spanish Language Class" | 336.W |
| Pharmacotherapy Treatment for Substance Use Disorders | T | Medication Assisted Treatment: Ethics and Reducing Stigma | 337.W |
| Integrated Behavioral Health Services | T, R | Depressive Symptoms in Early Recovery | 338.W |
| | T, R | Human Development: Implications for human service professionals | 339.W |
| Adolescents and Young Adults Prevention | P, I, T | Anger Aside: Strategies for Adolescents and Young Adults | 341.W |
| Prevention | P, I | Substance Abuse Prevention Skills Training (Mon. morning - Thursday) | 191.M.T.W.Th |
| Engagement Strategies in Prevention, Mental Health Promotion, and Recovery | P, R, I, T, A | Community Organizing for Prevention and Recovery | 351.W |
| Recovery Services | R, A | Operating a Recovery Center | 361.W |
| | R, A | Recovery Coach Academy (Mon. morning - Thursday) | 192.M.T.W.Th |
| Reducing Behavioral Health Disparities | A | Cultural Competency | 371.W |
| | A | Substance Use and Abuse in the Military: Cultural and Legal Aspects | 372.W |
| | T, R | Co-Occurring Disorders of Cognitive Disabilities and Substance Use | 373.W |
| Current Drug Trends | A | Huffing: I'm Not Using Drugs!!! | 381.W |

Thursday Courses

Th = Thursday (June 11 from 10:00 a.m. – 4:30 p.m.)

| Focus Area | Field | Sessions | ID |
|---|---------------|---|--------------|
| Certification In Operational Management: Addiction Field Concentration Part 2 | A | Strategic Planning and Project Oversight | 401.Th |
| Working with the Criminal Justice Involved Population | A | Treatment Planning (MATRS) for Criminal Justice | 411.Th |
| Problem Gambling | A | Problem Gambling Training Institute (Mon. morning - Thurs.) | 190.M.T.W.Th |
| Addiction Fundamentals | T, R | Neurobiology of Addiction | 421.Th |
| Clinical Skills in Client Centered Care - Working in an Integrated Care Environment | T | Screening, Brief Intervention and Referral to Treatment (SBIRT) | 431.Th |
| | T | Customer Service in Behavioral Health | 432.Th |
| Effective Addiction Treatment Skills | T | Motivational Interviewing Refresher | 433.Th |
| | T | Relapse Prevention | 434.Th |
| Pharmacotherapy Treatment for Substance Use Disorders | T | Medication Assisted Treatment and Recovery for Substance Use Disorders | 435.Th |
| Integrated Behavioral Health Services | T, R | Responding to Crisis and Emergencies with People with Co-occurring Disorders | 436.Th |
| | T, R | Personality Disorders and Addiction | 437.Th |
| | T, R | Anger and Rage Addiction & The Self Pact: New Light on an Old Nemesis | 438.Th |
| Adolescents and Young Adults | O, A | Engaging Young People in Recovery | 441.Th |
| Prevention | P, I | Substance Abuse Prevention Skills Training (Mon. morning - Thursday) | 191.M.T.W.Th |
| | P, I | School-Based Prevention: Connectedness and Positive Climate as Protective Factors | 451.Th |
| | P, I | Basic Facilitator Skills | 452.Th |
| Engagement Strategies in Prevention, Mental Health Promotion, and Recovery | P, R, I, T, A | Opioid Overdose Prevention Community Strategies | 453.Th |
| Recovery Services | R, A | Recovery Planning | 461.Th |
| | R, A | Recovery Coach Academy (Mon. morning - Thursday) | 192.M.T.W.th |
| Reducing Behavioral Health Disparities | A | Hepatitis C: Capacity Building for Behavioral and Health Care Professionals | 471.Th |
| | A | The Missing Component in Women's Treatment | 472.Th |
| Current Drug Trends | A | Current Trends in Street Drugs & Prescription Medications: Bath Salts, Spice/K2, Molly, Hydro, P-dope | 481.Th |

Courses have been assigned into special focus areas that may be of interest to people who are working in a particular discipline, or for those who wish to focus on a certain content area during their time at the program. Most people take a different course each day, but a small number of courses meet for 2 or 4 days. Multi-day courses are noted in their description. Courses meet during the day or days indicated after the course number:

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Courses are an important part of the program. A previous participant noted:

"I thought the number of training opportunities was very helpful. I appreciated the number of different presentations I was able to attend and the variety of the trainings. It was really a lot of material presented in 4 days. Great value for the cost. I felt like I walked away with a lot of information."

Course Offerings:

A large variety of courses has been developed for people coming from multiple disciplines or service settings. Courses are designed to help professionals work on licensure or certification, keep abreast of current topics and evidence-based practices, and bringing specific skills to their behavioral healthcare organization in the current healthcare reform environment.

MONDAY MORNING OPTIONAL PLENARY - MONDAY, JUNE 8, 2015 - 9:00 AM – NOON

“Current and Emerging Policy Issues Impacting Addiction Prevention, Treatment, and Recovery”

Behavioral healthcare clients, direct service staff, law enforcement, those in recovery, and organizations are heavily affected by addiction and recovery policy issues made at the national, state, or local level, such as policies related to the opioid epidemic, medical marijuana, addiction and mental health parity, or healthcare integration. This optional morning plenary session will review some of the current and emerging national policy issues and their effects or potential effects on addiction services.

Target Audience:

All Interested

MONDAY AFTERNOON COURSES: MONDAY, JUNE 8 FROM 2:15 - 5:30 P.M.

Certification in Operational Management: Addiction Field Concentration:

The Addiction Technology Transfer Center of New England and NEIAS will jointly offer the courses necessary to earn a Certificate in Operational Management: Addiction Field Concentration the New England School of Addiction Studies and at the at the Best Practice School. Those wishing to earn the certification must attend all eight days of training. However, each course is open to interested attendees who may attend only the days that are relevant to their interests and earn appropriate continuing education credits.

The curriculum for the certification has been designed specifically to address the non-treatment aspects of running an agency or large program within a governmental agency, a private nonprofit or a business. Too often, strong clinicians don't get the training and assistance they need to grow into effective chief operating officers. This certificate has been designed to meet that clear need within the field.

The certificate program consists of two parts that each includes four days of training. Four days of training were offered at the Best Practices School in 2013 and, for those who wish to begin the certificate program this June, the other four days will be offered again at the Best Practices School from August 25 – 28, 2014.

Summer School Session (June 8 – 11, 2015, Worcester, MA):

- Marketing Addiction Treatment, Prevention and Recovery Programs
- Developing Leaders within Your Organization
- Strategic Planning and Project Oversight
- Increasing Revenue? Is the focus dollars and cents or dollars and sense?

Best Practices Session (August 24 – 27, 2015, Waterville Valley, NH):

- Effective Human Services Management
- Fiscal Management and Financial Oversight
- Human Resource and Labor Laws

Target Audience:

This program is intended for those in the substance use disorder treatment, prevention, recovery and related professions who are tasked with the responsibility of effectively managing the functions of a department, program, or agency (or who aspire to such a role).

Certification in Operational Management - Addiction Field Concentration:

101.M Marketing Addiction Treatment, Prevention and Recovery Programs

Most addiction treatment, prevention and recovery programs do not have the luxury of big marketing budgets or even a designated staff marketing person. Coupled with the stigma that comes along with substance use disorders, marketing and branding an organization becomes challenging, to say the least. Managers are tasked with promoting programs on shoestring budgets and little education on the intricacies of marketing. This course will examine various concepts and strategies for developing an integrated marketing communications plan - that includes traditional and social media strategies - within your organization.

Learning Objectives:

After taking this course, participants will be able to:

- Understand the basics of branding an organization;
- Understand what an integrated marketing communications plan is;
- Provide examples of how social media can be used to support marketing and branding efforts; and
- Provide examples of how external communications can support marketing and branding efforts.

Target Audience:

Prevention professionals, recovery support staff, members of coalitions and recovery community organizations, clinicians, supervisors and program managers who wish to learn more about the topic

Content Level:

Intermediate to Advanced

Working with the Criminal Justice Involved Population:

111.M Introduction to Drug Courts

Drug courts are a highly effective, evidence-based justice intervention for people with drug addiction. In lieu of traditional justice system case processing, eligible persons may be sent to a drug court, where they receive treatment, related services, and close supervision. This course will provide an overview of drug courts and how they operate. Opportunity will be provided for questions and answers. Information about how to join a New England Drug Court team will also be addressed.

LEARNING OBJECTIVES:

Participants will be able to:

- Discuss how a drug court functions; and
- Describe an appropriate candidate for drug court.

TARGET AUDIENCE:

All interested in learning more about drug courts.

CONTENT LEVEL:

Core to Advanced

Problem Gambling:

190.M.T.W.Th Massachusetts Council on Compulsive Gambling Training Institute (Monday – Thursday)

Victor Ortiz, MSW, LADC I, CADC II (MA)

IMPORTANT NOTE:

This course will begin meeting at 9:00 a.m. Monday, and may at times operate on a different schedule from other classes, in order to cover content.

The Massachusetts Council on Compulsive Gambling Training Institute will provide this gambling-specific training for social services providers leading to becoming a Massachusetts Problem Gambling Specialist (MA-PGS).

Participants will attend four (4) days of training on gambling specific topics with the overall goal of preparing experienced clinical practitioners for pursuing problem gambling certification. Each day will cover clinical information to educate and advance clinicians working in the fields of addiction and mental health.

LEARNING OBJECTIVES:

Day 1 – **Introduction to Problem Gambling-** At the end of the day, participants will be able to:

- Identify stages, signs, symptoms and progression of problem gambling
- Identify and discuss research reports of prevalence rates with respect to problem gambling

- Explain risk factors associated with Gambling Disorders
- Discuss history and development of the problem gambling field; with emphasis on state of MA and the field of addiction
- Discuss a public health framework for addressing disorder gambling
- Describe similarities and differences with substance abuse and mental health disorders
- Describe the various challenges in identifying disorder gambling
- Describe the Addiction Syndrome Model

Day 2 – **Assessment and Diagnosis of Gambling Disorders** - At the end of the day, participants will be able to:

- Describe DSM-5 diagnostic criteria for Gambling Disorders
- Describe suicidal rates and common clinical presentation of problem gamblers
- Describe strategies in risk assessment and safety planning
- Describe strategies in establishing a therapeutic alliance

Day 3 – **Working with Special Populations: African-Americans and Latinos** -At the end of the day, participants will be able to:

- Explain gambling behaviors in the African-American and Latino/as community
- Explain barriers to prevention, treatment, and aftercare services
- Understand the cultural characteristics of African-American and Latino/as
- Identify effective strategies and techniques
- Explain health disparities within marginalized communities.
- Identify resources and current initiatives

Day 4 – **Integrating Recovery Supports into Clinical Practice**- At the end of the day, participants will be able to:

- Explain recovery oriented systems of care and recovery capital
- Identify recovery support services
- Explain recovery supports and integrating strategies
- Identify Gamblers Anonymous (GA) and Gam-anon meetings and resources in their regions and describe similarities and differences with other 12-step style meetings.

IMPORTANT NOTE: *This course will begin meeting at 9:00 a.m. Monday, and may at times operate on a different schedule from other classes, in order to cover content.*

TARGET AUDIENCE:

Clinicians who wish to pursue problem gambling specialist certification or learn more about problem gambling.

CONTENT LEVEL:

Intermediate to Advanced

Addiction Fundamentals:

121.M Etiology and Epidemiology of Addiction

Michael Gaudet, LICSW, LCDP (MA)

Why are some people addicted to substances and others are not? What exactly is addiction, anyway, and just how bad is this problem in the United States? This course will examine the various definitions of addiction and the differing approaches to recovery. In addition, discussion will focus on the incidence of addiction in the United States with specific attention to the factors influencing the frequency and distribution of addiction.

LEARNING OBJECTIVES:

Participants will:

1. Explore the various definitions and understandings of addiction;
2. Be able to identify the different recovery approaches that have evolved from these etiological differences; and
3. Increase awareness of the growing problem of addiction in the United States.

TARGET AUDIENCE:

Addiction counselors who are new to the field and all who wish to learn more about addiction

CONTENT LEVEL:

Core

Clinical Skills in Client Centered Care - Working in an Integrated Care Environment:

131.M Effective Utilization Of Clinical Documentation

Susan Carreiro - Penacho, MA (RI)

Clinical documentation is a standard requirement for all treatment settings. It is needed in order to reflect medical necessity of ongoing care as well as to provide a road map of the individual's course in treatment. While most professionals are able to verbally reflect what has taken place in a session or what their current treatment recommendations, many struggle with how to document in a manner that accurately communicates their assessments. In addition documentation often times becomes standardized and specific to the treatment setting. This can unintentionally lead to generalized progress notes and treatment planning. This training will review the standard requirements as outlined through CARF and JCAHO related to clinical documentation, paying close attention to the suggested criteria for comprehensive progress notes, treatment plans and biopsychosocials. We will also look at the challenges clinicians are encountering in different treatment settings, which sometimes interfere with the ability to provide quality documentation. The training will end with a session of brainstorming and identifying ways to make adjustments in programs to support ongoing improvement in clinical documentation.

LEARNING OBJECTIVES:

Participants will:

- Develop an understanding 10 recommended areas included in the development of a good progress note and where to most appropriately place the information within the DAP format;
- Explore/Identify challenges to effective documentation;
- Increase clinical skill in identifying areas of treatment plans that can be improved, specifically focusing on ability to identify problem statement, long term goals/short term goals that are realistic and individualized. In addition clinicians will be able to develop a better understanding of this clinical tool and a mean of effective implementation; and
- Review and identify ways to present questions during assessments to initiate open dialogue between clinician and patient.

TARGET AUDIENCE:

Clinicians

CONTENT LEVEL:

Core to Intermediate

132.M Connecting Medicine and Substance Use Services

Diane Geyer, LADC, LCPC, CCS, NCC (ME)

This course is designed to introduce and support the Behavioral Health Professional interested in working in the world of Integrated Care. We will discuss competencies and the cultural shift for clinicians providing whole person care on an interdisciplinary team. We will look at the impact substance use has on multiple medical conditions seen in primary care clinics, integrated practices and >>> hospitals. We will consider screening not only as a tool to detect risky substance use behaviors but as a means to prevent the medical conditions associated with the chronic health condition of addiction.

LEARNING OBJECTIVES:

Participants will:

- Identify at least one screening tool and/or technique that can be used in screening; Identify three medical complications that can be prevented through brief screening;
- Understand the biological and medical complications caused by various substances; and

- Understand the benefits of integrated care for the patient, the medical staff and you.

TARGET AUDIENCE:

Clinicians and healthcare professionals

CONTENT LEVEL:

Core to Advanced

Effective Addiction Treatment Skills:

133.M Understanding the Role of Treatment in Recovery

Stephen Gumbley, MA, ACDP II (RI)

This course will review the role of treatment in the larger recovery process. The pathway to recovery may include one or more episodes of psychosocial and/or pharmacological treatment. The role of the treatment team in supporting recovery will be discussed.

LEARNING OBJECTIVES: Participants will:

- Understand the varieties of the recovery experience;
- Review the role of treatment within the recovery experience; and
- Articulate how clinicians can support recovery.

TARGET AUDIENCE:

Counselors, licensed mental health professionals, social workers, recovery coaches, peer supporters, prevention specialists, and other social service professionals

CONTENT LEVEL:

Core to Advanced

134.M Ethics and Liability in the Addiction Field

Frederic G. Reamer, PhD (RI)

This workshop will provide an overview of ethical and liability issues related to addiction treatment and intervention. Ethical and liability issues will be reviewed concerning work with individuals, families and groups. Key topics include: confidentiality and privacy, boundary issues and dual relationships, negligent intervention, impaired professionals, client records and documentation, and termination of treatment. Emphasis will be on strategies for preventing ethical dilemmas and liability risks. Participants will be acquainted with emerging ethical challenges associated with professionals' increasing use of digital technology to deliver services.

LEARNING OBJECTIVES: Participants will be able to:

- Identify three ethical and liability issues that may emerge when working with individuals, families, and groups;
- Name two confidentiality and privacy considerations; and
- Discuss three strategies for preventing ethical dilemmas and liability risks.

TARGET AUDIENCE:

Clinicians

CONTENT LEVEL:

Core to Advanced

Integrated Behavioral Health Services:

135.M Understanding Psychopharmacology

Maggie Carr, PMHCNS, CARN (MA)

Use of psychiatric medications has become standard in the treatment of mental health and addictive disorders. This course will provide an overview of normal brain function, abnormal brain function of mental health disorders, and the biological impact of these medications. Biological material is presented in an understandable manner so “sciencephobics” may attend with ease.

OBJECTIVES:

Participants will be able to:

- Understand normal brain function as baseline information and the biological abnormalities that accompany mental health disorders;
- Identify the classes of psychotropic medications and provide examples;
- Understand the mechanics of how psychotropic medications function; and
- Be an informed advocate for clients regarding medications.

TARGET AUDIENCE:

Clinicians and others interested in understanding the neurobiology of mental illness and how psychiatric medications work to stabilize mental health disorders

CONTENT LEVEL:

Core to Advanced

136.M Gender – Responsive Trauma Services

Kath Schilling, MEd, CAS, LADC I (MA)

Trauma-informed services are based on an understanding of the impact of trauma on the lives of survivors and includes services that help individuals begin to heal from trauma. Trauma comes from many different sources, and appropriate trauma – informed services address sex and gender.

LEARNING OBJECTIVES: Participants will:

- Name two important considerations to ensure that trauma services are gender responsive; and
- List two interventions that appropriately respond to gender considerations.

TARGET AUDIENCE:

Counselors, prevention specialists, licensed mental health professionals, social workers, recovery coaches, peer supporters, and other social service professionals

CONTENT LEVEL:

Core to Advanced

Adolescents and Young Adults:

141.M.T Youth Treatment in Practice: A Community and Motivational Approach (Monday afternoon - Tuesday)

Steven M. Chisholm, MA (MA)

Proper assessment and engagement of at risk youth is critical if we are to make meaningful and lasting impacts. The interventions and techniques covered in this workshop have been used successfully in outpatient, residential, and drug-court settings, among others. Participants will learn the skills needed to help young people address substance use, increase social stability, improve their mental health, and improve overall life satisfaction. Family components of care will also be reviewed. Various assessment tools will be provided, along with skill building and role-plays using motivational and cognitive-behavioral approaches. This workshop draws heavily from the Adolescent Community Reinforcement Approach (A-CRA), a well-tested youth and family evidence-based practice.

LEARNING OBJECTIVES:

Participants will be able to:

- Identify the most common drugs of misuse, challenges, and problem domains impacting at risk youth; -
- Describe strategies to provide developmentally-appropriate, behavioral treatment for young persons (ages 12 to 24) with substance use disorders;
- Discuss how to engage and assist families in the treatment process; and
- Name the specific core intervention strategies used in the Adolescent Community Reinforcement Approach (A-CRA), a well-tested youth and family evidence-based practice.

TARGET AUDIENCE:

Case managers, counselors, prevention specialists, drug court personnel, youth workers, and those working with youth showing signs of substance misuse and addiction.

CONTENT LEVEL:

Intermediate

Prevention:

191.M.T.W.Th Substance Abuse Prevention Skills Training (Monday morning through Thursday)

Jo Romano, CPS, CCC (VT) and Marissa Carlson (NH)

IMPORTANT NOTE:

This course will begin meeting at 9:00 a.m. Monday, and may at times operate on a different schedule from other classes, in order to cover curriculum content. Participants will be required to take an online course the week before the New England School takes place.

This course will prepare individuals working in the prevention and health promotion fields with a foundation for engaging in a comprehensive, data-driven strategic planning process guided by SAMHSA's Strategic Prevention Framework. Participants will explore the role of promotion and prevention in the behavioral health continuum of care, identify research-based risk and protective factors for behavioral health problems, and begin to develop a logic model to guide the planning and evaluation of prevention approaches. Using a case example, participants will have an opportunity to practice basic assessment, planning, capacity building, and evaluation skills within a specific cultural context.

LEARNING OBJECTIVES:

Participants will be able to:

- Explain the role of promotion and prevention in the continuum of care and public health;
- Describe and apply the steps of the Strategic Prevention Framework: assessment, capacity building, planning, implementation, and evaluation;
- Develop a community-based logic model that relates risk and protective factors and selected interventions to desired program outcomes; and
- Discuss the role of cultural competency and sustainability in promotion and prevention.

TARGET AUDIENCE:

Persons working in substance use/misuse prevention and other areas of prevention and health promotion. Pre-Requisite: Participants will be required to take an online course the week before the New England School takes place.

CONTENT LEVEL:

Core

151.M Social Norms Marketing: From Theory to Practice

Presenter: Tracy Desovich (MA)

Social norms marketing is an effective substance use/misuse prevention strategy. In this interactive workshop, participants will learn the theory and practice behind positive social norms marketing and describe the steps in effectively implementing it in their own communities. Staff from Massachusetts communities will be featured and will discuss lessons learned, implementation tips and challenges. Participants will have the opportunity to share ideas, best practices and challenges with colleagues.

LEARNING OBJECTIVES:

Participants will:

- Explain social norms marketing as part of a comprehensive substance abuse prevention strategy;
- List the necessary steps for a successful social norms marketing campaign;
- Implement and evaluate a social norms marketing strategy and/or a social marketing strategy; and
- Connect with other prevention practitioners implementing campaigns.

TARGET AUDIENCE:

Prevention specialists

CONTENT LEVEL:

Intermediate

Engagement Strategies in Prevention, Mental Health Promotion, and Recovery

152.M Addressing the Opioid Crisis through Community-Based Prevention

Carl Alves (MA) and Gary Langis (MA)

The changing landscape of healthcare, coupled with the rise in opioid overdose and increased community engagement provide a unique opportunity for preventionists, treatment providers and the recovery community to pool resources, in order to make lasting change in opioid misuse and overdose. The MassTAPP team of Gary Langis and Carl Alves will present an interactive half-day workshop that will provide participants with general information, trends and best practices about how communities can work together to overcome the opioid epidemic.

LEARNING OBJECTIVES:

Participants will be able to describe:

- Overview/History of Opioids and Naloxone;
- Current New England trends and government strategies;
- Reducing the Stigma of Addiction, Recovery and Treatment; and
- What's working in prevention and how you can get involved.

TARGET AUDIENCE:

Prevention and intervention professionals and all others interested in this topic

CONTENT LEVEL:

Core to Advanced

161.M Our Stories Have Power: Recovery Community Messaging Training

Justin Luke Riley (CO)

Growing numbers of people in recovery and family members are talking about their recovery – to family members, employers and friends – and in the media. Sometimes they are giving “human interest” to a story or creating media stories because of the work that they are doing in their communities. The media help us reach policy and decision makers, educate the public and recruit new members to our growing movement. Faces & Voices of Recovery has found a way to describe and talk about recovery so that people who are **NOT** part of the recovery community understand what we mean when we use the word “recovery.” One of the important findings from our research is that the general public believes that the word recovery means that someone is trying to stop using alcohol or other drugs. This hands on curriculum, developed by Faces and Voices of Recovery, provides practical opportunities to sharpen your skills as a recovery communicator, strategize with other recovery leaders, then take home new tools that you can use in your community.

LEARNING OBJECTIVES:

Participants will be able to:

- Describe two important considerations for describing recovery to people who are not part of the recovery community;
- Identify two strategies for delivering effective recovery messaging; and
- Take home practical tools from the FAVOR curriculum to utilize in their communities.

TARGET AUDIENCE:

Recovery community members and all recovery allies who wish to enhance their communications skills to promote recovery

CONTENT LEVEL:

Core to Advanced

Recovery Services:

192.M.T.W.Th Recovery Coach Academy (Monday morning through Thursday)

James Wuelfing, CARC (MA)

IMPORTANT NOTE:

This course will begin meeting at 9:00 a.m. Monday, and may at times operate on a different schedule from other classes, in order to cover content.

This course is CCAR's Recovery Coach Academy. A Recovery Coach is anyone interested in promoting recovery by removing barriers and obstacles to recovery and serving as a personal guide for people seeking or already in recovery. The Recovery Coach Academy (RAC) is a five-day training opportunity designed for those interested in becoming actively involved in serving as a recovery coach. The training will provide participants a comprehensive overview of the purpose and tasks of a recovery coach and will explain the various roles played by a recovery coach. The training will provide participants tools and resources useful in providing recovery support services and emphasizes the skills needed to link people in recovery to needed supports within the community that promote recovery.

Unequivocally, recovery coaches do not provide clinical services. They do, however sometimes work with people experiencing difficult emotional and physical states. As a result, the training provides participants with a basic understanding crisis intervention and how to respond in crisis situations. In addition, skills and tools on effective communication, motivational enhancement strategies, recovery action planning and cultural competency will be offered.

OBJECTIVES:

Participants will be able to:

- Describe the roles and functions of a recovery coach;
- List the components, core values and guiding principles of recovery;
- Build skills to enhance relationships;
- Discuss co-occurring disorders and medicated assisted recovery;
- Describe stages of change and their applications;

- Address ethical issues;
- Experience wellness planning; and
- Practice newly acquired skills

TARGET AUDIENCE:

Recovery coaches and those wishing to become recovery coaches

CONTENT LEVEL:

Core – Intermediate

Reducing Behavioral Health Disparities:

171.M Substance Use Disorder and Mental Health Problems Among Older Adults: The Challenge of Assessment, Intervention and Treatment

Gerald D. Shulman, M.A., M.A.C., FACATA (FL)

Older adults are admitted to acute care hospitals more for alcohol-related disorders than for heart attacks!!! This workshop will describe the challenges of assessment, intervention and treatment of older adults with substance use and co-occurring mental health problems. There will be discussion of six major problems areas encountered when working with older adults with substance-related disorders: (1) identification; (2) diagnosis; (3) assessment; (4) intervention; (5) referral; and (6) treatment. Appropriate responses to problems in each of the areas will be presented. A broad-based gerontological assessment process will be discussed with emphasis on co-occurring disorders. Older adult specific assessment instruments for depression, dementia and substance use disorders will be presented, including the newest screening instrument for problems with alcohol, prescribed and over-the-counter medications. As part of good mental health, the myths and realities of sexuality among older adults will be discussed.

LEARNING OBJECTIVES:

At the conclusion of the workshop participants will be able to:

- Identify 5 diagnostic problems with older adults;
- Identify 3 characteristics that discriminate between early- and late-onset alcoholics;
- Select the most appropriate screening instruments for substance use disorders and depression in older adults; and
- Identify the 3 factors most likely to motivate older alcoholics to change their behavior.

TARGET AUDIENCE:

All treatment providers.

CONTENT LEVEL:

Core to Advanced

172.M Addicted and Pregnant: Addressing the Dangers

Trudee Ettliger PHD, APRN, LADC, CCHP, CCS (VT)

Substance use during pregnancy carries severe hazards for both the mother and her baby. The pregnancy consequences and neonatal complications can be profound. This workshop will review the risks associated with substances and drugs for pregnancy outcomes. The workshop will also present sets of interventions and treatment approaches that may help substance-abusing pregnant women understand the dangers and move away from the destructive behaviors.

Course Objectives:

Participants will:

- List the effects of drugs and substances commonly used by addicted pregnant women
- Discuss the use of medication assisted treatment for opiate addicted pregnant women
- Describe prevention efforts, early intervention, and treatment approaches to address the special needs of substance-abusing pregnant women and their newborns.

Target Audience:

Staff working in Treatment, Mental Health, Recovery, and Family services

Content Level:

Core to Advanced

Mindfulness and Self Care:

181.M Trauma Sensitive Mindfulness Practice as Recovery Maintenance

Angela T. Jones, MLADC, RYT (NH)

Participants can expect to experience three distinct mindfulness practices proven effective at reducing stress and increasing recovery maintenance skill development, including scripts that can be used by the participants in their treatment settings. We will review associated scientific evidence and research supporting the use of these practices as part of substance use and mental health recovery maintenance, as well as prevention. We will also discuss what defines a practice as "trauma-sensitive".

LEARNING OBJECTIVES:

Participants will:

- Experience at least 3 mindfulness practices;
- Understand trauma-sensitive practice characteristics;
- Identify associated evidence-based research, ie; the ACE study & others; and
- Learn about the anatomy and mechanics of breathing associated with the "relaxation response".

CONTENT LEVEL:

Core to Advanced

TARGET AUDIENCE:

All Interested

TUESDAY, JUNE 9 FROM 8:30 A.M. - 5:15 P.M.

Certification in Operational Management: Addiction Field Concentration

201.T Developing Leaders within Your Organization

Linda Hurley, MA, CAGS, LCDCS, CCJP (RI)

Developing the capabilities of employees and helping cultivate their careers is an important aspect of management. The development of talent remains a constant responsibility and key to strategic success and sustainability. While helping emerging leaders to focus on reframing their role within an organization, learning opportunities should particularly integrate skills with strategic initiatives. In addition to skills and application opportunities, leadership development and critical skills can be built into everyday work. This presentation will include “real world” examples of strategic leadership development and retention within an addiction services organization.

LEARNING OBJECTIVES:

Participants will be able to:

- Describe two ways that skills development can integrate with strategic initiatives; and
- Give an example of a leadership learning opportunity that can be incorporated into day to day work.

TARGET AUDIENCE:

This program is intended for those in the substance use disorder treatment, prevention, recovery and related professions who are tasked with the responsibility of effectively managing the functions of a department, program, or agency (or who aspire to such a role).

CONTENT LEVEL:

Intermediate to Advanced

Working with the Criminal Justice Involved Population:

211.T Behavioral Management in the Criminal Justice Population: Applying Motivational Incentives to the Offender Population

John C. Gramuglia, MBA, LICSW, MLADC, LCS (VT) and Mike Lyon (VT)

This course is based on the National Institute on Drug Abuse Blending Team Product: Promoting Awareness of Motivational Incentives, a package of tools and training resources that introduce the principles and evidence base behind the clinical use of motivational incentives. This adaptation combines that original work with the collective work of NIDA, SAMHSA, the National Institute of Corrections, and the experience of corrections professionals. Participants will learn a blueprint for the development of science-based behavioral management programs specifically designed for the criminal justice involved population.

LEARNING OBJECTIVES:

Participants will:

- Describe the principles of the clinical use of motivational incentives; and
- Review a blueprint for specifically applying these tools to work with the criminal justice involved population.

TARGET AUDIENCE:

Those who work with the criminal justice involved population

CONTENT LEVEL:

Core to Advanced

Problem Gambling:

190.M.T.W.Th Compulsive Gambling Training Institute (Mon. morning – Thurs.)

Continues. Refer to Monday course description.

Addiction Fundamentals:

221.T Regenerating Networking Chemically Dependent Families

William Mock PhD, LISW, LICDC, SAP (OH)

Active chemical dependency represents an ongoing change process for the family. The family makes slow, incremental, adaptive changes over time in response to the steady progression of the disease. The solution often becomes worse than the problem. Proven and accepted family techniques in the right measure and right order, reverse this toxic process. Participants will know the core regeneration networking principle, and be able to identify four techniques for using this technology with families affected by substance use disorders.

LEARNING OBJECTIVES:

At the conclusion of the presentation, participants will be able to:

- Describe the change process for a family affected by addiction; and
- Review core regeneration networking principles.

TARGET AUDIENCE:

Clinicians, those working in recovery support, and others interested in learning more about supporting families

CONTENT LEVEL:

Core to Advanced

Clinical Skills in Client Centered Care - Working in an Integrated Care Environment:

231.T The DSM 5 for Addiction Clinicians

Gerald D. Shulman, M.A., M.A.C., FACATA (FL)

This presentation will begin with the controversies surrounding the development of the DSM-5. It will go on to describe the new diagnostic criteria for substance use disorders comparing the DSM -IV and the new DSM-5 and the implications for the old diagnoses of abuse and dependence. Emphasis will be placed on the new diagnostic category of Substance Use and Addictive Disorders and those mental health disorders most likely to be found co-occurring with substance use disorders. A two-item screen for Gambling Disorders will be offered. A risk model for determining severity of addictive disorder keyed to the DSM-5 Substance Use Disorder Criteria and associated treatment interventions will be presented.

LEARNING OBJECTIVES:

At the conclusion of the presentation, participants will be able to:

- Compare the diagnostic criteria for substance use disorders in the DSM-IV and DSM-5;
- Describe how the DSM-5 categories of Mild, Moderate and Severe compare to the DSM-IV categories of Abuse and Dependence;
- Understand the value of maintaining the DSM-IV Axis system for purposes of assessment, if not for diagnosis;
- Identify the 5 most common mental health disorders that co-occur with substance use disorders; and
- Explain why some people described as “alcoholics” can apparently return to non-problem drinking.

TARGET AUDIENCE:

Addiction Clinicians

CONTENT LEVEL:

Intermediate to Advanced

NOTE: This course may be especially useful in combination with the ASAM course on Wednesday.

Effective Addiction Treatment Skills

232.T Motivational Interviewing: the Basics

Stephen Andrew, LCSW, LADC, CCS, CGP (ME)

This is an introduction to the evidence-based clinical method of motivational interviewing (MI). After orientation to the underlying spirit, structure and principles of MI, practical exercises help participants to strengthen empathy skills, recognize and elicit patient change talk, and roll with resistance. The use of patient/client assessment feedback in MI is explained. Research evidence is reviewed for the efficacy of Motivational Interviewing and for the importance of the criminal justice, health-care, mental health provider and the client/patient relationship in positive outcomes.

LEARNING OBJECTIVES:

Participants will:

- Describe three aspects of the spirit of motivational interviewing;
- Explain the difference between MI and client/patient- centered;
- Demonstrate the ability to respond to patients with empathic reflective statements;
- Identify change talk within client/patient speech;
- Generate empathic reflections & open questions designed to elicit change talk;
- Generate MI-consistent responses to patient/client resistance statements;
- Differentiate commitment language from other forms of change talk;
- Provide an empathic summary statement collecting change talk; and
- Identify problem areas for which MI has been shown to be effective.

TARGET AUDIENCE:

Clinicians and others wishing to learn MI techniques.

CONTENT LEVEL:

Core to Intermediate

233.T Introduction to Cognitive Behavioral Therapy

Michael Gaudet, LICSW, LCDP (MA)

The single most widely used treatment for addictions is Cognitive- Behavioral Therapy (CBT). Participants will learn the elements of CBT, discover how to apply CBT theories and techniques in therapy. This course is geared toward helping clinicians improve their practice of CBT.

LEARNING OBJECTIVES:

Participants will:

- Learn how CBT addresses addiction symptoms;
- Describe the elements of CBT; and
- Discuss CBT techniques and structured activities.

TARGET AUDIENCE:

Clinicians

CONTENT LEVEL:

Intermediate

234.T The 12 Core Functions of an Addiction Counselor

Susan Carreiro - Penacho, MA (RI)

This course will provide a comprehensive overview of the 12 core functions of an addiction counselor: Screening, Intake, Orientation, Assessment, Treatment Planning, Counseling, Case Management, Crisis Intervention, Client Education, Referral, Reports/Record Keeping and Consultation with Other Professionals in Regard to Client Treatment/Services.

LEARNING OBJECTIVES:

Participants will:

- Develop their knowledge regarding the core functions of an addiction counselor;
Learn to assess and identify ways to engage patients throughout the various phases of treatment;
- Develop an understanding of the benefits and challenges within various treatment settings;
- Increase preparedness for the examination related to Certification for Addiction Counselors; and
- Increase the entry-level competence of counselors seeking certification as an Addiction Counselor.

TARGET AUDIENCE:

Addiction Counselors

CONTENT LEVEL:

Core

235.T Confidentiality and Boundaries in Ethical Decision Making

Robert Long, LADC, LCPC, CCS (ME)

Individuals new to addiction counseling face many unique challenges understanding confidentiality requirements and other differences between the mental health and substance abuse systems. Another area of significance for new counselors is maintaining appropriate boundaries. It is critical that new counselors understand their professional role and are comfortable in establishing boundaries that support appropriate client/counselor relationships. This course, taught by an experienced professional, will enable those newer to counseling roles to develop a foundation for meeting the ethical expectations related to these and other clinical dilemmas.

This course will provide practical information that all counselors should be able to utilize as they begin their professional work in this field.

LEARNING OBJECTIVES:

The learning objectives of this course are focused on the Why, How, and What, Aspects of Ethical Decision Making.

1: Why?

Participants will be able to describe key aspects of why:

- Ethics are essential in our profession?
- Do professionals commit ethical breaches?
- Do risky situations develop?

2: How?

Participants will be able to:

- Describe the use and limits of codes of ethics.
- Identify the key elements contained in the code of ethics related to their individual clinical license(s).
- Describe the importance and use of a model for ethical decision making

3: What?

Participants will be able to

- Describe the confidentiality requirements related to the treatment of substance use disorders.
- Apply a model for ethical decision making to address ethical issues, particularly those regarding confidentiality and boundary related issues.

TARGET AUDIENCE:

New counselors

CONTENT LEVEL:

Core

Pharmacotherapy Treatment for Substance Use Disorders:

236.T Medication Assisted Therapy of Opioid Dependence with Suboxone

Tom Harrison, LADC and Brattleboro Retreat Team: Geoffrey P. Kane, MD; John Murphy, DO; Allison Nadeau, LADC (VT)

Misuse of opioids, especially prescription pain medication, is epidemic in the United States. Society's responses should include reducing the supply and reducing the demand for these substances. One aspect of demand reduction is to treat the individuals who are already drug dependent. High relapse rates can generally be improved when treatment includes an opioid agonist medication (methadone or buprenorphine). "Starting Now–MAT" at the Brattleboro Retreat, Brattleboro, Vermont, is a long-term, abstinence-oriented group therapy program for the treatment of opioid dependence. The program provides pharmacological assistance with buprenorphine. This presentation will describe our program and will also include overviews of the neurobiology of addiction and recovery.

LEARNING OBJECTIVES:

After attending this training session participants will be able to:

- Summarize the pharmacological action of opioids, including buprenorphine;
- Identify the basic neurobiological structures involved in the addiction to opioids;
- Name at least three characteristics of successful opioid addiction treatment, both old and new;
- Specify 3 advantages of regular and random urine drug testing in the treatment of opioid dependence;
- Become familiar with relapse prevention strategies for opioid dependent clients; and
- Understand the fundamentals of the treatment of patients during pregnancy.

TARGET AUDIENCE:

Clinicians and others interested

CONTENT LEVEL:

Core to Advanced

Integrated Behavioral Health Services

237.T The Psychology of Suicidal and Self-harmful Behavior in Substance Using and Co-occurring Clients

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

This course will explore the difference between suicidal and self-harmful behavior, their clinical causes and meaning. Types of suicide and self-harmful behavior will be defined. Internal and external developmental factors of suicidal and self-harmful behaviors as coping mechanisms will be explored. An overview of diagnoses and developmental stages that increase these behaviors will be provided, as well as statistics about who is at risk and why. Identification and intervention strategies will be discussed. Finally, trauma and its impact on these behaviors will be reviewed. This course will be a combination of case studies, film vignettes, small group problem solving activities, and lecturettes.

LEARNING OBJECTIVES:

Participants will be able to:

- Discuss the difference between suicidal and self-harmful behavior;
- Name three developmental factors of suicidal and self-harmful behavior; and
- Describe three identification and intervention strategies.

TARGET AUDIENCE:

Clinicians, program managers, and clinical supervisors.

CONTENT LEVEL:

Intermediate - Advanced

238.T Holistic Functioning Model for integrated co-occurring treatment

Diane Geyer, LADC, LCPC, CCS, NCC (ME)

Chemical Dependency and Mental Health Issues impact the whole person. These disorders do not exist in isolation and one disorder does not wait for the other disorder to recover. Both interact together and must be considered together. "Holistic functioning is a psychological theory that maintains that behavior is the result of four components or factors that make up the whole person. (Whittle/ Geyer) Each component (Biological, Emotional Sociocultural, and Spiritual) in the Holistic Functioning Model interacts and impacts the other- just as the mental health condition and chemical dependency interacts and impacts each condition. Learning to use individual's strengths in any one of these areas can help the individual cope with triggers to use (chemicals-addictive behaviors) or repetitive behaviors triggering mental health symptoms. This approach can assist with relapse prevention of both conditions and help the "whole" individual heal. A clinician who is licensed in either mental health or addiction field- or dually licensed can use this model. This approach can also be shared by more than one clinician or by a team.

LEARNING OBJECTIVES:

Participants will:

- Identify the 4 components in the Holistic Functioning Model;
- Identify each components contribution to healing;
- Identify an individual's strongest component to support holistic healing; and
- Develop and Apply integrated holistic functioning to treatment planning with clients and multidisciplinary teams.

TARGET AUDIENCE:

Clinicians

CONTENT LEVEL:

Intermediate to Advanced

239.T Trauma-Informed Services for Substance Use and Mental Health Disorders

Kath Schilling, MEd, CAS, LADC I (MA)

Trauma-informed services are based on an understanding of the impact of trauma on the lives of survivors and includes services that help individuals begin to heal from trauma. Often we think of trauma as being connected to war or child abuse, but trauma comes from many different sources. While many models are available that explore the impact of trauma on behavior, there is a critical need within the addiction field to connect trauma to substance use. It is simply not possible to treat an individual's addiction without treating the entire person. Many factors such as lived experience (trauma) and mental health conditions impact a client's ability to achieve and maintain recovery. Working with clients to achieve long-term recovery requires that clinicians and counselors have a strong understanding of how mental health disorders connect to substance use patterns and addiction.

LEARNING OBJECTIVES:

Participants attending this course will:

- Develop an awareness of the prevalence and impact of trauma/violence as well as its effect on life skill development;
- Identify the basic principles of trauma-informed services;
- Recognize the centrality and pervasiveness of trauma/violence in clients affected by substance use and co-occurring disorders and identify strategies to deal with these;
- Identify strategies to create trauma-informed treatment components, such as assessment, client engagement, case management; and
- Be encouraged to present specific cases/dilemmas in order to explore how trauma might be impacting care delivery

TARGET AUDIENCE:

Counselors, prevention specialists, licensed mental health professionals, social workers, recovery coaches, peer supporters, and other social service professionals

CONTENT LEVEL:

Core to Advanced

Adolescents and Young Adults:

141.M.T Youth Treatment in Practice: A Community and Motivational Approach (Monday afternoon – Tuesday - continued)

Continues. Refer to course description on Monday.

Prevention:

191.M.T.W.Th Substance Abuse Prevention Skills Training (Monday morning - Thursday)

Continues. Refer to course description on Monday.

251.T Prevention Ethics

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

Prevention professionals regularly face situations that involve ethics, but not all are aware of their ethical responsibilities in these situations, or how to respond appropriately. Most states require six hours of prevention ethics training to meet International Certification and Reciprocity Consortium (IC&RC) standards. This workshop is designed to assist participants in understanding the types of ethical dilemmas prevention practitioners face while working in the field, and the utility of the Prevention Code of Ethics in helping them respond appropriately. Role-playing, discussions and didactic presentations will provide participants with a better understanding of the role ethics plays in prevention.

LEARNING OBJECTIVES:

By the end of the session, participants will be able to:

- Define ethics and related terms;
- Explain key concepts from each of the six principles of the Prevention Code of Ethics; and
- Describe a four-step decision-making process prevention professionals can use to resolve ethical dilemmas.

TARGET AUDIENCE:

Prevention professionals

CONTENT LEVEL:

Core to Advanced

Engagement Strategies in Prevention, Mental Health Promotion, and Recovery

252.T Increase participation in your coalition: Positively impacting your community across the entire spectrum of care

Staff Sgt. Richard Frost, CPS (NH)

This course is designed for ALL coalitions and their members, whether operating under federal grants OR functioning as an unfunded endeavor. The course will explain how coalitions can effectively implement activities that can support prevention, intervention, treatment and recovery issues. Even under certain grants that may mandate a coalition's work, the course will explain how treatment and recovery concerns can, and should, be addressed by coalitions. Coalitions will learn how to communicate their work effectively to a broader audience in order to increase community participation, possibly re-learning some basic principles in a way that will allow them to recruit new partners and increase their collaboration opportunities.

LEARNING OBJECTIVES:

At the conclusion of this course, participants will be able to:

- Communicate the basic principles of a coalition's work to a broader audience to increase participation and membership;
- Implement some basic workshops and activities that will increase attendance and participation in your coalition; and
- Create effective action plans that support prevention intervention, treatment and recovery efforts.

TARGET AUDIENCE:

All who are part of coalitions doing prevention, treatment, recovery and related health promotion work.

CONTENT LEVEL:

Core to Intermediate

Recovery Services:

261.T Engaging Everyone in Recovery Support

Mark Ames (VT)

The chronic nature of addictive disease requires that we reconsider how we provide ongoing support for people trying to establish, maintain, sustain, and in some cases regain recovery status. Recovery support has traditionally been viewed solely from the perspective of 12-step recovery models, but with the motion toward the incorporation of resiliency and recovery oriented systems of care, recovery concepts have gone through significant re-examination and growth. Various models of recovery support have been created or defined across the country. This training will examine several of these various models of recovery support. Distinctions will be made in addressing peer recovery support, non-peer recovery support and recovery coaching.

LEARNING OBJECTIVES:

Participants will be able to:

- Examine various models of recovery support;
- Compare and contrast peer recovery support, non-peer recovery support, and recovery coaching;
- Identify benefits and practices involved with both individual and group recovery support models; and
- Describe additional points to consider when providing group recovery support for individuals with co-occurring disorders.

TARGET AUDIENCE:

Recovery community members, recovery coaches, those working in recovery support, those working in treatment , intervention, prevention or related fields, and all who wish to understand more about the topic

CONTENT LEVEL:

Core to Advanced

192.M.T.W.Th Recovery Coach Academy (Monday morning - Thursday)

Continues. Refer to Monday Course description.

Reducing Behavioral Health Disparities:

271.T HIV/AIDS Trends and Treatment

Peter DalPra, LADC, LCS (NH)

This workshop is designed for the addiction professional needing CEUs to fulfill LADC and CPS and CRSW requirements. This training meets the 6-hour minimum HIV/AIDS training requirement for the LADC, CPS and CRSW credentials. The goals of this workshop are to: increase knowledge about HIV progression and treatment; increase understanding the HIV/AIDS EPI profile; increase awareness of the correlation between HIV/STD/HEP (A, B & C) and TB. The workshop will also address the utilization of Motivational Enhancement Therapy and Cognitive Behavioral Therapy in working with clients at high risk for HIV infection and secondary transmission. Particular attention will be paid to the link between increased infection rate and the current rise of methamphetamine use. The last hour of the course will concentrate on current information regarding Hepatitis C.

LEARNING OBJECTIVES:

Participants will:

- Increase knowledge about HIV progression and treatment;
- Increase understanding about NH HIV/AIDS EPI profile; and
- Increase awareness of the correlation between HIV/STD/HEP (A, B&C) and TB.

TARGET AUDIENCE:

Counselors, prevention professionals, and others interested in this topic

CONTENT LEVEL:

Core to Advanced

272.T Chronic Pain and Addiction

Frank Sparadeo, Ph.D. (RI)

This course will examine various aspects of pain and signs of chronic pain. Addiction often begins during the acute pain experience. If pain subsides there is usually a brief period of withdrawal from medication which is softened with other medications. In some patients this process does not occur and the use of addictive medications continues despite the healing of the injury and pain. Effects of prescription drugs will be reviewed, and strategies for treating the pain patient with an addictive disorder will be explored.

LEARNING OBJECTIVES:

Participants will be able to:

- Describe chronic pain and its relation to addiction;
- Name two strategies for helping to educate patients about prescription medications; and
- Identify a high risk situations and name a strategy for that situation.

TARGET AUDIENCE:

Clinicians

CONTENT LEVEL:

Core to Advanced

273.T Addictions in the LGBTQ Population

Stephen J. Gumbley, MA, ACDP II (RI)

This course will explore and discuss issues and dynamics that are important in affirming the recovery of lesbian, gay, bisexual, transgender, queer and intersexed persons. We will identify the competencies involved in delivering these services, discuss terminology, examine the “coming out” process, and identify knowledge and skills that are necessary for addictions treatment and recovery practitioners to know in order to nurture recovery in LGBT persons

LEARNING OBJECTIVES:

Participants will:

- Identify stages of “coming out” and their relationship to relapse potential;
- Name two ways cultural victimization affects addiction; and
- Verbalize culturally appropriate terms for talking with various sexual minorities.

TARGET AUDIENCE:

All interested

CONTENT LEVEL:

Core to Advanced

274.T Getting Past Resistance (Ours or Theirs?): Strategies for Integrating Tobacco Education and Treatment into Behavioral Health Treatment Settings

Janet Smeltz, M.Ed., LADC-I, CADC (MA)

Tobacco use disorders negatively and disproportionately affect people in recovery. Clinicians and program directors know this, but struggle with how to address one more thing. This 1 day course will allow participants to explore issues in integrating tobacco education and treatment into behavioral health program settings. Participants will review concepts of tobacco dependence treatment and relapse prevention. The training will increase participants’ comfort level and confidence in the following: working with clients in the pre-contemplation and contemplation stages of change in regards to tobacco use; designing and facilitating tobacco education groups; and creating a supportive atmosphere for recovery from tobacco dependence by bringing other staff along and strengthening a holistic, bio-psycho-social treatment approach. Participants will experience an enjoyable day and build self-efficacy and renewed interest in and commitment to addressing tobacco use.

LEARNING OBJECTIVES:

Participants will:

- Review key tobacco education and treatment strategies to integrate into substance use treatment environments;
- Identify and practice two Motivational Interviewing tools/exercises designed to explore barriers to health behavior change (quitting tobacco use);
- Prepare a multi-session group tobacco education curriculum to implement in their programs; and

- Identify 3 goals for creating a supportive atmosphere in which to address tobacco use and recovery in behavioral health treatment programs.

CONTENT LEVEL:

Core to Advanced

TARGET AUDIENCE:

All Interested

Mindfulness and Self Care:

281.T Self Care / Rekindling Our Spirit

Curt Randall, MA, LADC, CCDP (VT) & Tana Randall - Wolfe, MSW (VT)

This interactive course will identify, address, and help reduce the daily stressors that affect the helping professional's passion for their work. How can the counselor avoid the too familiar “fatigue, burnout, and exhaustion” dilemma? This course will explore individual inspired energy and what practical steps can be identified to help clarify and regenerate. This course is designed to provide the participant with didactic and experiential opportunities to explore rebirth of their passion as a helping professional. Participation in experiential activities is expected.

LEARNING OBJECTIVES:

Participants will:

- Explore what are stressors that create roadblocks and how they affect our personal wellbeing;
- Have a better understanding how biological rhythms effect our daily beliefs about ourselves and how that can affect our clients; and
- How to maintain a passion for “the work”.

TARGET AUDIENCE:

Individuals interested in clarifying and renewing their commitment to personal growth and sustainability.

Special Note: Participation in experiential activities is expected.

CONTENT LEVEL:

Core to Advanced

WEDNESDAY COURSES: WEDNESDAY, JUNE 10 FROM 10:00 A.M.- 5:30 P.M.

Certification in Operational Management: Addiction Field Concentration:

301.W Managing and Increasing Revenue for Your Organization

Cyndi MacKenzie, GPC, CPS (NH and FL)

Are you chasing the money instead of following your strategic plan? Do you have internal capacity to manage grants, both large and small? Are economic times causing you to refocus your energy and re-evaluate your revenue streams? In this course, we will discuss what policies and procedures your organizations need to have in place to take advantage of and then manage, the many resources available to address the many public health and substance misuse disorders in your community.

LEARNING OBJECTIVES:

Participants will learn the following topics:

- Trends of funders;
- The importance of Leadership and true collaboration in fiscal relationships;
- Strategic plans- why funders insist on them and why we need to follow them;
- Review of policies, procedures and guidelines for decision making, roles and responsibilities, the process and beyond;
- Where to look for opportunities tied to public health and substance use disorders;
- Diversify? Federal, State, Foundation, Local;
- Keeping stakeholders engaged; and
- Ethics in the management of grants.

TARGET AUDIENCE:

This program is intended for those in the substance use disorder treatment, prevention, recovery and related professions who are tasked with the responsibility of effectively managing the functions of a department, program, or agency (or who aspire to such a role).

CONTENT LEVEL:

Intermediate to Advanced

Working with the Criminal Justice Involved Population:

311.W Working with The Violent Offender

Brenda Westberry (RI)

Within the prison system violence is a part of the normal routine for most inmates in order to protect themselves. Many offenders react with violence due to a lack of developed coping skills and strategies to handle problems in a positive way. Offenders often struggle with a prison culture that reinforces violent behavior for those inmates who have a growing history of substance use issues. It can be said that drugs and alcohol often precipitates further acts of violence and treatment programs within the community often work against acceptance of violent offenders based on their past histories. In this workshop, we will examine the foundation of violence and the various acts that lead to imprisonment of offenders, its impact on offenders who move from corrections into the community and the relationship between substance use and violent behavior.

LEARNING OBJECTIVES:

Participants will:

- Examine the relationship between violence and substance use;
- Explore community based violent prevention programs; and
- Discuss the violent offender as he/she moves from corrections into the community setting.

TARGET AUDIENCE:

Criminal justice professionals, clinicians, and others who work with clients involved in the criminal justice system

CONTENT LEVEL:

Core to Advanced

312.W Motivational Interviewing in Groups for the Criminal Justice Involved Population

John Gramuglia, MBA, LICSW, MLADC, LCS and Mike Lyon (VT)

This course examines the use of Motivational Interviewing in groups for the criminal justice involved population. The skills necessary to facilitate such interventions as well as the skills necessary to retain fidelity within a program of service delivery will be addressed. Although the course uses a criminal justice specific practice as a model and ties into larger criminogenic risk reduction groups, the course is useful to anyone who is implementing group based EBPs and/or supervising group based interventions.

LEARNING OBJECTIVES:

Participants will:

- Review the skills necessary to use Motivational Interviewing in groups; and
- Apply this approach to the criminal justice population.

TARGET AUDIENCE: Clinicians, managers, and supervisors, particularly those working with the criminal justice involved population. Although the course uses a criminal justice specific practice as a model, the course would be useful to anyone who is implementing group based EBPs

CONTENT LEVEL:

Core to Advanced

Problem Gambling:

190.M.T.W.Th Compulsive Gambling Training Institute (Monday – Thursday)

Victor Ortiz, MSW, LADC I, CADC II (MA)

Continues. Refer to Monday course description.

Addiction Fundamentals:

321.W Understanding Addiction and Guiding People to Recovery

Lindy Keller, M.S., MLADC (NH)

Most people who suffer from the disease of addiction never enter professional addiction treatment, but are seen in related health, education, corrections, counseling and other human service agencies. This introductory workshop is designed to help professionals in those fields consider ways to address addiction and recovery issues with their clients. The focus will be on the ways in which a person is affected by addiction so practitioners can recognize, initiate conversations and support recovery efforts within the parameters of their agency's mission and goals. The goals of this course are:

- Gain knowledge and skills for addressing addiction so that participants can recognize, motivate, refer and support recovery efforts; and
- Help participants to work more effectively with addicted clients within the parameters of their agencies' mission and goals.

LEARNING OBJECTIVES:

Participants will be able to:

- Describe the neurological basis of addiction;
- Explain how addiction manifests in various aspects of the whole person;

- Effectively raise the topic of addiction and recovery with their clients; and
- Describe specific strategies that are appropriate for early stages of change.

TARGET AUDIENCE:

Health, education, corrections, preventionists, counseling and other human service professionals, AOD interns and beginning counselors

CONTENT LEVEL:

Core

Clinical Skills in Client Centered Care 0 Working in an Integrated Care Environment:

331.W Understanding and Using the Revised ASAM Criteria (Published in October, 2013)

Gerald D. Shulman, M.A., M.A.C., FACATA (FL)

This presentation will describe the changes in the new ASAM criteria which include the rationale for change in the name of the criteria, linkage to the new DSM-5, changes in language to be more patient-centered and positive, changes in the numbering system, and the addition of four special populations for which application of the criteria has been difficult in the past (parents with children, people in safety-sensitive occupations, older adults and people in the criminal justice system). New sections on tobacco, gambling and managed care will be discussed.

LEARNING OBJECTIVES:

At the conclusion of the presentation, participants will be able to:

- Compare the continuum of substance use and gambling disorders;
- Perform an ASAM Criteria dimensional assessment for gambling disorders;
- Understand the links between smoking and relapse to other primary drugs addictions;
- Discuss the differences in assessment and treatment for at least one of the special populations; and
- Use the new Level of Care numbering system.

TARGET AUDIENCE:

Addiction clinicians

CONTENT LEVEL:

Intermediate to Advanced

NOTE: This course may be especially useful in combination with the DSM course on Tuesday.

332.W Treatment Planning: Translating Required Paperwork into Clinically Useful Information

Margaret O'Hagan - Lynch, M.S., LPC (CT)

Treatment planning is most effective when the treatment objectives are defined in measurable, attainable, time limited, realistic and specific terms. This training, based on the NIDA/SAMHSA Blending Product: Treatment Planning MATRS, will present tools and training resources that can help addiction treatment providers transform required "paperwork" into clinically valuable information. Participants will learn how to use the data collected via an assessment instrument (e.g., ASI) to assess patients' substance abuse, to develop effective treatment plans, and to monitor outcomes. Research shows that after providers administer assessment instruments, they often file the findings instead of using them to customize effective treatments for their clients. This training is designed to change that practice and help clinicians, supervisors, and managers make good use of the data that is collected. Using this information appropriately can help treatment providers address the specific needs of individual clients and improve treatment outcomes.

LEARNING OBJECTIVES:

At the conclusion of this training, participants will:

- Learn how to use assessment data for useful clinical applications and program evaluation;
- Identify differences between program-driven and individualized treatment planning processes;
- Address the process of treatment planning and how the data that is collected can be used in recovery planning; and
- Define basic guidelines and legal considerations in documenting client status.

TARGET AUDIENCE:

Clinicians

CONTENT LEVEL:

Intermediate

Effective Addiction Treatment Skills

333.W Power of Groups Using Motivational Interviewing

Stephen R. Andrew, LCSW, LADC, CCS, CGP (ME)

Group work provides several important steps that help break isolation often experienced by a client. This training will provide information on the issues and treatment of special populations (adolescents, dual diagnosis, addiction, intimacy, low-income families, parents, etc.) through the use of support groups in treatment using an evidence based clinical method, motivational interviewing. We will also explore the issues of assessment, interaction, group norms, and various forms of group support. We will also address why the MI therapeutic support group format is extremely effective. In addition to the role of group leader, the roles of the participants will be discussed and compared in various types of group settings, as well as the importance of therapeutic contracts, goal setting, and group frequency duration, course, and process.

LEARNING OBJECTIVES:

Participants will:

- Define the different types of groups and to understand the effectiveness of groups;
- Identify an effective group work strategy for different group problems;
- Learn how to recognize whether person is ambivalent or in action in group and to anticipate potential pitfalls as a group leader working with each; and
- Understand the consumer's reactions to groups and the effects those reactions have on the group as a whole.

TARGET AUDIENCE:

Counselors

CONTENT LEVEL:

Intermediate to Advanced

334.W Foundations of Substance Use Disorder Treatment

Michael Torch, MA, MLADC (NH)

The knowledge, skills and attitudes developed by SAMHSA National Curriculum Committee for all clinical disciplines working with the Substance Use Disordered population will be explored through didactic and experiential discussions and exercises. The Transdisciplinary Foundations of the competency model of Substance Use Disorder professional preparation will be presented and fully explored in this adaptation of the Addiction Technology Network's training product.

LEARNING OBJECTIVES:

Each participant will:

- Identify the four Transdisciplinary Foundations of Substance Use Disorder clinical professional development;
- Clearly identify the components of the competency model of clinical professional development and its transdisciplinary application;
- Gain an understanding of the knowledge, skills and attitudes necessary to the development of competency to deliver clinical services to Substance Use Disordered individuals; and
- Examine their own level of competency in each of the four Transdisciplinary Foundations through the application of the Addiction Technology Transfer Center Network's Performance Assessment Rubrics.

TARGET AUDIENCE:

This course is especially designed for new counselors and people from other fields who work with people with substance use disorders. It also may be of interest to new counselors.

CONTENT LEVEL:

Core to Intermediate

335.W Introduction to Behavioral Addictions

Stephen Merriman, Ph.D. (MA)

Behavioral Addictions are largely overlooked in the diagnosis and treatment of alcohol/substance-based addictions, yet may account for much of the vulnerability to relapse in the latter. In this course the conceptual underpinnings linking substance-based addictions and behavioral addictions will be unearthed, clearly articulated and presented. Additionally, the question of how behavioral addictions arise as a part of an overall sequence of addictions in a life that includes both substance-based and non-substance-based addictions will be thoroughly considered. Behavioral addictions in such areas as gambling, work, sex, food, "love" (attachment hunger), and internet/cyberspace (among others) will be addressed. Treatment approaches and self-help resources will also be discussed. If you are interested in learning about the significance of addiction in behaviors to which society often casts a blind eye, but which may often figure prominently in the lives, relapse patterns, and prognosis of your addiction-prone clients, this course will be of value to you.

LEARNING OBJECTIVES:

Participants will:

- Learn how and when various behaviors meet the criteria for addiction;
- Consider what Addiction is by discovering, and perusing, the common denominators which exists between substance-based addictions and non-substance-based addictions;
- Learn how behavioral addictions and substance-based addictions often interweave in the life of an addiction-prone person;
- Learn how behavioral addictions often form a part of the relapse pattern in substance-based addictions;
- Become familiar with lines of approach in both the diagnosis and treatment of behavioral addictions; and
- Engage in dialogue regarding the slowness (perhaps, even, reluctance) of the addictions treatment field to recognize the significance of behavioral addictions.

TARGET AUDIENCE:

Clinicians

CONTENT LEVEL:

Core to Intermediate

336.W Prevención de Recaídas: Desarrollando Capital de Recuperación (Relapse Prevention: Building Recovery Capital)

Haner Hernandez, Ph.D., CPS, CADCI, LADCI (MA)

IMPORTANT NOTE: This course will be taught in Spanish

META (GOAL): Esta clase explorara los factores que contribuyen a las recaídas entre comunidades latinoamericanas en los Estado Unidos. También enfocaremos en el Capital de Recuperación para prevenir las recaídas.

OBJETIVOS (OBJECTIVES):

Los/as participantes podrán.....

- Identificar los factores que contribuyen a las recaídas entre latinoamericanos;
- Desarrollar destrezas de intervención a nivel individual y comunitario;
- Identificar el Capital de Recuperación necesario para tener éxito; y
- Nombrar recursos a niveles comunitarios.

Pharmacotherapy Treatment for Substance Use Disorders:

337.W Medication Assisted Treatment: Ethics and Fighting Stigma

Jeffrey Quamme, CAC, CCDP, MATS, CARC (CT)

This course will cover two important topics in medication assisted treatment and recovery:

The first part of the course is designed to help participants define the differences between ethics, policies and procedures, morality, and the law; identify and discuss general ethical principles and apply them to MAT environments; identify and discuss ethical issues specific to MAT environments.

This second part of the course is designed to identify common misperceptions of medication assisted treatment and recovery which often lead to the stigmatizing of patients receiving MAT services (and even working as an addictions counselor in a MAT environment); provide information and resources that can help patients and staff combat these misperceptions.

LEARNING OBJECTIVES:

Participants will:

- Identify the commonalities and differences between professional ethics and other codes of conduct;
- Identify and define basic ethical principles applicable to all substance treatment environments;
- Identify issues that may be MAT specific;
- Identify proper routes to address ethical concerns and complaints;
- Identify common misperceptions about MAT services; and
- Identify resources available to combat these misperceptions.

TARGET AUDIENCE:

Counselors

CONTENT LEVEL:

Core to Intermediate

Integrated Behavioral Health Services:

338.W Depressive Symptoms in Early Recovery

William Mock PhD, LISW, LICDC, SAP (OH)

Depression is the second most frequently found symptom coexisting with alcohol and/or drug misuse, abuse and dependence. According to one national survey, more than 27% of those with depressive disorders also meet criteria for chemical dependency. Clinical studies indicate the prevalence of current depressive illness among persons with chemical dependency disorders ranges from 14% to 34%. The association between these 2 categories of disorders has long been known. What has not been so clearly understood was the causal relationship between them, if any. Modern research has established the link between early recovery and

depressive symptoms. Further it has established that depressive symptoms in early recovery constitute the leading internal cause of craving and relapse. No doubt treatment of this population has been seen as more difficult and problematic leading to clients "falling through the cracks" and not receiving the care they needed for either or both conditions. This workshop looks at issues of which came first, prevalence, alcohol and drug induced depression, and demonstrably effective treatment.

LEARNING OBJECTIVES:

Participants will:

- Demonstrate causal relationship between chemical dependence and depression and depression and chemical dependency;
- Demonstrate and initiate techniques effective for both depressive symptoms and chemical dependency; and
- Effectively identify and use 3 depression screening instruments.

TARGET AUDIENCE:

Clinicians, recovery coaches, those working in recovery support, and any behavioral health professional who treats chemically dependent clients.

CONTENT LEVEL:

Core to Advanced

339.W Human Development: Implications for human service professionals

Curt Randall, MA, LADC, CCDP (VT) & Tana Randall - Wolfe, MSW (VT)

This course is designed to provide the participant with an in-depth examination of typical human development and the stressors that negatively impact growth. Participants can expect to learn a comprehensive model of development and how an individual's development is derailed by family addictions, trauma, mental health issues, domestic violence, child abuse and health problems. The role of the parent/caregiver will be discussed. Participants can expect a combination of group discussion and lecture.

LEARNING OBJECTIVES:

Participants will:

- Understand the bio-psycho-socio-sexual-spiritual model of human development;
- Learn the different stages of human development;
- Identify stressors that negatively impact human development; and
- Identify signs and symptoms related to developmental trauma.

TARGET AUDIENCE:

All interested

CONTENT LEVEL:

Core & Intermediate

Adolescents and Young Adults:

341.W Anger Aside: Strategies for Adolescents and Young Adults

Lorraine Kaul, MPA, CPP (RI)

Anyone can become angry...that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way... this is not easy.

Aristotle, The Nicomachean Ethics Description: This workshop will offer a window of opportunity for those professionals interested in enhancing their understanding regarding issues related to anger and anger management problems and for those who want to help teens & young adults challenge difficulties in their life to assist them in developing optimal emotional health. Relationships are integral to a young person's life experience, in school, at work, with peers and in the family. Misunderstandings, negative thoughts,

feelings and actions can destroy these relationships. Misuse or misdirected anger, poor impulse control, and lack of conflict resolution skills can cause problems that can interfere with healthy development. Anger and other emotions can also be a positive force to help direct needed change. When teens and young adults learn to understand their anger triggers, and styles, they can begin to channel these emotions toward creating positive change. This workshop will offer strategies for re-educating the brain toward optimism and trust. We will discuss effective methods for taming aggression and short circuiting depression. Recognizing toxic thoughts, the use of alcohol and other drugs as medication, and dealing with grief and loss will also be among the topics for exploration.

LEARNING OBJECTIVES:

Participants will:

- Learn a variety of anger management strategies for adolescents & young adults; and
- Learn underlying issues related to aggression Learn teaching techniques to be used with individuals or groups.

TARGET AUDIENCE:

Those who work with youth

CONTENT LEVEL:

Core to Intermediate

Prevention:

191.M.T.W.Th Substance Abuse Prevention Skills Training (Monday morning through Thursday)

Jo Romano, CPS, CCC (VT) and Korene Stamatakos (MA)

Continues. Refer to Monday course description.

Engagement Strategies in Prevention, Mental Health Promotion, and Recovery

351.W Community Organizing for Prevention and Recovery

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

Engaging community leaders and other influencers in a community has always been critical for organizing community prevention and recovery efforts. Effective community organizing skills are more important than ever in a changing social service world. This course will review principles of basic community organizing. Strategies for prevention and recovery groups to proactively engage all those decision makers involved in behavioral healthcare and primary care will be discussed. The many rich opportunities for prevention organizations and recovery organizations to collaborate with each other to further many mutual goals in their community will also be addressed. In addition to specific organizing strategies, this course will provide opportunity for discussion, role play and interaction across disciplines.

LEARNING OBJECTIVES:

- Participants will be able to:
- Describe the basic principles of community organizing;
- Identify 1-2 potential partners from other sectors in the community; and
- Discuss strategies for engaging (and retaining) these partners in collaborative efforts.

TARGET AUDIENCE:

Prevention professionals, recovery community organizers, and all interested in community organizing

CONTENT LEVEL:

Core to Advanced

Recovery Services:

361.W Fundamentals of Operating a Recovery Center

Mark Ames (VT)

Community recovery centers can be a critical component in developing a system of comprehensive recovery supports. However, developing such a center requires a good strong knowledge base. This course is designed to help participants gain the information necessary to lead efforts to develop a community recovery center. Topics addressed will include: board development, developing a mission and vision, finding funding, picking a location, by-laws development, drafting personnel policies, ensuring program standards, drafting job descriptions. It will also look into staff/volunteers management issues such as: recruiting, training, maintaining, and managing, and how to provide a “recovery solutions” volunteer training. Since recovery centers are part of a recovery support system, this workshop will also explore developing recovery support services, protocols for running a program staffed with recovery coaches, and evidence based recovery practices.

LEARNING OBJECTIVES:

Participants will be able to:

- Describe the process of developing a recovery community center;
- Identify critical considerations in operating a recovery center.

TARGET AUDIENCE:

Recovery center staff, recovery community organizers, recovery support staff, and all interested in learning more about developing and operating a recovery center

CONTENT LEVEL:

Core to Advanced

192.M.T.W.Th Recovery Coach Academy (Monday morning through Thursday)

Continues. Refer to Monday course description.

Reducing Behavioral Health Disparities:

371.W Cultural Competency

Brenda Westberry (RI)

This workshop is designed for the professional who hopes to gain a better understanding of culture and cultural competency issues and the ways to improve upon identifying and communicating with members of diverse populations. The participant will discover their own cultural intelligence as well as how to deal with individuals and groups from various ethnic, racial, religious and gender backgrounds that can impact professional attitudes and behaviors in the workplace. The participants will develop personal action plans for making necessary changes for personal growth and explore the ways people are treated within society. The Bennett Cultural Competency Model will be discussed during this workshop.

LEARNING OBJECTIVES:

Participants will be able to:

- Learn how to work with individuals and groups from various ethnic, racial, religious and gender backgrounds that can impact professional attitudes and behaviors in the workplace; and
- Develop personal action plans for making necessary changes for personal growth

TARGET AUDIENCE:

All interested

CONTENT LEVEL:

Core to Advanced

372.W Substance Use and Abuse in the Military: Cultural and Legal Aspects

This course will describe military customs and courtesies along with its culture and how they influence the behaviors of soldiers.

LEARNING OBJECTIVES:

Participants will:

- Become culturally competent, feeling more comfortable working with military personnel;
- Discuss recent military trends in drug and alcohol use and abuse along with recent practice parameters and intervention; and
- Describe the Army regulations that pertain to the Army Substance Abuse Program

TARGET AUDIENCE:

Clinicians and others interested in the topic

CONTENT LEVEL:

Core to Advanced

373.W Co-Occurring Disorders of Cognitive Disabilities and Substance Use

Frank Sparadeo, Ph.D. (RI)

A significant number of clients enter the doors of substance abuse and mental health facilities who have some level of cognitive disorder for whom treatment services may require adaptation. This intensive seminar is intended for experienced clinicians to build their knowledge and skills working with clients with a range of cognitive disorders. This course will build clinician skills in screening, assessment and intervention planning for substance abuse and/or mental health clients with cognitive disorders. Participants will also be prepared to function as an in-house resource within their agencies.

LEARNING OBJECTIVES:

Participants will be able to:

- Name three important considerations for treatment and planning when working with this population; and
- Describe two screening and assessment strategies appropriate for people with cognitive disorders.

TARGET AUDIENCE:

Clinicians

CONTENT LEVEL:

Intermediate to Advanced

Current Drug Trends:

381.W Huffing: I'm Not Using Drugs!!!

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

Huffing has been defined as a route of administration in which to create mood alteration since the 1950s and the advent of "sniffing glue". Since then the use of huffing and the chemicals involved has become more complicated and dangerous. Sudden Sniffing Death Syndrome claims up to 1/3 of users the first time that they huff. Groups most vulnerable to this method of mood alteration are children and adolescents as well as late stage addicts.

LEARNING OBJECTIVES:

In this training, participants will:

- Review the methods of huffing;
- Review the major chemicals used in the huffing process; and
- Discuss how to educate clients as to how the purpose of huffing in the user is the same as that of other mind altering substances and can build psychological dependence.

TARGET AUDIENCE:

All interested

CONTENT LEVEL:

Core to Advanced

THURSDAY COURSES: THURSDAY, JUNE 11 FROM 10:00 A.M.- 4:30 P.M.

Certification in Operational Management: Addiction Field Concentration:

401.Th Strategic Planning and Project Oversight

Peter M. Smith, M.B.A. (ME)

Strategic plans today require clarity and flexibility. Organizations need clarity on their purpose (mission) and lightness on their feet to shift as the environment provides new challenges and opportunities. This course will review an adaptive strategic planning process to address these needs. Attention will also be given to project oversight and integration with strategic planning. The leadership challenge is to create goals and strategies that are consistent with the organizational vision and values and flexible enough to be changed as conditions change. Successfully achieving a plan with a clear vision, values, and purpose, and having flexible goals and strategies will result in a strategic plan that is used and not sitting in a binder on the shelf.

LEARNING OBJECTIVES:

Participants will be able to:

- Describe the steps in a strategic planning process; and
- Name two ways to ensure that a strategic plan, while remaining true to an organization's mission, is flexible enough to respond to rapidly changing conditions; and
- Discuss project oversight in relation to an organization's strategic plan.

TARGET AUDIENCE:

This program is intended for those in the substance use disorder treatment, prevention, recovery and related professions who are tasked with the responsibility of effectively managing the functions of a department, program, or agency (or who aspire to such a role).

CONTENT LEVEL:

Intermediate to Advanced

Working with the Criminal Justice Involved Population:

411.Th Criminal Justice Treatment Planning MATRS: Utilizing Criminogenic Risk Assessment to Develop Effective Treatment Plans

Michael Torch, MA, MLADC (NH) and Sue Garian

An adaptation of the National Institute on Drug Abuse/SAMHSA blending product: *Treatment Planning MATRS* curriculum, using criminogenic risk assessment tools, [i.e. Ohio Risk Assessment System (ORAS), Level of Service Inventory-Revised (LSI-R), and the Federal Post Conviction Risk Assessment (PCRA),] will be reviewed. These tools identify treatment needs and barriers of the criminal justice population with substance use disorders. This training combines an evidence-based criminogenic risk assessment with an evidence-based treatment planning curriculum in order to help substance use disorder treatment providers and case management personnel work more effectively with offender and community re-entry populations.

LEARNING OBJECTIVES:

Participants will:

- Examine the use of evidence-based risk assessment tools; and

- Describe treatment needs and barriers of the criminal justice population with substance use disorders.

TARGET AUDIENCE:

Those who work with the criminal justice population

CONTENT LEVEL:

Core to Advanced

Problem Gambling:

190.M.T.W.Th Compulsive Gambling Training Institute (Monday – Thursday)

Victor Ortiz, MSW, LADC I, CADC II (MA)

Continues. Refer to Monday course description.

Addiction Fundamentals:

421.Th Neurobiology of Addiction

Joseph Zannella, MA, LADC (CT)

This workshop is for new counselors who need to understand the role that brain chemistry plays in addictions. We will begin with a review of brain structure and basic brain chemistry. Then we will discuss the effects of substance abuse and the progression that chemical dependency has on the brain. Implications for treatment and client education will be discussed. Current and emerging brain chemistry research will be highlighted. Several small group exercises will allow for practical applications to be practiced that you can bring back to your clients and colleagues.

LEARNING OBJECTIVES:

Participants will:

- Learn the major neurotransmitters involved in learning, memory and addiction;
- Review brain structure, developmental issues, and the lasting effects of substances of abuse as well as gambling addiction; and
- Learn the latest developments in brain research and its relevance to addiction and treatment.

TARGET AUDIENCE:

New counselors and all interested

CONTENT LEVEL:

Core

Clinical Skills in Client Centered Care - Working in an Integrated Care Environment:

431.Th Screening, Brief Intervention, and Referral to Treatment (SBIRT)

Joseph Hyde, LMHC, C.A.S. (RI)

Screening, Brief Intervention, and Referral to Treatment (SBIRT) is defined by SAMHSA as an integrated and comprehensive intervention for substance use disorders. This intervention makes use of public health approaches, including universal screening and interventions based on motivational interviewing strategies for persons with substance use disorders, as well

as those at risk of developing these disorders. SBIRT has been proven to be effective in primary and behavioral healthcare settings, emergency rooms, and in other settings, such as EAP programs and college and university health and counseling centers. This course will review the brief negotiation intervention model, standardized screening tools, the screening process, and effective referral to treatment. In addition to helping participants understand SBIRT principles, this course will emphasize incorporating SBIRT into their local continuum of care, and promoting its use more widely.

LEARNING OBJECTIVES:

Participants will:

- Answer the questions, What is SBIRT and Why is it important?
- Practice SBIRT specific Motivational Interviewing strategies;
- Describe the brief negotiation intervention model;
- Name two standardized screening tools;
- Review effective processes for engagement and referral to treatment; and
- Identify two situations that SBIRT can be used in their modality.

TARGET AUDIENCE:

Clinicians, healthcare professionals, prevention specialists, intervention specialists, those working in recovery support, and all interested

CONTENT LEVEL:

Core to Advanced

432.Th Creating a Customer Service Orientation in Behavioral Health

Gerald Shulman, M.A., MAC (FL)

How would you like to:

- Increase treatment retention?
- Enhance treatment outcome?
- Increase your admissions and enhance your reputation?
- Heighten the perception of the quality of the services that you provide?
- Increase staff morale?
- Increase referral source satisfaction?
- Reduce costs?
- Better manage a waiting list if you have one?
- Increase your conversion ratio for people who call for service?

This workshop can help you achieve all of these goals. Did you know that 20-57% of outpatients do not return for treatment after their first session and of those who do return, 37-45% attend only two sessions? Did you know that up to one-third of inpatients leave treatment AMA?

LEARNING OBJECTIVES:

In this full day workshop, participants will be able to:

- Identify the relationships between customer service, treatment retention, treatment engagement and treatment outcome;
- Review the process for developing such an orientation in general with specific activities at the different points in treatment;
- Identify the “customers” (more than just the clients/patients);
- Measure customer service and its application to public and private behavioral health treatment programs and individual practitioners.

TARGET AUDIENCE:

Individual practitioners, staff from social service and treatment programs

CONTENT LEVEL:

Intermediate to Advanced

Effective Addiction Treatment Skills:

433.Th Motivational Interviewing Refresher

This one-day refresher will focus on the evidenced-based practice of Motivational Interviewing in the care of individuals with substance use, misuse and abuse problems. Motivational interviewing is client-centered, goal-oriented method for enhancing intrinsic motivation to change by exploring and resolving ambivalence with the individual. This training is for anyone who has had some exposure to the basics of Motivational Interviewing and is looking to be energized and inspired to deepen your practice. It will provide participants an opportunity to explore creative ways to provide effective therapeutic interventions with pre-contemplative and contemplative clients. This training will review the basic concepts of MI and enrich your understanding of how people change and the strategies you can use to enhance your client's motivation to engage in meaningful behavior change. You will have an opportunity to practice MI and get useful feedback about how to deepen your practice. Practice is the key to improving your effectiveness in the role of helping facilitate change.

LEARNING OBJECTIVES:

Participants will:

- Learn the role of ambivalence in the change process of substance misusing/abusing clients;
- Review the fundamentals of Motivational Interviewing, OARS;client centered counseling;
- Learn ways of integrating Motivational Interviewing theories into you're counseling approach;
- Practice Motivational Interviewing on "challenging" and "resistant" clients through the use of real play and role play;
- Adapt these counseling strategies to different clients at varying stages of readiness to change; and
- Understand direct approaches counselors can use to create an atmosphere of hope, understanding, and desire for change with substance using/abusing clients and their families.

TARGET AUDIENCE:

Alcohol and drug counselors, social workers, nurses, school counselors, and educators who have had some exposure to motivational interviewing.

CONTENT LEVEL:

Intermediate to Advanced

434.Th Relapse Prevention: "What Works"

Richard Prentice, CADC, CAC, CCS (CT)

This course will outline the basic structure for Relapse prevention groups and programs across practice settings ranging from Inpatient to Outpatient, for both the substance abusing clients and clients with Co- Occurring disorders, traditional theory and technique will be presented, as well as the currently identified assessment, theories and techniques of relapse based on empirical-driven best clinical practices. The goals of this course are for the students to gain, or increase, the ability to better assess clients for relapse prevention focused groups more accurately and to gain a better understanding of running a relapse prevention group across a variety of clinical settings. This course will address how to help, or improve the student's ability to: articulate the Post Acute Withdrawal Syndrome (PAWS) that affects virtually all of their clients but is information that is seemingly not well known by many clinicians, to better assist the students in "normalizing" these

symptoms for their clients; and develop an "integrated" approach for either establishing, or improving, across treatment settings.

LEARNING OBJECTIVES:

Participants will be able to:

- Better understand where their clients are within the Trans Theoretical Model to improve treatment potency;
- Identify relapse "triggers" and "high-risk" situations;
- Articulate the Post Acute Withdrawal Syndrome (PAWS) that affects virtually all of their clients but is not always well known by clinicians; and
- To develop an "integrated" approach for either establishing, or improving, across treatment settings.

TARGET AUDIENCE:

Substance Abuse Counselors

CONTENT LEVEL:

Core to Intermediate

Pharmacotherapy Treatment for Substance Use Disorders:

435.Th Medication Treatment and Recovery for Substance Use Disorders

Michael Gaudet, LICSW, LCPD (MA)

This course will provide the National Institute on Drug Abuse and Substance Abuse and Mental Health Services Administration's Blending Initiative product, entitled "Buprenorphine Treatment: A Training for Multidisciplinary Professionals". The primary goal of this training package is to create awareness among addiction professionals about buprenorphine in the treatment of opioid dependence. The course includes information about what to expect when someone is treated with this medication, information about the legislation that permits office-based buprenorphine treatment, the science of addiction, the mechanism of buprenorphine, patient selection criteria, and associated patient, counseling, and therapeutic issues. In addition to the NIDA product presentation on Buprenorphine Awareness, an overview of other current medications approved for the treatment of substance use disorders, for non-opiates as well as opiates, and appropriate candidates for these pharmacotherapies, will be provided.

LEARNING OBJECTIVES:

Participants completing this course will:

- Name three counseling and therapeutic issues to consider when working with someone who is being treated with buprenorphine;
- Describe an appropriate candidate for buprenorphine treatment; and
- Name two other medications and appropriate candidates for pharmacotherapies for substance use disorders.

TARGET AUDIENCE:

Counselors, therapists, psychologists seeking better understanding of the utilization of pharmacotherapy in treatment

CONTENT LEVEL:

Intermediate

Integrated Behavioral Health Services

436.Th Responding to Crisis and Emergencies with People with Co-occurring Disorders

Richard Fisher, LCSW (CT)

This course will present a framework for responding to crisis and emergency situations with people who have co-occurring mental health and substance use disorders. Participants will learn the similarities and differences between a crisis and an emergency and will learn the fundamentals to evaluate and intervene in both. Using case material participants will examine signs and symptoms of intoxication, withdrawal and overdose and understand their interaction with co-occurring mental health conditions. Participants will use client's appraisal of their situation, habitual ways of solving problems and the use of social supports to collaboratively work with people to resolve crisis and emergencies. In addition, a focus will be on understanding factors that may facilitate or lower risk for suicide or violence.

LEARNING OBJECTIVES:

Participants will:

- Understand the nature of crisis and emergencies;
- Understand assessment and intervention in crisis and emergencies; and
- Improve understanding of assessing risk in people with co-occurring disorders who present in crisis.

TARGET AUDIENCE:

Substance abuse counselors and other behavioral health clinicians.

CONTENT LEVEL:

Intermediate to Advanced

437.Th Co-Occurring Personality Disorders and Addiction Recovery

William Mock, Ph.D., LISW, LICDC, SAP (OH)

This workshop will review definitions and concepts of dual diagnosis with personality disorders, special treatment considerations as well as some specific techniques that are helpful in dealing with this special clinical population.

LEARNING OBJECTIVES:

Participants will be able to:

- Name the four categories of personality disorders;
- Describe the interaction between chemical dependency and the personality disorders;
- Demonstrate strategies for using the symptoms of personality disorders in the service of the treatment of chemical dependency; and
- Specify the cues that help differentiate addict behavior from symptom clusters for personality disorders.

TARGET AUDIENCE:

Clinicians

CONTENT LEVEL:

Intermediate

438.Th Anger and Rage Addiction & the Self-Pact: New Lights on an Old Nemesis

Stephen Merriman, Ph.D. (MA)

As awareness of the relevance of Behavioral Addictions has begun to take root in the Addictions Treatment field, there has been (perhaps surprisingly) a particular interest in how addiction dynamics play out in the areas of anger and rage. These areas of experience are stitched into the fabric of human growth and development commencing at the earliest of age and, as such, hew very close to the formation of character -- the very substrate of personality. With this substrate in place so early on, anger and rage, in their addiction energy-fueled out-workings, are fiercely resistant to change. This presentation will focus on some specific manifestations of anger and rage addiction. The clinical gain that can accrue from seeing these syndromes, if certain criteria are met, as "addictions," rather than "disorders," will be addressed. Additionally, and most importantly, attention will be paid to a new line of approach to addressing Anger and Rage Addiction that appears to hold some promise for helping those individuals who are afflicted with this manifestation of addiction find a path up and out from this profoundly destructive spiral. Finally, an understanding of the "triggering" aspects of Anger and Rage Addiction, and how the phenomenon of triggering can be dynamically addressed, may have something important to contribute, more generally, to dealing with any of the "triggering" experiences that are such a hallmark of addiction, including, of course, relapse phenomena pertaining to drug addiction/alcoholism.

LEARNING OBJECTIVES:

Participants will:

- Be presented with perspectives regarding the significance of anger and rage as a part of the developmental sequence of personhood;
- Learn when anger and rage disorders meet the criteria for an addiction diagnosis;
- Learn why the distinction between "anger and rage disorder," and "Anger and Rage Addiction" is worth making, if the diagnostic criteria support it;
- Learn how the "energy" underlying Anger and Rage Addiction is a generic energy, one which underlies all addictions;
- Learn about other phenomena (amnesia, the "negative rush") that are specific to Anger and Rage Addiction; and
- Critically assess current strategies for addressing anger and rage "disorders" (currently insufficiently recognized as addictions); and
- Discuss a new, addiction-based approach to addressing Anger and Rage Addiction (which holds salutary possibility for this intransigent condition).

TARGET AUDIENCE:

Counselors

CONTENT LEVEL:

Intermediate

Adolescents and Young Adults:

441.Th Engaging Young People in Recovery

Justin Luke Riley (CO)

Young People in Recovery is a national organization whose mission is "To promote active, healthy, productive lives for young people in or seeking recovery." This workshop is for young people who wish to learn more about YPR, and others who are engaged in or interested in working with young people seeking or in recovery. Participants will meet YPR leadership and learn about the organization's structure and goals. Significant issues to recovery will be discussed, including housing and education to support long term recovery. Sharing one's recovery story and understanding the role of advocacy in recovery will be explored.

LEARNING OBJECTIVES:

Participants will be able to:

- Describe issues that are unique to young people in recovery;
- Discuss two strategies for promoting healthy, productive lives for young people seeking or in recovery; and
- Explore effective ways of sharing one's recovery story.

TARGET AUDIENCE:

Young people who wish to learn more about YPR, and others who are engage in or interested in working with young people seeking or in recovery

CONTENT LEVEL:

Core to Advanced

Prevention:

191.M.T.W.Th Substance Abuse Prevention Skills Training (Monday morning through Thursday)

Continues. Refer to Monday course description.

451.Th School-Based Prevention: Connectedness and Positive Climate as Protective Factors

Presenters: Kat Allen (MA), Rachel Stoler (MA), and Lauren Gilman (MA)

Schools play an important role in the health of young people, and prevention efforts in the context of schools can be highly effective in preventing youth substance use and other risky behaviors. In this course, staff from the Massachusetts Technical Assistance Partnership for Prevention (MassTAPP) will lead participants in examining effective, school-based prevention measures. We will also examine the broader topics of school climate and school connectedness and how they impact student health (including substance use) and academic achievement.

LEARNING OBJECTIVES:

Participants will:

- Name three effective school-based prevention measures; and
- Discuss the impact of school climate and school connectedness on student health and achievement.

TARGET AUDIENCE:

Prevention specialists and all interested in this population

CONTENT LEVEL:

Core to Advanced

452.Th Basic Facilitator Skills

Lorraine Kaul, MPA, CPP (RI)

This course is designed for prevention professionals who wish to enhance their skills in the new IC & RC Prevention Communication Domain. This workshop will provide basics skills, techniques, and tips for facilitation, useful for trainings, discussion groups, coalition or planning groups and other meetings. The training is designed for beginning to intermediate Facilitators interested in learning about the roles rules, obstacles and challenges of effective facilitation. Principles of effective listening, public speaking, and communicating with various audiences will be reviewed. The workshop will provide some practice opportunities in a safe and fun learning environment.

LEARNING OBJECTIVES:

Participants will:

- Describe the roles and rules of a Facilitator;
- Utilize techniques for timing and keeping the group on track;
- Enhance skills in dealing with diverse work styles and conflict in a work group; and
- Explore techniques for motivating and sustaining a work group.

TARGET AUDIENCE:

Prevention professionals or others interested in this topic

CONTENT LEVEL:

Core to Intermediate

Engagement Strategies in Prevention, Mental Health Promotion, and Recovery:

453.Th Addressing Opioid Overdose Prevention Community Strategies

Overdose is a growing public health concern, and in some New England states is now the leading cause of accidental adult death, surpassing deaths due to car crashes, fire, and firearms. Distributing naloxone (Narcan) to trained lay people is a proven strategy for reducing complications associated with opioid overdose events, and overdose deaths. Do you talk about overdose prevention within your organization, your patients, or your community? Are you familiar with Naloxone, an opioid overdose antidote prescribed to lay persons to reverse an overdose? This course will address community strategies from various perspectives, including: basic overdose prevention education, naloxone prescription in particular, and brief intervention conversations .

LEARNING OBJECTIVES:

At the end of the training, participants will be able to:

- Address the importance of overdose prevention efforts in the prevention, treatment and recovery context;
- Discuss overdose prevention strategies and intranasal and intramuscular naloxone use;
- Identify opportunities for overdose prevention education and naloxone distribution within prevention, treatment and recovery programming; and
- Develop a game plan with short term and long term goals for integrating overdose prevention efforts into organization programming.

TARGET AUDIENCE:

Providers and others interested in overdose prevention

CONTENT LEVEL:

Core to Advanced

Recovery Services:

461.Th Recovery Planning

Stephen J. Gumbley, MA, ACDP II (RI)

Because recovery is a self-directed and empowering process, the person in recovery is the ‘agent of recovery’ and has the authority to exercise choices and make decisions based on his or her recovery goals. This training is intended to assist the

counselor in understanding the difference between a treatment plan and a recovery plan, and how to assist persons in recovery to chart their own course for success.

LEARNING OBJECTIVES:

Participants will:

- Understand what recovery is and the guiding principles that underlie successful recovery;
- Understand the concept of recovery management and the varieties of the recovery experience;
- Clarify the professional's strengths and difficulties in honoring the varieties of the recovery experience and the many pathways to recovery; and
- Learn the elements of an effective recovery plan.

TARGET AUDIENCE:

Clinicians, those working in recovery support, and others interested in the topic

CONTENT LEVEL:

Core to Advanced

192.M.T.W.Th Recovery Coach Academy (Monday morning through Thursday)

Continues. Refer to Monday course description.

Reducing Behavioral Health Disparities:

471.Th Hepatitis C: Capacity Building for Behavioral and Health Care Professionals

Approximately 2.5 to 4 million people are infected with hepatitis C virus (HCV) in the United States (SAMHSA, 2014). Baby boomers (those born between 1945-1965) and persons with mental health and substance use disorders face an increased risk for infection. Among people who have used or currently use intravenous drugs, one in three young adults and three in four older adults are HCV-infected (CDC, 2014). Dramatic medical advances in the past year have revolutionized the course of HCV treatment, increasing the role of primary care and behavioral health settings in addressing this public health concern. This training, developed by the Addiction Technology Transfer Center network, consists of five modules that cover opportunities for promoting hepatitis c screening and testing, linking patients to treatment, available treatment options, and patient considerations for treatment.

LEARNING OBJECTIVES:

At the end of this daylong training, participants will be able to:

- List at least three populations at risk for hepatitis C infection;
- Explain the difference between acute and chronic hepatitis C infection;
- Discuss at least two reasons why it is important to promote hepatitis screening and testing;
- Describe at least three prevention messages that can be used when promoting hepatitis screening and testing;
- List at least three treatment factors to consider and describe at least two new treatment options available to hepatitis C positive patients; and
- Provide examples of at least three strategies for linking hepatitis C positive patients to health care.

TARGET AUDIENCE:

All interested

CONTENT LEVEL:

Core to Advanced

472.Th The Missing Component in Women’s Treatment - Embracing Resilience

Patricia O’Gorman, Ph.D. (NY)

Understanding what is unique about women’s treatment is vital if we are going to intervene earlier in a woman’s addiction. This means grappling with what is different about women: unique triggers, “girly” thoughts, those societal judgments that result in women feeling less-than, that can result in a women’s excessive use of substances, food, and even exercise. Learn about how to intervene directly in “girly” thoughts, essential if we are going to treat the “full woman”, in this FUN seminar that is an overview of the new curriculum available based upon: The Resilient Woman, sure to expand your thinking and leave you laughing.

LEARNING OBJECTIVES:

Participants will:

- Understand how “girly” thoughts affect all women and literally drive some to drink;
- Learn how to use the 7 Steps to personal power with their clients:
 1. See crises as opportunities: how their “girly” thoughts thwart this and recovery can enhance it.
 2. Tune into their own inner wisdom: how trauma makes this more challenging with their “girly” thoughts offering a reason as to why it their fault, but how their HP can help them realize they do have control over what they think.
 3. How to set helpful boundaries: how protective factors sets the stage for what they need to do, and their “girly” thoughts try to keep them stuck.
 4. How to protect their hearts by loving resiliently: loving their inner child and adult, addiction, “girly” thoughts and all.
 5. How to realize that they can become strong in their hurt places: realize they can heal their trauma and addiction through challenging their “girly” thoughts and owning their strength.
 6. How to think positively: own their resiliency style.

TARGET AUDIENCE:

All who work with women

CONTENT LEVEL:

Core to Advanced

Current Drug Trends:

481.Th Current Trends in Street Drugs & Prescription Medications: Bath Salts, Spice/K2, Molly, Hydro, P-dope

Mary-K O’Sullivan, M.A., LADC, LPC, LADC

The line of distinction between what prescription drugs and street drugs are has been forever altered. Prescription medications have become the fastest growing classification of drugs being sold illicitly. In addition, there are a wide range of new street drugs being made available to users that are more potent and more dangerous than any seen in past history. This course will utilize lecture, films, case vignettes, and visual depictions of each drug discussed to assist the participants in identifying and understanding the substances being used in the “new drug culture” in the United States.

LEARNING OBJECTIVES:

At the conclusion of training, the participant will be able to:

- Explore the variety of prescription medications that are abused and how they are being used;
- Identify the new street drugs and their effects upon the user; and
- Discuss how these new trends will effect the treatment of addiction in the future.

TARGET AUDIENCE:

Open to all participants.

CONTENT LEVEL:

Core to Advanced

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TRAVEL INFORMATION

A mix of new and old, Worcester's landscape blends impressive mills and diverse architecture with community-oriented neighborhoods and inviting green spaces. Worcester is conveniently accessible by an excellent transportation system, making it easy for its residents, workers, and visitors get in and out of the city.

Hotels

A variety of hotel options is available in the greater Worcester area. Some hotels may have group rates available, although the rates have certain cutoff dates. Those staying in hotels should register as a commuter, and make their own reservations and payments directly with the hotel. Those listed below are within an approximate 15-mile radius, but check on distance with the hotel. When making reservations, let the facility know that you are attending the New England Institute of Addiction Studies event at the Worcester State University. Additional lodging options may be found at <http://www.centralmass.org/accommodations/hotels-hotels>.

THE FOLLOWING CONTAIN PRICING ON GROUP RATES: Please take note of the "book before" date

[Comfort Inn and Suites Auburn - \(508\) 832-8300](#)

Group Rate: \$115, Book before **May 27th**
Number of group-rated rooms available: 5
426 Southbridge St, Auburn, MA 01501

[Holiday Inn Express Hotel & Suites Auburn - \(508\) 832-2500](#)

Group Rate: \$119, Book before **May 7th**
Number of group-rated rooms available: 5
10-12 Johnson St, Auburn, MA 015011

[La Quinta Inn Auburn/Worcester - \(508\) 832-7000](#)

Group Rate: \$98.10, Book before **May 17th**
Number of group-rated rooms available: 10
446 Southbridge St, Auburn, MA 01501

[Residence Inn by Marriott - Worcester - \(508\) 753-6300](#)

Group Rate: \$129, book before **May 10th**
Number of group-rated rooms available: 10
503 Plantation St, Worcester, MA 01605

[Beechwood Hotel - \(508\) 754-578](#)

Group Rate: \$174, book before **May 4th**
Number of group-rated rooms available: 10
363 Plantation Street, Worcester, Massachusetts 01605

[Courtyard by Marriott Worcester - \(508\) 363-0300](#)

Group Rate: \$129, book before **May 10th**
Number of group-rated rooms available: 10
72 Grove St, Worcester, MA 01605

[Quality Inn & Suites/Suburban Extended Stay Hotel - \(508\) 852-2800](#)

Group Rate: \$94, book before **May 7th**
Number of group-rated rooms available: 10
50 Oriol Drive, Worcester, MA 01603

HERE ARE SOME ALTERNATIVE HOTELS THAT DO NOT INCLUDE GROUP RATES:

[Fairfield Inn & Suites Worcester-Auburn - \(508\) 832-9500](#)

718 Southbridge St, Auburn, MA 01501

Hilton Garden Inn Worcester - (508) 753-5700

35 Major Taylor Blvd, Worcester, MA 01608

Holiday Inn Express Worcester Downtown - (508) 757-0400

110 Summer Street, Worcester, MA 01608

Driving

Worcester State University
486 Chandler Street
Worcester, MA 01602

Worcester's central New England location makes it easy to get to Boston and its western suburbs, the North Shore, South Shore, Springfield, Providence, Rhode Island, and Hartford, Connecticut. The city is conveniently located near 1-190, 1-290, I-90, I-495, I-84, Route 9, Route 146, and Route 20.

Highway Mileage from Worcester

- NYC: 178 miles
- Portland, ME: 141 miles
- Newport, RI: 74 miles
- Manchester, NH: 73 miles
- Hartford, CT: 64 miles
- Springfield, MA: 53 miles
- Providence, RI: 43 miles
- Lowell, MA: 41 miles
- Boston, MA: 38 miles
- Burlington, VT: 218 miles

Train, Bus, and Commuter Rail:

Worcester's historic Union Station, one of the Commonwealth's most beautiful structures, serves as an inter-modal hub, hosting Amtrak, Massachusetts Bay Transportation Authority commuter rail service to Boston, taxi service, as well as both intra- and inter-city bus services and free Wi-Fi access. Train service to and from Boston may also be available. [Click here](#) for further train, commuter rail, and bus links.

The Worcester Regional Transit Authority (WRTA) service area includes over half a million in population and is the second largest regional transit authority in Massachusetts, serving 35 communities.

Airport Information:

The Convention & Visitors Bureau is lucky enough to be within an hour's drive to 4 major airports as well as have its own Worcester Regional Airport which features charter service and the recently added commercial airline service to Florida and Myrtle Beach, SC through Direct Air. For your convenience, below you'll find their websites and contact information:

(Providence) T.F. Green Airport (PVD) - Estimated time travel to university: approximately 1 hour and 15 minutes

2000 Post Road, Warwick, RI 02886
(401) 737-8222, (888) 268-7222 toll free

(Hartford) Bradley International Airport (BDL) - Estimated time travel to university: approximately 1 hour and 15 minutes

11 Schoephoester Road, Windsor Locks, CT 06096
(860) 292-2000

Manchester Boston Regional Airport (MHT) - Estimated time travel to university: approximately 1 hour and 35 minutes

One Airport Road, Manchester, NH 03103
(603) 624-6556

(Boston) Logan International Airport (BOS) - Estimated time travel to university: approximately 1 hour and 10 minutes

500 Terminal East, Boston, MA 02128
(617) 569-6759

Worcester Regional Airport

375 Airport Drive, Worcester, MA 01602
(508) 799-1350

PO Box 742 Augusta, ME 04332
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