

## **Pacific Clinics Training Institute**

### **Off the Shelf Courses Available**

#### **Understanding Cultural Humility and The Culture of Homelessness**

In this course we will look at the factors that contribute to the homeless population including the role of cultural variables and the subculture of homelessness that can be difficult for individuals to leave. We will discuss the triggers and risk factors as predictors of homelessness and why accepting shelter can be challenging for within the homeless population. We will discuss the principles of care for working with clients who are experiencing homelessness and the importance of cultural humility when working with clients.

Objectives: As a result of attending this training, participants will be able to:

- Name 2 demographic factors that are risk factors for homelessness.
- Name 2 triggers for homelessness
- Describe the reasons why a person might be reluctant to leave the homeless community and obtain permanent housing.
- Describe the difference between transitional homelessness and episodic homelessness.
- Define cultural humility

**Duration: 2 Hours**

#### **Trauma Informed Clinical Supervision**

Target Population: clinical Supervisors and other managers

Description: This intermediate discussion-based course is intended for clinical supervisors and other managers in healthcare settings. The focus of the course is on (1) highlighting the common challenges that community healthcare agencies face in serving individuals and families who have significant trauma histories, and (2) discussing specific strategies that clinical supervisors and other managers can use to help their staff provide behavioral healthcare services to traumatized individuals and families in an empathetic, strengths-based, evidence-based, and culturally responsive manner.

Objectives: As a result of attending this training, participants will be able to:

- Demonstrate self-care for supervisors and staff
- Predict risk factors and protective factors for staff who work with traumatized individuals and families
- Apply principles of trauma informed supervision
- Apply methods of trauma informed individual and group supervision
- Demonstrate field safety considerations

**Duration 3 Hours**

### **Trauma Informed Care: What is it and how can peer support staff help?**

This presentation will review the research foundations of Trauma Informed Care in the original Adverse Childhood Experiences study and subsequent replications and extensions of this research. Participants will be introduced to the 7 domains of Trauma Informed Care and ways that their organization can address those domains. The presentation will focus on the impact of trauma on treatment providers such as therapists and case managers. Important concepts such as vicarious trauma, secondary stress, compassion fatigue, burnout, and resilience will be defined and discussed. Warning signs of vicarious traumatization and burnout and strategies for self-care will be discussed. Finally, the important role of supervisors in preventing vicarious traumatization and burnout will be discussed. There will be a focus on concrete strategies that peer support staff can use to help clients who have experienced trauma. In particular, methods of working with individuals in emotional distress, reflective listening principles, and motivational interviewing techniques will be discussed and applied to real life examples.

Objectives: As a result of attending this training, participants will be able to:

- Explain the most important general findings of Adverse Childhood Experiences (ACEs) research
- Explain what Trauma Informed Care is and describe domains of Trauma Informed Care
- Describe at least three common effects of trauma on mental health staff
- Describe at least three self-care strategies staff can implement to prevent vicarious traumatization and burnout
- Describe at least three techniques staff can use to help distressed individuals calm down, problem solve, and/or increase their motivation for behavioral change

**Duration: 2 Hours**

### **How Trauma Affects the Treatment Provider**

This presentation will focus on the impact of trauma on treatment providers such as therapists and case managers. Important concepts such as vicarious trauma, secondary stress, compassion fatigue, burnout, and resilience will be defined and discussed. Warning signs of vicarious traumatization and burnout and strategies for self-care will be discussed. The important role of supervisors in preventing vicarious traumatization and burnout will be discussed. Finally, benefits and potential challenges associated with providing "reflective" supervision to treatment staff will be discussed.

Objectives: As a result of attending this training, participants will be able to:

- Define and give examples of vicarious trauma, compassion fatigue, burnout, and resilience

- Describe at least 3 self-care strategies that they and/or their supervisees can use to prevent vicarious traumatization and burnout
- Explain what reflective supervision is and give at least one example of a benefit and one example of a challenge associated with providing reflective supervision to treatment staff

**Duration: 2 Hours**

### **Trauma Informed Care 101**

Trauma Informed Care is one of the most important mental health initiatives being promoted by national organizations such as the federal Substance Abuse and Mental Health Services Administration (SAMHSA) and the National Council for Behavioral Healthcare. This two-hour presentation will review the research foundations of Trauma Informed Care in the original Adverse Childhood Experiences study and subsequent replications and extensions of this research. Participants will be introduced to the 7 domains of Trauma Informed Care and ways that their organization can address those domains. The second half of the presentation will focus on the impact of trauma on treatment providers such as therapists and case managers. Important concepts such as vicarious trauma, secondary stress, compassion fatigue, burnout, and resilience will be defined and discussed. Warning signs of vicarious traumatization and burnout and strategies for self care will be discussed. Finally, the important role of supervisors in preventing vicarious traumatization and burnout will be discussed.

Objectives: As a result of attending this training, participants will be able to:

- Explain the most important general findings of Adverse Childhood Experiences (ACEs) research
- Explain what Trauma Informed Care is and describe domains of Trauma Informed Care
- Describe at least three common effects of trauma on mental health staff
- Describe at least three self-care strategies they can implement to prevent vicarious traumatization and burnout.

**Duration: 2 Hours**

### **Life Skills: Integrating Activities of Daily Living to Improve Quality of Life**

Activities of Daily Living (ADLs) focus on the client's self-care abilities, such as grooming and hygiene, preparing meals, and using public transport. This training provided tools to assist in evaluating the extent to which the clients have knowledge and skills to participate in activities independent of supervision or direction. It provides information on key aspects of ADLs and how to integrate this information into the four areas of functioning for clients that you work with. We focus the session on biopsychosocial factors that affect ADL care and provide recommendations for enhancing capacity to engage in personal care. Life skills are certain skills that are helpful for the recovery

process as individuals take what they learn in mental health treatment into their daily lives. They're proven techniques that can help in managing mental health symptoms and improving a person's chance at obtaining lasting mental health healing and recovery. Learning

Objectives:

- Use modeling techniques to help clients understand, remember, or apply information
- Demonstrate social techniques to Interact with others
- Apply goals setting techniques with clients to adapt or manage their day-to-day activities such as hygiene, money management, cleaning, medication adherence, etc.

**Duration: 3 Hours**

### **Working with Adults with Serious Mental Illness**

The course describes the diagnostic categories of Schizophrenia, Bi-Polar Disorder, Major Depression, Anxiety & PTSD. This is not about how to make a differential diagnosis, rather it is designed to show what clients with these illnesses may look like and provide the participant with information to educate their clients about their illness, and help families learn how to provide support for their loved one's recovery. The course reviews the onset of the illness, what the symptoms look like, how might the client's thinking and memory be impacted by the illness and reviews a framework to help develop effective treatment. The course will enhance one's working knowledge of these main diagnoses that are treated in ADULT community mental health centers with the goal to be more effective and to individualize the services provided to clients.

**Duration: 2 Hours**

### **Preventing Burnout: Signs, Symptoms, Causes and Coping Strategies**

Burnout also known as compassion fatigue or secondary stress tends to be higher among staff in human service occupations such as social services, medicine and mental health workers. Burnout is the result of tremendous stress and/or pressure that has accumulated on an individual over time. This course is designed for clinical staff that might be at risk for burnout due to their work with consumers. We will look at the difference between stress and burnout. We will discuss how to develop strategies to avoid burnout and how to create a self care plan to manage on-going stress.

Objectives: As a result of attending this training, participants will be able to:

- Identify the difference between stress and burnout
- Explain the factors that lead to burnout
- Identify three ways that burnout can affect your physical health
- Create a self-care plan to avoid burnout

**Duration: 2 Hours**

### **Motivational Interviewing: Skill-Building for the Behavioral Health and Healthcare Workforce**

Motivational interviewing (MI) is an empirically supported brief intervention that has been shown to be successful in increasing an individual's motivation to change and to promote behavioral change in consumers struggling with life choices and personal behaviors that affect their overall health and well-being. In this course we will start by understanding the Stages of Changes model to explain how and why people change. We will discuss how to match our treatment interventions to the individual's stage of change using Motivational Interviewing interventions to ensure successful treatment outcomes. We will discuss how to use Motivational Interviewing to address physical health concerns, substance abuse issues, adolescents consumers and mental health challenges. We will practice using OARS and begin discussing how motivational interviewing handles client resistance. We will discuss how the counselor can "roll with resistance" as a motivational interviewing technique. We will look at the concept of change talk and the types of motivational interviewing questions that can increase the client's motivation to change.

Objectives: As a result of attending this training, participants will be able to:

- Identify the Stages of Change
- Match the client's stage of change to specific interventions
- Identify common communication roadblocks
- Identify the ways client's express resistance in the MI session
- Identify the ways MI handles client resistance in a session

**Duration: 6 Hours**

### **A Culturally Responsive Approach to Providing Services to the LGBTQ+ Community**

This training is intended to help service providers more closely follow best practices in the application of culturally competent services with LGBTQ+ populations. Diversity competency will be presented as a critical aspect of all social services, and not just a "sub-specialty area". Models for addressing, teaching and training diversity competency will be presented. Emphasis will be on identifying key systemic and contextual elements that have impacted the identity development of these populations and how they, in turn, should be integrated into treatment to allow for a holistic approach. Although the presentation will follow a lecture format, participants will be involved in interactive exercises, discussion and analysis of videos and case vignettes.

Objectives: As a result of attending this training, participants will be able to:

- Summarize key socio-historical events that shaped the identity development of LGBTQ populations
- List factors in the client's social map that influence sexual identity development
- Recognize unique challenges faced by subsets of the LGBTQ community
- Utilize approaches that are evidenced based and holistic in supporting members of this population

**Duration: 2 Hours**

### **Milestones of Recovery Scale and Determinants of Care (MORS)**

The goal of this training is to provide participants with a comprehensive understanding of the Milestones of Recovery Scale (MORS) and the Determinants of Care. Participants will learn how MORS can help staff tailor services to fit each individual's needs, assign individuals to the right level of care and create "flow" through a mental health system. This training will also discuss how to use the Determinants of Care assessment to measure a consumer's ability to self-coordinate their care. Areas of self-coordination include: management of one's financial resources; transportation needs; activities of daily living; self-responsibility for medication; and ability to establish community relationships. This training will address how the Determinants of Care score and the MORS milestone rating, in combination with one another, provide information to assist clinicians and other treatment staff in determining the appropriate level of care for the consumer.

**Objectives: After attending this course, participants will be able to:**

- Identify and describe the underlying concepts of the Milestones of Recovery Scale
- Discuss meaningful roles as they relate to the MORS
- List MORS milestones using the MORS Logic Model
- Identify and describe the Determinants of Care
- Calculate a person's Determinants of Care score
- Explain how MORS and the Determinants of Care can be used together to determine the appropriate level of care for the consume

**Duration:** 3.5 hours

### **De-escalation: Prevention, Intervention, and Afterward**

This course will address strategies to prevent, manage, and deal with ramifications of anger-driven escalation that can occur in clients whom we serve in community mental

health. While there are not yet true evidence-based treatments for de-escalation, there are several models and this course will focus on common elements including self-control, respect, structure, communication, and resolution. To focus on self-control, participants will be encouraged to reflect on their own risks for burnout and compassion fatigue. To increase respect and empathy for clients, participants will learn strategies to examine their own biases based on our lived experience and potential for broader implicit bias. A cognitive behavioral model of anger-driven escalation will be explained for participants to understand risks and intervention opportunities more clearly. Structuring the environment for safety will include elements of the environment as well as other people. Communication to facilitate a client's ability to self-regulate will include verbal and non-verbal strategies. Prevention of crises will occur in this communication section and will recommend three skills: self-monitoring, self-calming, and problem-solving. Finally, post-crisis resolution will include de-briefing that highlights attributions as well as decisions related to accountability.

**Objectives: As a result of attending this training, participants will be able to:**

- Name two skills that clients can be taught, which will help to prevent escalation.
- Explain how our own risk for implicit bias may contribute to miscommunication during an escalation.
- Identify three ways to agree with a client whose heightened escalation may make it difficult for them to listen to others.

**Duration:** 2-3 Hours