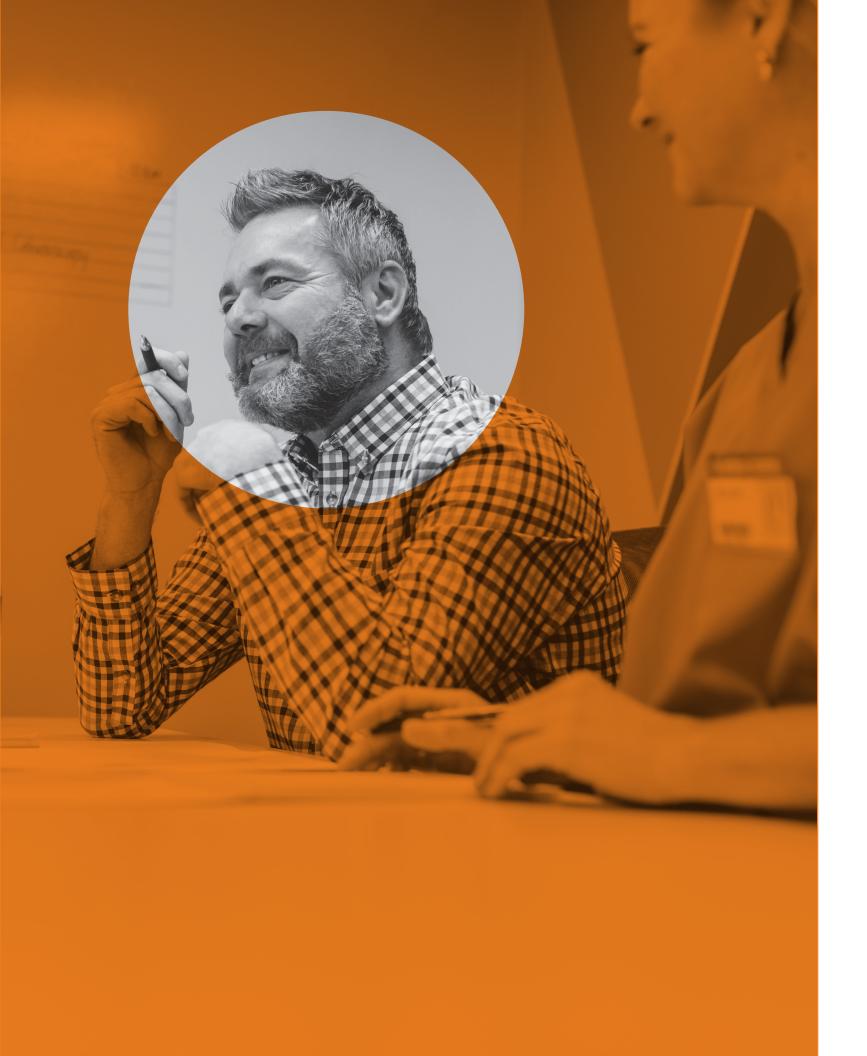


# Training and Education Course Catalog

Volume 2018, No. 1





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# Welcome

Welcome to Louisiana Healthcare Connections, and thank you for being part of our network of physicians, hospitals and other healthcare professionals. We look forward to working with you to improve the health of our state, one person at a time.

# **About Louisiana Healthcare Connections**

Louisiana Healthcare Connections is a Medicaid health plan based in Baton Rouge, providing quality health care coverage to more than 475,000 Louisianans who qualify for Medicaid or LaCHIP. With a network of more than 15,000 providers and comprehensive care management programs, Louisiana Healthcare Connections members enjoy access to quality health care so they can lead healthier lives.

# About this catalog

The Training and Education Course Catalog contains information about our comprehensive clinical training program, designed to enhance the knowledge, skills and performance of healthcare professionals who empower our members to make positive health behavior changes.

We offer many courses to support continuing education for providers, enhance integrated care, and expand use of best practices. Participants can receive continuing education, for some classes, and receive certificates of attendance related to certain licensing requirements.

# Who can attend our courses?

Course participants come from all aspects of healthcare. They include behavioral healthcare providers, primary care physicians, long-term services and supports providers, specialty therapy and rehabilitative service providers, and providers/stakeholders involved in the child welfare system. Their reasons for attending our workshops are as varied as the topics and range from the practical — such as "authorizations" — to the profound — such as "culture of poverty" or "childhood traumatic grief."

# What are the course topics?

Multiple training topics explore ways for physical and behavioral health providers to coordinate services, such as integrated care, cultural competency, common psychotropic medications, positive psychology, strengths-based treatment model and motivational interviewing. In addition, we offer a workshop to explain the use of psychotropic medications in treating mental health and substance use disorders.

Our trainers have extensive knowledge in a variety of health topics, including behavioral health; speech, respiratory, occupational and physical therapy; nursing; exercise physiology; nutrition; diabetes; smoking cessation; case and utilization management; care coordination; data systems; organizational development; long-term services and supports; and child welfare.

We are here to help you with information regarding our education and training workshops, all designed to support the treatment you provide our members and improve member outcomes.

# How to access our programs

While we believe the best training is conducted face to face using experiential-oriented approaches, we know this isn't always possible. That's why the training team is equipped to deliver training sessions in a variety of modalities, including in-person, online, interactive sessions; recorded webinars; and self-paced e-learning modules. We offer several convenient ways to register for existing programs and to request additional training sessions.

Please visit our website where you can view program information and register for available sessions.

https://www.envolveu.com/secure-provider-portal/clinical-training.html

If you have further questions, please contact us at **BHProviderTraining@louisianahealthconnect.com**, or you may reach out to us directly.

# **Relias Learning**

We know that it can be a challenge for you and your staff to find time to attend trainings and educational opportunities. We offer online clinical education through Relias Learning. All Relias Learning courses are free of charge and available 24 hours a day, seven days a week. Many of the Relias Learning courses offer continuing education units (CEUs), and there is no limit to the number of online courses providers are permitted to take. For information and a complete course catalog, please log in or sign up for Relias Learning.

Our valued providers and caregivers may also utilize the Relias continuing education e-learning system as well.

# How to access relias

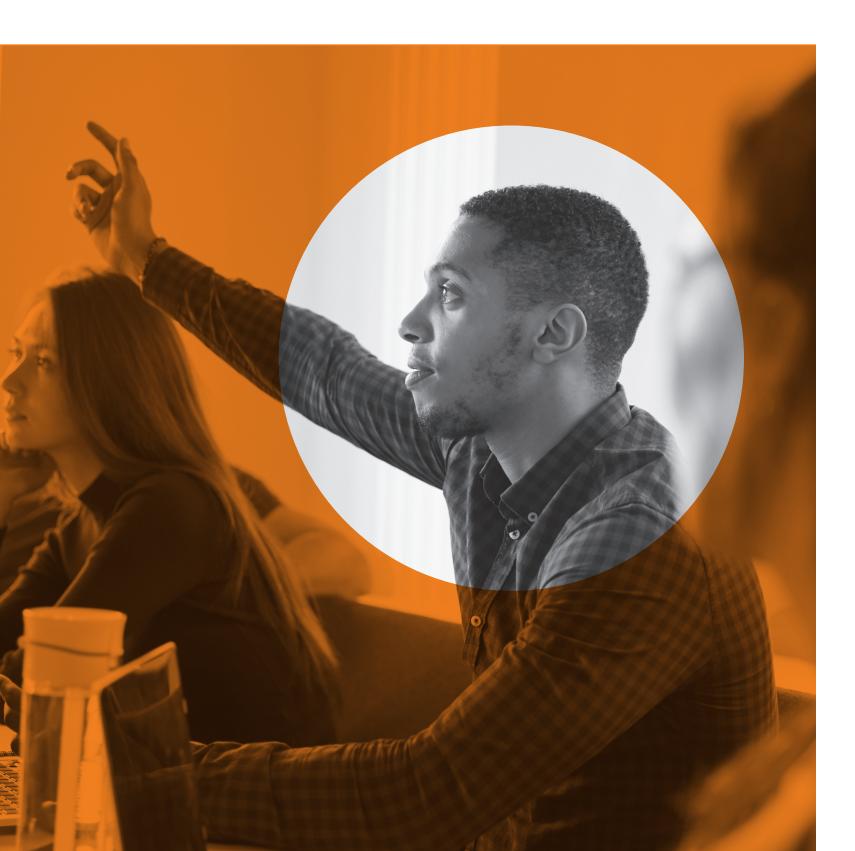
- 1. Visit http://centenetraining.training.reliaslearning.com.
- 2. Click "Need a user account? Register now."
- 3. Complete the required information.

You will have instant access to Relias' library of online learning, including courses that may qualify for continuing education credit.

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# Continuing Education Information

Our clinical trainings offer FREE continuing education (CE) hours for certain behavioral health and nursing licenses. Actual course offerings will list CE hrs. available. Credentialing board requirements vary and are subject to change. \*Please defer to your licensing board to ensure courses taken meet your licensure requirements.



# Adverse Childhood Experiences Study

# **Prerequisites:**

None

# **Description:**

This training reviews the concepts and results of the Adverse Childhood Experience (ACE) Study, a decades-long landmark study showing the relationship between traumatic childhood experiences with adult health and social problems.

# **Duration:**

1.5 hours

Up to 1.5 hours of continuing education available\*

# **Course Objectives:**

- Identify the summary of ACE Study findings
- List the categories of the ACE Study
- Identify negative physical and behavioral impacts of a high ACE score
- Discuss the positive impacts of ACE findings on child welfare

# **Adverse Incident Reporting**

# **Prerequisites:**

None

# Description:

Participants in this session will discuss category definitions of adverse incident reporting and tips on how to complete the reporting form.

# **Duration:**

1 hour

no CEs available

# **Course Objectives:**

- State the definition of adverse Incidents
- Name the location of three adverse incidents which providers must report
- List five adverse Incident categories
- Define three adverse Incident categories

# **Applied Behavior Analysis**

# **Prerequisites:**

Vone

# Description:

To ensure consumers receive the most appropriate level of care, providers should utilize MNC when seeking payment authorization for ABA services. Attendees receive an explanation of the ABA OTR process.

# **Duration:**

1.5 hours

No CEs available

# **Course Objectives:**

- Describe the two-step process for requesting authorization
- State three examples of what is required in the Diagnostic and Treatment Information portion of the ABA form
- · Identify three key components of the ABA MNC

# ASAM Criteria: Treatment Criteria for Addictive, Substance-Related, and Co-Occurring Conditions

# **Prerequisites:**

None

# **Description:**

Providers learn about ASAM criteria and treatment levels that guide medical necessity determinations, recent diagnostic changes to ASAM criteria, and treatment planning for individuals with substance use disorders.

### **Duration:**

1.5 hours

Up to 1.5 hours of continuing education available\*

# **Course Objectives:**

- Identify levels of treatment and learn measurements for evaluating treatment needs
- Review recent diagnostic changes to ASAM criteria
- Understand high-risk withdrawal symptoms, treatment options and conditions requiring a higher level of care

# Attention Deficit Hyperactivity Disorder (ADHD)

# **Prerequisites:**

None

# **Description:**

Attendees learn the symptoms, probable causes and treatments for attention deficit hyperactivity disorder (ADHD); the similarities of ADHD symptoms to post-traumatic stress disorder (PTSD); and the risks of misdiagnosis.

# **Duration:**

2 hours

Up to 2 hours of continuing education available\*

# **Course Objectives:**

- Describe two symptoms of inattentiveness
- · Describe two symptoms of hyperactivity
- Name three probable causes for ADHD

# Behavioral Health 101

# Prerequisites:

lone

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# **Description:**

To provide guidance in referring patients with undiagnosed behavioral health disorders, providers learn descriptions, symptoms and treatments for anxiety, bipolar disorder, borderline personality, depression, PTSD, schizophrenia and substance abuse.

### **Duration:**

1 to 8 hours

Up to 8 hours of continuing education available\*

# **Course Objectives:**

- Recognize symptoms of these seven conditions
- Identify screening options for each condition
- · List two treatment options for these seven conditions

# Behavioral Health 101: Anxiety

# Prerequisites:

None

# **Description:**

Attendees review common symptoms, challenges and evidence-based treatment options for anxiety. This training is one of six modules in the Behavioral Health 101 series. This module can be offered with or without screening tools.

### **Duration:**

1 hour

Up to 1 hour of continuing education available\*

# **Course Objectives:**

- Recognize symptoms of common mental illnesses
- List at least two treatment options for individuals who could have a mental illness
- Identify two medications recommended for each specific diagnosis

# Behavioral Health 101: Bipolar Disorder

# **Prerequisites:**

None

# **Description:**

Attendees review common symptoms, challenges and evidence-based treatment options for bipolar disorder. This training is one of six modules in the Behavioral Health 101 series. This module can be offered with or without screening tools.

# **Duration:**

1 hour

Up to 1 hour of continuing education available\*

# **Course Objectives:**

- · Recognize symptoms of bipolar disorder
- List at least two treatment options for individuals

- who could have bipolar disorder
- Identify two medications recommended for bipolar disorder

# Behavioral Health 101: Depression

# **Prerequisites:**

None

# **Description:**

Attendees review common symptoms, challenges and evidence-based treatment options for depression. This training is one of six modules in the Behavioral Health 101 series. This module can be offered with or without screening tools.

### **Duration:**

1 hour

Up to 1 hour of continuing education available\*

# **Course Objectives:**

- · Recognize symptoms of depression
- List at least two treatment options for individuals who could have depression
- · Identify two medications recommended for depression

# Behavioral Health 101: Post-Traumatic Stress Disorder (PTSD)

# **Prerequisites:**

None

### **Description:**

Attendees review common symptoms, challenges and evidence-based treatment options for PTSD. This training is one of six modules in the Behavioral Health 101 series and can be offered with or without screening tools.

### **Duration:**

1 hour

Up to 1 hour of continuing education available\*

# **Course Objectives:**

- Recognize symptoms of PTSD
- List at least two treatment options for individuals who could have PTSD
- · Identify two medications recommended for PTSD

# Behavioral Health 101: Schizophrenia

# **Prerequisites:**

None

# Description:

Attendees review common symptoms, challenges and evidence-based treatment options for schizophrenia. This training is one of six modules in the Behavioral Health 101 series.

# **Duration:**

1 hour

Up to 1 hour of continuing education available\*

# **Course Objectives:**

- Recognize symptoms of schizophrenia
- List at least two treatment options for individuals who could have schizophrenia
- Identify two medications recommended for schizophrenia

# Behavioral Health 101: Substance Use Disorder

# Prerequisites:

None

# **Description:**

Attendees review common symptoms, challenges and evidence-based treatment options for substance use disorder (SUD). This training is one of six modules in the Behavioral Health 101 series. This module can be offered with or without screening tools.

# **Duration:**

1 hour

Up to 1 hour of continuing education available\*

# Course Objectives:

- · Recognize symptoms of SUD
- List at least two treatment options for individuals who could have SUD
- · Identify two medications recommended for SUD

# Behavioral Health Screening Tools for Providers

# Prerequisites:

None

# Description:

To help identify mental health/substance use disorders in their patients, providers learn to use these screenings: PHQ-2, PHQ-9, OASIS and Edinburgh for depression; GAD for anxiety; Vanderbilt for ADHD; and CAGE-AID for alcohol and substance use.

### **Duration:**

1 hour

Up to 1 hour of continuing education available\*

# **Course Objectives:**

- Practice evidence-based behavioral health screening tools
- Demonstrate the impact of screening tools on the behavioral health referral process
- Identify the benefits of disease management and intensive case management programs

# Child and Adolescent Level of Care Utilization System (CALOCUS)

# **Prerequisites:**

None

# **Description:**

Utilization management staff learns to use the Child and Adolescent Level of Care Utilization System (CALOCUS) assessment to help determine the resource intensity needs of individuals who receive behavioral health services.

# **Duration:**

4 hours

Up to 4 hours of continuing education available\*

# **Course Objectives:**

- Describe the CALOCUS
- Review dimensions, how to apply criteria and recommended level-of-care placement options
- Explain independent criteria, composite score and derived level of care recommendation versus actual level of care

# Co-Occurring: Substance Use and Mental Health Disorders

# **Prerequisites:**

None

# Description:

Behavioral health providers learn the relationship between substance use and co-occurring mental health disorders and learn methods to screen and assess co-occurring disorders. The course also offers guidance on treatment options.

# Duration:

1.5 hours

Up to 1.5 hours of continuing education available\*

# **Course Objectives:**

- Define key terms and examine the relationship between substance use disorders and mental health disorders
- · Review ways to screen and assess co-occurring disorders
- Identify evidenced-based practices for co-occurring disorders

# Cultural Competency: Cultural Humility as the Foundation

# **Prerequisites:**

None

# **Description:**

This course explains the importance of cultural competency among behavioral health providers to improve patient treatment. Training includes components of culture, communication variations, cultural impact on services, treatment and potential barriers.

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# **Duration:**

3 hours

Up to 3 hours of continuing education available\*

# **Course Objectives:**

- Discuss levels of cultural competency and cultural considerations
- Identify four communication variations within/ across cultures
- List two ways that providing culturally competent healthcare improves the patient's treatment

# **Eating Disorders: A Comprehensive Overview**

# **Prerequisites:**

None

# **Description:**

Behavioral health providers learn about eating disorders and its causes, symptoms and some methods of treatment. The course emphasizes three eating disorders: anorexia nervosa, bulimia nervosa and binge eating.

### **Duration:**

1.5 hours

Up to 1.5 hours of continuing education available\*

# **Course Objectives:**

- Identify the symptoms and types of eating disorders
- Review changes in diagnostic criteria between editions of the "Diagnostic and Statistical Manual"
- · Identify treatment methods

# **HIV and AIDS Overview**

# **Prerequisites:**

None

# **Description:**

Behavioral health providers wanting to increase knowledge of HIV and AIDS learn the definitions, differences and symptoms of both. The course also covers transmission, treatment options and statistics on both HIV and AIDS.

# **Duration:**

1.5 hours

10

Up to 1.5 hours of continuing education available\*

# **Course Objectives:**

- Define human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS)
- · Identify stages of HIV and ways it may be transmitted
- Review best practices for establishing care teams to help those with HIV or AIDS

# ICD-10 Overview for Mental Health Providers: Module 1

# **Prerequisites:**

None

# **Description:**

Behavioral health providers are introduced to ICD-10 and its relationship to DSM-5. They also learn to use ICD-10 to bridge the communications gap with physical health providers.

# **Duration:**

1 hour

no CEs available

# **Course Objectives:**

- List at least three important terms and definitions related to ICD
- Explain ways in which the ICD-10 and DSM-5 are related
- Locate the ICD-10 online and navigate to the specific section on behavioral health

# ICD-10 Overview for Mental Health Providers: Module 2

# **Prerequisites:**

ICD 10 for Mental Health Providers - Module 1

# **Description:**

Mental health clinicians receive advanced knowledge of the ICD 10 – CM structure. This learning will aid them in diagnostic and billing practices and reviewing how DSM diagnoses correspond to ICD codes.

# **Duration:**

1 hour

no CEs available

# **Course Objectives:**

- Locate the ICD-10-CM online
- List two examples of what ICD structure looks like
- Complete two practice exercises, locating DSM-5 diagnoses in the ICD-10-CM

# **Inpatient Utilization Review**

# Prerequisites:

None

# Description:

Behavioral health providers discuss what type of documentation is needed on clinical reviews, in discharge plans and in treatment planning.

# **Duration:**

1 hour

no CEs available

# **Course Objectives:**

- Identify information needed in a clinical review for authorization
- Decrease need for multiple outreach attempts due to lack of sufficient clinical information

# **Integrated Healthcare**

# **Prerequisites:**

None

# **Description:**

Behavioral health, substance abuse and physical health providers are introduced to the concept of integrated care, which is designed to increase positive treatment outcomes through a holistic model of care and comprehensive and collaborative supports.

### **Duration:**

1.5 hours

Up to 1.5 hours of continuing education available\*

# **Course Objectives:**

- List types of healthcare providers and models of care involved in integrated health
- Review efforts toward integration and location of resources
- Identify physical symptoms that may have behavioral or substance use origins

# Level of Care Utilization System (LOCUS)

# **Prerequisites:**

None

# **Description:**

Attendees learn the Louisiana Level of Care Utilization System (LOCUS) assessment to help determine resource intensity needs of individuals receiving adult mental health services. This is part of a federal requirement regarding nursing home placements.

# **Duration:**

4.5 hours

Up to 4.5 hours of continuing education available\*

# **Course Objectives:**

- Identify key elements in the provider workflow
- · Name functions of the LOCUS assessment
- Demonstrate application of LOCUS evaluation parameters
- Determine an accurate LOCUS composite score and recommended level of care

# Mental Health First Aid: Adult

# Prerequisites:

### None

# **Description:**

For clinical and non-clinical staff who may need to intervene with someone having a mental health crisis, this course provides basic information about mental health disorders and substance abuse as well as suggested interventions.

# **Duration:**

8 hours

Check with your licensing board for CEU credit information

# **Course Objectives:**

- Become familiar with signs and symptoms of mental health problems
- Learn ALGEE, a mnemonic device that refers to a five-step action plan to intervene and help those with a mental health crisis
- Gain information on resources and treatment options

# Motivational Interviewing (MI): Level 1

# **Prerequisites:**

None

# **Description:**

The purpose of the training is an introduction to the basics of motivational interviewing (MI). Attendees will be exposed to and begin to learn key concepts and skills. This training is considered a Level 1 MI training.

# **Duration:**

3 to 6 hours

Up to 6 hours of continuing education available\*

# **Course Objectives:**

- · List the four processes of MI
- · Name the benefits of engagement
- Describe a purpose of focusing
- · Discuss differences between change and sustain talk
- List components of planning

# Overview of Changes to the Diagnostic and Statistical Manual of Mental Disorders

# **Prerequisites:**

None

# Description:

Providers receive an overview of changes in the diagnostic standards and coding from the DSM-IV-TR to the DSM-5 (ICD9/ICD10). The presentation includes examples of diagnostic organization, specifiers and cultural context.

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# **Duration:**

4.5 hours

Up to 4 hours of continuing education available\*

# **Course Objectives:**

- Describe the role subtypes, specifiers and severities have made in making diagnoses more comprehensive
- List examples of cultural considerations in the new edition
- Complete scenarios to practice using DSM-5 diagnostic-specific rules

# Physical Health 101

# **Prerequisites:**

None

# **Description:**

Attendees learn the connection between a person's physical medical conditions and mental health. The course also stresses the importance of collaboration among physical and behavioral health providers and staff to improve health and wellness.

# **Duration:**

2 hours

Up to 2 hours of continuing education available\*

# **Course Objectives:**

- Understand symptoms, diagnoses and treatments of physical and mental health disorders and their impact on each other
- Know the effect on a person's mental health and well-being from physical illnesses such as hypertension, diabetes, COPD and HIV/AIDS

# Positive Psychology: Clinical Tools for Behavioral Health Providers

# Prerequisites:

None

# **Description:**

Providers receive a strong understanding of positive psychology, which focuses on personal growth rather than pathology such as mental illness. Providers also learn useful clinical tools and how to find positive psychology resources for patients.

# **Duration:**

1.5 hours

Up to 1.5 hours of continuing education available\*

# **Course Objectives:**

- State at least two definitions of positive psychology
- Identify at least three clinical tools to use with members
- Locate positive psychology resources
- Discuss how to guide patients to focus on areas of their lives within their control

# Pre-Admission Screening Resident Review (PASRR)

# **Prerequisites:**

None

# **Description:**

Behavioral health providers in Louisiana learn how to complete a pre-admission screening resident review (PASRR), which evaluates members for evidence of mental illness or intellectual disability and related conditions.

# **Duration:**

1.5 hours

no CEs available

# **Objectives:**

- Review the pre-admission screening resident review
- Understand eligibility requirements for a pre-admission screening resident review
- Understand the requirements in submitting a PASRR to state agencies

Providing Independence for Clients: A Provider's Guide to Successful Client Outcomes and Titrating Services

# **Prerequisites:**

None

# Description:

Providers gain a better understanding of the benefits and best practices of titrating services. The training also reviews skills helpful in graduating clients, such as focusing on recovery, integrated care and being aware of potential barriers.

# **Duration:**

1.5 hours

Up to 1.5 hours of continuing education available\*

# **Course Objectives:**

- Explain the barriers and benefits of titrating services
- Define best practices for treatment and graduating clients
- Identify resources for providers and clients

# **Psychotropic Medications**

# **Prerequisites:**

None

### Description

Behavioral health providers learn about the role psychotropic medications play in the treatment of mental health and substance use disorders. The course explains the

drugs' classifications and side effects.

### **Duration:**

1.5 hours

Up to 1.5 hours of continuing education available\*

# Course Objectives:

- Verbalize the definition of psychotropic medications and what they treat
- Understand the classifications and common side effects
- Review special considerations for older adults

# **Recovery Principles**

# Prerequisites:

None

# **Description:**

Providers learn how to help members in recovery from substance use and also to identify characteristics in members that may be barriers or supports to recovery. Also covered is the new working definition of recovery.

### **Duration:**

1.5 hours

Up to 1.5 hours of continuing education available\*

# **Course Objectives:**

- Understand differences between people "in recovery" and "not in recovery"
- Understand risk and protective factors, resiliency and the guiding principles of recovery
- Discuss ways providers can help a patient in recovery

# **SMART Goals**

# Prerequisites:

None

# **Description:**

Providers learn ways to assist members by using SMART goals – which are specific, measurable, achievable, realistic and timely – as part of members' efforts to change their behaviors. Goals are tracked to assess members' progress and compliance.

# **Duration:**

1.5 hours

Up to 1.5 hours of continuing education available\*

# **Course Objectives:**

- Define SMART goals and apply them to case examples
- Practice using SMART goals format in developing care plans and progress notes
- Review pitfalls to avoid when developing care plans

# Strengths Perspective

# **Prerequisites:**

None

# **Description:**

Traditionally, helping professions focused on deficits and not on interventions that promote positive aspects of self. In this strengths-based treatment course, providers learn about SBT approaches, tools and interventions to promote a path to recovery.

# **Duration:**

1.5 hours

Up to 1.5 hours of continuing education available\*

# **Course Objectives:**

- Increase knowledge and define core concepts of strengths-based approaches
- Describe the importance of encouragement
- Practice strengths-based tools and interventions

Substance-Related and Addictive Disorders
Module 1: DSM-5 Criteria and Diagnostic
Information Overview

### **Prerequisites:**

None

# **Description:**

Attendees receive an overview of DSM-5 criteria and diagnostic information specific to substance use disorders. In addition, the course teaches the alterations that substance use may make to important brain areas needed for life-sustaining functions.

# **Duration:**

1.5 hours

Up to 1.5 hours of continuing education available\*

# **Objectives:**

- State effects of substance use on the brain reward pathway
- · Discuss severity levels of substance use disorders
- List examples of a substance-induced disorder
- Identify location of the 10 separate classes of substances chart in the DSM-5

Substance-Related and Addictive Disorders Module 2: Alcohol-Related Disorders

# **Prerequisites:**

Participants should attend Substance-Related and Addictive Disorders Module 1: DSM-5 Criteria and Diagnostic Information Overview prior to this training.

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# **Description:**

Attendees receive an overview of DSM-5 criteria and

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diagnostic information specific to Alcohol-Related Disorders. In addition, the course teaches the alterations that substance use may make to important brain areas needed for life-sustaining functions.

# **Duration:**

1.5 hours

Up to 1.5 hours of continuing education available\*

# **Objectives:**

- State differences between moderate drinking, binge drinking, and heavy alcohol use
- List the alcohol related disorders in the DSM-5
- Identify 4 evidenced-based treatments for alcohol use disorders

Substance-Related and Addictive Disorders Module 3: Caffeine-Related Disorders

# **Prerequisites:**

Participants should attend Substance-Related and Addictive Disorders Module 1: DSM-5 Criteria and Diagnostic Information Overview prior to this training.

# **Description:**

Attendees receive an overview of DSM-5 criteria and diagnostic information specific to Caffeine-Related Disorders. In addition, the course teaches the alterations that substance use may make to important brain areas needed for life-sustaining functions.

# **Duration:**

1 hou

Up to 1 hour of continuing education available\*

# **Course Objectives:**

- Identify symptoms of caffeine intoxication as identified in the DSM-5
- Recognize how caffeine consumption can interact with other medical and behavioral health issues
- Articulate methods of intervening with problematic caffeine consumption

# Substance-Related and Addictive Disorders Module 4: Cannabis-Related Disorders

# **Prerequisites:**

Participants should attend Substance-Related and Addictive Disorders Module 1: DSM-5 Criteria and Diagnostic Information Overview prior to this training.

# **Description:**

Attendees receive an overview of DSM-5 criteria and diagnostic information specific to Cannabis-Related Disorders. In addition, the course teaches the alterations that substance use may make to important brain areas

needed for life-sustaining functions.

# **Duration:**

1 hour

Up to 1 hour of continuing education available\*

# **Course Objectives:**

- Differentiate between signs of cannabis intoxication and withdrawal
- Identify three risk factors for developing a cannabis use disorder
- Name two treatment modalities effective for treating cannabis related disorders

# Substance-Related and Addictive Disorders Module 5: Hallucinogen-Related Disorders

# **Prerequisites:**

Participants should attend Substance-Related and Addictive Disorders Module 1: DSM-5 Criteria and Diagnostic Information Overview prior to this training.

# Description:

Attendees receive an overview of DSM-5 criteria and diagnostic information specific to Hallucinogen-Related Disorders. The course also teaches the alterations that substance use may make to important brain areas needed for life-sustaining functions.

### **Duration:**

1.5 hours

Up to 1.5 hours of continuing education available\*

# **Course Objectives:**

- Name three types of hallucinogens
- List two physical and mental effects of hallucinogen use
- Identify the Hallucinogen-Related Disorders listed in the DSM5
- State five possible symptoms of a hallucinogen overdose

# Substance-Related and Addictive Disorders Module 6: Inhalant-Related Disorders

# **Prerequisites:**

Participants should attend Substance-Related and Addictive Disorders Module 1: DSM-5 Criteria and Diagnostic Information Overview prior to this training.

# **Description:**

Attendees receive an overview of DSM-5 criteria and diagnostic information specific to Inhalant-Related Disorders. In addition, the course teaches the alterations that substance use may make to important brain areas needed for life-sustaining functions.

# **Duration:**

1.5 hours

Up to 1.5 hours of continuing education available\*

# **Course Objectives:**

- Identify the four types of inhalants
- Identify how a client will be diagnosed with one of the three severity levels of inhalant abuse
- Recognize medical consequences of inhalant abuse
- Discuss treatment options for inhalant abuse

# Substance-Related and Addictive Disorders Module 7: Opioid-Related Disorders

# **Prerequisites:**

Participants should attend Substance-Related and Addictive Disorders Module 1: DSM-5 Criteria and Diagnostic Information Overview prior to this training.

# **Description:**

Attendees receive an overview of DSM-5 criteria and diagnostic information specific to Opioid-Related Disorders. In addition, the course teaches the alterations that substance use may make to important brain areas needed for life-sustaining functions.

# **Duration:**

1.5 hours

Up to 1.5 hours of continuing education available\*

# **Course Objectives:**

- Verbalize two forms of opioids and how opioids work in the brain
- Identify evidence-based screening tools and treatment methods
- Identify severity levels of substance use disorders

# Substance-Related and Addictive Disorders Module 8: Sedative, Hypnotic, or Anxiolytic-Related Disorders

# **Prerequisites:**

Participants should attend Substance-Related and Addictive Disorders Module 1: DSM-5 Criteria and Diagnostic Information Overview prior to this training.

# **Description:**

Attendees receive an overview of DSM-5 criteria and diagnostic information specific to sedative use disorders. In addition, the course teaches the alterations that substance use may make to important brain areas needed for life-sustaining functions.

# **Duration:**

1 hour

Up to 1 hour of continuing education available\*

# **Course Objectives:**

Describe how sedatives, hypnotics and anxiolytics affect

- the central nervous system
- List the DSM-5 criteria and effective prevention methods
- Verbalize treatment methods

# Substance-Related and Addictive Disorders Module 9: Stimulant-Related Disorders

# **Prerequisites:**

Participants should attend Substance-Related and Addictive Disorders Module 1: DSM-5 Criteria and Diagnostic Information Overview prior to this training.

# **Description:**

Attendees receive an overview of DSM-5 criteria and diagnostic information specific to stimulant-related disorders. In addition, the course teaches the alterations that substance use may make to important brain areas needed for life-sustaining functions.

# **Duration:**

1 hour

Up to 1 hour of continuing education available\*

# **Course Objectives:**

- Name two illicit and two prescription stimulants
- Identify three physical/mental effects of stimulant use
- List the stimulant-related disorders in the DSM-5
- Identify three evidenced-based treatments

# Substance-Related and Addictive Disorders Module 10: Tobacco-Related Disorders

# **Prerequisites:**

Participants should attend Substance-Related and Addictive Disorders Module 1: DSM-5 Criteria and Diagnostic Information Overview prior to this training.

# **Description:**

Attendees receive an overview of DSM-5 criteria and diagnostic information specific to tobacco-related disorders. In addition, the course teaches the alterations that substance use may make to important brain areas needed for life-sustaining functions.

# **Duration:**

1 hour

Up to 1 hour of continuing education available\*

# **Course Objectives:**

- Discuss development/course of when individuals begin smoking
- List the physical/mental health effects of tobacco and nicotine
- Understand how nicotine interacts with the brain

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Verbalize criteria and treatment options

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# Substance-Related and Addictive Disorders Module 11: Non-Substance-Related Disorders

# **Prerequisites:**

Participants should attend Substance-Related and Addictive Disorders Module 1: DSM-5 Criteria and Diagnostic Information Overview prior to this training.

# **Description:**

Attendees receive an overview of DSM-5 criteria and diagnostic information specific to non-substance-related disorders. The course also reviews alterations that addictions may make to important brain areas needed for life-sustaining functions.

# **Duration:**

1 hour

Up to 1 hour of continuing education available\*

# **Course Objectives:**

- State the 11 criteria of gambling use disorder
- Recognize the current difficulties with treatment of gambling use disorder
- · Verbalize treatment options for gambling use disorder

# Suicide Risk - A Clinical Perspective Module 1: Suicide Risk Overview

# **Prerequisites:**

None

# **Description:**

Clinicians learn to identify warning signs and risks of suicide. They also learn about protective factors, which ensure vulnerable people are supported and connected with others during difficult times, thus making suicidal behaviors less likely.

# **Duration:**

1.5 hours

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Up to 1.5 hours of continuing education available\*

# **Course Objectives:**

- Identify risk and protective factors related to suicide attempts and suicidal behavior
- Understand the difference between risk factors and warning signs
- List three ways to increase integrated and continuous care to help in suicide prevention

# Suicide Clinical Risk Training Module 2: Assessment Intervention and Evidence-Based Treatments

# **Prerequisites:**

None

# Description:

To help prevent suicide, providers and clinical staff learn assessment tools to screen for depression, anxiety and alcohol use, all of which can increase suicide risk. This course also covers evidence-based treatment interventions.

### **Duration:**

2 hours

Up to 2 hours of continuing education available\*

# **Course Objectives:**

- List three screening tools used to screen for mental health and suicide risk
- · Complete case scenarios using PHQ-9, AUDIT and SAFE-T
- List three evidence-based treatment methods to treat suicide

# Systems of Care

# Prerequisites:

None

# Description:

Systems of care training will discuss the philosophy and approach to behavioral health services for children and youth in the state of Louisiana.

# **Duration:**

1 hour

no CEs available

# **Course Objectives:**

- Define systems of care (SOC)
- · List the core values of SOC
- Understand the goal of Louisiana's coordinated system of care (CSoC)
- Describe the supports and services associated with CSoC

# Teen Violence: Recognizing Signs and Trends

# Prerequisites:

None

# **Description:**

Teen violence often builds on itself and may escalate from isolated incidents into more pervasive patterns of behavior. Providers learn that recognizing connections between causes and forms of violence is central to prevention and reduction of violence.

# **Duration:**

2 hours

Up to 2 hours of continuing education available\*

# **Course Objectives:**

- Define teen violence
- List seven major types of violence
- · State ways that violence is perpetuated
- · Identify options to reduce violence
- · Access available resources

# Trauma-Informed Care

# Prerequisites:

None

# Description:

Theories and practices within the health system used to design and implement trauma responsive services that promote health and reduce retraumatization through service delivery.

# **Duration:**

1.5 hours

Up to 1.5 hours of continuing education available\*

# **Course Objectives:**

- · Define trauma and identify types
- Understand the impact of trauma on individuals and services
- · Identify characteristics of trauma-informed systems
- Understand the impact of trauma on care providers

# Treatment and Documentation Guidelines for Providers

# Prerequisites:

None

# **Description:**

Behavioral health providers delivering services are required to document treatment plans, progress and outcomes. Knowledge of documentation skills and SMART goals can assist in maintaining good records for daily practice and clinical audits.

# **Duration:**

1.5 hours

Up to 1.5 hours of continuing education available\*

# **Course Objectives:**

- Identify evidence-based practices used when treatment planning
- Explain best practices for treatment planning and documentation
- Name three important strategies from a clinical auditing perspective

# **Treatment Planning for Providers**

# **Prerequisites:**

None

# **Description:**

This overview of treatment planning for behavioral health providers includes review of evidence-based practices, best practices for documentation, and review of SMART goals format.

# **Duration:**

2 hours

Up to 2 hours of continuing education available\*

# **Course Objectives:**

- List the purposes of treatment planning
- Verbalize two evidence-based practices used when treatment planning

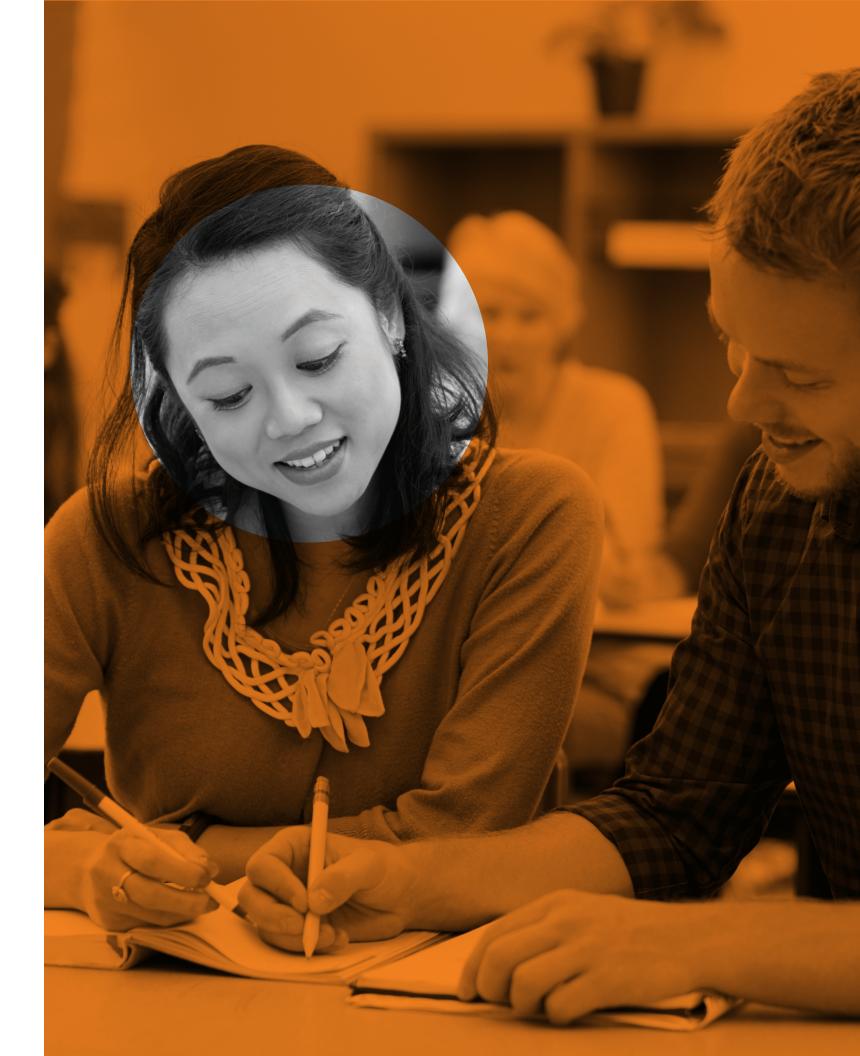
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• Practice using SMART goal format in treatment planning and progress notes

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# Notes

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