



*DELAWARE HEALTH AND SOCIAL SERVICES*

Division of Substance Abuse and Mental Health

# 42nd Summer Institute on Substance Abuse and Mental Health

## Addressing Trauma Across the Lifespan

July 29 - August 2, 2013

Embassy Suites  
Newark, DE

# *The 42nd Delaware Summer Institute welcomes...*

**Terri Pease, Ph.D., and Family, Trauma and Peer Specialist Panel Members**

Presenting the Dr. Mario Pazzaglini Keynote Address

***Addressing Trauma Across the Lifespan (Workshop 1663 - 2.75 hrs.)***

**Monday, July 29, 2013, 9 a.m. – Noon**

Every day, events occur that impact all of our lives for years to come. Natural disasters, community unrest, war, and gun violence are a few of the catastrophes that may have traumatic effects not only on those who experience them, but also on those who have borne witness through the media. Individual trauma can occur at any age: people experience victimization through abuse, violent or criminal acts, self-inflicted violence, injury, and vicariously as witnesses to the horrific experiences of close friends and family members.



*Terri Pease, Ph.D. is an educator, clinician, and consultant with the National Center on Domestic Violence, Trauma and Mental Health.*

In the 2013 Pazzaglini Keynote Address, Terri Pease, Ph.D. will expand our understanding of trauma-informed practice by examining how communities and their members are influenced by distant historical, cultural, and intergenerational trauma. This broad and integrated view of trauma-informed practice can: influence how we help current generations; re-frame our understanding of the value of considering community and cultural context in behavioral health services; and, integrate sensitivity to cultural and historical trauma into the services we provide. Dr. Pease describes this instruction as “Tracks of Their Tears” – The Lasting Influence of Ancestral Experience.

Two panel presentations will compliment Dr. Pease’s inspiring message. One panel of trauma survivors will augment her presentation by focusing on “what happened to,” instead of “what is wrong with,” them. They will share accounts of the effects of intergenerational trauma on their lives and their families’ lives. They will also describe steps they are taking to break the chain of pain and life problems. A second Peer Specialist panel will provide an update on the exciting growth and progress of Delaware’s Peer Specialist program.

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Carinda Martin,  
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## Certification and Continuing Education

Participants assume all responsibility for ensuring that the certificate of completion will be accepted by their professional licensing organization. In compliance with certification requirements, CEU workshop certificates will be issued to those who register for and complete an entire workshop. Check [www.dhss.delaware.gov/si13](http://www.dhss.delaware.gov/si13) for updated information on pre-approved CEUs.

***The number of Continuing Education hours awarded is listed immediately following each workshop title. (An asterisk (\*) after the workshop number denotes no continuing education hours awarded.)***

The Division of Substance Abuse and Mental Health (DSAMH) Training Office is an approved provider of Continuing Education as noted below:

- **Delaware Board of Nursing (DBN):** The DSAMH Training Office is an approved provider of Continuing Education credits under the rules and regulations for mandatory education set forth by the DBN.
- **National Association of Alcoholism and Drug Abuse Counselors (NAADAC):** The DSAMH Training Office is an approved NAADAC Education Provider.
- **National Board of Certified Counselors (NBCC):** The DSAMH Training Office is an NBCC Approved Continuing Education Provider (ACEP) and may offer NBCC approved clock hours for events that meet NBCC requirements. The ACEP is solely responsible for all aspects of the program. Provider #5047.
- **National Association of Social Workers (NASW)/Delaware Chapter:** The DSAMH Training Office is an approved provider for social work continuing education.
- **CE:** The DSAMH Training Office will award an individual certificate of attendance to each participant for completion of each workshop.

***Applications for continuing education units have been submitted to the following boards:***

- **Certified Employee Assistance Professionals Association, Inc. (CEAP)**
- **Commission on Rehabilitation Counselor Certification (CRCC)**
- **Delaware Certification Board (DCB)**
- **Delaware Board of Examiners of Nursing Home Administrators (NHA)**
- **National Certified Gambling Council (NCGC)**

Individual workshops may be approved by your accrediting body. Contact your certification board for clarification.

Summer Institute Information can also be found at <http://dhss.delaware.gov/dhss/dsamh/si2013.html>

**Legal Disclaimer:** *The views and opinions contained in the educational offerings described in this publication do not necessarily reflect those of the Division of Substance Abuse and Mental Health or the Department of Health and Social Services, and should not be construed as such.*

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You can use the Delaware ADRC Service Search online. The Service Search will guide you through the process of exploring service options in Delaware.

If you need more information or help, contact the Delaware ADRC and our staff will be glad to assist you! ADRC staff members are available Monday through Friday from 8:00 AM to 4:30 PM.

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To make a referral to the Delaware ADRC, visit:  
<https://adrcreferral.dhss.delaware.gov>

### 2013 Summer Institute Workshop Tracks

*Violence and Suicide Prevention:* 1617, 1622, 1655, 1651, 1637

*Prevention:* 1618, 1661, 1631, 1667

*Trauma:* 1664, 1673, 1643, 1665, 1644, 1660, 1627, 1651, 1636, 1666, 1632, 1637, 1639, 1645, 1667, 1656, 1652, 1663, 1648, 1649

*DSM 5:* 1623, 1642, 1638, 1630, 1639, 1635

*Brain Based Learning:* 1615, 1624, 1665, 1627, 1632, 1628

*Co-Occurring:* 1633, 1656, 1652, 1653, 1629

*Caregiving:* 1657, 1647, 1670, 1658, 1671, 1662, 1672

*Older Adults:* 1617, 1646, 1668, 1647, 1658, 1621, 1616, 1662

*Ethics:* 1634, 1636, 1635

*Healthcare Reform:* 1640, 1641, 1634

*Hoarding:* 1621, 1616

*Mindfulness:* 1620, 1669

*Motivational Interviewing:* 1626, 1619, 1653

*Supervision:* 1666, 1650

*Tobacco Cessation:* 1916

Summer Institute Information can also be found at <http://dhss.delaware.gov/dhss/dsamh/si2013.html>



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# MONDAY, July 29

.....  
**KEYNOTE SESSION 9 a.m. – Noon** (See inside front cover)

## **AFTERNOON WORKSHOPS 1 - 4:30 p.m.**

### **1615 *Bal-A-Vis-X – Mindfulness in Motion*** (3.25 hrs.) *Paul Hyman*

At the playful and creative edges of therapy, this workshop provides new insights and understanding of trauma and the role of Therapeutic Recreation. Many movement activities help people change the way they feel and learn. *Bal-A-Vis-X* is a series of more than 200 Balance/Auditory/Vision exercises, of varied complexity, most of which are rooted in rhythm. These exercises require full-body coordination and focused attention. The program demands cooperation, promotes self-challenge, fosters self-esteem, and facilitates peer teaching. Anyone can perform these movement activities.

#### **Learning Outcomes:**

- Learn creative ways to engage “frozen” clients through laughter and focused attention so they are relaxed, creative, and cheerful
- Understand the benefits for treating depression, acquired brain injury, stroke, neuro-developmental delay, ADD/ADHD, special needs, and stress
- Demonstrate using individual, partner, and group exercises with special adaptations

### **1616 *Unpacking Hoarding: Understanding the Causes of Compulsive Hoarding and How to Help*** (3.25 hrs.) *Patty Underwood, MSW, LICSW*

Up to five percent of the world population displays symptoms of compulsive hoarding, a vexing problem for the person who collects too much stuff, their families, and those who are helping them. Many people who suffer from hoarding have lived in isolation for years, too embarrassed to seek help, while others have been mandated into treatment and don't see the problems with the condition of their homes. This workshop focuses on a model of treatment using Cognitive Behavior Therapy (CBT) to address compulsive hoarding. Activities on mindfulness and CBT interventions for hoarding will provide experiential elements.

#### **Learning Outcomes:**

- Understand compulsive hoarding criteria, manifestations, demographics, and prevalence
- Use the assessment tools
- Practice individual and group CBT-based treatment protocols
- Identify partners and resources necessary for an effective intervention

### **1617 *Suicide Risk Management for Older Adults*** (3.25 hrs.) *Kimberly Van Orden, PhD*

Given that older adults have the highest rate of suicide in the U.S., obtaining skills and competence in managing suicide risk for this population is essential. Participants are introduced to the role of primary care as a venue for suicide prevention; the impact of mild cognitive impairment on risk assessment and intervention; the greater lethality of late-life suicide; the role of family members in assessment and treatment; and medical comorbidities. Videos, discussion, and role plays of an empirically-supported treatment for late-life depression (*Problem Solving Therapy*), will demonstrate how to apply this in work with suicidal older adults.

#### **Learning Outcomes:**

- List three challenges to late-life suicide prevention
- Describe how to engage families in risk assessment and safety planning
- Practice a *Problem Solving Therapy* session

### **1618 *Stewards of Children*** (3.25 hrs.) *Nikki Mowbray, MSW*

*Stewards of Children* is a program that teaches adults how to recognize, prevent, and react responsibly to child sexual abuse. It is the only nationally-distributed, evidence-based program proven to increase knowledge, improve attitudes, and change child protective behaviors. Participants learn concrete strategies they can use in their interactions with children. Since children who are sexually abused are at a higher risk than the general public to develop alcohol or drug problems, learning sound child sexual abuse prevention skills aligns with other substance abuse prevention efforts.

#### **Learning Outcomes:**

- Define child sexual abuse
- Discuss four tools for building a toolkit to prevent child sexual abuse
- Understand the mandatory child abuse reporting law/procedure in Delaware

### **1640 *Transformative Impacts of the ACA Coverage Expansions on People with Mental Health Conditions*** (3.25 hrs.) *Joel Miller, MSEd*

This workshop reviews the impacts and implications of Affordable Care Act (ACA) health insurance coverage programs on people with mental health conditions. The agenda covers health insurance expansion and related ACA implementation issues, such as the development of an essential health benefits package and mental health parity implementation. Participants will learn about the ins and outs of state health insurance marketplaces and the new Medicaid expansion program, and the effects of ACA changes on state budgets, statewide economies, and uninsured people with mental health conditions.

#### **Learning Outcomes:**

- Understand the health insurance exchanges and marketplaces
- Describe the new Medicaid expansion effort and how it differs from the current program
- Discuss the effects of health insurance coverage expansions and the implications from a financial and mental health policy perspective

**1646 Beat the Blues: A Depression Intervention Tailored to Older African American Adults** (3.25 hrs.)

*Laura N. Gitlin, PhD, Lynn Fields Harris, MPA, and Megan C. McCoy, MSS, MLSP*

Depressive symptoms are prevalent in older adults, but are frequently not identified in settings in which older adults receive care. Older African American adults are at a greater risk of depression due to the higher incidence of chronic health conditions, associated functional impairments, and greater social and environmental stressors. Health disparities and unequal access to culturally-relevant depression treatments are documented consistently for older African Americans, as well as feelings of stigma and reluctance to accept depression treatments. Successful recruitment strategies and implications for depression detection and community-based depression treatment models using senior centers will be presented.

**Learning Outcomes:**

- Understand the importance of screening for depressive symptoms
- Identify strategies for integrating depression screening
- Examine components of the 'Beat the Blues' intervention

**1659\* Parenting and Substance Use Disorders**

(\*No CE hours available)

This meeting is designed for a defined group of Delaware decision-makers to establish a work group to address cross-training issues on the topics of parenting, trauma, and substance use disorders (SUD), as they affect children. Marc Richman, Ph.D., of DSAMH, will facilitate. Due to space issues, the meeting is limited to participants who accepted a pre-institute invitation. Future sessions may be open to additional participants.

**1664 Casting a Broader Net – Including Cultural and Historical Trauma in Behavioral Health Treatment** (3.25 hrs.)

*Terri Pease, PhD*

This workshop offers practical responses to a new perspective on trauma: studies addressing the intersection of traumatic individual, family, community, and ethnic-group experiences of violence. It explores how behavioral health care providers can apply strategies based on understanding and addressing culturally-specific expressions of trauma, grief and fear. In an atmosphere of respect, participants will explore how a broader cultural and historical framework can enhance trauma-informed work in diverse communities.

**Learning Outcomes:**

- Understand trauma and its impact on individual well being and community responses
- Relate new scientific knowledge on trauma and the brain
- Discuss culturally-specific ways diverse communities have been influenced by traumatic events
- Integrate knowledge about cultural and historical trauma into practice and program design

**1668 Disability and Elder Legal Issues: Finding Answers** (3.25 hrs.)

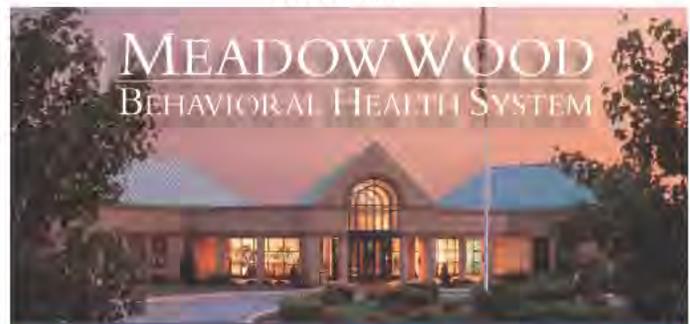
*Emily Farley, Esq, Laura J. Waterland, Esq, and Denise Weeks-Tappen, Esq*

Offered by attorneys specializing in Elder or Disability law, this seminar-style workshop will provide an opportunity to learn about support services and key legal and ethical issues that impact older adults, persons with disabilities, and caregivers. Participants will learn about community legal resources and referral services, and how to access those services. The workshop includes an interactive review and guided discussion covering guardianship, powers of attorney, advance health care directives, protection from abuse and exploitation, Medicaid Diamond State Health Plan Plus program, Social Security Disability and SSI, attendant services, assistive technology, and transportation.

**Learning Outcomes:**

- Describe three legal and/or ethical issues that significantly impact this population
- Identify two legal resources available to seniors and persons with disabilities
- Identify two social services to assist, protect, and advocate for vulnerable adults

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## MONDAY EVENING 6 – 9:30 p.m.

### 1621 **Too Much Stuff: Understanding and Helping People with Compulsive Hoarding** (3.25 hrs.)

*Patty Underwood, MSW, LICSW*

Up to five percent of people in the world display symptoms of compulsive hoarding and about half of those grew up with a hoarding family member. Maybe you have an aunt, grandmother, or a friend who is a “clutterer.” Maybe you have been barred from entering their home; possibly they are in jeopardy of losing that home and you are trying to help. For those of you who have clients, family or friends with this vexing problem, you might be left feeling frustrated and powerless to help. This workshop is for parents, spouses, treatment providers, family members, or the person who collects too much stuff, to help you understand the symptoms of hoarding and how to help.

#### **Learning Outcomes:**

- Understand the criteria for compulsive hoarding
- Identify partners and resources necessary for an effective intervention
- Find community resources on hoarding
- Identify methods to best help as a coach

### 1673 **Crossing the Great Divide: Understanding Male Vulnerability and Trauma** (3.25 hrs.)

*Susan Campling, PsyD, RN*

This workshop will describe the prevalence and types of trauma men experience, and how male survivors present with similar and different characteristics from those often presented by women experiencing trauma. Recent research is outlined on gender-specific interventions that have shown to be effective with men, and, using a case study format, it will demonstrate how new DSM diagnostic criteria can adversely affect diagnosis and treatment for men with trauma histories.

#### **Learning Outcomes:**

- Compare and contrast the prevalence and characteristic presentation of male and female trauma
- Describe possible adverse clinical implications of *DSM-5* trauma criteria
- Identify three intervention tools for working with male trauma survivors

### 787\* **Heartsaver CPR/AED** (\*No CE hours available) *DSAMH Staff*

Heartsaver CPR/AED is a classroom, video-based, instructor-led course that teaches adult, child and infant CPR and AED use, as well as how to relieve choking. This course teaches the updated CPR/AED American Heart Association standards with practical skill testing requiring the student to successfully perform CPR on a mannequin. An AHA certification card is issued to all who complete the course.



### **FREE Monday Evening Workshops** **7 – 9 p.m.**

*(Open to the public: no preregistration required)*

### 1643 **Sex for Survival: Trauma, Paid Sex, and Pathways to Recovery** (2 hrs.)

*Jacqueline Robarge*

This workshop describes a Baltimore organization's efforts to assist women with histories of having engaged in commercial sexual activity. Research findings will be presented regarding the prevalence of trauma in the lives of these women, and the road that has taken them through domestic violence, assaults on the streets, homelessness, addiction and mental illness, and criminal justice involvement. Emphasis is on the necessity of strong interagency collaboration and practical tips for developing specialized approaches to achieve lasting recovery for these women.

#### **Learning Outcomes:**

- Understand contextual information regarding those involved in the sex trade and its application to local service provision
- Identify service gaps for women who engage in prostitution
- Recognize the availability of evidence-based and trauma-informed practices appropriate for this population

### 1657 **Life Scapes: Caregiver Support Through the Arts** (2 hrs.)

*Lisa Bartoli, MA, and Carol Barnett, MS*

A review of the importance of the arts as a stress reliever for caregivers. Actual hands-on art experience with the founder/director of Art Therapy Express of Hockessin, Delaware, and a former adaptive recreation specialist and arts supporter/caregiver will be provided.

#### **Learning Outcomes:**

- List at least three ways to adapt art activities for persons with mobility, intellectual, and/or mental health challenges
- Identify a sample of art forms useful to combat caregiver stress
- Experience a reduction in stress as a result of direct involvement in an art activity

# MONDAY - THURSDAY, July 29–August 1

## 1619 Tobacco Treatment Specialist (TTS) Certification (24 hrs.)

*Denise Jolicoeur, MPH, CHES, David Wrzesniewski, RPh, and Denese Bell, EdD*

**4-DAY WORKSHOP 9 a.m. – 4:30 p.m. each day**

### PREREQUISITES

To Qualify, A participant must:

1. be a Delaware licensed mental health care provider license or certified substance abuse counselor (must provide a copy of license or certification).
2. Have attended the informational meeting in Spring 2013.
3. Have completed an online requirement within 60 days prior to the workshop.
4. Have been tobacco-free for at least 6 months.

This **free** TTS Core Training is an intensive four-day, evidence-based certification program designed for persons who deliver moderate to intensive tobacco treatment services within a health care or community setting. The curriculum, developed by the University of Massachusetts, is designed to address a set of core competencies for tobacco treatment specialists, first defined by the Massachusetts Certification Steering Committee in 1998, and further defined by the Association for the Treatment of Tobacco Use and Dependence (ATTUD). Participants complete a competency test to become certified. Additional information regarding this program can be found at <http://umassmed.edu/tobacco/training/index.aspx>. (TTS Certificate will be issued by the University of Massachusetts.)

### Learning Outcomes:

- Describe the determinants of nicotine dependence: biological, psychological, and social factors
- Understand the introductory elements to Motivational Interviewing
- Describe the pharmacotherapy for the treatment of nicotine dependence
- Identify cognitive and behavioral treatment strategies
- Explore aspects of intake, assessment and treatment planning

**Note:** Participants in this workshop will NOT attend the Monday Keynote Address. The curriculum for this certification is based on participants completing a required number of instruction hours. Participants must complete all requirements for certification.

## 1620 Mindfulness and Trauma-Focused Treatment: Working with the Body (21.25 hrs.)

*James Walsh, PhD, Jenna Tedesco, PsyD, and Stephen DiJulio, PhD*

**3.5-DAY WORKSHOP: MONDAY 1 - 4:30 p.m. ; TUESDAY-THURSDAY 9 a.m. – 4:30 p.m.**

The focus of this 3.5-day workshop is on the complex relationship between trauma and addiction in general, with an emphasis on Pathological Gambling in particular. Mindfulness practices put strong emphasis on two important components of trauma-based therapies: managing affective reactivity and cultivating radical acceptance. The intention of this workshop is to initiate or enhance the personal practice of mindfulness through experiential mindfulness exercises and to present a coherent structure toward integrating mindfulness into treatment for disorders that are caused and/or exacerbated by trauma, particularly addiction disorders and Pathological Gambling. There will be a full day on working with sexual trauma and a full day on working with body trauma. The entire workshop will focus on working with emotional trauma, with emphasis on working with the body as an integral part of working with the mind.

### Learning Outcomes:

- Understand how mindfulness practices can be integrated into comprehensive treatment
- Begin a mindfulness practice or deepen existing mindfulness practice
- Discuss how to integrate mindfulness into care practices

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# TUESDAY, July 30

ONE-DAY WORKSHOPS 9 a.m. – 4:30 p.m.

## 1622 Using the *Interpersonal Theory of Suicide* to Guide Assessment and Clinical Management of Suicide Risk (6 hrs.)

*Kimberly Van Orden, PhD*

This workshop introduces empirically-based best practices for clinical work with suicidal individuals, emphasizing risk assessment and crisis management. The *Interpersonal Theory of Suicide* will be a guiding framework for discussion of risk assessment content and procedures, including corresponding clinical actions to manage varying risk levels. An overview of the *Interpersonal Theory of Suicide*, current empirical data examining the theory, and on-going applications of the theory will be covered. A theme throughout the day will be demonstrating ways participants can incorporate assessment and intervention of the theory's key constructs into risk assessment procedures and also use these constructs to inform psychotherapeutic case formulations.

### Learning Outcomes:

- Identify the key constructs of the *Interpersonal Theory of Suicide*
- Explain at least three methods for incorporating the theory's principles into clinical work
- Describe at least three strategies for risk assessment

## 1623 *DSM-5* for Clinicians Working in Addiction, Mental Health and Criminal Justice (6 hrs.)

*Cardwell C. Nuckols, PhD*

The *Diagnostic and Statistical Manual of Mental Disorders 5* is the new standard for diagnosis of psychiatric disorders. The changes in *DSM-5* impact the way clinicians understand, communicate, and diagnose their clinical findings. This skills training workshop will assist the helping professional in implementing these changes into practice including the new gambling-specific diagnoses.

### Learning Outcomes:

- Discuss the foundational and classification system changes in *DSM-5*
- Describe changes occurring in the philosophical system of *DSM-5*
- Describe in-depth changes in the diagnosis of addictive disorders, conduct disorders, neurodevelopmental disorders, trauma, stress-related disorders and others



## 1624 Optimal Brain Organization to Improve Success (6 hrs.)

*Paul Hyman*

An Optimal Brain Organization (OBO) Profile is a key for unlocking potential, and for understanding and overcoming barriers to learning and performing at the highest level. This experiential workshop provides practical tools designed to enhance skills through understanding clients' specific brain organization profiles. Whole-brain organization is actually a dynamic, continuously changing process. The whole human physiology (brain, eyes, ear, arms, etc.) reorganizes itself moment by moment to perform any specific task. By understanding this profile, participants will fine tune and improve the validity and reliability of assessments, program design, and delivery.

### Learning Outcomes:

- Understand a method for determining a simple, non-invasive OBO Profile
- Interpret implications of the OBO Profile
- Practice activities that promote brain organization and integration

## 1625 Fetal Alcohol Spectrum Disorders (6 hrs.)

*Susan Aduato, PhD and Mary DeJoseph, DO*

Alcohol continues to be a widely-used and abused substance by women in America today. This workshop reviews rates of alcohol use by women, and prevalence and cost data of Fetal Alcohol Spectrum Disorders (FASD). The definition and diagnosis of Fetal Alcohol Syndrome (FAS) and FASD will be covered, along with mechanisms of alcohol-related damage and consequent disabilities. The workshop focuses on identifying and intervening with women who are using alcohol during pregnancy, with emphasis on the benefits of treatment. Co-occurring issues and secondary disabilities will be discussed, as well as interventions. A family's story will be used to illustrate this information throughout.

### Learning Outcomes:

- Define FAS and FASD
- Describe rates of alcohol use by women
- Identify consequent primary and secondary disabilities of FASD's across the lifespan
- Review useful interventions for individuals with FASD
- Identify how co-occurring issues with FASD impact learning, behavior, and recovery

## 1626 Motivational Interviewing: What's New in Edition 3 (6 hrs.)

*David Mee-Lee, MD*

It has been thirty years since *Motivational Interviewing* (MI) first emerged in 1982. The first edition of the book, published in 1991, focused on addictions, followed by a second edition in 2002, and now the third edition has been released. This workshop reviews overall principles of MI and highlights concepts that remain the same from previous editions, along with identifying significant third edition changes and, most importantly, the removal of the concept of "resistance."

### Learning Outcomes:

- Review key concepts about MI and how to help people change
- Identify changes in Edition 3, especially the concept of "resistance"
- Demonstrate skills using updated concepts of MI

**1641 Transformative Impacts of the ACA on State Mental Health Agencies and Health Care Stakeholders** (6 hrs.)

*Joel Miller, MEd*

This workshop delves into the implementation of the Affordable Care Act (ACA). Detailed information on coverage expansions, delivery and payment system reform, managed care, system redesign, health IT, workforce issues, and integration of behavioral health with general and primary care services will be covered. Additionally, integration with health promotion, mental illness prevention and supportive services such as housing and employment, quality improvement, benefits, health insurance outreach and enrollment, and Medicaid will be reviewed.

**Learning Outcomes:**

- Understand the connections between policy areas of the ACA
- List at least three opportunities that flow from the ACA's coverage expansions for the mental health community
- Identify action steps to maximize the ACA and parallel mental health public policies

**1647 Creative Approaches to Dementia Care** (6 hrs.)

*Laura N. Gitlin, PhD and  
Nancy A. Hodgson, PhD, RN*

This workshop provides information and strategies to help manage behavioral and psychiatric symptoms associated with dementia. Creative and innovative approaches for providing and managing care will be presented, including non-pharmacological interventions, skills for daily living, prevention and management of agitated and aggressive forms of behaviors and communication strategies, and activity approaches to preserve and enhance the cognitive capacities of clients. Through problem solving and case scenarios, participants derive potential new non-pharmacologic strategies for managing the presenting behaviors.

**Learning Outcomes:**

- Understand the role of non-pharmacologic approaches in dementia care
- Identify effective strategies for managing challenging behaviors
- Understand ways to support the use of non-pharmacologic approaches

**1665 Sensory Processing, Trauma and Attachment-Informed Care: An Introduction** (6 hrs.)

*Tina Champagne, OTD, OTR/L*

This workshop reviews the current national initiatives targeting the need for trauma-informed services for clients with sensory processing, attachment, and trauma disorders. A review of these disorders and their impacts across child, adolescent, and adult populations on functional performance will be explored. Additionally, therapeutic interventions will be demonstrated through case examples. Sensory materials will be available to demonstrate and apply in simulations.

**Learning Outcomes:**

- Differentiate between sensory processing, trauma, and attachment-related symptoms
- Identify sensory processing-related evaluation and intervention methods that can be used with clients with trauma, attachment, and sensory processing disorders
- Recognize the functional impact of sensory processing, trauma, and attachment disorders across the lifespan

**1669\* Supporting Self-Awareness, Self-Care and Self-Regulation for Trauma Survivors** (\*No CE hours available)

Traumatic stress involves a complex set of processes that can contribute to a wide range of psychological, emotional and physiological illnesses, and even premature death. Research has demonstrated the effectiveness of a range of activities that can limit the survivors' experience of emotional and bodily stress. These activities can be learned outside the clinical setting and can be applied independently, or with support of peers, as part of a recovery plan. This workshop offers instruction and demonstrations of yoga, mindfulness meditation, dance, tai chi, and artistic expression.

**Learning Outcomes:**

- Describe the importance of physiological and emotional self-regulation
- Develop improved self-awareness by using self-care and self-regulation techniques
- Identify community resources that enhance recovery planning

**Note:** This is an interactive session. Dress comfortably and enter the session promptly.

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*The Mental Health Association in Delaware promotes improved mental well being for all individuals and families in Delaware through education, support, and advocacy.*

## TUESDAY EVENING 6 – 9:30 p.m.

### 1634 **The Affordable Care Act and Behavioral Healthcare: Ethical Questions and Opportunities** (3.25 hrs.)

*Dominic A. Sisti, PhD*

Confusion has reigned about the nature and scope of the Affordable Care Act (ACA) provisions. The impact of health reform on behavioral healthcare has been difficult to predict because the law is complex and involves a diverse array of stakeholders. This workshop presents key provisions of the ACA, and explores several of the philosophical foundations and ethical ramifications of the law. Participants will learn how philosophical views on the concept of mental disorder may alter insurance reform and parity efforts; how recovery-based and person-centered treatment models will be supported; and what opportunities are presented by the ACA for professional growth.

#### **Learning Outcomes:**

- Understand ACA provisions related to insurance reform, quality improvement, and cost control
- Describe at least three issues related to defining essential health benefits
- Identify opportunities for expanding coverage, enhancing person-centered care and professional growth

### 1654 **How Sensory Processing and Tools Support Recovery** (3.25 hrs.)

*Tina Champagne, OTD, OTR/L*

This workshop provides an introduction to sensory processing, sensory tools, and how people suffering from trauma symptoms can use these tools to better support their recovery. There will be a hands-on opportunity to interact with sensory tools.

#### **Learning Outcomes:**

- Differentiate the links between sensory processing and trauma symptoms
- Experience and identify sensory-based tools to support recovery
- Recognize the three main categories of sensory processing



## **FREE Tuesday Evening Workshops** 7 – 9 p.m.

*(Open to the public; no preregistration required.)*

### 1644 **Overcoming the Culture of Secrecy in African American Families** (2 hrs.)

*Jacki McKinney, MSW*

This workshop delves into intergenerational trauma and methods to overcome the entrenched tradition of silence that exists within families, especially in the African American community. Healing from trauma may be helped by the survivors' abilities to discuss their experiences, as speaking in one's own voice sheds light on the secrets and begins to release the hold that trauma has on survivors. For this to occur, survivors must feel safe. The workshop will educate participants on how to create a safe place for survivors, with an emphasis on easing the feelings of discomfort, fear and panic that may accompany conversations about trauma history.

*Prompt arrival is required, due to the nature of this workshop*

#### **Learning Outcomes:**

- Recognize that healing may be helped by talking about the experience
- Understand that creating a safe place is essential to begin the healing process
- Acknowledge the importance of using one's own voice to describe the trauma experience

### 1670 **Caregiver Education Series: Community Resources** (2 hrs.)

*Joanna Shea and Honey Woods, RN*

NOTE: This is the first in a series of three caregiver education workshops designed to assist and support those in the role of caregiver. Whether you are caring for a spouse, parent, adult child, relative or friend, you can benefit from one or all of these free workshops.

Throughout the course of our lives, we may find ourselves in the role of caregiver. We often lack a roadmap or tools needed to assist us on this journey. Participants in this workshop will explore the basics of caregiving, including how to assess, plan, and coordinate services and resources to meet the changing needs of both the caregiver and care recipient. Select federal and state programs, eligibility criteria, application processes, benefits and limitations will be reviewed.

#### **Learning Outcomes:**

- Identify at least five long-term care services, both public and private-pay options
- Identify three caregiver resources that provide trusted information, assistance and access to the statewide support service networks and federally funded programs
- Develop a personalized plan to better manage and coordinate caregiving activities and services through all transitions of care

## TUESDAY - WEDNESDAY, July 30–31

TWO-DAY WORKSHOP 9 a.m. – 4:30 p.m. each day

### 1660 Trauma-Informed Care for Female Correctional Programs (12 hrs.)

This introductory, trauma-informed, small-group workshop is especially designed for staff at the Delaware Baylor Correctional facility. Registration has been pre-approved for identified participants and is not available for open registration. Registrants will attend either one of the two-day workshops.

#### Learning Outcomes:

- Describe the prevalence of trauma history in the female correctional population
- Understand how a trauma-informed approach can improve the organization's culture for both staff and detainees.
- Identify at least two intervention strategies for reducing conflict and violence within a female correctional program

(This workshop is also offered Thursday and Friday, 9 a.m. – 4:30 p.m.)

## TUESDAY - THURSDAY, July 30–August 1

TWO-DAY WORKSHOP 9 a.m. – 4:30 p.m. each day

### 1661 Substance Abuse Prevention Skills Training of Trainers (18 hrs.)

Marcus Bouligny, CPM and Sandra Del Sesto

NOTE: Registration is limited to approved participants who have received an invitation from the Delaware SPF-SIG project.

This workshop is the "Train the Trainers" for SAMHSA's Substance Abuse Prevention Skills Training (SAPST) curriculum. The workshop includes in-depth discussion of the SAPST curriculum content areas and multiple opportunities for practice and teach-backs. Participants will gain the basic skills necessary to present and/or co-present a SAPST training to entry-level prevention providers.

#### Learning Outcomes:

1. Present or co-present the SAPST curriculum to entry-level prevention providers including content on:
  - Behavioral health, risk and protective factors, and continuum of care
  - Sustainability
  - Cultural Competence
2. Utilizing a case study methodology, present or co-present the following SAPST content areas:
  - Identification of the problem, resources, and readiness
  - Prioritization of risk factors
  - Determining strategies fit
  - Implementation
  - Evaluation

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# WEDNESDAY, July 31

ONE-DAY WORKSHOPS 9 a.m. – 4:30 p.m.

## 1627 Intro to Brain Gym® Working with Trauma Survivors (6 hrs.) Paul Hyman

People struggling as a result of trauma, especially when it has triggered addictive behaviors, have found Brain Gym® helpful. Brain Gym® movements take between 30 seconds to one minute to do, so specific sequences can be done in less than five minutes. Brain Gym® can be used on its own or easily integrated with any other clinical approach. It is useful and practical with diverse, multi-cultural groups, because it is a non-verbal intervention. Brain Gym® movements assist participants in restoring a feeling of calmness and control, reducing hyperactivity, and improving focus. Participants will gain tools to increase a client's self-management and improve attention prior to psycho-educational sessions.

### Learning Outcomes:

- Use a repatterning sequence that activates visual, auditory, and kinesthetic areas of the brain to work synergistically
- Understand the Five-Step Balance process that targets and supports goal achievement
- Use clinical interventions to facilitate rapid and lasting changes

## 1628 Treating Persons with Borderline, Antisocial, and Narcissistic Personality Disorders (6 hrs.) Cardwell C. Nuckols, PhD

The dramatic and erratic Personality Disorders: Narcissistic, Borderline, and Antisocial, are among the most challenging to treat clinical presentations. Based on over 30 years of successful clinical experience with this population, faculty will discuss clinical protocols helpful in providing services for individuals with these diagnoses. This advanced skills development training presents "hands on" techniques and the neurobiological research to support the approaches.

### Learning Outcomes:

- Illustrate a clinical protocol for treating Borderline, Antisocial, and Narcissistic Personality Disorders
- Describe the difference between Antisocial Behavior and Antisocial Personality Disorder
- Understand the degrees of severity of Narcissistic Personality Disorder

## 1629 "Vocab Rehab" – Rethinking the Words We Use (6 hrs.) David Mee-Lee, MD

The words and terminology we use in talking with clients, team members, and the community can have a great impact for effective communication, or sometimes hurtful and counter-productive interaction. This workshop will focus on the vocabulary, words, and communication styles involved in diagnoses, assessments, interpersonal conflicts, and community relations that signal negative and disempowering attitudes and approaches. Content includes suggestions to "rehab" terminology and communication in documentation, conflict resolution, and team and community communication to promote improved relationships.

### Learning Outcomes:

- Identify communication styles that inhibit alliance-building and conflict resolution
- Discuss documentation, communication methods, and attitudes to enhance teamwork
- Apply alternate terminology, and interpersonal skills that build alliances and improve communication

## 1642 DSM-5: Highlighting the Changes (6 hrs.) Susan J. Lewis, PhD, JD

The *Diagnostic and Statistical Manual of Mental Disorders-5 (DSM-5)*, published by the American Psychiatric Association, brings many changes. Understanding these changes will be critical as it informs diagnoses and treatments. These changes include the elimination of the Multi-axial system, highlighting a dimensional approach to diagnoses, revising diagnostic groupings and the addition/subtraction of symptoms. The goal for this new edition is to address how conditions are affected by time, circumstances, severity of symptoms, and level of insight. Although the personality disorders have remained untouched, a proposal suggesting an alternative approach for diagnoses has been suggested and is under further review.

### Learning Outcomes:

- Understand the new approach to diagnoses
- Describe new diagnoses and the regrouping of existing ones
- Describe the new assessment guidelines
- Understand the suggested approach to diagnosing personality disorders

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**1648 TIP: Achieving Multi-System Collaborations to Assist Young People During Transition to Adulthood** (6 hrs.)  
*Patrice Fetzer, MSW, LISW-S*

**NOTE:** Registration is limited to approved participants who have received an invitation on behalf of the DSAMH Trauma Grant (MHTG).

Transition into adulthood represents a particularly challenging period for youth and young adults with emotional/behavioral disorders (EBD). This workshop describes the Transition to Independence Process (TIP) that prepares and supports youth and young adults with EBD in their movement into employment, educational opportunities, living situations, personal effectiveness/well being, and community life functioning. The TIP model is an evidence-supported system that has six research studies demonstrating improvements in outcomes. Participants will design their own community transition system.

**Learning Outcomes:**

- Describe the developmental processes and systemic barriers for transition age youth with EBD
- Illustrate the application of best practice methods for transitioning youth to adulthood
- Outline four transition domains and describe the importance of each in serving young people with EBD
- List seven guidelines for developing, expanding, and maintaining the TIP system

**1651 Healing from Self-Inflicted Violence: Complex Issues, Simple Solutions** (6 hrs.)  
*Ruta Mazelis*

**NOTE:** Registration is limited to approved participants who have received an invitation on behalf of the DSAMH Trauma Grant (MHTG).

The goals of this small group workshop are to increase knowledge and understanding of self-inflicted violence (SIV) and to identify and implement practices that promote healing from SIV. Self-injury is an intense and often misunderstood topic, greatly impacting the lives of those who live with self-inflicted violence, as well as those who care about them. We will explore the many meanings associated with acts of self-injury, and identify what has been both helpful and hurtful in facilitating healing.

**Learning Outcomes:**

- Discuss organizational responses to SIV and how they can facilitate or act as a barrier to recovery
- Practice specific strategies to promote healing from SIV
- Correct misperceptions surrounding SIV

**1655 Moving Towards Uniformity: Definitions and Data Elements of Self-Directed Violence** (6 hrs.)  
*Asha Ivey-Stephenson, PhD, MA*

Self-directed violence (SDV) constitutes a major source of emergency department visits, hospitalizations, and deaths in the United States. While SDV encompasses both fatal and nonfatal behaviors, this workshop will highlight definitions and data pertaining to suicide, a fatal form of SDV that includes suicidal intent. In Delaware, about 500 people are hospitalized each year after a suicide attempt and 106 Delawareans died by suicide in 2010. This workshop provides a detailed description of the definitions for SDV, details regarding suicide surveillance, and data from the Center for Disease Control's (CDC) final report on the 2012 youth suicide cluster in Delaware.

**Learning Outcomes:**

- Highlight surveillance initiatives and data with respect to the CDC report regarding the 2012 youth suicide cluster in Delaware
- Define SDV
- Articulate CDC's role in preventing SDV
- Understand the public health approach to SDV
- Describe the major surveillance systems that collect data on SDV
- Identify strengths and weaknesses of the current state of data collection for suicide

**1658 Focusing on Quality of Life to Ease the Burden of Caregiving** (6 hrs.)  
*Stephen Vozzella, ACC*

Being a caregiver can be stressful for both the caregiver and the person with dementia. Each person's journey is unique, which requires the caregiver to create an individualized plan. Having a good plan in place is critical in enabling a person with dementia to achieve the highest quality of life. Participants will be exposed to assessment, planning, and implementation of a plan that will enable the caregiver to increase the quality of life for a person with dementia.

**Learning Outcomes:**

- Identify cognitive and functional changes that occur in persons with dementia
- Identify the components of an assessment
- List steps to enhance the dining experience for the person with dementia
- List different types of successful activity programming

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## WEDNESDAY EVENING 6 – 9:30 p.m.

### 1636 Ethical Issues and Decision-Making in the Treatment of Trauma (3.25 hrs.)

*Marna S. Barrett, PhD*

The convergence of ethics, values, and treatment is most apparent in the areas of trauma and Post Traumatic Stress Disorder. Whether the trauma occurred as a result of war, violent crime, abuse, or social unrest, professionals struggle with the balance between what is true versus what is not, objective data versus subjective experience, and maintaining confidentiality versus righting legal wrongs. Within treatment, professionals must face concerns about harmful or helpful techniques, boundary violations, counter-transference, risk for re-traumatization, and self-care. Participants will be challenged to examine the ethical issues inherent in the diagnosis and treatment of trauma-related disorders.

#### Learning Outcomes:

- Describe key ethical issues when providing services to persons affected by trauma
- Recognize secondary ethical issues that may emerge during service delivery
- Develop strategies for ethical decision-making when faced with dilemmas unique to trauma

### 1638 Differential Diagnosis using DSM-5 (3.25 hrs.)

*John Haenes, LMSW, ICPS*

This workshop is designed to provide the key criteria required to diagnose using the new *Diagnostic and Statistical Manual of Mental Disorders 5 (DSM-5)*. It reviews information regarding diagnostic categories, describes some of the difficulties in diagnosing individuals presenting with psychiatric symptoms who also use drugs and/or alcohol, and reviews strategies for distinguishing between them. Participants will gain an understanding of differential diagnoses, which will assist them when reading client reports, creating treatment plans, or reviewing educational plans.

#### Learning Outcomes:

- Define differential diagnosis
- Review “decision trees” for use with the *DSM-5*
- Identify some of the ethical, professional, and legal issues involved in the diagnostic process

### 1666 Trauma and the Therapist: Creating Staff Safety Nets Through Supervision (3.25 hrs.)

*Robin Sesan, PhD*

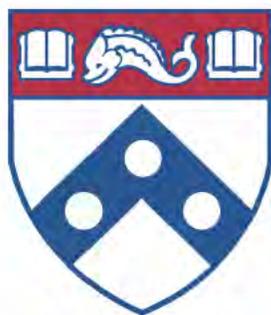
Supervisors need to be aware of trauma on many levels. The majority of clients have significant trauma in their lives. Many therapists have experienced trauma, and supervisors may be trauma survivors. Dealing with traumatic material is painful, stressful, and, at times, taps into feelings of powerlessness. This discussion-oriented workshop provides a safe place to explore the ways professionals are vicariously traumatized by bearing witness to, or hearing about, another’s trauma, the barriers they erect to protect themselves from the pain of another’s trauma and ideas on how to move beyond personal discomfort in order to help. This workshop is designed for supervisors and those aspiring to provide effective supervision to providers serving trauma survivors.

#### Learning Outcomes:

- Understand the impact of vicarious/secondary trauma on the helper and on the supervisor
- Identify ways to address barriers to trauma
- Practice supervision approaches that are trauma-informed



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## **FREE Wednesday Evening Workshops 7 – 9 p.m.**

*(Open to the public; no preregistration required.)*

### **1630 “FUNdamentals” of Brain Fitness (2 hrs.)**

*Paul Hyman*

Brain Fitness is for everyone interested in natural solutions to stress, improving memory, sharpening skills, strengthening techniques, making effective changes, improving productivity, and enhancing performance. Brain Fitness has been described as a program that sets the foundation for people to enhance their own best performance. These movements affect and integrate auditory, visual, and kinesthetic senses. Discover the ease and joy of whole brain integration, a key for unlocking your potential. Learning really is ‘FUNdamental’ and participants will experience a sampling of “smart moves” and understand why learning is not all in your head.

#### **Learning Outcomes:**

- Describe an overview of practical applications of Brain Fitness strategies
- Practice specific movements that improve any learning situation
- Use a five-minute, four-step learning readiness protocol to focus and relax

### **1649 TIP: Engaging Young Adults in Creating Their Future (2 hrs.)**

*Patrice Fetzer, MSW, LISW-S*

This introductory workshop will present an overview of the Transition to Independence Process (TIP) Model. TIP is a person-centered, youth-driven approach designed to prepare and support youth and young adults with emotional/behavioral difficulties in their progression into adulthood. Topics to be covered include the seven TIP Guidelines as well as interactive exercises to allow participants to practice the seven TIP Core Competencies

#### **Learning Outcomes:**

- Practice Strengths Discovering, Futures Planning, Rationales, In-Vivo Teaching, SODA’s, SCORA and Prevention Planning
- Outline the five Transition Domains
- Describe the TIP model

### **1671 Caregiver Education Series: Managing Day to Day Tasks of Daily Living (2 hrs.)**

*Joanna Shea and Honey Woods, RN*

*NOTE: This is the second in a series of three caregiver education workshops designed to assist and support those in the role of caregiver. Whether you are caring for a spouse, parent, adult child, relative or friend, you can benefit from one or all of these free workshops.*

In this interactive workshop, participants will identify the challenges in managing day-to-day activities of daily living (ADL) and learn practical strategies for improving care. Participants will learn how to assess a care recipient’s ability to perform personal care activities (e.g. bathing, oral hygiene, toileting, feeding) and respond to changing levels of care. Caregivers will explore tools and techniques to facilitate care and promote independence through the use of assistive technology, home modifications, safety and prevention activities, medication management, and communication with healthcare providers.

#### **Learning Outcomes:**

- Identify common caregiver challenges associated with ADL’s
- Recognize key indicators for assessing a loved one’s ability to perform ADL’s
- Describe practical techniques and strategies for improving care and promoting independence
- Communicate needs and coordinate care more effectively with health-care and service professionals

## **WEDNESDAY - THURSDAY, July 31 - August 1**

**TWO-DAY WORKSHOP 9 a.m. – 4:30 p.m. each day**

### **1631 Storytelling for Empowerment (12 hrs.)**

*Dora R. Sanchez*

This workshop provides information and “how-tos” for implementing the *Storytelling PowerBook*, a substance abuse prevention curriculum. It is part of the *Storytelling for Empowerment (SFE)* model, listed on the National Registry of Evidence-Based Programs and Practices, with outcomes reflecting a decrease in alcohol and marijuana use and increases in self-efficacy of refusal skills. SFE supports the following variables of change: positive cultural identity and empowerment through cultural stories, bi-cultural identification, prevention knowledge, decision-making skills, and future goals. Participants will explore ways to incorporate storytelling into prevention curriculum; create interactive lessons to engage their audience, and, through Fotonovelas, share ways to strengthen family communication. Participants will practice using SFE’s innovation learning wheel model through experiential activities.

#### **Learning Outcomes:**

- Understand the SFE Model
- Describe how SFE promotes cultural competency
- Create an interactive Storytelling Lesson

# THURSDAY, August 1

.....  
ONE-DAY WORKSHOPS 9 a.m. – 4:30 p.m.

## 1632 Trauma-Informed, Body-Centered Interventions (6 hrs.)

*Paul Hyman*

Because the body is a healer, the psychological scars of trauma may be reversible. Listening to our body allows us to access problems at their physiological roots. When we use all of our capacities, with the mind/body working together, we can move forward. Resiliency in humans is defined as “the ability to withstand or recover quickly from difficult conditions.” The brain/body can be repatterned through movement-based, multi-sensory brain stimulation programs for greater resilience. This workshop bridges the gap between neuroscience and life applications, and provides an opportunity to experience effective techniques to support resiliency and healing.

### Learning Outcomes:

- Understand the physiological effects of trauma
- Know the relationship of the Triune Brain Theory and Learning Developmental Hierarchy
- Experience techniques including: Trager®, Educational Kinesiology, Touch For Health, Hendricks Body Centered Approach, Breathwork, and SomaTech Process

## 1633 Tips for Sustaining Change in Co-occurring and Person-Centered Services (6 hrs.)

*David Mee-Lee, MD*

Many organizations have improved assessment and services for people with co-occurring mental and substance use disorders (COD). They have also increased skills in Motivational Interviewing, person-centered assessment, documentation, and alliance building. With staff turnover and continual change, how can these improvements be sustained and institutionalized in the culture of an organization? This workshop focuses on individual, team, and organizational tips to promote sustainability of positive change. Participants are encouraged to bring clinical and systems dilemmas and vignettes to help apply these tips to their own situations.

### Learning Outcomes:

- Review key changes to improve services for COD
- Summarize revisions that promote person-centered services
- Identify remaining challenges to the Delaware system based on participant input
- Describe individual, team, and organizational strategies to sustain improvements

## 1637 Trauma, Life Events, and the Acquired Capability for Suicide: What’s Risky About a Risk Factor? (6 hrs.)

*Phillip Nelson Smith, PhD*

This workshop informs participants about suicide risk assessment in adult populations as described by the Interpersonal Theory of Suicide. Participants will learn about the role of trauma and other painful and provocative life events in the development of suicide risk. Particular attention is paid to the concept of the acquired capability for suicide in the application of traditional risk factor assessments. The development and documentation of theoretically-informed suicide risk assessment will be covered.

### Learning Outcomes:

- Understand the relationship between trauma, painful and provocative life events, and suicide risk in adults
- Conceptualize traditional risk factors according to the *Interpersonal Theory of Suicide*
- Conduct a theoretically-informed suicide risk assessment interview
- Develop a theoretically-informed formulation of suicide risk
- Complete appropriate documentation based on assessment and formulation of risk

## 1639 DSM-5: Addiction and Trauma Focus (6 hrs.)

*John Haenes, LMSW, ICPS*

The fifth edition of the American Psychiatric Association’s *Diagnostic and Statistical Manual of Mental Disorders (DSM-5)*, published in May, 2013, shapes treatment, diagnosis, insurance decisions, and significantly impacts the way mental health services are provided, received, and reimbursed. These changes have meaningful effects on treatment planning, diagnostic criteria, and overall behavioral health care, including substance use disorders and trauma. This workshop will help explain and incorporate the changes into clinical and business practices.

### Learning Outcomes:

- Increase knowledge about the organization of the *DSM-5*
- Summarize the new organizational structure and elimination of the multiaxial system
- Develop an understanding of diagnosing children and adolescents using *DSM-5* criteria
- Discuss the “disorder spectra,” including trauma disorders
- Describe changes for individual diagnoses with regard to specific criteria and grouping within diagnostic categories

**1645 A Framework for Recovery, Healing and Growth: S.E.L.F.** (6 hrs.)  
*Joseph F. Foderaro, LCSW, BCD*

**NOTE:** Registration is limited to approved participants who have received an invitation on behalf of the DSAMH Trauma Grant (MHTG).

The S.E.L.F. model is a framework and method of organizing the complex, overwhelming impact that trauma and other conditions have upon individuals and communities. Although there are many ways that traumatic events can present themselves, approaches using the themes of Safety, Emotions, Loss and Future can be most helpful. This small group workshop will delineate the critical ways that trauma and adversity can interfere with getting the most of one's talents and strengths, and will offer participants a chance to discuss and lead a S.E.L.F. group discussion around issues commonly found in the practice setting. (6 hrs.)

**Learning Outcomes:**

- Identify the core elements of S.E.L.F.
- Describe the ways that trauma and adversity impact core elements of S.E.L.F.
- Use a S.E.L.F. framework to organize group discussion around trauma-related events
- Incorporate a S.E.L.F. model intervention in various practice settings

**1662 Creating Sustainable Family Caregiving Relationships** (6 hrs.)  
*Barry J. Jacobs, PsyD*

Even well-intentioned and seemingly resilient family caregivers burn out from long-term caregiving duress. In this workshop, the faculty and author of *The Emotional Survival Guide for Caregivers*, will focus on helping family caregivers provide care more creatively, flexibly, and sustainably by identifying and shifting eight core beliefs about aging, illness and family responsibilities. These beliefs include: attributions about a loved one's decline, rationales for making sacrifices on a loved one's behalf, and negative spirituality. Suggestions will be offered for incorporating structured explorations of caregivers' beliefs into caregiver support programs.

**Learning Outcomes:**

- Review research on consequences of long-term family caregiving
- Identify eight core beliefs that shape family caregivers' emotional reactions
- Define means for fostering caregiver beliefs to increase flexibility and resiliency
- Describe methods for incorporating caregiver beliefs into caregiver support programs



**1667 Restorative Integral Support Model** (6 hrs.)  
*Heather Larkin, PhD, LCSW-R,  
and John Records, JD*

Adverse childhood experiences (ACEs) are associated with costly and deleterious health and social problems, such as homelessness. The Restorative Integral Support (RIS) model combines knowledge of trauma, resilience, and recovery to design programs that serve the whole person and deliver real-world impact on outcomes. The RIS model is an ACE-informed program that brings together best practices to address ACEs or ACE-related consequences, as well as other trauma, within intentionally-developed healthy social networks. Agency leaders set a tone and example for healthy behaviors, supporting self-care by staff members who provide relationship-building and role modeling for clients. Participants will explore their own resilience and self-care supports to prevent vicarious traumatization.

**Learning Outcomes:**

- Describe the RIS framework
- Identify ACE characteristics of families and communities served
- Utilize ACE research as a policy advocacy and program development tool
- Create healthy social networks to mobilize resilience and recovery
- Identify effective trauma interventions for those with complex needs
- Integrate services within a restorative culture

**1656 Safety, Stability, and Sobriety: Integrated Treatment for Trauma, Mental Health and Substance Use Disorders** (6 hrs.)

*Denise U. Tordella, MA, LPC, LLC*

A majority of women diagnosed with mental health and substance use disorders have histories of traumatic experiences. Individuals may use alcohol and other drugs as a way to cope with the profound psychological and somatic dysregulation that results from trauma. This workshop will provide participants with an understanding of how trauma survivors, specifically individuals who are survivors of interpersonal violence and sexual assault and abuse, use alcohol and other drugs as a maladaptive coping mechanism. Principles of trauma-informed treatment will be clearly articulated, highlighting areas in which treatment can be modified to be more effective and supportive.

**Learning Outcomes:**

- Recognize the prevalence of co-occurring mental health and substance use disorders for individuals with histories of trauma, abuse, and neglect
- Describe the impact of trauma on physical, cognitive, emotional, and relational functioning
- Understand challenges in working with trauma survivors who use alcohol and other drugs to cope
- Identify interventions that promote safety, sobriety, and stability

## THURSDAY EVENING 6 – 9:30 p.m.

### 1635 Ethical Issues and the New DSM-5 (3.25 hrs.)

*Marna S. Barrett, PhD, and Dominic A. Sisti, PhD*

The development of the 5th edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM-5)* marks a significant shift in nosological categories and diagnostic approaches in mental health. Although the changes are designed to reflect the latest empirical evidence for reliability and validity of categories, the *DSM-5* task forces have also sought feedback from the public. The agreed-upon revisions have practical implications for researchers and raise a number of significant ethical concerns: labeling and stigma, personal identity, and the concept of free will and choice. On a broader level, there are concerns about “disease mongering” (i.e., widening the diagnostic boundaries of illnesses), medicalization of normal functioning (i.e., bereavement, developmental approach), and the social/political influences on determination of “illness.”

#### Learning Outcomes:

- Describe the revisions incorporated in *DSM-5*
- Discuss at least three ethical issues resulting from the changes
- Highlight strategies for addressing ethical concerns in a clinical setting

### 1652 The Effects of Substance Use and Trauma on Parenting (3.25 hrs.)

*Denise U. Tordella, MA, LPC, LLC*

In this workshop, participants will increase their knowledge about how substance use and trauma may affect the ability to parent in a healthy, connected manner. Specific parenting challenges for survivors of interpersonal violence who have co-occurring substance use/mental health conditions will be discussed as well as survival strategies that parents may adopt to cope with the traumatic stress of the abuse and violence. Strengths-based interventions to prevent or repair damaged parent-child relationships and that promote positive parenting will be identified. The healing process for both the parent and the child, as they establish a safe and stable environment, will be explored.

#### Learning Outcomes:

- Identify three ways that substance use and violence impact parenting
- Describe at least five strategies to reinforce positive, nurturing parenting
- Identify ethical considerations, guidelines, and strategies for therapist's self-care in working with this population

## THURSDAY - FRIDAY, August 1- 2

**TWO-DAY WORKSHOP 9 a.m. – 4:30 p.m. each day**

### 1660 Trauma-Informed Care for Female Correctional Programs (12 hrs.)

(This workshop is also offered Tuesday and Wednesday, 9 a.m. – 4:30 p.m.; see full description on page 11.)

## FREE Thursday Evening Workshops

*(Open to the public; no preregistration required.)*

**6:30– 9 p.m.**

### 1650 Restorative Integral Support for Cross-System Collaboration (3.25 hrs.)

*Heather Larkin, PhD, LCSW-R,  
and John Records, JD*

This workshop shares experiences from the Committee on the Shelterless (COTS) and engages participants in a discussion about their own programs. Content will include the Adverse Childhood Experiences (ACE) study and implications of Restorative Integral Support (RIS) for whole organizations and across systems. Participants will discuss how to apply RIS to leverage local resources, clarify unique next steps for their own programs, and create new connections. Agencies are encouraged to send leadership teams and program directors to this discussion.

#### Learning Outcomes:

- Use the ACE study findings in policy advocacy, collaboration, and program development
- Apply the RIS model as a program development tool for organizations and cross-system partnerships
- Identify resource needs and unique next steps for individual programs

**7– 9 p.m.**

### 1672 Caregiver Education Series: Managing Stress (2 hrs.)

*Joanna Shea and Honey Woods, RN*

NOTE: *This is the third and last in a series of three caregiver education workshops designed to assist and support those in the role of caregiver. Whether you are caring for a spouse, parent, adult child, relative or friend, you can benefit from one or all of these free workshops.*

In this workshop, participants will learn how to become healthy, resilient caregivers. Caregiver stress often manifests in feelings of anxiety, depression, social withdrawal, irritability, sleeplessness, lack of concentration, and other physical and mental health issues. Participants in this workshop will learn how to detect early signs of caregiver burn-out and take appropriate actions to mitigate stress and related health risks. They'll also learn about practical techniques and prevention strategies for managing day-to-day stress, along with valuable tools and community resources that are available to support caregivers.

#### Learning Outcomes:

- Understanding the impact that daily stress has on overall health and well-being
- Recognize early signs of caregiver burn-out
- Learn strategies for mitigating stress and reducing health risks
- Demonstrate practical techniques for managing stress and fostering resilience
- Locate services such as adult day and respite care

# FREE ONE-DAY WORKSHOP

## FRIDAY, August 2, 9 a.m. – 3 p.m.

### 1653 Using the NIDA/SAMHSA Blending Products to Affect Change (4.5 hrs.)

*Shannon Garrett, LGSW, CSC-AD; Christine Higgins, MA; Lori Peterson; and Melissa Wesner, LCPC*



On Friday, August 2, 2013, The Summer Institute will present a free, one-day workshop on the NIDA/SAMHSA Blending Initiative, a collaborative effort of the National Institute of Drug Abuse (NIDA), and the Substance Abuse and Mental Health Service Administration (SAMHSA). The Blending Initiative is designed to meld science and practice to improve treatment and accelerate the dissemination of research-based treatment findings into practice. The collaboration yielded the Blending Products Suite, a group of user-friendly, science-based practices that can be implemented in behavioral health care settings. This workshop will provide an overview of the Blending Initiative process and in-depth presentations on four selected products.

The four products that will be highlighted include:

- Promoting Awareness of Motivational Incentives (PAMI)
- Motivational Incentives: Positive Reinforcers to Enhance Successful Treatment Outcomes (MI: PRESTO)
- Buprenorphine Treatment
- Motivational Interviewing Assessment: Supervisory Tools for Enhancing Proficiency (MIA: STEP)

#### Learning Outcomes:

- Describe the NIDA/SAMSHA Blending Initiative and Blending Products
- Determine which Blending Products would best address agencies' populations
- Understand what are the next steps to implement the Blending Products



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# FACULTY

**Susan Adubato, PhD**, is Assistant Professor in the Department of Pediatrics and a Clinical Assistant Professor of Psychiatry at UMDNJ. She is the Director of the Northern NJ FASD Diagnostic Center and the New Jersey/Northeast FASD Education and Training Center and the Chairperson of the NJ FASD Taskforce. She served on the SAMHSA Consensus Panel to develop an FASD Treatment Improvement Protocol.

**Carol Barnett, MS**, is a Planner for the Delaware Division of Services for Aging and Adults with Physical Disabilities. Previously, she served as a Recreation Specialist for New Castle County Department of Parks and Recreation, offering programs for persons with disabilities. She is also a full-time caregiver to her adult brother who lives with her and uses a wheelchair.

**Marna S. Barrett, PhD**, is Clinical Associate Professor of Psychology in Psychiatry at the University of Pennsylvania and a Diplomate of the American Board of Medical Genetics. She is Research Projects Manager for the Mood and Anxiety Disorders Treatment Research Program and has written numerous publications on psychotherapy research and depression. She is an international lecturer on ethical decision-making, ethics in mental health, and ethical issues in psychiatric diagnosis.

**Lisa Bartoli, MA**, has worked in both inpatient and partial hospitalization settings as an Art Therapist. She founded Art Therapy Express and continues to offer arts experiences for Delawareans of all ages with a variety of challenges at school and other settings as well as at her Kaleidoscope studio at the Absalom Jones Community Center in Wilmington, Delaware.

**Denese Bell, EdD**, holds an Organizational Leadership degree and works in the Tobacco Prevention and Control Program of the Delaware Division of Public Health as a Trainer Educator. Dr. Bell has nine years of tobacco cessation specific teaching experience. She started the Arbor Counseling Center in Georgetown, Delaware as a licensed therapist.

**Marcus Bouligny, CPM**, is Lead Trainer and TA provider for The Prospectus Group, a substance abuse prevention Technical Assistance and Training firm where he manages the statewide Training and Technical Assistance systems for the state of Georgia and is the Project Manager for prescription drug misuse and abuse awareness campaign for the Council on Alcohol & Drugs.

**Susan Campling, PsyD, RN**, has over 20 years of experience working with people experiencing various kinds of trauma. She has presented internationally on topics of domestic violence, sexual abuse, chemical dependency and addiction. She is co-author of a book, *Making Advances*, and has a private practice in Pennsylvania.

**Tina Champagne, OTD, OTR/L**, is the Program Director and lead clinician for the Institute for Dynamic Living in Massachusetts, and an international consultant. She is also the American Occupational Therapy Association's Mental Health Special Interest Section Chair, and has published research and authored publications on sensory processing, trauma, and attachment-informed care.

**Mary DeJoseph, DO**, works with the NJ/Northeast FASD Education and Research Center and practices Family Medicine in PA. She serves on the New Jersey and Philadelphia Task Forces on Fetal Alcohol Spectrum Disorders. She consults with the Mental Health Association in NJ and received an Ambassador Award in the area of Health Care from the NJ Governor's Council on Mental Health Stigma.

**Sandra Del Sesto** is an advocate, educator and consultant in substance abuse and prevention. She has trained throughout the United States and has served on numerous committees dedicated to the advancement of addiction services and recovery issues. She is the founder of Initiatives for Human Development, the only statewide prevention agency in Rhode Island, and is Secretary of the Board of Directors of the International Certification and Reciprocity Consortium.

**Stephen DiJulio, PhD**, is co-founder and Clinical Director of Survivors of Abuse in Recovery, a non-profit whose mission is to help sexual trauma survivors and their loved ones. He specializes in intensive individual and group psychotherapy for trauma survivors. He holds certificates in Trauma and Loss Studies, as well as in Existential Gestalt Depth Therapy. He is President of Behavioral Health Associates, a private practice group.

**Emily Farley, Esq.**, is the Elder Law Project Director at the Community Legal Aid Society, Inc. (CLASI), a private, non-profit law firm dedicated to equal justice for all. She provides civil legal services to citizens of Delaware who have low incomes, disabilities, or who are age 60 and over to help clients to become safe and self-sufficient.

**Patrice Fetzer, MSW, LISW-S**, is a National Network on Youth Transition Certified Master Transition to Independence Process Model Consultant. She has 20 years of experience in developing and implementing quality and innovative programming, cross-system collaborations, and system change efforts that engage and empower individuals and families with mental, emotional, behavioral, and societal challenges.

**Joseph F. Foderaro, LCSW, BCD**, is a co-founder of the Sanctuary Programs and senior faculty member for the Sanctuary Institute. He maintains a private practice in Ft. Washington, PA, and serves as senior consultant for the Center for Non-Violence and Social Justice at Drexel University. He facilitates S.E.L.F. groups for young boys and men who have experienced the impact of urban street violence.

**Shannon Garrett, LGSW, CSC-AD**, is the Program Director of Adolescent and Young Adult inpatient program at Mountain Manor Treatment Center in Baltimore, a facility that treats young people and families that suffer from co-occurring disorders. He has been a field instructor for the University of Maryland's School of Social Work since 1997.

**Laura N. Gitlin, PhD**, is an expert on interventions to enhance life quality for older adults with disabilities. In 2011, she joined the faculty at Johns Hopkins' School of Nursing, with a joint appointment to the Department of Psychiatry. She is Director of the Center for Innovative Care in Aging at Johns Hopkins, the mission of which is to transform aging through novel care interventions.

**John Haenes, LMSW, ICPS**, is an internationally-certified prevention specialist with 20 years of experience with substance abuse issues, juvenile delinquency, trauma, and child welfare. He has presented for the Office of National Drug Control Policy, Substance Abuse and Mental Health Service Administration, Texas Center for the Judiciary, Justice Court Training Center, Juvenile Probation Commission, and Department of Family and Protective Services.

**Lynn Fields Harris, MPA**, is Executive Director of Center in the Park (CIP), a nationally accredited community senior center in Philadelphia, which promotes positive aging and fosters community connections for older adults. CIP is a model wellness center due to its innovative and creative approaches in outreach and implementation of evidence-based health promotion programs.

**Christine Higgins, MA**, is the Dissemination Specialist for the Mid-Atlantic Node of NIDA's Clinical Trials Network, representative on the Clinical Trials Network Research Utilization Committee and has served as chair of the Motivation Interviewing Workgroup. She is a member of the Motivational Interviewing Network of Trainers and serves on the Prevention and Health Promotion Administration's Supervisory Committee for the No Wrong Door Project.

**Nancy A. Hodgson, PhD, RN**, is an Assistant Professor at Johns Hopkins University School of Nursing. She has over 25 years of clinical expertise in providing care to older adults in long-term care and home care settings. The emphasis of her research is on the examination of factors associated with health-related quality of life in chronically ill older adults and the enhancement of science-based end-of-life nursing practice.

**Paul Hyman** is a "Brain Trainer" specialist, combining mind/body approaches and brain research. A therapist at the Centre for Addiction and Mental Health (CAMH) in Canada, he was on the design team responsible for creating Ontario's first problem gambling program. A contributing author for CAMH's newest publication, *Becoming Trauma Informed*, Paul's experiential style of teaching makes for a fun, and one-of-a-kind learning experience.

**Asha Ivey-Stephenson, PhD, MA**, is a Behavioral Scientist/Epidemiologist at the Centers for Disease Control and Prevention. She was an Assistant Professor of Psychology at Morehouse College. She completed her post-doctoral work at Emory University School of Medicine in the Department of Psychiatry and Behavioral Sciences and completed her doctorate and Master's degree in Clinical Psychology at the University of Michigan.

**Barry J. Jacobs, PsyD**, is the author of, *The Emotional Survival Guide for Caregivers—Looking After Yourself and Your Family While Helping an Aging Parent*. He is the Director of Behavioral Sciences for the Crozer-Keystone Family Medicine Residency Program and a Clinical Associate Professor at Temple University School of Medicine. He is the national spokesperson on family caregiving for the American Heart Association, and a member of the AARP Caregivers Advisory Panel.

**Denise Jolicoeur, MPH, CHES**, is Program Director of the Tobacco Treatment Specialist training program at the University of Massachusetts Medical School. She is a member of the Association for the Treatment of Tobacco Use Dependence, the Society for Research on Nicotine and Tobacco, and the Society for Public Health Education.

**Heather Larkin, PhD, LCSW-R**, is an Assistant Professor at SUNY- Albany and a volunteer consultant on research and education to the Center for Post-Trauma Wellness. She has researched Adverse Childhood Experience (ACE) prevalence and service use among homeless people and co-developed the RIS model. She leads the ACE Think Tank and Action Team meetings and works closely with agency directors to strengthen ACE response.

**Susan J. Lewis, PhD, JD**, is experienced with varied clinical populations including sex offenders, prison inmates, and self-injurious individuals. She conducts trainings on the interface between law and mental health and teaches *The Psychology of Criminal Behavior* at Harvard University. She maintains a private practice and works with attorneys on issues such as dangerousness, competence to stand trial, and criminal responsibility evaluations.

**Ruta Mazelis** is a former long-time editor of *The Cutting Edge: A Newsletter for People Living with Self-Inflicted Violence*, an internationally distributed quarterly publication. She is on the staff of the Sidran Institute; serves on the board of the National Trauma Consortium, and was a Program Manager for the National Center for Trauma-Informed Care.

**Megan C. McCoy, MSS, MLSP**, is the Director of Grant Research and Development at Center in the Park, a nationally accredited community senior center in Philadelphia, which promotes positive aging and fosters community connections for older adults. She has a range of experience in aging services, housing, and mental health, including non-profit management, grant writing, program development/evaluation, community-based research, clinical social work and case management.

**Jacki McKinney, MSW**, is a family advocate specializing in issues affecting African American women and their children, and is a founding member of the National People of Color Consumer/Survivor Network. She has been an advisor to the Center for Mental Health Services and is known for her moving presentations on seclusion/restraint, intergenerational family support, and minority issues in public mental health.

**David Mee-Lee, MD**, is a board-certified psychiatrist also certified by the American Board of Addiction Medicine. Dr. Mee-Lee is Chief Editor of the ASAM Criteria and is Senior Vice President of The Change Companies. He has over thirty years' experience in person-centered treatment and program development for people with co-occurring mental health and substance use conditions.

**Joel E. Miller, MSED**, leads the development and implementation of NASMHPD's policy agenda and regulatory strategies designed to support state public behavioral health systems. He develops policy briefs and other information materials related to the ACA, behavioral health financing, the healthcare workforce, Medicare and Medicaid, insurance exchanges and risk pools, and private health insurance programs. He has worked extensively with members of Congress.

**Nikki Mowbray, MSW**, is the Director of Stewards of Children for the YMCA of Delaware, where she coordinates the multi-agency statewide effort to train 35,000 Delaware adults in child sexual abuse prevention by 2016. She started her career in clinical social work in North Carolina and Maryland before joining the YMCA to focus on prevention programs.

**Cardwell C. Nuckols, PhD**, is described as "one of the most influential clinical and spiritual trainers in North America." He is widely published, having authored more than 60 journal articles, 30 books and workbooks, 50 DVDs, CDs and videos, and 25 audiotape series. His formal educational background includes advanced work in medical research, pharmacology, neurobiology, education and psychology.

**Terri Pease, PhD**, is an educator, clinician, and consultant with the National Center on Domestic Violence, Trauma and Mental Health. She focuses on creating cross-sector clinical and programmatic responses to sexual assault and domestic violence and on enabling and broadening collaborations between victim service providers and providers who support people who have mental health, cognitive and learning disabilities.

**Lori Peterson** is the Program Director at Lane Treatment Center, a behavioral health agency in Baltimore, specializing in mental health and addiction treatment. She assisted in the development of MI:Presto and has been certified as a Trainer of Motivational Incentives. She has also offered expert consultation on incentive programs and educational development.

**John Records, JD**, has practiced law in New York and Oregon and has taught at several universities. From 1992 to 2013, John served as Executive Director of COTS, an award-winning nonprofit agency helping homeless children and adults in Northern California. COTS has 40 staff members and volunteers contribute 50,000 hours each year.

**Jacqueline Robarge** is the founder and Director of Power Inside in Baltimore. She has developed and implemented gender-specific programs that integrate public health, trauma-informed, and peer-based models. She was awarded the Petra Fellowship and the Open Society Institute Fellowship for her work with female detainees in the Baltimore City Detention Center.

**Dora R. Sanchez** has worked with the Wheel Council in Phoenix, Arizona since 2001. She oversees the Phoenix Project to ensure compliance with federal grants and the budget. She writes curricula and lesson plans for parent education classes and trains other agencies in curriculum implementation. She is bilingual, bicultural, and has a degree in Social Work.

**Robin Sesan, PhD**, is in private practice in Wilmington, DE and brings over 25 years of experience to her work with individuals, groups and couples. She is trained in Emotionally Focused Therapy and uses an attachment frame in her work. She specializes in treating women, trauma survivors, LGBT issues, and relationship issues and is a highly sought-after speaker on mental health issues for both public and professional groups.

**Joanna Shea** is the administrator for the CARE Delaware and Joining Generations programs at Delaware's Division of Services for Aging and Adults with Physical Disabilities (DSAAPD). Joanna has spent most of her career at DSAAPD serving older adults and persons with disabilities in the community. She has extensive knowledge of federal and state programs, policies, benefits and eligibility, as well as expertise in accessing public support services.

**Dominic A. Sisti, PhD**, is Director of the Scattergood Program for the Applied Ethics of Behavioral Healthcare. His research examines the ethical and philosophical dimensions of the concept of mental disorder, with a particular focus on personality disorders. He is an editor of two books: *Health, Disease, and Illness: Concepts in Medicine* and *The Case of Terri Schiavo: Ethics at the End of Life*.

**Phillip Nelson Smith, PhD**, is an Assistant Professor of Psychology at the University of South Alabama. He completed a two-year post-doctoral fellowship in suicide prevention and clinical trials research at the University of Rochester Medical Center. He has authored numerous papers on the understanding and prevention of suicide, trauma, and related behaviors and disorders.

**Jenna Tedesco, PsyD**, has worked in private practice and consulted with agencies such as Amnesty International/Center for Survivors of Trauma and Torture, and family and federal court systems in Philadelphia. She facilitates mindfulness practices and treatments at the Wilmington VA Medical Center, where she is employed as a Health Psychologist and Program Coordinator.

**Denise U. Tordella, MA, LPC, LLC**, has completed a program in advanced trauma treatment from the Institute for Advanced Psychotherapy Training and Education, Inc. and is trained in Eye Movement Desensitization and Reprocessing, and Sensorimotor Psychotherapy. She maintains a private practice and specializes in addiction, dissociation, trauma, and working with survivors of sexual abuse, sexual assault and interpersonal violence. She was recognized by Washingtonian Magazine as a "Top Therapist."

**Patty Underwood, MSW, LICSW**, is an outpatient clinician in Newton, Massachusetts. She is a clinical instructor at the Boston University (BU) School of Social Work and teaches in a post-graduate group work certification course at Simmons School of Social Work. On the BU Hoarding Project team, she conducts compulsive hoarding groups as part of the research in developing the CBT-based Hoarding Treatment Model.

**Kimberly Van Orden, Ph.D.**, is an Assistant Professor in the Center for the Study and Prevention of Suicide at the University of Rochester Medical Center. Her research and clinical interests are in suicide prevention, particularly interventions with older adults at risk for suicide. She is co-author of the book, *The Interpersonal Theory of Suicide: Guidance for Working with Suicidal Clients*.

**Stephen Vozzella, ACC**, is the Memory Care Director of a 27-person Neighborhood at Emeritus of Pikesville, MD. He has been certified as an Activity Director since 1996 and in 2007 became certified as an Activity Consultant through the National Certification Council for Activity Professionals. He has given presentations at local, state and national conferences.

**James Walsh, PhD**, trained in Mindfulness Based Stress Reduction through the University of Massachusetts Medical School, and has integrated mindfulness practices in his personal and professional life. He teaches in the Clinical Mental Health Counseling program at Wilmington University, and is a past Member and President of the State of Delaware LPCMH Board. He also serves as Past President on the Board of the Delaware Professional Counselors Association.

**Laura Waterland, Esq.** is a Senior Attorney with the Disability Law Program at the Community Legal Aid Society, Inc., a private, non-profit law firm dedicated to equal justice for all. She provides civil legal services to citizens of Delaware who have low incomes, disabilities or who are age 60 and over that help clients to become safe and self-sufficient.

**Denise Weeks-Tappan, Esq.** is Planning Supervisor with the Division of Services for Aging and Adults with Physical Disabilities (DSAAPD). She manages DSAAPD's Planning and Policy Unit, and serves as the State Legal Assistance Developer. Earlier, she was a Staff Attorney, then Project Director of the Elder Law Program of Community Legal Aid Society, Inc., and a Deputy Attorney General with the Delaware Department of Justice.

**Melissa Wesner, LCPC**, works at Lane Treatment Center, LLC, as clinical supervisor and has over six years of experience providing individual and group counseling services to individuals with co-occurring disorders. She graduated from Johns Hopkins University with a Master's Degree in Clinical Community Counseling and a Post-Master's Certificate in Existential and Spiritual Approaches to Counseling.

**Honey Woods, RN**, is a Program Manager for the Evergreen Alzheimer's Adult Day Center. As a member of a specially trained team of Christiana Care Visiting Nurse Association professionals, she engages clients in creative programs that promote independence, maximize functioning and increase self-efficacy, while offering valuable respite services for caregivers.

**David Wrzesniewski, RPH**, has been involved with State of Delaware's Tobacco Cessation Program since its inception in 2001. He served as Project Manager for the face-to-face portion while providing both the behavioral and pharmacotherapy training portion for all counselors. He provides daily pharmacotherapy support and training for the counselors on pharmacotherapy options available in tobacco cessation.

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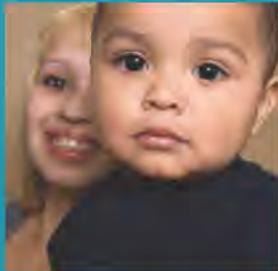


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• Prevention



• Treatment



• Education

• Advocacy



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## 42nd Delaware Summer Institute Hotel Information

**Embassy Suites Hotel Newark/Wilmington South**  
**654 South College Avenue**  
**Newark, DE 19713**

Conference rates are available as follows:

Single/Double Occupancy     \$114 + 8% tax

Triple Occupancy                 \$129 + 8% tax

Quadruple Occupancy         \$144 + 8% tax

Your reservation includes a daily, full, cooked-to-order breakfast and enhanced evening Manager's Reception.

To make a hotel reservation at the Summer Institute special rate, call **302-368-8000** or **800-EMBASSY** and ask for the "State of Delaware Summer Institute" room block.

Reservations also may be made online: <http://bit.ly/StateofDeSummerInstitute2013> and use group code **SDE**

*Please note that the deadline to receive the Summer Institute rate is **July 8, 2013** or until the group block is sold out—whichever comes first.*

### Directions:

From I-95 (north or south), take the Route 896 (S. College Ave.) exit North to Newark. Hotel is on the left, just past Chestnut Hill Road.



## **Summer Institute General Information, Registration and Payment Instructions**

You are encouraged to register by the July 22, 2013 registration deadline. **On-site (walk-in/same-day) registration is NOT AVAILABLE for daytime workshops.** Space is limited for daytime workshops: early registration offers the best chance for obtaining your first choices. On-site registration for evening workshops will be on a space-available basis and payment by check is required (no cash). **We cannot accept ANY credit card payments this year.**

### **Confirmations**

*All registrants will receive email confirming registration. If you do not receive a confirmation email, please contact the DSAMH Training Office (see below).*

### **Registration Changes, Cancellation, No-show Refund Policy**

Changes to registrations cannot be accommodated after registration has been submitted and confirmed. Registrants who do not cancel and do not attend forfeit all fees paid. **Cancellation refund requests must be received in writing by the DSAMH Training Office no later than close of business on July 22, 2013.** Cancellations received after that date are not eligible for a refund. Substitutes are not permitted: individuals not registered for a workshop will not receive a certificate.

### **Special Accommodations-Persons with Disabilities**

Designated handicapped parking is available at the hotel. To request other disability accommodations, contact the DSAMH Training Office (see below) at least four weeks in advance of the Institute.

### **Keynote Address & Luncheon**

The Keynote Address on Monday, July 29, is included with all registrations for Monday 1-day workshops. The Keynote Address is not available as separate option.

### **Meals and Refreshments**

For daily registrants, light lunch service is included with your Institute registration. Embassy Suites offers breakfast (\$2 - \$12.95), as well as morning and afternoon refreshments (\$2 - \$4) for purchase.

### **Exhibitors**

Exhibitor space is available in the atrium of Embassy Suites. To arrange for reserved space, contact the Training Office. Free exhibit space is available Friday on a first-come, first-served basis.

### **We cannot accept ANY credit card payments this year.**

To pay by **check or money order**, please complete the registration form on page 28. **Checks must be made payable to "DSAMH SI" and received by July 22, 2013.**

If your State agency intends to pay by **Intergovernmental Voucher**, please call **302-255-9480** for assistance.

Please mail registration form with payment to:

**DSAMH Training Office  
Springer Building, Room 314  
1901 N. DuPont Hwy.  
New Castle, DE 19720**

**For information, to be a Summer Institute exhibitor, or to request reasonable accommodations, please contact the DSAMH Training Office:**

**302-255-9480 (voice)**

**302-255-4450 (fax)**

or e-mail at [DSAMH.Training@state.de.us](mailto:DSAMH.Training@state.de.us) with any questions.

Summer Institute Information can also be found at <http://dhss.delaware.gov/dhss/dsamh/si2013.html>

# Kelley/Pazzaglini Award

Delaware Department of Health and Social Services  
Division of Substance Abuse and Mental Health



## KELLEY/PAZZAGLINI AWARD

### NOMINATION GUIDELINES

The Kelley/Pazzaglini Award is a very special and meaningful honor in Delaware. This award recognizes an individual who has demonstrated a significant commitment to the field of behavioral healthcare and whose involvement, service, and contributions to the improvement of the field are noteworthy and exceptional. The nominee's contribution should be recognized as making an important and ongoing impact in the field, which is above and beyond the expectations of their day-to-day work. This award is intended to recognize someone who considers personal and professional development as critical to the effective provision of services and who has clearly demonstrated this in his or her practice.

Patrick Kelley and Mario Pazzaglini, Ph.D., were teachers, psychotherapists, and associates to many people within the Division of Substance Abuse and Mental Health and in other human service agencies in Delaware. Pat Kelley taught at the Institute from 1975 to 1982 and died in 1984. Pat's work challenged us to explore and examine ourselves as the prerequisite for effectiveness as change agents with institutions or with individuals.

Mario Pazzaglini, Ph.D., taught at the Institute from 1978 to 1998. Mario was a master teacher and psychologist. His interests in ancient civilizations, mathematics, and art brought a depth to his work that presented to all who worked with him an understanding of the human psyche not tethered by any current fad or limitation of previous learning. Mario viewed learning and growth as containing within it all the emotions, thoughts, and imaginations of a person. He consulted with, or worked in, just about every substance use and mental health program in the state during his thirty years as a psychologist.

Eligibility is limited to employees of DSAMH or DSAMH-contracted programs. Executive Staff of the Division of Substance Abuse and Mental Health will make the final selection.

The individual selected for this award will receive a full scholarship to the Summer Institute, an award certificate, and this achievement will be recognized during the Institute Awards Ceremony on Monday, July 29, 2013.

Questions should be directed to the Training Office at (302-255-9480)

# Kelley/Pazzaglini Award

## Nomination Form 42nd Summer Institute



Please refer to the nomination guidelines for a description of characteristics required for a nominee to be considered for this Award. For an electronic version of this application, go to [www.dhss.delaware.gov/dhss/dsamh/si13](http://www.dhss.delaware.gov/dhss/dsamh/si13).

*Please Print or Type:*

Nominee's Name:

Nominee's Job Title:

Nominee's Agency/Program

Describe how this nominee exemplifies the high standards and meets the criteria for recognition with this award. Explain why this individual is being nominated. *(Use attachment if additional space is needed.)*

Provide at least **THREE EXAMPLES** of the nominee's personal/professional excellence and commitment to professional development and practice. *(Use attachment if additional space is needed.)*

*Please attach documentation in support of this application. Resumé/Curriculum Vitae would be helpful.*

Nominator's Information:

Name:

Phone:

Title/Agency:

eMail:

Address:

*Thank you for taking the time to acknowledge the importance of recognizing our colleague's work. To be considered, nominations must be submitted on this form by Friday, June 28, 2013 to:*

Kelley/Pazzaglini Award Committee • Division of Substance Abuse and Mental Health Training Office  
Springer Building • 1901 N. Dupont Highway • New Castle, DE 19720 • 302/255-4450 (fax)

# 42nd Delaware Summer Institute Mail-in Registration Request (DUE 7/22/13)

Registration instructions on page 25. Please print legibly. All registrations confirmed by email once payment has processed.

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Middle Initial \_\_\_\_\_  
   Male  Female   
 Business Phone \_\_\_\_\_ Home Phone \_\_\_\_\_

Organization \_\_\_\_\_ Title \_\_\_\_\_ E-mail Address \_\_\_\_\_  
 Street Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**Please choose a first choice and two alternates for each day. Use "1, 2, 3" each day to indicate order of preferred workshop choices.**

(\* denotes no CE hours available)

**1-Day Workshops \$80/day** unless otherwise marked

- Monday, 7/29** - Keynote plus Afternoon Workshop
- 1663 - Keynote Address 9 a.m.-Noon plus
- 1615 - Bal-A-Vis-X
  - 1616 - Unpacking Hoarding
  - 1617 - Suicide Risk Management
  - 1618 - Stewards of Children
  - 1640 - Transformative Impacts of ACA
  - 1646 - Beat the Blues
  - 1668 - Disability & Elder Issues
  - 1659\* - Parenting & Substance Use Disorders
  - 1664 - Casting a Broader Net

**Tuesday, 7/30**

- 1622 - Using Interpersonal Theory of Suicide
- 1623 - DSM-5: Addiction/MH/Criminal Justice
- 1624 - Optimal Brain Organization
- 1625 - Fetal Alcohol Spectrum Disorders
- 1626 - MI: What's New in Ed. 3
- 1641 - Impacts of ACA on SMHAs and Stakeholders
- 1647 - Creative Approaches to Dementia Care
- 1665 - Sensory Processing: Trauma
- 1669\* - Supporting Self-Awareness

**Wednesday, 7/31**

- 1627- Intro to Brian Gym®
- 1628 -Treating Personality Disorders
- 1629 -Vocab Rehab
- 1642 -DSM-5: Highlighting Changes
- 1648 - TIP: Collaborations for Transition
- 1651 - Healing from SIV
- 1655 - Moving Towards Uniformity-SDV
- 1658 - Focusing on Quality of Life

**Thursday, 8/1**

- 1632-Trauma-Informed, Body-Centered
- 1633 -Tips for Sustaining Change
- 1637 - Trauma, Life Events and Suicide Risk
- 1639 - DSM-5: Addiction & Trauma Focus
- 1645 -S.E.L.F
- 1662 -Creating Sustainable Caregiving
- 1667 -Restorative Integral Support Model
- 1656 -Safety, Stability & Sobriety

**Friday, 8/2**

- 1653 - NIDA/SAMHSA Blending Products

Highest Grade Completed: 12/GED AA LPN RN  
BA/S/N MA/S/N MSW Ph.D. / M.D.

Ethnicity/Race:  African American  Alaskan Native American  Asian  
 Caucasian  Hispanic  Native American  Pacific Islander  Other

Disabled:  No  Yes , I require reasonable accommodation:  
 Sign Language Interpreter  Other(specify or contact us): \_\_\_\_\_

I will apply for CE credit with (circle): CEAP CRCC DBN DCB DPA NAADAC NASW NBCC NCGC NHA

**EVENING WORKSHOPS \$40**

**Monday**

- 1621 - Too Much Stuff
- 1673 - Crossing the Great Divide
- 787\* - Heartsaver CPR

**Tuesday**

- 1634 - ACA & Behavioral Healthcare
- 1654 - Sensory Processing & Tools

**Wednesday**

- 1636 - Ethical Issues/Decisions in Trauma Tx
- 1638 - Differential Diagnosis Using DSM-5
- 1666 - Trauma and the Therapist: Safety Nets

**Thursday**

- 1635 - Ethical Issues & New DSM-5
- 1652 - Effects of Substance Use/Trauma

**2-Day Workshops \$160**

- 1660 - Trauma-Informed Care for Correction  Tues.-Wed. 7/30 & 31 or  Thurs.-Fri. 8/1 & 2
- 1631 - Storytelling for Empowerment Wed.-Thurs. 7/31 & 8/1

**3-Day Workshop (PREAPPROVAL REQUIRED)**

- 1661 - SAPST-Training of Trainers Tues. - Thurs. 7/30, 7/31 & 8/1

**3.5 Day Workshop \$280**

- 1620 - Mindfulness & Trauma-Focused Treatment Monday-Thursday 7/29-8/1

**No-Tuition 4-day Workshop (PREAPPROVAL REQUIRED)**

- 1619 - Tobacco Treatment Specialist Certification

I have selected my workshops above. My total is \$ \_\_\_\_\_.

Enclosed is my check/Money Order # \_\_\_\_\_

**Return to: DSAMH Training Office**  
**Springer Building, Room 314**  
**1901 N. DuPont Hwy.**  
**New Castle, DE 19720**

## 2013 Summer Institute At A Glance

**MONDAY 7/29**

**TUESDAY 7/30**

**WEDNESDAY 7/31**

**THURSDAY 8/1**

**FRIDAY 8/2**

**Keynote Address**

(inside Front Cover)

**9 a.m. - Noon**

**plus**

**one of the following**

**Afternoon Workshops**

(page 4)

**1 - 4:30 p.m.**

- 1615 - Bal-A-Vis-X
- 1616 - Unpacking Hoarding
- 1617 - Suicide Risk Mgmt
- 1618 - Stewards of Children
- 1640 - Impacts of ACA
- 1646 - Beat the Blues
- 1668 - Disability & Elder Issues
- 1659 - Parenting & Substance Use Disorders
- 1664 - Casting a Broader Net

**One-Day Workshops**

(page 8)

**9 a.m. - 4:30 p.m.**

- 1622 - Using Interpersonal Theory of Suicide
- 1623 - *DSM-5*: Addiction MH/Criminal Justice
- 1624 - Optimal Brain Organization
- 1625 - Fetal Alcohol Spec Dis
- 1626 - MI: What's New Ed. 3
- 1641 - Impacts of ACA on SMHAs & Stakeholders
- 1647 - Creative Approaches to Dementia Care
- 1665 - Sensory Processing: Trauma
- 1669\* - Supporting Self-Awareness

**One-Day Workshops**

(page 12)

**9 a.m. - 4:30 p.m.**

- 1627 - Intro to Brian Gym®
- 1628 - Treating Personality Disorders
- 1629 - Vocab Rehab
- 1642 - *DSM-5*: Highlighting Changes
- 1648 - TIP: Collaborations for Transition
- 1651 - Healing from SIV
- 1655 - Moving Towards Uniformity-SDV
- 1658 - Focus-Quality of Life

**One-Day Workshops**

(page 17)

**9 a.m. - 4:30 p.m.**

- 1632 - Trauma-Informed, Body-Centered
- 1633 - Sustaining Change
- 1637 - Trauma, Life Events and Suicide Risk
- 1639 - *DSM-5*: Addiction & Trauma Focus
- 1645 - S.E.L.F
- 1662 - Creating Sustainable Caregiving
- 1667 - Restorative Integral Support Model
- 1656 - Safety, Stability & Sobriety

**FREE One-Day Workshop**

(page 20)

**9 a.m. - 3 p.m.**

- 1653 - Using NIDA/SAMHSA Blending Products

**2-Day - Wed. and Thurs., 9 a.m. - 4:30 p.m.**

- 1631 - Storytelling for Empowerment (page 16)

**2-Day - Tues. and Wed., 9 a.m. - 4:30 p.m.**

- 1660 - Trauma-Informed Care for Correction (page 11)

**2-Day - Thurs., and Fri. 9 a.m. - 4:30 p.m.**

- 1660 - Trauma-Informed Care for Correction (page 11)

**3-Day Workshop - Tues., Wed., Thurs.(PREAPPROVAL REQUIRED)**

- 1661 - SAPST-Training of Trainers (Page 11)

**3.5 Day Workshop - Mon., Tues., Wed., and Thurs.**

- 1620 - Mindfulness & Trauma-Focused Treatment (page 7)

**4-day Workshop - Monday through Thursday (Must meet pre-requisites)**

- 1619 - Tobacco Treatment Specialist Certification (See Pre-Requisites on page 7)

**Evening Workshops 6-9:30 p.m.**

**Monday** (page 6)

- 621 - Too Much Stuff
- 1673 - Crossing the Great Divide
- 787\* - Heartsaver CPR

**Tuesday** (page 10)

- 1634 - ACA & Behavioral Healthcare
- 1654 - Sensory Processing & Tools

**Wednesday** (page 15)

- 1636 - Ethical Issues Decisions in Trauma Tx
- 1638 - Diff Dx Using *DSM-5*
- 1666 - Trauma and the Therapist: Safety Nets

**Thursday** (page 19)

- 1635 - Ethics & *DSM-5*
- 1652 - Effects of Substance Use/Trauma

**Free Evening Workshops 7-9 p.m.**

(Open to the public; no preregistration required.)

**Monday** (page 6)

- 1643 - Sex for Survival: Trauma, Paid Sex, and Pathways to Recovery
- 1657 - Life Scapes: Caregiver Support Through the Arts

**Tuesday** (page 10)

- 1644 - Overcoming the Culture of Secrecy in African Amer Families
- 1670 - Caregiver Education Series: Community Resources

**Wednesday** (page 16)

- 1630 - "FUNdamentals" of Brain Fitness
- 1649 - TIP: Engaging Young Adults
- 1671 - Caregiver Education Series: Managing Daily Living

**Thursday** (page 19)

- 1650 - Restorative Integral Support
- 1672 - Caregiver Education Series: Managing Stress

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Summer Institute Information can also be found at <http://dhss.delaware.gov/dhss/dsamh/si2013.html>

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