

41st Delaware Summer Institute on Substance Abuse and Mental Health

July 30 - August 3, 2012

“Opening Doors to the Future”



Embassy Suites, Newark, Delaware



DEPARTMENT OF HEALTH AND SOCIAL SERVICES
DIVISION OF SUBSTANCE ABUSE AND MENTAL HEALTH

The 41st Delaware Summer Institute welcomes...

Samuel Bagenstos, J.D., Larry Davidson, Ph.D., and a Peer Specialist Panel
Presenting the Dr. Mario Pazzaglini Keynote Address
Opening the Doors to the Future (Workshop 1532)
Monday, July 30, 2012, 9 a.m. – Noon

“Opening doors” is synonymous with change. When we open a door, it shows us the way to new opportunities, new challenges. When change is truly transformative, it touches upon each level, each system and method.

Delaware is experiencing rapid changes to its system of care. From the emergence of peer support systems, to increased community opportunities, change is occurring in almost every facet of the work being done to enhance the quality of the lives of the people served in Delaware. These changes will transform the system of care to one that is focused on resilience and recovery.

In the 2012 Pazzaglini Keynote Address, Samuel Bagenstos, J.D., Larry Davidson, Ph.D., and a panel of Peer Specialists will present three perspectives on change and what the future holds for the people served in Delaware. Samuel Bagenstos’ address will be an opportunity for the participants to get in-depth knowledge related to the principles of the *Americans with Disabilities Act* (ADA) and the *Olmstead* decision and how they are influencing systems change in Delaware. Larry Davidson will offer a glimpse into what future mental health services will look like once care has been transformed to a resilience and recovery orientation. Finally, the Peer Specialist panel will describe how their work is transforming the future of service delivery in Delaware.



Samuel Bagenstos, J.D., is a Professor of Law at the University of Michigan Law School. From 2009-2011, Professor Bagenstos served as Principal Deputy Assistant Attorney General for Civil Rights at the United States Department of Justice.



Larry Davidson, Ph.D., is the Director of the Program for Recovery and Community Health at the Yale School of Medicine. He has focused on the processes of recovery, and the development and evaluation of recovery-oriented practices and policies.



The Peer Specialist Panel is comprised of the Directors of the specialized initiatives in the areas of In-Patient, Bridge Support, and Trauma Services (*clockwise from top left*): Karen DiNardo, Franzswa Watson, Florence Alberque, Gayle Bluebird

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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/si12 for updated information on pre-approved CEUs.

Continuing Education Hours are Awarded as Follows:

Keynote Address and Monday Workshop = 6.00

1-Day Workshop = 6.00 (Tues, Wed, & Thurs.)

2-Day Workshop = 12.00 (Wednesday & Thursday)

1-Day Workshop = 4.75 (Friday only)

Evening Ethics Workshops= 3.25

NASMHPD Modules= 3.25

Free Evening Sessions = 2.00

*** after the course 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 successful 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.

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.*

MONDAY, July 30

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

AFTERNOON WORKSHOPS 1 - 4:30 p.m.

1533 Putting Recovery into Practice

Larry Davidson, Ph.D.

This workshop will introduce practices that have been developed to promote resilience and recovery. Falling generally under the rubric of “supported community living,” participants will learn about the range of supports available to enable persons with mental health conditions to live the lives of their choice in the face of ongoing challenges. Participants will learn how traditional clinical skills and strategies can be adapted to address barriers or obstacles people face in their attempts to have full lives in the community. Cognitive-behavioral strategies for symptom management and self-care, and using the person-practitioner relationship as a key mechanism for change will be discussed.

Learning Outcomes:

- Describe the range of recovery-oriented practices
- Identify characteristics of resilience and recovery-oriented care
- Reframe interventions that people can use in recovery

1534 Implementing the Olmstead Imperative

Samuel R. Bagenstos, J.D.

This workshop focuses on the types of services that are necessary to ensure that people with psychiatric disabilities have the opportunity to live full lives in the community. Participants will interactively explore the barriers to transform to a truly community-based system of mental health services delivery and identify ways to respond to those barriers. There will be discussion of each person’s role in the state’s mental health system, the fulfillment of the principles, goals, and implications of the *Olmstead* decision and *American with Disabilities Act* and how they relate to public services in promoting a community-oriented system.

Learning Outcomes:

- Understand an individual’s role in implementing *Olmstead*
- Identify transformation barriers to a community-oriented system
- Construct response strategies to barriers to full community integration

1535 Preparing to Implement the Affordable Care Act

Ron Manderscheid, Ph.D.

This workshop focuses on implementing the *Affordable Care Act*. It will include a detailed overview of the Act’s key features of insurance coverage, quality, payment, and information technology reform at the ground level. In preparation for local implementation, an environmental scan will identify specific steps to be taken in the short six months and longer term, 18 months. The workshop will be highly interactive and is a “must” for program managers, clinicians, and consumers/family members.

Learning Outcomes:

- Understand the key components of the *Affordable Care Act*
- Identify how these components relate to local program operations
- Discuss the development of the medical home concept

1555* Why Does Trauma Matter?

Beth Filson, MFA, CPS

This is a basic introduction for peer support specialists who have not had prior exposure to trauma training. We will define trauma and examine its impact. The premise is that trauma is a universal experience when we take into account the impact of violence in our communities, the prevalence of poverty and ongoing discrimination of marginalized groups, and natural and man-made disasters. These “contexts” directly shape how we see ourselves and how we participate in the world – often in profoundly negative ways. We will look at relationship dynamics through a trauma lens, and learn how trauma awareness can shift how we engage with each other.

Learning Outcomes:

- Re-define “trauma”
- Understand the correlation between early childhood adverse experiences and adult health
- Recognize the role coping strategies play in the struggle to live

1556* Trauma-Informed Peer Support: Making a Difference

Beth Filson, MFA, CPS

This workshop is for advanced-level peer support specialists. Participants will look at the practical application of trauma awareness in their work – both with non-peer staff and with people receiving services. Topics will include: the role of story in healing; power dynamics in peer relationships; and the use of human experience language to provide an alternative lens for understanding barriers and opportunities for engagement. Participants will leave with a new understanding of how focusing on the relationship, rather than on what one person in the relationship needs, will allow them to navigate intense issues. Participants will be invited to re-configure their own recovery stories using a non-pathological lens.

Learning Outcomes:

- Apply a trauma lens in engagement with people receiving services
- Recognize power dynamics and how to mitigate or alleviate imbalances
- Utilize story in healing

1557* The Nuts and Bolts of Peer Support

Gayle Bluebird, R.N.

This short workshop will be offered twice (1557a-1-2:30 p.m. or 1557b-3-4:30 p.m.) Its goal is to familiarize peer support specialists with tools they can use in their practice, including participating in a recovery team meeting, interacting with someone who presents with complicated issues, providing inspiration and support, and determining how much to share of our personal lives. This workshop will be very interactive; peers will share their successes and their challenges with one another.

Learning Outcomes:

- Learn new and old, tried-but-true techniques to typical problems
- Stay true to peer practices without stepping into clinical territory
- Share stories with others to learn from one another

Peer Track Workshops (Non-CEU Offerings)

New to this year's Summer Institute are these workshops and event which are tailored to the Peer Specialist

Monday, 1 - 2:30 p.m. **1555 Why Does Trauma Matter?**

Monday, 3- 4:30 p.m. **1556 Trauma-Informed Peer Support: Making a Difference**

Monday, 1- 2:30 p.m. or 3-4:30 p.m. **1557 The Nuts and Bolts of Peer Support**

Tuesday, 9 a.m. – 2 p.m. **1561 Creating Wellness in Your Life and Work**

Tuesday, 2 – 4:30 p.m. **Arts and Wellness Carnival**

Have fun and relax at this event, which will take place in the hotel's atrium from 2:00 to 4:30 on Tuesday afternoon. The Arts and Wellness Carnival will include simple arts projects one can do by themselves and later introduce to client audiences. Among the hands-on offerings will be: pillowcase painting, coloring mandalas, collage, freestyle drawing, and writing poetry.

1536 State of Substance Abuse Prevention in Delaware

Cecilia Douthy Willis, Ph.D.

Participants will be updated on the accomplishments of substance abuse prevention activities in Delaware. Emphasis will be on opportunities for collaboration, partnerships, alternate activities, as well as the anticipated future of Strategic Prevention Framework State Incentive Grant (SPF-SIG) and related funding opportunities. Participants will interact with SPF-SIG and DSAMH prevention staff and the state's prevention contractors. The workshop will incorporate SPF-SIG and DSAMH prevention contractors' accomplishments.

Learning Outcomes:

- Describe the SPF-SIG and DSAMH Substance Abuse prevention activities
- Identify substance abuse prevention needs
- Develop collaborations and opportunities for networking

1558 Rise Sister Rise™ (RSR): Evaluating the African American Girl's Experience of Trauma and Resiliency

Frances Frazier, MA

This workshop will introduce the Rise Sister Rise™ participatory action research project that is underway in six Ohio cities. The project includes several components: a set of surveys for girls ages 11-18 covering trauma experiences, behavioral health signs and symptoms, and resiliency; a participatory-action committee of key community members who serve these girls; community forums to share the statewide and city-specific data with each city; a girls 'town hall' meeting to share the data; and a community dialogue model for creating an action agenda in each city.

Learning Outcomes:

- List the key components of the RSR™ program.
- Summarize the key findings of the research data from Ohio.
- Generate community-specific implications of RSR™ for Delaware's cities.

MONDAY EVENING WORKSHOPS 6 – 9:30 p.m.

1546 Biomedical Ethics Primer

Dominic A. Sisti, Ph.D.

This workshop will provide participants with a survey of the history of biomedical ethics with a specific focus on key cases that have defined the field. These cases will include several research scandals involving both biomedical and psychological experiments conducted using vulnerable subjects or that involved ethically problematic methods. Participants will learn about mainstream approaches and methods to addressing cases in biomedical ethics.

Learning Outcomes:

- Describe key cases that define the field of biomedical ethics
- Understand how research ethics scandals influenced ethical analysis and policy development toward the protection of human subjects
- Discuss unique issues in clinical and research ethics in behavioral healthcare

1574 NASMHPD Modules 1 and 9

Kevin Ann Huckshorn, R.N., MSN, CAP, ICADC

This workshop will address two modules covering Change and Peer Roles. Designed for direct care staff working in residential settings, it is based on the training curriculum developed by the National Association of State Mental Health Program Directors, *Preparing the Adult Mental Health Workforce to Succeed in a Transformed System of Care*.

Learning Outcomes:

- Understand the significance of transforming mental health care in America.
- Learn about the benefits of peer-led services
- Link the New Freedom Commission's and Institute of Medicine's Reports to the knowledge, skills, and attitudes believed important for the mental health direct care workforce

Free Monday Evening Workshop 7 – 9 p.m.

(Open to the public: no preregistration required)

1568 Three Solutions to Your Health Problems

James C. Dunstan, Jr., DC

Most people assume illnesses are a expected consequence of aging but illness is not a normal state at any age. Participants will screen their stress and pH level prior to the lecture to become aware how stress and toxicity can affect overall health. The potential of the body to heal, restore energy, or regain youth and vitality will be discussed. In addition, ways to improve nerve function, reduce the destructive effects of stress, and reduce chemical toxicity will be explored to keep individuals on the right path to wellness.

Learning Outcomes:

- Gain an understanding of the nervous system
- Know the three solutions to health problems
- Understand how stress can affect health and well being

TUESDAY, July 31

MORNING WORKSHOP 9 a.m. – 2 p.m.

1561* Creating Wellness in Your Life and Work

Peggy Swarbrick, Ph.D., OT, CPRP

Wellness is a conscious, deliberate process that requires personal choices that help promote a wellness lifestyle. This includes a balance of healthy habits such as adequate rest and sleep, good nutrition, exercise, productivity, participation in meaningful activities, and seeking social contact and supportive relationships. Wellness is an important concept for mental health service delivery system transformation and this conversion includes professionals assuming personal responsibility for wellness. This workshop for peer specialists examines how a wellness model can be beneficial personally and professionally.

Learning Outcomes:

- Define personal strengths in each of SAMHSA's 8 dimensions of wellness
- Explore key components of physical wellness for personal balance
- Identify areas for personal change and growth

ONE-DAY WORKSHOPS 9 a.m. – 4:30 p.m.

1537 Culturally Competent Practice

*Adrienne Bey, Ph.D., LCSW, HS-BCP and
Patrice Gilliam-Johnson, Ph.D.*

This workshop will provide a framework for assessing the cultural responsiveness of a human service agency's programs and services. There is an important connection between cultural competency and effective practice. Participants will engage in critical conversations to raise awareness and understanding of worker and consumer identity from a multicultural perspective, and its influence on the helping relationship.

Learning Outcomes:

- Understand the relationship between cultural competency and effective practice
- Assess cultural identity of self and those served
- Use a framework to assess an agency's level of cultural responsiveness

1538 Applying Skills in Assessing and Treating Co-Occurring Disorders

David Mee-Lee, M.D.

Many have experience with, and training in, co-occurring mental and substance use disorders (COD). This workshop focuses on applying those skills in practical situations using vignettes, case examples, and participants' dilemmas and questions. Because symptoms of substance use can mimic many psychiatric disorders, and because many with mental health issues try to self-medicate with substances, the workshop will include applying skills in assessment and diagnosis. Since clinicians and others often approach COD from either a substance use or mental health perspective, the workshop will address how to prioritize treatment and integrate services.

Learning Outcomes:

- Discuss common blocks to effective assessment and treatment of COD
- List assessment steps that help determine if there is a substance use or psychiatric disorder, or both
- Identify systems issues that can improve strength-based, recovery-oriented COD services

1539 The Teen and Young Adult Brain: Risk-Taking and Mental Health

Judith Herrman, Ph.D., R.N., ANEF

This workshop describes the young adult brain and how unique characteristics of the brain affect thinking, health behaviors, and interactions. Research has revealed that the young brain continues to develop throughout the years and this ongoing development may provide a glimpse into behaviors. Maturation changes during the teen and young adult years may impact, and be impacted by, drugs and alcohol use, stress, and mental health issues. Participants will discuss decision-making patterns related to substance use and other risk behaviors. Strategies for working with this population will end the discussion.

Learning Outcomes:

- Compare the physiology of the teen and young adult brain with the adult brain
- Discuss differences in behavior and decision-making associated with maturational differences
- Describe interventions designed to increase health, encourage communication, and promote positive behaviors

1579 Trauma: The Unknown Epidemic and Creating Trauma Informed Systems of Care

*Paula G. Panzer, M.D. and
Maxine Harris, Ph.D.*

Trauma informed systems of care (TISC) anticipate traumatization and use screening, evaluation, and safe services to address the impact of trauma and train ALL employees in the relevance of trauma. This leads to a service that is prepared to intervene without re-traumatization and a staff who can protect themselves from secondary trauma. Half of this advanced workshop covers the core components of creating TISC and the other half provides an overview of the models for trauma-specific and trauma-informed services. The Trauma Recovery and Empowerment Model for working with women in groups will be addressed as well as Trans-Generational Violence.

Learning Outcomes:

- Differentiate between trauma, traumatization, traumatic stress disorder, trauma-informed care, and trauma-specific service
- Describe patterns of addiction and violence as they move through family generations
- Articulate the intersections between trauma-informed care, race and culture, and the relevance of 'micro-aggressions'
- Describe roles peers can play in supporting one another in recovery

TUESDAY EVENING WORKSHOPS 6 – 9:30 p.m.

1559 A Dangerous Pairing: Sexually Transmitted Infections, Substance Use and Mental Health Conditions

Anne M. Rompalo, M.D., ScM and M. Terry Hogan, MPH

This workshop will alert practitioners to the co-morbidity of substance use, mental health and the risk for acquiring sexually transmitted infections (STI). Case studies and discussion will be used to identify the correlation and connections that tie these conditions together. The goal is to develop a plan to network among those who offer services for persons at risk for co-morbidity; to develop referral for STI work-ups, and to develop a brief questionnaire based on the Screening, Brief Intervention, and Referral to Treatment (SBIRT) Model.

Learning Outcomes:

- Discuss the correlation between substance use/abuse and STIs
- Identify risk assessment questions for co-morbidities
- Determine referral strategies

1560 Clinical Supervision for Motivational Interviewing

Theresa Moyers, Ph.D.

How can we help clinicians to improve their skills in Motivational Interviewing (MI)? Is it necessary to use MI in order to supervise and teach it? Are there proven methods for increasing competence in new practitioners? This workshop will answer these questions by providing a model for how people learn MI and how supervisors can select areas for attention. Participants will discuss specific tools for providing objective feedback of MI practices as well as the latest research in sustaining skills.

Learning Outcomes:

- Describe eight developmental tasks to learn MI
- Name two strategies for enhancing skill acquisition in MI learners
- Demonstrate the negotiation of a learning plan with an MI learner

1570 Anxiety and Depression Disorders in Older Adults

Erlene Rosowsky, Psy.D.

This workshop will review the epidemiology and presentations of these two clinical disorders in older age. Associated conditions and contributing factors including social, psychological and biological factors will be addressed. Clinical assessment will be reviewed as well as a discussion of treatment options such as somatic therapies, psychotherapies, and environmental interventions.

Learning Outcomes:

- Recognize medical conditions and medications commonly associated with anxiety and depression in older adults
- Recognize the overlap between depression and anxiety disorders
- Choose the direction of treatment options for these clinical conditions

1547 Values Based Decision-Making: A Stepwise Model

Marna S. Barrett, Ph.D.

This workshop will encourage participants to explore ethical dilemmas unique to behavioral healthcare and decision-making strategies. Participants will be challenged to move beyond traditional “right vs. wrong” decisions and consider ethical dilemmas such as “right vs. right” conflicts. Discussion of specific mental health topics will allow for understanding the underlying processes inherent in ethical decision-making and the resulting consequences. Participants will develop a framework for ethical decision-making that is personally relevant.

Learning Outcomes:

- Distinguish between “right vs. wrong” and “right vs. right” dilemmas
- Highlight the reasons why dilemmas often create interpersonal conflict
- List and apply two effective models for ethical decision-making

1575 NASMHPD Modules 3 and 10

Pamela Freeman, LPCMH, NCC, MS

This workshop will address two modules covering Communication and Recovery. Designed for direct care staff working in residential settings, it is based on the training curriculum developed by the National Association of State Mental Health Program Directors, *Preparing the Adult Mental Health Workforce to Succeed in a Transformed System of Care*.

Learning Outcomes:

- List several components of active listening
- Describe the concept of Recovery
- Define the concept of Resilience

Free Tuesday Evening Workshop 7 – 9 p.m.

(Open to the public; no preregistration required.)

1548 Complementary and Alternative Medicine

Cheyenne Luzader, MS, ADS

In recent years, western healthcare systems and the military have found complementary and alternative therapies (CAM) helpful for stress and pain relief. The blending of these practices is called integrative medicine. There are five categories of complementary and alternative medicine including: natural products, mind-body medicine, manipulative and body-based practices, movement-based practices, and whole medical systems. The benefits of the most promising practices will be discussed.

Learning Outcomes:

- Identify five categories of CAM
- Explain the benefits of integrating CAM into health care
- Describe three practices that show promising outcomes

WEDNESDAY, August 1

ONE-DAY WORKSHOPS 9 a.m. – 4:30 p.m.

1540 Grant Writing for Results!

Shawn Stevens, Ed.D.

This workshop will shed light on the basic principles of grant writing. It covers the essential grant-seeking and grant-writing strategies and skills required to submit competitive corporate and foundation proposals, and state and federal grant applications for funding consideration. Emphasis is placed on the research and the writing of applications.

Learning Outcomes:

- Review formats and basic elements of a grant proposal
- Link grant requests to an organization's mission, program objectives, and community needs
- Identify strategies for marketing grant requests

1541 Who Helps the Helper? How to Thrive, Not Just Survive

David Mee-Lee, M.D.

Designed to help participants not just survive change, but to thrive and grow, this workshop will focus on effectively dealing with difficulties that arise in communication, conflict resolution, and personal coping with integration and systems change. Concepts and strategies will be offered to improve the functioning of the whole team, whether clinical, supervisory, or administrative. Also highlighted is the importance of supervision, efficiency suggestions, and useful methods for improvement.

Learning Outcomes:

- Identify how change affects us, why conflicts arise, and what underlies the tensions
- Review communication, conflict resolution, and coping methods that promote team cohesiveness and self-care
- Discuss supervision methods that empower people to provide accountable, effective care

1562 Using Motivational Interviewing with Persons with Co-Occurring Disorders

Theresa Moyers, Ph.D.

This workshop will focus on how Motivational Interviewing (MI) should, and should not, be integrated into the treatment of co-occurring disorders (COD). Participants will learn key indicators for selecting MI and the complexities of integrating it with other interventions. Research findings will be presented indicating the value, and the limitations, of using MI in the treatment of co-occurring disorders. A particular role for using MI with family members of clients will be discussed. In addition to the formal presentation, workshop participants will observe demonstrations and participate in role-plays.

Learning Outcomes:

- Name one key indicator for selecting MI with COD clients
- Demonstrate one strategy for using MI with family members
- Identify one circumstance in which MI should not be used

1563 Efficacious Treatment Approaches in Managing High-Risk Behaviors

David Rubenstein, Psy.D., MSW

This workshop focuses on working effectively with individuals who engage in high-risk behaviors. Elements of stages of change, Motivational Interviewing (MI), cognitive-behavioral strategies, Dialectical Behavior Therapy (DBT), relapse prevention and harm reduction approaches will be reviewed. The importance of developing a thorough case conceptualization, which informs the application of treatment interventions, will be addressed as well as effective treatment strategies to strengthen the therapeutic alliance. Facilitating health-promoting behaviors is the common theme throughout the day.

Learning Outcomes:

- Identify and develop a comprehensive case conceptualization model
- Identify and implement elements of MI, cognitive-behavioral, DBT, relapse prevention and harm reduction strategies
- Implement strategies to develop and strengthen the therapeutic alliance

1572 NASMHPD Modules 1, 3, 9, and 10

Pamela Freeman, LPCMH, NCC, MS and Steven Dettwyler, Ph.D.

Addressing four modules covering Change, Recovery, Communication, and Peer Roles, this workshop is designed for direct care staff working in residential settings. It is based on the curriculum developed by the National Association of State Mental Health Program Directors, *Preparing the Adult Mental Health Workforce to Succeed in a Transformed System of Care*.

Learning Outcomes:

- Understand the significance of transforming mental health care
- List several components of active listening
- Learn about the benefits of peer-led services
- Describe the concepts of recovery and resiliency

1578 Creating a Culture of Trauma-Informed Care: Seeking Safety

Kay Johnson, LICSW

This workshop will provide an opportunity to address how Seeking Safety can be used as an integral part of a trauma-informed system of care (TISC). Seeking Safety is a program that addresses cognitive, behavioral, and interpersonal skills. Specific treatment interventions will be demonstrated, and a variety of treatment challenges will be discussed.

Learning Outcomes:

- Define and describe key indicators of Post Traumatic Stress Disorder (PTSD)
- Differentiate simple and complex PTSD
- Discuss the importance of a TISC organizational culture
- Describe Seeking Safety's role in a TISC organizational culture

WEDNESDAY EVENING WORKSHOPS 6 – 9:30 p.m.

1549 The Ethical Dimensions of Treating Clients with Borderline Personality Disorder

*Marna S. Barrett, Ph.D. and
Dominic A. Sisti, Ph.D.*

Borderline Personality Disorder (BPD) is a serious mental health condition which persons suffer from a lack of stability, both in their concept of self and their relationships with others. Clients with BPD are often subjected to bias and stigma, and may be considered morally flawed and blameworthy. Participants will be challenged to examine their own professional and personal biases toward those with BPD.

Learning Outcomes:

- Describe ethical issues encountered when treating persons with BPD
- Discuss whether persons with BPD are morally responsible for their actions
- Describe how the history of BPD informs and perpetuates particular biases and stigma

1576 NASMHPD Modules 2 and 12

Rosemary Madl-Young, Ph.D., R.N., LPC

This workshop addresses two modules covering Mental Health Conditions and Psychiatric Medications. Designed for direct care staff working in residential settings, it is based on the training curriculum developed by the National Association of State Mental Health Program Directors, *Preparing the Adult Mental Health Workforce to Succeed in a Transformed System of Care*.

Learning Outcomes:

- Describe the main classifications of mental illness
- Know the names of psychiatric medications and their side effects
- Understand the actions of basic psychiatric medications

WED., Aug. 1 & THURS., Aug. 2

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

1544 Understanding and Responding to Self-Inflicted Violence: Healing from the Repercussions of Trauma

Ruta Mazelis

The goals of this workshop are to encourage understanding of self-inflicted violence, and to promote healing from the need for self-injury in a holistic and trauma-informed way. Self-injury is an intense and often misunderstood topic, affecting the lives of those who live with self-inflicted violence as well as those who care about them. Participants will explore the many meanings associated with the acts of self-injury and identify what has been both helpful and hurtful in facilitating healing.

Learning Outcomes:

- Understand the multiple perspectives on the etiology of self-injury
- Identify common misperceptions regarding self-injury
- Identify treatment practices that are ineffective or harmful to persons living with self-inflicted violence

1545 Neurobiology of Mental Health and Addictive Disorders for Clinicians

Cardwell C. Nuckols, Ph.D.

This workshop will assist participants in their understanding of brain origin and “faulty circuits” involved in common disorders such as substance use, pathological gambling, post-traumatic stress disorder, attention deficit hyperactivity disorder, and depression. The role of wellness, psychotherapy, pharmacotherapy and spiritual tools as aids to recovery will be addressed. The understanding of unconscious and conscious brain processes and how early life developmental trauma and early alcohol and drug usage contribute to “personality immaturity” will be covered.

Learning Outcomes:

- Understand how many mental health conditions involve “faulty circuits”
- Describe the functions of the prefrontal cortex
- Understand relationships between neural areas that help us understand the “seeking” of reward, brain lateralization and formation of beliefs

Free Wednesday Evening Workshop 7– 9 p.m.

(Open to the public; no preregistration required.)

1551 Alternatives to Violence Project – The Community-Based, Trauma-Healing Workshop

John A. Shuford, EDS, MBA

Unhealed trauma is often the root of maladaptive behaviors, such as alcohol and substance abuse, criminal behavior, and mental health conditions. Healing past traumas often renders these behaviors unnecessary and they atrophy. The Alternatives to Violence Project (AVP) workshops heal the impact of unhealed trauma through the experience of community and connection in the group setting. AVP workshops are fun, engaging, experiential and attitude-changing. This emotional/cognitive behavioral model is adaptable to any setting, from prison to corporate boardroom and can be used with other therapies and programs.

Learning Outcomes:

- Understand the relationship between unhealed trauma and shame, and addictive behaviors, criminal behavior, and mental health issues
- Implement a model that is easily replicated
- Experience the impact of the Community Building Experiential Training model, addressing Attitude Rehabilitation

THURSDAY, August 2

ONE-DAY WORKSHOPS 9 a.m. – 4:30 p.m.

1580 Gender, Trauma, and Healing

*Kay Johnson, LICSW and
John A. Rich, M.D., MPH*

This workshop addresses the unique dynamics and statistics of “Women, Trauma, and Addictions.” It will define Post Traumatic Stress Disorder, the role of substance use and abuse as a coping strategy and effective approaches for working with these women. It also will focus on “*Wrong Place, Wrong Time*”: *Young, Urban African-American Males, Trauma and Healing*,” including a description of the operation of a health clinic for young African American men at Boston Medical Center; recognition of the traumatic roots of their behavior and experiences; and lessons learned about their life circumstances and perception of their families, communities, and their future.

Learning Outcomes:

- Discuss the prevalence and role of substance abuse for women with trauma histories
- Understand the importance of addressing trauma in contemporary medical and social services practice
- Understand traditional social perceptions about young men and how those perceptions contribute to inadequate and ineffective services

1573 NASMHPD Modules 2, 6, 12 and 18

*Rosemary Madl-Young, Ph.D., R.N., LPC, and
Greg Valentine, MSW, LSCSW*

Addressing four modules covering Mental Health Conditions, Psychiatric Medications, Stress Management, and Cultural Competence. This session is designed for direct care staff working in residential settings, it is based on the curriculum developed by the National Association of State Mental Health Program Directors, *Preparing the Adult Mental Health Workforce to Succeed in a Transformed System of Care*.

Learning Outcomes:

- Describe the main classifications of mental illness
- Know the names of psychiatric medications and their side effects
- Understand the importance of self care and stress management for staff
- Explore the importance of cultural and linguistic competency in therapeutic relationships

1564 Working with Individuals with Personality Disorders

David Rubenstein, Psy.D., MSW

This is the workshops you’ve been asking for! Diagnostic criteria, as well as the developmental, social, environmental, relationship, and genetic contributions for each of the Personality Disorders will be reviewed. Common clinical manifestations, challenges in different points in treatment, and effective treatment approaches will be identified.

Learning Outcomes:

- Identify common characteristics/features of each Personality Disorder
- Identify diagnostic criteria for each of the Personality Disorders
- Implement effective clinical strategies and techniques in working with persons with Personality Disorders

1542 The Logic of Planning and Outcomes Measurement

Roberta Gealt, M.Ed., MA

A logic model is a map of what a program is and intends to do. It is a useful tool for clarifying objectives, defining the relationship between activities and objectives, and integrating evaluation, strategic plans, and action plans. The goal of this workshop is to discuss the development and utilization of a logic model as it relates to program planning.

Learning Outcomes:

- Develop a community-level logic model reflecting selected priorities, risk and protective factors, and proposed strategies
- Develop logic-model-based evaluation strategy and outcome measurements
- Use logic models to answer strategic planning questions

1543 Sticks and Stones: Words and Terms that Will Help You Ruin a Therapeutic Alliance

David Mee-Lee, M.D.

Diagnostic categories, psychological constructs, and psychodynamic interpretations can be helpful in understanding how to help people. However, they can also become diagnostic labels and misused terms that signal negative and disempowering attitudes and approaches. This workshop will highlight clinical terms that are commonly used and that reveal negative attitudes likely to inhibit a therapeutic relationship. There will be opportunity to practice reframing words that create distance and block people from engaging in collaborative care.

Learning Outcomes:

- Identify clinical terms, psychological constructs and diagnostic categories that inhibit alliance building
- Discuss attitudes that increase resistant behavior
- List solutions and alternative terminology to enhance alliance building and facilitate lasting change

1571 Using the Interpersonal Theory of Suicide to Guide Assessment and Clinical Management of Suicide Risk

Kimberly Van Orden, Ph.D.

This workshop provides theory-guided and empirically-based best practices for clinical work with suicidal patients, 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 levels of risk. Participants will be given an overview of *The Interpersonal Theory of Suicide*, current empirical data examining the theory, and ongoing applications of the theory. A theme throughout the workshop will be demonstrating ways to 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 and understand key constructs of *The Interpersonal Theory of Suicide*
- Explain at least three methods for incorporating the theory’s principles into clinical work with suicidal patients
- Describe at least three empirically-based strategies for risk assessment and/or clinical management

THURSDAY EVENING WORKSHOPS 6 – 9:30 p.m.

1550 Ethical Issues in Diagnosis: Implications for the New DSM-5

*Marna S. Barrett, Ph.D. and
Dominic A. Sisti, Ph.D.*

The development of the *Diagnostic and Statistical Manual of Mental Disorders-Fifth Edition*, slated for publication in May 2013, marks a significant shift in nosological categories and diagnostic approaches in mental health. The proposed revisions have practical implications for researchers and raise a number of significant ethical concerns. 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 social/political influences on determination of “illness.”

Learning Objectives:

- List two ethical concerns for research
- Discuss ethical issues resulting from the proposed changes
- Highlight strategies for addressing concerns

787 Heartsaver CPR/AED DSAMH Staff

Heartsaver CPR/AED is a classroom, video-based, instructor-led course that teaches adult and child 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. A certification card is issued to all who complete the course.

1577 NASMHPD Modules 6 and 18 Greg Valentine, MSW, LSCSW

Addressing two modules covering Self Care and Cultural Competence this session is designed for direct care staff working in residential settings, it is based on the training curriculum developed by the National Association of State Mental Health Program Directors, *Preparing the Adult Mental Health Workforce to Succeed in a Transformed System of Care*.

Learning Outcomes:

- Understand the importance of self care and stress management for staff
- Explore cultural and linguistic competency in therapeutic relationships
- Define burnout, compassion fatigue, and secondary traumatic stress

41st Delaware Summer Institute Hotel Information

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

Conference-rate reservations 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 evening Manager’s Reception.

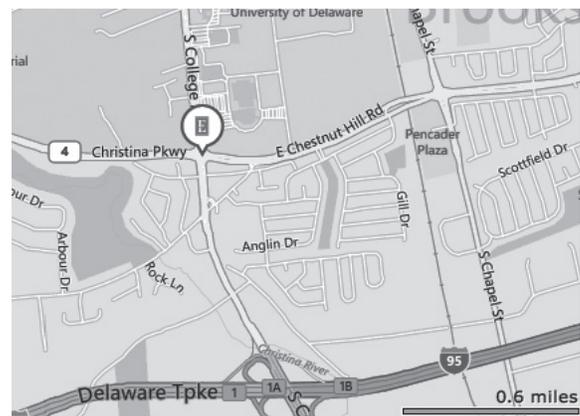
To make a hotel reservation at the Summer Institute special rate, call **302-368-8000** or **800-EMBASSY** and ask for the “DE Health & Social Services” room block.

Reservations also may be made online:
<http://bit.ly/StateofDE2012>

Please note that the deadline to receive the Summer Institute rate is July 9, 2012 or until the group block is sold out—whichever comes first.

Directions:

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



Free Thursday Evening Workshop 7– 9 p.m.

(Open to the public; no preregistration required.)

1566 Community Integration through New Media Michael Kalmbach, MFA

Social media and free website software builds community. Through technology, participants will walk through the creation of The Creative Vision Factory’s website and Facebook page, and will learn about available opportunities to start their own web-based projects.

Learning Outcomes:

- Activate a website and Facebook page
- Build and maintain a personal website and Facebook page
- Share experience, strength, and hope through media

NEW THIS YEAR! POST-INSTITUTE WORKSHOPS

FRIDAY, August 3

ONE-DAY WORKSHOPS 9 a.m. - 3 p.m.

1567 Preparing for the DSM-5

Patrick DeChello Ph.D., LCSW, MSW, RPH

This workshop will offer an introduction to the changes and prepare participants for implementation of the new *Diagnostic and Statistical Manual of Mental Disorders-Fifth Edition* (due to be published in 2013) into practice.

Workgroups began work in 2007 on developing the *DSM-5*. Based on a comprehensive review of scientific advancements, targeted research analyses, and clinical expertise, work groups have developed the draft *DSM-5* and its diagnostic criteria. Anticipated in May 2013, the new DSM will include the most significant changes in diagnostic formulation since the *DSM III*. A total revision of the diagnostic criteria, the introduction of 30 new dimensional factors, a reconceptualization of the Personality Disorders and the inclusion of new diagnostic categories promises to be both a challenge and advancement in the precision of the diagnostic process.

Learning Outcomes:

- Describe the diagnostic changes in the DSM-5
- List the personality disorders included in the DSM-5
- Develop a working understanding of the different axis and their philosophical ideologies

1569 Supervision and Service Delivery from a Strengths-Based, Person-Centered Perspective

Thomas Godwin, Ph.D.

It has been widely recognized that the provision of integrated case management services and other evidenced based practices are both greatly challenging and rewarding. Given that within these service settings there is frequently a lack of resources and time, there are even greater challenges for the supervision of these services. This workshop is an opportunity to look at the challenges, to review the key principles and practices of strengths-based, person-centered care, and to understand some useful mechanisms and considerations for supervision. Both supervisors and supervisees will benefit from this interactive, state-of-the-art workshop.

Learning Outcomes:

- Understand key principles and practices under the Strengths Perspective, Person-Centered Care Planning, and Stage-Based service provision
- Acquire tools and ideas to provide and to receive effective supervision
- Consider the supervisory aspects of motivational and stage-based approaches to care

1581 Innovative Approaches to Address Trauma: Opening New Doors

Theodore Corbin, M.D., MPP and Tina Champagne, M.Ed., OTR/L, CCAP

In this intermediate to advanced workshop, the focus will be on two approaches to prevention and healing. In the morning, the Healing Hurt People program, an innovative hospital-based violence-prevention program will be presented. It will include a summarization of the client population served, the trauma-informed approaches used, the outcomes achieved and the practical aspects of supporting such a program.

The afternoon will introduce participants to *Sensory Modulation: Applying Sensory Modulation to Promote Recovery and Healing*. The literature regarding the physiological sequelae of trauma and how it interacts with psychological states will be summarized. The theoretical foundation for sensory modulation interventions and the data regarding outcomes will be introduced as well as successful strategies for incorporating sensory modulation into comprehensive cultures of trauma-informed care.

Learning Outcomes:

- Describe the origins of the Healing Hurt People program.
- Discuss the challenges to establishing the Healing Hurt People program and how they were overcome
- Describe three types of sensory modulation approaches
- Discuss the benefits of 'body work' for trauma survivors

FACULTY

Florence Alberque, MPA, was an administrator with the Florida Department of Children and Families and was Director of Child Welfare for a non-profit agency. Currently, she serves as Coordinator of DSAMH's Bridge Peer Services. She is on the Board of Directors of the Delaware Consumer Recovery Coalition, a member of the Governor's Advisory Council, and co-chair of DSAMH's Mental Health Transformation Grant Advisory Council.

Samuel Bagenstos, J.D., is a Professor of Law at the University of Michigan Law School. One of the nation's leading authorities on disability rights law, he has published two books and more than 20 articles and book chapters on the subject, litigated leading cases in the Supreme Court and other courts, and negotiated major settlements of *Americans with Disabilities Act* litigation.

Marna S. Barrett, Ph.D., is Clinical Associate Professor at the University of Pennsylvania, and a diplomate of the American Board of Medical Genetics. She is Research Projects Director for the Mood & Anxiety Disorders Treatment Research Program, and has published on psychotherapy research and depression. She teaches Ethics for psychiatry residents and maintains a clinical practice treating depression and bipolar disorder.

Adrienne Bey, Ph.D., LCSW, HS-BCP, serves as the Program Chair of Wilmington University's graduate program in the Administration of Human Services. She has more than 20 years of experience working with community-based agencies in various capacities, including direct service, administration, and leadership training. Dr. Bey has been a Diversity Training Certified Leader for almost 10 years.

Gayle Bluebird, R.N., is a nationally-recognized advocate and has served in many different capacities in the area of peer role development. She coordinates a team of peers at Delaware Psychiatric Center and continues to serve nationally on a variety of projects including the SAMHSA Consumer/Survivor subcommittee. Ms. Bluebird has developed several guidebooks and videos on the subject of peer development.

Tina Champagne, M.Ed., OTR/L, CCAP, is the Program Director for The Center for Human Development's Institute for Dynamic Living. She is an adjunct professor for the American International College occupational therapy program and the owner and chief consultant of Champagne Conferences and Consultation.

Theodore Corbin, M.D., MPP, is Medical Director of the Healing Hurt People violence intervention program at Hahnemann Hospital, and Co-Director of the Center for Nonviolence and Social Justice. He has been awarded a three-year fellowship by the Stoneleigh Foundation for his work to help serve the needs of our country's most vulnerable and underserved children and youth.

Larry Davidson, Ph.D., is a Professor of Psychiatry and Director of the Program for Recovery and Community Health at the Yale School of Medicine. He has focused on processes of recovery from serious mental illnesses and addictions, the development and evaluation of innovative recovery-oriented practices, including peer-delivered services, and designing and evaluating policies which range from promoting the transformation of systems to the provision of recovery-oriented care.

Patrick DeChello, Ph.D., LCSW, MSW, RPH, has authored 29 books and numerous articles in the mental health and chemical dependency fields. He is the founder and senior partner of D & S Associates, an international training and consulting company, and has served on the faculty of many universities, such as Yale University Schools of Medicine and Springfield College Schools of Social Work and Human Services.

Steven Dettwyler, Ph.D., is Director of Community Mental Health and Addictions Services for Delaware's Division of Substance Abuse & Mental Health.

Karen DiNardo is a relative newcomer to the consumer movement. Karen has battled depression throughout her entire life and is also a trauma survivor. Karen was hired as a Peer Specialist for the Delaware Psychiatric Center and in September, 2011, was hired as the Peer Services Coordinator for the In-Patient Services team at DPC.

James Dunstan, JR, DC, currently practices at Concord Medical Chiropractic Neurology. He attended the University of Delaware in which he majored in Biology and dual minored in Chemistry and Spanish and spent a year studying at the University of Granada, Spain.

Beth Filson, MFA, CPS, is co-author of *Engaging Women Survivors in Peer Support – A Guidebook*, a joint project of SAMHSA/CMHS and NASHMPD. Beth works as a facilitator and curriculum developer for Intentional Peer Support. She is a consultant for the Massachusetts Department of Mental Health, piloting guidelines for engaging individuals to develop healing relationships.

Frances Curtis Frazier, MA, promotes the role of African American women as change agents within their family and community. She is a Dialogue Consultant and Trainer specializing in issues related to racism and racial equity. She created a leadership program, "The Angel In You: Life Preparation for Girls," to assist girls in their development. Ms. Frazier has received many awards and commendations and is active in an international movement of women.

Pamela Freeman, LPCMH, NCC, MS, holds a dual certification in Psychotherapy and Biblical Counseling. She is founder and CEO of *Fruitful Branches Wellness Center, LLC* where she provides services to individuals who have experienced trauma and sexual abuse.

Roberta Gealt, M.Ed., MA, is with the University of Delaware's Center for Drug and Alcohol Studies. She manages Delaware school-based health risk behavior surveys, and assists as evaluator on state and federal projects. She co-chairs the Delaware Drug and Alcohol Tracking Alliance, Delaware's statewide workgroup on substance use and its consequences.

Patrice Gilliam-Johnson, Ph.D., is the Program Chairperson for the undergraduate program in Organizational Dynamics at Wilmington University. Dr. Gilliam-Johnson has served as a consultant to private, government, and non-profit agencies that experienced organizational complexities related to employee-organizational fit, employee performance, organizational sustainability, and cultural diversity.

Tom Godwin, Ph.D., is the Co-Occurring Disorders Consultant/Trainer at the University of Maryland School of Medicine Department of Psychiatry's Evidence-Based Practices Center. In his current role and as the former Director of Maryland's Co-Occurring Disorders Integrated Service Initiative, Tom assists state and county leaders toward the development of integrated services for individuals with co-occurring mental health and substance use disorders.

Maxine Harris, Ph.D., is CEO and Co-Founder of Community Connections, a private, not-for-profit mental health agency in Washington, DC. Community Connections led the development of the Trauma Recovery and Empowerment Model. Dr. Harris is a national expert in these areas and received the first Pioneer H.O.P.E. Award in July 2007 from CMHS National Center for Trauma-Informed Care.

Judith Herrman, Ph.D., R.N., ANEF, is a nurse educator with a passion for adolescents, nursing education, and creative teaching strategies across the lifespan. She is the Chair of the Delaware State Teen Pregnancy Prevention Advisory Board, a member of the Delaware State Senate-Appointed Teen Dating Violence Task Force, and the Chair of the Delaware Girls Initiative.

M. Terry Hogan, MPH, is administrator of the STD/HIV Prevention Training Center at Hopkins and the National Male Training Center for Family Planning and Reproductive Health. She is an associate faculty member at Johns Hopkins University's Bloomberg School of Public Health and has more than 30 years of experience in the field of STI prevention and control.

Kevin Ann Huckshorn R.N., MSN, CAP, ICADC, is Director of Delaware's Division of Substance Abuse & Mental Health. She served as the Director at the Office of Technical Assistance at the National Association of State Mental Health Program Directors and the National Coordinating Center to Reduce and Eliminate the Use of Seclusion and Restraint. Ms. Huckshorn co-authored with William Anthony, *Principled Leadership in Mental Health Systems and Programs*.

Kay Johnson, LICSW, works for St. Luke's-Roosevelt Hospital Crime victims Treatment Center in New York City and is a senior associate for and research collaborator with Lisa M. Najavits, author of *Seeking Safety*. She has 20 years of experience as a director, supervisor, clinician and consultant/trainer in outpatient and residential substance abuse and mental health programs.

Michael Kalmbach, MFA, is the founder of New Wilmington Art Association, and is the Director of The Creative Vision Factory. He is an adjunct faculty member at Cecil College and the Delaware College of Art & Design.

Cheyenne Luzader, MS, ADS, has coordinated the Complementary and Alternative Medicine Program at Beebe Medical Center since 1997. She is an AAIM Diplomate, and adjunct professor at Wilmington University and a Delaware-licensed Acupuncture Detoxification Specialist.

Rosemary Madl-Young, Ph.D., R.N., LPC, is the Director of Professional Services at the Delaware Psychiatric Center. She has clinically directed residential chemical dependency, mental health partial hospitalization, and youth outreach programs. She teaches in the Lincoln University Master in Human Services Program and was the Director of Continuous Quality Improvement and Staff Development for Gaudenzia.

Ron Manderscheid, Ph.D., is Executive Director for the National Association of County Behavioral Health and Developmental Disability Directors. He is an adjunct professor in the Department of Mental Health, Johns Hopkins University's School of Public Health and President, ACMHA – The College for Behavioral Health Leadership. He serves on the boards of the Employee Assistance Research Foundation, Danya Institute, FrameWorks Institute, and the Council on Quality and Leadership.

Ruta Mazelis was a 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.

David Mee-Lee, M.D., is a board-certified psychiatrist, and is certified by the American Board of Addiction Medicine. He trains and consults internationally. Dr. Mee-Lee is Chief Editor of the American Society of Addiction Medicine Criteria and is Senior Vice President of The Change Companies. He has more than 30 years of experience in person-centered treatment and program development for people with co-occurring mental health and substance use conditions.

Theresa Moyers, Ph.D., is an Assistant Professor of Psychology at the University of New Mexico where she worked directly with William Miller, Ph.D., co-founder

of Motivational Interviewing. Dr. Moyers worked for ten years as a psychologist at the Albuquerque Veterans Administration Medical Center. She is the author of more than 30 chapters and research papers about motivational interviewing.

Cardwell C. Nuckols, Ph.D., serves as spiritual advisor to Quantum Immunologies, Inc., a pharmaceutical research company devoted to new technologies for treating cancer. He has authored more than 60 journal articles, 30 books and workbooks, 50 DVDs, CDs and videos, and 25 audiotape series. His latest publication is a best seller entitled *The Ego-Less SELF: Achieving Peace and Tranquility Beyond All Understanding*.

Paula Panzer, M.D., is the Director of Training at Jewish Board of Family & Children's Services in New York City and has over twenty years of community practice with traumatized populations. She is an expert in curriculum creation, administration, and training. Examples include: *Home Again: Preparing the Community to Serve Veterans and their Families; Psychological Preparedness for Communities at Risk* known as "Keep It REAL"; and *Guidelines for Faculty: Developing Training with a Racial Lens*.

John Rich, M.D., MPH, is Professor and Chair of Health Management and Policy at the Drexel University School of Public Health and Chair of the Drexel University Center for NonViolence and Social Justice. His work has focused on African-American men in urban settings, and in 2006, he was granted a MacArthur Foundation Fellowship.

Anne M. Rompalo, M.D., ScM, is a Professor at Johns Hopkins School of Medicine, with joint appointments in the Division of Obstetrics and Gynecology and the School of Public Health, Divisions of Epidemiology; Molecular Microbiology & Immunology; and Population, Family and Reproductive Health. She is Medical Director of the STD/HIV Prevention Training Center at John Hopkins and Baltimore City STD Clinics.

Erlene Rosowsky, Psy.D., is Assistant Clinical Professor in Psychology in the Department of Psychiatry, Harvard Medical School. She is a Core Faculty member of the Massachusetts School of Professional Psychology and Director of their Center for Mental Health and Aging. She is a Fellow in the Gerontological Society of America, a Fulbright recipient, and was honored with the 2012 American Society on Aging Award.

David Rubenstein, Psy.D., MSW, is a licensed psychologist and is Senior Director for Student Wellness and the Director of Counseling and Psychological Services Center at Rowan University. He is also a Clinical Associate Professor of Psychiatry and Psychology at Drexel University College of Medicine. He has presented and published in the areas of mental health, substance abuse, and HIV/AIDS.

John Shuford, EDS, MBA, is Executive Director of National Association of Social Workers/ Delaware Chapter, Coordinator of Alternatives to Violence Project (AVP) Delaware, Vice President of AVP International,

Past-President of AVP USA and President of Conflict Resolution Services. He received the 2011 Exemplar of Justice award and the 2004 Award of Excellence by the International Association of Correctional Training Personnel.

Dominic A. Sisti, Ph.D., is Director of the Scattergood Program for the Applied Ethics of Behavioral Health. He researches ethical and philosophical dimensions of mental disorders, with a particular focus on personality disorders. He is a co-editor with Arthur Caplan and James McCartney of *Health, Disease, and Illness: Concepts in Medicine*, and *The Case of Terri Schiavo: Ethics at the End of Life*.

Shawn Stevens, Ed.D., is the Community Impact Director for United Way of Delaware and an adjunct faculty member at Wilmington University. He is a member of the Association of Fundraising Professionals and serves on the advisory council and grants panel for the SPF-SIG for the State of Delaware.

Peggy Swarbrick, Ph.D., OT, CPRP, is Director of the Collaborative Support Programs of New Jersey (CSPNJ) Institute for Wellness and Recovery Initiatives and a part time Assistant Clinical Professor at the Department of Psychiatric Rehabilitation, University of Medicine and Dentistry, School of Health Related Professions. She was a key member of the planning committee for the National Wellness Summit for People with Mental Illnesses, DHHS/SAMHSA/CMS.

Greg Valentine, MSW, LCSW, is the Hospital Director for the Delaware Psychiatric Center. He served as CEO and Superintendent of the Osawatomie State Hospital and Rainbow Mental Health Facility in Kansas. At those facilities, Mr. Valentine was instrumental in passing the Centers for Medicare and Medicaid Services survey, reducing the use of seclusion and restraint, and increasing community partnerships.

Kimberly Van Orden, Ph.D., is a clinical psychologist and an Assistant Professor in the Department of Psychiatry at the University of Rochester Medical Center. Her research and clinical interests are in suicide prevention, including intervening with older adults at risk for suicide. She is co-author (with Thomas Joiner, Tracy Witte, and David Rudd) of the book, *The Interpersonal Theory of Suicide: Guidance for Working with Suicidal Clients*.

Franzswa Watson is a Peer Support Educator for the peer support services at the Delaware Psychiatric Center, in conjunction with the Mental Health Association of Delaware. Ms. Watson has completed certification training through the National Association of Peer Support Specialists.

Cecilia Douthy Willis, Ph.D., is the Project Director for the Delaware SPF-SIG project. She has served for more than 15 years as a member of an array of review panels for the CSAT, CSAP, CMH, DOE, as well as local and state Head Start Associations. Dr. Willis is a tenured Associate Professor in the School of Human Services, Springfield College.

Summer Institute General Information

Cancellation/No-show Refund Policy

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 23, 2012.** Cancellations received after that date are not eligible for a refund.

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 4 weeks in advance of the Institute.

Keynote Address & Luncheon

The Keynote Address on Monday, July 30, 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 conference registration. Embassy Suites offers breakfast (\$2 - \$12.95), as well as morning and afternoon refreshments (\$2 - \$4) available for purchase.

Exhibitors

Exhibitor space is available in the atrium of Embassy Suites. To arrange for reserved space, contact the Training Office (below).

For information, to be a conference 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 with any questions.

41st Delaware Summer Institute Registration and Payment Instructions

FREE Delaware Consumer/Client Registration

A limited number of registrations are available for Delaware residents who receive publicly-funded services for mental health, gambling, and/or substance use conditions.

Please call the Training Office at 302-255-9480.

If you intend to pay by **credit card (VISA, MasterCard, Discover)** please visit shop.delaware.gov (under shopping categories, select Conference)

If you intend to pay by **check or money order**, please complete the registration form on page 16.

Checks must be made payable to: "DSAMH SI" and received by July 15, 2012 to assure completed registration.

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
1901 N. DuPont Hwy.
New Castle, DE 19720**

PLEASE NOTE: Same-day on-site conference registration, if space is still available, will require payment by credit card.

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 30, 2012.

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

Kelley/Pazzaglini Award

Nomination Form 41st 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/si12.

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 15, 2012 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)

41st Delaware Summer Institute Mail-in Registration Request (DUE 7/15/12)

(Registration instructions on page 13. Please print legibly. All registrations confirmed by email once payment has processed. Register online at shop.delaware.gov)

Last Name First Name Middle Initial

() _____ () _____ Male Female
Business Phone Home Phone

Organization Title E-mail Address

Street Address City State Zip

Highest Grade Completed: 12/GED AA LPN RN BA/S MA/S MSW Ph.D. / M.D.
Ethnicity/Race: African American Alaskan Native American Asian Caucasian Hispanic
 Native American Pacific Islander Other _____

Disabled: Yes No I will require reasonable accommodation: Sign Language Interpreter
 Other(specify or contact us): _____

I will be applying for CE credit with: APA CEAP CRCC DBN DCB DPA DOE NAADAC NASW NBCC NCGC NHA

Monday, July 30

- 1532 - Keynote Address 9 a.m.-noon plus
- 1533 - Recovery into Practice or
- 1534 - Implementing Olmstead or
- 1535 - Affordable Care Act or
- 1536 - SA Prevention in DE or
- 1558 - Rise Sister Rise TM

Keynote plus Afternoon Workshop \$80
Add choice of Evening Workshop below \$40

- 1546 - Biomedical Ethics or
- 1574 - NASMHPD 1, 9

Tuesday, July 31

- 1537 - Culturally Competent Practice
- 1538 - Co-Occurring Disorders
- 1539 - Teen Risk Taking
- 1559 - Dangerous Pairing
- 1560 - Supervision for MI
- 1579 - Trauma
- 1570 - Anxiety and Depression

Choose One-Day Workshop above for \$80
Add choice of Evening Workshop below \$40

- 1547 - Ethical Decision-Making or
- 1575 - NASMHPD 3, 10

Wednesday, August 1

- 1540 - Grant Writing
- 1541 - Who Helps the Helper?
- 1562 - Using MI with COD
- 1563 - High Risk Behaviors
- 1572 - NASMHPD 1, 3, 9, 10
- 1578 - Seeking Safety

Choose One-Day Workshop above for \$80
Add choice of Evening Workshop below \$40

- 1549 - Ethics/BPD or 1576 - NASMHPD 2, 12

PEER TRACK

Monday, July 30

- 1532 - Keynote Address 9 a.m.-noon plus
 - 1555* - Why Does Trauma Matter and
 - 1557b* - Nuts & Bolts of Peer Support
- OR
- 1556* - Trauma-Informed Peer Support and
 - 1557a* - Nuts & Bolts of Peer Support

Keynote plus Afternoon Workshop \$80
Add choice of Evening Workshop (left) \$40

Tuesday, July 31 9 a.m.-2 p.m.

- 1561* - Wellness
- Arts and Wellness Carnival

Tuesday Peer Workshops \$80

I have selected only Peer Track Workshops, without an evening workshop. My total is \$160.

OR

I have selected only Peer Track Workshops, and additional Institute workshops. My total is \$_____.

OR

I am a Delaware resident who receives publicly-funded services for mental health, gambling, and/or substance use condition.

I am requesting free registration if available.

Wednesday - Thursday, Aug. 1 & 2

- 1544 - Self-Inflicted Violence or
- 1545 - Neurobiology

Choose a Two-Day Workshop above for \$160

Thursday, August 2

- 1580 - Gender, Trauma & Healing
- 1573 - NASMHPD 2, 6, 12, 18
- 1564 - Personality Disorders
- 1542 - Logic
- 1543 - Sticks and Stones
- 1571 - Interpersonal Theory of Suicide

Choose One-Day Workshop above for \$80
Add choice of Evening Workshop below \$40

- 1550 - Ethics/DSM-5 or 787 - CPR/AED or
- 1577 - NASMHPD 6, 18

NEW! Post-Institute - Friday, April 3

- 1567 - Preparing for DSM-5
- 1581 - Trauma: New Doors
- 1569 - Person-Center Perspective

Choose One-Day Workshop above for \$80

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

Enclosed is my check/Money Order

To register and pay by credit card, please visit shop.delaware.gov

2012 Summer Institute At A Glance

MONDAY 7/30	TUESDAY 7/31	WEDNESDAY 8/1	THURSDAY 8/2	FRIDAY 8/3
<p>Keynote Address (inside Front Cover) 9 a.m. - Noon</p> <p style="text-align: center;">plus one of the following Afternoon Workshops (page 2) 1 - 4:30 p.m.</p> <p>1533 - Putting Recovery into Practice</p> <p>1534 - Implementing Olmstead</p> <p>1535- Affordable Care Act</p> <p>1536 - Substance Abuse Prevention in DE</p> <p>1558 - Rise Sister Rise</p>	<p style="text-align: center;">One-Day Workshops (pages 4-5) 9 a.m. - 4:30 p.m.</p> <p>1537 - Culturally Competent Practice</p> <p>1538 - Applying Skills in Assessing and Treating Co-Occurring Disorders</p> <p>1539 - Teen Risk Taking</p> <p>1559 - Dangerous Pairing</p> <p>1560 - Supervision for Motivational Interviewing</p> <p>1579 - Trauma: Unknown Epidemic</p> <p>1570 - Anxiety and Depression in Older Adults</p>	<p style="text-align: center;">One-Day Workshops (page 6) 9 a.m. - 4:30 p.m.</p> <p>1540 - Grant Writing</p> <p>1541- Who Helps the Helper?</p> <p>1562 - Using Motivational Interviewing with COD</p> <p>1563 - Managing High Risk Behaviors</p> <p>1572 - NASMHPD 1, 3, 9, 10</p> <p>1578 - Trauma Informed Care: Seeking Safety</p> <p style="text-align: center;">Two-Day Workshops (page 7) Wed. and Thurs., 9 a.m. - 4:30 p.m.</p> <p>1544 - Self-Inflicted Violence: Healing from Trauma</p> <p>1545 - Neurobiology of MH and Addictive Disorders</p>	<p style="text-align: center;">One-Day Workshops (page 8) 9 a.m. - 4:30 p.m.</p> <p>1580 - Gender, Trauma & Healing</p> <p>1573 - NASMHPD 2, 6, 12, 18</p> <p>1564 - Personality Disorders</p> <p>1542 - Logic, Planning and Outcomes Measures</p> <p>1543 - Sticks and Stones</p> <p>1571 - Interpersonal Theory of Suicide</p>	<p style="text-align: center;">Post Institute One-Day Workshops (page 10) 9 a.m. - 3 p.m.</p> <p>1567 - Preparing for DSM-5</p> <p>1581 - Innovative Approaches to Trauma: Opening New Doors</p> <p>1569 - Supervision and Service Delivery from a Person-Center Perspective</p>

<p style="text-align: center;">Evening Workshops (page 3) 6 - 9:30 p.m.</p> <p>1546 - Biomedical Ethics</p> <p>1574 - NASMHPD 1, 9</p>	<p style="text-align: center;">Evening Workshops (page 5) 6 - 9:30 p.m.</p> <p>1547 - Decision-Making</p> <p>1575 - NASMHPD 3, 10</p>	<p style="text-align: center;">Evening Workshops (page 7) 6 - 9:30 p.m.</p> <p>1549 - Ethics/Borderline Personality Disorder</p> <p>1576 - NASMHPD 2, 12</p>	<p style="text-align: center;">Evening Workshops (page 9) 6 - 9:30 p.m.</p> <p>1550 - Ethics/DSM-5</p> <p>787 - CPR/AED</p> <p>1577 - NASMHPD 6, 18</p>
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<p>Free Evening Workshops 7– 9 p.m. (Open to the public; no preregistration required.)</p>			
<p>Monday (page 3)</p> <p>Three Solutions to Your Health Problems</p>	<p>Tuesday (page 5)</p> <p>Complementary and Alternative Medicine</p>	<p>Wednesday (page 7)</p> <p>Alternatives to Violence Project: The Community-Based, Trauma-Healing Workshop</p>	<p>Thursday (page 9)</p> <p>Community Integration through New Media</p>

DHSS/DSAMH Training Office
Springer Building, Room 384
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New Castle, DE 19720

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