

## **Essential Learning Courses Recommended for Disease Management, Healthcare Home, and Integration of Primary Care/Behavioral Healthcare**

**Note: Although some of the integrated care training focuses on behavioral healthcare in a primary care setting, it is not much of a stretch to apply the same concepts to primary healthcare in a behavioral health setting, for those clients whose healthcare home is a CMHC or affiliate.**

### **FL-BU Fostering Leadership in the Transformation of Systems**

Effective leadership is needed to transform the mental health system. Presenters will discuss what they consider to be the most important tasks of leadership, using examples from their own leadership experiences. Following the presentations leaders will engage in a question and answer session with each other and the audience. (Medical Home is one topic discussed.)

**\*\*Audio/Video Required**

Essential Learning, Credit Hours 1.50

### **QIHC101 Quality Improvement**

Although the leadership staff of an organization is ultimately accountable for the quality of care and services provided, everyone in the organization is responsible for promoting patient safety and continuously improving quality and performance. Consumers and families also have a role in making sure their care is comprehensive and effective. This course will give you an overview of healthcare quality, review the leaders of healthcare quality, describe how the current system is broken, define various models of performance improvement, and describe national healthcare quality initiatives. You have two (2) years from the date of enrollment to complete this course. To complete the course and receive continuing education credits you must achieve an 80% score on the post-test and complete the course evaluation.

Essential Learning, Credit Hours 1.00

### **STRAT-SHS Strategies for Health Center Expansion**

Community health centers must respond to the continually changing health care environment by developing long term strategies for responding to emerging patient needs. This course provides you with a variety of specific strategies for increasing access to care for your target population, including opportunities for funding this improved access. We will also review the trend toward use of health information technology, and how your health center can benefit from funding opportunities to support implementation of new technologies. All examples and health center names are fictitious and meant only to demonstrate common scenarios.

**Note: This course addresses strategies for health center expansion, including becoming a healthcare home. Some of the strategies could apply to a community mental health center.**

Essential Learning, Credit Hours 2.00

## **MHCA-IHPP**

### **Integrated Healthcare: Public and Private MHCA**

This video course discusses the benefits of integrating behavioral and primary healthcare in both the public and private sectors. It discusses the challenges involved and the steps to take to make the integration successful. Several successful integrations are examined in the course.

#### **Learning Objectives**

Discuss the overview of a public sector experience in health integration

Explain highlights of results

Explain the multiple layers of integration possible in the public sector

#### **Target Audience**

The target audience for this course is entry and intermediate level clinical professionals and nurses.

Essential Learning, Credit Hours 1.00

## **MOCMHC-TKA**

### **Tool Kit for Integrated Care / Behavioral Health and Primary Care**

This toolkit describes a two-year collaborative project and offers resources to guide and inform behavioral health and primary care staff involved in integrating care for their clients.

The toolkit includes pictures of the presentations which are offered in presentation format on the Essential Learning site with codes beginning in MOCMHC. Videos of the speakers are frequently available in the same courses.

A separate document, Supplementary Tools for BHCs, is included here. The flyers on such subjects as COPD, cardiovascular health, sensible eating, and smoking cessation are designed to be particularly useful to BHCs who are advising clients on primary care subjects.

Missouri Coalition of Community Mental Health Centers, Credit Hours 1.00 (This toolkit is meant to be a resource – not a course.)

## **MOCMHCCM**

### **Change Management**

When primary care organizations and behavioral health organizations begin collaboration to provide integrated care, it is common for staff to resist the changes in procedures. Dr. Amy Meriweather has prepared this brief instruction on change management to help staff through the process.

Missouri Coalition of Community Mental Health Centers, Credit Hours 1.00

## **MOCMHCRM**

### **Integrated Care, Part One: Introduction to Integrated Care**

Speaker: Ron Margolis, Ph.D.

This is part one of a two-day integrated care training session originally presented at Crider Health Center in Wentzville, Missouri. The videos should be viewed in sequence.

The training is recommended for behavioral health consultants and administrative staff and will enable an improved understanding of the basic model of integrated care.

Right click to print PowerPoint presentation to accompany video.

“Between the health care we have and the health we could have lies not just a gap, but a chasm.” Institute of Medicine 2001

### **Objectives**

- Describe why a change in the delivery of healthcare is necessary.
- Understand the key concepts of the integrated care model.
- Define the components of behavioral health in primary care.

Missouri Coalition of Community Mental Health Centers, Credit Hours 1.00

## **MOCMHCAP**

### **Integrated Care, Part Two: Health Psychology: Behavioral Health Problems**

Speaker: C. Alec Pollard, Ph.D.

This video presents part two of the Integrated Care Training presented at Crider Health Center in Wentzville, Mo. It is recommended that learners first view and complete Introduction to Integrated Care, MOCMHCRM. A print-out of the provided PowerPoint presentation will aid learning.

Objectives:

Upon completion of this training, learners will be able to:

- Demonstrate a basic understanding of the integration model.
- Understand the importance of evidence-based practice for the Behavioral Health Consultant.
- Recognize and utilize specific current evidence-based treatments for emotional disorders.
- Understand and put into practice the new model to help simplify the evidence-based treatment of behavioral health problems.

Missouri Coalition of Community Mental Health Centers, Credit Hours 2.00

## **MOCMHCAM**

### **Integrated Care, Part Three: Health Psychology (continued)**

Amy Meriweather, Ph.D., is a clinical health psychologist serving as a technical assistant for clinical issues in a primary care integration grant.

Health Psychology is the third presentation of the two-day integrated care training originally held at Crider Health Center in Wentzville, MO. It is recommended that learners first view and complete MOCMHCRM and MOCMHCAP, parts one and two. A print-out of the included PowerPoint presentation to reference during the video will aid learning.

Missouri Coalition of Community Mental Health Centers, Credit Hours 2.00

## **MOCMHCRN**

### **Integrated Care, Part Four: Primary Care: Can You Make the Shift?**

Part four of the two-day training originally presented at Crider Health Center at Wentzville, Missouri, progresses beyond Health Psychology to the model of Integrated Behavioral Health in the Primary Care Setting. It is presented by Ryan M. Niemiec, PsyD. Dr. Niemiec is a psychologist, consultant, and seminar and retreat leader, and he is the co-author of two books, *Positive Psychology at the Movies* (2008) and *Movies and Mental Illness* (2005). See [www.PositivePsychologyMovies.com](http://www.PositivePsychologyMovies.com).

It is recommended that the learner view Parts One through Three of the Integrated Care Training before Part Four.

To aid learning, print presentation for reference while viewing the video. Right click and choose print.

#### Objectives:

- Understand the concept of “integrated care.”
- Understand the Behavioral Health Care (BHC) model.
- Understand how to take the steps to implementation of integrated care.

Missouri Coalition of Community Mental Health Centers, Credit Hours 4.00

## **MOCMH CER**

### **Integrated Care, Part Five: Psychopharmacology: Concepts for Team Care**

Eugene Rubin, M.D., Ph.D., Professor of Psychiatry  
Washington University, St. Louis, MO

This video is part five of the two-day training in integrated health care, which was originally presented at the Crider Health Center in Wentzville, MO. It is recommended that learners first view the first four presentations.

Missouri Coalition of Community Mental Health Centers, Credit Hours 2.00

## **MOCMHCKZ**

### **Integrated Care, Part Six: Getting in the Door: Working with Medical Patients**

Kim Zoberi, MD, associate professor at St. Louis University, presents in this video the final segment of the two-day training in Integrated Care, originally presented at Crider Health Center in Wentzville in July 2008.

This presentation is recommended for Behavioral Health Consultants. It is advised that the learner watch parts 1-5 of the BHC training prior to enrolling in this training.

Dr. Zoberi works at St. Louis University Medical Center in St. Louis. She graduated from Washington University School of Medicine and completed her residency at the University of Missouri's Family and Community Medicine Residency. She also participated in the faculty development fellowship at the University of North Carolina, Chapel Hill. Dr. Zoberi is board certified in Family Medicine.

Objectives:

At the end of the lesson, learners will be able to

- Identify evidence-based behavioral health interventions in primary care and understand the importance of using evidence-based practices.
- Have basic knowledge of the current medications used for behavioral health problems such as diabetes, obesity, smoking, and benzodiazepine overuse.
- Understand how to best market one's self to the primary care provider to build and maintain the collaborative relationship.

Missouri Coalition of Community Mental Health Centers, Credit Hours 2.00

### **CogBT Cognitive Behavioral Therapy**

This 2.5 hour course discusses the development and the principles of cognitive behavioral therapy and explains the application of CBT to client who present with various issues including addiction, depression, anxiety, adjustment issues and personality disorders.

Essential Learning, Credit Hours 2.50

### **TITCCB Trauma Informed Treatment for Children with Challenging Behaviors**

This course is about how to help children who have been severely traumatized to more effectively regulate their emotions and better manage their challenging behaviors.

Essential Learning, Credit Hours 3.00

### **PTSD101 Post Traumatic Stress Disorder (PTSD)**

This course discusses the prevalence and diagnostic criteria for PTSD; it discusses treatments for PTSD including psychotherapy and medication as well as PTSD in children and adolescents.

Credit Hours 3.00

### **DTPTSD-NADD Diagnosis and Treatment of PTSD and Interpersonal Trauma: The DM/ID Criteria and IBT**

This course is a two-part video of a presentation given at the annual conference of National Association for the Dually Diagnosed in October 2009. As a clinician, you know that doing group therapy for trauma with individuals who have intellectual difficulties can be very challenging. In this course, you will be introduced to a new model of group therapy called Interactive-Behavioral Therapy (IBT) that has been show to be effective with this population. A video of IBT in process with real clients gives you a unique insight into exactly how this type of therapy works. As you become acquainted with the principles of this type of therapy, you will increase your ability to successfully work with individuals with intellectual difficulties who have experienced trauma.

Credit Hours 2.00

## **CPT-PTSD**

### **Cognitive Processing Therapy for PTSD in Veterans & Military Personnel**

In this course we will review one of the most effective treatments for individuals who have PTSD: Cognitive Processing Therapy (CPT). CPT is an evidence-based, short-term treatment for PTSD. A form of cognitive-behavioral treatment, CPT uses predominantly cognitive therapy techniques to treat PTSD; treatment may or may not include a written trauma account. The CPT protocol may be applied individually or in groups. While most people who are exposed to a trauma recover naturally, a significant minority do not. Understanding and competence in treating post-traumatic stress disorder is therefore an important skill for mental health providers. Taking this course is a first step towards becoming competent in using CPT to treat PTSD.

Credit Hours 2.50

## **PET-PTSD**

### **Prolonged Exposure Therapy for PTSD for Veterans and Military Service Personnel**

In this course we will review one of the most effective treatments for individuals who have PTSD, "Prolonged Exposure Therapy" (PE). Understanding and exhibiting competence in working with symptomatic trauma survivors is a critical skill for clinicians. Knowing how to effectively treat individuals who have been exposed to potentially traumatic events such as sexual assault/abuse, physical assault/abuse, natural disasters, motor vehicle accidents and combat will enable you to meet the clinical needs of many individuals. This course will provide you with a basic understanding of Prolonged Exposure Therapy and is a good first step towards becoming competent in the use of PE techniques in your practice.

Credit Hours 2.00

## **CSFAM-1**

### **The Impact of Deployment and Combat Stress on Families and Children, Part I: Understanding Military Families and the Deployment Cycle**

The goal of this course is to introduce you to some general information regarding the deployment cycle and how it impacts the Service member and the family unit. Deployment and reintegration can result in considerable stress that can in turn cause intense psychological reactions to war as well as readjustment after deployment. This interactive training will better equip you to engage in treatment with this important client group.

Credit Hours 5.00

## **CSFAM-2**

### **The Impact of Deployment and Combat Stress on Families and Children, Part II: Enhancing the Resilience of Military Families**

Welcome to Part 2 of The Impact of Deployment and Combat Stress on Families and Children. As mentioned in Part 1 of this course, since 2001, there have been over 1.64 million deployments in support of Operation Enduring Freedom (OEF), and Operation Iraqi Freedom (OIF). With the need for a continued presence in Iraq, Afghanistan, and other areas of conflict the number of families who will experience one or more deployments is unprecedented. Greater than half of all Service members who deploy leave behind spouses and/or children. Approximately 2 million children have experienced a parental deployment in support of OEF and

OIF with an estimated 700,000 children with at least one parent deployed at present. Being able to assist children, couples, and families in successfully adapting to the challenges and adversity presented by deployment is critical for mental health providers working with this population.

Credit Hours 3.50

## **MI101** **Motivational Interviewing**

This course helps you understand what Motivational Interviewing is and become familiar with strategies to help you with your client counseling.

Essential Learning, Credit Hours 4.00

## **AMI** **Advanced Motivational Interviewing**

A researcher, therapist, and instructor, Dr. Cooper combines lecture, discussion, and role play in order to review the current research on Motivational Interviewing (MI). During this presentation at the 2009 Centerstone Research Institute's "Transforming Research Into Practice" conference, he gives an overview of the theory of advanced practices and discusses how to apply MI skills when working with substance-using consumers. By taking this training, you will learn new MI techniques including empathic listening skills, and providing structured feedback regarding drug use that is applicable to a range of practice situations. \*\*Audio/Video Required

Essential Learning, Credit Hours 2.00

## **AIRS-WCC** **AIRS: Working with Challenging Clients**

This course is primarily for I&R Specialists who must be able to communicate, in a non-judgmental fashion, with all types of people in all types of situations. And not all of these people are going to be easy to work with. As stated in the AIRS Standards, "the I&R specialist shall have the skills to meet the needs of people who are angry and hostile, are manipulative, call frequently with the same problem or are otherwise difficult to serve". (AIRS Standard 2, Criterion 7)

Essential Learning, Credit Hours 1.00

## **IRA-NAPPI** **Introduction to the Art of Real Praise**

Have you ever wondered whether praise was effective and helpful, or manipulative and harmful? This course outlines the distinctions between effective praise and ineffective praise, and gives you a number of tools to create helpful, meaningful praise statements. \*\*Audio/Video Required

Essential Learning, Credit Hours 2.50

## **CMP**

### **Case Management for Paraprofessionals**

This course reviews aspects of case management. It discusses the role of a case manager and provides some helpful tools to make you a more successful case manager.

Essential Learning, Credit Hours 3.00

## **PCTCM**

### **Person Centered Thinking for Case Managers**

This course is designed for all people who support others. It covers basic skills in person centered planning including: The importance of being heard, the role of daily rituals and routines. Discovering what is important to people. Respectfully addressing significant issues of health or safety. Supporting choice. Developing and achieving valued goals. Each section includes interactive exercises and opportunities to review the information you have learned. These elements of the course allow you to apply what you have learned in this course.

Essential Learning, Credit Hours 5.00

## **MOCMHC-CM**

### **Integrated Care: Case Management to the Rescue**

This presentation, authored by Dr. Amy Meriweather, a member of the training consultant team of the Integrated Care Project, is referenced on page 447 of the Integrated Care Toolkit (MOCMHC-TK).

The case manager for the SMI population continues to be vital to the health and wellness of the patients in the integrated model. They continue to walk beside the patient and assist in reinforcing understanding of medical regimes, facilitating access to appointments, acting as liaison between families, health care providers and patients, improving lifestyle choices, etc.

This presentation is aimed at case managers and health coaches who are instrumental in coordinating care in a person-centered healthcare home.

Missouri Coalition of Community Mental Health Centers, Credit Hours 2.00

## **PFTUSRPC-NADD**

### **Person First Treatment: Using the Supportive Relationship to Promote Change**

This course is a video of a presentation given at the annual conference of National Association for the Dually Diagnosed in October 2009. As someone who works with individuals who have dual diagnoses, you undoubtedly have worked with challenging clients. In this course, Jeff Keilson, M.A., Kevin J. Kelly, M.S., Chris Gordon, M.D., and Maureen Rich discuss a new approach called Person-First Treatment that has been successful in treating clients that were previously thought to be beyond help. To help bring this approach to life, you will follow the intriguing case of "Mr. M" who was originally resigned to a lifetime of hospital care. After learning Person-First Treatment, you can apply principles of this approach to your work to more effectively work with some of your most difficult clients. \*\*Audio/Video Required

Essential Learning, Credit Hours 1.00



## **CSCE**

### **Clinical Supervision: Core Elements**

This video course covers the following subjects: Supervision of Strength-Based Services, Core Elements of Supervision I, Core Elements of Supervision II, Ethical Issues in Supervision. The content of this course was provided by the Training Institute in Association with the Arizona Department of Health Services and the Arizona Council of Human Services. \*\*Audio/Video Required

Essential Learning, Credit Hours 3.00

## **WPSMIDYY**

### **Why Are People with SMI Dying 25 Years Younger?**

This video presentation reviews the current status of morbidity and mortality in the population with SMI. It explores contributing factors and recommended practices for agencies and clinicians, including a model for wellness and self-management. \*\*Audio/Video Required

Essential Learning, Credit Hours 2.00

## **V-IHMHS**

### **Promoting Integrated Health and Mental Health Services**

This institute is designed to assist psychiatric rehabilitation providers and people in recovery to implement health promotion programs by building upon the existing research and practice knowledge base. The first section of the presentation will include a brief review of existing research of health disparities among people in recovery. Next, discussion will focus on access and barriers to health care, including those within psychiatric rehabilitation programs. Model health promotion activities for specific impairments relevant to people in recovery will be presented. Finally, activities will include “hands on” practice with health promotion modules, role plays, and practice exercises designed for traditional and peer providers. \*\*Audio/Video Required

Essential Learning, Credit Hours 2.50

## **CPCNPP**

### **Coordinating Primary Care Needs of Clients for Paraprofessionals**

This course is designed to help case managers gain the basic knowledge and skills needed to help clients who have developed or at risk for developing common medical problems. It provides a basic understanding of common medical problems and warning signs that indicate a need to help clients obtain medical treatment. Ways to help clients practice habits to improve their health and wellness are also discussed.

Essential Learning, Credit Hours 7.50

## **CPCN101**

### **Coordinating Primary Care Needs of People with SMI**

This course is intended for non-medical members of the treatment team who provide treatment and rehabilitation services for individuals with severe persistent mental illness. The course contains information of sufficient depth so that clinicians can develop competence in assisting individuals who have chronic medical conditions or who are at risk to develop medical problems. Specific attention is given to why, when and how to link clients with the primary care system.

The course material provides case studies and opportunities for the students to practice skills in assessment, treatment planning, psychoeducation, and documentation.

Essential Learning, Credit Hours 4.00

### **MP-NADD**

#### **Medical Problems and Adverse Drug Events in People with ID/MI**

In this presentation, findings from a retrospective, descriptive study of psychiatric inpatients with ID will be shared. The aim of the investigation was to explore the type and frequency of medical problems and Adverse Drug Events (ADEs) in individuals with ID/MH (Intellectual Disabilities and Mental Health disorders). \*\*Audio/Video Required

Essential Learning, Credit Hours 1.5

### **HD-BU**

#### **Health Disparities among Minorities and Others with Psychiatric Disabilities**

This workshop will provide participants with critical information about the unique health needs of minorities and people who are gay, lesbian, bi-sexual and/or transgendered who also have psychiatric disabilities. The translation of research findings into policies and services needed to reduce health disparities and build health equity will be highlighted. \*\*Audio/Video Required

Essential Learning, Credit Hours 1.50

### **DOCDD**

#### **Dental and Oral Health for Individuals with MI**

This course reviews the obstacles that may interfere with the practice of good oral hygiene and discusses strategies that may help the staff to encourage better dental health.

Essential Learning, Credit Hours 1.00

### **SMHDNRNT**

#### **Sleep & Mental Health: Disorders Not Recognized & Not Treated**

People with disabilities are often at high risk for sleep disorders that are often unrecognized and untreated. This course focuses in depth on sleep including types of sleep disorders and how they present differently in individuals with disabilities. This course also explores how to differentiate sleep disorders from the impact of mental illness on sleep patterns. \*\*Audio/Video Required

Essential Learning, Credit Hours 4.00

### **P101**

#### **Pain**

This course presents an overview of acute and chronic pain; it discusses the important aspects in assessment of pain and both pharmacological and non-pharmacological treatment options.

Essential Learning, Credit Hours 1.50

## **V-MCP**

### **Management of Chronic Pain: An Integrative Care Approach**

In this course you will learn a brief history of causes of chronic pain and pain management, followed by current causes of chronic pain. An integrated approach to treating chronic pain and psychological disorders related to chronic pain (e.g. anxiety, depression, sleep difficulties) will be discussed. You will be given an overview of medical treatments and types of medications, as well as alternative and complementary treatments. A series of case studies towards the end of the course will provide you with primary examples of how integrative care can be provided on an individual level.

Essential Learning, Credit Hours 1.50

## **NECMI**

### **Nutrition and Exercise for Clients with MI**

This course provides information on food and nutrition basics, meal planning and preparation, identification of proper movement and exercise for clients.

Essential Learning, Credit Hours 2.00

## **ED1001**

### **Eating Disorders: Diagnosis and Treatment**

Eating disorders have reached epidemic levels in the U.S. This course covers the basic DSM-IVR diagnostic criteria for eating disorders, assessment factors, and treatment goals. In particular, the characteristics, prevalence, age of onset, and mortality rates for Anorexia Nervosa, Bulimia Nervosa, and Eating Disorders NOS are described.

Essential Learning, Credit Hours 3.00

## **MOCMHC-DMI**

### **Diabetes in the Mentally Ill**

People with a mental illness are at risk for obesity and diabetes, which can shorten their lives. Sometimes the medications taken for mental health contribute to weight gain and diabetes. This course will help caregivers understand the disease better and will provide information to help patients with the disease.

Dr. Joe Parks, the clinical director of the Missouri Department of Mental Health, is the author and presenter of the material.

Missouri Coalition of Community Mental Health Centers, Credit Hours 2.00

## **MOCMHC-HHMS**

### **Metabolic Screening Training Video**

This CMT video is intended for healthcare home teams.  
Credit Hours 2.00

## **MOCMHC-DMHNETCLD**

### **Chronic Lung Diseases**

Chronic lung diseases (CLD) are chronic obstructive pulmonary disease (COPD) and asthma. Smoking is a primary cause of COPD.

Rates of smoking are very high in people with mental illness. Smoking and mental health problems are linked to each other in complicated ways. Smokers have higher rates of several mental health problems -- including depression, anxiety, schizophrenia, and drug abuse -- than nonsmokers do. Smoking may make some mental health problems worse, and it is associated with a type of risk-seeking attitude that contributes to serious life problems among young people.

This course was created to provide education and assistance for nurse liaisons in the DMH Net program and for behavioral health consultants working with clients in integrated primary care/behavioral health programs. However, all staff who work with clients struggling with chronic lung diseases will find the course valuable.

Objectives:

- Identify risk factors for developing a CLD
- Know how to screen for a CLD
- Know methods of treatment of CLD
- Understand special considerations for the mentally ill consumer with CLD

View the notes when reading the presentation.

COPD and Asthma Monographs are included for future resources.

Missouri Coalition of Community Mental Health Centers, Credit Hours 2.00

## **MOCMHC-SC**

### **Smoking Cessation Training**

The video is a presentation by Darrell Williams, MS, LPC, NCC, TTS, QSAP. He is trained in Tobacco Cessation Counseling at Mayo Clinic.

Objectives: Upon completion of the Smoking Cessation Training, learners will be able to

1. Understand the pattern of tobacco use
2. Be able to describe the disease model (symptoms and withdrawal)
3. Identify and use evidence-based treatment (5 As) along with pharmacology and communication

It is recommended that learners print the presentation/reading for reference during the video viewing. Smoking cessation handouts for patients are included.

Missouri Coalition of Community Mental Health Centers, Credit Hours 2.00

## **MOCMHC-DMHNETHCV**

### **Hypertension and Cardiovascular Disease**

Hypertension and Cardiovascular Disease: Coronary Artery Disease (CAD), Cerebral Vascular Disease, Peripheral Vascular Disease

This course was developed for the nurse liaisons in the DMH Net disease management program and for the behavioral health consultants in the primary care/behavioral health collaboration initiative.

#### Objectives

- Define Blood Pressure & Hypertension
- Risk Factors, Symptoms, Treatment
- Define Cardiovascular Disease
- Types of Cardiovascular Disease
- Risk Factors, Symptoms, Treatment
- The Case Manager's Role

Missouri Coalition of Community Mental Health Centers, Credit Hours 3.00

## **ABMA**

### **A Biopsychosocial Model of Addiction**

Substance abuse and addiction result from a complex interaction of mind-altering substances that involve biological, psychological, and social factors. This training familiarizes you with the biopsychosocial model of addiction and gives you the latest information about definitions, risk factors, and treatments. You will also get the facts about the most popular mind-altering drugs on the market today. Drawing upon information from the U.S. Department of Health and Human Services, the National Institute on Alcohol Abuse and Alcoholism (NIAAA), and Substance Abuse and Mental Health Services Administration (SAMHSA), this course blends instructive information with interactive exercises and practical scenarios, to provide a clear framework to understand addiction as a biopsychosocial phenomenon. This information and exercises in this interactive training are appropriate for a wide variety of learners including newer clinicians as well as seasoned ones looking to deepen their understanding of the biopsychosocial model of addiction.

Essential Learning, Credit Hours 3.00

## **MOCMHC-DDS**

### **Dealing With Drug Seeking Behaviors**

The video is a presentation by Mark Carlson, MD, MPH, discussing the issue of dealing with drug seeking behaviors. Dr Carlson is an addiction specialist who began by treating pain management patients. He currently works at Center for Addictions at Cox Health Systems in Springfield, Mo.

As a reference and aid to note-taking, learner may wish to print the PowerPoint which Dr. Carlson is using in his talk. (Right click to print.) An additional reference for this subject is a presentation on treating addiction patients.

Missouri Coalition of Community Mental Health Centers, Credit Hours 2.00

## **V-ITPDD**

### **Integrated Treatment for Persons with Dual Diagnosis**

This video course, one of the monthly Breakfast Learning Series presentations offered by CBH, presents a detailed review of treating clients with a Dual Diagnosis using specific principles and a Four-Quadrant treatment model. The course also reviews several mental disorders associated with Dual Diagnosis. \*\*Audio/Video Required.

Essential Learning, Credit Hours 2.00

## **EBPITP1**

### **Integrated Treatment for Co-Occurring Disorders Part 1 – EBP**

This course is based on content developed by The Substance Abuse and Mental Health Services Administration (SAMHSA). It is part of six Evidence-Based Practice Implementation Resource Kits by SAMHSA to encourage the use of evidence-based practices in mental health. Specifically, Integrated Treatment for Co-Occurring Disorders Part 1 is for people who have co-occurring disorders, mental illness and a substance abuse addiction. This course reviews a treatment approach which helps people recover by offering both mental health and substance abuse services at the same time and in one setting. In Part 1, the stages of treatment are discussed along with how to develop a treatment plan with clients.

Essential Learning, Credit Hours 3.00

## **EBPITP2**

### **Integrated Treatment for Co-Occurring Disorders Part 2 – EBP**

This course is based on content developed by The Substance Abuse and Mental Health Services Administration (SAMHSA). It is part of six Evidence-Based Practice Implementation Resource Kits by SAMHSA to encourage the use of evidence-based practices in mental health. Specifically, Integrated Treatment for Co-Occurring Disorders Part 2 is for people who have co-occurring disorders, mental illness and a substance abuse addiction. This course reviews a treatment approach which helps people recover by offering both mental health and substance abuse services at the same time and in one setting. In Part 2, how to use substance abuse counseling techniques with clients and how to implement effective relapse prevention strategies are discussed in depth.

Essential Learning, Credit Hours 2.00

## **V-PCM**

### **Person-Centered Medication: Choice Not Control**

This course introduces you to a person centered approach to working with individuals taking medications for mental illnesses. This approach is different from traditional approaches, as it is a collaborative model that is designed to empower individuals to make appropriate personal decisions about taking medications, rather than simply making sure that they are compliant. You will see how this approach can not only help increase responsible decision making, but also increase self-efficacy.

Essential Learning, Credit Hours 1.00

## **MOCMHCRS**

### **Psychotropics Made Simple**

Presenter: Roger Sommi, Pharm.D., BCPP, Associate Professor,  
UMKC School of Pharmacy, Kansas City, MO

Dr. Sommi received his doctorate of pharmacy from the University of Utah in 1985. He practiced at the University of Texas at Austin and Austin State Hospital on a Clinical Sciences Fellowship in Psychiatric Pharmacotherapy. He is board certified. He is professor of pharmacy practice at the University of Missouri-Kansas City School of Pharmacy and is an associate professor of psychiatry at UMKC's School of Medicine.

Audience: Primary care and behavioral health providers

This training is focused on basic concepts of psychopharmacology and psychotropic medications. A review of the basics is followed by drug specific information for common diagnoses.

Printing the PDF of the presentation being discussed by Dr. Sommi in the video is recommended and will aid the instruction provided by watching the video.

Objectives:

- Recall introductory concepts of psychopharmacology.
- Understand the therapeutic effects of psychopharmacology.
- Identify the different drug classes.

Missouri Coalition of Community Mental Health Centers, Credit Hours 6.00

## **MOCMHCLW**

### **Psychiatric Differential Diagnosis and Psychotropic Medications**

**Intended Audience:** Prescribing providers and those requiring familiarization with medication side effects.

**Presenter:**

Laine Young-Walker, MD, associate medical director, Department of Mental Health

Dr. Walker graduated from the University of Missouri-Columbia. She is a diplomat of the American Board of Psychiatry and Neurology, Inc., in general psychiatry and child and adolescent psychiatry.

**Awards:**

- Division of Child and Adolescent Psychiatry Outstanding Faculty Award (June 2006)
- Child and Adolescent Psychiatry Chief Resident (November 2001 to February 2002)

**Current Employment:**

- Clinical assistant director of psychiatry/associate, University Hospitals and Clinics, Columbia, Missouri
- Consulting psychiatrist, Department of Social Services through Missouri Division of Medical Services
- Staff psychiatrist at Royal Oaks Hospital, Windsor, Missouri

**Objectives:**

Upon completing this training, learners will be able to

- Differentiate among the major mental health diagnoses.
- Recognize target symptoms of psychosis and utilize the most appropriate antipsychotics.
- Identify the differences in spectrum of mood and anxiety disorders and know the medications available for best treatment of each disorder.
- Recognize alternative approaches to mental health treatments.
- Identify necessary health indicators that require monitoring prior to prescribing psychotropic medications.

Missouri Coalition of Community Mental Health Centers, Credit Hours 3.00

**MOCMHCMT****Prescribing Psychiatric Medications with Care**

Michelle Gravlin Twitty, Pharm. D., BCPP, Clinical Assistant Professor at the University of Missouri, School of Medicine and Pharmacy, is the author of this report on information needed to prescribe psychiatric medications with care.

Learning will be enhanced if the course content PowerPoint is printed as a guide while viewing the video.

Missouri Coalition of Community Mental Health Centers, Credit Hours 4.00

**HIPAA101****HIPAA for Mental Health Professionals**

This course provides an overview of the Health Insurance Portability and Accountability Act enacted by Congress in 1996 and its relevance to mental health professionals. It reviews the privacy protection for clients/patients' health information and administrative efficiencies through the standardization of health information electronic transfer. Specific requirements for mental health professionals in protecting health information are detailed.

This course is approved by EEAC for Domains I, II.

Essential Learning, Credit Hours 1.00