

DMHAS  
WORKFORCE DEVELOPMENT  
VIRTUAL TRAINING

Spring 2022 Catalog

**[www.ct.gov/dmhas/workforcedevelopment](http://www.ct.gov/dmhas/workforcedevelopment)**

**6 New Trainings**

## DMHAS WORKFORCE DEVELOPMENT PERSONNEL

Main Telephone Number/Staff Phone Directory: (860) 262-5061, Fax Number: (860) 262-5073

Margaret O'Hagan-Lynch, LPC, Director  
CVH, 1st Floor, P.O. Box 351, Middletown, CT 06457  
[www.ct.gov/dmhas/workforcedevelopment](http://www.ct.gov/dmhas/workforcedevelopment)  
[workforce.development@ct.gov](mailto:workforce.development@ct.gov)

**MARGARET O'HAGAN-LYNCH, LPC**

[margaret.o'hagan-lynch@ct.gov](mailto:margaret.o'hagan-lynch@ct.gov)

**KIMBERLY PLATT, LCSW, LADC**

[kimberly.platt@ct.gov](mailto:kimberly.platt@ct.gov)

**ANTHONY CRETTELLA, RN**

[anthony.cretella@ct.gov](mailto:anthony.cretella@ct.gov)

## CONTINUING EDUCATION UNITS (CEU) INFORMATION

Many virtual trainings offer continuing education contact hours. Participants MUST ATTEND 100% of the class to be eligible to receive this certificate. Please retain your certificate of completion for your records.

**The trainings listed in this catalog are open to DMHAS Operated staff and  
DMHAS Funded staff.**

## **REGISTRATION INFORMATION**

**Please only register for trainings that have been pre-approved by your supervisor. Do not enroll in multiple trainings with plans to cancel them later; this will help us to keep wait lists more manageable.**

- To register for training, you must go through our Learning Management System (LMS) <https://ctlms-dmhas.ct.gov>. You will not be able to login unless you have a valid username and password.
- If you do not have a username, or to update your email or other profile information, fill out and return the [My Profile Information Form](#). You will receive an email with your login information.
- For help registering, searching the catalog, transcripts, and more, check out our interactive tutorial, [Introduction to the LMS](#).
- For information on available web-based trainings, please see our Web-based Training Offerings List on our website: [www.ct.gov/dmhas/workforcedevelopment](http://www.ct.gov/dmhas/workforcedevelopment).
- Upon registering for a training, you will receive an email from [Workforce.Development@ct.gov](mailto:Workforce.Development@ct.gov) regarding your enrollment status (confirmed or waitlisted) and session information. Please read your emails completely and mark your calendar!
- Check your SPAM filter to mark [Workforce.Development@ct.gov](mailto:Workforce.Development@ct.gov) as SAFE. Contact your IT (Information Technology) person if you have questions.
- If you are on a waitlist and a seat becomes available, you will receive an email, offering you the seat. You must ACCEPT the offered seat through the LMS within five calendar days.
- Directions and instructor biographies, as well as other training resources and links, are on our website: [www.ct.gov/dmhas/workforcedevelopment](http://www.ct.gov/dmhas/workforcedevelopment).

## **AMERICANS WITH DISABILITIES ACT (A.D.A.)**

If you need an accommodation based on the impact of a disability or medical condition, make the request **immediately upon registering for training** by contacting [Workforce.Development@ct.gov](mailto:Workforce.Development@ct.gov).

## **FREQUENTLY ASKED REGISTRATION QUESTIONS**

**Q: How do I attend a virtual training?**

A: When you register for a virtual training, you will receive an enrollment confirmation email that contains information about launching and attending the training, as well as a link to attend the class. Please read this information carefully and follow the step-by-step instructions attached to the enrollment email. **Note: Virtual classes launch via the learning management system and you must sign in to the LMS to attend the training. If you don't know your username, please email [workforce.development@ct.gov](mailto:workforce.development@ct.gov) immediately.**

**Q: What do I do if I forgot my password?**

A: On the log in page of the LMS, click the “Forgot Password?” link. The system will prompt you to enter the email address that is associated with your LMS account. When you’ve entered the information, the system will send you an email with a temporary password.

**Q: How do I get a certificate with Continuing Education Units (CEUs) for a virtual training?**

A: Please allow for 3 business days after the completion of virtual trainings before printing certificates of completion. Then, go to your Me tab, then click on Completed Learning in the left-hand menu. Find the training you want, then click the down arrow next to the View Summary button. Click Print Certificate to open the certificate in your browser, or click Export Certificate to download a PDF copy of the certificate. For more detailed instructions, see [Introduction to the LMS](#).

TITLE	PROGRESS	ACTION
 <a href="#">A Brief Introduction to Working with People with Borderline Personality Disorders</a> Instructor-Led Version: FY16	 SUCCESSFUL On: 09-17-2015	<a href="#">VIEW SUMMARY</a> 
 <a href="#">Active Shooter Training: Being Prepared</a> Web Based Training	 SUCCESSFUL On: 05-18-2016 Score: 100	<a href="#">PRINT CERTIFICATE</a>  <a href="#">Print Certificate</a> <a href="#">Export Certificate</a> <a href="#">Notes</a>

**Q: What if I have reviewed the information above and am still having problems?**

**A:** Check out our tutorial, [Introduction to the LMS](#), then email [Workforce.Development@ct.gov](mailto:Workforce.Development@ct.gov).

## **CANCELLATION INFORMATION**

Rarely, a course may be cancelled. We strongly encourage you to [check your email](#) for cancellation notices.

If you are unable to attend a class for which you have been enrolled, **please drop your registration within ten (10) days of the training**, if possible. This will allow us to contact other participants to offer them a seat.

To drop/cancel a class, log onto the Learning Management System (LMS) <https://ctlms-dmhas.ct.gov>, and go to the Me tab. Find the training you want to drop, then click the down arrow next to the View Summary button and click Drop. A window will pop up, asking you to confirm the cancellation. Click the Yes button. For more detailed instructions, see [Introduction to the LMS](#).

**Failure to cancel your enrollment for classes you are unable to attend may affect your ability to register for future classes.**

# Spring Virtual Training Schedule

Date(s)	Time	Title	CEUs
4/1/2022	9:00am-12:00pm	<p><b>Eating Disorders: Understanding Signs and Symptoms and Creating Innovative Treatment Plans and Programs</b></p> <p>This interactive workshop will give participants the opportunity to learn more about the various aspects of eating disorders including their signs and symptoms, diagnosis, treatment opportunities and best practices and innovations. This workshop is designed for all education levels and will give practical skills and resources to be used in all types of professional roles. The workshop will include experiential learning through sample treatment ideas such as guided meditations, group sessions and activities, the use of technology as therapy and other innovative ideas and practices.</p>	3 CEUs - CCB, NASW, PSY
4/6/2022	9:00am-12:00pm	<p><b>Ethics for Addiction Counselors: Boundaries</b></p> <p>This three-hour course reviews the Connecticut Certification Board (C.C.B.) Code of Ethics highlighting ethical dilemmas associated with boundaries.</p>	3 CEUs - CCB, NASW, PSY
4/7/2022 & 4/8/2022	9:00am-12:00pm	<p><b>Forensic CBT</b></p> <p>This is a two day virtual training. This course is focused on developing foundational skills in Cognitive-Behavioral Therapy (CBT) for justice-involved clients. Critical distinctions between traditional mental health treatment and forensic programming will be highlighted. Practitioners will learn to recognize and elicit a range of relevant thinking patterns commonly found among justice-involved adolescents and adults and to incorporate thinking targets into case management, supervision, and programming. Finally, practitioners will have opportunities to practice CBT conversations about client values and life priorities and several CBT sequences designed to improve client decision-making. Through a series of structured learning activities that include small group exercises, role-plays, and 'real'-plays, practitioners will develop basic skills so that they can immediately apply CBT interventions in their own settings.</p>	6 CEUs - CCB, NASW, PSY

Date(s)	Time	Title	CEUs
4/14/2022 & 4/21/2022	9:00 am-12:00 pm	<p><b>Stimulants and their Impact on Brain and Behavior: Best Practices and Approaches for Effective Treatment and Recovery</b></p> <p>The purpose of this daylong introductory level training is to provide information about central nervous system stimulants and their impact on brain, body, and behavior. The day begins with a review of the latest data on the patterns and trends of stimulant use and availability in the United States and beyond, followed by a review of the mental and physical health consequences and cognitive impact of stimulant use. The training then explores the differential rates and impact of stimulant use on several populations and the relationship between stimulant use and HIV risk. The training concludes with a discussion of how to implement effective behavioral treatment interventions and recovery approaches when providing services to people with a stimulant use disorder. Specific topics will include (1) the scope of stimulant use in the United States and beyond; (2) stimulants and the brain and impact of use on cognition; (3) stimulant use and psychosis; (4) short- and long-term physical and mental health consequences of stimulant use and considerations for unique populations; (5) the intersection of stimulant use and HIV risk; and (6) effective evidence-based behavioral treatment interventions and recovery supports for people with a stimulant use disorder.</p>	6 CEUs - CCB, NASW, PSY
4/19/2022	9:00am-1:00pm	<p><b>An Introduction to Recovery-Oriented Care</b></p> <p>Adopting Recovery Oriented approaches is crucial in clinical practice, rehabilitation support programs and in service delivery systems. Expectations for Recovery Oriented services now appear in grant requirements, public policy and regulations. What does "Recovery" mean in practical terms and how can it be implemented in practice? Recovery 101 is an introduction to the attitudes, core concepts and approaches that are transforming services, systems and lives. Person centered, strengths based approaches rely on collaborative relationships, active participation and empowerment of the person receiving services. An attitude of optimism and hopefulness guides recovery programs that focus on life plans rather than exclusively managing symptoms. In this experiential and interactive program trainees work to incorporate the concepts and apply them in developing meaningful recovery plans.</p>	4 CEUs - CCB, NASW, PSY

Date(s)	Time	Title	CEUs
4/22/2022 & 4/29/2022	9:00am-2:30pm	<p><b>Motivational Interviewing Intensive</b></p> <p>A 2-day course will provide participants with insight into peoples' intrinsic motivation to accept and maintain recovery. Motivational Interviewing (MI) is a person-centered, directive method for enhancing intrinsic motivation to change by exploring and resolving ambivalence. This therapeutic skill-based course will also address how to be a guide to recovery, how to engage people into services who are reluctant or not interested, and how to tap into the resources in your community to assist people on the pathway to attaining and sustaining recovery. Participation in group exercises and experiential (role-play) activities is expected of all participants. Homework assignments will be given for this training.</p>	10 CEUs - CCB, NASW, PSY
4/26/2022 & 4/28/2022	9:00am-12:00pm	<p><b>From Behind the Wall and Beyond: Working with Men in the Criminal Justice System</b></p> <p>Males are born into a society that begins treating them differently than females from birth: more harshly overall, and with a distinct set of operative rules that severely curtail permissible emotional expression. This is especially true for men involved in the criminal justice system. Most traditional treatment models have aimed at that of "breaking men down", and thus, have failed and often re-traumatized men in the criminal justice system. The impact of male socialization and trauma must be considered when working with men in the criminal justice system who seek or need behavioral health treatment. This unique and interactive presentation will guide practitioners in working with men in the criminal justice system to deliver a trauma-informed approach that acknowledges the struggles and strengths of men in the criminal justice system.</p>	6 CEUs - CCB, NASW, PSY
5/4/2022	9:00am-12:00pm	<p><b>An Overview of the LGBTQI Community and Historical Leaders*</b></p> <p>This training will provide an overview of a spectrum of information regarding the LGBTQI community. This will include historical information, a celebration of leaders in the community, and a review of the holidays and acknowledgements of the community throughout the year. In addition, the training will explore the challenges to members of this community and how we can become supports and allies.</p>	3 CEUs - CCB, NASW, PSY

Date(s)	Time	Title	CEUs
5/6/2022	9:00am-12:00pm	<p><b>Cognitive Behavioral Therapy for PTSD</b></p> <p>Posttraumatic stress disorder (PTSD) is common in both military and civilian populations. Patients with chronic PTSD are often difficult to treat, and the degree of functional impairment from PTSD can be extremely high. Cognitive-behavioral therapy (CBT) is among the most well-validated, evidence-based treatments for PTSD. In this workshop, we will review the principles of CBT for PTSD, including various forms of therapeutic exposure, cognitive restructuring, and stress inoculation training. We will use a mix of didactic presentation and case examples to illustrate how these treatments are implemented.</p>	3 CEUs - CCB, NASW, PSY
5/11/2022	9:00am-11:00am	<p><b>Establishing your Basic Competency in Emotional Support Animal Letter Writing (NEW)</b></p> <p>Social Workers are commonly asked to write letters for clients who are seeking emotional support animals as an accommodation. What do you need to know and do to ensure you are practicing within your scope of practice? This question connects with social work ethics as both an issue of competence and education as well as one of supporting access and disability justice.</p>	3 CEUs - CCB, NASW@, PSY
5/12/2022	9:00am-12:00pm	<p><b>Using Neuroscience Strategies to Improve Our Services</b></p> <p>This purpose of this presentation is to use the latest discoveries in neuroscience to offer our clients the most powerful healing possible. We will start by understanding the science of danger and safety, how it affects our bodies and our actions. We will then apply these principles to ourselves, developing self-awareness of the work situations that make us safe, activated and in need of retreat. We will consider the role of bias in our reactions. Are we able to reach safety through connections at our work? Understanding how these mechanisms work in ourselves allows us to teach them effectively to clients, and help them develop safety strategies. Again, we have to remain aware of the role of racism in creating an unsafe environment. We will learn practical strategies we can use ourselves and teach our clients to care for ourselves. Finally, we will apply this lens to our agencies. What can leaders do to create safer work places and thus decrease turnover? Participants will develop some actions for their own work settings.</p>	3 CEUs - CCB, NASW, PSY

Date(s)	Time	Title	CEUs
5/13/2022	9:00am-12:00pm	<p><b>Trauma Through the Lens of Attachment Theory (NEW)</b></p> <p>Attachment theory can inform clinical work with people suffering from traumatic stress, especially for those who suffer from trauma rooted in the actions of other people. Attachment dynamics are implicated in social perception and the capacity to manage intense emotional states. These in turn have implications for immediate and long term coping. This presentation will review the basic concepts of attachment theory, its most common classification schemes; and leading contemporary ideas on how attachment contributes to our capacities to interpret the social environment and regulate feelings.</p> <p>We will discuss how traumatic stress can disrupt normative attachment dynamics and present in ways which resemble mood, anxiety and personality disturbance. Finally, we will discuss ways to engage and sustain a treatment alliance with traumatized clients using approaches derived from attachment theory.</p>	3 CEUs - CCB, NASW@, PSY
5/17/2022 & 6/7/2022	1:00pm-3:30pm & 1:00pm-3:00pm	<p><b>Fundamentals of Emotional Freedom Technique (NEW)</b></p> <p>Emotional Freedom Technique is a form of Energy Psychology, combining psychotherapy and energy healing techniques. It is based on the understanding of the human body as an electrical system and the recognition of the systems of subtle energy that surround and interface with the physical body. When that energy system is disrupted, a person experiences mental, emotional or physical imbalance.</p> <p>EFT has application across a broad range of issues, including stress and anxiety related disorders, PTSD, physical pain, self-sabotage, cravings and addictions and performance. It draws from a variety of proven modalities, including Thought Field Therapy, acupuncture, biofeedback, EMDR, hypnosis, cognitive behavioral therapy and applied kinesiology.</p> <p>Various forms of Energy Psychology have been practiced since the early 1980s. In recent years, EFT has been researched in more than 10 countries, by more than 60 investigators, whose results have been published in more than 20 different peer-reviewed journals.</p> <p>In this engaging workshop, participants will learn how to use Emotional Freedom Technique both for their own self-care and for working with their clients, students, colleagues and families.</p>	4.5 CEUs - CCB, NASW@, PSY

Date(s)	Time	Title	CEUs
5/18/2022	9:00am-12:00pm	<p><b>Basics of the Biology of Addiction: Focus on Opioids</b> <b>(NEW)</b></p> <p>In this three-hour training, participants will learn about the risk factors for developing substance use disorders with an emphasis on brain development and the brain changes that result from early exposure to psychoactive substances. Tolerance and withdrawal as a consequence of psychoactive substances altering homeostasis will be discussed. The parts of a neuron, neurotransmission and the hijacking of the reward pathway will be described. The mechanism of action of opioids will be a focus of the training. And, the mechanism of action of medications to treat opioids will be reviewed - agonist (methadone), partial-agonist (buprenorphine), and antagonist (naltrexone and naloxone) will be described</p>	3 CEUs - CCB, NASW@, PSY
5/19/2022	9:00am-12:00pm	<p><b>Working with Muslim Clients*</b></p> <p>This course is designed to provide an overview about Islam and Muslims. It is intended for clinicians, mental health assistants, social workers, and anyone else who may be working directly with clients who identify as Muslim. You will learn about the context of mental health in the religion, stigma of mental health among the Muslim community, and how to best provide support during treatment and recovery.</p>	3 CEUs - CCB, NASW, PSY
5/20/2022	9:00am-12:00pm	<p><b>Cognitive-Behavioral Therapy for Obsessive-Compulsive Disorder (NEW)</b></p> <p>Obsessive-compulsive disorder (OCD) is a common mental health disorder that is a leading cause of disability. Cognitive-behavioral therapy (CBT), particularly incorporating the strategies of exposure and response prevention, is the first-line treatment for OCD in adults and children. In this workshop, we will discuss different presentations of OCD, review a cognitive-behavioral formulation of OCD, and demonstrate strategies for implementing CBT.</p>	3 CEUs - CCB, NASW@, PSY

Date(s)	Time	Title	CEUs
5/23/2022	9:00am-12:00pm	<b>Introduction to Gambling as a Co-Occurring Disorder</b>  This training will explore clinical criteria for Gambling Disorder in the DSM-5, and discuss three different pathways that can lead an individual towards problematic or disordered gambling behaviors. Similarities and differences between gambling and substance use disorders will be compared and a model for how to integrate gambling into mental health, substance use and recovery based organizations will be introduced. This training will contain lecture, but will also be interactive through poll questions, a case study, learning tasks and media discussion.	3 CEUs - CCB, NASW, PSY
6/2/2022	9:00am-12:00pm	<b>Self-Directed Violence: Complex Problem, Simple Solutions</b>  This training will explore the meaning and purpose of self-injury, a commonly misunderstood aspect of many people's lives. Etiology, diagnostic implications, and treatment strategies will be explored, as well as the special circumstances that arise from working with those who self-injure.	3 CEUs - CCB, NASW, PSY
6/3/2022	9:00am-12:00pm	<b>Why the DSM-5 Doesn't Acknowledge Sensory Integration Symptom and How that Harms All of Our Clients (NEW)</b>  Sensory Processing Disorder (SPD) is a condition where a person has difficulties regulating their senses within their environment. These are our clients who can experience the world as being "too loud" or "too intense". They can experience the world as being so sensory over-whelming that their bodies go into a defensive "fight, flight or freeze" stance. For many people with SPD, their constant need to re-regulate their senses to adapt to the stimuli around them, creates symptoms of distractibility, irritability, anxiety, and depression.  So where is SPD in the DSM-5? It isn't. Although more than half of all the diagnostic criteria of disorders in the DSM-5 describe symptoms of SPD, the APA refuses to acknowledge SPD as a disorder. Therefore, DSM-5 conditions such as ADHD, PTSD, Tourette's, ASD, ODD, the Anxiety Disorders as well as Schizophrenia and other psychotic disorders, are never understood or treated through the lens of sensory integration. Yet all of the above disorders are, in large part, sensory-based disorders. Imagine trying to treat a client with ASD or PTSD and not teaching the client about their sensory system reactions?	3 CEUs - CCB, NASW@, PSY

Date(s)	Time	Title	CEUs
6/10/2022	9:00am-2:30pm	<b>Bearing Witness to Suffering: Sustaining Self-Care in Trauma Work</b>  Bearing witness to--or even hearing about--injustice, suffering, harm, and death, is universally disturbing, disruptive, and often traumatic to both personal health and professional practice. The double pandemics of Substance Use Disorders and COVID-19 have magnified uncertainty in our lives and multiplied suffering and trauma in the lives of those we hope to help recover. This interactive training will explore the challenges of sustaining balance and health in work with traumatized people, families, and communities. Participants will review and describe proactive self-care tools and practices to sustain health and resiliency in ourselves, our workplaces, and our communities as antidotes to cumulative, vicarious, secondary trauma, care-giver fatigue, and burnout common in Trauma Work.	5 CEUs - CCB, NASW, PSY
6/15/2022	9:00am-1:00pm	<b>Treatment Planning: Translating Required Paperwork into Clinically Useful Information</b>  Treatment planning is most effective when the treatment objectives are defined in measurable, attainable, time limited, realistic and specific terms. This training will present tools and training resources that can help addiction treatment providers transform required "paperwork" into clinically valuable information. Participants will learn how to use the data collected via an assessment instrument to assess patients' substance abuse, to develop effective treatment plans, and to monitor outcomes. Research shows that after providers administer assessment instruments, they often file the findings instead of using them to customize effective treatments for their clients. This training is designed to change that practice and help clinicians, supervisors, and managers make good use of the data that is collected. Using this information appropriately can help treatment providers address the specific needs of individual clients and improve treatment outcomes.	4 CEUs - CCB, NASW, PSY

@ NASW/CEU application pending.

\*Meets the requirements for Cultural Competence Continuing Education

# Thanks to the New England Addiction Technology Transfer Center for co-sponsoring trainings



New England (HHS Region 1)

ATTC

Addiction Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration