

CENTER FOR PRACTICE INNOVATIONS RECOMMENDED  
ONLINE MODULES FOR THE ACADEMY OF PEER SERVICES

As of April 21, 2021



Center for Practice Innovations<sup>SM</sup>  
at Columbia Psychiatry  
New York State Psychiatric Institute  
*Building best practices with you.*

**INSTRUCTIONS FOR ACCESSING THE TRAINING**

If you already have a login for CPI's Learning Community:

1. Click any title below, and enter your username and password; this will bring you to the description page for the training; use the box on the upper right to launch the training or open the curriculum to get started. – OR –
2. Enter the title exactly as you see it below into the search bar (upper right) once you are logged in.

If you don't yet have a login for CPI's Learning Community and you are working for a behavioral health program in NYS:

1. Ask your supervisor for the link to create a username and password for CPI's learning community (if your supervisor does not have this link, your supervisor can reach out to our online assistance unit at: [cpihelp@nyspi.columbia.edu](mailto:cpihelp@nyspi.columbia.edu) )
2. Follow the instructions above once you have received the email confirming your registration.

If you don't yet have a login for CPI's Learning Community and you are not yet working for **but plan to work for** a behavioral health program in NYS:

1. Click on this link to create a username and password for CPI's learning community:  
<https://rfmh.csod.com/selfreg/register.aspx?c=55555555555555555555>
2. Follow the instructions above once you have received the email confirming your registration.

## RECOMMENDED KNOWLEDGE-BUILDER MODULES

(These videos, ranging from 10-30 minutes, provide basic information in specific topic areas.)

### [Addiction and Substance Abuse](#)

This module defines DSM-5 criteria for substance use disorders. You will also learn in this module how to describe the scope and consequences associated with substance use disorders as well as the service components and therapeutic models of substance use disorders treatment

### [Americans with Disabilities ACT \(ADA\)](#)

The objectives of this module are to appreciate the goals of the ADA as applied to individuals with mental illnesses, to understand what is meant by a “mental impairment” under the ADA and have a working knowledge of “reasonable accommodations” that may help employees with psychiatric and/or substance abuse disabilities, and to be aware of what employers may and may not ask about regarding disabilities.

### [Approach to Individuals with Substance Use and Co-Morbid Psychiatric Conditions](#)

This module focuses on individuals with substance use and co-morbid psychiatric conditions. It uses a case study format to highlight things to consider including assessment, symptoms, and treatment.

### [Cognitive Health Basics](#)

This module is designed as an introduction to the important topic of Cognitive Health. In this module you will learn about cognitive problems in people with serious mental illness, how they manifest, and what can be done to treat them. It features Alice Medalia, Ph.D., Professor of Medical Psychology at Columbia University and the New York State Office of Mental Health's Clinical Director of Cognitive Health Services.

### [Cultural Competence](#)

This module defines culture and outlines the meaning of cultural competence. After taking this module, you will be able to identify key benefits of cultural competence as well as assess the tools used to support culturally competent care.

### [Health Conditions in Behavioral Care](#)

This module outlines health conditions common in behavioral health and provides an overview of etiologies, diagnoses and treatments as well as cultural considerations that behavioral health and primary care providers must recognize. The focus is on hypertension, diabetes, and hyperlipidemia.

### [Intervention and Prevention of Suicidal Behavior](#)

This module describes different types of suicidal behavior and the extent of the problem. You will learn different approaches to understanding suicide, the risk factors for suicide, and different levels of intervention for preventing suicide.

### [Introduction to Wellness Self-Management \(WSM\)](#)

This module introduces a conceptual framework for self-management approaches. This module provides a review of self-management behavioral health programs in use today and identifies the key dimensions of effective self-management approaches. By the end of this module, you will be able to describe CPI's Wellness Self-Management (WSM) and Wellness Self-Management Plus (WSM+) programs.

## **[Peer Services in NYS: Introduction to Peer Services – Part 1](#)**

The learning objectives of this module are: understanding what peer specialists do; recognizing the benefits of involving peer specialists; summarizing how behavioral health organizations utilize peer specialists; and recognizing the importance of providing supervision to peer specialists.

## **[Peer Services in NYS – Part 2](#)**

The learning objectives of this module are: recognize the supports for peer services found in NYS; understand the peer certification process in NYS; understand the settings in which peer services are provided; and identify resources about peer services.

## **[Recovery and Person-centered Care](#)**

This module explores the different definitions of recovery. After viewing this module, you will be able to describe the core features of recovery oriented care and how it may differ from traditional care. A person-centered practice, this module identifies symptoms and addresses how hope, self-efficacy, and empowerment coalesce as components of recovery oriented care. This module also outlines the role of peers and shared decision making.

### **RECOMMENDED ONLINE TRAINING MODULES**

(These interactive online modules ranging from 20-60 minutes include information, video clips, and opportunities for learners to interact with topics. They are designed to provide more detailed information and tools in specific areas.)

## **[Assertive Community Treatment](#)**

### **[ACT: Peer Specialists: ACT and Beyond](#)**

This module focuses on the role of peer specialists on treatment teams. This module is designed to be used by ACT team peer specialists, other ACT team members, program and agency leaders, and peer specialists and other team members belonging to other types of treatment teams. Topics covered are: what peer specialists do, benefits of involving a peer specialist, national support and endorsement of the role, and adding peer specialists to the team.

## **[Integrated Treatment for Mental Health and Substance Use Disorders](#)**

### **[FIT Motivational Interviewing Modules \(Curriculum\)](#)**

Includes the six motivational interviewing modules described below, and offers 1.75 hours of continuing education (including CASAC, CME, Social Work, and LMHC; CNE and Psychology continuing education are pending).

### **[FIT: Motivational Interviewing: Engaging ©2020](#)**

After taking this module, learners will be able to define motivational interviewing and explain why it is important. The four core motivational interviewing processes: engaging, focusing, evoking and planning will be reviewed. Learners will also be able to apply motivational interviewing skills including open-ended questions, affirmations, reflective listening statements and summaries and explain how to explore values and goals and why it is important.

### **[FIT: Motivational Interviewing: Focusing: The Strategic Direction ©2020](#)**

After taking this module, learners will be able to define motivational interviewing's focusing process and explain why it's important. Learners will be able to identify the three levels of focus that a provider might

encounter and understand common provider issues when focusing, including tolerating uncertainty, sharing control and identifying strengths and listening for change talk. Lastly, following completion of this module learners will be able to use the Elicit-Provide-Elicit method of exchanging information.

**[FIT: Motivational Interviewing: Evoking: Preparation for Change Part 1: Change Talk ©2020](#)**

After taking this module, learners will be able to define motivational interviewing's evoking process and explain why it is important. The different kinds of change talk, how to evoke them and how to respond to them will be explained. Learners will also be able to describe how to use discrepancy in evoking change talk.

**[FIT: Motivational Interviewing: Evoking: Preparation for Change Part 2: Sustain Talk and Discord ©2020](#)**

After taking this module, learners will be able to explain sustain talk and how to respond to it as well as discord and how to respond to it.

**[FIT: Motivational Interviewing: Evoking Hope and Confidence©2020](#)**

After taking this module, learners will be able to define motivational interviewing's process for evoking hope and confidence and explain why it is important. Strategies for responding to confidence talk will also be described.

**[FIT: Motivational Interviewing: Planning: The Bridge to Change ©2020](#)**

After taking this module, learners will be able to define motivational interviewing's planning process and explain why it is important. Learners will be able to explain strategies for developing a change plan and list techniques for strengthening commitment.

**[FIT: Stages of Change and Stages of Treatment ©2020](#)**

After taking this module, learners will be able to list the stages of change and the stages of treatment and explain the benefits of using the stages of change and treatment. They will also be able to identify a person's stage of change and treatment based on their behavior and identify possible treatment interventions.

**[Supported Employment – Individual Placement and Support \(IPS\) approach](#)**

**[IPS: Introduction to the Individual Placement and Support \(IPS\) Model of Supported Employment](#)**

This hour-long module is designed for practitioners, supervisors and program leaders who are involved in providing IPS services. It focuses on the importance of employment to persons diagnosed with a serious mental illness, the rationale for IPS, IPS fundamentals, core practitioner skills, and implementing IPS in NYS. It offers video clips of consumer and practitioners, interactive exercises, and links to resources and web sites.

**[IPS: Job Development](#)**

This module discusses the importance of job development and the employment specialist role. It is intended for employment specialists, all other members of the treatment team, program supervisors, and managers. Topics covered are: meeting with employers, building networks, considering disclosure, and supporting job development across the entire treatment team.

## [CPI's Employment Resource Book](#)

This module, "Using the Employment Resource Book", is intended for consumers, family members and practitioners. It provides an introduction to CPI's Employment Resource Book and explains how this important resource can best be used. Sections include "See the Contents", "Understand the Structure", "Suggestions for Consumers" and "Suggestions for Practitioners/Supports".

## [Wellness Self-Management](#)

### [Wellness Self-Management](#)

This web based course is a resource for behavioral health services providers and organizations committed to providing Wellness Self-Management (WSM) services to adults with mental health problems and/or Wellness Self-Management Plus (WSM+) services to adults who are simultaneously dealing with mental health and substance use problems. This course will provide learners with important information and strategies to conduct an effective WSM and/or WSM+ program. Specifically, learners will be able to: 1) Describe the key principles, philosophy and practices of WSM/WSM+, 2) Identify the benefits of the WSM/WSM+ programs for consumers, practitioners and organizations and 3) Competently conduct a WSM/WSM+ group. The entire course should take no more than 45 minutes to complete.

## [Core Competencies](#)

### [Person-Centered Planning](#)

This course provides an overview of person-centered planning and the steps involved in the person-centered planning process. Role-plays are provided to demonstrate strengths-based assessment in planning for recovery. Participants will learn techniques to work with individuals to elicit goals, objectives and identify interventions to foster recovery.

### [Motivational Interviewing- Core Competency](#)

This course provides an overview of motivational interviewing, a type of counseling that can be used to enhance engagement and behavior change in individuals. Participants will learn about five core motivational interviewing skills including using open-ended questions, affirmations, reflective listening, summarizing, and giving advice with permission. Participants will also learn about the benefits of each of these core motivational interviewing techniques. Role-plays, examples and interactive practice scenarios are provided to demonstrate the skills.

### [Shared Decision Making \(SDM\)](#)

This course introduces the basic concepts of SDM and helps clinicians prepare for its use. An overview of SDM is provided including the definition of shared decision making, why SDM is important, and when SDM should be considered in the treatment planning process. Developed by Glyn Elwyn and colleagues, the three-talk model of SDM is introduced as a way to speak with clients about treatment. The course details how SDM looks in practice via two role plays, one about depression treatment in a clinic-based-environment and one about medication treatment for schizophrenia.

## **First Episode Psychosis**

### **Introduction to First Episode Psychosis: Pat Deegan's Story**

In these 5 videos, Dr. Patricia Deegan details her experience with psychosis, what kind of help actually hurt her, and how she came to recover. The learner can expect to gain a deeper insight into both the experience of psychosis, what kind of treatments work and don't work, and finally, how people recover. Participants will learn to understand the experience of a first episode of psychosis, about treatment that is ineffective, and can actually hurt a client and about how one person experienced her recovery.

## **Additional Topic Areas**

### **Social Skills Training and Cognitive Behavioral Therapy (curriculum)**

Includes the 2 modules below and offers continuing education.

### **Cognitive Behavioral Therapy: Overview, Tools, and Interventions**

In this module, you will learn the background, theory, concepts and principles of Cognitive Behavioral Therapy (CBT). You will also learn about CBT tools including the functional analysis of behavior and examples of interventions such as cognitive restructuring and behavioral activation. Additional resources for learning about CBT are also provided.

### **Social Skills Training**

This module will help participants understand what is meant by the term social skills. Participants will be able to explain why social skills are important and define social skills training. Participants will also be able to understand the approach and steps used to teach social skills training.

### **Shared Decision Making**

These videos, ranging in length from 8-12 minutes, feature mental health recovery movement advocate Pat Deegan, PhD who discusses how Shared Decision Making (SDM) can support the voices of individuals and families for more person-centered care.

### **Trauma-Informed Approach**

The majority of mental health consumers have been affected by trauma. Trauma events can lead to increased physical and mental health risks. As a practitioner, you can support consumers by developing a universal awareness of the impact of trauma on adult experiences.

This module includes four sections. Each section will take approximately 7 ½ minute to complete. Please complete the sections in sequential order. As a result of completing this module, you will be able to: define trauma; recognize the prevalence of trauma in the U.S.; recognize the health impacts of trauma; define the trauma-informed approach ; identify the four general characteristics of a program that is trauma informed; describe the six core principles that support a trauma-informed culture; identify the six core competencies that contribute to effective trauma informed awareness and counseling skills; use a self-assessment to identify your competencies; describe the ten domains of trauma-informed approach to care and refer to the ten domains to assess your readiness for developing a trauma-informed approach to care.

## **Psychosocial Rehabilitation**

This module uses video, interactive exercises and a case vignette to introduce the practice of psychosocial rehabilitation and its utility within NYS. Topics include: overview, values and principles, interpersonal skills, assessing readiness, developing readiness, setting rehabilitation goals, direct skills teaching and use, supports, and achieving success with psychosocial rehabilitation, including considerations within NYS.

## **How to Support People on the Journey to Use Medications Optimally**

This course is designed for prescribers of psychiatric medications as well as treatment team members from other disciplines. Created by Patricia Deegan, Ph.D., it focuses on eight common challenges related to taking prescribed medications experienced by individuals diagnosed with serious mental illness.

Using videos and handouts, learners are introduced to the eight challenges and ways to engage recipients in conversations about them.