

# Professional Development Group Offerings

## Organizations, School Districts, or Community

### The Bradley Learning Exchange

The Bradley Learning Exchange, a department of Bradley Hospital, provides a variety of opportunities for professionals to enhance their knowledge of mental health related topics and learn skills to support youth and adults. The Exchange, which is composed of seven distinct but synergistic programs, offers a variety of learning experiences across the many disciplines that touch children, adolescents, and adults with special behavioral health needs. We are confident that the exchange of creative ideas, leading-edge research, passion, and experiences results in enhanced services to our most vulnerable populations.



# Professional Development Group Offerings

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<b>Education</b> .....	<b>page 3</b>
<b>Healthcare and Human Services</b> .....	<b>page 15</b>
<b>Mental Health First Aid</b> .....	<b>page 22</b>
<b>Suicide Prevention, Screening, and Response</b> .....	<b>page 25</b>
<b>Workforce Development</b> .....	<b>page 27</b>



# Education

## **Autism Thinking: Understanding the Core Challenges of ASD and How to Support an Individual Across the Day**

*Duration 120-180 minutes*

“Autism Thinking” is designed to inform participants of the neurodevelopmental characteristics of Autism Spectrum Disorder (ASD). Topics include, but are not limited to: Executive Functioning, Context Blindness, Theory of Mind, Central Coherence, Joint Attention, and One-Channel Processing. An understanding of these characteristics and challenges arms participants with the knowledge required to support individuals with ASD in their daily lives (in the classroom, in the home, or in the community). This presentation ends with a discussion of the methods used to support individuals with ASD. These practical tools and strategies will help participants be proactive and confident in their efforts to support individuals with autism in a variety of settings.

### Learning Objectives:

- Participants will understand the characteristics of an autism spectrum disorder diagnosis and the impact on a person’s thought processes, responses to others, and subsequent actions.
- Participants will learn how “Autism Thinking” presents across the day.
- Participants will learn how to set up a “system of support” for a person based on an understanding of autism’s neurodevelopmental components.
- Participants will discuss elopement and strategies to prevent it.

## **Coaching Children Through Big Emotions**

*Duration: 90 minutes*

This course is designed to provide skills to early child care professionals who encounter children who struggle with emotional regulation. Participants will explore methods to effectively communicate with young children, link social and emotion development during times of emotional upset, and manage challenging behaviors.

### Learning Objectives:

- Gain a better understanding of social emotion milestones.
- Learn how to support a child during times of emotional upset.
- Better understand the use of visual supports to enhance self-regulation and verbalization of emotional communication
- Learn six proactive strategies to help early childcare professionals maintain a sense of calm when facing challenging behavior.

**For more information contact: Alicia Ead [aead@lifespan.org](mailto:aead@lifespan.org)**



## **Creating a Compassionate School Culture**

*Duration: 90 minutes*

School climate has the biggest impact on whether bullying will thrive, survive, or diminish. This course provides educators and school administrators with a variety of strategies to create a compassionate school culture. Participants will learn simple strategies which can be incorporated into their classroom environment to improve collaboration, inclusion, and restorative practices amongst students. In addition, problem-solving and peer conflict resolution strategies will help support participants move to a primary prevention approach to bullying.

### Learning Objectives:

- Understand the effect of extrinsic and intrinsic motivation on students everyday behavior.
- Identify at least three strategies to build compassion amongst students in the classroom.
- Learn how to use peer-to-peer conflict to cultivate problem solving skills and self-efficacy in youth.
- Identify at least three practices to build a more compassionate school culture.

## **Creating a Softer Classroom**

*Duration: 90 minutes*

Educators strive to create environment to support learning. Sometimes, despite best efforts, the space provided creates a challenge to meet the needs of all students. This presentation provides a variety of strategies educators can implement within their classrooms to help meet the needs of their students. Participants will building an understanding of the importance of personal relationships, room set up, and the use of sensory integration within the classroom.

### Learning Objectives:

- Gain a better understanding of the connection between positive relationships and learning in the classroom.
- Identify three brain break strategies to implement within the classroom.
- Develop an understanding of the importance of sensory integration.
- Explain how visual supports can create a softer classroom environment.

## **A De-escalation Playbook**

*Duration: 90 minutes*

This interactive training highlights common triggers and signals for challenging behaviors often seen in a variety of settings. The instructor guides participants through techniques to intervene and better support individuals during times of escalation. Through the use of case studies, participants will gain a better understanding of how to implement strategies in a real life setting.

### Learning Objectives:

- Define de-escalation.
- Identify at least four steps to better assist during times of escalation.
- Learn to identify early signals of challenging behaviors.
- Identify four techniques of effective de-escalation.

**For more information contact: [Alicia Ead aead@lifespans.org](mailto:Alicia.Ead.aead@lifespans.org)**



## ***Fostering Resilience in Youth***

*Duration: 90 minutes*

Learn to promote resilience in children through the “7 C” developed by Dr. Ken Ginsburg. Participants will discover how to incorporate these concepts into interaction with youth, thereby helping young people to withstand adversity and bounce back from life’s challenges. Participants will learn concrete strategies that can be used to teach and build this important life skill.

### Learning Objectives:

- Define resilience
- Understand the importance of resilience
- Describe the “7 C’s” of resilience
- Learn at least seven strategies to build resilience by using the “7 C’s”.

## ***The Hidden Message: Understanding Challenging Behavior***

*Duration: 90 minutes*

Behavior is a form of communication. This training discusses potential underlying causes of challenging behavior. Participants will gain an understanding of how trauma, culture, and development through the lifespan can influence challenging behavior. Discussion on self-awareness and communication helps participants to better understand the connection between personal beliefs and experiences and their response to challenging behavior.

### Learning Objectives:

- Recognize at least three ways in which trauma, culture, and past experience influence behavior.
- Gain an awareness of how sensory challenges can impact an individual's behavior.
- Identify the five core principles of trauma informed care.
- Highlight core strategies for effective communication.

## ***Best Practices: Informative Strategies on Violence Prevention in School***

*Duration 90 minutes*

Youth violence is a leading cause of death and nonfatal injuries in the United States impacting youth in all communities. This training provides participants with an understanding of the impact of violence on youth. Risk factors and warning signs discussed will help individuals better identify and support students who may need additional supports.

### Learning Outcomes:

- Gain an understanding of the prevalence of youth violence.
- Recognize early and imminent warning signs of youth violence.
- Identify at least five considerations in assessing threats.
- Learn four components of successful youth violence prevention programs.

***For more information contact: [Alicia Ead aead@lifespan.org](mailto:Alicia.Ead.aead@lifespan.org)***



## ***Introduction to Structured Teaching to Support Children with ASD***

*Duration: 120*

Participants will learn about Structured Teaching and how to incorporate strategies across the day to support children with Autism Spectrum Disorder (ASD). The strategies are appropriate across the day at school, at home, in a vocational setting, and in the community.

### Learning Objectives:

- Participants will learn about the benefits of implementing visual supports across all settings.
- Participants will learn about different types of visual schedules and how to determine which style best fits an individual.
- Participants will understand the difference between open-ended and close-ended tasks and how to close-end an activity using visual supports.
- Participants will learn how to visually support the passing of time and how to use a countdown timer for transitions.

## ***Introduction to Trauma Informed Care***

*Duration: 180 minutes*

This training explores the consequences that exposure to trauma and adverse childhood experiences have on the lives of individuals and families. The presentation focuses on identifying different types of trauma/adversities; understanding common reactions to trauma; learning about the impact of trauma on brain development; and the influence of culture on trauma. Helpful strategies to utilize when working with and interacting with individuals who have been impacted by trauma will be explored. Attention will also be given to the importance of self-care for professionals.

*This training can be adapted to meet the needs of a variety of audiences (i.e., Primary and secondary education, higher education, healthcare, faith community mental health organizations, etc.).*

## ***Managing Transitions***

*Duration: 90 minutes*

Navigating changes throughout the day can be challenging for many youth. Participants will gain an understanding of how difficult transitions manifest. Strategies presented will help professionals create a routine around transitions to better support youth of all ages. Resources will include approaches to accommodate youth with special needs.

### Learning Objectives:

- Define types of transitions and understand their importance.
- Understand why youth with attention deficit hyperactivity disorder, anxiety, autism and sensory processing issues, find transitions particularly difficult.
- Learn a five-step approach to making transitions more meaningful and less stressful.

***For more information contact: [Alicia Ead aead@lifespan.org](mailto:Alicia.Ead.aead@lifespan.org)***





## **Mental Health First Aid for Adults**

Mental Health First Aid for Adults is a course that gives people the skills to help someone who is developing a mental health challenge or experiencing a mental health crisis. The evidence behind the program demonstrates that it does build mental health literacy, helping the public identify, understand, and respond to signs of mental illness. Trainees are taught how to apply the five-step action plan in a variety of situations such as helping someone through a panic attack, engaging with someone who may be suicidal, or assisting an individual who has overdosed. An important component of the mental health first aid course is the opportunity to practice the intervention strategy rather than to just learn about it. This simple experience can make it easier to actually apply the knowledge in a real-life situation.

### Learning Objectives:

- Common signs and symptoms of mental health challenges.
- Common signs and symptoms of substance use challenges.
- How to interact with a person in crisis.
- How to connect a person with help.
- Expanded content on trauma, substance use and self-care.

## **MHFA for Veterans, Military Members and their Families**

Family members and personnel working with military and families are often not aware of how to engage veterans with mental illnesses and addictions. In addition to the impact of military service on the veteran, each has a circle of family (significant other, children, parents, siblings, etc.) and friends who are also impacted by their military service. Mental Health First Aid offers a simple, proven combination of information and techniques for effective interventions. A tailored module builds upon the effectiveness of the standard Mental Health First Aid curriculum by focusing on the unique experiences and needs of the military, veteran and family population.

## **MHFA for Higher Education**

Mental Health First Aid for Higher Education is designed for the unique culture of colleagues and universities. Training students, faculty and others in higher education settings how to recognize the symptoms of emerging mental illnesses or to assist young adults in a mental health crisis can help lessen the severity and impact of mental illnesses.

## **A Mindful Check-in: Stop, Breathe, Engage**

*Duration: 90 minutes*

This interactive training will allow individuals the opportunity to understand how their thoughts and feeling impact their response to challenging situations. Whether it is the stress of deadlines or an upset individual, simply understanding how one is feeling will allow professionals to respond to challenges more effectively. Participants will leave with skills to improve self-care and prevent burnout.

### Learning Objectives:

- Gain a better understanding of one's emotional triggers.
- Develop an understanding of how thoughts impact their response to challenging behavior.
- Identify three proactive strategies to prevent burnout.

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## ***Self-Care & A Self-Care Experiential***

*Duration: 90 minutes*

This interactive presentation will explore the five domains of self-care and the benefits of implementing self-care strategies within our daily routine. Diving deeper into the concept of self-compassion, participants gain a better understanding of their personal self-compassion skills by completing an evidence-based assessment. Participants engage in several self-care and mindfulness techniques which can be used throughout the day across multiple settings.

### Learning Objectives:

- Understand the benefits of self-care.
- Identify strategies across the five self-care domains.
- Understand the difference between self-care and self-compassion.
- Learn five techniques for basic self-care.

## ***Shifting the Lens on Bullying Prevention***

*Duration: 90 minutes*

Bullying is a complex and widespread public health issue that affects individuals of all ages. Interventions for bullying often address the youth who engages in bullying behavior or the victim of bullying. The course will provide participants with a deep dive into the harmful effects of bullying for all individuals connected to acts of bullying, including those who witness bullying. The strategies discussed within the training will provide professionals with the skills to intervene while creating opportunities for youth to learn new skills and advocate for themselves and others.

### Learning Objectives:

- Understand at least three ways bullying impacts individuals
- Learn how to evaluate the effectiveness of current bullying prevention programs
- Identify three prevention strategies when engaging with youth who display bullying behaviors.

## ***Substance Use Disorders***

*Duration: 90 minutes*

This training is designed to provide participants with a brief introduction to the complexities of substance use and overuse. Participants will review concepts such as, addiction, dependence, and general signs and symptoms of substance use. Learners will have the opportunity to review the four most frequently misused substances, signs of overdose and useful evidence-based interventions. This training will conclude with sharing information with participants on the stigma and barriers associated with substance use.

### Learning Objectives:

- Review general signs and symptoms of substance use disorders.
- Discover the connection between substance use disorders and the brain.
- Recognize overdose and intervention strategies.
- Learn 3 ways you can help stop the stigma of substance use disorders.

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## **Screening for Depression, Anxiety, and Suicide Ideation in Youth: PHQ9, GAD7, Clinical Version (C-SSRS)**

*Duration: 180 minutes*

Licensed behavioral health providers will learn the signs and symptoms of depression and anxiety in youth and explore how these conditions manifest themselves in both the home and classroom settings. School clinical staff will learn to utilize the PHQ9 and GAD7 to assess youth who may be struggling with mental health challenges, specifically depression and anxiety. The Columbia Suicide Severity Rating Scale Lifetime recent Clinical Version (C-SSRS) will provide participants with the ability to screen for suicide related thoughts and behaviors.

### Learning Objectives:

- Review Major Depressive Disorder and Anxiety in youth
- Learn to administer the Patient Health Questionnaire (PHQ-9) the Generalized Anxiety Disorder-7 (GAD-7).
- Practice using the Columbia Suicide Severity Rating Lifetime Clinical Version.
- Understand the Kids'link protocol.

## **Suicide: Screening, Prevention and Response Columbia-Suicide Severity Rating Scale Screen Version**

*Duration: 120-180 minutes*

Every 11 minutes, someone in the United States dies by suicide. Suicide is a preventable public health problem and prevention depends in large part on appropriate screening and response. In order for school districts to meet the guidelines set forth within the Nathan Bruno and Jason Flatt Act, The Bradley Learning Exchange has developed the Suicide: Prevention, Screening and Response training specifically geared towards educational settings for individuals who do not have a background in behavioral health. Suicide: Prevention, Screening and Response is offered to anyone in the community who may wish to learn more about suicide prevention. Public safety personnel, family members, healthcare workers, faith leaders, transportation workers, food service employees, community members; in fact, anyone who interacts with youth or adults will benefit.

### Learning Objectives:

- Participants will gain an understanding of suicide risk factors & warning signs
- Learn to ask the six questions of the Columbia-Suicide Severity Rating Scale Screen Version
- Participants will learn how to respond appropriately to the needs of the individual based on answers to the questions.

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## **Suicide: Screening, Prevention and Response Columbia-Suicide Severity Rating Scale Screen Version—*Refresher***

*Duration: 60 minutes*

Every 11 minutes, someone in the United States dies by suicide. Suicide is a preventable public health problem and prevention depends in large part on appropriate screening and response. The clinicians at Bradley Hospital designed a refresher training program, specifically for individuals who have previously been trained in the Columbia-Suicide Severity Rating Scale Screen Version . Suicide: Prevention, Screening and Response is offered to anyone in the community who may wish to learn more about suicide prevention. Public safety personnel, family members, healthcare workers, faith leaders, transportation workers, food service employees, community members; in fact, anyone who interacts with youth or adults will benefit.

### Learning Objectives:

Learn updated statistics and trends regarding suicide.

- Enhance their capacity to administer the Columbia-Suicide Severity Rating Scale (C-SSRS) Screen Version
- Review resources available
- Identify at least three community-based resources to help support patients at risk for suicide.

## **Suicide: Screening, Prevention and Response Columbia-Suicide Severity Rating Scale Full Clinical Version**

*Duration: 180 minutes*

This training is designed for licensed behavioral health providers who are interested in learning suicide assessment competencies. Current national and local suicide statistics and trends will be reviewed and discussed. The evidenced-based suicide assessment tool, the Columbia Suicide Severity Rating Scale Lifetime recent Clinical Version (C-SSRS), will then be introduced. Participants will have the opportunity to learn the C-SSRS at a pace that allows for discussion and a question and answer period. The content will be enhanced through the use of video demonstrations. Finally, all participants will have the opportunity to practice using the C-SSRS in a safe and supportive environment.

### Learning Objectives:

- Identify risk factors and warning signs for people at risk for suicide.
- Recognize a functional understanding of the Columbia Suicide Severity Rating Scale.
- Practice using the Columbia Suicide Severity Rating Scale.

## **Supporting Self-Regulation**

*Duration: 120minutes*

How the body feels and experiences one's emotions plays a vital role in daily quality of life, interpersonal interaction, and even communication. Participants explore the challenges that many autistic people face when working to maintain physical and emotional regulation. In addition, strategies to support a person before, during, and after a period of dysregulation will be discussed.

### Learning Outcomes:

- Participants will define "self-regulation" and discover some of the components that may influence self regulation (i.e. sensory processing and integration).
- Participants will discuss how challenges with regulation may impact people with autism spectrum disorder.
- Participants will discuss tools to support self-regulation in a classroom setting.

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## **teen Mental Health First Aid**

teen Mental Health First Aid (tMHFA) teaches youth in grades 10-12, or ages 15-18, how to identify, understand and respond to signs of mental health and substance use challenges in their friends and peers. The course covers common signs and symptoms of mental health and substance use challenges; signs and symptoms of a mental health crisis; particularly suicide; the impact of school violence and bullying on mental health; how to open the conversation about mental illnesses and substance use with friends; how to seek the help of a responsible and trusted adult.

tMHFA is available for teens in grades 10, 11 and 12 or ages 15-18 and is sponsored by high schools, organizations partnering with a high school and youth-serving organizations.

### Learning Outcomes:

- Common signs and symptoms of mental health and substance use challenges
- Common signs and symptoms of a mental health crisis, particularly suicide.
- How to open the conversation about mental illnesses and substance use with friends
- The impact of school violence and bullying on mental health.
- How to seek the help of a responsible and trusted adult.

## **Understanding Characteristics of Autism Spectrum Disorder (ASD)**

*Duration: 120 minutes*

This training allows participants to gain a better understanding of how to support and engage with individuals with ASD, DD, and other executive functioning challenges at school, home, and in the community.

Participants will learn about the specific characteristics and underlying skills deficits associated with ASD, along with strategies to support people during a meltdown. Participants will build an awareness of one's own emotional triggers and the impact those triggers have on a response to a situation.

### Learning Outcomes:

- Participants will understand the characteristics of Autism Spectrum Disorder (ASD) and the impacts these characteristics have on a person's thought processes, responses to others, and subsequent actions.
- Participants will learn how to set up a "system of support" for a person on the autism spectrum, based on their unique needs.
- Participants will learn the importance of identifying lagging skills and how to teach them.

## **Understanding Self Injurious Behavior**

*Duration: 90 minutes*

Self-injury refers to deliberate, self-inflicted harm to the body. Professionals are becoming aware of young people who are involved with self-injury. This workshop will assist participants in understanding the causes and experiences of those who self-injure and provide information on encouraging young people to seek support.

### Learning Outcomes:

- Define self injury
- List at least five examples of self-injury
- Identify at least three reasons why people self injure
- Learn at least three resources available for people engaging in self injury

**For more information contact: [Alicia Ead aead@lifespans.org](mailto:Alicia.Ead.aead@lifespans.org)**



## **Youth Mental Health: Depression and Anxiety Overview**

*Duration: 90 minutes*

This presentation will review the prevalence of anxiety and depression in young children and adolescence. Participants will learn signs and symptoms youth may present when struggling with mental health challenges. Resources and supports will be discussed to help professionals feel confident when talking with youth and their caregivers.

### Learning Objectives:

- Define a mental health challenge and mental disorder.
- Learn the prevalence rates of anxiety and depression among youth in the United States and Rhode Island.
- Understand the impact of stigma on mental health.
- Identify at least five signs and symptoms of anxiety and depression in youth.
- Identify at least three risk factors for anxiety and depression.

## **Youth Mental Health First Aid**

Youth Mental Health First Aid is a course designed to give members of the public key skills to help an youth who is experiencing a mental health challenge or a mental health crisis. The course covers a range of common challenges and potential crises such as helping a young person who is having a panic attack, is contemplating suicide or is struggling with substance abuse.

### Learning Objectives:

- Common signs and symptoms of mental health challenges in this age group.
- Discuss a five-step action plan to help a young person in crisis connect with appropriate professional help.
- Learn strategies to support mental health and decrease stigma empowering individuals to access resources and supports.
- Expanded content on trauma, substance use, self-care and the impact of social media and bullying.

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## ***Visual Supports in Practice***

*Duration: 120-180 minutes*

This training provides an understanding on how to create and use visuals to better support individuals with autism and related developmental disabilities (DD) by increasing independence, promoting communication, and reducing challenging behaviors in the classroom and at home. Participants will learn how to teach, “wait”, “help” and how to ask for a “break” using visual supports. They will also learn about Social Narratives and other strategies used to explain a given situation and provide strategies to navigate it. Lastly, we will learn about how to use a countdown timer for successful transitions.

### Learning Objectives:

- Participants will learn about the benefits of implementing visual supports across all settings (school, home, community, etc.).
- Participants will learn about different types of visual schedules and how to determine which style best fits an individual.
- Participants will understand the difference between open-ended and close-ended tasks and how to close-end an activity using visual supports.
- Participants will learn how to visually support the passing of time and how to use a countdown timer for transitions.
- Participants will gain a better understanding of how to incorporate breaks through the day to support better emotional regulation.

## ***Connecting the Dots: Utilizing Universal Screening to Inform a MTSS Model***

*Duration: 120 minutes*

In the United States, approximately one in five youth experience social, emotional, and behavioral problems severe enough to meet diagnostic criteria for a psychological disorder. Universal screening provides an opportunity for early identification of students at-risk of developing mental health challenges and may benefit from early intervention. This training will help school staff to develop universal screening practices based on best practices. Participants will also gain a better understanding of mental health supports which can be provided to students within the Multi-Tiered System of Supports model.

### Learning Objectives:

- Identify supports provided within a Multi-Tiered System of Supports framework.
- Define Universal Screening.
- Identify at least three mental health supports for students within MTSS.
- Learn best practices to support the development of universal screening process and procedures.

***For more information contact: [Alicia Ead aead@lifespan.org](mailto:Alicia.Ead@lifespan.org)***

## **American Heart Association (AHA) Basic Life Support (BLS)**

*Duration: 150 minutes*

The AHA's BLS course trains participants to promptly recognize several life-threatening emergencies, give high-quality chest compressions, deliver appropriate ventilations and provide early use of an AED. Reflects science and education from the *American Heart Association Guidelines Update for CPR and Emergency Cardiovascular Care (ECC)*.

### Learning Objectives:

- High-quality CPR for adults, children, and infants
- The AHA Chain of Survival, specifically the BLS components
- Important early use of an AED
- Effective ventilations using a barrier device
- Importance of teams in multi-rescuer resuscitation and performance as an effective team member during multi-rescuer CPR
- Relief of foreign-body airway obstruction (choking) for adults and infants

## **Heartsaver® First Aid Training**

*Duration: 120-150minutes*

The Heartsaver First Aid course trains participants in first aid basics for the most common first aid emergencies, including how to recognize them, how to call for help, and how to perform lifesaving skills. Reflects science and education from the *American Heart Association Guidelines Update for CPR and Emergency Cardiovascular Care (ECC)* and the *2015 AHA/Red Cross Guidelines for First Aid*.

The AHA Heartsaver First Aid Course is designed for anyone with limited or no medical training who needs a course completion card in first aid to meet job, regulatory, or other requirements.

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# Healthcare and Human Services

## **Coaching Children Through Big Emotions**

*Duration: 90 minutes*

This course is designed to provide skills to early child care professionals who encounter children who struggle with emotional regulation. Participants will explore methods to effectively communicate with young children, link social and emotion development during times of emotional upset, and manage challenging behaviors.

### Learning Objectives:

- Gain a better understanding of social emotion milestones.
- Learn how to support a child during times of emotional upset.
- Better understand the use of visual supports to enhance self-regulation and verbalization of emotional communication
- Learn six proactive strategies to help early childcare professionals maintain a sense of calm when facing challenging behavior.

## **De-Escalation, Self-Protection, and Vicarious Traumatization in a Healthcare Setting**

*Duration: 180 minutes*

This training is designed to focus on the behavioral challenges healthcare providers face on a regular basis. Concepts such as a trauma informed approach and vicarious trauma are presented to create a lens through which participants can view challenging patient, colleague, or visitor behaviors. Strategies to recognize and respond to the potential for escalated behaviors, and to de-escalate an upset patient or visitor are discussed and the opportunity to practice these techniques is provided in a safe environment. Finally, instructors demonstrate basic self-protection techniques to be used in times when patients become physically aggressive. Participants are then given the opportunity to practice these techniques with each other and with instructors.

## **Self-Protection, Boundaries, and Vicarious Traumatization in a Healthcare Setting**

*Duration: 90 minutes*

This course is designed to enhance safety for patient facing care staff. It provides basic education and training to help staff maintain a safe and therapeutic environment. The course will support staff in understanding boundaries and interacting with patients in a safe and respectful manner. The module also explains the possible impact on staff of witnessing patient emotional trauma and behaviors that result from these experiences. Overall concepts of crisis management are presented as are tips and techniques to help staff protect themselves in a safe and therapeutic manner.

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## **Fostering Resilience in Youth**

*Duration: 90 minutes*

Learn to promote resilience in children through the “7’C” developed by Dr. Ken Ginsburg. Participants will discover how to incorporate these concepts into interaction with youth, thereby helping young people to withstand adversity and bounce back from life’s challenges. Participants will learn concrete strategies that can be used to teach and build this important life skill.

### Learning Objectives:

- Define resilience
- Understand the importance of resilience
- Describe the “7 C’s” of resilience
- Learn at least seven strategies to build resilience by using the “7 C’s”.

## **The Hidden Message: Understanding Challenging Behavior**

*Duration: 90 minutes*

Behavior is a form of communication. This training discusses potential underlying causes of challenging behavior. Participants will gain an understanding of how trauma, culture, and development through the lifespan can influence challenging behavior. Discussion on self-awareness and communication helps participants to better understand the connection between personal beliefs and experiences and their response to challenging behavior.

### Learning Objectives:

- Recognize at least three ways in which trauma, culture, and past experience influence behavior.
- Gain an awareness of how sensory challenges can impact an individual's behavior.
- Identify the five core principles of trauma informed care.
- Highlight core strategies for effective communication.

## **Introduction to Trauma Informed Care**

*Duration: 180 minutes*

This training explores the consequences that exposure to trauma and adverse childhood experiences have on the lives of individuals and families. The presentation focuses on identifying different types of trauma/adversities; understanding common reactions to trauma; learning about the impact of trauma on brain development; and the influence of culture on trauma. Helpful strategies to utilize when working with and interacting with individuals who have been impacted by trauma will be explored. Attention will also be given to the importance of self-care for professionals.

*This training can be adapted to meet the needs of a variety of audiences (i.e., Primary and secondary education, higher education, healthcare, faith community mental health organizations, etc.).*

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## **Mental Health First Aid for Adults**

Mental Health First Aid for Adults is a course that gives people the skills to help someone who is developing a mental health challenge or experiencing a mental health crisis. The evidence behind the program demonstrates that it does build mental health literacy, helping the public identify, understand, and respond to signs of mental illness. Trainees are taught how to apply the five-step action plan in a variety of situations such as helping someone through a panic attack, engaging with someone who may be suicidal, or assisting an individual who has overdosed. An important component of the mental health first aid course is the opportunity to practice the intervention strategy rather than to just learn about it. This simple experience can make it easier to actually apply the knowledge in a real-life situation.

### Learning Objectives:

- Common signs and symptoms of mental health challenges.
- Common signs and symptoms of substance use challenges.
- How to interact with a person in crisis.
- How to connect a person with help.
- Expanded content on trauma, substance use and self-care.

## **MHFA for Older Adults**

Mental Health First Aid for Older Adults teaches you how to identify, understand and respond to signs of mental illnesses and substance use disorders. This training — which focuses on the unique experiences and needs of adults over the age of 65 — gives you the skills you need to reach out and provide initial support to someone who may be developing a mental health or substance use problem and help connect them to the appropriate.

## **MHFA for Veterans, Military Members and their Families**

Family members and personnel working with military and families are often not aware of how to engage veterans with mental illnesses and addictions. In addition to the impact of military service on the veteran, each has a circle of family (significant other, children, parents, siblings, etc.) and friends who are also impacted by their military service. Mental Health First Aid offers a simple, proven combination of information and techniques for effective interventions. A tailored module builds upon the effectiveness of the standard Mental Health First Aid curriculum by focusing on the unique experiences and needs of the military, veteran and family population.

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## ***A Mindful Check-in: Stop, Breathe, Engage***

*Duration: 90 minutes*

This interactive training will allow individuals the opportunity to understand how their thoughts and feeling impact their response to challenging situations. Whether it is the stress of deadlines or an upset individual, simply understanding how one is feeling will allow professionals to respond to challenges more effectively. Participants will leave with skills to improve self-care and prevent burnout.

### Learning Objectives:

- Gain a better understanding of one's emotional triggers.
- Develop an understanding of how thoughts impact their response to challenging behavior.
- Identify three proactive strategies to prevent burnout.

## ***Screening for Depression, Anxiety, and Suicide Ideation in Youth: PHQ9, GAD7, CSSRS***

*Duration: 180 minutes*

Licensed behavioral health providers will learn the signs and symptoms of depression and anxiety in youth and explore how these conditions manifest themselves in both the home and classroom settings. School clinical staff will learn to utilize the PHQ9 and GAD7 to assess youth who may be struggling with mental health challenges, specifically depression and anxiety. The Columbia Suicide Severity Rating Scale Lifetime recent Clinical Version (C-SSRS) will provide participants with the ability to screen for suicide related thoughts and behaviors.

### Learning Objectives:

- Review Major Depressive Disorder and Anxiety in youth
- Learn to administer the Patient Health Questionnaire (PHQ-9) the Generalized Anxiety Disorder-7 (GAD-7).
- Practice using the Columbia Suicide Severity Rating Lifetime Clinical Version.
- Understand the Kids'link protocol.

## ***Self-Care & A Self-Care Experiential***

*Duration: 90 minutes*

This interactive presentation will explore the five domains of self-care and the benefits of implementing self-care strategies within our daily routine. Diving deeper into the concept of self-compassion, participants gain a better understanding of their personal self-compassion skills by completing an evidence-based assessment. Participants engage in several self-care and mindfulness techniques which can be used throughout the day across multiple settings.

### Learning Objectives:

- Understand the benefits of self-care.
- Identify strategies across the five self-care domains.
- Understand the difference between self-care and self-compassion.
- Learn five techniques for basic self-care.

***For more information contact: Alicia Ead [aead@lifespan.org](mailto:aead@lifespan.org)***



## **A Safer Approach**

*Duration: 6 hours*

A Safer Approach is a course designed for staff members who encounter clients who present at higher risk for verbally or physically challenging behaviors than the typical patient. *A Safer Approach* is Bradley created trauma informed evidence-based training but does not provide a certification. During this training, participants learn how to assess potential safety risks and learn proactive techniques to help them maintain a therapeutic and safe environment. Basic de-escalation strategies, proactive engagement and self-protection skills are presented. Participants are provided the opportunity to practice these skills in a safe, controlled environment. Lastly, the signs and symptoms of vicarious trauma and where to obtain support are discussed.

## **Substance Use Disorders**

*Duration: 90 minutes*

This training is designed to provide participants with a brief introduction to the complexities of substance use and overuse. Participants will review concepts such as, addiction, dependence, and general signs and symptoms of substance use. Learners will have the opportunity to review the four most frequently misused substances, signs of overdose and useful evidence-based interventions. This training will conclude with sharing information with participants on the stigma and barriers associated with substance use.

### Learning Objectives:

- Review general signs and symptoms of substance use disorders.
- Discover the connection between substance use disorders and the brain.
- Recognize overdose and intervention strategies.
- Learn 3 ways you can help stop the stigma of substance use disorders.

## **teen Mental Health First Aid**

teen Mental Health First Aid (tMHFA) teaches youth in grades 10-12, or ages 15-18, how to identify, understand and respond to signs of mental health and substance use challenges in their friends and peers. The course covers common signs and symptoms of mental health and substance use challenges; signs and symptoms of a mental health crisis; particularly suicide; the impact of school violence and bullying on mental health; how to open the conversation about mental illnesses and substance use with friends; how to seek the help of a responsible and trusted adult.

tMHFA is available for teens in grades 10, 11 and 12 or ages 15-18 and is sponsored by high schools, organizations partnering with a high school and youth-serving organizations.

### Learning Outcomes:

- Common signs and symptoms of mental health and substance use challenges
- Common signs and symptoms of a mental health crisis, particularly suicide.
- How to open the conversation about mental illnesses and substance use with friends
- The impact of school violence and bullying on mental health.
- How to seek the help of a responsible and trusted adult.

**For more information contact: Alicia Ead [aead@lifespan.org](mailto:aead@lifespan.org)**





## **Triaging Psychological Trauma**

*Duration: 60 minutes*

An individual's traumatic experiences can have lasting psychological affects that are often misunderstood. The impact of psychological trauma can make even the most routine activities challenging for the individual and the care provider working to support them. In this session, we will explore the impact psychological trauma has on the individual in all areas of their life. The inability to regulate ones emotions and behaviors, recall information and communicate basic needs are just a few of the areas that will be discussed. Attendees will learn effective and practical tools for intervening with individuals struggling with their traumatic experiences.

### Learning Objectives:

- Define psychological trauma
- Identify three ways Adverse Childhood Experiences (ACEs) could impact an individual's mental and physical well-being.
- Identify three strategies to support individuals presenting with trauma related challenges.

## **Understanding Self Injurious Behavior**

*Duration: 90 minutes*

Self-injury refers to deliberate, self-inflicted harm to the body. Professionals are becoming aware of individuals who are involved with self-injury. This workshop will assist participants in understanding the causes and experiences of those who self-injure and provide information on encouraging young people to seek support.

### Learning Outcomes:

- Define self injury
- List at least five examples of self-injury
- Identify at least three reasons why people self injure
- Learn at least three resources available for people engaging in self injury

## **Youth Mental Health: Depression and Anxiety Overview**

*Duration: 90 minutes*

This presentation will review the prevalence of anxiety and depression in young children and adolescence. Participants will learn signs and symptoms youth may present when struggling with mental health challenges. Resources and supports will be discussed to help professionals feel confident when talking with youth and their caregivers.

### Learning Objectives:

- Define a mental health challenge and mental disorder.
- Learn the prevalence rates of anxiety and depression among youth in the United States and Rhode Island.
- Understand the impact of stigma on mental health.
- Identify at least five signs and symptoms of anxiety and depression in youth.

***For more information contact: Alicia Ead [aead@lifespan.org](mailto:aead@lifespan.org)***





## **Youth Mental Health First Aid**

Youth Mental Health First Aid is a course designed to give members of the public key skills to help an youth who is experiencing a mental health challenge or a mental health crisis. The course covers a range of common challenges and potential crises such as helping a young person who is having a panic attack, is contemplating suicide or is struggling with substance abuse.

### Learning Objectives:

- Common signs and symptoms of mental health challenges in this age group.
- Discuss a five-step action plan to help a young person in crisis connect with appropriate professional help.
- Learn strategies to support mental health and decrease stigma empowering individuals to access resources and supports.
- Expanded content on trauma, substance use, self-care and the impact of social media and bullying.

***For more information contact: Alicia Ead [aead@lifespan.org](mailto:aead@lifespan.org)***



# Mental Health First Aid

**Mental Health First Aid (MHFA)** is an eight-hour course that gives people the skill to help someone who is developing a mental health challenge or experiencing a mental health crisis. The evidence behind the program demonstrates that it builds mental health literacy, helping the public identify, understand, and respond to signs of mental illness.

Just as CPR training helps a person with no clinical training assist an individual following a heart attack, mental health first aid training helps a person assist someone experiencing a mental health crisis such as contemplating suicide. In both situations, the goal is to help support an individual until appropriate professional help arrives.

*This training is designed for those without advanced behavioral health experience.*

## **Mental Health First Aid for Adults**

Mental Health First Aid for Adults is a course that gives people the skills to help someone who is developing a mental health challenge or experiencing a mental health crisis. The evidence behind the program demonstrates that it does build mental health literacy, helping the public identify, understand, and respond to signs of mental illness. Trainees are taught how to apply the five-step action plan in a variety of situations such as helping someone through a panic attack, engaging with someone who may be suicidal, or assisting an individual who has overdosed. An important component of the mental health first aid course is the opportunity to practice the intervention strategy rather than to just learn about it. This simple experience can make it easier to actually apply the knowledge in a real-life situation.

### Learning Objectives:

- Common signs and symptoms of mental health challenges.
- Common signs and symptoms of substance use challenges.
- How to interact with a person in crisis.
- How to connect a person with help.
- Expanded content on trauma, substance use and self-care.

**For more information contact: Kim Lafountain - [klafountain1@lifespan.org](mailto:klafountain1@lifespan.org)**



## *Available Mental Health First Aid Specialty Modules*

### **MHFA for Fire/EMS**

Mental Health First Aid for Fire/EMS teaches you how to identify, understand and respond to signs of mental illnesses and substance use disorders. This training gives you the skills you need to reach out and provide initial support to someone who may be developing a mental health or substance use problem and help connect them to the appropriate care. It focuses on the unique experiences and needs of firefighters and EMS personnel and is a valuable resource that can make a difference in their lives, their coworkers' and families' lives, and the communities they serve.

### **MHFA for Higher Education**

Mental Health First Aid for Higher Education is designed for the unique culture of colleagues and universities. Training students, faculty and others in higher education settings how to recognize the symptoms of emerging mental illnesses or to assist young adults in a mental health crisis can help lessen the severity and impact of mental illnesses.

### **MHFA for Older Adults**

Mental Health First Aid for Older Adults teaches you how to identify, understand and respond to signs of mental illnesses and substance use disorders. This training — which focuses on the unique experiences and needs of adults over the age of 65 — gives you the skills you need to reach out and provide initial support to someone who may be developing a mental health or substance use problem and help connect them to the appropriate care.

### **MHFA for Public Safety**

The course is taught to police, first responders, corrections officers, 911 dispatch staff and other public safety audiences around the country. Mental Health First Aid for Public Safety provides officers with more response options to help them deescalate incidents and better understand mental illnesses so they can respond to mental health related calls appropriately without compromising safety.

### **MHFA for Veterans, Military Members and their Families**

Family members and personnel working with military and families are often not aware of how to engage veterans with mental illnesses and addictions. In addition to the impact of military service on the veteran, each has a circle of family (significant other, children, parents, siblings, etc.) and friends who are also impacted by their military service. Mental Health First Aid offers a simple, proven combination of information and techniques for effective interventions. A tailored module builds upon the effectiveness of the standard Mental Health First Aid curriculum by focusing on the unique experiences and needs of the military, veteran and family population.

***For more information contact: Kim Lafountain - [klafountain1@lifespan.org](mailto:klafountain1@lifespan.org)***



## teen Mental Health First Aid

teen Mental Health First Aid (tMHFA) teaches youth in grades 10-12, or ages 15-18, how to identify, understand and respond to signs of mental health and substance use challenges in their friends and peers. The course covers common signs and symptoms of mental health and substance use challenges; signs and symptoms of a mental health crisis; particularly suicide; the impact of school violence and bullying on mental health; how to open the conversation about mental illnesses and substance use with friends; how to seek the help of a responsible and trusted adult.

tMHFA is available for teens in grades 10, 11 and 12 or ages 15-18 and is sponsored by high schools, organizations partnering with a high school and youth-serving organizations.

### Learning Outcomes:

- Common signs and symptoms of mental health and substance use challenges
- Common signs and symptoms of a mental health crisis, particularly suicide.
- How to open the conversation about mental illnesses and substance use with friends
- The impact of school violence and bullying on mental health.
- How to seek the help of a responsible and trusted adult.

## Youth Mental Health First Aid

Youth Mental Health First Aid is a course designed to give members of the public key skills to help an youth who is experiencing a mental health challenge or a mental health crisis. The course covers a range of common challenges and potential crises such as helping a young person who is having a panic attack, is contemplating suicide or is struggling with substance abuse.

### Learning Objectives:

- Common signs and symptoms of mental health challenges in this age group.
- Discuss a five-step action plan to help a young person in crisis connect with appropriate professional help.
- Learn strategies to support mental health and decrease stigma empowering individuals to access resources and supports.
- Expanded content on trauma, substance use, self-care and the impact of social media and bullying.

***For more information contact: Kim Lafountain - [klafountain1@lifespan.org](mailto:klafountain1@lifespan.org)***



# Suicide: Prevention, Screening, and Response

## **Screening for Depression, Anxiety, and Suicide Ideation in Youth: PHQ9, GAD7, CSSRS**

*Duration: 180 minutes*

This training is designed for licensed behavioral health providers who are interested in learning suicide assessment competencies. Current national and local suicide statistics and trends will be reviewed and discussed. The evidenced-based suicide assessment tool, the Columbia Suicide Severity Rating Scale Lifetime recent Clinical Version (C-SSRS), will then be introduced. Participants will have the opportunity to learn the C-SSRS at a pace that allows for discussion and a question and answer period. The content will be enhanced through the use of video demonstrations. Finally, all participants will have the opportunity to practice using the C-SSRS in a safe and supportive environment.

### Learning Objectives:

- Identify risk factors and warning signs for people at risk for suicide.
- Recognize a functional understanding of the Columbia Suicide Severity Rating Scale.
- Practice using the Columbia Suicide Severity Rating Scale.

## **Suicide: Screening, Prevention and Response Columbia-Suicide Severity Rating Scale Screen Version**

*Duration: 120-180 minutes*

Every 11 minutes, someone in the United States dies by suicide. Suicide is a preventable public health problem and prevention depends in large part on appropriate screening and response. The clinicians at Bradley Hospital designed a training program, specifically for individuals who do not have a background in behavioral health. Suicide: Prevention, Screening and Response is offered to anyone in the community who may wish to learn more about suicide prevention. Public safety personnel, family members, healthcare workers, faith leaders, transportation workers, food service employees, community members; in fact, anyone who interacts with youth or adults will benefit.

### Learning Objectives:

- Participants will gain an understanding of suicide risk factors & warning signs
- Learn to ask the six questions of the Columbia-Suicide Severity Rating Scale Screen Version
- Participants will learn how to respond appropriately to the needs of the individual based on answers to the questions.

**For more information contact: Kim Lafountain - [klafountain1@lifespan.org](mailto:klafountain1@lifespan.org)**

## **Suicide: Screening, Prevention and Response Columbia-Suicide Severity Rating Scale Screen Version—Refresher**

*Duration: 60 minutes*

Every 11 minutes, someone in the United States dies by suicide. Suicide is a preventable public health problem and prevention depends in large part on appropriate screening and response. The clinicians at Bradley Hospital designed a refresher training program, specifically for individuals who have previously been trained in the Columbia-Suicide Severity Rating Scale Screen Version. Suicide: Prevention, Screening and Response is offered to anyone in the community who may wish to learn more about suicide prevention. Public safety personnel, family members, healthcare workers, faith leaders, transportation workers, food service employees, community members; in fact, anyone who interacts with youth or adults will benefit.

### Learning Objectives:

- Learn updated statistics and trends regarding suicide.
- Enhance their capacity to administer the Columbia-Suicide Severity Rating Scale (C-SSRS) Screen Version
- Review resources available
- Identify at least three community-based resources to help support patients at risk for suicide.

## **Suicide: Screening, Prevention and Response Columbia-Suicide Severity Rating Scale Full Clinical Version**

*Duration: 180 minutes*

This training is designed for licensed behavioral health providers who are interested in learning suicide assessment competencies. Current national and local suicide statistics and trends will be reviewed and discussed. The evidenced-based suicide assessment tool, the Columbia Suicide Severity Rating Scale Lifetime recent Clinical Version (C-SSRS), will then be introduced. Participants will have the opportunity to learn the C-SSRS at a pace that allows for discussion and a question and answer period. The content will be enhanced through the use of video demonstrations. Finally, all participants will have the opportunity to practice using the C-SSRS in a safe and supportive environment.

### Learning Objectives:

- Identify risk factors and warning signs for people at risk for suicide.
- Recognize a functional understanding of the Columbia Suicide Severity Rating Scale.
- Practice using the Columbia Suicide Severity Rating Scale.

**For more information contact: Alicia Ead — [aead@lifespan.org](mailto:aead@lifespan.org)**





# Workforce Development

## ***A De-escalation Playbook***

*Duration: 90 minutes*

This interactive training highlights common triggers and signals for challenging behaviors often seen in a variety of settings. The instructor guides participants through techniques to intervene and better support individuals during times of escalation. Through the use of case studies, participants will gain a better understanding of how to implement strategies in a real life setting.

### Learning Objectives:

- Define de-escalation.
- Identify at least four steps to better assist during times of escalation.
- Learn to identify early signals of challenging behaviors.
- Identify four techniques of effective de-escalation.

## ***Fostering Resilience in Youth***

*Duration: 90 minutes*

Learn to promote resilience in children through the “7 C” developed by Dr. Ken Ginsburg. Participants will discover how to incorporate these concepts into interaction with youth, thereby helping young people to withstand adversity and bounce back from life’s challenges. Participants will learn concrete strategies that can be used to teach and build this important life skill.

### Learning Objectives:

- Define resilience
- Understand the importance of resilience
- Describe the “7 C’s” of resilience
- Learn at least seven strategies to build resilience by using the “7 C’s”.

## ***The Hidden Message: Understanding Challenging Behavior***

*Duration: 90 minutes*

Behavior is a form of communication. This training discusses potential underlying causes of challenging behavior. Participants will gain an understanding of how trauma, culture, and development through the lifespan can influence challenging behavior. Discussion on self-awareness and communication helps participants to better understand the connection between personal beliefs and experiences and their response to challenging behavior.

### Learning Objectives:

- Recognize at least three ways in which trauma, culture, and past experience influence behavior.
- Gain an awareness of how sensory challenges can impact an individuals behavior.
- Identify the five core principles of trauma informed care.
- Highlight core strategies for effective communication.

***For more information contact: Alicia Ead — [aead@lifespan.org](mailto:aead@lifespan.org)***



## ***A Mindful Check-in: Stop, Breathe, Engage***

*Duration: 90 minutes*

This interactive training will allow individuals the opportunity to understand how their thoughts and feelings impact their response to challenging situations. Whether it is the stress of deadlines or an upset individual, simply understanding how one is feeling will allow professionals to respond to challenges more effectively. Participants will leave with skills to improve self-care and prevent burnout.

### Learning Objectives:

- Gain a better understanding of one's emotional triggers.
- Develop an understanding of how thoughts impact their response to challenging behavior.
- Identify three proactive strategies to prevent burnout.

## **Introduction to Trauma Informed Care**

*Duration: 180 minutes*

This training explores the consequences that exposure to trauma and adverse childhood experiences have on the lives of individuals and families. The presentation focuses on identifying different types of trauma/adversities; understanding common reactions to trauma; learning about the impact of trauma on brain development; and the influence of culture on trauma. Helpful strategies to utilize when working with and interacting with individuals who have been impacted by trauma will be explored. Attention will also be given to the importance of self-care for professionals.

*This training can be adapted to meet the needs of a variety of audiences (i.e., Primary and secondary education, higher education, healthcare, faith community mental health organizations, etc.).*

## **Mental Health First Aid for Adults**

Mental Health First Aid for Adults is a course that gives people the skills to help someone who is developing a mental health challenge or experiencing a mental health crisis. The evidence behind the program demonstrates that it does build mental health literacy, helping the public identify, understand, and respond to signs of mental illness. Trainees are taught how to apply the five-step action plan in a variety of situations such as helping someone through a panic attack, engaging with someone who may be suicidal, or assisting an individual who has overdosed. An important component of the mental health first aid course is the opportunity to practice the intervention strategy rather than to just learn about it. This simple experience can make it easier to actually apply the knowledge in a real-life situation.

### Learning Objectives:

- Common signs and symptoms of mental health challenges.
- Common signs and symptoms of substance use challenges.
- How to interact with a person in crisis.
- How to connect a person with help.
- Expanded content on trauma, substance use and self-care.

***For more information contact: Alicia Ead — [aead@lifespan.org](mailto:aead@lifespan.org)***



## **MHFA for Fire/EMS**

Mental Health First Aid for Fire/EMS teaches you how to identify, understand and respond to signs of mental illnesses and substance use disorders. This training gives you the skills you need to reach out and provide initial support to someone who may be developing a mental health or substance use problem and help connect them to the appropriate care. It focuses on the unique experiences and needs of firefighters and EMS personnel and is a valuable resource that can make a difference in their lives, their coworkers' and families' lives, and the communities they serve.

## **MHFA for Older Adults**

Mental Health First Aid for Older Adults teaches you how to identify, understand and respond to signs of mental illnesses and substance use disorders. This training — which focuses on the unique experiences and needs of adults over the age of 65 — gives you the skills you need to reach out and provide initial support to someone who may be developing a mental health or substance use problem and help connect them to the appropriate

## **MHFA for Public Safety**

The course is taught to police, first responders, corrections officers, 911 dispatch staff and other public safety audiences around the country. Mental Health First Aid for Public Safety provides officers with more response options to help them deescalate incidents and better understand mental illnesses so they can respond to mental health related calls appropriately without compromising safety.

## **MHFA for Veterans, Military Members and their Families**

Family members and personnel working with military and families are often not aware of how to engage veterans with mental illnesses and addictions. In addition to the impact of military service on the veteran, each has a circle of family (significant other, children, parents, siblings, etc.) and friends who are also impacted by their military service. Mental Health First Aid offers a simple, proven combination of information and techniques for effective interventions. A tailored module builds upon the effectiveness of the standard Mental Health First Aid curriculum by focusing on the unique experiences and needs of the military, veteran and family population.

***For more information contact: Alicia Ead — [aead@lifespan.org](mailto:aead@lifespan.org)***



## **Screening for Depression, Anxiety, and Suicide Ideation in Youth: PHQ9, GAD7, CSSRS**

*Duration: 120 minutes*

This training will review the signs and symptoms of depression and anxiety in youth and explore how these conditions manifest themselves in both the home and classroom settings. School clinical staff will learn to utilize the PHQ9 and GAD7 to assess youth who may be struggling with mental health challenges, specifically depression and anxiety. The Columbia Suicide Severity Rating Scale Screen Version will provide participants with the ability to screen for suicide related thoughts and behaviors.

### Learning Objectives:

- Review Major Depressive Disorder and Anxiety in youth
- Learn to administer the Patient Health Questionnaire (PHQ-9) the Generalized Anxiety Disorder-7 (GAD-7)
- Learn to ask the six questions of the Columbia-Suicide Severity Rating Scale Screen Version and additional risk assessment
- Understand the Kids'link protocol

## **Self-Care & A Self-Care Experiential**

*Duration: 90 minutes*

This interactive presentation will explore the five domains of self-care and the benefits of implementing self-care strategies within our daily routine. Diving deeper into the concept of self-compassion, participants gain a better understanding of their personal self-compassion skills by completing an evidence-based assessment. Participants engage in several self-care and mindfulness techniques which can be used throughout the day across multiple settings.

### Learning Objectives:

- Understand the benefits of self-care.
- Identify strategies across the five self-care domains.
- Understand the difference between self-care and self-compassion.
- Learn five techniques for basic self-care.

**For more information contact: Alicia Ead — [aead@lifespan.org](mailto:aead@lifespan.org)**



## **Suicide: Screening, Prevention and Response Columbia-Suicide Severity Rating Scale Screen Version**

*Duration: 120-180 minutes*

Every 11 minutes, someone in the United States dies by suicide. Suicide is a preventable public health problem and prevention depends in large part on appropriate screening and response. The clinicians at Bradley Hospital designed a training program, specifically for individuals who do not have a background in behavioral health. Suicide: Prevention, Screening and Response is offered to anyone in the community who may wish to learn more about suicide prevention. Public safety personnel, family members, healthcare workers, faith leaders, transportation workers, food service employees, community members; in fact, anyone who interacts with youth or adults will benefit.

### Learning Objectives:

- Participants will gain an understanding of suicide risk factors & warning signs
- Learn to ask the six questions of the Columbia-Suicide Severity Rating Scale Screen Version
- Participants will learn how to respond appropriately to the needs of the individual based on answers to the questions.

## **Suicide: Screening, Prevention and Response Columbia-Suicide Severity Rating Scale Screen Version—Refresher**

*Duration: 60 minutes*

Every 11 minutes, someone in the United States dies by suicide. Suicide is a preventable public health problem and prevention depends in large part on appropriate screening and response. The clinicians at Bradley Hospital designed a refresher training program, specifically for individuals who have previously been trained in the Columbia-Suicide Severity Rating Scale Screen Version . Suicide: Prevention, Screening and Response is offered to anyone in the community who may wish to learn more about suicide prevention. Public safety personnel, family members, healthcare workers, faith leaders, transportation workers, food service employees, community members; in fact, anyone who interacts with youth or adults will benefit.

### Learning Objectives:

Learn updated statistics and trends regarding suicide.

- Enhance their capacity to administer the Columbia-Suicide Severity Rating Scale (C-SSRS) Screen Version
- Review resources available
- Identify at least three community-based resources to help support patients at risk for suicide.

**For more information contact: Alicia Ead — [aead@lifespan.org](mailto:aead@lifespan.org)**

## **Suicide: Screening, Prevention and Response Columbia-Suicide Severity Rating Scale Full Clinical Version**

*Duration: 180 minutes*

This training is designed for licensed behavioral health providers who are interested in learning suicide assessment competencies. Current national and local suicide statistics and trends will be reviewed and discussed. The evidenced-based suicide assessment tool, the Columbia Suicide Severity Rating Scale Lifetime recent Clinical Version (C-SSRS), will then be introduced. Participants will have the opportunity to learn the C-SSRS at a pace that allows for discussion and a question and answer period. The content will be enhanced through the use of video demonstrations. Finally, all participants will have the opportunity to practice using the C-SSRS in a safe and supportive environment.

### Learning Objectives:

- Identify risk factors and warning signs for people at risk for suicide.
- Recognize a functional understanding of the Columbia Suicide Severity Rating Scale.
- Practice using the Columbia Suicide Severity Rating Scale.

## **teen Mental Health First Aid**

teen Mental Health First Aid (tMHFA) teaches youth in grades 10-12, or ages 15-18, how to identify, understand and respond to signs of mental health and substance use challenges in their friends and peers. The course covers common signs and symptoms of mental health and substance use challenges; signs and symptoms of a mental health crisis; particularly suicide; the impact of school violence and bullying on mental health; how to open the conversation about mental illnesses and substance use with friends; how to seek the help of a responsible and trusted adult.

tMHFA is available for teens in grades 10, 11 and 12 or ages 15-18 and is sponsored by high schools, organizations partnering with a high school and youth-serving organizations.

### Learning Outcomes:

- Common signs and symptoms of mental health and substance use challenges
- Common signs and symptoms of a mental health crisis, particularly suicide.
- How to open the conversation about mental illnesses and substance use with friends
- The impact of school violence and bullying on mental health.
- How to seek the help of a responsible and trusted adult.

***For more information contact: Alicia Ead — [aead@lifespan.org](mailto:aead@lifespan.org)***





## **Understanding Self Injurious Behavior**

*Duration: 90 minutes*

Self-injury refers to deliberate, self-inflicted harm to the body. Professionals are becoming aware of young people who are involved with self-injury. This workshop will assist participants in understanding the causes and experiences of those who self-injure and provide information on encouraging young people to seek support.

### Learning Outcomes:

- Define self injury
- List at least five examples of self-injury
- Identify at least three reasons why people self injure
- Learn at least three resources available for people engaging in self injury

## **Youth Mental Health: Depression and Anxiety Overview**

*Duration: 90 minutes*

This presentation will review the prevalence of anxiety and depression in young children and adolescence. Participants will learn signs and symptoms youth may present when struggling with mental health challenges. Resources and supports will be discussed to help professionals feel confident when talking with youth and their caregivers.

### Learning Objectives:

- Define a mental health challenge and mental disorder.
- Learn the prevalence rates of anxiety and depression among youth in the United States and Rhode Island.
- Understand the impact of stigma on mental health.
- Identify at least five signs and symptoms of anxiety and depression in youth.
- Identify at least three risk factors for anxiety and depression.

## **Youth Mental Health First Aid**

Youth Mental Health First Aid is a course designed to give members of the public key skills to help an youth who is experiencing a mental health challenge or a mental health crisis. The course covers a range of common challenges and potential crises such as helping a young person who is having a panic attack, is contemplating suicide or is struggling with substance abuse.

### Learning Objectives:

- Common signs and symptoms of mental health challenges in this age group.
- Discuss a five-step action plan to help a young person in crisis connect with appropriate professional help.
- Learn strategies to support mental health and decrease stigma empowering individuals to access resources and supports.
- Expanded content on trauma, substance use, self-care and the impact of social media and bullying.

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