

TRAINING TOPICS

Team Processes	
<p>Introduction to Cultural Competency: Exploring Culture, Assumptions and Implicit Bias</p> <p>Duration : 6 hours</p>	<p>Training Objectives:</p> <ol style="list-style-type: none"> 1. Discuss concepts of culture and cultural competence 2. Differentiate between cultural competence and implicit bias 3. Analyze the impact of assumptions and implicit bias on effective communication 4. Develop strategies to support challenging conversations within Teams
<p>Process Improvement</p> <p>Duration: 6 hours</p>	<p>Training Objectives:</p> <ol style="list-style-type: none"> 1. Differentiate between information sharing and data driven decision making 2. Perform the basic concepts of a rapid cycle test or change project using the Plan-Do-Study-Act approach to process improvement 3. Discuss and Practice Flow Charting Process 4. Prioritize Team Focus Areas Using the Nominal Group Technique 5. Create a Flow Chart of Top Focus Area for Team
<p>Team Fitness</p> <p>Duration: 6 hours</p> <p><i>(This training is customized based on Local Team Fitness survey results)</i></p>	<p>Training Objectives:</p> <ol style="list-style-type: none"> 1. Differentiate between Team Building and Team Fitness 2. Discuss the developmental Phases of a team 3. Explore the Elements of Team Fitness 4. Review and analyze Team Fitness Survey results 5. Identify and Document next steps
<p>Information Sharing</p> <p>Duration: 4 hours</p>	<p>Training Objectives:</p> <ol style="list-style-type: none"> 1. Discuss the History, Purpose, and Benefits of Information Sharing 2. Define Confidentiality and Consent 3. Engage Families in the Informed Consent Process

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Youth and Family Engagement	
<p>Engaging Juvenile Justice Involved Youth and Families</p> <p>Duration: 4 hours</p>	<p>Training Objectives:</p> <ul style="list-style-type: none"> • Define family engagement • Analyze current processes for youth and families engagement into treatment • Identify barriers to engagement • Pinpoint youth and family engagement through storytelling • Identify engagement strategies to address barriers • Develop plans to adjust processes to improve engagement

OVERVIEWS	
<p>Overview of JJSAMHP</p> <p>Duration: 1 hour</p> <p><i>(Also customized for local teams as requested)</i></p>	<p>Training Objectives:</p> <ol style="list-style-type: none"> 1. Review the History of JJSAMHP 2. Identify the Five JJSAMHP Service Domains 3. Discuss roles of LME/MCO, Juvenile Justice, Providers and other Partners 4. Discuss the role of Training and Technical Assistance
<p>Restorative Practices</p> <p>Duration: 4 hours facilitated in (2) 2-hour sessions</p>	<p>Training Objectives:</p> <ol style="list-style-type: none"> 1. Discuss the origins and significance of the Restorative Practices philosophy. 2. Define the components of Restorative Practices. 3. Recognize the importance of incorporating its components with families. 4. Identify local processes and programs that would be appropriate for Restorative Practices

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Best Practices	
<p>Overview of Screening</p> <p>Duration: 1 Hour</p>	<p>Training Objectives:</p> <ol style="list-style-type: none"> 1. Identify the purpose of a Behavioral Health Screener 2. Differentiate between screening and assessment 3. Show examples of youth and adult screening tool items 4. Identify some of the common barriers to an effective screening process 5. Create ideas for strengthening their local referral and screening processes
<p>Overview of Assessments</p> <p>Duration: 4 hours</p>	<p>Training Objectives:</p> <ol style="list-style-type: none"> 1. Describe how behavioral assessment involves systematic evaluation of the individual 2. Identify the four major sections of an assessment: reason for assessment, data collection, clinical reference for services, and interpretation 3. Recognize how measurements factor into assessment 4. Recognize that a comprehensive assessment looks at both internal and external factors for services 5. Utilization of assessment findings to determine appropriate treatment
<p>Overview of Best Practices in Evidence Based Treatment</p> <p>Duration: 1 to 2 hours</p>	<p>Training Objectives:</p> <ol style="list-style-type: none"> 1. Define the term evidence based practice 2. Distinguish between evidence based practice and practice based evidence 3. Identify at least three websites where they can search for evidence based practices tools 4. Describe basic principles in an intervention becoming labeled an evidence based treatment 5. Identify at least four issues to attend to in selecting an evidence based treatment 6. Recognize four common evidence based treatments used in North Carolina

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Trauma	
<p>Trauma Assessment and Treatment Planning (for Clinicians)</p> <p>Duration: 5 hours</p>	<p>Training Objectives:</p> <ol style="list-style-type: none"> 1. Describe the role of Trauma Informed Screening, Assessment and Treatment Planning 2. Identify Diagnostic Considerations in working with individuals impacted by trauma 3. Review APA recognized Trauma Assessment Measures 4. Review recognized Evidence Based Treatments for Trauma 5. Describe the Trauma Assessment Pathway Model for Treatment Planning 6. Identify at least three strategies for self-care in working with individuals with trauma histories 7. Develop personal goals for More Trauma informed practice
<p>Impact of Trauma on Parents and Caretakers</p> <p>Duration: 3 hours</p>	<p>Training Objectives:</p> <ol style="list-style-type: none"> 1. Discuss the effects of trauma on the parent/caregiver. 2. Recognize verbal and non-verbal cues parents may use to demonstrate their level of engagement 3. Discuss strategies to incorporate a more holistic treatment for families.
<p>Understanding the Effects of Trauma on Youth and Families</p> <p>Duration: 2 hours</p>	<p>Training Objectives:</p> <ol style="list-style-type: none"> 1. Identify at least three trauma symptoms in children and adolescents 2. Illustrate the relationship between trauma and other areas such as behavior and physical health 3. Define possible behaviors that may be understood as trauma related 4. Recognize possible “triggers” and “warning signs” for youth with trauma issues while in a secure facility 5. Define Trauma Informed Care and develop ideas for facility strategies 6. Identify strategies for self-care and safety within the unit with respect to the impact of trauma

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DATA	
<p>How to Access Data using NC- TOPPS Data</p> <p>Duration: 2 hours</p>	<p>Training Objectives:</p> <p>By the end of this training, participants will be able to access data from NC-TOPPS via the: NC-TOPPS code book, interview forms, the data request link, and the Data Training workshop</p>
<p>Data Tracking</p> <p>Duration: 2 hours</p>	<p>Training Objectives:</p> <ol style="list-style-type: none"> 1. Identify the variables in the tracking spreadsheet and their significance to the Reclaiming Futures Model and JJSAMHP domains 2. Identify variables that the team would like to track for process improvement 3. Enter data into the spreadsheet 4. Explain the reports that can be generated from the data
<p>Data Driven Decision Making</p> <p>Duration: 2 hours</p>	<p>Training Objectives:</p> <ol style="list-style-type: none"> 1. Differentiate between information sharing and data driven decision making 2. Identify data that is currently available to the team and how to access the data 3. Identify team processes that could be improved by utilizing data driven decision making