



Northeast & Caribbean (HHS Region 2)

PTTC

Prevention Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Screening for Adolescent Substance Use

Diana Padilla

Research Project Manager

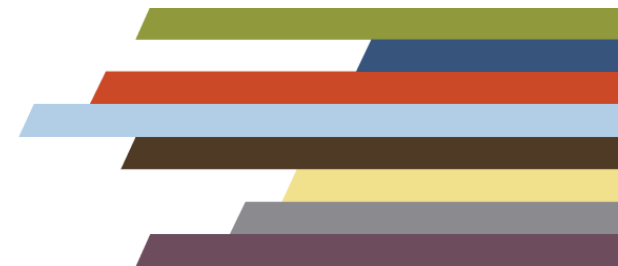
Technical Assistance & Implementation

Equity & Inclusion / SBIRT

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SAMHSA

Substance Abuse and Mental Health
Services Administration



Certificate of Completion

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- This webinar is approved for 2 hours of CASAC, CPP, CPS, credentialing.
- You must attend the entire session.



Northeast & Caribbean PTTC Team



Diana Padilla

Research Project Manager

Technical Assistance and Implementation:

**Screening, Brief Intervention, Referral to Treatment, (SBIRT)
Equity & Inclusion**



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SAMHSA Disclaimer

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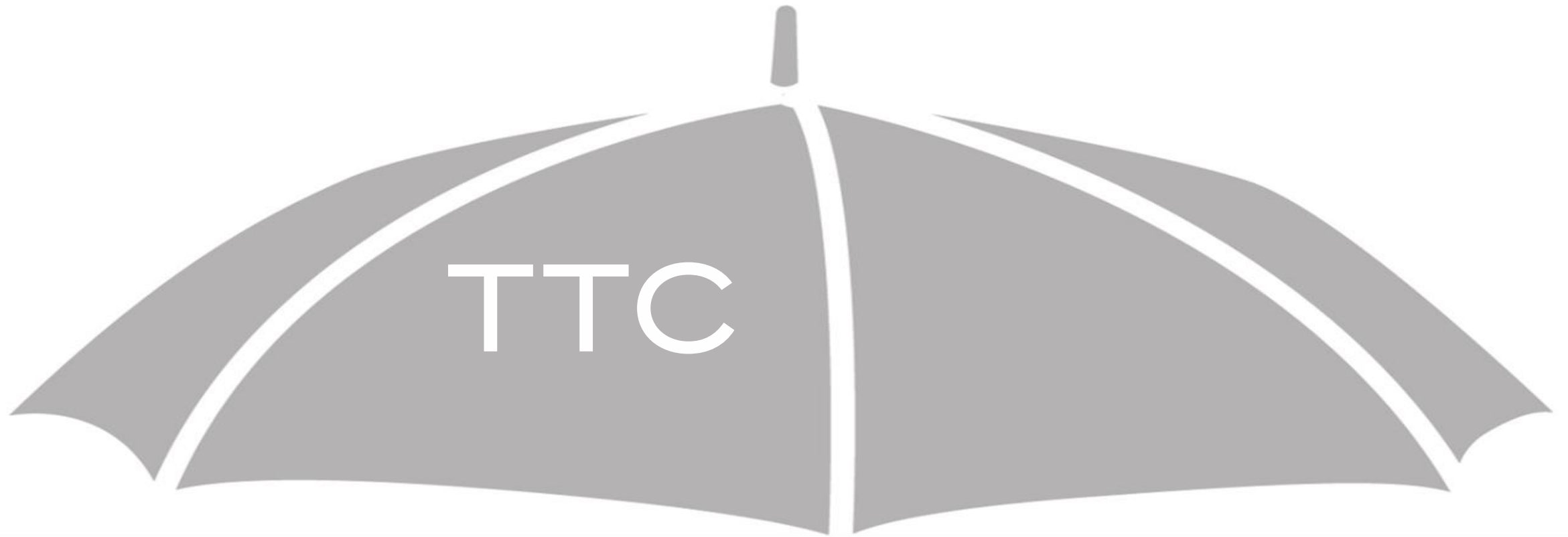
Purpose of SAMHSA's Technology Transfer Centers

The purpose of the Technology Transfer Centers (TTC) program is to ***develop and strengthen*** the ***specialized behavioral healthcare and primary healthcare workforce*** that provides substance use disorder (SUD) and mental health prevention, treatment, and recovery support services.

Help people and organizations incorporate ***effective practices*** into substance use and mental health disorder prevention, treatment and recovery services.

HHS Regions





ATTC



MHTTC



PTTC



Virtual Platform Logistics

- Chat box
- Raise your hand feature
- Muting and unmuting
- Camera visual and participation

The use of affirming language inspires hope and advances recovery.

LANGUAGE MATTERS.

Words have power.

 **PEOPLE FIRST.** 

The ATTC Network uses affirming language to promote the promises of recovery by advancing evidence-based and culturally informed practices.

Goal



The goal of this training is to help participants become familiar with elements of effective substance use screening with adolescents.

Why do Teens Do Drugs?



- Boredom
- Bonding experience
- Curiosity
- Stress
- Depression
- Low self esteem
- Peer pressure



Substance Use During COVID

“Adolescents ages 10 to 14 in the U.S., the overall rate of drug use remained relatively stable in the first six months of the COVID-19 pandemic.

- Decreased use of alcohol, but an increased use of nicotine and misuse of prescription drugs.”
- In families that experienced loss of income or material hardship during the pandemic, substance use among youth was higher.

ABCD Study

- During COVID
 - 8% substance use in the past 30 days
 - 3.4% reported using alcohol
 - 3.6 % reported using nicotine.
- Alcohol decreased but use of nicotine or misuse of prescription drugs increased.

Evolving Development

- For young people, it can be a challenge to see how choices now may affect them later.
- Early substance use increases the risk of substance use disorder in adolescents and young adults. By recognizing risk and protective factors influencing your youth's relationship with substances, you can help cultivate an environment where they thrive.

Louis



Louis is a 15-year-old boy who is furious with the world. For the past two years, he has lived with his mother and his two younger siblings. Louis' mother, Adelia, has been in recovery for the last 2 years. She had always managed to provide for Louis and his siblings and works 2 jobs, keeping her out of the house from 7am to midnight.

Louis' father is rarely around and has never helped his mom out who does the best she can. Sometimes Louis thinks he could just quit school and get a job, and help his mother take care of his brother and sister.

During weeknights while mom is working, Louis hangs out with his friends who like to drink and smoke. He's angry often and argues a lot with teachers, but his friends like him most when he gets high.

Hazardous Consumption During Teen Years

- Alcohol use can have lasting effects on the developing adolescent brain including *impaired memory, attention, and processing functions*.
- Age of first use is inversely correlated with lifetime incidences of developing a substance use disorder.
- Drinking during the adolescent years is associated with other unhealthy behaviors.
 - High School students more likely to report school performance and other health risk behaviors.
 - Strongly associated with leading causes of death among U.S. teens.



Changes to Risk

- Risk factors for substance use and addiction change over time.
- At each new stage of life, new and different circumstances can create stress and added pressure, increasing vulnerability to substance use and addiction.

Vulnerability to Addiction

- Family history of addiction
- Mental health concerns
- Behavioral or impulse control problems
- Exposure to trauma
- Environmental factors
- Age of first use

Alcohol

- Lifetime, past year, and past month alcohol use and binge drinking continued to show significant five-year declines in 10th and 12th graders.
- In 2019, the [Monitoring the Future Survey](#) reported that 8% of 8th graders and 30% of 12th graders drank during the past 30 days, and 4% of 8th graders and 14% of 12th graders **binge drank** during the past two weeks.
- Sugar in sweetened coolers helps to mask the taste of alcohol and make it more appealing to novice consumers, including young people.



E-cigarettes and Vapors

- Vaping is the act of inhaling and exhaling vapor from an electronic cigarette (e-cig) or similar device, for example a vaporizer or vape pen.
- The actual device used for vaping is a small battery powered device that heats e-liquid into an inhalable vapor, similar to how steam is formed. E-liquids come in a variety of flavors and nicotine levels, including nicotine-free.
- There's a wide range of choices when it comes to devices, e-liquids, tank systems and batteries.

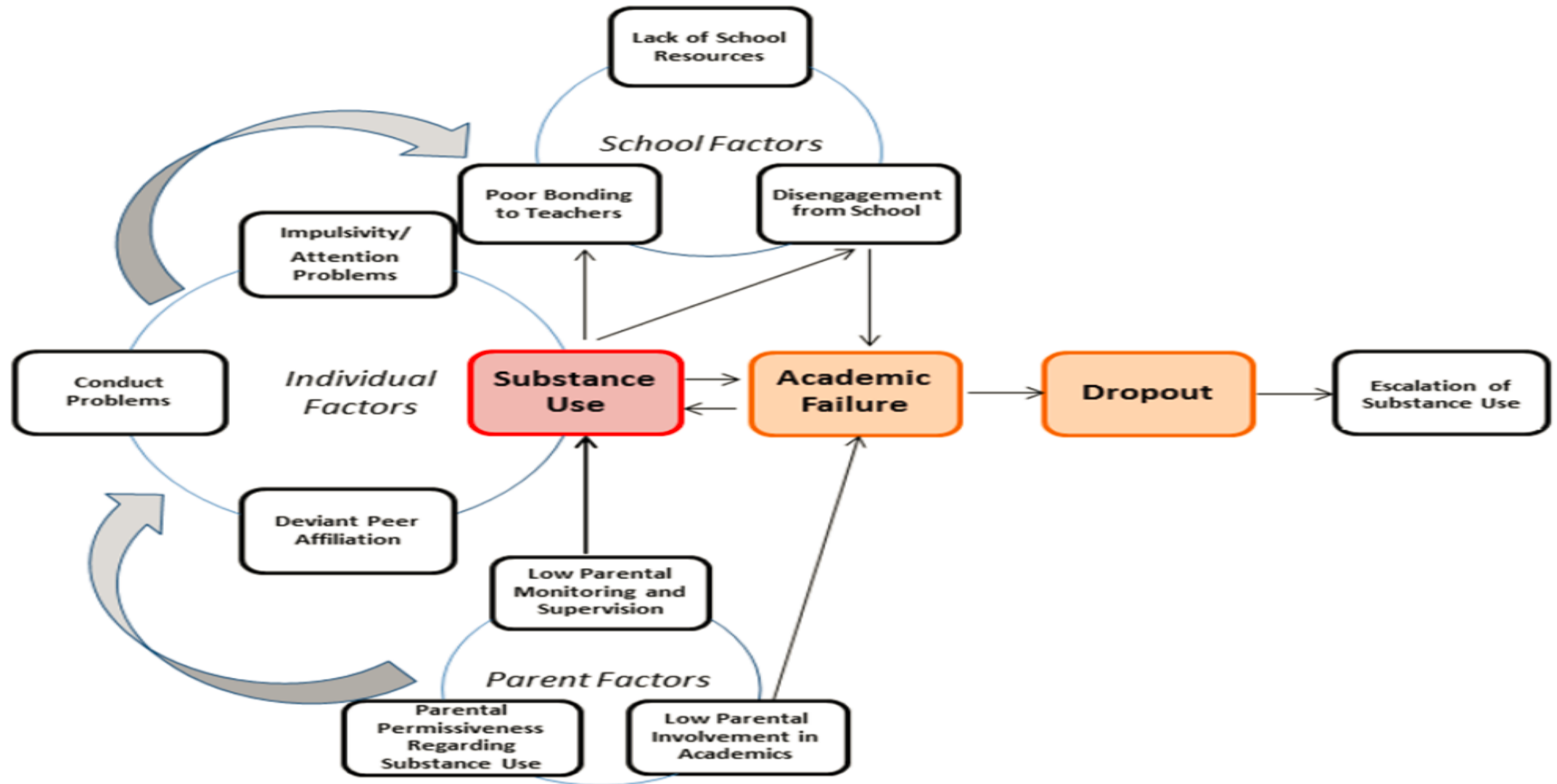


Vaping Features

- Most vape liquids contain a combination of propylene glycol or glycerol, also called glycerin, as a base.
- Nicotine, marijuana, or flavoring chemicals produce common or outlandish flavors, from mint to “unicorn puke.”



Academic Impact of Substance Use



Substance Use Patterns with Adolescents

Low Risk (Abstinence): Adolescents who report no use of tobacco, alcohol or other drugs and report that they have not ridden in a car with a driver who has been using alcohol or other drugs.

Driving Risk: Adolescents who report driving after alcohol or drug use or riding with a driver who has been using alcohol or other drugs.

Moderate Risk: Adolescents who have begun using alcohol or drugs (CRAFFT score 0 or 1).

High Risk: Adolescents who use alcohol or drugs (CRAFFT score ≥ 2).

Asking about Alcohol and Other Substance Use

- Regardless of the tool used, asking about alcohol or other substance use may be especially difficult with adolescents who may not want to admit or discuss substance use.
- Successful screening can be enhanced by the memorization of the tools and practice of the conversation skills required to put the adolescent at ease.
- Introducing the conversation about substance use and screening is a good skill for any practitioner to practice in order to naturally transition into administering a screening tool.
- The literature also suggests that self-administered computer screening is valid and time-efficient for adolescents and that some adolescents may prefer this method.

'Safe Space'



Using Confidentiality for Setting an 'Atmosphere'

- Adolescents are more likely to discuss high-risk behaviors if they believe their care is confidential.
- Adolescents answer confidential screenings more 'accurately.'
- State and national laws allow minors to receive confidential care related to sexual health, mental health, and substance use disorder treatment.

Confidentiality

- Research has shown that adolescents who are aware of confidentiality are more willing to seek health care compared to their peers who may not have the same confidentiality.
- You should explain the full confidentiality policy regarding the disclosure of sensitive issues directly to the adolescent at the very beginning of the screening.
- State laws govern minor patient rights to confidentiality of information shared with health care providers about alcohol and other substance use. States vary as to whether or not a minor can confidentially receive drug treatment services, (45CFR).

Before the Screen



What might you need to consider to create an affirming, culturally appropriate, trauma informed prior to screening with an adolescent?

I would like to ask you some questions that I ask all my patients. These questions will help me to provide you with the best care possible. As with all medical information your responses are confidential. Also, we can stop at any time.

Screening Process

- Substance use screening methods
 - Self-administered by paper or computer based
 - Verbal interview by clinician
- Introduce screening
- Address confidentiality
- Define substances
- Ask permission to ask questions
- Use exact wording

Validated Screening Tools - Youth

Screening Tool	Target Population	Method of Administration	Cost
CRAFFT	Adolescents under the age of 21	Paper and electronic; interview	Publically available
CRAFFT II	Adolescents under the age of 21	Paper and electronic; interview	Publically available
AUDIT-C and AUDIT	Adolescents, Young Adults and Adults	Paper and electronic; interview	Publically available
GAIN-SS	Adolescents and Adults	Paper and electronic; interview	Licensing costs \$100 per agency and covers giver years of unlimited use of paper assessments. See http://gaincc.org/instruments/
S2BI	Adolescents	Paper and electronic; interview	Publically available
DAST-10	Adolescents, Young Adults and Adults	Paper and electronic; interview	Publically available
NIDA Modified ASSIST	Adolescents, Young Adult and Adults	Paper and electronic	Publically available

Video



<https://youtu.be/hwlgrc8S8l8>

Administering the Screen

Screening can be written or oral and can be self-administered or given by a staff member or a clinician (can be part of the check-in process).

- The adolescent can complete self-administered screening in the waiting room or the exam/meeting room prior to the visit with the clinician as long as it is possible to create a sense of privacy.
- With self-administered screening, it is important to inform the adolescent and parent/caregiver (if present) that the adolescent should complete the form on their own.
- The clinician would then review and verify self-administered responses during the visit.

The CRAFFT Questionnaire (Version 2.0)

- The CRAFFT tool was recently updated to create a more, streamlined and easy to understand process of self-reporting.
- Version 2.0 has all of the same basic questions as the original questionnaire. To enhance sensitivity and specificity, Part A differs (from CRAFFT) by asking about frequency of use rather than whether or not a substance has been used.
- The questionnaire has been translated into multiple languages, most of which can be found at: <http://crafft.org/get-the-crafft/>

CRAFT 2.0 - Part A

- Introduce screening
- Address confidentiality
- Define substances
- Ask permission to ask questions
- Use exact wording

DURING THE PAST 12 MONTHS, ON HOW MANY DAYS DID YOU...

1	Drink more than a few sips of beer, wine, or any drink containing alcohol?	<input type="text"/>	PUT 0 IF NO USE
2	Use any marijuana (for example, weed, oil, or hash by smoking, vaping, or in food) or "synthetic marijuana" (for example "K2" or "Spice")?	<input type="text"/>	PUT 0 IF NO USE
3	Use a prescription medication or pill that was NOT prescribed to you or MORE than was prescribed to you (for example, prescription pain pills or ADHD medications)?	<input type="text"/>	PUT 0 IF NO USE
4	Use anything else to get high (for example, other illegal drugs, over-the-counter medications, and things that you sniff, huff, or vape)?	<input type="text"/>	PUT 0 IF NO USE
C	Have you ever ridden in a CAR driven by someone (including yourself) who was "high" or had been using alcohol or drugs?	<input type="text"/>	<input type="text"/>
		YES	NO



If no days of use,
then STOP here.



If any days of use, ASK
ALL CRAFT ?s BELOW.

CRAFFT 2.0 - Part B

- If any **YES** responses, ask all of the following 6 questions.
- If adolescents report **ANY** medication use, probe for type and where they got it from.



If no days of use,
then STOP here.



If any days of use, ASK
ALL CRAFFT ?s BELOW.

(R)

Do you ever use alcohol or drugs to RELAX, feel better about yourself, or fit in?

YES

NO

(A)

Do you ever use alcohol or drugs while you are by yourself, or ALONE?

YES

NO

(F)

Do you ever FORGET things you did while using alcohol or drugs?

YES

NO

(F)

Do your FAMILY or FRIENDS ever tell you that you should cut down on your drinking or drug use?

YES

NO

(T)

Have you ever gotten into TROUBLE while you were using alcohol or drugs?

YES

NO

Scoring the CRAFFT 2.0

- A score of 0-1 can indicate that there are no problems, however, a score of 2 or more can indicate that a more significant problem may exist and a brief intervention is indicated.
- The 2+ cut-off score is not a hard and fast rule.

SBIRT IN SCHOOLS

Screening and Brief Intervention Protocols



Introduce screening

I am going to ask a few health screening questions about alcohol and other drug use that we are asking all students in your grade.

Address confidentiality

There is no written record of this screening that includes information that specifically identifies you. Anything you tell me will be kept as confidential as possible. One reason why this information would not be kept confidential is if something you say indicates that there is an immediate risk to your safety or someone else's safety. Additionally, you, your parent, or your guardian, could request the information we discussed today. In any case, we would figure out next steps for support together. Do you understand?

Define substances

By alcohol we mean beer, wine, wine coolers, or liquor. By drugs we mean anything that one might use for the feeling it causes including: marijuana, heroin, prescription drugs like OxyContin, etc.

Ask permission to ask questions

Is it okay to ask you these questions?

CRAFT-II Screen

During the past 12 months on how many days did you...

- 1 Drink more than a few sips of beer, wine, or any drink containing alcohol?
- 2 Use any marijuana (e.g., weed, oil, or hash by smoking, vaping, or in food) or "synthetic marijuana" (e.g., "K2" or "Spice")?
- 3 Use a prescription medication or pill that was NOT prescribed to you or MORE than was prescribed to you (e.g., prescription pain pills or ADHD medications)?
- 4 Use anything else to get high? (e.g., other illegal drugs, over-the-counter medications, and things that you sniff, huff, or vape)?
- C Have you ever ridden in a CAR driven by someone (including yourself) who was high or had been using alcohol or drugs?

If no days of use, then STOP here.



If any days of use, ASK ALL ?'s BELOW.

- R Do you ever use alcohol or drugs to RELAX, feel better about yourself, or fit in?
- A Do you ever use alcohol or drugs while you are by yourself, or ALONE?
- F Do you ever FORGET things you did while using alcohol or drugs?
- F Do your FAMILY or FRIENDS ever tell you that you should cut down on your drinking or drug use?
- T Have you ever gotten into TROUBLE while you were using alcohol or drugs?

Brief Intervention

Brief Intervention		HOW CONFIDENT ARE YOU?		HOW READY ARE YOU?	
Build Rapport	I'd like to learn a little more about you...	What are important things/hopes/goals in your life now? OR What is a typical day like for you?	How does your use of [X] fit in?	EXTREMELY	10
Explore Pros & Cons	What do you enjoy/like about using [X]? What do you enjoy less or regret about using [X]?	Explore problems mentioned in CRAFT: You mentioned... Can you tell me more about that?	So, on the one hand you said [PROS], and on the other hand you said [CONS]. Emphasize CONS.		9
Provide Feedback	What do you know about the risks of using [X]?	Would you mind if I shared some health/safety information about [X]? Provide 1-2 salient substance specific health/safety effects.	What are your thoughts about that?		8
Use Readiness Ruler	On a scale of 1-10, how ready are you to change <u>any</u> aspect of your [X] use?	Why did you choose a [X] and not a <u>lower</u> number like a 1 or 2? If "1": What would need to happen to consider a change?	Reflect back student's reasons for change.		7
Negotiate Action Plan	Given our discussion, what might you do?	On a scale of 1-10, how confident are you that you could meet this goal? What might help you to get to a higher number? What helped you succeed with changes in the past? What obstacles do you anticipate?	When/if making suggestions, use Elicit-Provide-Elicit.		6
		Summarize plan. Thank student.		NOT AT ALL	1

Referrals: MA Substance Use Helpline • 800-327-5050 • helpline.ma.org

Resources: www.masbirt.org/schools • <https://massclearinghouse.ehs.state.ma.us>



Elaine

Elaine: A 14-year-old girl presented for an annual physical examination required for participation in her school's fall sports program.

She completed the paper CRAFFT screening questionnaire. She answered “No” to all 3 opening questions and “No” to the CAR question.

Next steps?

“It’s great that you’re avoiding tobacco, alcohol, and drugs, it’s one of the best ways to protect your health.”

Mathew



Mathew: A 16-year-old boy presented to the nurse's office with a minor leg injury resulting from a fall in school. The nurse dressed the cuts and took the opportunity to ask the 4 (CRAFFT II) opening questions. Mathew replied "Yes" to the question about drinking alcohol.

The nurse then asked Mathew the 6 CRAFFT II questions and Mathew answered "Yes" to one question. He had gotten into trouble once while drinking with his friends (TROUBLE).

Mathew's total screening score was 2.

Next steps? <https://youtu.be/zPomDCFiwjs>

Brief Intervention

2. Use these talking points for brief counseling.



1. REVIEW screening results

For each "yes" response: *"Can you tell me more about that?"*



2. RECOMMEND not to use

"As your doctor (nurse/health care provider), my recommendation is not to use any alcohol, marijuana or other drug because they can: 1) Harm your developing brain; 2) Interfere with learning and memory, and 3) Put you in embarrassing or dangerous situations."



3. RIDING/DRIVING risk counseling

"Motor vehicle crashes are the leading cause of death for young people. I give all my patients the Contract for Life. Please take it home and discuss it with your parents/guardians to create a plan for safe rides home."



4. RESPONSE elicit self-motivational statements

Non-users: *"If someone asked you why you don't drink or use drugs, what would you say?"* Users: *"What would be some of the benefits of not using?"*



5. REINFORCE self-efficacy

"I believe you have what it takes to keep alcohol and drugs from getting in the way of achieving your goals."

REACT

Reinforce, **E**ducate, **A**nticipate **C**hallenges of **T**omorrow.

- Three step response to students who have not used substances in past 12 months.
- The most frequent conversation you will have in the SBIRT process.
- Meant to reinforce healthy decisions and prevent or delay future use.
- Think about fostering on-going relationships.

Key Motivational Interviewing Skills for BI

1. Asking **O**pen-Ended Questions
2. **A**ffirming
3. **R**eflective Listening
4. **S**ummarizing

O A R S

Open-ended Questions

- **Open-ended questions** are more helpful in developing rapport and creating the opportunity to support and encourage the adolescent's existing motivation to change.
- Questions are phrased in a way that encourage adolescents to explore and share her feelings, experiences and perspectives; and supports collaboration.

Asking Open & Close-Ended Questions

Close-Ended Questions	Open-Ended Questions
<i>So, you are here because your parents are concerned about your use of alcohol, correct?</i>	<i>Tell me, what is it that brings you here today?</i>
<i>First, I'd like you to tell me about your alcohol intake. On a typical day, how much do you drink?</i>	<i>Tell me about your alcohol intake during a typical day.</i>
<i>Do you think you drink alcohol too often?</i>	<i>In what ways are you concerned about your drinking?</i>
<i>How long ago did you have your last drink?</i>	<i>Tell me about the last time you had a drink.</i>
<i>Do you agree that it would be a good idea for you to get treatment for your alcohol use?</i>	<i>What do you think about the possibility of getting treatment for your alcohol use?</i>
<i>When do you plan to quit drinking?</i>	<i>So what do you think you want to do about your drinking?</i>

Affirming Adolescents



- **Focus on strengths**

“I have noticed that you are really good at identifying strategies which help you reduce stress.”

- **Encourage the adolescent’s persistence in spite of past problems**

“You did a great job dealing with pressure from your friends to drink when you made a commitment to cut back.”

- **Make encouraging statements and elicit positive responses**

“You’re making great progress. Tell me how you feel in comparison to 2 weeks ago.”

- **Acknowledge the positives**

“It seems to me that school is going better for you. You’re getting to school on time and are no longer getting into trouble for being late. That must feel really good.”

Affirming Adolescents



- **Point out and celebrate steps taken so far**

“You’re doing really great. You have come in 3 weeks so far.”

- **Remind the adolescent of past successes**

“I know this appears very difficult to overcome. You have been able to do it before.”

- **Compliment willingness to talk about difficult issues**

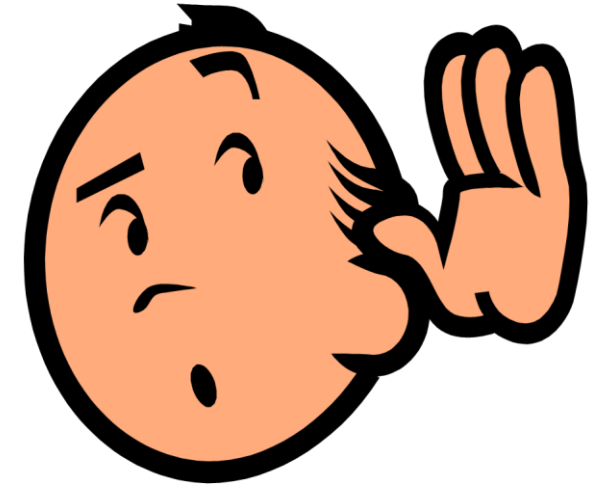
“Thank you for taking a few minutes to talk with me about your alcohol/marijuana use. I appreciate your openness and sharing your experiences and thoughts with me today.”

- **Celebrate the adolescent as a person**

“You are a kind and warm person. I can see how this problem affects you.”

Utilizing Reflective Listening

- Ideally, most of your time should be spent listening.
- **Reflective listening** – also known as parallel talk or paraphrasing, occurs when you carefully listen to an adolescent's thoughts, perceptions and feelings then restate them for the purpose of clarification and further exploration. *What are the benefits?*



Summarizing Teen's Thoughts and Feelings

- Summarizing is done with only a few sentences.
- Use it sparingly to not interrupt the conversation flow.
- You might conclude a summary statement by asking the adolescent an open-ended question, *“What else?”* rather than a close-ended question, *“Did I miss anything?”*

This way, you are inviting them to elaborate as opposed to simply responding with “yes” or “no”.

Reinforce Resilience and Resources

- At the end of the BI, reinforce resilience and remind the adolescent or young adult of the resources they have available while making this change.
- These resources may include further assessment, intensive substance use treatment, mental health treatment, or self-help groups, among others.
- As a practitioner, become familiar with each type of resource so you can discuss what options are available.
- Focus on the adolescent's strengths for making this change. You might ask: *“which of your strengths might help you here?”*

Resources

- American Medical Association, **Issue brief: Nation's drug-related overdose and death epidemic continues to worsen**, November 12, 2021 <https://www.ama-assn.org/system/files/issue-brief-increases-in-opioid-related-overdose.pdf>
- Adolescent substance use: Challenges and opportunities related to COVID-19
<https://www.sciencedirect.com/science/article/pii/S0740547220304694>
- CDC, Teen Substance Use & Risks, February 2020
<https://www.cdc.gov/ncbddd/fasd/features/teen-substance-use.html>

Pocket Card

How many times in the past year have you used tobacco, alcohol or marijuana?

Never, Once or twice, Monthly, Weekly or more

Potential consequences of alcohol and drug use:



Brain



Injury



Legal Issues



Driving



School



Money



Violence



Pregnancy



Sexually Transmitted Infections

Alcohol use is related to the most common causes of injury and death among adolescents.

How much is one drink?

Any Drink Containing About 14 Grams Of Alcohol*

*NIAAA (www.RethinkingDrinking.NIAAA.NIH.gov)



12 fl oz beer

5 fl oz table wine

1.5 fl oz liquor
(vodka, tequila, etc.)

Risk Levels

- Never/No use = No risk.
- Once or twice in past year = Low risk.
- Monthly use = Moderate risk.
- Weekly or more = High risk.

What is binge drinking?

	YEARS	DRINKS IN A SITTING
FEMALES	9-17	3
MALES	9-13	3
	14-15	4
	16-17	5

Adolescent SBIRT

HOW IMPORTANT IS IT TO YOU? | HOW READY ARE YOU? | HOW CONFIDENT ARE YOU?

NOT AT ALL

0

1

2

3

4

5

6

7

8

9

10

EXTREMELY

Pocket Card

01

RAISE THE SUBJECT

Build rapport: Explore how things are going. Ask permission: *"Would it be ok to discuss your answers to the alcohol and drug questions?"*

02

PROVIDE FEEDBACK

- Review reported responses. Reinforce positive choices: *"It's great that you've chosen not to use alcohol or drugs at this stage of your life. What made you make that decision?"*
- Provide feedback: *"Alcohol/marijuana use can be especially harmful at this stage of your life when your brain is still developing..."*
- Recommend abstinence: *"Because I care about your well-being, the best choice is to completely avoid alcohol and drugs at this time in your life."*
- Elicit response: *"What do you think about this information?"*

03

ENHANCE MOTIVATION

- Explore pros and cons: *"What do you like about drinking/using marijuana?" "What are some of the not so good things about drinking/using marijuana?"* Summarize both sides.
- Explore readiness to change: *"On a scale where 0 is not at all ready and 10 is very ready, how ready are you to stop drinking/using marijuana?"* Respond: *"What made you choose x and not a lower number?"*
- Reasons to change: *"What are some of the best reasons you can think of to avoid alcohol/marijuana?"*

04

NEGOTIATE AND ADVISE

- Reinforce autonomy: *"What you choose to do is up to you."* Elicit input from adolescent: *"What next steps would you like to take?"*
- Negotiate a goal.
- Harm reduction: Contract for Life (if 'yes' to car question). Ask: *"What steps could you take to reduce harms from alcohol or drug use?"*
- Assist with developing a plan. Address co-occurring mental health and other issues.
- Arrange follow-up: depends on level of risk.
- Thank them.

This guide can be used for other risky behaviors, such as tobacco or illicit drug use.

OPTIONS FOR MORE HELP
Referral • www.LinkinCare.org



Funded by SAMHSA • Administered by Colorado Office of Behavioral Health Managed and Implemented by Peer Assistance Services, Inc. • Initiative of Colorado Office of the Governor

SBIRT Colorado | 303.369.0039 ext. 245 | www.ImprovingHealthColorado.org



Thank You!

Certificate of Completion

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- Certificates will be sent out within a week along with a copy of the slides.
- This webinar is approved for 2 hours of CASAC, CPP, CPS credentialing.

Contact and Survey

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ATTCnetwork.org/northeastcaribbean

If you are sharing a computer with others, please type your names in the chat box.

Please fill out your evaluation forms – it will only take a couple of minutes! Just scan the code with the camera on your smart phone, click on the link in the chat box, or type the link into your browser: <https://ttc-gpra.org/P?s=673256>

Don't worry if you can't – an email with the link will be sent to you tomorrow, along with a copy of the slides.



SAMHSA

Substance Abuse and Mental Health
Services Administration