

Technical Information

SAMHSA

Substance Abuse and Mental Health
Services Administration

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LIVE

This webinar is now live.



It is being recorded.



Please remain muted.

Welcome

Central East PTTC Webinar

Understanding Addiction: Moving Throughout the Spectrum of Mental, Emotional, and Behavioral Interventions

The Central East PTTC is housed at the Danya Institute in Silver Spring, MD

Oscar Morgan
Executive Director

Deborah Nixon Hughes
Project Director

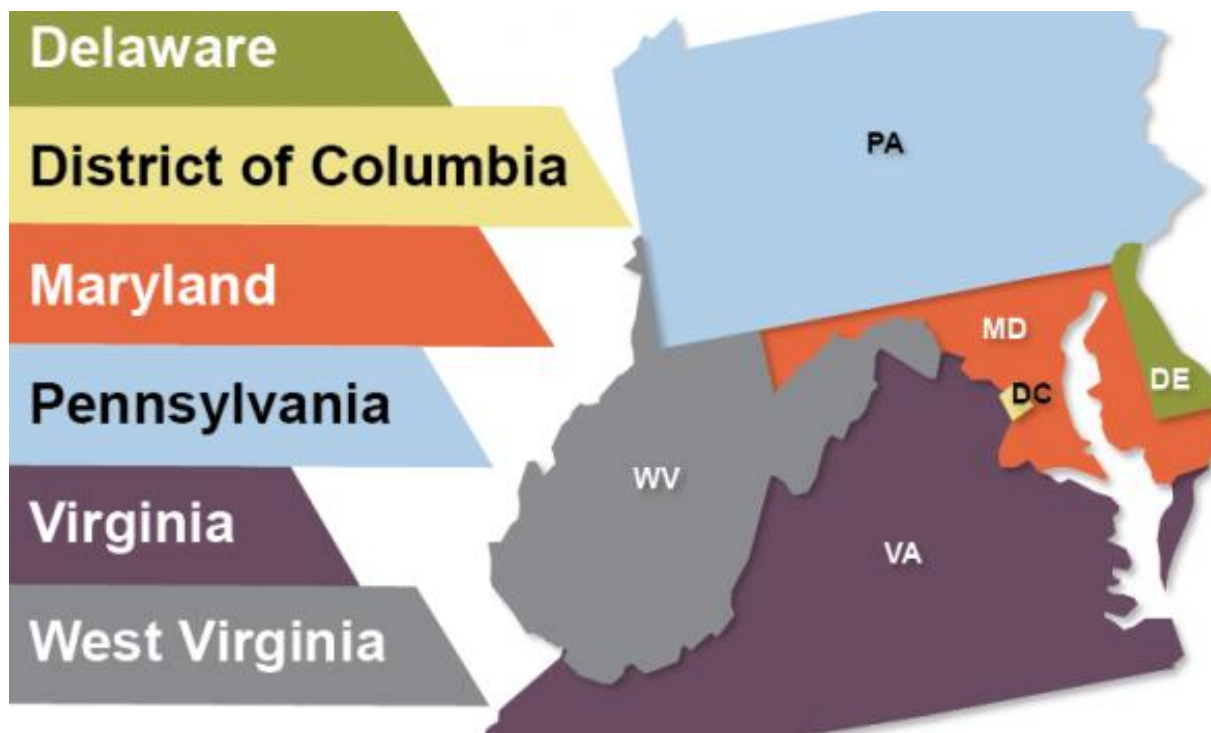


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Central East Region

SAMHSA REGION 3



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The use of affirming language inspires hope.

LANGUAGE MATTERS.

Words have power.

PEOPLE FIRST.

The PTTC Network uses affirming language to promote the application of evidence-based and culturally informed practices.

ethnicity spirituality
orientation practices
normalize experiences expression
standard create
Ethnic stories terror identity
race share injustices
change care Matter shootings
Racial education
space
seem normal cultural
powerful
NASW self Black
gender affected Lives hate
Diversity uncertainty
sexual advocacy
religious competency
humility



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PTTC Mission



To Strengthen the Capacity of the Workforce

1

To Deliver Evidence-Based Prevention Strategies

2

Facilitate Opportunities for Preventionists to Pursue New Collaboration Opportunities, which include Developing Prevention

3

Partnerships



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Services Available



Online Courses



Technical Assistance



Skill Based Training



Webinar



Toolkits



Facilitate Prevention Partnership & Alliances



Research Learning Collaborative



Newsletter



Technology Driven Models



Literature Searches



Virtual Meeting



Research Publication



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Other Resources in SAMHSA Region 3



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ATTC

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



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MHTTC

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



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

Understanding Addiction: Moving Throughout the Spectrum of Mental, Emotional, and Behavioral Interventions

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SAMHSA
Substance Abuse and Mental Health
Services Administration

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Training Objectives

- Understand when my work as a prevention provider ends and referral to treatment begins.
- Know the diagnostic criteria; signs and symptoms, for substance use disorders.
- Understand how the brain is impacted by substance use and impairment.
- Identify a minimum of 3 Risk Factors for developing a substance use disorder and 3 Protective Factors for reducing risk of developing a substance use disorder.



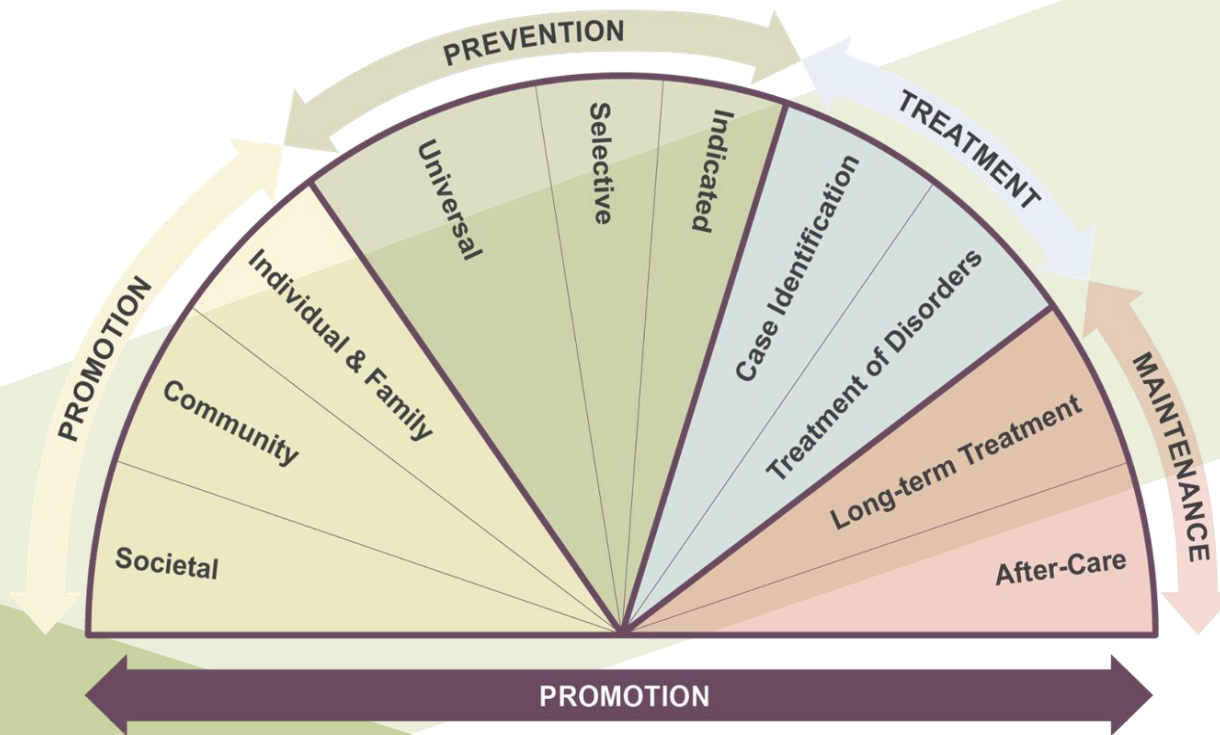
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Objective 1

Understand when my work as a prevention provider ends and referral to treatment begins

Spectrum of Mental, Emotional, and Behavioral Interventions

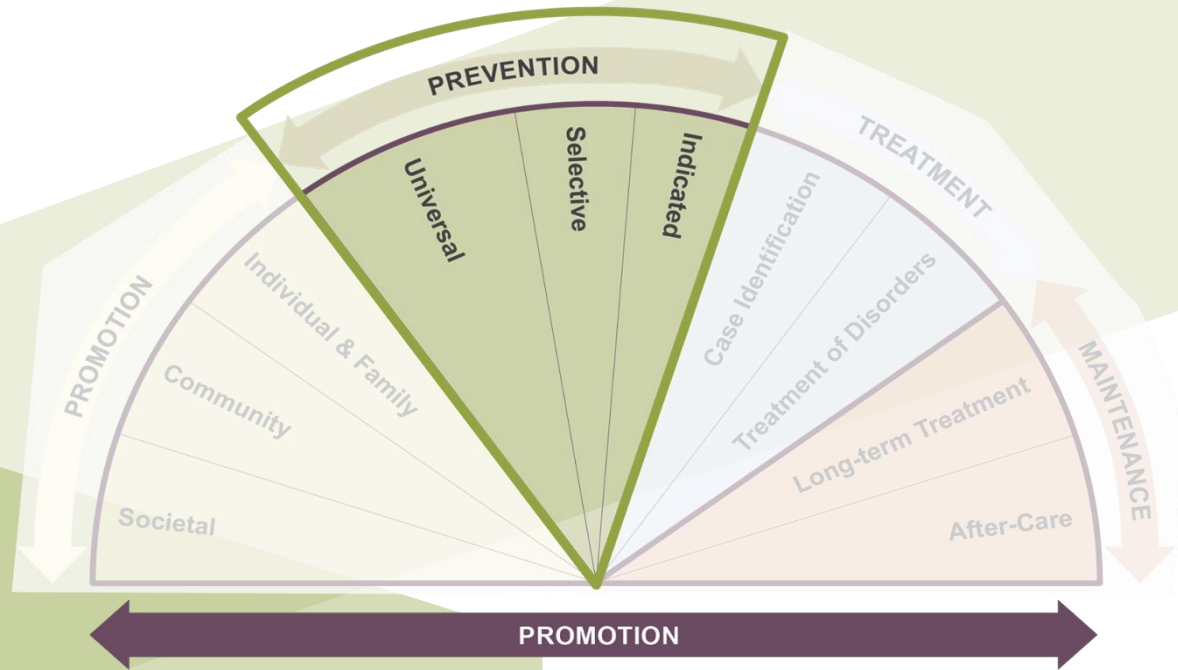


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Prevention

Prevention refers to the “strategies offered prior to the onset of a disorder that are intended to prevent or reduce the risk for its development.”

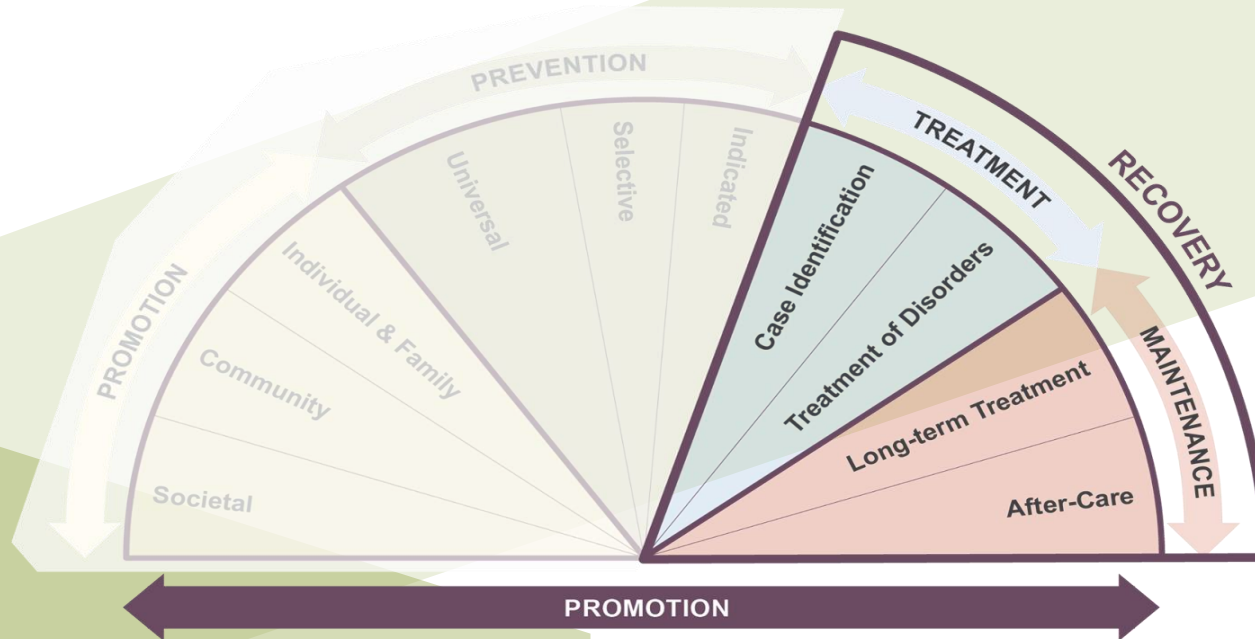


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Treatment & Maintenance

Recovery is “a process of change through which individuals improve their health and wellness, live a self-directed life, and strive to reach their full potential.”



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Objective 2

Know the diagnostic criteria; signs and symptoms, for substance use disorders



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DSM-5-TR

“A problematic pattern of use leading to clinically significant impairment or distress, as manifested by at least two of the following, occurring within a 12-month period:”



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<i>"A problematic pattern of use leading to clinically significant impairment or distress, as manifested by at least two of the following, occurring within a 12-month period:"</i>	Alcohol UD	Cannabis UD	Phencyclidine UD	Other Hallucinogen UD	Inhalant UD	Opioid UD	Sedative, Hypnotic, or Anxiolytic UD	Stimulant UD	Tobacco UD	Other or Unknown Substance Related UD
Taken in larger amounts or over a longer period than was intended	*	*	*	*	*	*	*	*	*	*
Persistent desire or unsuccessful efforts to cut down or control use	*	*	*	*	*	*	*	*	*	*
Great deal of time is spent in activities necessary to obtain, use, or recovery from its effects	*	*	*	*	*	*	*	*	*	*
Craving, or a strong desire or urge to use	*	*	*	*	*	*	*	*	*	*
Recurrent use resulting in a failure to fulfill major role obligations at work, school, or home	*	*	*	*	*	*	*	*	*	*
Continued use despite having persistent or recurrent social or interpersonal problems caused or exacerbated by the effects	*	*	*	*	*	*	*	*	*	*
Important social, occupational, or recreational activities are given up or reduced because of use	*	*	*	*	*	*	*	*	*	*
Recurrent use in situations in which it is physically hazardous	*	*	*	*	*	*	*	*	*	*
Use is continued despite knowledge of having a persistent or recurrent physical or psychological problem that is likely to have been caused or exacerbated by substance	*	*	*	*	*	*	*	*	*	*
Tolerance, as defined by either of the following: a. A need for markedly increased amounts to achieve intoxication or desired effect, b. A markedly diminished effect with continued use of the same amount of substance	*	*	*	*	*	*	*	*	*	*
Withdrawal, as manifested by either of the following: a. Characteristic withdrawal syndrome for substance noted in criteria, b. Substance, or a closely related substance, is taken to relive or avoid withdrawal symptoms	*	*				*	*	*	*	*



The ASAM Criteria Level of Care Management

Clinically managed levels of care:	Medically managed levels of care
Level 1.5: Outpatient Therapy	Level 1.7: Medically Managed Outpatient Counseling
Level 2.1: Intensive Outpatient Treatment	Level 2.7: Medically Managed Intensive Outpatient Treatment
Level 2.5: High-Intensity Outpatient Treatment	Level 3.7: Medically Managed Residential Treatment
Level 3.1: Clinically Managed Low-Intensity Residential Treatment	Level 4: Medically Managed Inpatient Treatment
Level 3.5: Clinically Managed High-Intensity Residential Treatment	

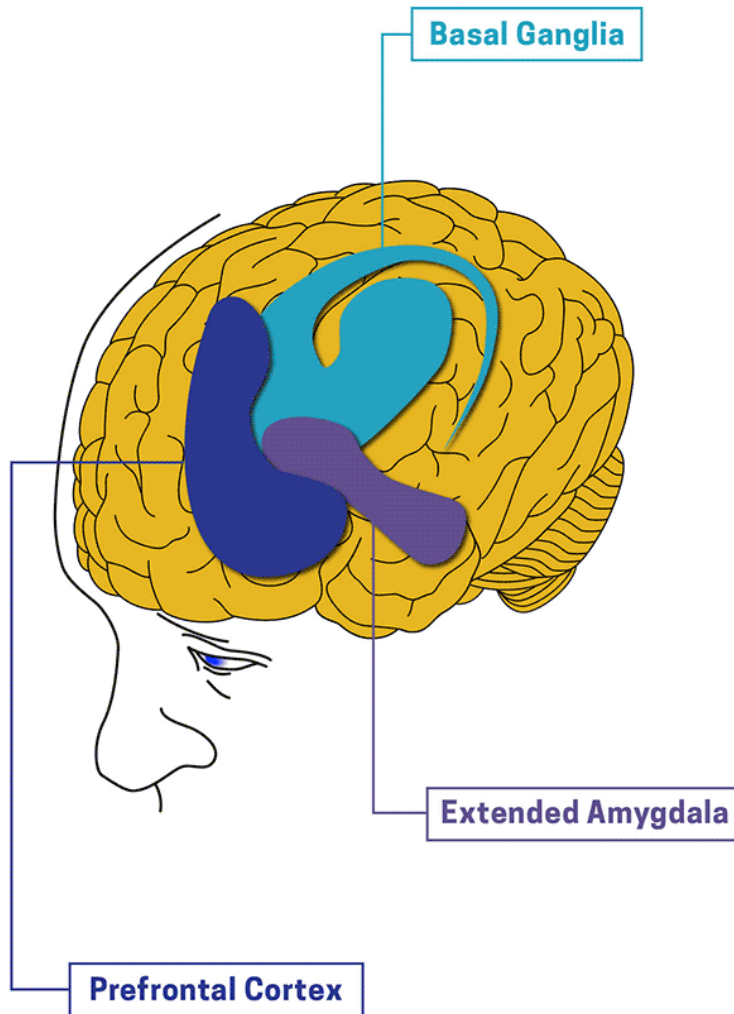


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Objective 3

Understand how the brain is impacted by substance use and impairment



Source: *Facing Addiction in America:
The Surgeon General's Report on
Alcohol, Drugs, and Health*



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Objective 4

Identify a minimum of 3 Risk Factors for developing a substance use disorder and 3 Protective Factors for reducing risk of developing a substance use disorder

Risk Factor

Any attribute, characteristic, or exposure that precedes and is associated with a **higher likelihood** of problematic outcomes



PROBLEMATIC OUTCOMES



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RISK FACTORS: Middle Childhood

	Individual	Family	Community (school)
Substance Misuse	<ul style="list-style-type: none"> • Poor impulse control • Low harm avoidance • Sensation seeking • Lack of behavioral self-control • Aggressiveness • Anxiety • Depression • Attention deficit/hyperactivity disorder • Antisocial behavior • Early persistent behavior problems • Early substance use 	<ul style="list-style-type: none"> • Permissive parenting • Parent-child conflict • Low parental warmth • Parental hostility • Harsh discipline • Child Misuse/maltreatment • Parents/siblings model drug use • Parents have favorable attitude towards alcohol and/or drugs • Inadequate supervision • Low parental aspirations for child • Lack of or inconsistent discipline 	<ul style="list-style-type: none"> • School failure • Low commitment to school • Peer rejection • Deviant peer group • Peer attitudes toward drugs • Alienation from peers • Laws and norms favorable toward alcohol and drug use • Availability of and access to alcohol • Extreme poverty for antisocial children



Protective Factor

Any attribute, characteristic, or exposure that precedes and is associated with a **lower likelihood** of problematic outcomes



PROBLEMATIC OUTCOMES



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PROTECTIVE FACTORS: Middle Childhood

Individual	Family	Community (school)
<ul style="list-style-type: none"> • Learning to read and write a language • Learning basic mathematics • Attending and behaving appropriately at school • Following rules for behavior at home, at school, and in public • Getting along with peers in school • Making friends with peers • Empathy and acceptance of other children's emotional expressiveness • Preference for pro-social solutions to interpersonal problems • Realistic control attributions • Self-efficacy 	<ul style="list-style-type: none"> • Time in emotionally responsive interactions with children • Consistent discipline • Language-based, rather than physically based, discipline • Extended family support • Parental resources, including positive personal efficacy, adaptive coping, self-views high on potency and life satisfaction 	<ul style="list-style-type: none"> • Positive teacher expectancies • Perceived teacher support • Effective classroom management • Positive partnering between school and family • Culturally relevant pedagogy • High academic standards, strong leadership, concrete strategies to promote achievement



Multiple Contexts



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Q & A

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Contact Us



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Prevention Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

a program managed by



THE DANYA INSTITUTE

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