As a social worker, counselor, substance abuse practitioner, psychologist, health education specialist, other health and human services provider, or attorney you know there are many ways to earn the continuing education required to stay current in your profession.

With the UW-Madison Behavioral Health programs, you will find a level of quality that you simply cannot get anywhere else.

Our courses are approved by the Association for Social Work Boards, National Board for Certified Counselors, and qualify as continuing education for marriage and family therapists and substance abuse counselors. New this year, we also offer Certified Health Education Specialist (CHES/MCHES) accreditation, and have been approved by the American Psychological Association (APA).

**We provide you with**

- Engaging speakers who are experts in their field
- Knowledgeable program directors who understand the skills employers want
- Relevant courses designed to address the challenges you face in your job
- Principled academic standards guided by the University of Wisconsin's mission
- Continuing Education hours required by licensing boards
- A supportive atmosphere and individual attention

Whether you are here in person or taking a class online, pursuing a single topic or building a specific area of expertise, you will find quality at every step of the way.

This new catalog will help you discover the options at UW-Madison, and we encourage you to share it with your colleagues.

Visit continuingstudies.wisc.edu/behavioral-health for detailed information about our learning opportunities.

We hope you discover classes that inspire you and will take your career to new heights.

The Behavioral Health staff look forward to having you with us this fall,

Jim Campbell, PhD
Suzanna Waters Castillo, PhD, MSSW
Flo Hilliard, MS
Aphra Mednick, MSW, LCSW
Barbara Nehls-Lowe, MPH, CHES, DMin
Kristi Obmascher, BS
Megan Reading, MPH, CHES
Ann Whitaker, BSN

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**For more information:**

Kristi Obmascher  
608-262-8971  
 kobmascher@dcs.wisc.edu

Cover photo: Bryce Richter, UW-Madison, University Communications
# Table of Contents

## AGING AND LONG-TERM CARE

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Dates</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Ethics of In-Home Geriatric Care Management</td>
<td>F, Sept 11</td>
<td>6</td>
</tr>
<tr>
<td>Late-Life Depression</td>
<td>Th, Sept 24</td>
<td>6</td>
</tr>
<tr>
<td>Geriatric Mental Health Care Management: An Introduction</td>
<td>Th, Oct 1</td>
<td>7</td>
</tr>
<tr>
<td>Substance Abuse Problems and the Older Adult</td>
<td>Th, Oct 15</td>
<td>7</td>
</tr>
<tr>
<td>Late-Life Sleep Disorders</td>
<td>Th, Oct 29</td>
<td>8</td>
</tr>
<tr>
<td>An Overview of Key Issues in Geriatric Mental Health</td>
<td>Th, Nov 5</td>
<td>8</td>
</tr>
<tr>
<td>The Impact of Common Geriatric Conditions on Mental Health</td>
<td>Th, Nov 12</td>
<td>9</td>
</tr>
<tr>
<td>Nursing Home Administration Correspondence Course</td>
<td>Start any time</td>
<td>9</td>
</tr>
<tr>
<td>Geriatric Mental Health Care Management Certificate</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Mental Health and the Older Adult Certificate</td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

## MEDIATION AND CONFLICT RESOLUTION

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Dates</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divorce and Family Mediation Training</td>
<td>W-F, Oct 21-23</td>
<td>12</td>
</tr>
<tr>
<td>Mediation Techniques for Managing Conflict</td>
<td>W-F, Nov 11-13</td>
<td></td>
</tr>
<tr>
<td>See Online Learning and Distance Education</td>
<td></td>
<td>33</td>
</tr>
</tbody>
</table>

## MENTAL HEALTH

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Dates</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing Project CHOICES: Reducing Alcohol-Exposed Pregnancies Using an Evidence-Based Brief Counseling Program</td>
<td>Th-F, Aug 27-28</td>
<td>24</td>
</tr>
<tr>
<td>Personality Disorders</td>
<td>T-W, Sept 1-2</td>
<td>13</td>
</tr>
<tr>
<td>Empathy Connection Therapy: A Successful Way to Treat the Addictive Personality</td>
<td>Th, Sept 3</td>
<td>13</td>
</tr>
<tr>
<td>Grief Support Specialist Certificate</td>
<td>Th-Su, Sept 10-13</td>
<td>14</td>
</tr>
<tr>
<td>and Sa, Oct 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivational Interviewing Professional Certificate</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Level One: Motivational Interviewing in Diverse Practice Settings</td>
<td>M-T, Sept 14-15</td>
<td>17</td>
</tr>
<tr>
<td>Level Two: Advancing Practice in Motivational Interviewing</td>
<td>M-T, Oct 5-6 and M, Nov 2</td>
<td>17</td>
</tr>
<tr>
<td>Empowering Clients to Flourish: Integrating Positive Psychology into Your Clinical Practice</td>
<td>Th, Sept 24</td>
<td>18</td>
</tr>
<tr>
<td>Strengths-Based Brief Family Therapy</td>
<td>F, Sept 25</td>
<td>18</td>
</tr>
</tbody>
</table>

Mental Health continued on next page…

Register online: continuingstudies.wisc.edu/behavioral-health
## MENTAL HEALTH …continued

<table>
<thead>
<tr>
<th>Topic</th>
<th>Dates</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bipolar Reality: Defining, Conceptualizing, and Treating the Disorder</td>
<td>Th, Oct 15</td>
<td>19</td>
</tr>
<tr>
<td>Forgiveness: A Pathway to Emotional Healing</td>
<td>W-Th, Oct 21-22</td>
<td>19</td>
</tr>
<tr>
<td>Mindfulness Mediation from a Clinical Perspective</td>
<td>F, Nov 13</td>
<td>20</td>
</tr>
<tr>
<td>Expanding Your Therapeutic Tool Kit for Couples and Families</td>
<td>Th-F, Nov 19-20</td>
<td>20</td>
</tr>
<tr>
<td>Demystifying Adaptive Functioning: Skills Building to Improve Assessment and Support DSM-5 Diagnoses</td>
<td>Th-F, Dec 3-4</td>
<td>21</td>
</tr>
<tr>
<td>Better than OK: Moving Our Clients from Illness to Happiness</td>
<td>W, Dec 9</td>
<td>22</td>
</tr>
<tr>
<td>Research and Practice Updates for Mental Health Providers</td>
<td>Th, Dec 10</td>
<td>23</td>
</tr>
</tbody>
</table>

## Coming Soon!

<table>
<thead>
<tr>
<th>Topic</th>
<th>Dates</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Problem Solving in the Professional Context</td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>Empowerment and Capacity Building for Helping Professions</td>
<td></td>
<td>32</td>
</tr>
</tbody>
</table>

## SUBSTANCE USE DISORDERS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Dates</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing Project CHOICES: Reducing Alcohol-Exposed Pregnancies Using an Evidence-Based Brief Counseling Program</td>
<td>Th-F, Aug 27-28</td>
<td>24</td>
</tr>
<tr>
<td>Intoxicated Driver Program-Approved Training</td>
<td>W-F, Sept 16-18</td>
<td>25</td>
</tr>
<tr>
<td>Substance Abuse Certificate: Classes 1-6</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Substance Abuse Class 1: Fundamentals of Substance Abuse and Addiction</td>
<td>T, Sept 22</td>
<td>26</td>
</tr>
<tr>
<td>Substance Abuse Class 2: Substance Abuse, Families, and Trauma-Informed Care</td>
<td>W, Sept 23</td>
<td>26</td>
</tr>
<tr>
<td>Substance Abuse Class 3: Effective Screening, Assessment, and Intervention</td>
<td>T, Oct 13</td>
<td>27</td>
</tr>
<tr>
<td>Substance Abuse Class 4: Cultural Competency in Treatment and Recovery</td>
<td>W, Oct 14</td>
<td>27</td>
</tr>
<tr>
<td>Substance Abuse Class 5: Effective Models for Treatment</td>
<td>T, Nov 17</td>
<td>28</td>
</tr>
<tr>
<td>Substance Abuse Class 6: Motivating Clients for Change</td>
<td>W, Nov 18</td>
<td>28</td>
</tr>
</tbody>
</table>
TRAUMA

UW-Madison Conference on Child Sexual Abuse.................. M-W, Oct 26-28 ............................................. 29

CERTIFICATES AND TRAINING PROGRAMS

Grief Support Specialist Certificate................................... Th-Su, Sept 10-13
and Sa, Oct 10 ...................................................... 14
Motivational Interviewing Professional Certificate................................. 16
Level One: Motivational Interviewing in Diverse Settings .... M-T, Sept 14-15 ........................................ 17
Level Two: Advanced Practice in Motivational Interviewing ..... M-T, Oct 5-6 and M, Nov 2 ............ 17
Intoxicated Driver Program-Approved Training.................. W-F, Sept 16-18 ........................................... 25
Divorce and Family Mediation Training ................... W-F, Oct 21-23 and
Nov W-F, 11-13 .................................................. 12
Geriatric Mental Health Care Management Certificate ................................. 10
Mental Health and the Older Adult Certificate .............................. 11
Substance Abuse Certificate ......................................................... 28

ONLINE LEARNING AND DISTANCE EDUCATION

Coming Soon!
Creative Problem Solving in the Professional Context .................................................. 31
Cross-Cultural Health Care Case Studies ...................... Start any time .................. 31

Coming Soon!
Empowerment and Capacity Building
for Helping Professions .................................................. 32
Forgiveness: A Pathway to Emotional Healing .................. Start any time ................. 32
Grief Support Specialist Online Certificate .................. T-Th, Jan 12-Mar 14, 2016 ......... 33
Mediation Techniques for Managing Conflict .................. Start any time .................. 33
Nursing Home Administration Correspondence Course ...... Start any time .................. 9

GENERAL INFORMATION

CEUs, Approved Hours, and Cancellations .................................................. 34
Locations and Lodging .................................................. 36
Staff Contacts .......................................................... 38
Instructor Biographies .................................................. 39-42
Registration Form .................................................. 43

Register online: continuingstudies.wisc.edu/behavioral-health
Aging and Long-Term Care

#3023-16-LAAS
F, Sept 11
9am-3pm; check in at 8:30am
Pyle Center, 702 Langdon St
Madison, WI

Instructor/Director:
Suzanna Waters Castillo, PhD, MSSW

Fee: $135
Credit: 0.5 CEU/5 hours of instruction
Level: Intermediate

Part of the Geriatric Mental Health Care Management Certificate

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The Ethics of In-Home Geriatric Care Management

Community-based care managers face complex challenges when working with older adults. Unlike working in a clinical setting, the care manager must confront ethical dilemmas in the home of older adults, without the immediate support of colleagues. Care managers broker health and human services and the nature of care is less tangible. This course explores everyday ethics in the context of care manager dynamics in the home of the older adult. This class is a component of the new Geriatric Mental Health Care Management Certificate (page10).

Learning Objectives
- Describe the definition and meaning of “aging in place”
- Explain the definition and meaning of ethics
- Explain the ethical challenges of community-based care management
- Summarize the guiding principles of ethical decision making
- Utilize alternative approaches to ethics
- Explain the conceptual principles of “caring and everyday ethics”
- Describe guidelines for setting professional boundaries in care management

---

#3004-16-LAAS
Th, Sept 24
9am-3pm; check in at 8:30am
Pyle Center, 702 Langdon St
Madison, WI

Instructor:
Art Walaszek, MD, Board Certified Geriatric Psychiatrist

Program Director:
Suzanna Waters Castillo

Fee: $135
Credit: 0.5 CEU/5 hours of instruction; 5 CECH (CHES) contract hours
Level: Intermediate

Part of the Mental Health and the Older Adult Certificate

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Late-Life Depression

The presentation and characteristics of late-life depression are unique. This course focuses on understanding the impact of late-life depression and the importance of appropriately identifying the nature of the depression, as well as appropriate treatment approaches.

Learning Objectives
- Explain the overall prevalence of mental health problems in late life
- Summarize the relationship between geriatric depression and cognitive impairment
- List the four warning signs of geriatric depression
- Compare and contrast the Geriatric Depression Scale/GDS and the PHQ-9 for geriatric depression
- Describe the evidence-based psychopharmacological treatment for geriatric depression
- Summarize the primary reasons older adults may not be adherent to antidepressants
- Define evidence-based cognitive behavioral therapies for geriatric depression
Geriatric Mental Health Care Management: An Introduction

Get the latest research and best practices on community-based geriatric care management. Learn appropriate evidence-based screening and monitoring tools, and practice approaches for successful care of mental disorders in late life. This class is a component of the new Geriatric Mental Health Care Management Certificate (page10).

Learning Objectives

- Summarize the unique functions of community-based geriatric mental health care management
- Understand the general prevalence of geriatric depression and anxiety
- Summarize teaching awareness approaches about geriatric mental illness for clients and families
- Demonstrate the ability to effectively speak to older adults about depression and treatment
- Apply evidence-based screening and monitoring for geriatric depression

Substance Use Problems and the Older Adult

Chronic and late-onset misuse and abuse of alcohol and other substances presents a serious and complex challenge among older adults. The complexities are related to co-morbid illness, medication management, and late-life loss of social networks and purpose.

Learning Objectives

- Explain how the brain responds to substance abuse in late life
- Compare and contrast the impact of alcohol on the body between older adults and the general adult population
- Identify the allowable amount of various alcohol products for persons 65+
- List three screening tools for geriatric alcohol abuse
- Describe the potential for medication mismanagement as a substance abuse issue in aging
- Explain the potential adverse side effects of alcohol on prescription medications for older adults
- Explain how Screening, Brief Intervention, Referral and Intervention (SBRI) can be effectively used for elderly people with alcohol problems

Register online: continuingstudies.wisc.edu/behavioral-health
Late-Life Sleep Disorders

This course presents an in-depth clinical view of the biological and psychosocial complexities of late-life sleep problems. Expert geriatric psychiatry faculty from UW Medical School and the Middleton Veterans Administration Hospital provide instruction and lead discussion.

Learning Objectives

- Summarize how different types of late-life sleep disorders impact quality of life
- Describe how the body regulates sleep
- Explain the neurobiological factors that influence sleep in late life
- Describe how sleep hygiene affects quality of sleep
- Identify two effective treatment modes for late-life sleep disorders

An Overview of Key Issues in Geriatric Mental Health

Recognizing and treating the unique symptoms of late-life mental illness requires specialized knowledge. This course focuses on screening and treatment of depression and anxiety disorders in the elderly. Review best-practice screening tools, methods, and treatment approaches. This class is a component of the new Geriatric Mental Health Care Management Certificate (page 10).

Learning Objectives

- Explain how late-life depression and anxiety present differently than midlife mental illness
- Apply valid, reliable and age-specific tools to screen for geriatric depression and anxiety
- Identify evidence-based treatment modes for geriatric depression and anxiety
- Summarize the impact that pain has on the development of geriatric depression
- Identify five facts that are indicators of potential for elder suicide
- Differentiate among geriatric depression, dementia, and delirium
The Impact of Common Geriatric Conditions on Mental Health

The interplay between late-life chronic health problems and mental illness is complex. This course focuses on best practices to minimize the impact of chronic disease on quality of life and mental health.

**Learning Objectives**

- Identify four chronic conditions that often occur in aging
- Identify the percent of adults 65+ who experience chronic pain
- Explain what percent of older adults do not report their pain
- Describe effective treatment for chronic pain in older adults
- Explain the relationship between cardiovascular disease and geriatric depression
- Define delirium and explain how, if untreated, it affects older adults
- List current treatment guidelines for common chronic geriatric diseases
- Collaborate to develop a treatment plan for an elderly person with a complex chronic disease and mental illness

Nursing Home Administration Correspondence Course

This independent-study correspondence course is ideal for long-term care professionals, especially those wanting to take the Nursing Home Administrator Licensing Exam. The program consists of 12 hour-long lectures on CD, each accompanied by outlines, assignments, and reading materials. Topics include: long-term care legislation, ethics and boundaries, nursing services, pharmaceutical services, dietary services, management and leadership, planning for change, and finance.

**Learning Objectives**

- Summarize the long-term care field
- Describe the basics of management and the needs of elderly residents
- Recognize the professional development needs of nursing home administrators
Geriatric Mental Health Care Management Certificate

This one-of-a-kind in the nation professional development certificate series focuses on developing the knowledge and skills of community-based care managers to improve mental health care for older adults. It comprises six classes of insights and practical approaches for geriatric care management of older adults with mental health problems. Not all courses are offered every semester. See our website for more details about the certificate (continuingstudies.wisc.edu/certificates/geriatric-mental-health-care-management).

The six required courses are:

- Ethics of In-Home Geriatric Care Management (page 6)
- Geriatric Mental Health Care Management: An Introduction (page 7)
- An Overview of Key Issues in Geriatric Mental Health (page 8)
- Screening and Assessment for Late-Life Mental Disorders (next offered in Spring 2016)
- Strengths-Based Geriatric Care Management (next offered in Spring 2016)
- Geriatric Care Coordination and Monitoring of Late-Life Mental Disorders (next offered in Spring 2016)

Prerequisite: Professionals registering for this certificate need to have experience working with older adults. The six required courses must be completed within a two-year period, which starts from the time of enrollment.

Learning Objectives

- Explain the basic tenets of care management
- Create a plan to work more effectively as a care manager
- Utilize evidence-based screening tools for late-life mental disorders, and contrast the concept and practice of a strengths-based approach
Program Director:
Suzanna Waters Castillo
Fee: $135 per workshop (total $1,080), $295 for the Summer Institute
Credit: 0.5 CEU per workshop (total 4.0 CEUs/40 hours of instruction); 1.3 CEUs for the Summer Institute/13 hours of instruction
Level: Intermediate

Mental Health and the Older Adult Certificate

This program is ideal for licensed practitioners and allied health professionals who work with older adults. Get state-of-the-art information and skills in geriatric mental health, and learn from leading experts about current research and clinical approaches. Gain practice-relevant skills to better treat late-life mental disorders. The Certificate includes the biannual Summer Institute on Mental Disorders and the Older Adult.

Individuals who want to earn the Mental Health and the Older Adult certificate must complete five required courses and three elective courses. Not all courses are offered every semester. See our website (continuingstudies.wisc.edu/certificates/mental-health-older-adult) for more details, including a complete listing of courses. Students must also complete the Summer Institute, which is offered in even-numbered years; the next one is in 2016. All requirements must be completed within two years of enrollment.

The five required courses are:
- Late-Life Depression (page 6)
- Late-Life Sleep Disorders (page 8)
- The Impact of Common Geriatric Conditions on Mental Health (page 9)
- Late-Life Anxiety (next offered in Spring 2016)
- Managing Psychotropic Medications (next offered in Spring 2016)

Courses with this symbol are part of the Mental and the Older Adult Certificate

Register online: continuingstudies.wisc.edu/behavioral-health
Mediation and Conflict Resolution

#1032-16-LAAS
W-F, Oct 21-23 and
W-F, Nov 11-13
8:30am-4:30pm, W-Th;
8:30am-2:30pm, F;
check in at 8am
Pyle Center, 702 Langdon St
Madison, WI

Instructor: Perri Mayes, JD
Program Director: Ann Whitaker
Fee: $1,095/$1,295 after
Sept 14
Credit: 4.0 CEUs/40 hours of instruction
Level: Beginner to Intermediate

Divorce and Family Mediation Training

Mediation is a unique approach to helping people or systems in conflict. Rather than advocating for one side or the other, the mediator guides the parties toward consensual agreements and resolution. This program provides comprehensive, in-depth training in a comfortable and supportive learning environment. It is designed to meet the 25-hour mediation training required by Wisconsin Chapter 767 to be considered a qualified mediator of divorce and child custody/placement cases, and the nationally recognized 40-hour standard.

The training offers a combination of lecture, demonstration, and role play to help prepare for the practice of mediation, and allows ample time to practice the new skills.

Learning Objectives
• Distinguish the mediation approach as a unique form of conflict resolution for couples and families
• Describe and practice the mediation process
• Explain the impact of refined listening, questioning, and issue reframing on the mediation process and its outcomes
• Identify parenting and financial issues in the divorce process
• Examine mediation standards and explain how to respond to special issues such as domestic violence

“I don’t usually check the perfect box—this was an exceptional training! Perri is the perfect combination of experienced mediator and experienced presenter.”

—STUART KRUEGER, ATTORNEY
RODII, BESKAR, KRUEGER & PLETCHER, RIVER FALLS, WI
Personality Disorders

This workshop examines various definitions of personality and increases understanding of the major disorders: borderline, histrionic, narcissistic, antisocial, obsessive-compulsive, paranoid, schizoid, and schizotypal. The content emphasizes understanding the interpersonal dynamics of these disorders so as to anticipate the best treatment approaches.

Learning Objectives

• Explain essential characteristics of each personality disorder
• Identify the efficacy of various treatments
• Describe how transference and countertransference affect therapy

“David Mays is a very good presenter…I enjoy hearing him speak and his sense of humor. I really got a lot out of this presentation.”

—Penny Poirier, Treatment Specialist

Empathy Connection Therapy: A Successful Way to Treat the Addictive Personality

Empathy Connection Therapy uses practical tools and techniques aimed at having the therapist and the client work together through compassion, empathy, and forgiveness toward self-worth. It is cooperative—both the therapist and the client take risks and make sacrifices, and they grow together.

Learning Objectives

• Compare and contrast traditional versus new approaches for working with addictions
• Describe an alternative to the medical model of care that is based on our common pain, shortcomings, and imperfections
• Define Empathy Connection Therapy and explain its benefits
• Compare the advantages and disadvantages of self-disclosure within the therapeutic environment
• Examine creative assessments and care plans to use when counseling people with addictions
Grief Support Specialist Certificate

The Grief Support Specialist Certificate equips counselors, clergy, coaches, educators, and other healthcare personnel with counseling tools to assist people in finding healing in the midst of loss, whether that be death, divorce, destruction due to drug abuse, or any other traumatic personal devastation. Four instructors, all skilled in various dimensions of grief therapy, will instruct participants through four day-long classes. Participants will convene one month later to present their final paper or special project.

Learning Objectives

Day One

- Explain a style of counseling that helps people find meaning and value in the midst of suffering, even if the suffering cannot be removed
- Describe the differences between intuitive (feeling-centered) grievers and instrumental (cognitive-centered or action-centered) grievers
- Use a client’s own strengths to encourage self-help and self-determination
- Identify and use various tools and techniques that help clients process their feelings and thoughts related to loss
- Describe ways of presenting counseling to those who would normally not enter a counseling relationship
Day Two
- Identify variables affecting children’s grief
- Identify cognitive, emotional, and physical grief responses based upon a client’s developmental age
- Describe some cathartic tools to help children break through adult/child communication barriers
- Develop creative individual interventions for grieving children
- Develop creative interventions for grieving children that can be used in group counseling settings

Day Three
- Explain several ways of assessing someone’s spiritual language
- Describe how to discover someone’s spiritual concerns and expectations
- Use prayer/meditation with clients of various religious/spiritual backgrounds
- Explain the influences of various prejudices on grief counseling, examining both the counselor’s and client’s perspectives
- Develop a basic set of multicultural clinical practice competencies that can be used as guidelines for working with diverse patients and families

Day Four
- Explain ways of enhancing current work by developing new grief support programs
- Describe multiple job possibilities in the field of grief counseling
- Develop a strategy of creating a new job in grief counseling
- Explain how after-death communication can be used as a positive healing tool
- Explain how dreams, virtual dreams, guided imagery, and gestalt dialogues can be used to complete unfinished business and heal previous wounds

Day Five
- Summarize the depth and breadth of participant projects
- Integrate key learnings into clinical practice and personal relationships
- Develop an action plan to utilize this experience going forward

“The sense of community that was formed in four days was amazing. I now have a group of like-minded peers to reach out to for support… I am a changed person because of this class and hope to be able to share this knowledge with peers and family with the same dignity and respect with which it was shared with me.” —Michelle W.
#2750-16-LAAS
Level One: M-T, Sept 14-15
Level Two: M-T, Oct 5-6, M, Nov 2
Pyle Center, 702 Langdon St Madison, WI

Instructors:
Laura A. Saunders, MSSW and Scott Caldwell, MA, CSAC

Program Director:
Flo Hilliard

Fee: Certificate $750

Credits: 3.0 CEUs/30 hours of instruction; 30 CECH (CHES) contact hours

Motivational Interviewing Certificate

Years of research have shown that Motivational Interviewing (MI) is an evidence-based approach to promoting positive behavior change across a wide range of settings, problems, and populations. It is most effective for clients ambivalent about changing or initially not even considering making changes. MI represents a complex skill set that requires dedicated effort. Level One and Level Two draw upon best training principles to work toward proficient MI practice and achieve the best possible client outcomes.

Note: You may register for Level One and Two, or only for Level One. Level Two cannot be taken as a stand-alone course.
## Level One: Motivational Interviewing in Diverse Practice Settings

This training introduces MI theory and research, including how and why behavior changes. Learn the basic practice elements of MI and the fundamental processes of engaging, focusing, evoking, and planning with the client. Through discussion, videos, and experiential exercises, contrast MI with other methods of behavior change and begin development of an MI practice.

### Learning Objectives
- Identify the elements of practice
- Identify change-talk as an active ingredient of MI
- Observe MI and begin developing person-centered OARS skills

**Note:** At the conclusion of the workshop, participants who registered for Level Two or who anticipate registering should audio record an MI session with a learning peer and submit the recording to the trainers for review.

## Level Two: Advancing Practice in Motivational Interviewing

In this training, build the skills to design a learning plan based on feedback from the audio recording provided to trainers in Level One. Develop complex reflective listening skills, including the ability to elicit, respond to change-talk, focus and evoke, create a change goal with clients, support plans and commitment, and measure and track key outcomes. Participants must complete two additional audio recordings of MI practice and receive feedback from the trainers.

**Note:** You may register for Level One and Two, or only for Level One. Level Two cannot be taken as a stand-alone course.

### Learning Objectives
- Define the benchmarks of proficient practice
- Create an individual learning plan and a pathway toward MI proficiency
- Demonstrate experience with focusing sessions and directive use of OARS skills
- Develop a change plan with clients
- Conceptualize follow-up sessions with clients to track outcomes

Register online: continuingstudies.wisc.edu/behavioral-health
Empowering Clients to Flourish: Integrating Positive Psychology into Your Clinical Practice

Positive psychology offers many research-based tools and strategies for helping clients improve their quality of life and their significant relationships. This workshop consists of information-rich didactic presentation and skill-building exercises to strengthen clinical practice with children, youth, adults, couples, and families.

Learning Objectives

• Identify and utilize clients’ top signature strengths to empower them to resolve their difficulties
• Apply therapeutic tools and strategies to increase client optimism and hope levels
• Select therapeutic tools and strategies to neutralize the negative effects of past trauma and emotional cut-off losses by giving gratitude and forgiveness
• Apply positive psychology interventions with couples and families

Strength-Based Brief Family Therapy

This hands-on practice-oriented workshop shares a strengths-based brief family therapy approach. It capitalizes on the strengths and resources of children and adolescents and their families, key resource people from their social networks, and involved helpers from larger systems to co-construct solutions. A special emphasis is placed on creative use of self as the catalyst for change.

Learning Objectives

• Apply therapeutic questions to tap clients’ expertise, develop storylines of courage and resilience, and co-create compelling future realities
• Define the creative use of oneself as the catalyst for change
• Identify the skills to build strong therapeutic alliances with challenging children and adolescents
• Describe the guidelines for utilizing key family members’ strengths to co-design and select therapeutic tools and strategies in line with their treatment goals
Bipolar Reality: Defining, Conceptualizing, and Treating the Disorder

Bipolar disorder needs to be redefined based on current clinical and society misconceptions. This course helps build a tangible understanding of how mania is actually expressed and what sets bipolar disorder apart from other illnesses. In addition, techniques are provided to treat the illness—with easy-to-understand mindfulness and EMDR (Eye Movement Desensitization and Reprocessing) techniques—rather than simply containing symptoms via psychotropic interventions.

**Learning Objectives**
- Describe integrated treatment approaches with clinical applicability
- Examine the genetic component of the disorder
- Summarize the stigma and common misunderstandings of those with the illness
- Utilize the DSM-5 to differentially diagnose for bipolar disorder
- Name the psychotropic medications commonly used and misused to treat bipolar disorder
- Identify and apply the core interventions for managing symptoms

Forgiveness: A Pathway to Emotional Healing

This program on the psychology of forgiveness addresses critical questions for anyone interested in bringing emotional healing to individuals, families, and communities: What is forgiveness? Why forgive? How do people forgive? How can we bring forgiveness to families, schools, the workplace, and other communities for better emotional health? Day two provides a deeper look at the psychological and educational professions with applications for life and work.

**Learning Objectives**
- Describe what the term “forgiveness” means
- Integrate the life-giving qualities of forgiveness into relationships with clients and others
- Identify the uses of forgiveness therapy in partnering relationships, in coping with divorce and abandonment, and with oneself
- Describe how to teach children the art of forgiveness

Register online: continuingstudies.wisc.edu/behavioral-health
#3318-16-LAAS  
F, Nov 13  
9am-4pm; check in at 8:30am  
Pyle Center, 702 Langdon St  
Madison, WI  

**Instructor:**  
Vicki Goodman-Strenski,  
LCSW, SCAC  

**Program Director:**  
Barbara Nehls-Lowe  

**Fee:** $150  
**Credits:** 0.6 CEU/6 hours of instruction; 6 CECH (CHES) contact hours  
**Level:** Beginner to Intermediate

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**Mindfulness Meditation from a Clinical Perspective**  
This course begins with a review of the foundations of mindfulness meditation and identifying what the mind-brain system is. Throughout the day, practice and experience mindfulness meditation. Build the expertise to use this knowledge to support clients by increasing calm, reducing impulsiveness, gaining insight, and connecting with their innate desire to avoid suffering and seek happiness.

**Learning Objectives**  
- Explain and demonstrate what mindfulness and mindfulness meditation are, and describe its limits and strengths  
- Recognize what neuropsychology is and how it helps clients’ understanding of the change process  
- Describe the mind-brain system in client-friendly language  
- Show how to support clients in identifying and practicing mindful moments or pauses during their day and how to bring their insights into their sessions

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#1031-16-LAAS  
Th-F, Nov 19-20  
8:30am-4:30pm, Nov 19; 8:30am-12:30pm, Nov 20; check in at 8am  
Pyle Center, 702 Langdon St  
Madison, WI  

**Instructor:**  
Doug Meske, MSW, PhD  

**Program Director:**  
Ann Whitaker  

**Fee:** $250  
**Credit:** 1.2 CEUs/12 hours of instruction  
**Level:** Intermediate to Advanced

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“I loved the tools, especially the use of music during sessions and case presentations at the end. Class was very interactive all through with fresh ideas.”  
—Olujumoke Aderugbo, Advanced Practice Social Worker  
Community Care, Inc., Wauwatosa, WI
Demystifying Adaptive Functioning: Skills Building to Improve Assessment and Support DSM-5 Diagnoses

Measures of adaptive functioning indicate how well an individual navigates his or her environment and include developmental, social, conceptual, and practical indicators in a cultural context. Assessments for developmental and behavioral disabilities rely on cognitive and adaptive indicators, yet many professionals are not comfortable conducting adaptive functioning assessments. This practical skills-building workshop reviews adaptive functioning indicators, highlights tools to assess these indicators, and provides hands-on experience with a variety of tools to increase comfort and facilitate DSM-5 diagnoses.

Prerequisite: Participants must have education and/or training to qualify for administration of Qualification Level B assessments. This is typically a master's degree in psychology, education, occupational therapy, social work, or related field plus training in ethical administration of assessments, or a degree or license to practice in a health care field.

Learning Objectives

- Explain the components of adaptive functioning
- Define the key assessment tools
- Describe how adaptive functioning can strengthen a DSM-5 diagnosis
- Demonstrate how to conduct adaptive functioning assessments

Limited free onsite parking for program participants.

A block of rooms is held at the DoubleTree through Nov 2 at a rate of $119/night for a single or double room. Call 800-222-8733 to reserve a room, and reference group code DAF, ID#311217.
Better than Okay: Moving Our Clients from Illness to Happiness

The traditional goal of health treatment has been to treat disease, not promote health. This workshop provides suggestions to get beyond neutral in our clients’ lives, using findings from neurophysiology and the science of positive psychology. The content focuses on what makes us mentally healthy, fulfilled, and happy—not simply free from misery.

Learning Objectives

• Describe the various models of mental health
• Define the major tenets of positive psychology
• Summarize strategies to help clients become mentally healthy, fulfilled, and satisfied

Free on-site parking.

A block of rooms is held at the neighboring Inn on Woodlake through Nov 6 at a rate of $119/night for a single or $139 for a double room. Call 800-344-2838 to reserve a room, and reference City Ledger 82B11V, University of Wisconsin–Madison group block. Registrants can also stay at the American Club for $169/night for a single room.

“Great presentation. I had fun and learned a great deal. I feel empowered to continue working on happiness with my patients.”

—Sarah Q Miner, Registered Nurse
Research and Practice Updates for Mental Health Providers

This workshop focuses on the latest findings in basic and applied science that are driving research and leading to new treatments of the major mental disorders. It also provides best practice tips for mental health providers.

Learning Objectives

- Describe current mental health research
- Summarize best practices for working with clients with mental illness
- Explain the ongoing struggle to serve clients with co-occurring disorders

Free on-site parking.

A block of rooms is held at the neighboring Inn on Woodlake through Nov 6 at a rate of $119/night for a single or $139 for a double room. Call 800-344-2838 to reserve a room, and reference City Ledger 82B11V, University of Wisconsin–Madison group block. Registrants can also stay at the American Club for $169/night for a single room.

Register online: continuingstudies.wisc.edu/behavioral-health
Implementing Project CHOICES: Reducing Alcohol-Exposed Pregnancies Using an Evidence-Based Brief Counseling Program

Risky drinking, including substance use disorders, is a significant public health concern that is associated with physical and psychological illness as well as social and legal concerns. There are special risks for women drinkers, including the risk of an alcohol-exposed pregnancy. CHOICES is an evidence-based counseling intervention developed in collaboration with the Centers for Disease Control and Prevention. This training provides the knowledge and resources to conduct CHOICES within an agency.

Learning Objectives

- Define the risks of an alcohol-exposed pregnancy
- Discuss ways to prevent an alcohol-exposed pregnancy
- Describe key components of Motivational Interviewing fundamental to the CHOICES curriculum
- Demonstrate Motivational Interviewing strategies used in CHOICES
- Apply the CHOICES intervention in a standardized patient role play

Limited free on-site parking for program training participants.

A block of rooms is held at the DoubleTree through July 27 at a rate of $119/night for a single or double room. Call 800-222-8733 to reserve a room, and reference group code IPC, ID#311215.
Intoxicated Driver Program-Approved Training (IDP-AT)

Enrollment in this certificate program is limited to assessors, supervisors, and coordinators of the Wisconsin Intoxicated Driver Program (IDP). The certificate includes approximately 15 hours of self-study, a three-day in-person training, and a competency-based final exam. IDP staff who do not provide assessments can take the first day of the training and complete part one of the self-study, but do not earn the IDP-AT certificate.

Learning Objectives

• Describe Wisconsin’s Intoxicated Driver Program
• Discuss implications of Wisconsin Administrative Rule on Local Intoxicated Driver Programs
• Recognize the WAID criterion and scoring rubric
• Practice completing the WAID tool and Driver Safety Plan for mock clients
• Demonstrate the ability to accurately use the WAID tool and DOT forms to prepare a Driver Safety Plan

Substance Abuse Certificate: Classes 1-6 Taken Consecutively

This is a comprehensive series of six one-day courses that supplement professional clinical training and strengthen knowledge of all aspects of substance abuse issues and treatment. Ideally, the six classes will be taken in sequence, but participants may attend individual classes without working toward their Substance Abuse Certificate. The certificate fulfills 36 hours toward the 100 hours of specialized substance abuse education required by the Wisconsin Department of Safety and Professional Services for the Substance Abuse Counselor in Training (SAC-IT).

The six required courses are:

• Substance Abuse Class 1: Fundamentals of Substance Abuse and Addiction (page 26)
• Substance Abuse Class 2: Substance Abuse, Families, and Trauma-Informed Care (page 26)
• Substance Abuse Class 3: Effective Screening, Assessment, and Intervention (page 27)
• Substance Abuse Class 4: Cultural Competency in Treatment and Recovery (page 27)
• Substance Abuse Class 5: Effective Models for Treatment (page 28)
• Substance Abuse Class 6: Motivating Clients for Change (page 28)
#2721-16-LAAS  
T, Sept 22  
9am–4pm; check in at 8:30am  
Pyle Center, 702 Langdon St  
Madison, WI  

**Instructor/Director:**  
Flo Hilliard, MS  

**Fee:** $140  
**Credits:** 0.6 CEU/6 hours of instruction; 6 CECH (CHES) contact hours  
**Level:** Beginner to Advanced

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**Substance Abuse Class 1:**  
**Fundamentals of Substance Abuse and Addiction**

The connection among addiction, the brain, and self-destructive behavior provides a challenge for caregivers. This class provides basic pharmacological terms and concepts, and incorporates current understandings from neuroscience research on abuse, addiction, and recovery.

**Learning Objectives**

- Describe the science of substance abuse and addiction, why it is understood as a brain disorder, and how this influences relapse-prevention planning  
- Explain the basic pharmacology of addictive drugs on the brain and body and their connection to self-destructive behavior  
- Demonstrate basic techniques of how to talk to clients from a brain-disorder perspective

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#2722-16-LAAS  
W, Sept 23  
9am–4pm; check in at 8:30am  
Pyle Center, 702 Langdon St  
Madison, WI  

**Instructors:**  
Sandy Hardie, SCAC, ICS, CTS and Flo Hilliard, MS  

**Program Director:**  
Flo Hilliard  

**Fee:** $140  
**Credits:** 0.6 CEU/6 hours of instruction; 6 CECH (CHES) contact hours  
**Level:** Beginner to Advanced

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**Substance Abuse Class 2:**  
**Substance Abuse, Families, and Trauma-Informed Care**

This class explores the intersection between active addiction and trauma, and examines their impact on the individual with addiction and on the functioning of a family unit.

**Learning Objectives**

- List the potential effects of addiction on family members  
- Describe the effects of trauma on the brain and on human development  
- Explain the relationship between post-traumatic stress disorder and addiction  
- Summarize strategies to screen for and address trauma in individuals with substance-use disorders  
- Summarize strategies to help families with a member who is experiencing active addiction
Substance Abuse Class 3: Effective Screening, Assessment, and Intervention

Learn the major signs and symptoms of substance abuse with an overview of the differences among men, women, adolescents, and elderly abusers. Become familiar with screening and assessment tools, medical interventions, and common co-occurring disorders.

**Learning Objectives**

- List the physical, psychological, social, and behavioral indicators of substance use disorders
- Identify which screening and assessment instruments are most effective in what settings
- Demonstrate how to work effectively with the most common co-occurring diagnoses
- Summarize the medication interventions that are available

“...I have been sober for over 11 years and have had somewhat of a contentious relationship with the recovery community—both patients and therapists—over the years. To say I was skeptical would be an understatement. However, not only was I pleasantly surprised with the course, but it has absolutely changed and given direction to my life.”
#2725-16-LAAS
T, Nov 17
9am–4pm; check in at 8:30am
Pyle Center, 702 Langdon St
Madison, WI

Instructor/Director:
Flo Hilliard, MS
Fee: $140
Credits: 0.6 CEU/6 hours of instruction; 6 CECH (CHES) contact hours
Level: Beginner to Advanced

Substance Abuse Class 5:
Effective Models for Treatment
This workshop covers successful treatment models and recovery-management tools.

Learning Objectives
• Compare group therapy and self-help groups as they relate to substance use disorders
• Summarize Cognitive Behavioral Therapies (CBT) and explain how to use CBT in treatment and relapse prevention
• Use Acceptance and Commitment Therapy (ACT) in treatment and recovery management planning
• Summarize the benefits of mindful meditation as a clinical intervention

#2732-16-LAAS
W, Nov 18
9am–4pm; check in at 8:30am
Pyle Center, 702 Langdon St
Madison, WI

Instructor:
Scott Caldwell, MA, CSAC
Program Director:
Flo Hilliard
Fee: $140
Credits: 0.6 CEU/6 hours of instruction; 6 CECH (CHES) contact hours
Level: Beginner to Advanced

Substance Abuse Class 6:
Motivating Clients for Change
This knowledge and skills-based class focuses on an evidence-based practice that motivates people to change behavior in even the most difficult circumstances.

Learning Objectives
• Explain what Motivational Interviewing (MI) is and why it succeeds
• Describe why MI is so effective even with the most difficult clients
• Explain how to use MI effectively with different populations and cultures
• Demonstrate listening for and supporting change-talk
• Demonstrate how to use MI to work effectively with difficult clients without having to be confrontational

“I plan to use this information in assisting my agency to develop an aftercare program for veterans who come out of inpatient substance abuse treatment.”
University of Wisconsin–Madison Conference on Child Sexual Abuse

This conference offers more than 50 institutes and workshops on a wide range of topics related to treatment issues for sexual abuse victims and offenders. It is well suited for those who are experienced professionals as well as those new to the field. This highly regarded conference offers the very latest evidence-based information for therapists, child protection workers, attorneys, law enforcement officers, medical professionals, or people in any position who need to know about child sexual abuse treatment.

For a list of presenters and to register
continuingstudies.wisc.edu/conferences/child-sexual-abuse
We provide a variety of comprehensive certificate and training programs that share evidence-based content information, promote skills development, and share resources addressing a range of topics.

Grief Support Specialist Certificate
Page 14

Motivational Interviewing Professional Certificate: Level One and Level Two
Page 16

Intoxicated Driver Program-Approved Training
Page 25

Divorce and Family Mediation Training
Page 12

Geriatric Mental Health Care Management Certificate
Page 10

Mental Health and the Older Adult Certificate
Page 11

Substance Abuse Certificate
Page 25
Online Learning and Distance Education

Discover the flexibility of our online classes! Earn CEUs from the comfort of home or workplace. Most classes start any time and must be completed within one year of enrollment.

#2810-16-LAAS
Start any time

Instructor:
Center for Patient Partnerships

Program Director:
Aphra Mednick

Fee: $85

Credit: 0.5 CEU/5 hours of instruction; 5 CECH (CHES) contact hours

Level: Beginner to Intermediate

Coming Soon!
Creative Problem Solving in the Professional Context

This course explores the role of collaboration and rich, creative problem-solving in advocacy for clients. The term “advocate” is used in this course, which speaks from the lens of activism for patients facing life-threatening illness, and is the area of focus for the Center for Patient Partnerships. Since the challenges clients and their advocates face are often complicated and multifaceted, the course provides resources and methods to support nontraditional thinking, and considers systemic problems that give rise to the need for advocacy. It also covers the role of advocates in formulating potential solutions to persistent problems, and encourages the real-world application of materials to client situations.

Learning Objectives

• Explore the advocate’s role as problem solver and collaborator
• Identify and enhance your existing problem-solving skills and how to empower clients in their efforts
• Inspire curiosity about the value of collaborative problem-solving and teamwork in advocacy

#2815-16-LAAS
Start any time

Program Director:
Aphra Mednick, MSW, LCSW

Fee: $95

Credit: 0.6 CEU/6 hours of instruction; 6 CECH (CHES) contact hours

Level: Beginner to Advanced

Cross-Cultural Health Care Case Studies

This online self-study course series of five tutorials explores the importance of culturally competent care through case studies, and familiarizes health care providers with common issues that arise when working with people of diverse cultures.

Learning Objectives

• Demonstrate the importance of culturally competent care through case studies
• Identify common issues that arise when working with people of diverse cultures
• Recognize strategies for culturally competent care when working with individuals, providers and systems

Register online: continuingstudies.wisc.edu/behavioral-health
Coming Soon!
Empowerment and Capacity Building for Helping Professions

Investing in the autonomy and capacity of clients is at the heart of social work, counseling, and client-centered advocacy professions. Yet like all skills utilized on a daily basis, it is valuable to reevaluate and recommit to this core attribute. This course invites application of reflections to client situations, and offers the perspective of clients while inviting the opportunity to pause and consider how difficult it is to step into the empowered space.

The term “advocate” is used in this course, which speaks from the lens of activism for patients facing life-threatening illness, and is the area of focus for the Center for Patient Partnerships.

Learning Objectives

• Strengthen the ability to approach all clients from the strengths-based perspective, appreciating and building upon their strengths
• Marvel at the diverse routes to empowerment, taking care to support each person’s unique journey
• Invigorate the ability to assist, abide with, and believe in others as they discover their needs and find ways to meet them
• Recognize that the desire to be helpful may at times hinder, rather than enhance, capacity

Forgiveness: A Pathway to Emotional Healing

This recorded audio from a one-day program on the psychology of forgiveness addresses critical questions for anyone interested in bringing emotional healing to individuals, families, and communities. They are: What is forgiveness? Why forgive? How do people forgive? How can we bring forgiveness to families, schools, the workplace, and other communities for better emotional health? The course includes supplemental materials.

“I’m a retired banker, not a therapist, social worker, or a religious minister. This course was superb in every aspect.” —Marc W.
Grief Support Specialist Online Certificate

The online version of the Grief Support Specialist Certificate replicates the in-person version in terms of learning objectives (p 14). The design of many of the lectures and small-group assignments and activities have been slightly altered to better match the necessary format of an online course. A cohort of learners in the two-month online program will be able to adjust their participation in listening to the lectures and doing the assignments according to their personal work schedule. Participants are expected to commit approximately 20-25 hours during the first month of the course (the lectures and assignments portion) and between 15-20 hours for a project or paper during the second month of the course. Email bnehlslowe@dcs.wisc.edu to join a registration waitlist.

Mediation Techniques for Managing Conflict

This online self-study course explores the nature of conflict and basic mediation techniques. Learn how to more effectively resolve disputes of all types, from work-related to personal, as well as how to conduct interest-based negotiations.

Learning Objectives
- Prepare your own response to conflict
- Describe the fundamentals of interest-based negotiations
- Discuss the stages of the mediation process
- Recognize interventions the mediator uses to move parties to resolution

Register online: continuingstudies.wisc.edu/behavioral-health
Continuing Education Units (CEUs)
Participants will receive a Continuing Education Unit (CEU) certificate of completion at the end of the program without having to request a transcript. The certificate is sufficient for most license renewals. One hour of instruction equals 0.1 CEU.

Participants wishing to obtain an official transcript must complete a transcript request form and pay a small transcript fee. Contact UW-Extension Student Records at 608-262-1953 or email studentrecords@ecc.uwex.edu.

Approved Hours for Human Services Professionals
The UW-Madison Division of Continuing Studies is an acceptable continuing education provider for the following:

American Psychological Association
University of Wisconsin-Madison Division of Continuing Studies is approved by the American Psychological Association to sponsor continuing education for psychologists. University of Wisconsin-Madison Division of Continuing Studies maintains responsibility for these programs and their content.

Association of Social Work Boards (ASWB) for social workers:
UW-Madison Continuing Studies (provider #1042) is approved as a provider for social work continuing education by the Association of Social Work Boards (ASWB) www.aswb.org, through the Approved Continuing Education (ACE) program. Continuing Studies maintains responsibility for the program. ASWB approval Period 04/27/2013-04/27/2016. Social workers should contact their regulatory board to determine course approval. Wisconsin Department of Safety and Professional Services, and the Illinois, Iowa, Michigan, and Minnesota Boards of Social Work recognize ACE programs.
National Board for Certified Counselors (NBCC) for licensed professional counselors: 
UW-Madison Continuing Studies is an NBCC Approved Continuing Education Provider (ACEP) #5990 and may offer NBCC approved clock hours for events that meet NBCC requirements. The ACEP solely is responsible for all aspects of the program.

National Commission for Health Education Credentialing, Inc. (NCHEC) for CHES/MCHES: 
UW-Madison Continuing Studies (MEP4561) is a designated provider of continuing education contact hours (CECH) in health education by the National Commission for Health Education Credentialing, Inc. Refer to program web page for approval information for Certified Health Education Specialists (CHES/MCHES).

Wisconsin Licensed Marriage and Family Therapists 
Programs qualify as accredited university continuing education courses relevant to professional practice.

Wisconsin Licensed Psychologists 
Programs qualify as accredited university continuing education courses relevant to professional practice. In addition, see APA approval at left.

Wisconsin Substance Abuse Counselors 
Programs qualify as continuing education courses consisting of relevant subject matter taught by qualified presenters.

Wisconsin Department of Public Instruction 
Programs may qualify towards your Professional Development Plans (PDPs).

Other Professions 
Contact your own board or organization for specific continuing education requirements.

Cancellation Policies
In the event of bad weather or other emergencies, call 608-263-4432 to learn whether a Continuing Studies program or class has been cancelled. Cancellation information will also be posted on the Web at continuingstudies.wisc.edu. Notification for daytime programs will be available by 7 am; for programs occurring after 4 pm notification will be available by 2:30 pm. If a single program is cancelled, you will be notified by phone; please include phone numbers on your registration.
Check the program description for the specific course location. People with special needs should contact the meeting or lodging location to make parking arrangements.

**Pyle Center**— See map below.
702 Langdon St, Madison, WI; 608-262-1122 conferencing.uwex.edu/mgspaces_pyle.cfm for directions and parking information

From the North: Take I-90/39 east to Hwy 12/18 west toward Madison (exit 142A). Exit Hwy 12/18 at Park Street (Exit 261 B). **Then follow the directions from Park Street below.**

From the South: Take I-90/39 north to Hwy 12/18 west toward Madison (exit 142A on the left). Exit Hwy 12/18 at Park Street (Exit 261 B). **Then follow the directions from Park Street below.**

From the East: Take I-94 west to I-90/39 south and east (stay in far left lane and merge from the left). In less than two miles, exit on right to Hwy 12/18 (exit 142A) west toward Madison. Exit Hwy 12/18 at Park Street (Exit 261 B). **Then follow the directions from Park Street below.**

From the West: Take US 12/14/18/151 east to Park Street (Exit 261 A). **Turn left onto Park Street and then follow the directions below.**

Proceed north on Park Street about 3 miles to Langdon St. Parking is available in Helen C. White Hall basement parking structure (immediately west of Memorial Union) or in the City of Madison State Street Campus Lot, on north Lake St.
Demystifying Adaptive Functioning:
Reference group code DAF, ID#311217

Implementing Project CHOICES:
Reference group code IPC, ID#311215

Better than Okay:
Reference City Ledger 82B11V, University of Wisconsin–Madison group

Research and Practice Updates for Mental Health Providers:
Reference City Ledger 82B11V, University of Wisconsin–Madison group

**DoubleTree by Hilton**—See map on page 36. 525 W. Johnson St, Madison, WI; 800-222-8733 doubletree3.hilton.com for directions and parking information. Refer to reference group codes at left.

Interstate 90 to Hwy 12/18W (exit 142A). Follow Hwy 12/18W to Park St. exit (exit 261A-B) (approximately 6 miles) Turn right and follow Park St. North to W Johnson St. (approximately 2.5 miles). Turn right on W Johnson St. Hotel located 4 blocks ahead on right side of road.

**American Club**—See map below. 419 Highland Dr, Kohler, WI; 800-344-2838 Refer to reference group codes at left.
James A. Campbell, PhD, is professor and associate dean for Continuing Studies’ program and partnership development. He works with faculty and staff from across the UW-Madison campus to help develop noncredit programming and coordinates the UW-Madison Conference on Child Sexual Abuse. jcampbell@dcs.wisc.edu; 608-262-2352.

Suzanna Waters Castillo, PhD, MSSW, is program director for Continuing Studies’ aging and long-term care programs and a distinguished faculty associate. She has a wealth of experience in health policy development, program management, and direct service. scastillo@dcs.wisc.edu; 608-263-3174

Flo Hilliard, MS, is faculty associate for Continuing Studies and lectures nationally on Substance Use Disorders topics, including issues of women, adolescents, culture and neuroscience. She is the program director of the Substance Abuse Certificate Program and the director of Wisconsin Voices For Recovery. fhilliard@dcs.wisc.edu; 608-265-2679

Aphra Mednick, MSW, LCSW, is program director for Continuing Studies’ professional life coaching certificate program and related programming. She is a clinical social worker and educator who has worked in community mental health, patient advocacy, and professional development. amednick@dcs.wisc.edu; 608-265-8041

Barbara Nehls-Lowe, MPH, CHES, DMin, is a program director for Continuing Studies mental health and human services programming. She is experienced in cancer control work, led a training of trainers program for women in the Philippines, recruited for the Peace Corps, and taught courses in rural sociology and psychology. bnehlslowe@dcs.wisc.edu; 608-890-4653

Kristi Obmascher, BS, directs Continuing Studies Behavioral Health programs. For 20+ years she provided education and developed initiatives to address fetal alcohol spectrum disorders. She directs Wisconsin’s Intoxicated Driver Program-Approved Training for assessors, supervisors, and coordinators. kobmascher@dcs.wisc.edu; 608-263-3174

Megan Reading, MPH, CHES, is program director of the Wisconsin HIV/AIDS Training System. She works with the state to provide training opportunities for HIV prevention and care to service providers, local public health providers, and HIV case managers. mreading@dcs.wisc.edu; 608-265-4551

Ann Whitaker, BSN, is program director for Continuing Studies’ mental health programs. She is experienced in planning professional continuing education events for mental health and human service providers. awhitaker@dcs.wisc.edu; 608-890-2747
Andrew Archer, MSW, LICSW is an Eye Movement Desensitization and Reprocessing (EMDR) trained psychotherapist. He is knowledgeable in the realm of psychotherapeutic medications and has worked with individuals suffering from severe and persistent mental illness for over 10 years.

Tami Bahr, LCSW, CSAC, ICS, EAGALA certified, is the owner of Triquestrian, an equine assisted psychotherapy program. She is also a therapist at Open Door Center for Change, and a full-time lecturer at Edgewood College.

Jane Bartels, MEd, is a psychotherapist, specializing in families affected by substance abuse. She is a clinical member of the American Association of Marriage and Family Therapists, a Certified Addictions Counselor since 1990, and is a CSAC in WI.

Scott Caldwell, MA, is a licensed substance-abuse counselor who has trained professionals working with youth in health care, schools, juvenile justice, and human services.

James A. Campbell, PhD, is professor and associate dean for Continuing Studies’ program and partnership development. He works with faculty and staff from across the UW-Madison campus to help develop noncredit programing and coordinates the UW-Madison Conference on Child Sexual Abuse.

Suzanna Waters Castillo, PhD, MSSW, is program director for Continuing Studies’ aging and long-term care programs and a distinguished faculty associate. She has a wealth of experience in health policy development, program management, and direct service. scastillo@dcs.wisc.edu; 608-263-3174

Robert Enright, PhD, is a licensed psychologist, a professor of educational psychology at UW-Madison, and a leader in the scientific study of forgiveness and its effects. Time magazine referred to him as “the forgiveness trailblazer.” He and his colleagues developed and tested a pathway to forgiveness that helped incest survivors and people in drug rehabilitation, hospice, shelters, and hospitals.

Donna Erez Navot, JD, directs the Mediation Clinic at the UW-Madison Law School. She worked in the child permanency mediation program of the New York City Family Court, where she mediated placement of children in foster care.

“Prof. Enright is an exceptional teacher and person—he speaks authoritatively and persuasively, from personal experience, extensive research, years in the field, and the mission to help others. Bravo!”

—Mary Jo B.
Beth Fahlberg, PhD, RN, is a program director for Continuing Studies and is a board certified geriatric nurse practitioner. Beth is a national leader in the palliative care movement with a focus on the importance of meeting the physical and psycho-social end-of-life care needs of older adults.

Vicki Goodman-Strenski, LCSW, CSAC, is a licensed clinical social worker and certified substance abuse counselor with more than 25 years of experience. She uses a neuropsychology, cognitive behavioral strategies, and motivational strategies to support people through self-directed change.

Sandy Hardie, CSAC, ICS, CTS, is executive director of Mahala’s Hope, a certified clinical substance abuse counselor, independent clinical supervisor, and certified trauma specialist. She has worked in the substance abuse field for over 25 years, specializing in women and trauma for 15 years.

Flo Hilliard, MS, is faculty associate for Continuing Studies and lectures nationally on Substance Use Disorders topics including issues of women, adolescents, culture and neuroscience. She is the program director of the Substance Abuse Certificate Program and the director of Wisconsin Voices For Recovery.

Gabriel Javier, MEd, serves as the assistant dean of students and director of the LGBT Campus Center, Division of Student Life, at UW-Madison. He is past co-chair of the National Consortium of LGBT Higher Education Professionals and past chair of administration for the Standing Committee for LGBT Issues of the American College Personnel Association.

Timothy Juergens, MD, PhD, is a clinical assistant professor of psychiatry with the UW-Madison School of Medicine and Public Health and director of the William S. Middleton Memorial Veterans Hospital Comprehensive Sleep Program. He specializes in psychiatry and geriatric psychiatry, and is board certified in geriatric psychiatry, sleep medicine, and psychiatry.

Katie Langland, MA, is a public health training coordinator for the Denver Prevention Training Center. She developed and delivered programs, professional trainings, and counseling sessions on health promotion and disease prevention. She coordinates the CHOICES program in the Denver Public Health STD clinic. She is also an adjunct faculty member with the UW Law School’s Mediation Clinic.
About David Mays
“Clearly an authority based on experience and practices but also approachable, and open to questions and comments.”
—ESTHER LEFEURE, PHD

David Mays, MD, PhD, is the past forensic clinical director at the Mendota Mental Health Institute. He also serves on the clinical faculty at UW-Madison and the Medical College of Wisconsin.

Perri Mayes, JD, has been a respected mediator and trainer for more than 20 years. A former instructor for UW-Milwaukee’s graduate certificate program in mediation, she is now an adjunct faculty member with the UW Law School’s Mediation Clinic.

Anne McGuire has an academic background in psychology and is a certified professional life coach with a private practice in LaGrange Park, IL. She assists her clients to come to a place of healing in the midst of past losses and equips them for the future by shining a light on their uniqueness, gifts, and strengths.

Aphra Mednick, MSW, LCSW, is program director for Continuing Studies’ Professional Life Coaching Certificate Program and related programming. She is a clinical social worker and educator who has worked in community mental health, patient advocacy, and professional development.

Doug Meske, MSW, PhD, is a psychotherapist who specializes in couples and family therapy. He has presented workshops throughout the U.S. on building relationships, taking care of emotional needs, and treatment issues.

Kristi Obmascher, BS, directs Continuing Studies Behavioral Health programs. For 20+ years she provided education and developed initiatives to address fetal alcohol spectrum disorders. She directs Wisconsin’s Intoxicated Driver Program-Approved Training for assessors, supervisors, and coordinators.

Tara Potter, transformed by grief after the loss of her husband, now works as Continuing Care Coordinator for Cress Funeral Services. She speaks on employment options in grief counseling, and has presented at the International Death, Grief, and Bereavement Conference.

Kenneth Robbins, MD, is a board-certified geriatric psychiatrist and geriatrician with more than 20 years of experience in providing care to older adults. He is the medical director for the geriatric psychiatry unit at Stoughton Hospital and adjunct professor at UW-Madison School of Medicine and Public Health.
Angelica Salinas, MS, CRC, is a researcher in the UW Department of Family Medicine and program director of the Fetal Alcohol Spectrum Disorders (FASD) Education and Outreach Projects. She provides adaptive functioning assessment for individuals at risk of an FASD, and coordinates diagnostic services and provides aftercare counseling and services.

Laura Saunders, MSSW, senior counseling manager in UW-Madison’s Department of Family Medicine, has practiced and taught Motivational Interviewing for over a decade. She monitors the clinical practices of more than 20 health educators.

Matthew D. Selekman, MSW, LCSW, is a family therapist, addictions counselor, and codirector of Partners for Collaborative Solutions, a family therapy training and consulting firm. He specializes in treating self-injury and other difficult issues and leads workshops around the world.

Doug Smith, MA, MSc, MDiv, is a professional speaker, trainer, and consultant with more than 25 years of experience as a counselor, therapist, and health care administrator. He has written The Tao of Dying, Being a Wounded Healer, and several other books.

Molly Tomony, MA, ATR-BC, LPC, is a child and family therapist for the Rainbow Project in Madison. She taught art therapy and education for the University of Wisconsin and Edgewood College, and worked in hospices, specializing in art therapy and grief work with children. She is currently an art instructor for SALSO (Strong Artistic Ladies Speaking Out).

Ridley Usherwood, MA, DMin, has over 40 years of experience in education, teaching, research, and program design. He is the grief support coordinator for Home Health United and a marriage and family therapist. He taught multicultural studies at Edgewood College and directed the Intercultural Studies Program at Lee University in Cleveland, TN.

Art Walaszek, MD, is a board certified psychiatrist and associate professor of psychiatry at the UW-Madison School of Medicine. He has extensive clinical experience in geriatric psychiatry and was named on the 2010 list of “Top Docs” in the Madison area.

Georgiana Wilton, PhD, is a senior scientist in the UW Department of Family Medicine and the principal investigator of research and outreach projects on Fetal Alcohol Spectrum Disorders (FASD). She conducts clinical assessment and aftercare services to people affected by FASD and other developmental disabilities, and trains and consults with clinicians and service providers nationally.
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Bring your registration form to the UW-Extension Registration Office, 702 Langdon St, Madison, WI 53706. The office is open 7:45am–4:30pm, Monday–Friday.

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DCS-IMC-10912-6/15
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