

**Texas Prevention Training**

# Course Catalog

# Texas Prevention Training Trainers

The Texas Prevention Training cadre includes diverse, skilled, experienced, and culturally competent professionals with expertise in substance use prevention and mental health.

Learn more about our training team in our [Trainer Directory](#).

# Continuing Education Hours

Texas Prevention Training, via C.A.R.E. Consulting Group, provides Continuing Education Hours (CEHs) for training participants. C.A.R.E. Consulting Group is an approved Texas Certification Board Continuing Education provider (Number 2032-18) eligible to award CEHs to professionals pursuing the following re/certifications: Licensed Chemical Dependency Counselor (LCDC), Associate Prevention Specialist (APS), Certified Prevention Specialist (CPS), Advanced Certified Prevention Specialist (ACPS), and Peer Mentor/Peer Recovery Designation (PM/PRC). Our CEHs also meet the standards in Texas for Licensed Social Workers (LSW), Licensed Professional Counselors (LPC), Licensed Marriage and Family Therapists (LMFT), and Continuing Professional Education Providers (CPE). Participants who attend trainings in full and complete the training evaluation will be eligible to receive a certificate of completion with CEHs.

# Prevention Specialist Domains

All trainings address one or more of the following Prevention Specialist Domain(s) classified by the International Credentialing & Reciprocity Consortium (IC&RC).

Each training description lists its corresponding domain(s).

Domain 1: Planning and Evaluation

Domain 2: Prevention Education and Service Delivery

Domain 3: Communication

Domain 4: Community Organization

Domain 5: Public Policy and Environmental Change

Domain 6: Professional Growth and Responsibility

# Core Certification Trainings

## Prevention Skills Training (PST)

Prevention works! But how? What are the foundations of evidence-based substance use and misuse prevention work? The 15-hour Prevention Skills Training (PST) provides an overview of prevention's underlying principles from a blend of social science theories, research findings, and best practices. Certified trainers equip participants with introductory knowledge and skills over these five learning modules:

- **Elements of Cultural Competency** – Explores the concepts of culture, bias, and cultural humility to contribute to respectful and responsive prevention approaches
- **Communication** - Reviews basic communication concepts, explores this specific cross-cutting competency, and spotlights concepts that may influence the messaging of prevention services.
- **Child and Adolescent Development** – Introduces key cognitive and psychosocial development theories, brain science findings, and their implications for youth substance use prevention
- **Risk and Protective Factors and Resilience** – Defines these terms and applies their concepts to implementing thoughtful prevention work
- **Prevention Across the Lifespan** – Reviews current prevention science and best practice across stages of the lifespan

### Learning Objectives

1. Describe the Continuum of Care and its classifications of universal, selective, and indicated prevention
2. Identify key transition periods across the lifespan, opportune for prevention efforts
3. Discuss leading child development theories (i.e., from Bandura, Bowlby, Erikson, Freud, Piaget, and Vygotsky) and how they inform prevention efforts
4. Describe why the adolescent brain is particularly vulnerable to problems from substance use
5. Apply the Cultural Competency Continuum in enhancing prevention work
6. Define risk factor, protective factor, and resiliency in relationship to prevention
7. Identify the five key protective factors families can provide to their children
8. Describe prevention strategies to foster family connection and developmental assets

**Format:** In Person or Virtual

**Capacity:** 20min / 30max

**Duration:** 3.0 hours

**Continuing Education Hours:** 3.0 hours (each)

**IC&RC Prevention Domain(s):**

**ECC:** Prevention / Cultural Awareness-Related (P/CA-R)

**CAD:** Prevention (P) - Domain 2

**COM:** Prevention (P) - Domain 2

**RPF:** Prevention (P) - Domain 2

**PAL:** Prevention (P) - Domain 2

### Trainers

- Brent Blackburn
- Julie Stevens
- Kathy Daley
- Marcia Baker
- Michaela Flores
- Mitchell Moore

## Ethics in Prevention Training

Developed by SAMHSA's former Center for the Application of Prevention Technologies (CAPT) and adapted for Texas, our Ethics in Prevention (EIP) training provides participants with an opportunity to explore the role and application of ethics in prevention work.

Throughout EIP, participants explore practical information and guidance, engage in both small- and large-group discussions of key concepts, and identify action steps to facilitate future application. Interactive activities and discussions help participants become familiar with the six principles of the Prevention Code of Ethics and practice applying an ethical decision-making process to assess, address, and evaluate a range of ethical issues.

### Learning Objectives

1. Define ethics and related terms.
2. Describe the six principles in the Prevention Code of Ethics
3. Use an ethical decision-making process to apply the Prevention Code of Ethics

**Format:** In Person or Virtual

**Capacity:** 20 min/ 30max

**Duration:** 7.0 hours

**Continuing Education Hours:** 7.0 Ethics (E)

**IC&RC Prevention Domain(s):** Domain 6

### Trainers

- Brent Blackburn
- Gyna Juarez
- Julie Priego
- Kathy Daley
- Kendra Tapie
- Michaela Flores
- Mitchell Moore
- Rudy Garcia
- Violeta Davila

## Advanced Ethics in Prevention Training

Developed by SAMHSA's former Center for the Application of Prevention Technologies (CAPT) and adapted for Texas, our Advanced Ethics for Prevention Professionals training provides participants with an opportunity to explore the role and application of ethics in prevention work.

Throughout the training, participants will explore practical information and guidance, engage in both small- and large-group discussions of key concepts, and identify action steps to facilitate future application. Interactive activities and discussions help participants will refresh their understanding of the Prevention Code of Ethics, understand ethical issues related to prevention topics, and learn how to apply the ethical decision-making process in real world situations.

### Learning Objectives

1. Refresh understanding of the Prevention Code of Ethics
2. Understand ethical issues related to prevention topics
3. Use an ethical decision-making process to apply the Prevention Code of Ethics to real-life situations

**Format:** In Person or Virtual

**Capacity:** 20min / 30max

**Duration:** 6.5 hours

**Continuing Education Hours:** 6.5 Ethics (E)

**IC&RC Prevention Domain(s):** Domain 6

### Trainers

- Gyna Juarez
- Julie Stevens
- Julie Priego
- Kendra Tapie
- Mitchell Moore
- Violeta Davila

## Basic Prevention Ethics - A Refresher Training

Developed by SAMHSA's former Center for the Application of Prevention Technologies (CAPT) and adapted for Texas, the Basic Prevention Ethics - Refresher training provides participants with an opportunity to review the role and application of ethics in prevention work.

Participants will review practical information and guidance, engage in both small- and large-group discussions of key concepts, and identify action steps to facilitate future application. Interactive activities and discussions help participants become familiar with the six principles of the Prevention Code of Ethics and practice applying an ethical decision-making process to assess, address, and evaluate a range of ethical issues.

### Learning Objectives

1. Review ethics in the field of prevention
2. Describe the key elements of the Prevention Code of Ethics
3. Apply the Ethical Decision-making Model to a case study
4. Identify at least one ethical issue related to the principles of non-discrimination and competence

**Format:** In Person or Virtual

**Capacity:** 20min / 30max

**Duration:** 3.5 hours

**Continuing Education Hours:** 3.5 Ethics (E)

**IC&RC Prevention Domain(s):** Domain 6

### Trainers

- Julie Stevens
- Sandra Del Sesto

## Substance Abuse Prevention Skills Training

The Substance Abuse Prevention Skills Training (SAPST) is a foundational course of study in substance abuse prevention that blends a four-day, live virtual training with an interactive self-paced online unit. The SAPST was developed by SAMHSA. It is for entry-level prevention practitioners working in states, jurisdictions, tribes, and communities. The SAPST training is grounded in current research and SAMHSA's Strategic Prevention Framework. It provides knowledge and skills to implement effective, data-driven prevention programs, practices, and policies that reduce behavioral health disparities and improve wellness.

### Learning Objectives

1. Address substance abuse prevention in the context of behavioral health.
2. Improve practice by developing a comprehensive approach to prevention guided by SAMHSA's Strategic Prevention Framework.
3. Reduce behavioral health disparities by identifying the needs of vulnerable populations and improving cultural competency; and
4. Sustain prevention by collaborating effectively across sectors to address shared risk factors and improve the health and well-being of communities in a cohesive way.

**Format:** In Person or Virtual

**Capacity:** 20min / 35max

**Duration:** 26.0 hours (over 4 days)

**Continuing Education Hours:** 26.0 Prevention (P)

**IC&RC Prevention Domain(s):** Domains 1, 2, 3, 4, 5, & 6

### Trainers

- Brent Blackburn
- Gyna Juarez
- Julie Priego
- Kathy Daley
- Kendra Tapie
- Marcia Baker
- Michaela Flores
- Mitchell Moore
- Rudy Garcia
- Violeta Davila

# Prevention Competency Trainings

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## CPS Exam Preparation Training

The Prevention Specialist Exam Preparation Course will assist in preparing participants to study for and subsequently take the prevention specialist exam. This course covers the requirements and application process to become a Certified Prevention Specialist. The workshop presenters will discuss the International Certification and Reciprocity Consortium (IC&RC), authors of the exam, how the exam was developed, and how it is conducted. The workshop will cover the domains and tasks covered in the new exam, study resources, the types of questions that are on the exam and tips for studying and taking the exam. This course will NOT cover exam content.

### Learning Objectives

1. Be knowledgeable about the requirements to become a Certified Prevention Specialist
2. Be familiar with the structure and the content of the exam
3. Be acquainted with the types of questions on the exam
4. Be able to locate resources to help in preparation for the exam

**Format:** In Person or Virtual

**Capacity:** 20min / 30max

**Duration:** 4.0 hours

**Continuing Education Hours:** 4.0 Prevention (P)

**IC&RC Prevention Domain(s):** Domain 6

### Trainers

- Julie Stevens
- Mitchell Moore

## Strengthening Support Skills Training

The COVID-19 pandemic is affecting individuals, families, and communities globally, including here in Texas. Significant and unexpected changes to one's daily life --such as social isolation, job loss, illness, or losing a loved one-- impacts well-being and can lead to mental health distress or even psychological trauma. Because prevention professionals tend to play a resourceful, connected role in their communities, our Strengthening Support Skills virtual training series aims to equip you to provide psychological support and self-care during times of distress.

- **What does distress look like and how can I help?** - This session introduces how to identify a person in distress and providing psycho-social support.
- **Helping skills specific for young people** - This session focuses on how to identify common stress reactions in youth and offer skills to support young people in distress.
- **Self-care: "You can't pour from an empty cup"** - This session discusses evidence-based strategies to help reduce stress and amplify self-care for those in the helping profession.
- **Looking out for each other** - This session will dive deeper into identifying need for- and providing psycho-social support for staff members and colleagues, even while working remotely.

**Format:** In Person or Virtual

**Capacity:** 20min / 45max

**Duration:** 1.0 – 1.5 hours each

**Continuing Education Hours:** 1.0 or 1.5 Prevention (P)

**IC&RC Prevention Domain(s):** Domain 6

### Trainer

- Tara Powell

## Words Matter: Language and Stigma Reduction Training

This training explores how the words we use affect individuals in recovery. Research on common terminology will be discussed and commonly held beliefs and myths will be debunked. Participants will learn strategies to eliminate stigmatizing language through storytelling and conducting a stigma audit.

### Learning Objectives

- Identify the words we use and how they affect individuals with SUD
- Identify and debunk commonly held beliefs and myths
- Apply strategies to eliminate stigmatizing language through storytelling
- Perform a language audit to remove stigma

**Format:** In Person or Virtual

**Capacity:** 20min / 50max

**Duration:** 1.5 hours

**Continuing Education Hours:** 1.5 Prevention (P)

**IC&RC Prevention Domain(s):** Domains 3 & 6

### Trainer

- Keegan Wicks

## Youth Mental Health First Aid Training

Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. Youth Mental Health First Aid is primarily designed for adults who regularly interact with young people. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD), and eating disorders.

**Format:** Virtual

**Capacity:** 15max

**Duration:** 5.5 hours

**Continuing Education Hours:** 5.5 Prevention (P)

**IC&RC Prevention Domain(s):** Domain 2

### Trainer

- Various training partners

# Evidenced-Based Curriculum Training

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## All Stars Core Curriculum Training

The All Stars Core Curriculum Training is available online and allows implementers to complete the training on their own time and at their own pace. The length of each training course varies, ranging from 3-7 hours. Training course assessments are required to be completed with a satisfactory grade before a teacher is certified in the program. Each training course includes mini-lectures, real student/classroom examples, proven tips for every lesson, solutions for common challenges, pitfalls to avoid and so much more.

### Learning Objectives

1. Participants will understand the concept and importance of delaying the onset of risky behaviors, including alcohol, tobacco, and other drug use, early sexual activity, and violence.
2. Participants will know the five strategies research has shown to have the greatest impact on delaying the onset with middle school age students.
3. Participants will have knowledge of how to impact the five research strategies when delivering each of the lessons of All Stars Core.
4. Participants will know how to effectively deliver each of the lessons of All Stars Core.

**Format:** Virtual  
**Capacity:** 20max  
**Duration:** 3-7 hours

**Trainer:**  
○ Kathleen Nelson-Simley

## Botvin's LifeSkills Curriculum Training

Botvin's LifeSkills Training (LST) workshops are specifically designed to prepare program providers to effectively implement the prevention education activities and teaching strategies found in the LST program.

Each training plays an important role in enhancing the confidence and skill capacity of participants, resulting in optimal implementation of the LST program. Training increases the effectiveness of the program and assists providers to develop implementation strategies for the programs comfort and fit in individual sites.

### Learning Objectives

1. Review the background theory, research, and rationale behind the LST program
2. Familiarize participants with the LifeSkills curriculum
3. Teach participants the skills needed to successfully conduct the LST program
4. Discuss practical implementation challenges
5. Provide an opportunity to participate in model lessons and practice teaching selected portions of the LST curriculum.

**Format:** In Person or Virtual  
**Capacity:** 10min / 20max  
**Duration:** 7 hours

**Trainer:**  
○ Craig Zettle

## Curriculum Based Support Group Curriculum Training

CBSG: Kids Connection Youth Connection is a unique, multi-cultural, evidence-based preventive intervention for selective and indicated populations for children and youth developmental ages 4-17. It is designed to increase resilience and protective factors in children and youth who experience adversity, trauma and toxic stress and are an excellent modality for children and youth to learn and practice the social, emotional and coping skills they need both in the present and the future. Life long – Life skills. Every child and situation is different, but there is one constant – children thrive in a safe and caring environment with a nurturing adult(s).

### Learning Objectives

1. Identify the theoretical foundations, domains, and major messages of the CBSG Program
2. Describe Adverse Childhood Experiences and the impact of trauma/toxic stress
3. Identify risk and protective factor theories
4. Apply Social Emotional Learning (SEL) concepts
5. Describe the facilitator's role in implementing the CBSG Program

**Format:** In Person or Virtual

**Capacity:** 10min / 30max

**Duration:** 7 hours virtual / 8 hours in person

### Trainers:

- Cathey Brown
- Wendi McMullen
- Kathy Daley

## Positive Action Curriculum Training

Orientation training for Positive Action instructs participants on how to begin and implement the program by explaining the three basic elements of the Positive Action system: knowledge, skills, and climate. The training session will cover the PreK-12 curriculum and the outcomes and studies which produced them. The session is interactive with group presentations.

### Learning Objectives

1. Learn and understand Positive Action as a System – the Knowledge, or content, the Skills taught through the content and the Climate results from delivering the Knowledge and Skills.
2. Discover the key elements of the program, such as its alignment to the TEKS and SEL competencies and the whole-child development approach.
3. Review the extensive research conducted on Positive Action, the resulting outcomes, and recognitions as an evidence-based program.
4. Explore the comprehensive tools for delivering the program content and skills in depth with hands-on practice presenting the program lessons and activities.
5. Discuss steps on how to successfully implement with fidelity and across the different program types: YPI, YPS, YPU

**Format:** In Person or Virtual

**Capacity:** 10min / 30max

**Duration:** 4.5 hours virtual / 7 hours in person

### Trainers:

- J. Allen
- Kendra Tapie

## Project Towards No Drug Abuse Curriculum Training

The goal of the Project TND training is to prepare participants to effectively implement the Project TND program. We strongly recommend that every teacher who implements Project TND participate in a training workshop, conducted by a certified Project TND trainer, prior to beginning delivery of the program. The objectives of the Project TND training workshop are to provide teachers with an understanding of the theoretical basis, content, instructional techniques, and objectives of the program. In addition, the training is designed to build the skills that teachers need to deliver the lessons with fidelity.

### Learning Objectives

1. Become familiar with Project TND curriculum objectives, content, methods, and activities.

2. Understand the theory and research that support Project TND.
3. Learn how to implement Project TND with fidelity.
4. Observe and practice the teaching skills crucial to successful implementation.

**Format:** In Person or Virtual

**Capacity:** 10min / 25max

**Duration:** 6.5 hours virtual / 12 hours in person

**Trainers:**

- Leah Meza

## Strengthening Families Program 6-16 Curriculum Training

**Format:** In Person or Virtual

**Capacity:** 10min / 25max

**Duration:** 12 hours

**Trainer(s):**

- Hope Heffernan

## Strengthening Families Program 10-14 Curriculum Training

Professional training by Iowa State University National Trainers is required in order to be certified to facilitate the Strengthening Families Program: For Parents and Youth 10-14 (SFP 10-14) with families in your community.

The 3-day training helps ensure program fidelity, making it more likely that there will be positive outcomes for youth and parents. Facilitators learn about the background, evaluation, goals, and content of the program as well as practice facilitating sessions. Training is very interactive with facilitators taking part in all activities. Training also includes information on practical considerations for implementing SFP 10-14 such as recruiting families, handling challenging participants, and options for providing childcare, transportation, food, and incentives.

**Format:** In Person

**Capacity:** 10min / 15max

**Duration:** 12 hours

**Trainer(s):**

- Cathy Webb

## Strengthening Families Program 7-17 Curriculum Training

Orientation training for Strengthening Families Program 7-17 instructs participants on how to implement the SFP 7-17 program. This training provides an overview of the program history, research, and implementation strategies of SPF 7-17. This an interactive virtual training that will be conducted over 2 days. Participants will be expected to view all SFP implementation videos prior to training and come to the training prepared to implement a lesson via virtual break-out rooms.

### Learning Objectives

1. Identify information on Strengthening Families Program 7-17 evidenced-based research and effectiveness
2. Learn strategies for implementation of the program through roleplay and teach-backs
3. Understand how to implement and present the curriculum

**Format:** Virtual

**Capacity:** 10min / 20max

**Duration:** 6.5 hours

**Trainer(s):**

- Marcia Baker
- Ian Thompson

## Too Good for Drugs Curriculum Training

Competency is essential for any instructor delivering an evidence-based prevention program like Too Good for Drugs (TGFD). The fidelity model for TGFD includes completion of a Curriculum Training session as part of its built-in quality assurance mechanism. To implement the TGFD programs with confidence, results, and fidelity to the implementation model, participation in a Too Good for Drugs Curriculum Training is your first step.

**Learning Objectives**

1. Explore the extensive research and rationale behind TGFD
2. Apply evidence-based best practices and discuss their effectiveness
3. Learn strategies for building resiliency
4. Learn how to teach essential life skills and prevention strategies
5. Explore the sequential development of skills and concepts through each grade level

**Format:** In Person

**Capacity:** 10min / 30max

**Duration:** 7 hours

**Trainer(s):**

- Cindy Swartzwelder
- Tracy Lewis