



# Pacific Clinics® Training Institute

## Course Catalog



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[www.MyPCTI.org](http://www.MyPCTI.org)

 @PacificClinics



Invest in your team



Learn from experts



Grow skills and knowledge



*Pacific Clinics is committed to promoting effective practices and delivering innovative training in behavioral health care!*

The Pacific Clinics Training Institute (PCTI) provides innovative certification programs, continuing education, and training for behavioral health and healthcare professionals, educators, and social service providers. Our innovative and culturally competent training programs aim to enhance skill sets to provide high-quality behavioral health care services and support clients on their journey to recovery. With over twenty-five years of experience, PCTI has trained over 20,000 professionals!

- Our advanced technology facilitates training delivery through multiple formats, including live online sessions, in-person classes, self-paced modules, and blended learning experiences.
- Our team of subject matter experts can customize training to meet your workforce needs to empower them to make a difference in the lives of clients.
- Our team offers technical assistance, consultation, and can develop full training packages for your workforce.

### **PATH TA Marketplace**

DHCS has a Technical Assistance Marketplace Initiative that allows agencies to apply for FREE training and technical assistance. Entities interested in becoming ECM or Community Support providers may “shop” for technical assistance from approved vetted vendors such as Pacific Clinics for Hands-On or Off-the-Shelf training. Work with our Pacific Clinics team and receive support with the Scope of Work, budget proposal, and goal development for customized training packages. To learn more, visit the [TA Marketplace](#) or [PCTI Path TA Marketplace](#).

### **Continuing Education (CE)**

We are an approved CE provider for the following disciplines:

- RN, LMFT, LPCC, LEP, LCSW, CCAPP-EI, CAADE, Psychologists, Peer Support Specialists, and Psychiatric Technicians

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## Health Navigation Certification Training (35 hrs.)

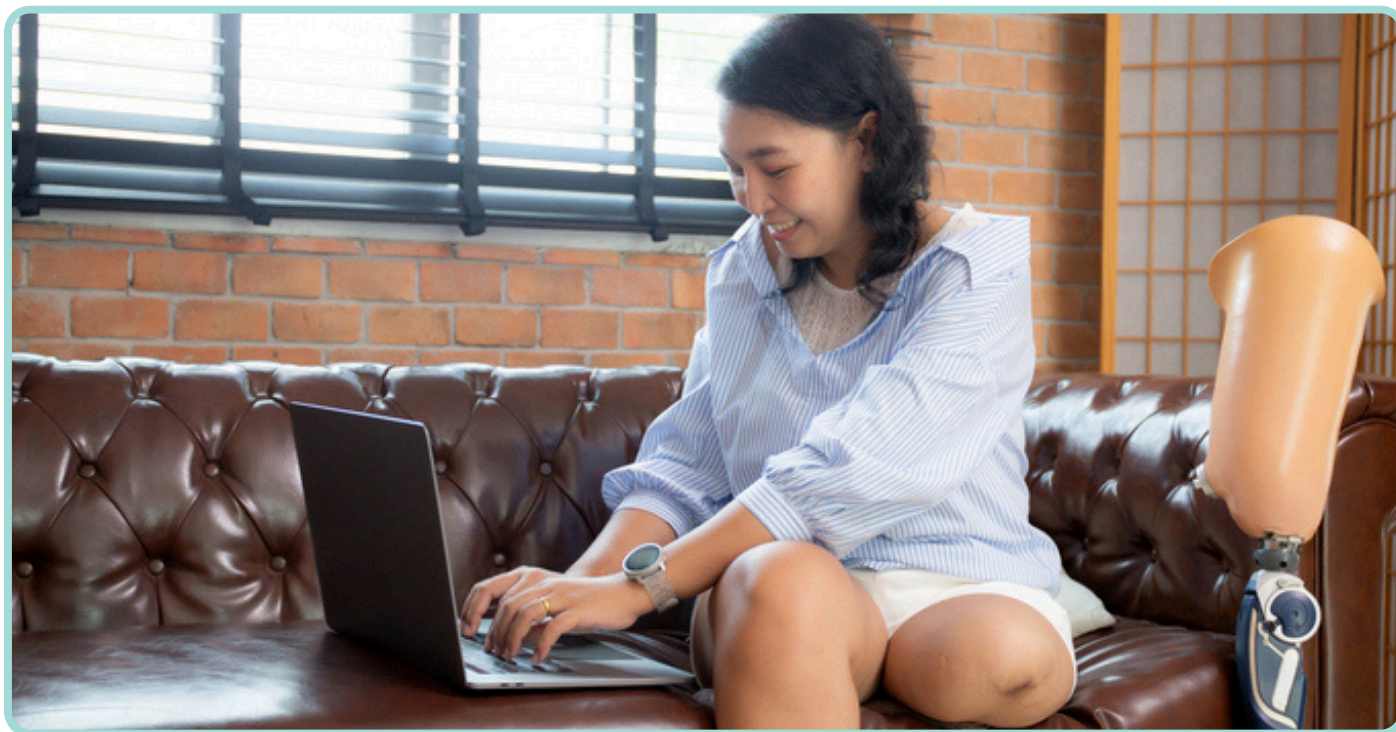
Health Navigation is an intervention model developed by Pacific Clinics in collaboration with the University of Southern California. Health Navigation Certification trains peer advocates, community health workers, and care managers to assist individuals navigate the healthcare system and build the skills and confidence to self-manage their health care. Attendees learn to "bridge" mental health, primary and specialty healthcare systems, and skills-based knowledge on screening, engagement, evaluation, goal development, healthcare navigation, motivational interviewing, and clinic integration. The course includes a Health Navigator Intervention Manual and an option for add-on coaching sessions to reinforce the skills learned.

## Housing Specialist Certification Training (34 hrs.)

Attendees learn competencies and skills-based knowledge to reach and engage with people experiencing homelessness, assistance to find and secure housing, and provide supportive services to maintain permanent housing. The course includes in-classroom/live webinar sessions with an optional 9 hours of consultation/coaching.

## Lead Care Management Certification Training (39 hrs.)

Our comprehensive Lead Care Management training offers learners the knowledge and skills to provide effective care management services to the populations of focus in an empathetic, strength-based, and culturally responsive manner. Our curriculum follows person-centered care coordination and addresses the seven ECM core service components. Rapport-building micro-skills, motivational interviewing, trauma-informed care lens, and whole-person approaches are offered through a combination of lectures, asynchronous assignments, demos, role-plays, and learning checkpoints.



## Medi-Cal Peer Support Specialist Training (80 hrs.)

Peers have a transformative effect on client care and use their valuable lived experiences to help others navigate and progress in their own recovery process. This training will equip individuals with lived experience to become proficient in the 17 core competencies required to become certified as a Medi-Cal Peer Support Specialist in California. Experienced trainers lead the 80-hour training which is approved by CalMHSA (the state's certifying entity for monitoring peer training and certification).

Courses are interactive and offered through a combination of live webinars with lectures, skills exercises, small group and open guided discussion, and self-paced training modules. We offer a curriculum that fosters inclusion, resource sharing, and belonging. Learners will achieve confidence and competence to become a Certified Peer.

## Peer Services in Crisis Care Specialization Training\* (40 hrs.)

Peers are a critical component of the interdisciplinary teams supporting individuals during their time of greatest need. The inclusion of peer support workers in crisis care helps facilitate a trauma-informed response and recovery-oriented and strengths-based approaches. This 40-hour training helps individuals with lived experience to build the skills to support people during pre-crisis, active crisis and post crisis situations.

### Topics covered include:

- Addressing Pathways to Crisis
- Prevention and De-escalation
- Engagement and Resource Connection
- Providing Person-centered and Trauma-informed Care
- De-escalation and Crisis Resolution
- Understanding Co-occurring Disorders of Mental Health and Substance Use
- Post-crisis Support

## Peer Services for Unhoused Specialization Training\* (40 hrs.)

Housing instability is a complex problem that comprises a variety of issues. Peer support specialists with experience being unsheltered or unhoused offer a unique perspective in supporting others to meet their needs, including behavioral health, housing support, and health conditions. This 40-hour training will cover how to provide resources and outreach and diversion services to unhoused individuals in a way that is safe, supported, and dignified.

### The following competencies are covered:

- Application of Lived Experience
- Empowerment and Promotion of Recovery
- Co-Occurring Disorders: Mental Health and Substance Use Disorders
- Special Populations and Cultural Considerations
- Trauma Informed Care
- Self-Awareness and Self-Care
- Conflict Resolution
- Professional Boundaries and Ethics
- Safety and Crisis Planning
- Systems and Resource Navigation



## A Culturally Responsive Approach to Providing Services to the LGBTQ+ Community (2 hrs.)

This training intends to help social service providers follow best practices in applying culturally competent services to LGBTQ+ populations. Diversity competency is a critical aspect of all social services, and models for addressing, teaching, and training are presented. A discussion and emphasis identifying key systemic and contextual elements that impact the identity development of the LGBTQ+ populations and how providers can integrate holistic approaches into treatment. The course includes lectures, interactive exercises, and analysis and discussion of videos and case vignettes.

Learning objectives: As a result of attending this training, participants will be able to:

- Summarize key socio-historical events that shape the identity development of LGBTQ+ populations.
- List factors in the client's social map that influence sexual identity development.
- Recognize unique challenges faced by subsets of the LGBTQ+ community.
- Utilize evidenced based and holistic approaches that support LGBTQ+ populations.



## Anger Management and Conflict Resolution (6 hrs.)

This training teaches mental health professionals' conceptualization of and strategies to help clients identify anger feelings and aggressive behavior. This course differentiates between anger as a feeling, behavior, and hostile attitude, explores causes and effects of anger. Attendees will learn how to help clients build a skills toolbox with immediate, interpersonal, and preventative interventions to improve anger control and conflict resolution. A mindfulness activity is demonstrated, and a breakout role-play are included.

Learning objectives: As a result of attending this training, participants will be able to:

- Describe at least two dynamics of anger and related anger management challenges.
- Explain at least two appropriate cognitive behavioral anger management interventions.
- List at least two potential anger management services and interventions.
- Describe how mindfulness techniques can be used to help practitioners engage reluctant clients.
- Summarize the aggression cycle and when to intervene.
- Apply the five steps of conflict resolution to help resolve a conflict.





## Collaborative Documentation for Agency Implementation (3.5 hrs.)

Is a two-part training course for management and providers and includes a valuable toolkit to help guide agency implementation.

### Part 1: Collaborative Documentation: A Guide for Management (1.5 hrs.)

Training for agency leadership includes guidance for successful change management, technical needs, and steps for implementation and sustainability. A discussion on strategies and a toolkit to support the agency and staff in implementing collaborative documentation are included.

Learning objectives: As a result of attending this training, participants will be able to:

- Summarize the importance of collaborative documentation.
- Explain ways to support employees to adopt collaborative documentation.
- Explain ways to support employees to sustain collaborative documentation.

### Part 2: Collaborative Documentation: A Guide for Providers (2 hrs.)

Training for providers focuses on learning the elements of collaborative documentation and clinical practice. Suggested recommendations, scripts, tools, and problem-solving strategies are discussed. Attendees learn to apply collaborative documentation while working with children, conducting groups, and working in the field.

Learning objectives: As a result of attending this training, participants will be able to:

- Summarize the components of collaborative documentation.
- Describe the benefits of collaborative documentation.
- Discuss how to solve problem challenges with implementation.







## Housing Services 101 ( 5 hrs.)

Through a lens of empathy and understanding, participants receive an overview of the many reasons people are unhoused. Participants delve into the complexities of housing services to navigate the various housing options, eligibility criteria, the art of documentation, and housing search systems. Gain valuable insights to overcome barriers and strategies to empower clients in their search for stable housing.

Learning objectives: As a result of attending this training participants will be able to:

- Explain the different housing options available.
- Demonstrate skills to assist clients through each stage of the housing search process.
- Identify available affordable and interim housing resources.
- Describe housing search fundamentals and help clients navigate housing resources.
- Identify and work through housing system barriers.



## How Trauma Affects the Treatment Provider (2 hrs.)

The impact of trauma on treatment providers can lead to negative consequences. Vicarious trauma, secondary stress, compassion fatigue, burnout, and resilience are defined and discussed. Warning signs on healthcare providers with an emphasis on self-care strategies are reviewed. Participants discuss the supervisors' role in preventing vicarious traumatization and burnout among staff and benefits and challenges of "reflective supervision."

Learning objectives: As a result of attending this training, participants will be able to:

- Define and provide examples of vicarious trauma, compassion fatigue, burnout, and resilience.
- Describe at least 3 self-care strategies they and/or their supervisee can use to prevent vicarious traumatization and burnout.
- Explain reflective supervision and provide at least one benefit and one challenge associated with providing reflective supervision to treatment staff.



## Life Skills: Integrating Activities of Daily Living to Improve Quality of Life (2 hrs.)

Activities of Daily Living (ADL) focus on the client's self-care abilities, such as grooming, hygiene, preparing meals, and using public transport. Discussion focuses on the client's areas of functioning, biopsychosocial factors that affect ADL care, and independent life skills. Attendees learn tools to evaluate the client's level of knowledge and skills to participate in activities independently. Learners receive guidance and techniques to enhance the client's capacity to engage in personal care and helpful life skills to apply in their recovery and daily lives. The overall goals are the client's ability to manage mental health symptoms and improve chances of obtaining lasting mental health healing and recovery.

Learning objectives: As a result of attending this training, participants will be able to:

- Use modeling techniques to help clients understand, remember, or apply information.
- Demonstrate social techniques to Interact with others.
- Apply goals setting techniques with clients to adapt or manage their day-to-day activities such as hygiene, money management, cleaning, medication adherence, etc.

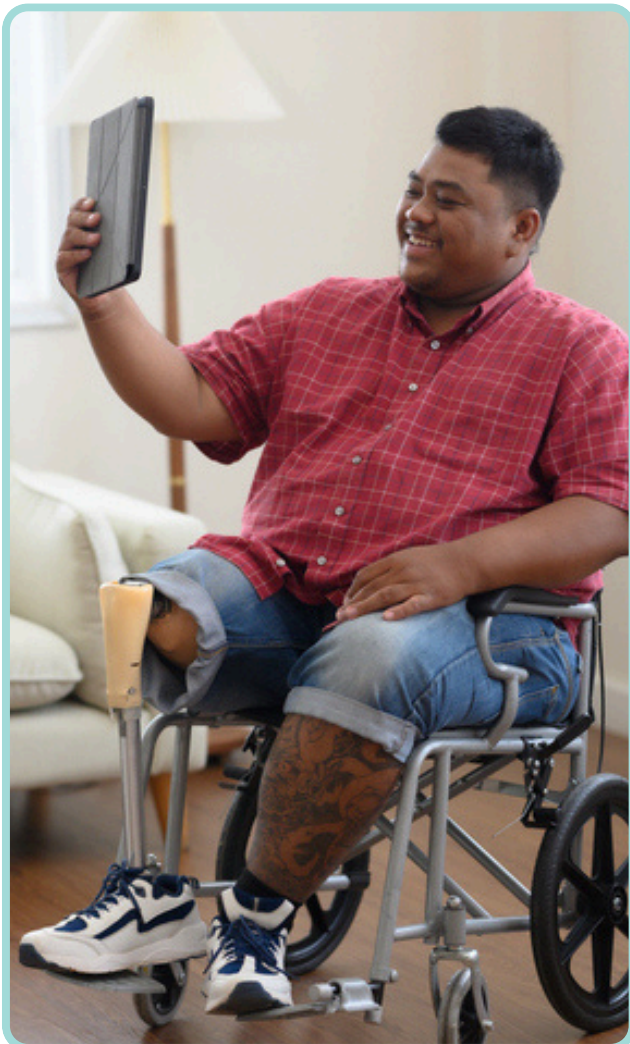


## Milestones of Recovery Scale and Determinants of Care (6 hrs.)

The goal of this training is to provide participants with a comprehensive understanding of the Milestones of Recovery Scale (MORS) and the Determinants of Care. Participants will learn how MORS can help staff tailor services to fit each individual's needs, assign individuals to the right level of care and create "flow" through a mental health system. This training will also discuss how to use the Determinants of Care assessment to measure a consumer's ability to self-coordinate their care. Areas of self-coordination include: management of one's financial resources; transportation needs; activities of daily living; self-responsibility for medication; and ability to establish community relationships. This training will address how the Determinants of Care score and the MORS milestone rating, in combination with one another, provide information to assist clinicians and other treatment staff in determining the appropriate level of care for the client.

Learning objectives: As a result of attending this training, participants will be able to:

- Identify and describe the underlying concepts of the Milestones of Recovery Scale
- Discuss meaningful roles as they relate to the MORS
- List MORS milestones using the MORS Logic Model
- Identify and describe the Determinants of Care
- Calculate a person's Determinants of Care score
- Explain how MORS and the Determinants of Care can be used together to determine the appropriate level of care for the client



## Motivational Interviewing: Skill-Building for the Behavioral Health & Healthcare Workforce (6 hrs.)

Motivational interviewing (MI) is an empirically supported brief intervention that is successful in working with individuals struggling with motivation to change and life choices to promote behavioral changes to improve their overall well-being. Attendees learn the Stages of Change model to explain how and why people change and how to match MI interventions to the individual's stage of change to ensure successful treatment outcomes. Learners discuss how to use MI to address physical health concerns, substance abuse issues, adolescent consumers, and mental health challenges. Motivational interviewing techniques to address client resistance, using OARS and "roll with resistance" and the concept of change talk that can increase the client's motivation to change are discussed.

Learning objectives: As a result of attending this training, participants will be able to:

- Identify the Stages of Change
- Match the client's Stage of Change to specific interventions.
- Identify common communication roadblocks.
- Identify the ways client's express resistance in the MI session.
- Identify the ways MI handles client resistance in a session.



## Outreach and Engage with Empathy (3 hrs.)

The course discusses strategies to outreach in ways that foster connections and engagement with clients who may present with behaviors associated with resistance, mistrust, and challenges following through. This training walks the learner through an approach that looks at clients through an empathetic lens to drive connection. Learners gain skills to demonstrate authenticity, reflective listening, and genuineness to build collaborative and trusting relationships with clients.

Learning Objectives: As a result of attending this training, participants will be able to:

- Discuss authenticity in relationship building.
- Demonstrate reflective listening skills.
- Define an empathetic connection.
- List two outreach strategies.
- Identify barriers to client engagement.





## Preventing Burnout: Signs, Symptoms, Causes and Coping Strategies (2 hrs.)

Burnout is the result of tremendous accumulation of stress and tends to be higher among staff in human service occupations, such as mental health, social services, and medicine. Attendees learn risk factors for burnout, and decipher between stress and burnout, with emphasis on how to develop strategies to avoid burnout. Learners create a self-care plan to manage on-going stress.

Learning objectives: As a result of attending this training, participants will be able to:

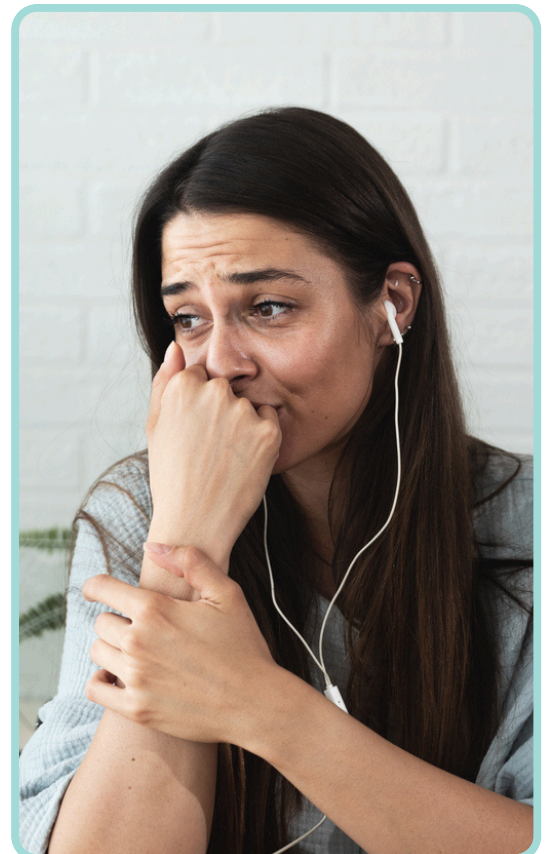
- Identify the difference between stress and burnout.
- Explain the factors that lead to burnout.
- Identify three ways that burnout can affect your physical health.
- Create a self-care plan to manage stress.

## Principles and Application of Harm Reduction (3 hrs.)

Harm Reduction refers to policies, programs, and practices that aim to minimize the negative health, social, and legal impacts associated with drug use. This course defines harm reduction, reviews principles, and dispels misconceptions. The course highlights the role of harm reduction as an evidence-based, non-coercive, and client-centered approach to minimize the negative consequences of substance use. Attendees learn practical strategies to promote overall wellness and recovery and develop an understanding of harm reduction as part of a continuum of care.

Learning objectives: As a result of attending this training, participants will be able to:

- Explain the 6 Pillars of harm reduction.
- Describe at least 5 principles of harm reduction.
- List three harm reduction strategies to promote recovery.
- Use harm reduction language as a tool to better assist clients.
- Explain the efficiency of harm reduction and how it is part of the continuum of care.



## Teaching Clients Problem-Solving Skills (2 hrs.)

This training will introduce attendees to Problem-Solving Therapy (PST), a cognitive-behavioral technique that emphasizes the behavioral part of CBT. The course defines the principles and goals of PST, which emphasize problem-solving and re-engaging. Attendees will learn the PST framework to help clients apply the 5 steps to strengthen decision making, increase a sense of control over their lives, and break down problems in manageable and attainable steps. Attendees will participate in a group activity and walk through the 5 steps to problem-solve.

Learning objectives: As a result of attending this training, participants will be able to:

- Define the principles and goals of problem-solving therapy.
- Use the 5 steps of problem-solving therapy.
- Explain PST to clients as a tool to improve decision-making and problem-solving skills.



## Trauma Informed Care 101 (2 hrs.)

Trauma Informed Care is one of the most important health initiatives promoted by SAMHSA and the National Council for Behavioral Healthcare. The course reviews the research, replications, and extensions of Trauma Informed Care in the original Adverse Childhood Experiences study. Attendees are introduced to SAMHSA's six domains and how organizations can apply the trauma informed care lens. The impact of trauma, vicarious trauma, secondary stress, compassion fatigue, burnout, and resilience are defined and discussed. Warning signs on healthcare providers with an emphasis on self-care strategies are reviewed. A discussion on supervisors' role in preventing vicarious traumatization and burnout among staff round out the training.

Learning objectives: As a result of attending this training, participants will be able to:

- Explain the most important findings of the Adverse Childhood Experiences (ACEs) research.
- Explain Trauma Informed Care and SAMHSA's six domains.
- Describe at least three common effects of trauma on mental health staff.
- Describe at least three self-care strategies staff can implement to prevent vicarious traumatization and burnout.





## Trauma Informed Care: What Is It and How Peer Support Staff Can Help (2 hrs)

The course reviews the research of Trauma Informed Care in the original Adverse Childhood Experiences study. Vicarious trauma, secondary stress, compassion fatigue, burnout, resilience, and SAMHSA's six domains are defined and discussed. Warning signs on healthcare providers with an emphasis on self-care techniques are discussed. Strategies staff can use to help clients in emotional distress, using reflective listening principles, and motivational interviewing skills are reviewed and applied to real life examples.

Learning objectives: As a result of attending this training, participants will be able to:

- Explain the most important findings of the Adverse Childhood Experiences (ACEs) research.
- Explain Trauma Informed Care and SAMHSA's six domains.
- Describe at least three common effects of trauma on mental health staff.
- Describe at least three self-care strategies staff can implement to prevent vicarious traumatization and burnout.
- Describe at least three techniques staff can use to help distressed individuals calm down, problem solve, and/or increase their motivation for behavioral change.



## Trauma Informed Clinical Supervision (3 hrs.)

This intermediate discussion-based course is for clinical supervisors and managers in healthcare settings.

The course highlights the familiar challenges community healthcare agencies face in serving individuals and families who have significant trauma histories. Attendees discuss strategies to help their staff provide behavioral healthcare services to traumatized individuals and families in an empathetic, strength-based, evidence-based, and culturally responsive manner.

Learning objectives: As a result of attending this training, participants will be able to:

- Demonstrate self-care for supervisors and staff.
- Identify risk factors and protective factors for staff who work with traumatized individuals and families.
- Apply principles of trauma informed supervision.
- Apply methods of trauma informed individual and group supervision.
- Demonstrate field safety considerations.



## Trauma Informed De-Escalation (3 hrs.)

The course addresses strategies for working with escalated individuals in a way that builds empathy, understanding, and a trauma-informed approach. This course defines trauma, empathy, and crisis development and the precipitating factors that lead to escalated incidents. The goals of de-escalation, including intervention skills: verbal, non-verbal, active listening and strategies are explained with emphasis on how to engage with another person in a way to help them feel heard and understood. Ways to mitigate and prevent an escalation from rising, debrief, and follow-up care are included in the discussion. A mindfulness activity and focus on self-care to prevent burnout are highlighted.

Learning objectives: As a result of attending this training, participants will be able to:

- Describe precipitating factors leading up to escalated incidents.
- Explain what it means to apply Trauma Informed approach.
- Name three active listening skills.
- Employ strategies helpful to prevent or minimize escalating incidents.
- Identify strategies to recognize, correct, and eliminate unconscious biases in the workplace.





## Understanding the Culture of Homelessness with a Cultural Humility Lens (2 hrs.)

Attendees learn the principles of care using a cultural humility lens when working with people experiencing homelessness. Discussion on the triggers, cultural and subcultural factors, and risk factors as predictors of homelessness, and dialogue on reasons accepting shelter can be challenging for people experiencing homelessness.

Learning objectives: As a result of attending this training, participants will be able to:

- Name 2 demographic risk factors for homelessness.
- Name 2 triggers for homelessness.
- Describe the reasons a person might be reluctant to leave the homeless community and obtain permanent housing.
- Describe the difference between transitional homelessness and episodic homelessness.
- Define cultural humility.



## Working with Adults with Serious Mental Illnesses (2 hrs.)

This training enhances health professionals' knowledge and ability to successfully provide services to people who have behavioral health issues. The course defines the common mental health disorders, substance use disorders, and serious mental illness, including symptoms and risk factors and the prevalence of co-occurring disorders. Learners build on skills to better understand and support clients as they manage symptoms and improve their overall functioning. Available treatment interventions for mental illnesses and substance use disorders are discussed.

Learning objectives: As a result of attending this training, participants will be able to:

- Identify three common mental health disorders.
- Define serious mental illness.
- List two common substance use disorders.
- Explain two treatment options for mental health and substance use disorders.
- Describe the relationship between SMI and substance use.



## Working with Co-Occurring Disorders (3 hrs)

This training enhances behavioral health professionals' knowledge and ability to successfully provide treatment services to people who have co-occurring disorders of mental health and substance use. The course defines co-occurring disorders, explains the prevalence and the importance of addressing substance use disorders in the context of behavioral health and whole person care. Learners build on skills to better understand and support clients as they manage symptoms and impact on their overall functioning. Available treatment options addressing co-occurring disorders are discussed.

Learning objectives: As a result of attending this training, participants will be able to:

- Identify three common substance use disorders.
- Define addiction.
- List five criterion for a substance use disorder diagnosis.
- Explain substance use disorders as a mental illness and define the difference between mild, moderate, and severe.
- Describe challenges and barriers related to treating individuals with co-occurring disorders.

