



Northeast & Caribbean (HHS Region 2)

ATTC

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

WEBINAR SERIES

Cultural Elements with HISPANIC ADOLESCENTS

(Part One)

Presented live March 23, 2018



Diana Padilla, RCR, CASAC-T **padilla@ndri.org**

Diana Padilla is a program manager at NDRI-USA, Inc., and a senior staff trainer for the Northeast & Caribbean Addiction Transfer Technology Center Network (NeC ATTC).

Ms. Padilla has a 20year history of public health service which include direct service delivery predominantly to communities of color, disseminates research to practice in curricula development, conducts evaluation activities of substance abuse treatment programs and problem solving courts, engages in chronic disease research and prevention, and instructs behavioral health professionals, prevention specialists, and drug court practitioners on addiction and recovery support practices.

This webinar training is provided under New York State Office of Alcoholism and Substance Abuse Services (OASAS) Education and Training Provider Certification Number 0115. Training under a New York State OASAS Provider Certification is acceptable for meeting all or part of the CASAC/PPP/CPS education and training requirements.



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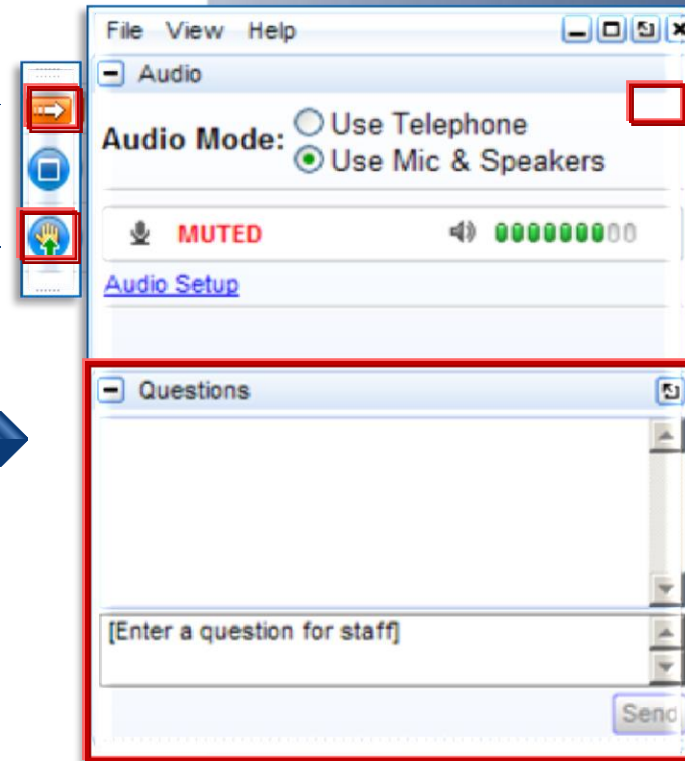
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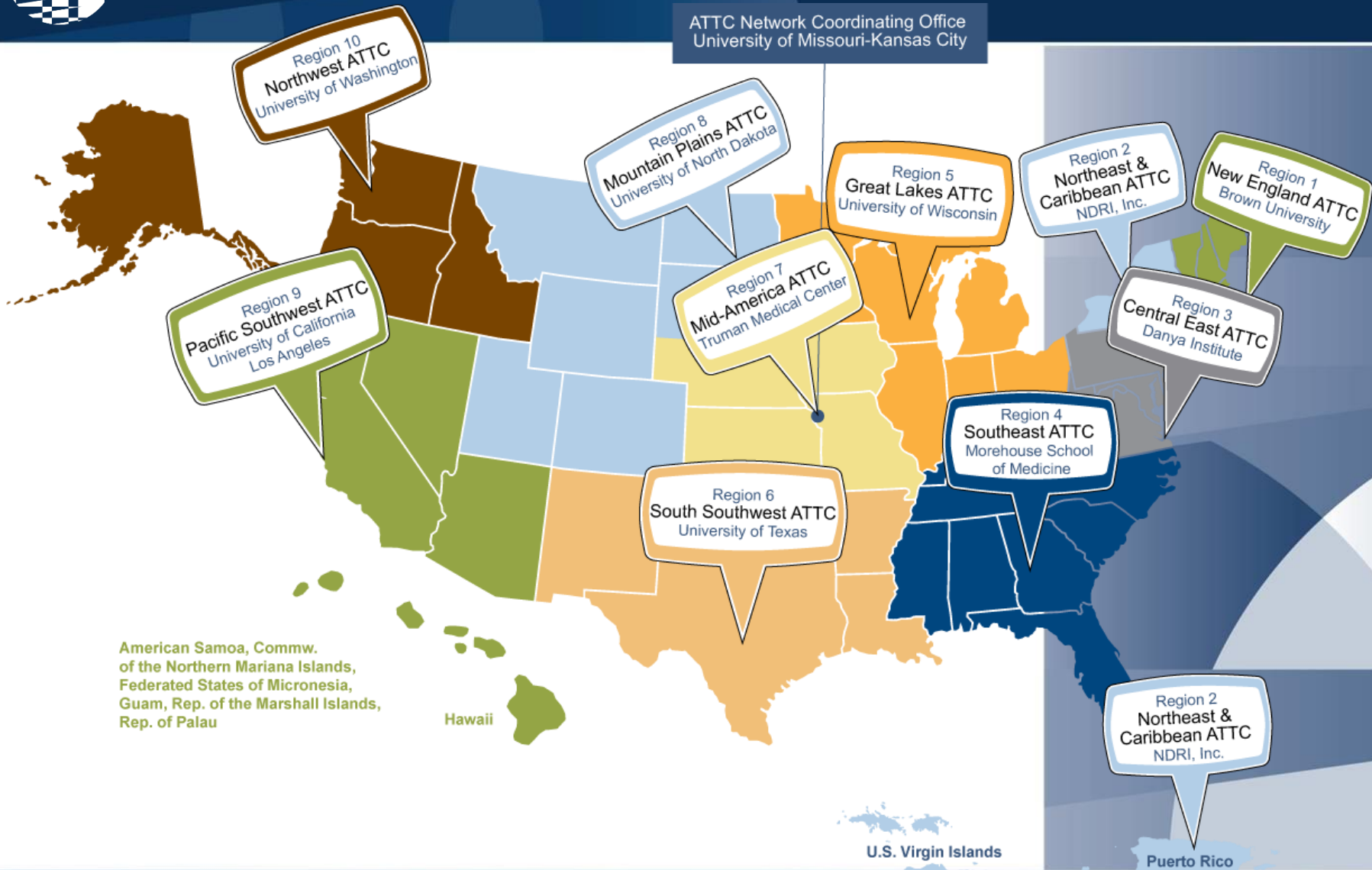
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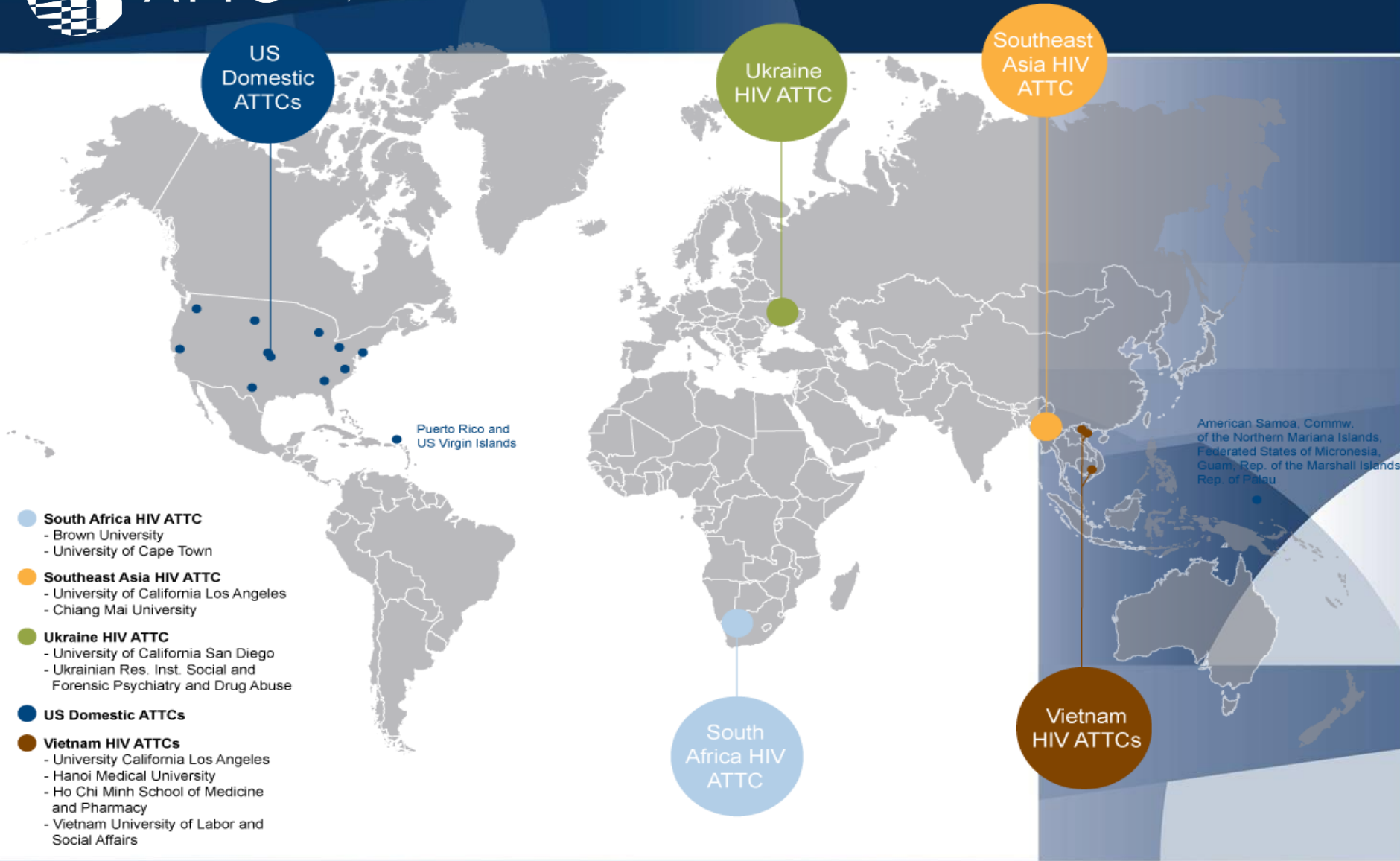
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 - Vietnam University of Labor and Social Affairs

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Goals – Part I & II

Part I

- Fundamentals of adolescent development and identity formation through a Hispanic and Latino cultural lens
- Explore the developing adolescent influences of two (or more) cultures using an ecological perspective
- Identify Latino adolescent strengths and build resiliency through engagement and effective communication

Part II

- Culturally informed process to integrate Hispanic adolescent culture and development stage into the clinical assessment
- Critical Issues for working with substance using Hispanic adolescents
- Identify evidence based and strength based strategies for Hispanic adolescent; practice skills

Technical Support (800) 263-6317



Challenges of Modifying Hispanic Adolescent Behavior

- Engagement and communication
- Retention in treatment and/or care
- Individualizing behavior change

Mateo is 15 and pretty much keeps to himself, spending time in his room when he does school work and other times, he's out and about with friends. His mother, who is Dominican and works 2 part time jobs has a difficult time engaging him in conversation.

One day, he promised to go home directly after school so that he can sit with his younger brother who's nursing a cold, while his mother accompanies her aunt to a medical appointment. On the way from school, Mateo walks by the basketball courts where his friends are watching a game. He greets them and while he lingers talking, he begins to play with some weights the players had on the side court. Mateo at one point is joking and flexing a dumbbell when he turns his face and hits his mouth with the weight, cracking his front tooth.

His friends heard the noise and warned him of the broken tooth, and Mateo couldn't believe what he just did! Worse, how is he going to tell his mother and he's already a half hour late from stopping to greet his friends!

- ***What do you think was his mom's reaction when Mateo got home?***



Adult Perspectives

- They hate us
- They never listen
- They should know better
- When I was a kid, life was a lot harder

Separate the 'parent' from the practitioner!





What's in a Name?

What may be the most appropriate term of reference for this population?

- Hispanic
- Latino
- Latinx
- ...*other?*



Hispanic and Latino Communities

- 21 Hispanic and Latino groups in the US
- Languages
- Commonly shared values, distinctively different expressions
- Cultural groups and migration history
- ‘Push’ and ‘Pull’ factors
- Growing population



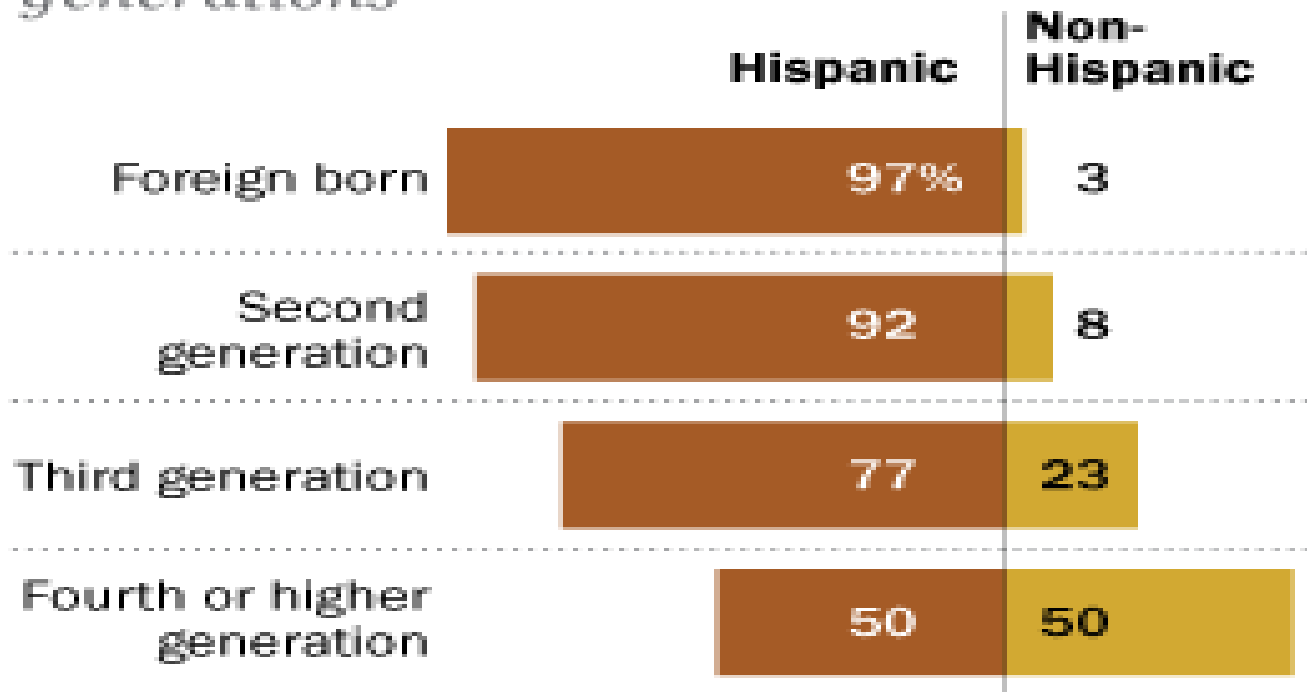
Latinos younger than 18 in the US

- 1 in 4 Americans under 18 are Hispanic
- Over 95% of Latino children are US born citizens
- Over half (54%) Latino youth have a foreign born parent and are...
 - 6% 1st generation
 - 48% 2nd generation
 - 46% 3rd generation



Hispanic and Latino Identity

Among U.S. adults with Hispanic ancestry, the share that identifies as Hispanic or Latino falls across generations



57.5 million. The Hispanic population of the United States as of July 1, 2016, making people of Hispanic origin the nation's largest ethnic or racial minority, and constituting 17.8 percent of the nation's total population

Adolescent Development



Remember when...?

In 2 words or less, what was the most important thing for you when you were 15?

What did your parents think was the most important thing for you to concentrate on at 15?



Development Stages

Adolescence (Early and Middle teens)

- Early 12-14 years
- Middle adolescence 15-17 years

Young Adulthood (Emerging)

- Late teens and early twenties

Later Adulthood

- Mid-twenties and after





Brain Structure - Functions

- Frontal Lobe (Prefrontal cortex)
 - Judgment and reason
- Mid brain (Limbic)
 - Emotions and reward sites
- Hind brain (Stem)
 - Bodily functions



ADULT

Limbic system

- Raw emotions
- Kept “in check” by the prefrontal cortex



ADOLESCENT

Limbic system

- Raw emotions
- More likely to emotionally over-reactive



Simultaneous Development Changes

- Biological transformations
- Psychological transformations
- Social transformations
- Role transformations

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Developmental Tasks Defined

Biological transformations

- Puberty status, hormonal changes, physical appearance, size, voice
- Maturation of prefrontal cortex/limbic system

Psychological transformations

- **Identity formation**, problem solving
- Executive mental functions, cognitive capacity

Morris, S., Wagner, E., Adolescent Substance Use: Developmental Considerations, Florida Certification Board/Southern Coast ATTC Monograph Series #1, <http://www.yodaa.org.au/sites/default/files/Adolescent%20development%20issues%20in%20AOD.pdf>



Ethnic Identity Formation

- **Identity diffusion**, (Erikson) most boys and probably most girls experiment with minor delinquency; rebellion flourishes; self – doubts flood the youngster, and so on
- Hispanic adolescents formulate their sense of what it means to be Hispanic in light of their own personal opinions and meanings coupled with those given by society.



Developmental Tasks Defined

Social transformations

- Peer, parent-child, sibling, parental influence and control
- Gender roles, media and information sources
- Interpersonal negotiation, social problem solving

Role transformations

- Elementary to middle school, middle to high school
- Getting a job, driver's license, loss of virginity

Morris, S., Wagner, E., Adolescent Substance Use: Developmental Considerations, Florida Certification Board/Southern Coast ATTC Monograph Series #1, <http://www.yodaa.org.au/sites/default/files/Adolescent%20development%20issues%20in%20AOD.pdf>

Hispanic Connection or Disconnection



Culture

Complex, Dynamic and Diverse

- A set of socially shared values, attitudes, beliefs, symbols, knowledge bases, traditions, practices, and behaviors that are acquired through socialization
- Culture shapes people worldview, provides code of appropriate behavior, understandings about class, race, gender, sexuality, power dynamics, interpretation with which they experience their world
- Dynamic process that shifts with context and can't be defined in a static manner

NCLR, Mental Health Services for Latino Youth: Bridging Culture and Evidence



Latino Characteristics

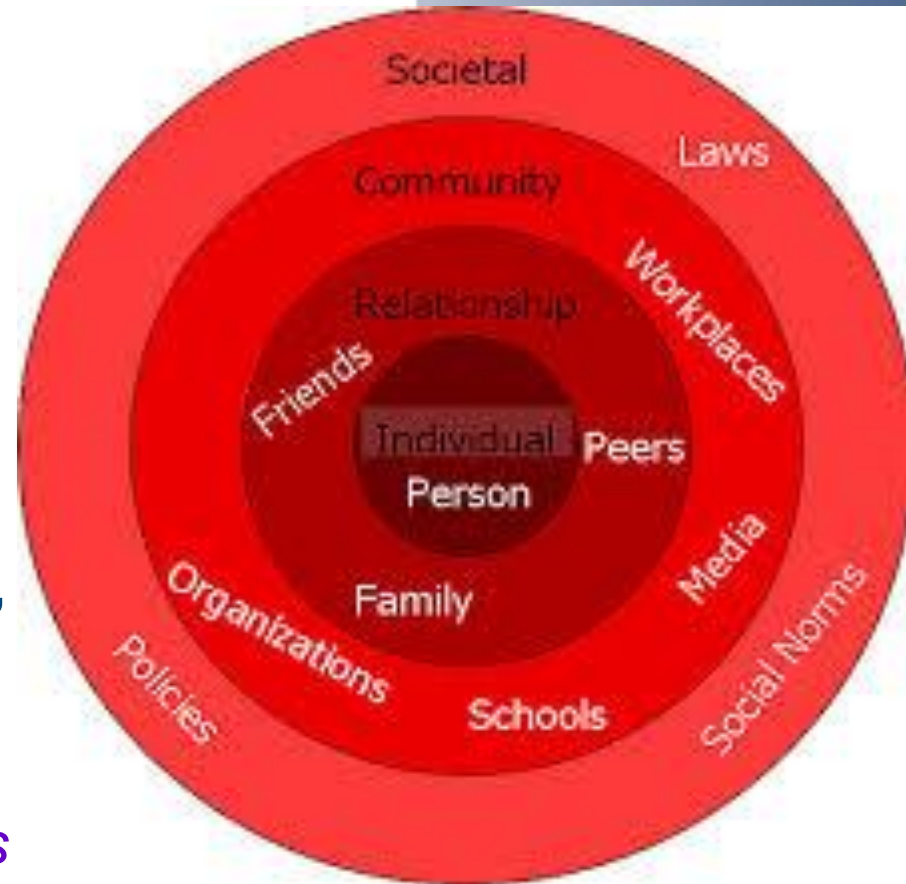
- Family or *familismo*
- Respect or *respeto*
- Interpersonal relations or *personalismo*
- Trust or *confianza*
- Spirituality or *espiritualidad*
- Congeniality or *simpatia*



Ecological model outlines how the environment influences child development. It's divided into a number of “systems” that describe different aspects of an environment

Transactional Model as a complex interplay between the child and their natural personality and traits, as well as family experiences and economic, social and community resources.

The balance of these dimensions varies as a function of cultural beliefs and values





Impact of Immigration & Migration

Migration can impact the whole family and on each member at varying degrees

- Political or social violence and departure of home country
- Living with fear of (ICE) deportation for undocumented family members or they themselves
- Disconnection from school and familiar environment
- Shame and exclusion



Acculturation

Acculturation is a process that occurs as an individual adapts to life within a dominant culture while balancing the conflicting cultural practices and perspectives of their family, country of origin, and host culture.



Between Cultures & Acculturation

Bicultural stress results from (immigrant & US born) dealing with the pressure to adopt the values of dominant culture and maintain ethnic culture of origin

What are some of these 'pressures?'

- *Unfair treatment*
- *Cultural differences*
- *Pressure to become bilingual*
- *Generational or family conflicts*
- *Peer pressure*
- *Mental health*

Between Two Worlds: How Young Latinos Come of Age in America

<http://www.pewhispanic.org/2009/12/11/between-two-worlds-how-young-latinos-come-of-age-in-america/>, Frances McClelland Institute, Children, Youth, and Families, Research Link, volume 1, number 6, <http://McClellandInstitute.arizona.edu>



Minority Stress

- Minority stress refers to high levels of stress experienced by persons of stigmatized minority groups
- It may be caused by a number of factors, including poor social support and low socioeconomic status, but the most well understood causes of **minority stress** are interpersonal prejudice and discrimination.



Lizette

Lizette is 16 years old and 3rd generation Mexican American, and furious with the world. For the past two years, she's lived with her father, who is an alcoholic, along with 2 brothers and 2 sisters. Lizette is the eldest of the 5, and often takes care of them, and hating that it gets in the way of her hanging out and do things with her friends.

Lizette's mother died two years ago, from AIDS through IDU. Her father knows how to put on a good show for the counselors and case workers, sobering up long enough to talk about how hard it is to raise these kids after the "damage" done by his deceased wife, (which makes her want to strangle him) and then spending most of the day drinking.

Maybe, she thinks, she could just quit school, get a job and move out, and take her brothers and sister with you.

- ***Identify Lizette's problem behaviors? Does Hispanic culture play a part?***

Strategies for Working with the Hispanic Adolescent



Engagement and Communication

- Adolescents need their voices heard, talk with them and *not at them!*
- Look for individual strengths
- Suggest and include a mentor, (adult they trust)
- Offer ways to process feelings and situations
- Technology for psychosocial support, (online support groups, blogs, etc.)



Engagement

- Creative skills and artistic expression
- Activities for teamwork
- Health enhancing social activities
- Provide sense of community through volunteer work,



Building Resiliency in Hispanic Youth

Resiliency: a set of inner resources, social competencies, and cultural strategies that permit and individual to survive, recover, an thrive, after stressful events

- Feeling cared about by their family
- Feeling connected to school
- Having caring adults to turn to with problems
- Having supportive friends with positive social values



- For those sharing a computer, have you typed in your names in the Q & A box?
- Otherwise you will not receive the evaluation link which you need to receive a certificate of completion.
- *(Clyde, please launch the evaluation link)*



Cultural Elements with Hispanic Adolescents Webinar

End of Part One

Part two will take place next Friday, March 30th

Presenter:

Diana Padilla, RCR, CASAC-T
Program Manager/Senior Trainer

Organizer:

Clyde Frederick
Technologist/Program Support



A follow-up email will be sent to your in-box one hour after part 2 on March 30, 2018. Please complete your evaluation to receive your OASAS “Certificate of Completion”. It will only take a few minutes. This course provides 3 CASAC hours. Your certificate will be issued in 3-5 business days.



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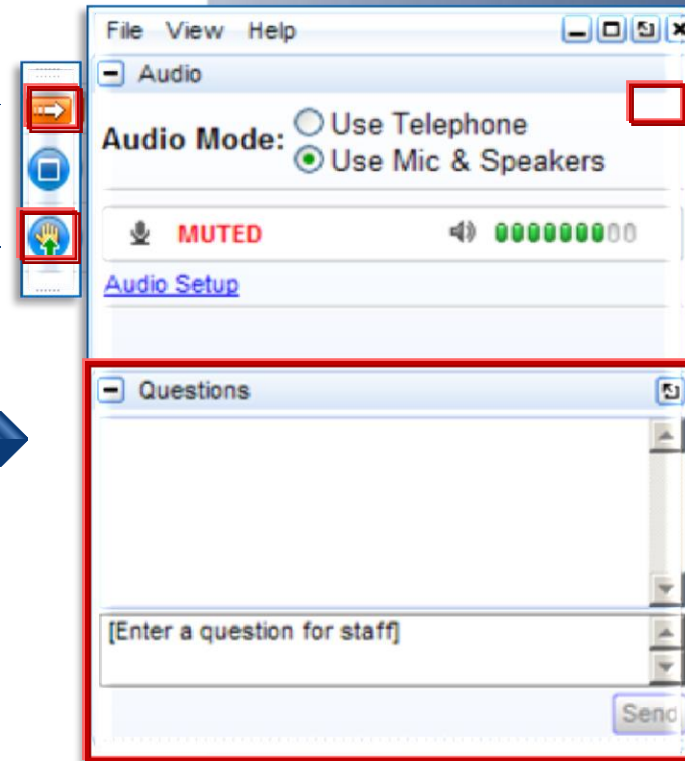
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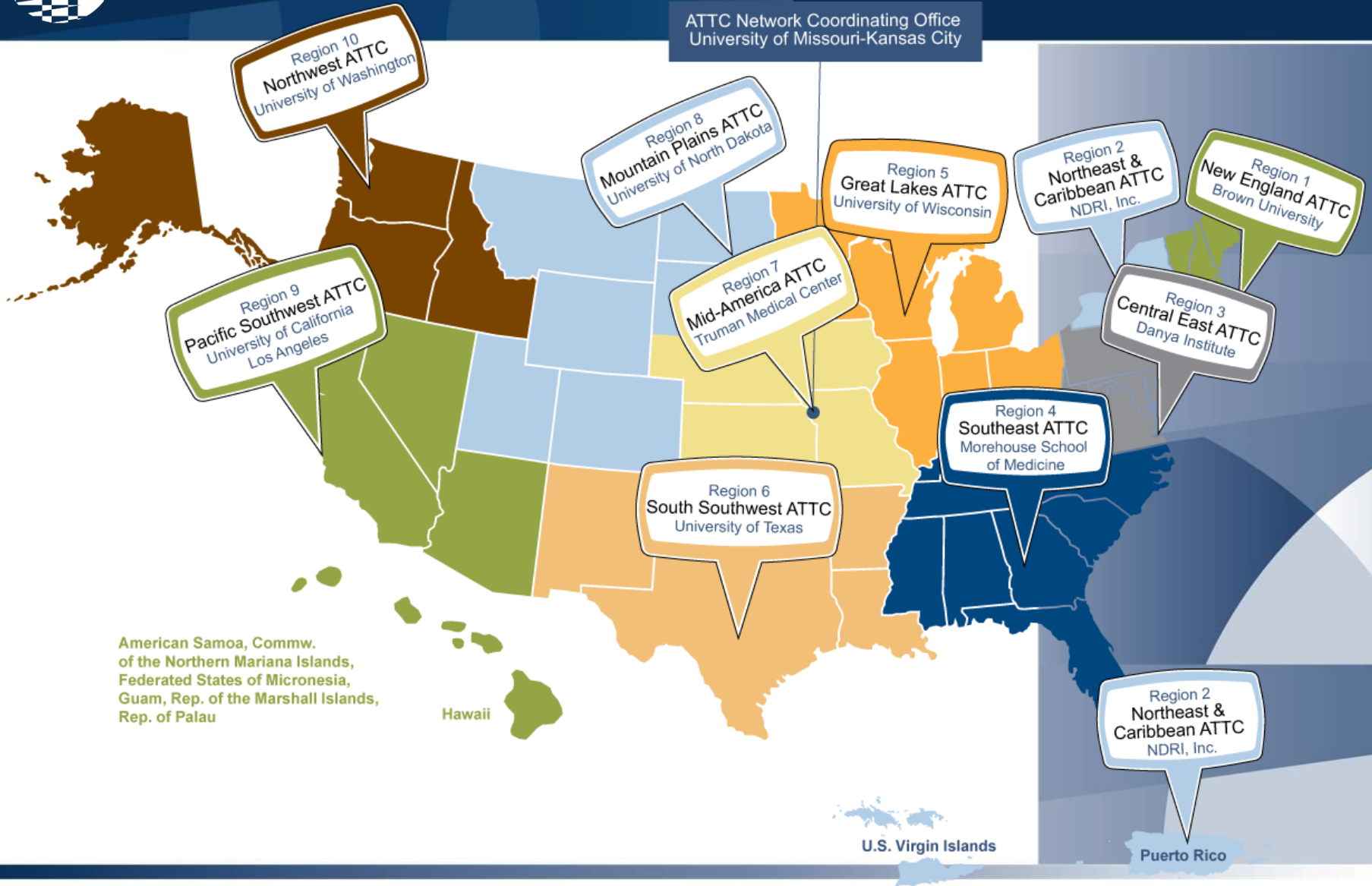
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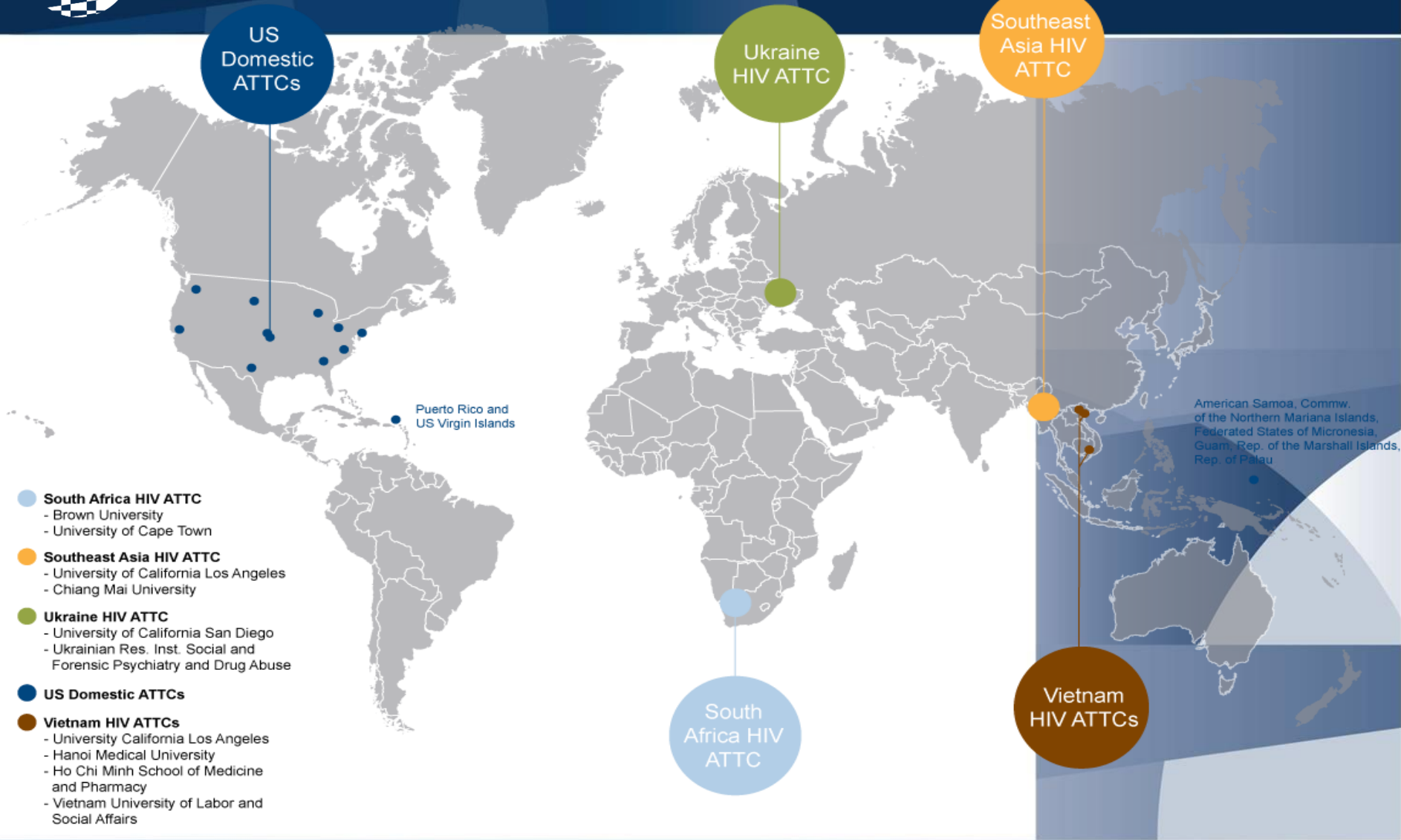


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Hispanic Youth Drug Use Higher than Other Groups

- More than half of Hispanic teens (54%) reported having used an illicit drug, versus 45% for African-American teens and 43% for Caucasian teens.
- Almost half of Hispanic teens (47%) used marijuana, compared to 39% for African-American teens and 36% for Caucasian teens.
- One in eight (13%) Hispanic teens used Ecstasy, compared to 6% for Caucasian teens and 8% for African-American teens.
- One in eight (13%) Hispanic teens reported cocaine use, compared to 8% for African-American teens and 3% for Caucasian teens.
- Hispanic teens reported they consumed alcohol (62%) at a similar rate to Caucasian teens (59%) and significantly higher than African-American teens (50%)



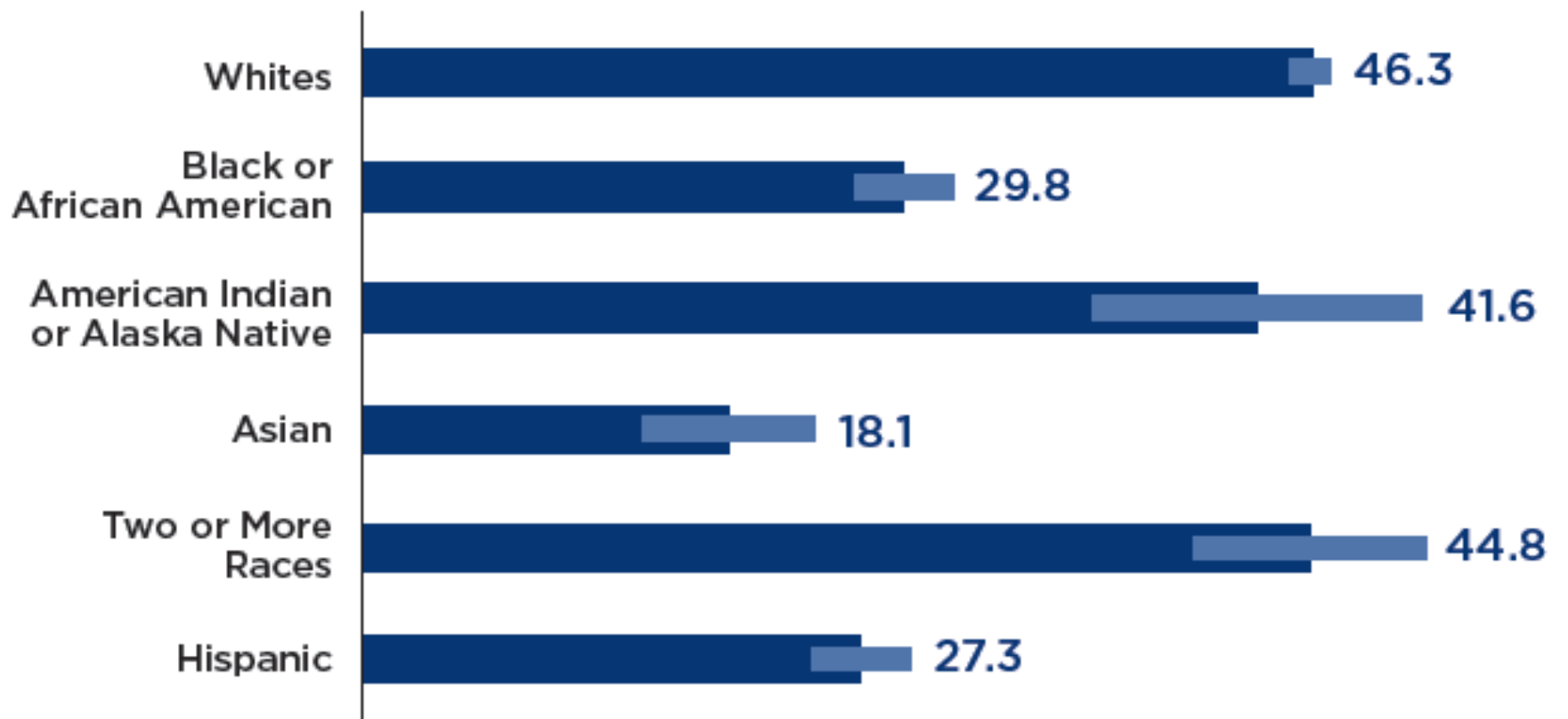
Dangerous Ways Adolescents Get High

- Smoking Alcohol
- Vodka eyeballing or eyeballing
- Purple drinks or drank
- Tamping
- Vodka gummy bears
- Drinking hand sanitizer
- Huffing
- Prescription drug abuse
- Bath salts
- Vaporizing - marijuana
- Choking game





Past Year Mental Health Treatment



Source: SAMHSA, 2013



Hispanic/Latino Adolescents and Mental Health

- Hispanic children and adolescents are at significant risk for mental health problems, and in many cases at greater risk than white children.
- Among Hispanic students in grades 9-12 in 2015: 18.9% had seriously considered attempting suicide, 15.7% had made a plan to attempt suicide, 11.3% had attempted suicide, and 4.1% had made a suicide attempt that resulted in an injury, poisoning, or overdose that required medical attention.
- These rates were consistently higher in Hispanic students than in white and black students.



About Hispanic Adolescent Culture

- Culture includes how people think, what they do, and how they use things to sustain their lives.
- Hispanic and Latino youth are a culturally, racially, geographically, and generationally diverse group representing various subgroups with their own elements, values, and acculturation levels.



Adhering to 2 Cultures

- ***Because Latino youth often maintain elements from their culture of origin***, over time, acculturative stress may be experienced but it may take on different qualities for different generations.
- Family conflict can result from contrasting family cultural norms vs dominant society (and peer) norms, (*gendered behaviors, dating, clothing style, manners, etc.*)
- Second-generation Latino youth may be particularly vulnerable to the acculturative process if/when there is a lack of parental support or engagement.

NCLR, Latino Youth: in Their Own Words



The Third-Generation “U-Turn”

- Positive mental health outcomes shown by first- and second-generation youth are reversed by the third generation.
- Third-generation Latino youth have a higher incidence of problems such as substance abuse, behavioral problems, and mental health difficulties, as well as drops in school attendance, educational attainment, trust, and disconnectedness from work and school.



For youth who are growing up in neighborhoods of high-concentrated poverty and other risk factors, it takes a very particular set of assets and orientations to overcome such marginalized environments.



Cultural Influences: Project RED

- Hispanic adolescent perceptions that feel they are discriminated against puts them at *greater risk for substance use*, but that Hispanic orientation protected the youth from substance use.
- Help Latino adolescents access protective cultural values and coping strategies from both cultures.



RISK FACTORS

Poverty

Violence and Trauma

Racism and Oppression

Migration History

Immigration Status

Acculturative Stress

Poor Educational Achievement

Lack of Access to Services

Cultural Barriers to Help-Seeking

PROTECTIVE FACTORS

Familism

Collectivism

Personalism

Respect

Religion and Spirituality

Bilingualism and Biculturalism

Academic Achievement

Social Networks

Involvement in Culture of Origin



Migdalia

Migdalia is 15 and is brought in for her first visit with a social worker by her mother. The single parent mother (Chicana) reports that Migdalia has been using alcohol and marijuana since she was 13. The mother suspects that her daughter may also be using ecstasy with her 20 year old boyfriend.

The mother is hysterical and is threatening to kick her daughter out of the home. Migdalia has had several issues with school (one suspension, missing school, etc.).



Next steps...?

- Engage the client, foster a therapeutic alliance
- Families matter, consider 'familism' here
- Adopt a developmental perspective about drug use
- Express concern as the basis of your counseling about drug use
- Peer influence and pressure to use drugs
- Encourage mother to talk even in brief chats and plan activities to do together
- Speak to the adolescent as a person, not a child

Screening and Assessment



Screening

Purpose: to identify adolescents who may need a more comprehensive assessment for substance use disorders (SUD).

- **BSTAD** (Brief Screener for Alcohol, Tobacco and other Drugs)
- **S2BI** (Screening to Brief Intervention)

The BSTAD and S2BI ask patients about frequency of past year use and triage them into one of three levels of substance use disorder risk: no reported use, lower risk, and higher risk.

DAST for adolescents; 28 questions



CRAFFT

C - Have you ever ridden in a **CAR** driven by someone (including yourself) who was high or had been using alcohol or drugs?

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

A - Do you ever use alcohol/drugs when you are by yourself, **ALONE**?

F - Do you ever **FORGET** things you did while using alcohol or drugs

F - Do your family or **FRIENDS** ever tell you that you should cut down on your drinking or drug use?

T - Have you gotten into **TROUBLE** while you were using drugs or alcohol?



CRAFFT 2.0

Previous Questions:

During the past 12 months, did you:	Yes	No
Drink any alcohol (more than a few sips)?		
Smoke any marijuana or hashish?		
Use anything else to get high?		

New CRAFFT 2.0 Questions:

During the past 12 months, on how many days did you:	# of days
Drink more than a few sips of beer, wine or any drink containing alcohol? Say "0" if none.	
Use any marijuana (pot, weed, hash, or in foods) or "synthetic marijuana" (like "K2" or "Spice")? Say "0" if none.	
Use anything else to get high (like other illegal drugs, prescription or over-the-counter medications, and things that you sniff or "huff")? Say "0" if none.	



5 R's of Brief Counseling

1. REVIEW screening results
2. RECOMMEND not to use
3. RIDING/DRIVING risk counseling
4. RESPONSE: elicit self-motivational statements
5. REINFORCE self-efficacy



Assessment

- Identifies if there is a need for treatment
- Assess severity of SUD and details of substance using behavior
- Mental health, Trauma
- Development issues
- Peer relationships
- Family history
- Medical or physical problems
- Identifies adolescent strengths



Cultural formulation Interview - DSM-5

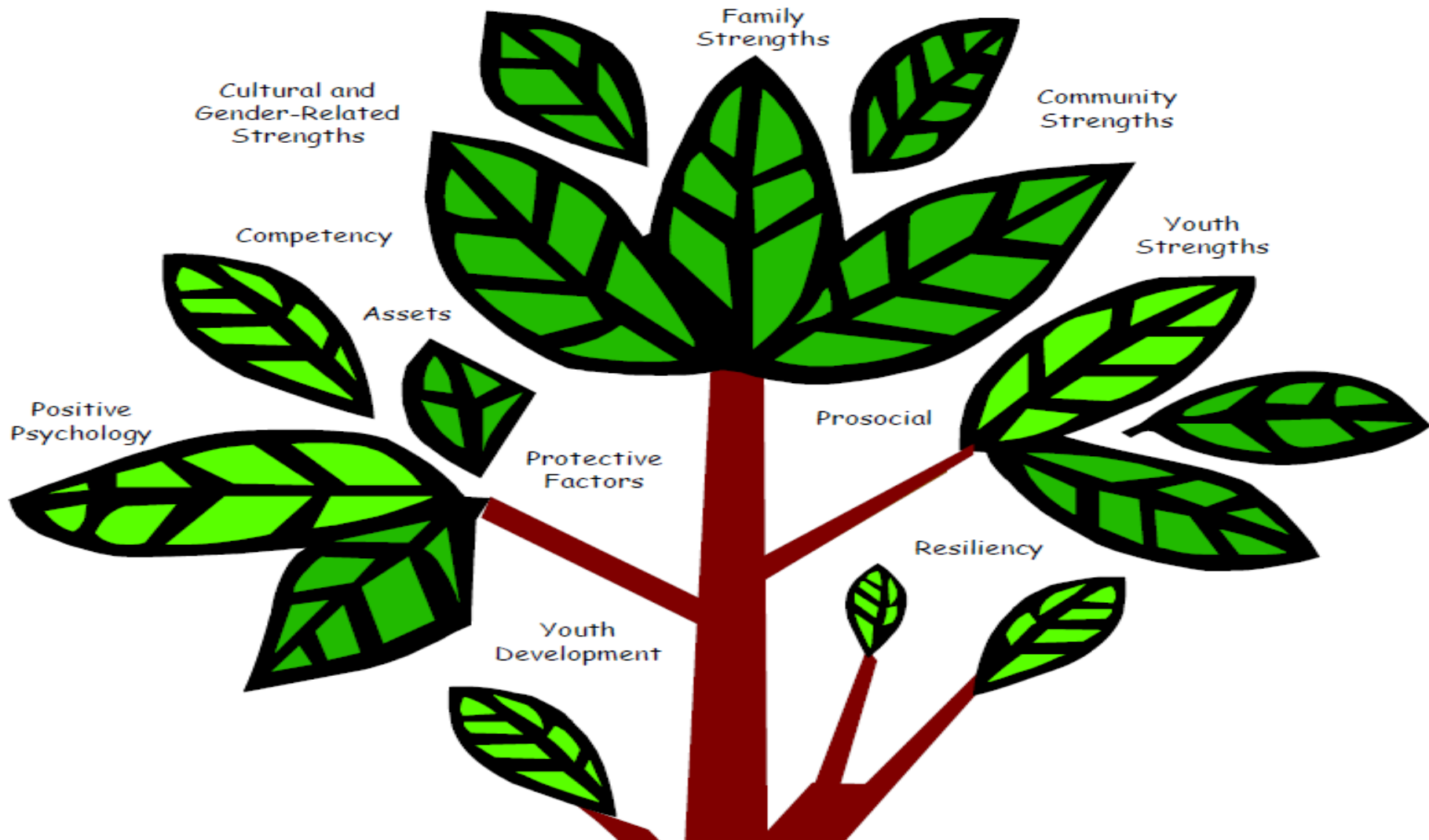
I would like to understand the problems that bring you here so that I can help you more effectively. I want to know about ***your*** experience and ideas. I will ask some questions about what is going on and how you are dealing with it.

Please remember there are no right or wrong answers.



Culturally Informed

- What goals do you have for yourself? Is there anything getting in the way of you achieving these goals?
- What do you think your strengths are? (What are the things you like to do that you feel you are good at?)
- What are the things in your life that you are most proud of?
- Who in your family do you admire, ..neighborhood or school do you see doing good things in the community?
- Who do you turn to when you have a problem?





Fostering Resilience

- Focuses on healthy development despite risk exposure. Factors which contribute to some adolescents being more able to cope with exposure to potentially negative influences and avoid negative developmental trajectories
- Resilience is not a static set of innate attributes; it is, rather, an ongoing developmental process that may be learned and nurtured within particular environments and through

Fergus & Zimmerman, 2005



Scenarios (also think culturally)

- A 14 year old adolescent spends a lot of time with the neighborhood teens who aren't going to school and often smoke marijuana and maybe other drugs, mimicking what they are doing in efforts to be part of the crew, to be accepted. It's also possible that there's no positive role model at home or in the family (uncle, older cousin, etc.)
- A teen can become confused and emotional for seemingly irrational situations, (break up, friends gossiping about them, etc.) and have no family support or someone to talk through situations in a supportive manner. They are likely to act out, stay out late, not go to school, risky sex, drugs, become confrontational at home, *"you don't understand me!"*

Interventions



Culturally Appropriate Mental Health Interventions

- Seek to understand and effectively respond to the cultural worlds of patients by engaging their linguistic, cultural, moral, and socioeconomic backgrounds without stereotyping.
- Develop attitudes, knowledge, and skills that enable them to design interventions that incorporate the social, cultural, and historical factors related to their patients' well-being, and incorporate these elements into all aspects of the treatment process.
- Reflect on how their own behaviors are deeply influenced by cultural assumptions, attitudes, and practices, particularly in relationship to minority and immigrant patients.
- Take into account experiences of marginality, racial discrimination, and social inequality that shape both the psychosocial health of diverse populations and the therapeutic encounter.



Potential of Adolescent Specific Therapies

- Large numbers of adolescents and their families can be engaged in these new "state of the science" therapies
- Adolescents can change drug taking habits as a result of these therapies
- Adolescent involvement with legal and juvenile justice systems can be decreased dramatically
- Pro-social aspects of the teen's life can be facilitated, parents and families can change, kids can stop affiliating with deviant peers, and adolescent school attendance and performance can increase significantly

Weinberg, et al, 2000; Ozechowski & Liddle, 2000



Adolescent Specific Therapies

Behavioral Approaches

- Cognitive-Behavioral Therapy (CBT) (Group therapy or peer support programs to help achieve abstinence)
- Contingency Management (CM)
- Motivational Enhancement Therapy (MET)
- Twelve-Step Facilitation Therapy

Family Based Therapies

- Brief Strategic Family Therapy (BSFT)
- Family Behavior Therapy (FBT)
- Functional Family Therapy (FFT)
- Multidimensional Family Therapy (MDFT)
- Multisystemic Therapy (MST)



Adolescent Specific Therapies

Addiction Medications

- Opioid Use Disorders: Methadone, Buprenorphine, Naltrexone
- Alcohol Use disorder: Acamprosate, Disulfiram, Naltrexone
- Nicotine Use disorder: Bupropion, Nicotine Replacement Therapies (NRTs), Varenicline

Recovery Support Services

- Assertive Continuing Care (ACC)
- Mutual Help Groups
- Peer Recovery Support Services
- Recovery High Schools



Thank You!

(Clyde, please launch the evaluation link)



Cultural Elements with Hispanic Adolescents Webinar

End of Part II

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