

# PACES Learning Pathway – Phase 2 (Developing)

## General Information

The Provincial Addiction Curricula & Experiential Skills Learning Pathway (PACES) is an evolving four-phase sequential learning pathway providing self-paced, personalized addiction and mental (AMH) education for all skill levels. It advances learners from a basic understanding to a mastery of the competencies required to assess and treat primary addiction and/or psychiatric comorbidities (concurrent disorders) through e-learning modules, educational videos, simulated patient scenarios, and virtual skill-building sessions.

## Phase 2: Developing

### Course Access:

AHS Staff: MyLearning Link

Non-AHS: [www.ahs.ca/PACES](http://www.ahs.ca/PACES)

Duration: Varied due to length of individual modules – see below for more details.

Developers: Provincial Addiction and Mental Health, Practice Supports Team

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## Global Learning Objective

Phase 2: Explain standard treatment practices and the skills needed for treating individuals experiencing substance use, mental health, or concurrent disorders.

## Course Descriptions

Module Title	Learning Objectives	Approx. Duration
Welcoming and Engaging Practice	<ul style="list-style-type: none"><li>• Define what welcoming and therapeutic engagement is.</li><li>• Explain welcoming practice and the elements that affect a welcoming environment.</li><li>• Describe how to welcome and engage in an authentic and effective manner.</li><li>• Explain why therapeutic engagement is vital to successful treatment outcomes.</li><li>• Discuss the links between Patient and Family Centered Care and welcoming and engaging practice.</li></ul>	45 mins
Screening & Brief Intervention	<ul style="list-style-type: none"><li>• Identify the difference between screening and assessment for concurrent disorders.</li><li>• Describe brief interventions.</li><li>• Explain the goals and benefits of a standard approach to screening for concurrent disorders.</li><li>• Discuss interview styles and types of screens.</li><li>• Discuss the screening and assessment practices within Connect Care.</li><li>• Recognize the factors to consider when selecting a screening tool.</li></ul>	40 mins



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	<ul style="list-style-type: none"> <li>• Identify commonly used evidence-informed screening tools for substance use disorders, gambling and gaming disorders, and mental health assessments.</li> <li>• Apply a standard approach to screening.</li> </ul>	
Intoxication & Withdrawal – Part 1	<ul style="list-style-type: none"> <li>• Identify clinical signs and symptoms of intoxication and withdrawal from <b>alcohol, cannabis, entactogens, and hallucinogens.</b></li> <li>• Explain the physiological mechanisms of alcohol, cannabis, entactogens, and hallucinogens.</li> <li>• Understand and offer typical treatment options to individuals seeking treatment.</li> <li>• Understand the general practice principles of supportive withdrawal management.</li> <li>• Apply safe and effective withdrawal management options chosen by individuals.</li> </ul>	60 mins
Intoxication & Withdrawal – Part 2	<ul style="list-style-type: none"> <li>• Identify clinical signs and symptoms of intoxication and withdrawal from <b>opioids, sedative/hypnotics, stimulants, caffeine, nicotine, and inhalants.</b></li> <li>• Explain the physiological mechanisms of alcohol, cannabis, and hallucinogens.</li> <li>• Understand and offer typical treatment options to individuals seeking treatment.</li> <li>• Understand the general practice principles of supportive withdrawal management.</li> <li>• Apply safe and effective withdrawal management options chosen by individuals.</li> </ul>	60 mins
Comprehensive Assessment	<ul style="list-style-type: none"> <li>• Define comprehensive assessment.</li> <li>• Explain comprehensive assessment as part of clinical decision-making.</li> <li>• Identify the steps and approaches for a comprehensive assessment.</li> <li>• Apply the assessment process.</li> </ul>	40 mins
Integrated Treatment Planning	<ul style="list-style-type: none"> <li>• Define integrated treatment planning and its key elements.</li> <li>• Describe how integrated treatment planning is important to clinical work.</li> <li>• Identify who is responsible for integrated treatment planning.</li> <li>• Describe how to develop an integrated treatment plan.</li> <li>• Summarize documenting an integrated treatment plan</li> </ul>	40 mins

<p>Comprehensive Interventions: An Overview</p>	<ul style="list-style-type: none"> <li>• Define comprehensive interventions.</li> <li>• List factors that affect decision-making when choosing an intervention.</li> <li>• Identify common approaches and interventions used in AMH services.</li> <li>• Practice selecting approaches and interventions.</li> </ul>	<p>45 mins</p>
<p>Change &amp; Motivational Interviewing</p>	<ul style="list-style-type: none"> <li>• Define motivational interviewing and describe the transtheoretical model of change.</li> <li>• Explain the history of motivational interviewing and supporting strategies.</li> <li>• Interpret the method and processes of motivational interviewing.</li> <li>• Identify common challenges in implementing motivational interviewing.</li> <li>• Practice recognizing the stage of change and applying MI.</li> </ul>	<p>45 mins</p>
<p>Introduction to Cognitive Behavioural Therapy (CBT)</p>	<ul style="list-style-type: none"> <li>• Define CBT and identify its guiding principles and elements.</li> <li>• Describe and name three levels of cognition.</li> <li>• Explain an overview of CBT treatment.</li> <li>• Describe various cognitive and behavioural techniques used in CBT.</li> <li>• Differentiate CBT from other forms of therapy.</li> </ul>	<p>60 mins</p>
<p>Introduction to Dialectical Behaviour Therapy (DBT)</p>	<ul style="list-style-type: none"> <li>• Describe the brief history of DBT and identify key considerations for treatment.</li> <li>• Explain the stages and delivery of DBT.</li> <li>• Describe DBT assessment, formulation, and treatment planning in individual DBT work.</li> <li>• Identify and describe core skills utilized in DBT group skills training.</li> </ul>	<p>75 mins</p>
<p>Transitions in Care</p>	<ul style="list-style-type: none"> <li>• Define transitions in care and how they align with the patient-first strategy and collaborative care.</li> <li>• Describe when, where, and how transitions in care occur.</li> <li>• Identify policies and procedures used in managing transitions.</li> <li>• Explain the importance of information transfer in care transitions as a Required Organizational Practice (ROP).</li> <li>• Identify other considerations for planning transitions and challenges that can occur.</li> </ul>	<p>40 mins</p>