

PACES Learning Pathway – Phase 4 (Mastering)

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 4: Mastering

AHS Staff: [MyLearning Link](#)

Course information: www.ahs.ca/paces

Pre-requisites: Completion of the PACES Phase 2 corresponding eLearning modules is required prior to workshop registration:

- Introduction to Cognitive Behavioural Therapy (CBT),
- Introduction to Dialectical Behaviour Therapy (DBT),
- Change and Motivational Interviewing

Duration: 2-3 hour virtual workshops

Developers: Provincial AMH, Practice Supports Team

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Global Learning Objectives

After completion of the PACES Mastering Phase 4, learners will be equipped to: demonstrate practical, evidence-informed skills for treating individuals experiencing substance use, mental health, or concurrent disorders.

Course Descriptions

Title	Learning Objectives	Approx. Duration
CBT 1: Foundational Concepts	By the end of this workshop, learners will be equipped to: <ul style="list-style-type: none">• Identify the fundamental concepts necessary for putting CBT into practice• Explain Socratic Questioning• Describe how to use a positive data log• List common cognitive distortions and use thought records to identify distortions	2 hours



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CBT: 2 Behavioural Strategies	<p>By the end of this workshop, learners will be equipped to:</p> <ul style="list-style-type: none"> • Name the two broad categories of behavioural strategies • Explain what behavioural activation is and how it works • Discuss how to complete activity monitoring with an individual • Explain key strategies for making behavioural activation more effective • List problem-solving skills steps 	2 hours
CBT 3: Working with Exposure	<p>By the end of this workshop, learners will be equipped to:</p> <ul style="list-style-type: none"> • Name at least 5 safety behaviours • Explain exposure therapy • List types of exposure therapy • Differentiate habituation from inhibitory learning • Create an exposure hierarchy • Discuss strategies to set individuals up for success with exposure therapy 	2 hours
CBT 4: Interpersonal Dynamics	<p>By the end of this workshop, learners will be equipped to:</p> <ul style="list-style-type: none"> • Explain how to do a Reciprocal CBT Formulation • List 3 different types of behavioural experiments • Give examples of behavioural experiments you can do with individuals • State 3 relationship-based skills you could use with individuals 	2 hours

DBT 1: Acceptance and Change	<p>By the end of this workshop, participants will be equipped to:</p> <ul style="list-style-type: none"> • Explain the key DBT dialectic of “Acceptance vs. Change,” and how it relates to various DBT skills • Practice using Chain Analysis to identify antecedents and consequences of behaviours • Demonstrate solution analysis to find alternatives to the target behaviours • Explain the key DBT concept of the Wise Mind 	2 hours
DBT 2: Distress Tolerance	<p>By the end of this workshop, participants will be equipped to:</p> <ul style="list-style-type: none"> • Define distress tolerance skills • Discuss the rationale for teaching/learning distress tolerance skills in different treatment settings • Differentiate between crisis survival and reality acceptance • Teach distress tolerance skills 	2 hours
DBT 3: Emotion Regulation	<p>By the end of this workshop, learners will be equipped to:</p> <ul style="list-style-type: none"> • Define emotion regulation • Discuss the rationale for teaching learning emotion regulation skills in different treatment settings • Teach emotion regulation skills 	2 hours
DBT 4: Interpersonal Effectiveness	<p>By the end of this workshop, learners will be equipped to:</p> <ul style="list-style-type: none"> • Define interpersonal effectiveness • Discuss the rationale for teaching learning interpersonal effectiveness skills in different treatment settings • Teach some interpersonal effectiveness skills 	2 hours
DBT 5: Mindfulness	<p>By the end of this workshop, learners will be equipped to:</p> <ul style="list-style-type: none"> • Define mindfulness skills • Discuss the rationale for teaching/learning mindfulness skills in different treatment settings • Teach mindfulness skills 	2 hours

Motivational Interviewing	<p>By the end of this workshop, participants will be equipped to:</p> <ul style="list-style-type: none">• Identify and have discussions about the Transtheoretical Model of Change• Demonstrate Open-ended questions, Affirmations, Reflections, and Summary (OARS) skills practiced in the spirit of Motivational Interviewing (MI)• Describe and practice collaborative conversations leading to cost/benefit analyses (decisional balance) that support and stimulate change discussions	3 hours
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