

TTC

Technology Transfer Centers

Funded by Substance Abuse and Mental Health Services Administration

# Supporting the Next Generation of Prevention Leaders

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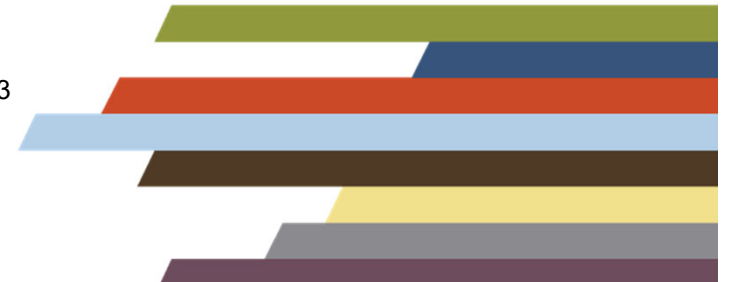
Sean A. Bear, 1st. BA, Member of the Meskwaki Tribe

& Anne Helene Skinstad, Ph.D, National Native American & Alaska Native  
PTTC

**SAMHSA**

Substance Abuse and Mental Health  
Services Administration

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Substance Abuse and Mental Health Services  
Administration.



The use of affirming language inspires hope.

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LANGUAGE MATTERS.

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**Words have power.**

**PEOPLE FIRST.**

The PTTC Network uses affirming language to promote the application of evidence-based and culturally informed practices.



# Land Acknowledgement



We would like to take this time to acknowledge the land and pay respect to the Indigenous Nations whose homelands were forcibly taken over and inhabited.

Past and present, we want to honor the land itself and the people who have stewarded it throughout the generations.

This calls us to commit to forever learn how to be better stewards of these lands through action, advocacy, support, and education.

We acknowledge the painful history of genocide and forced occupation of Native American territories, and we respect the many diverse indigenous people connected to this land on which we gather from time immemorial.

While injustices are still being committed against Indigenous people on Turtle Island, today we say thank you to those that stand with Indigenous peoples and acknowledge that land reparations must be made to allow healing for our Indigenous peoples and to mother earth, herself.

Ke-o-kuk, Sean A. Bear, 1<sup>st</sup>. Meskwaki Nation

Dekibaota, Elleh Driscoll, Meskwaki and Winnebago Nations

Ttakimaweakwe, Keely Driscoll, Meskwaki and Winnebago Nations

# Purpose of the PTTC Network

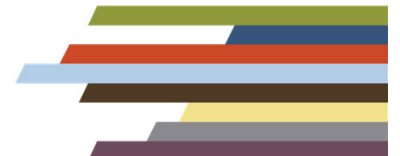


Improve implementation and delivery of effective substance use prevention interventions



Provide training and technical assistance services to the substance use prevention field

- Tailored to meet the needs of recipients and the prevention field
- Based in prevention science and use evidence-based and promising practices
- Leverage the expertise and resources available through the alliances formed within and across the HHS regions and the PTTC Network.

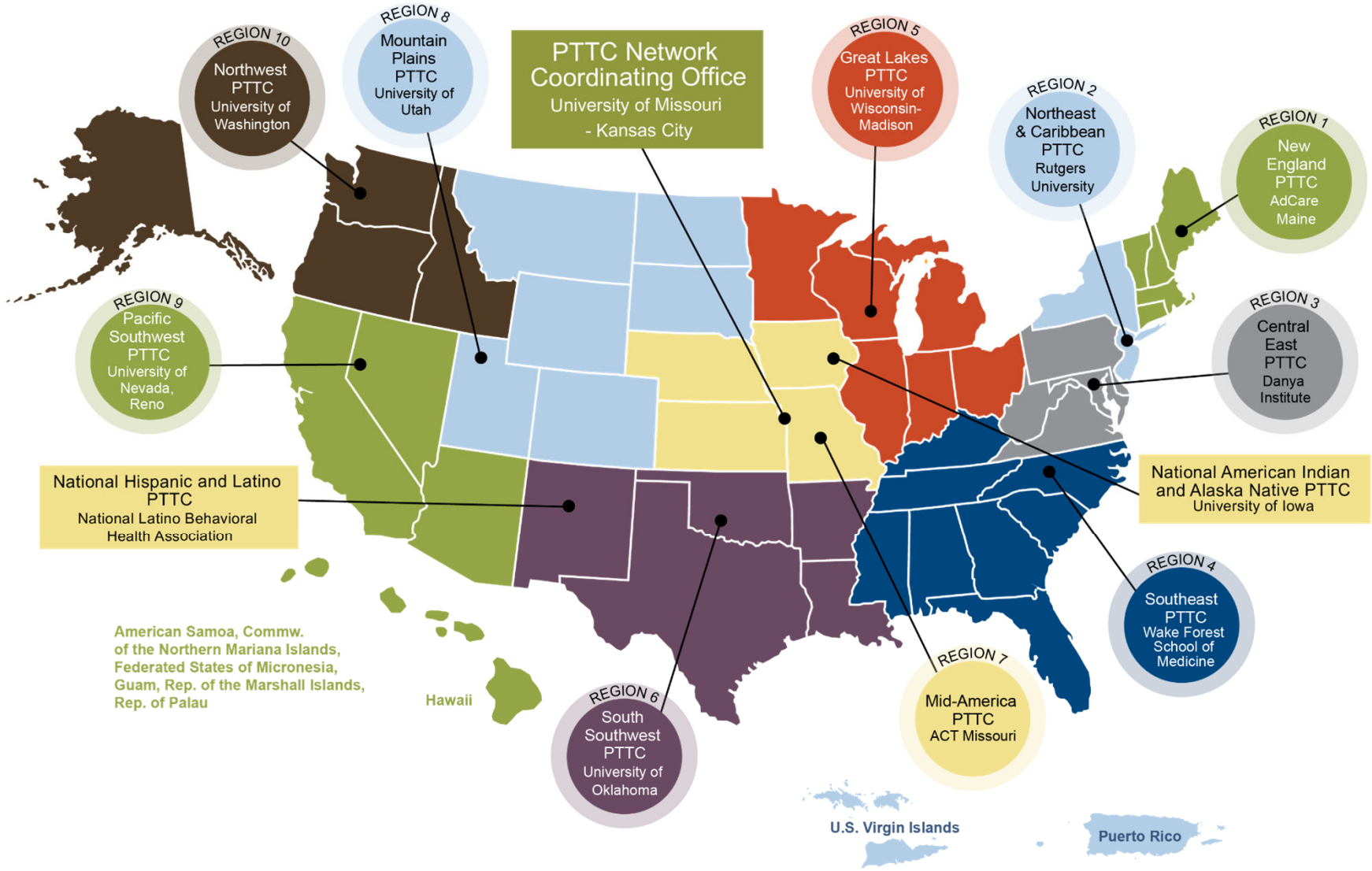




# PTTC

Prevention Technology Transfer Center Network  
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## PTTC Network



# Agenda/Roadmap



- Dimensions of Leadership Development



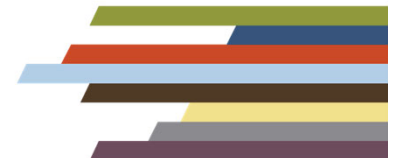
- Systemic (workforce) development efforts



- Individual development efforts



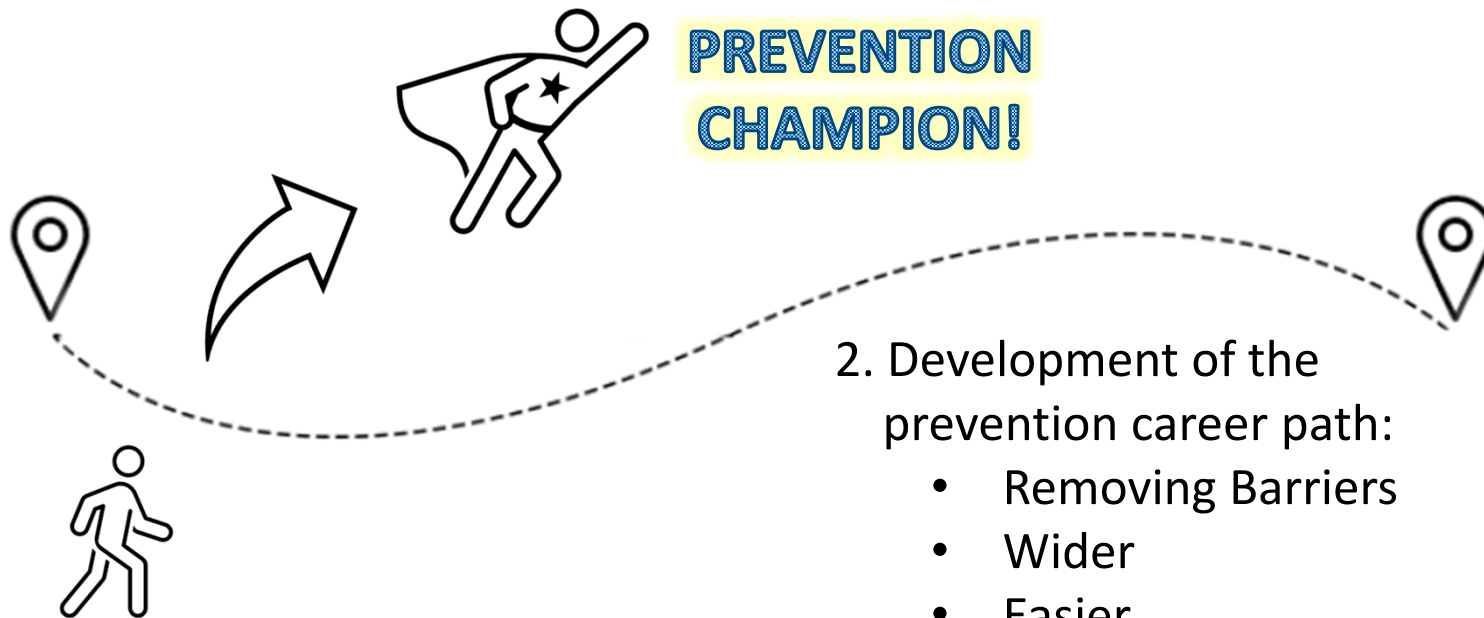
- [More / Better / Different / Less](#) (Jamboard)



# Building the Next Generation of Prevention Leaders

## Two related dimensions:

### 1. Development of the Individual



### 2. Development of the prevention career path:

- Removing Barriers
- Wider
- Easier
- Systemic



# Reinforcing Effect

Stronger  
Leaders

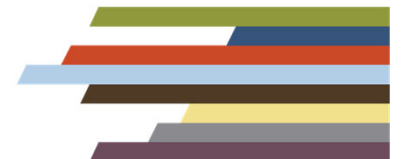
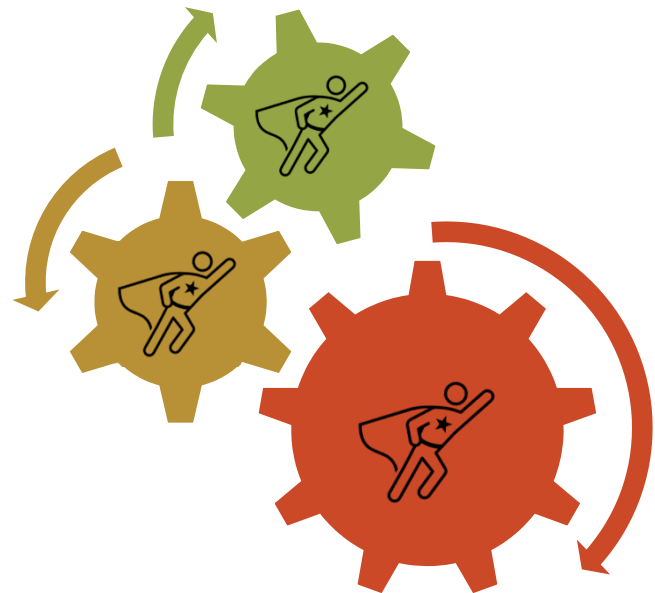
Workforce  
Growth





# PTTC Systemic (workforce) Development

- Expansion of Intensive Technical Assistance
- Advocating for prevention funding parity
- Supporting prevention certification
  - Virtual Prevention Ethics (6 hrs)
  - Virtual SAPST course materials
  - Certification requirements by state resource (expected fall 2021)
  - Trainer Learning Communities
- Standard Occupational Classification (SOC) for Substance use prevention effort
- Expansion of PTTC Leadership Academies



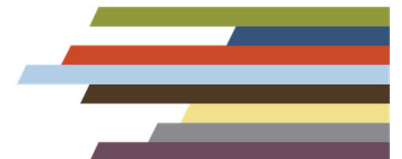
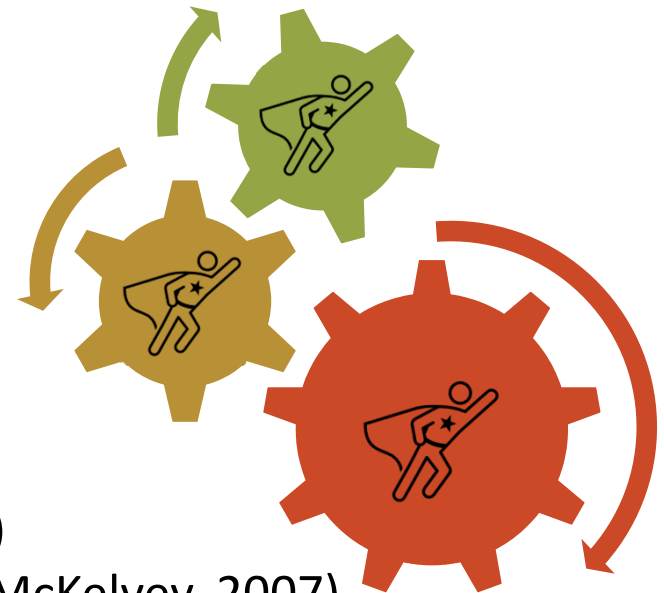
# Academic Perspectives of Leadership Development

## Classical (obsolete) notions

- Equated to leaders' competences, behaviors and values (Turnbull, 2011)
- Individual and Heroic
- Born not made (Horner, 1997)

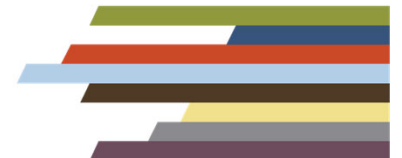
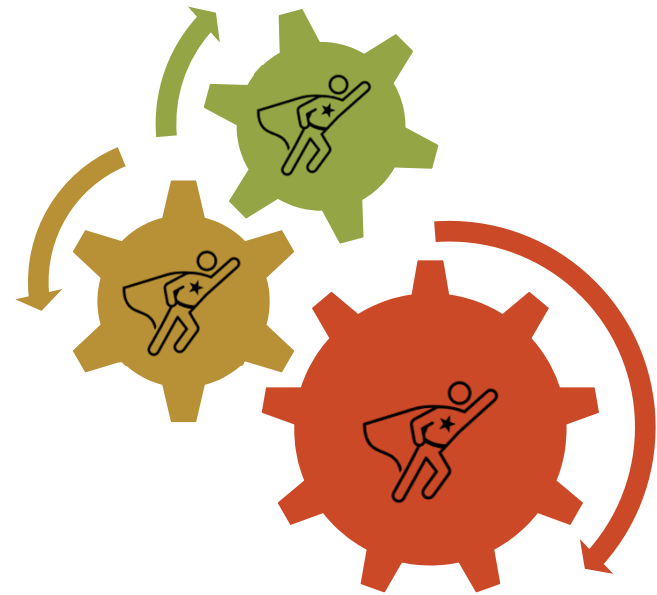
## Modern Notions

- Relational & Collaborative (Uhl-Bien, 2006)
- Complex & adaptive (Uhl-Bien, Marion, & McKelvey, 2007)
- Formal and Informal leadership
- Development needs to be deeply contextual; and WITH others in the same context. (Turnbull, 2011)



# Many Perspectives of Leadership Development

**Cultural Perspectives**



# New England PTTC Leadership Development Programs

- Leadership Development Program
- New England PTTC Fellows Program
- New England PTTC Prevention Mentoring Program
- New England PTTC Project ECHO: Advancing Management and Leadership Skills for Prevention Professionals



# New England PTTC's ECHO program and partners

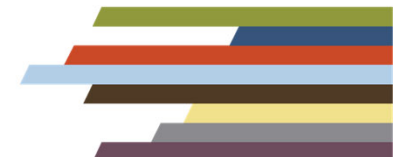
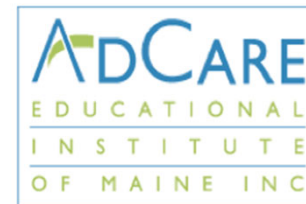
One ECHO program per grant year starting in Year 2

- Year 2: Vaping prevention
- Year 3: Leadership
- Year 4: Cannabis Prevention (starting September 2021)

One of New England PTTC's intensive TA programs

Coordinated by our partners at Co-Occurring Collaborative Serving Maine (CCSME)

Program evaluation coordinated by Public Consulting Group



# What is Project ECHO?

Extension of Community Healthcare  
Outcomes

Not for profit movement to improve care by gathering a community of practice\* together for learning and support with the goal of improving decision-making by collaborative problem solving

\*groups of people who share a concern or passion for something they do and learn how to do it better as they interact regularly

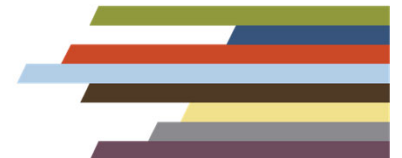
Model developed by the ECHO Institute at the University of New Mexico School of Medicine

Learn more: <https://hsc.unm.edu/echo/>



# Project ECHO Methodology

- Use Technology to leverage scarce resources
- Sharing “best practices” to reduce disparities
- Case-based learning to master complexity
- Tracking data to monitor outcomes



# ECHO vs. Telemedicine

TeleECHO™ Session



Expert hub team

ECHO supports  
community based  
prevention teams



Learners at spoke site

Patients reached with specialty  
knowledge and expertise



ECHO is a  
force  
multiplier

Traditional  
Telemedicine



Specialist manages patient remotely



ECHO model is not “traditional telemedicine”  
“All Teach, All Learn”



# Anatomy of a TeleECHO Session

1. Introductions
2. Announcements
3. Brief faculty-led Didactic (10-15 minutes)
4. Case Presentation
5. Facilitator summarizes and reiterates main question
6. Facilitator asks participants for Clarifying Questions (first prevention teams, then faculty hub)
7. Facilitator asks for Recommendations from participants (first prevention teams, then faculty hub)
8. Recommendations are summarized



# Learning Objectives

## **Why this topic?**

- Leadership development, prevention organization management, and prevention supervision were themes in New England prevention workforce needs assessment
- Provide opportunity for collaborative, prevention leadership support in navigating new work/prevention environment created by COVID

## **Learning objectives:**

- Describe best practices for developing prevention skills and workforce capacity
- Differentiate between leadership and management skills and practices
- Discuss strategies to overcome common workforce issues

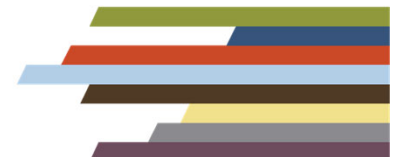


# Session Topics

- Role of Prevention across multiple settings
- Diversity and Cultural Competence
- Hiring and supervising
- Virtual and remote supervision and leadership
- Navigating Sustainability
- Staff retention, coaching and mentoring
- Organizational change strategies
- Developing team culture

Sessions held monthly over 9 months

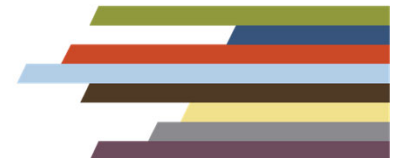
Optional “learning lab” sessions were held each month to do a deeper dive into the content of the didactic presentation



# Evaluation Data

After participating in the ECHO

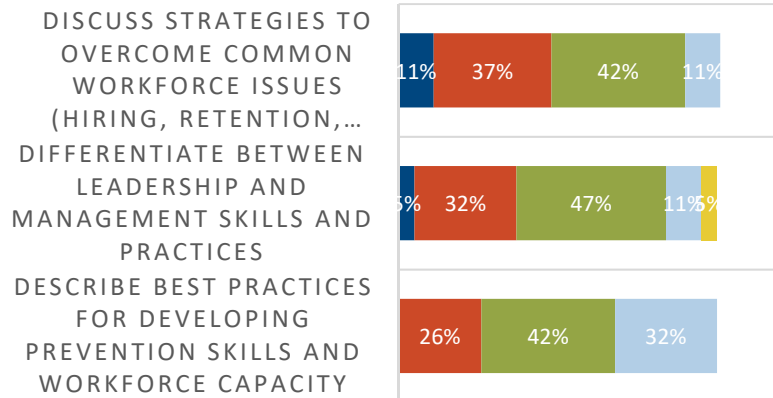
- 100% of participants were surveyed to be confident (60%) or extremely confident (40%) “to serve as a local expert for my organization”
- 86% of the participants were confident or extremely confident to use what they have learned to implement new strategies within the next three months



# Competency Pre vs. Post ECHO

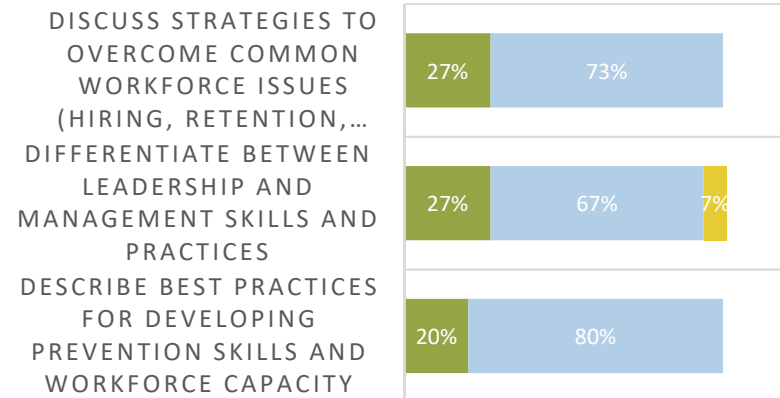
## PARTICIPANT COMPETENCY/ MASTERY PRE-TRAINING/ECHO PROJECT

■ Beginner ■ Basic ■ Intermediate ■ Advanced ■ Expert



## PARTICIPANT COMPETENCY/ MASTERY POST-TRAINING/ECHO PROJECT

■ Beginner ■ Basic ■ Intermediate ■ Advanced ■ Expert





National American Indian & Alaska Native

**PTTC**

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Native Center for  
Behavioral Health

**IOWA**

**SAMHSA**


Substance Abuse and Mental Health  
Services Administration



# The National American Indian and Alaska Native Leadership Academy

## Passing the feather from generation to generation

Sean A. Bear, 1<sup>st</sup>. BA, Member of the Meskwaki Tribe  
Anne Helene Skinstad, Ph.D.



## The National American Indian and Alaska Native (AI/AN) Leadership Academy

- Collaboration between:
  - The National AI/AN Prevention TTC
  - The National AI/AN Mental Health TTC,
  - The National AI/AN Addiction TTC
- Prevention and Treatment is not easy to differentiate in Native communities.
  - Mental Health disorders often co-occurring with Substance Use Disorders
  - Treating parents often means preventing the development of behavioral health disorders in children at the same time.
- Important networking and knowledge sharing arena for the participants



## Structure of the program



- Build on the Addiction Technology Transfer Centers' Leadership Institute (LI) Program
  - Extended over a longer period
- Annual program
- Immersion training, Face-to-face
  - Weeklong
- Enhancement session, face-to-face
  - Three days
- Graduation, face-to-face
  - Three days
- Mentor –Mentee relationship
  - Mentee will develop an Individual Leadership Plan and a Project Plan





# Revision of the Leadership Academy



- Culturally adapted the Leadership Institute, 2013 – 2014
  - Consensus panel of Native graduates from previous LI, and Native Leaders in BH
- Extensive revision in 2018-19
  - Guidebook
  - Individual Leadership Development Plan
  - Individual Project Plan
  - Monthly training
  - Mentor supervision
- 2018 Added behavioral health professionals from mental health and prevention
- All Native Mentors and Mentees brought together sooner
- Strengthened follow-up through out the program
  - Created more opportunities to stay connected
- Zoom format
  - Monthly training events for mentors and mentees
  - Monthly mentor meetings
  - Coffee Klatch: weekly meetings from mid- March 2020



## What is Native Leadership?

- Traditional Native leadership was dismantled when the reservation structure was established
  - Tribal Leadership is currently built on various ways of leading a community
- The National AI/AN Leadership Academy is built on **Servant Leadership**
- National AI/AN Leadership Academy focuses on the importance of listening and work with:
  - The Tribal Council
  - Leadership in Behavioral Health
  - Elders and Spiritual Leaders
- Understand the Cultural Aspects of Leadership
  - One of the first assignments the mentee must complete is: converse with Elders, Spiritual Leaders, and Tribal leaders to ask about their vision for the community and for behavioral health



# Leadership Academy III

22 mentors and mentees accepted

Program started in August 2019

Participants from 15 states

- (AZ, CO, AK, NV, NC, MT, NM, OR, OK, ND, SD, ID, WI, WY)

Immersion training in the Meskwaki Settlement in September 2019

Featured presentations:

- Leadership in Tribal Systems of Care
- Using Feedback to Grow as a Leader



## Leadership Academy III

- Enhancement Session in Santa Ana Pueblo (the last face-to-face meeting before COVID-19 hit the world)
  - Featured presentations:
    - Native Women in Leadership
    - Indigenous Knowledge Informed Systems of Care
    - Tending to the Spirit of the Healer: Practicing Self-Care in the Helping Professions



# Leadership Academy IV

23 applicants  
accepted

Started the  
program virtually  
in October 2020

Introductions of  
participants,  
program  
expectation,  
information and  
training started in  
September

LA III and LA IV  
will be introduced  
to enhance  
learning and  
resource sharing,  
hopefully in  
October 2021



# Evaluation – University of Miami



Participants have an overall high level of satisfaction with the program.

Leadership skills and knowledge were reported as being gained during the first two meetings.

Participants report a high level of support and a positive environment in which to grow and learn.

The Majority of mentees wanted more meeting times and more time to get to know their mentor. Hence, we included this feedback into the program.



National Hispanic and Latino

**ATTC**

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National Hispanic and Latino

**PTTC**

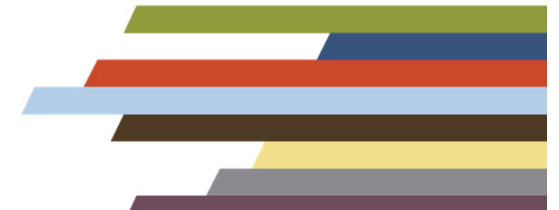
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# Supporting the Next Generation of Prevention Leaders: A Hispanic/Latino Perspective

Pierluigi Mancini, Ph.D, National Hispanic & Latino PTTC

National Latino  
Behavioral Health Association **NLBHA**

**SAMHSA**  
Substance Abuse and Mental Health  
Services Administration

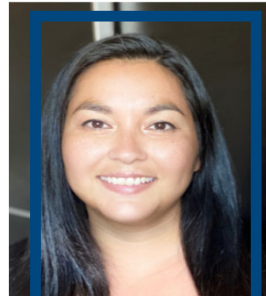


# NHL ATTC and PTTC Staff



Pierluigi Mancini, PhD

**NHL ATTC AND PTTC  
Project Director**



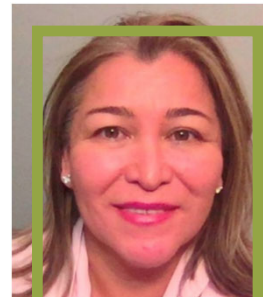
Maxine Henry,  
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MSW

**NHL ATTC  
Project Specialist**



Dolka Michelle  
Zelaya, CPS

**NHL PTTC  
Project  
Coordinator**



Priscila Giamassi,  
MPM, CPS

**NHL PTTC  
Project Specialist**



National Hispanic and Latino

**ATTC**

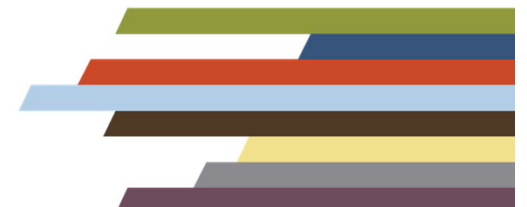
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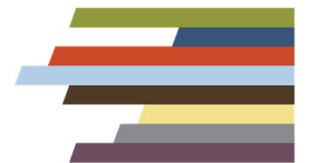


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“If you talk to a man in a language he understands, that goes to his head.

If you talk to him in his language, that goes to his heart.”

**- Nelson Mandela**

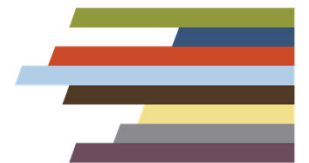


# DEFINE THE LATINO COMMUNITY

LATINA

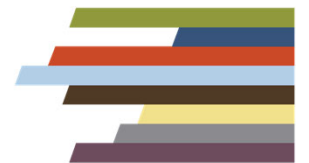
LATINO

LATINX



# The Latino Community

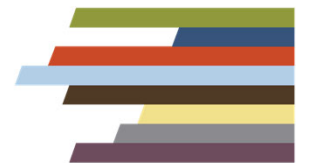
- People born in Central, South America and some of the Caribbean nations use various terms to refer to themselves:
- Hispano – Hispanic
- Latino - Latin
- Latino Americano – Latin American
- Sudamericano – South American
- Centro Americano – Central American
- **or by their country of origin**: Mexican, Colombian, Ecuadorian, Cuban, Argentinean, Chilean, etc.
- And the United States of America.



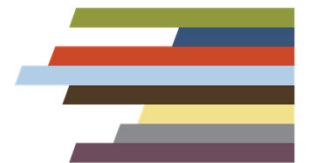
# Cultural Groupings

- Mexican Americans
- Puerto Ricans
- Cubans
- Other (Central, South)
- Afro-Latino
- Indo-Latino
- Euro-Latino
- Asian-Latino

What about Latinx?



# Linguistic Competence

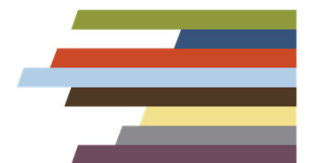


# What is Language Competency?

- **Fluency**
- **Attitude**
- **Accents?**

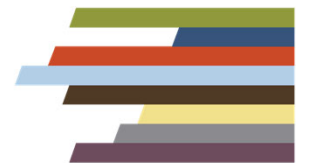


# Workforce Development



# Workforce

- The journey toward building the Latinx Prevention Workforce must pay careful attention to issues of **ethnic** and **cultural** appropriateness and overall cultural competence.
- We know that culture and language pose significant barriers to providing the appropriate services for some populations.

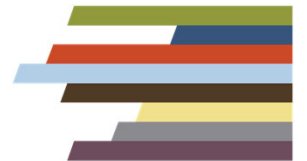




# Workforce

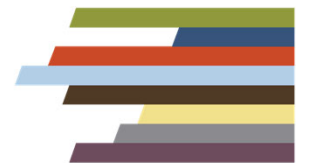
- Recruitment
- Retention
- Supervision
- Supports

**Must All Be Provided In A Cultural And Linguistically  
Appropriate Manner**



# NHL Executive Leadership and Fellowship Program

- Executive Leadership Training
- Eight interactive sessions over 9 months
- Two private coaching sessions
- Learning Objectives
- Delivered using the HealthKnowledge platform
- 2022 NHL Executive Leadership and Fellowship Program Planning

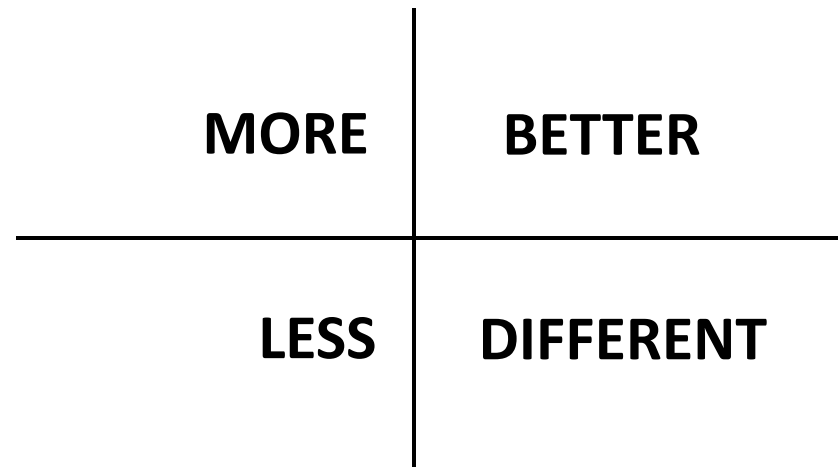


# CADCA Latinx Emerging Leaders in Prevention

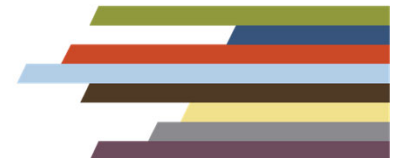
- Five inaugural community-minded Fellows
- Nine-month program
- Build the capacity in the prevention field
- Special Speakers
- Deep dive into prevention science
- Complete a capstone project
- Prevention Specialist Certification.
- Access to the Virtual CADCA Prevention Forum and the Mid –Year



# More / Better / Different / Less

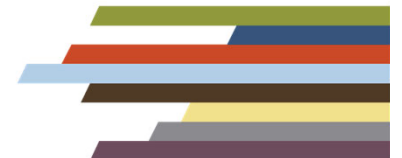


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doi:<https://doi.org/10.1016/j.leaqua.2007.04.002>



# PTTC Website: pttcnetwork.org



# Keep in touch!

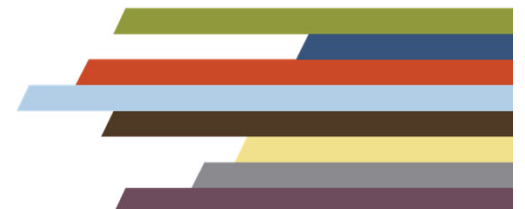
- 5 PTTCs have regular e-publications
- PTTC Network Office publishes the *PTTC POST* monthly
  - Please Subscribe:  
<https://pttcnetwork.org/centers/global-pttc/pttc-subscription-page>



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# THANK YOU

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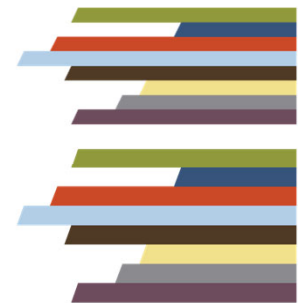
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# THANK YOU!

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***SAMHSA***  
Substance Abuse and Mental Health  
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