



THE BRIDGE TRAINING INSTITUTE

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PRESENTING 3 PROFESSIONAL DEVELOPMENT SERIES:

THE CLINICAL EXPERT SERIES

THE COGNITIVE BEHAVIORIAL THERAPY SERIES

THE DIALECTICAL BEHAVIOR THERAPY SERIES

Registration Fee: \$150 per virtual training including CEUs

*At this time we are planning on holding virtual training until state guidelines or recommendations for gatherings are updated. Should that happen, attendees will be notified of the change and will be given the option to attend the in person training or the virtual event.

Purchase 3 trainings or more & receive \$50 off!

Continuing Education Approved For:

Psychologists, Social Workers, MA Marriage and Family Therapists,

MA Licensed Mental Health Counselors,

MA Licensed Alcohol and Drug Counselors

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The Motivational Interviewing Series

These two trainings will provide an in-depth coverage of the theory and techniques of the evidence-based practice, Motivational Interviewing. Motivational Interviewing: The Foundational Skills is an introduction to the guiding theory and essential treatment skills of the model.

Motivational Interviewing Part Two: Building on the Basics is a presentation of advanced MI skills. This session will include significant opportunities for practice. Participants in Part Two should have attended Part One or a similar introductory training.

Friday, October 09, 2020, 9:00 AM—4:00 PM

Motivational Interviewing: The Foundational Skills

Suzy Langevin, LICSW, LADC I

Motivational Interviewing normalizes ambivalence and reflects the many elements that can impact the ability of individuals to make changes to improve individual health and safety. It provides practitioners a framework for what to do when individuals are not yet committed to making behavior change and empowers both practitioners and individuals to take responsibility for the change process in a non-hierarchical, non-coercive relationship.

This one-day training will provide an introduction to the concepts and skills of Motivational Interviewing. We will focus on an overview of the practice as a whole, including practice considerations and a phased approach to the model. We will review the underlying spirit of MI, and practice basic reflective listening skills.

Motivational Interviewing is considered a key competency for working with substance use disorder to elicit and strengthen commitment to change. This training will touch on some specific applications for substance use disorder, including smoking cessation.

Following this training the participants will be able to:

1. Describe the reasoning for using MI as an intervention for individuals who are ambivalent about behavior change.
2. List and describe the phases of MI treatment and the skills needed for each phase.
3. Describe the basic principles of MI Spirit that underpin the entire practice.
4. Demonstrate the reflective listening skills used to move conversations about change forward.

Friday, November 06, 2020, 9:00 AM—4:00 PM

Motivational Interviewing Part Two: Building on the Basics

Suzy Langevin, LICSW, LADC I

This is an intermediate level training for practitioners with some knowledge and experience using Motivational Interviewing interventions. The focus of this workshop will be on hands on practice of MI skills, including advanced OARS application, strategies for increasing change talk, and an introduction to

MI fidelity coding skills. All of these areas will be taught primarily through participants engaging in practice activities and learning by doing. This is an opportunity to deepen individual MI practice and begin to look at systemic applications for coaching MI practice with others.

This workshop assumes a basic understanding of the underlying theory and spirit of MI, allowing participants to work on applying those to real conversations about change they may encounter in clinical practice.

Following this training the participants will be able to:

- List and describe the diversity and range of OARS responses
- List and describe strategies for cultivating change talk to solidify commitment to change.
- Demonstrate the elements of MI coding and coaching.

Your Trainer



Suzy Langevin, LICSW, LADC I, Director of Training and Professional Development at Open Sky Community Services, is committed to making the best evidence-based tools and supports available to both Open Sky employees and the broader community through the Bridge Training Institute.

Ms Langevin has presented regionally and nationally on implementing evidence-based treatment modalities, including the Stephanie Moulton Symposium, NAADAC Webinar Series, and the Massachusetts Psychiatric Rehabilitation Collaborative Annual Conference.

She has extensive training and fidelity coding experience in Motivational Interviewing, and is a member of the Motivational Interviewing Network of Trainers (MINT). Ms. Langevin also serves on a number of substance use related community groups, including the Regional Response to Recovery Partnership and the Central MA Substance Addiction Association.

Ms. Langevin has been with Open Sky for almost 10 years. Prior to taking of her current role, she served as Director of Dual Diagnosis Services, where she developed a model for services for co-occurring mental health and substance use disorders. She also previously worked to implement and supervise the provision of Illness Management and Recovery (IMR) services across adult and adolescent treatment settings and the development and opening of The Bridge Counseling Center, Open Sky's outpatient division. In 2014, Ms. Langevin was awarded the ABH Excellence in Outcomes Award as a member of the CR for PTSD group. In addition to her work at Open Sky, Ms. Langevin has experience in a diverse range of settings, including emergency mental health, juvenile justice, residential treatment and hospital inpatient care.

The Suicide and Self-Injury Series

This series will present the most current research and latest treatment techniques for Suicide and Self-Injury. You are welcome to attend either or both sessions.

Friday, December 04, 2020, 9:00 AM—4:00 PM

Self-Destructive Behavior Part One:

The Ever-Changing Terrain of Understanding, Managing, & Treating Non-Suicidal Self-Injury

Barent Walsh, Ph.D.

This clinical workshop, informed by the most current research, will focus on understanding, managing and treating diverse forms of non-suicidal self-injury (NSSI). These forms will include: 1) common, low lethality NSSI such as arm and body cutting, self-inflicted burning, abrading, skin picking, excoriation of wounds, and 2) atypical, severe NSSI such as damage requiring medical attention, harming unusual body areas (e.g. face and genitals), and ingesting foreign bodies. Self-injury will be distinguished from suicidal behavior but will also be discussed as a major risk factor for suicide attempts. The topic of social contagion of self-injury will also be addressed. Very practical suggestions in dealing with self-injury will be provided.

As described in Walsh (2014), a “Stepped Care Approach” will be employed regarding the management and treatment of self-injury. A stepped care approach is used so that clients and families receive only as much support and targeted treatment as they need. The steps include:

Step I:

- Responding informally and strategically to NSSI
- Providing crisis assessment (when needed)
- Explicating why atypical, severe NSSI should be managed differently than more common forms
- Using standardized tools for assessing NSSI
- Conducting a detailed cognitive-behavioral assessment

Step II:

- Teaching effective replacement skills
- Reviewing the increased importance of e-treatments, smart phone apps, and video game interventions
- Employing cognitive restructuring interventions including those targeting trauma-related NSSI

Step III:

- Managing and preventing social contagion of NSSI
- Using multimodal treatment for those with complex self-harm configurations
- Supporting self-care for professionals working with NSSI

Following this presentation, participants will be able to:

- Differentiate self-injury from suicide
- Review the research indicating that ongoing self-injury is a major risk factor for suicide attempts
- Review how to perform a detailed assessment of NSSI
- Discuss multi-modal forms of treatment for self-injury
- Understand, manage, and prevent social contagion of self-injury

Friday, January 29, 2021, 9:00 AM—4:00 PM

Self-Destructive Behavior Part Two:

Crossing the Bridge to Suicide – Understanding, Managing and Treating the Misery of Suicidality
Barent Walsh, Ph.D.

This workshop attempts to bring theory, evidence-based treatment, and radical empathy to the most clinically challenging of all behaviors: suicide. Encountering suicide is one of the great challenges in providing clinical work with people in distress. Some professionals flee the field after encountering their first suicidal client; Others work an entire career in suicide prevention; Most carry on somewhere in between. This workshop will bring a stance of radical empathy to understanding, managing, and treating suicidal behavior. The ground-breaking work of Shneidman, Orbach, Jobes, and Joiner will be fully referenced. Treatment will be discussed in terms of a cognitive-behavioral approach. Self-care will also be reviewed as a necessary component of working recurrently with suicidal people. Such self-care allows professionals to avoid compassion fatigue and vicarious PTSD. The presenter will draw on his 40 years of experience working with suicidal persons, with frequent references to successful interventions.

Following this training the participants will be able to:

- Describe what brings people to the brink of suicide
- Describe why a flash point is required to put them over the edge
- Demonstrate how to intervene in crises and in providing long-term treatment
- Demonstrate how to provide self-care in order to maintain compassion and radical empathy

Your Trainer



Barent Walsh, Ph.D. has written extensively and presented internationally on the topic of self-destructive behavior. He is the author of *Treating Self-Injury: A Practical Guide 2nd edition*, Guilford Press, (2014). This volume has been translated into Polish and Japanese. In addition, Dr. Walsh is co-developer (with Screening for Mental Health of Wellesley, MA) of “Act to Prevent Self-Injury,” a prevention program with DVD for high schools. Dr. Walsh has presented on self-injury in London, Edinburgh, Vienna, Stuttgart, Ulm, Oslo, Dubai, Tokyo, Beijing, Montevideo, Mexico City, Montreal, Toronto, Winnipeg, and throughout the United States.

Dr. Walsh is the Executive Director Emeritus and Senior Clinical Consultant at The Bridge, a human service agency headquartered in Worcester, MA. Dr. Walsh is a Lecturer on Psychiatry, Harvard Medical School at Cambridge Health Alliance, Cambridge, MA.

Disclosure: Dr Walsh is the author of the book *Treating Self-Injury: A Practical Guide*. This book will be available for sale at this training.

Mental Health in School Settings

This comprehensive, 4-part series addresses the most pressing issues facing our school communities. You are welcome to attend any, or all of these trainings.

Friday, February 05, 2021, 9:00 AM—4:00 PM

School Mental Health Part One:

District and School-Wide Social Emotional Learning Implementation Strategies

Fran Kuehn, LICSW

SEL is widely recognized as a core set of skills necessary to navigate the 21st century world of work and education. As reported levels of stress, anxiety and depression are on the rise, school districts are facing the mandate to incorporate SEL skills into curricula and school-wide practices. Many schools are identifying areas of strength and opportunity to enhance SEL practices and this workshop will further that process through lecture, case studies, group practice and learning.

SEL skills are applicable to and part of treating a wide array of psychological disorders and enhance skills related to frustration tolerance, communication, self-awareness and self-regulation, impulse control and help seeking.

Following this training the participants will be able to:

- Describe the core concepts related to SEL and how their own school as a system is faring regarding SEL implementation.
- List and describe community, district, school and classroom SEL implementation strategies.
- Describe educator well-being, stress and burnout through SEL practices, creating effective implementation teams.

Friday, March 05, 2021, 9:00 AM—4:00 PM

School Mental Health Part Two:

Building Better Brains:

How improving executive functioning skills fosters social, emotional and academic success

Sharon Saline, Psy.D.

Would you like practical tools to help kids harness their natural potential, reduce stress and get things done with less arguing and more cooperation? Whether it's academics, social challenges, mental health issues or technology, many children and teens struggle with feeling overwhelmed and can't seem to keep up, especially those young people with ADHD, high-functioning ASD or learning disabilities. In this dynamic and interactive workshop, you'll learn how to navigate their complex mix of biology, behavior and emotion and strengthen essential executive functioning skills to improve both home and school experiences.

With current research on the developing brain and real-life case examples, Dr. Saline shows you why executive functioning skills are critical to learning and development and how stress and anxiety negatively impact them. Innovative tools to improve focus, organization, planning and motivation will also be covered.

Throughout the workshop, exercises are designed to improve participants' understanding of living with learning differences, how to assist kids and their families with these challenges and opportunities to brainstorm about your specific clinical and/or classroom issues.

By focusing on a strength-based, positive psychology approach and including kids' voices in problem-solving, participants will learn how to create effective interventions that go beyond medication and crisis management. You will leave this workshop with tangible strategies for identifying and nurturing cognitive strengths in young people to help them overcome daily challenges.

Following this training the participants will be able to:

- Identify the biological, behavioral and emotional factors related to ADHD, LD and high functioning ASD as well as executive functioning skills.
- Define executive functioning skills and use effective, collaborative strategies for improving them.
- Gain innovative tools to improve student focus, organization, planning and motivation and build confidence and resilience in students.
- Implement practical and useful treatment interventions for reducing conflict and improving cooperation with children, teens and their families living with ADHD, LD and high functioning ASD.

Friday, March 19, 2021, 9:00 AM—4:00 PM

School Mental Health Part Three:

Best Practices for School, Classroom and Individual Social Emotional Learning

Fran Kuehn, LICSW

Following the day-long workshop on the subject of District and School-Wide SEL implementation strategies and practices, participants will engage in a workshop on school, classroom and individual SEL skill development addressing inter-personal and intra-personal social emotional skills. Special emphasis will be placed on enhancing educator SEL skills as a foundation to creating SEL informed School Culture and Climate.

SEL is widely recognized as a core set of skills necessary to navigate the 21st century world of work and education. As reported levels of stress, anxiety and depression are on the rise, school districts are facing the mandate to incorporate SEL skills into curricula and school-wide practices. Many schools are identifying areas of strength and opportunity to enhance SEL practices and this workshop will further that process through lecture, case studies, group practice and learning.

SEL skills are applicable to and part of treating a wide array of psychological disorders and enhance skills related to frustration tolerance, communication, self-awareness and self-regulation, impulse control and help seeking.

Following this training the participants will be able to:

- Apply the five core competencies of SEL to educator well-being
- Describe and demonstrate the skills related to inter-personal effectiveness, social awareness and problem solving
- Describe and demonstrate the skills related in intra-personal awareness, self-awareness and self-regulation

Friday, May 7, 2021, 9:00 AM—4:00 PM

School Mental Health Part Four: Creating Trauma-Informed Schools and Trauma Sensitive Classrooms
Fran Kuehn, LICSW

Schools across the nation are reporting increased levels of stress, anxiety, acting out behavior and trauma-reactivity among students. These realities lead to stressed school environments and create vicarious trauma and burnout among educators. This training will lay the foundation for trauma-informed practices that are school-wide, classroom based and 1:1 with a special emphasis on addressing educator well-being.

We know a great deal about trauma and its impact on student learning, learning environments and helping professionals. This workshop will engage participants in understanding the impact of trauma on their professional and personal well-being, how it shows up in schools, and what can be done to ameliorate the impact of trauma on the environment of the school.

Trauma informed practices are applicable to and part of treating a wide array of psychological disorders and enhance skills related to frustration tolerance, communication, self-awareness and self-regulation, impulse control and help seeking.

Following this training the participants will be able to:

- Describe the types of trauma and how they present in school environments
- List and demonstrate specific interventions to respond to, treat and improve trauma reactivity
- Describe how trauma-informed practices are good SEL practices and how to address both in a school environment

Your Trainers



Fran Kuehn, LICSW earned his MSW and M.Ed. from Boston University in 2001 and has spent 18 years as a School Social Worker at Brookline High School before accepting a position on the faculty of the School of Social Work at Salem State University. Fran has designed and implemented school and classroom SEL curricula and has led teams implementing whole-school climate and culture change to support SEL skills for Students and Educators. Fran is a Diplomate in the Academy of Cognitive Therapy and has a therapy practice in Newton, MA. Fran presents on a wide variety of topics regarding schools and mental health.



Sharon Saline, Psy.D., a licensed clinical psychologist with more than 30 years' experience, is a top expert on ADHD, anxiety, learning differences and mental health challenges and their impact on school and family dynamics. Her unique perspective, a sibling of a child who wrestled with untreated ADHD, combined with decades of academic excellence and clinical experience, assists her in guiding families as they navigate from the confusing maze of diagnoses and conflict to successful interventions and connections. Dr. Saline funnels this expertise into her new book, *What Your ADHD Child Wishes You Knew: Working Together to Empower Kids for Success in School and*

Life. Heralded as an invaluable resource, her book is the recipient of two highly acclaimed awards: Best Book Awards winner by American Book Fest and the Gold Medal from Moms' Choice Awards.

As an internationally sought-after lecturer and workshop facilitator, Dr. Saline combines psychology with her love of theatre to animatedly present on a variety of topics from understanding ADHD, executive functioning and anxiety in children and teens, making sense of the teen brain, working with different kinds of learners and raising digital citizens. A magna cum laude graduate of Brown University, she received her master's degree in psychology from New College of California and her doctorate in psychology from the California School of Professional Psychology at Alliant University. Dr. Saline is a regular contributor to ADDitude.com and PsychologyToday.com, a featured expert on MASS Appeal on WWLP-TV and a part-time lecturer at the Smith School for Social Work. She lives with her family in Northampton, MA. Learn more at www.drsharonsaline.com and @DrSharonSaline.

Emerging Issues in Clinical Practice

Friday, April 02, 2021, 9:00 AM—4:00 PM

Brave New Worlds: Professional Ethics in an Era of Rapid Change

Robert Kinscherff, Ph.D., J.D.

This training will address a variety of contemporary issues in ethics and professional practice for behavioral health professionals. These include implications for professional practice of emerging:

- Clinical research (evidence-based assessment and intervention; the biological and genetic bases of addictions and mental health disorders; advances in medication assisted treatment);
- Practices (integrated behavioral health care; culturally responsive care); and,
- Technologies (Artificial Intelligence--AI, adaptation of biometric and other electronic devices into behavioral health care, electronic medical records).

This program will enhance your practice by supporting professional decision-making in four critical domains: clinical, legal, ethical, and risk management. While fundamental ethical principles (e.g., competence, informed consent, privacy) remain the same, their application has changed with advances in applied clinical research, introduction of technologies into clinical practice, increased integration of mental health care into large care systems, increasingly diverse populations, and research demonstrating wide disparities in access to—and quality of—mental health services. Theories and concepts of human behavior and clinical practice are also impacted by advances in neurodevelopment, technology, applied clinical research, and integration into large care systems.

Following this training the participants will be able to:

- Identify two areas of emerging clinical research with ethical implications
- Identify two areas of emerging practices with ethical implications
- Identify two areas of emerging technology with ethical implications
- Articulate ethical challenges in informed consent, competence, or boundaries
- Describe a model for ethical decision-making



Robert Kinscherff, PhD, JD is a clinical/forensic psychologist and attorney. He currently serves as an Associate Vice President and Professor (Doctoral Clinical Psychology Program) at William James College, and as Associate Program Director at the Center for Law, Brain & Behavior at Massachusetts General Hospital. For the American Psychological Association he has served as a past two-term Chair of the Ethics Committee, Chair of the Committee on Legal Issues, Member of the Committee on Professional Standards and Practices, and Member of the Board of Professional Affairs. He is a co-author of a book on ethics in professional practice published by APA, has published 65+ articles on law, ethics, and professional practice in clinical and forensic psychology, and teaches and consults nationally and internationally to multi-disciplinary audiences.

Friday, April 30, 2021, 9:00 AM-4:00 PM

Recovery Through Community Membership

Dennis Rice, Ed.M., Michael Seibold, MA

This interactive workshop offers participants practical strategies to help individuals combat their social isolation and enhance their recovery through deeper community connections. This program introduces a completely fresh set of practical strategies to help persons in recovery become re-established as active, participating members of their local communities. It has been demonstrated that assisting such individuals to develop and use social capital is highly correlated to successful recovery.

The strategies to be presented focus broadly on the desirable outcome of community integration, combatting stigma, and gaining acceptance. In addition, our presentation is strongly person-centered in that it relies on utilizing the unique talents, gifts and preferences of each individual to select the specific opportunities in which the individual wishes to participate. And, perhaps most importantly, our presentation offers practical strategies as well as concrete examples of successes that have enhanced the recovery journeys of persons with mental health, substance use and other debilitating challenges.

Following this training the participants will be able to:

- Describe a greater understanding of the importance of “community” in recovery and how our services can get in the way.
- Describe shifting service paradigms from Medical Model to Community Membership Model
- List about several easy to replicate community connecting initiatives
- Describe concrete strategies to help individuals use their talents and interests to make community connections that result in mutually beneficial relationships

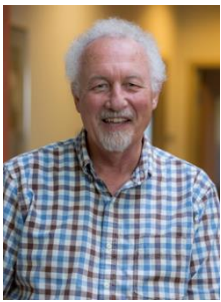


Dennis Rice co-founded Alternatives Unlimited, Inc., a non-profit rehabilitation agency in Central Massachusetts, in 1976, and served as Executive Director from 1979 to 2018 when Alternatives affiliated with the Bridge of Central MA and became Open Sky Community Services. During his tenure, Dennis helped grow Alternatives from its original three programs to a comprehensive agency of more than 60 programs with an annual budget of \$50 million. Alternatives served 1,200 men and women with psychiatric or developmental disabilities in a full range of residential, employment, and day service options and a clubhouse.

After completing his BA degree in Theater from Alma College in Michigan, Dennis earned his Master in Education from Harvard University in organizational development. Since 1980, Dennis has forged a strong working relationship with the Center for Psychiatric Rehabilitation. Agencies throughout the United States, Canada, and abroad have invited Dennis to train and consultant on Alternatives’ innovative service approaches.

For the past 15 years, Dennis has promoted a new service model that emphasizes community membership as critical in the recovery process. The prime example of this approach is the renovation of Alternatives' historic Whitin Mill. This out-of-work mill that once housed Alternatives' sheltered workshop is now an inclusive community cultural center using green design technology. An award-winning project, it has provided space for Alternatives' new headquarters, affordable housing, a performance center, an art gallery, and a restaurant. Alternatives' Whitin Mill has already received international recognition for promoting community integration, and for its contribution to the economic development and quality of life of the region.

Dennis has also received numerous awards for his work in the rehabilitation field and for his visionary Community Engagement Initiatives including the USFRA Irv Rutman Award in 2010, the 2013 Non Profit Business Leader Award from the Worcester Business Journal, the Telegram & Gazette 2012 Cultural Enrichment Award and the Greater Worcester Community Foundation's Renaissance Award in 2009 for exceptional talent, commitment and leadership.



Michael Seibold has served as the Director of Community Services at Alternatives Unlimited, Inc., a non-profit rehabilitation agency located in Central Massachusetts. His experience includes forging partnerships with funders, individuals and families to create flexible, highly personalized residential, outreach and employment services that support individuals with psychiatric and developmental disabilities. Areas of expertise include psychiatric rehabilitation, leadership development and mentoring, results oriented management, training and supervision, and managing organizational change. From 2018 to the present Michael has played a key role in the merger of two large Central Massachusetts human service agencies into one \$80 million organization. As acting COO, developed structures and processes to enhance the blending of two organizational cultures and led the collaborative effort to create a new staff development master plan.

Mr. Seibold holds a BA in Spanish and an MA in Psychology from Catholic University, Washington, D.C. Mr. Seibold has provided training and consultation throughout the United States and Canada and has presented at numerous conferences on topics such as innovative approaches to rehabilitation, community inclusion and recovery.

He has also co-authored a chapter entitled "Psychiatric Rehabilitation in a Residential Setting" in William Anthony's book, Putting Theory into Practice. And two articles including "Promoting Readiness for Discharge For Long Term State Hospital Residents" *Psychiatric Rehabilitation Journal*, (2011) and "Capacity, Commitment, and Culture: The Three Cs of Staff Development in a Learning Organization". *Psychiatric Rehabilitation Journal*, Education and Training Column (2015).

Friday, June 4, 2021, 9:00 AM-4:00 PM

Engaging Opportunity Youth with Cultural Intelligence

Ronald Bernard Waddell, Jr.

Research shows that youth join gangs for protection, excitement, respect, money, or because a friend is in a gang. Youth are at higher risk of joining a gang if they engage in delinquent behaviors are aggressive or violent, have multiple transitions in caretakers, have problems at school, associate with other gang-involved youth, or live in communities where they feel threatened and where a high percentage of youth engage in problem behavior. There has been a movement to change the narrative about this group of young people from “at-risk” to “opportunity youth.” These youth are in most need of our behavioral and mental health services but remain some of the most underserved.

This training will address various contemporary issues that create a disconnect between these opportunity youth and behavioral health professionals. These include:

- The connection between Adverse Childhood Experiences and Adverse Community Experiences.
- The connection between trauma and substance use disorder with-in the context of
- Why opportunity youth are less likely to engage voluntarily with mental and behavioral health services.

This workshop will use research and real-life experiences to enhance your practice by providing key concepts in understanding opportunity youth involved in gang culture. While many of the strategies we've learned are useful, utilizing these techniques without adaptation can create unintended dissonance between the professional and the client. Understanding the intersectionality of social determinants of health, gender, race, and age are critical components in building a successful therapeutic relationship with these particular clients.

Following this training, the participants will be able to:

- Define opportunity youth
- Identify key components of gang culture
- Identify how the effects of Adverse Community Experiences impact Adverse Childhood Experiences
- Identify areas where the “traditional therapeutic model” creates barriers when treating this population
- Describe the need for adapting evidenced-based models to treat opportunity youth.



Ronald Bernard Waddell Jr is a homeless orphan turned social activist, entrepreneur, and philanthropist. He is the founder of Legendary Legacies Inc. a non-profit organization with a mission to equip young men, ages 17-24, with the tools to maximize their potential. LL has a focus on working with individuals that local police have identified as “proven risk” or “impact players.” These individuals are substantially gang-involved. He is a certified transformational life coach through the Association for Christian Character Development, a certified Gang Specialist through The National Gang Crime and Research Center and a Certified Youth Mental Health Specialist. He is a Certified Recovery Coach and holds a certificate in Non-Profit Management and Leadership from Boston University. He has completed and co-facilitated multiple re-entry groups inside MA Houses of Corrections. He recently completed the Black Addiction Counselor Education program through BSAS and is a candidate for his LADC I. He presents at local, state, and national state events and speaks passionately and eloquently about issues affecting marginalized communities, specifically young men of color. In his downtime, he enjoys reading, hiking, cooking, and poetry. He lives in Worcester, MA, with his two sons, Joshua, age 8, and Isaiah, age 6.

NEW TRAINING SERIES- Supervision Skills Training

Friday, February 12, 2021, 9:00 AM—4:00 PM

Motivational Interviewing Supervision Strategies- Suzy Langevin, LICSW, LADC I

- Supervision is, in essence, about behavior change, helping employees integrate new skills and do things differently. This workshop will help supervisors leverage skills in Motivational Interviewing to guide employees to make changes to improve performance and service quality.

Friday, March 12, 2021, 9:00 AM—4:00 PM

CBT Supervision Strategies- Stefanie Gregware, LMHC

- This training will focus on an approach to supervision that creates an environment in which the supervisee may begin to develop and implement the principles and methods of cognitive behavioral therapy and to build his or her confidence as a CBT practitioner. We will provide concrete strategies for supervisors to balance the need to ensure that supervision balances needs for clinical oversight with the goal of ensuring the time and space for focusing on adherence to this important practice.

Friday, April 16, 2021, 9:00 AM—4:00 PM

Supervising Peer Support Professionals- Presenter TBA

- The emergence of the professional peer workforce has presented great opportunities for the field, and new challenges for supervisors. This training will help supervisors define and differentiate peer roles, and learn best practices for supporting and supervising peer positions on interdisciplinary teams.

Friday, May 14, 2021, 9:00 AM—4:00 PM

Cultural Humility & Supervision- Jenise Katalina, MSW, LCSW

- In this workshop, supervisors will learn the cultural humility framework, and how to apply this framework to understanding how to best support supervisees from diverse backgrounds.

The Bridge Training Institute
www.thebridgetraininginstitute.org

Register: On-Line at www.thebridgetraininginstitute.org By Phone (508) 755-0333

Your Trainer:



Jenise Katalina is the founder of Rise Leadership and Coaching, LLC, an equity and inclusion firm working with businesses to implement inclusive leadership strategies and supporting women of color in achieving career success.

Jenise's experience most recently includes the position of Vice President of Family Services at a community based non-profit in Springfield, Massachusetts. She joined the team in September of 2011 as a direct care staff and quickly excelled through multiple managerial positions. Jenise has lead the development of multiple family support programs and upheld quality standards of state and federally funded programs. In her position as Vice President, she has implemented change within the recruitment, hiring and retention of diverse staff. She has mentored female employees and supported their career advancement through her application of skills in Inclusive Leadership and Reflective Supervision.

Jenise's prior experience includes serving for six years as a supervisor in a Springfield-based residential program for latency-age children struggling with emotional and behavioral challenges related to trauma. Her prior experience also includes the supervision and coordination of after-school programs and gang aversion programs for teen youth within Springfield.

Jenise received her Bachelor of Arts degree from Westfield State University and her Master of Social Work degree from Springfield College. She is a license certified social worker in Massachusetts.

Jenise has studied under the founders of the Culturally Humility Framework and has offered technical assistance and training to multiple institutions striving to incorporate a Racial Equity lens into their institution, especially within recruitment, hiring and management.

Jenise currently brings her expertise to multiple collective impact teams and workgroups focused on racial equity within Springfield and throughout the state of Massachusetts.

The Cognitive Behavioral Therapy Series

Bring the most effective treatments into your practice

*“I had a lot of patients who were depressed.
So, I was interested in just being able to treat them as well as I could”*

-Aaron Beck

Aaron Beck is considered to be the father of Cognitive Behavioral Therapy (CBT). In the last half-century, his research into this ground-breaking treatment has transformed psychotherapy and has established a new standard of care.

Initially developed as a treatment for depression, CBT is now known to be effective with the anxiety disorders, personality disorders, non-suicidal self-injury, eating disorders, post-traumatic stress disorder, substance abuse and, most recently, as a key component in the treatment of psychotic disorders. CBT is fully effective with children, adolescents and adults.

CBT is an evidence-based treatment that focuses on understanding and changing problematic thoughts, feelings and behaviors and thus has a sustained and positive impact on the person’s emotional wellbeing.

CBT is rapidly becoming an essential component of every clinicians’ toolkit. This 4-part series is intended to provide a complete examination of the most current techniques. The newcomer to CBT will get a comprehensive set of skills to bring their practice into the 21st century. Experienced CBT practitioners will learn the latest developments based on the most current research.

You will learn the theoretical foundation of CBT, how to conceptualize cases within a CBT framework, conduct assessments and develop specific treatment plans and strategies. You will learn how to structure a CBT session, and how to work flexibly within this structure. You will also learn how to employ cognitive restructuring, behavioral strategies, exposure and behavioral experiments.

Please Note: You may select any individual training or take the series in its entirety.

The CBT Training Series

Friday, January 15, 2021, 9:00 AM—4:00 PM

Cognitive Behavioral Therapy: Theory and Core Treatment Skills

Stefanie Gregware, LMHC & Andrea Wolloff, LMHC

This foundational training will provide the practitioner with an understanding of the theoretical structure of CBT and the essential clinical skills you can apply in your practice.

Following this training the participants will be able to:

- Describe the CBT theory regarding the relationship between thoughts, feelings and behaviors
- List and describe the essential measuring tools to assess therapeutic progress

- Describe how to tailor the CBT treatment plan to the specific presentation of the client.
- Describe CBT case conceptualization and using this conceptualization to drive the treatment
- Demonstrate how to transition an individual in supportive therapy into CBT therapy
- List and describe the elements of a standard CBT session, including the structure of the session, how to assign and review homework/action plans, and addressing problems that arise within the structure of the session

Friday, February 26, 2021, 9:00 AM—4:00 PM

Cognitive Behavioral Therapy for Depression

Stefanie Gregware, LMHC & Andrea Wolloff, LMHC

CBT is the preferred intervention for depression and has been shown to produce positive outcomes. In this session, you will learn how CBT theory informs your case conceptualization and treatment planning. Specific measures such as the Beck Depression Inventory will be introduced as tools for assessment and for measuring progress.

Following this training the participants will be able to:

- Describe depression as conceptualized through a CBT framework
- List and describe standardized assessments, including the Beck Depression Inventory
- Demonstrate how to develop a CBT treatment plan for depression
- Describe how to monitor progress and make treatment adjustments
- Demonstrate behavioral strategies including activity scheduling and behavioral experiments
- Describe relapse prevention plans

Friday, April 09, 2021, 9:00 AM—4:00 PM

Cognitive Behavioral Therapy and Anxiety:

Treating Social Anxiety, OCD, Panic Disorders and Phobias

Stefanie Gregware, LMHC & Andrea Wolloff, LMHC

This training will empower you to understand how anxiety disorders evolve, habituate, and cause suffering in the patient. You will learn proven treatments for people suffering from the major anxiety disorders in children and adults: generalized anxiety disorder, panic disorder, phobias, and obsessive-compulsive disorder.

Following this training the participants will be able to:

- Describe the anxiety disorders as conceptualized through a CBT framework
- List and describe the standardized assessments for anxiety
- Demonstrate how to develop a CBT treatment plan for anxiety
- Demonstrate how to monitor progress and make treatment adjustments
- Demonstrate behavioral strategies including exposure, and relaxation techniques.
- Describe relapse prevention plans

Friday, May 21, 2021, 9:00 AM—4:00 PM

Cognitive Behavioral Therapy for Psychosis: Recovery is Possible

Stefanie Gregware, LMHC & Andrea Wolloff, LMHC

This workshop will major new developments in CBT theory and techniques to treat psychotic symptoms. The structure of CBT sessions will be explained, as will specific interventions to address paranoid ideation, delusions, auditory hallucinations, and the negative symptoms common in psychotic disorders.

Following this training the participants will be able to:

- Describe psychosis as conceptualized through a CBT framework
- List and describe standardized assessments
- Demonstrate how to develop a CBT treatment plan for psychosis
- Describe how to monitor progress and make treatment adjustments
- Demonstrate behavioral strategies including activity scheduling and behavioral experiments
- Describe relapse prevention plans

Your Trainers



Stefanie Gregware, MA, LMHC is the Vice President of Clinical Services at Open Sky Community Services. In this capacity, she oversees clinical services agency wide. She is trained in all evidence-based practice models that Open Sky provides and supervises each clinical team ensuring fidelity, outcome measurement, training, supervision, and development of self-sufficient practices.

Ms. Gregware received her master's degree from Assumption College with a concentration in Cognitive Behavioral Therapy. She was also awarded a certificate in CBT through the Aaron T. Beck Institute in Cognitive Studies at Assumption College. Ms. Gregware received advanced training and consultation in Recovery Oriented CBT for Schizophrenia through the Beck Institute and the University of Pennsylvania. In addition, she has received intensive training in Dialectical Behavior Therapy.

Ms. Gregware has provided direct clinical care for the past 10 years with treatments based in a Cognitive Behavioral therapy framework. These treatments include; DBT, CBT for symptoms of psychosis, Cognitive Restructuring for PTSD, and CBT for anxiety and depression. She has received training and supervision from leaders in these practices (Charles Swenson, M.D., Kim Meuser, Ph.D., Jennifer Gottlieb, Ph.D., Corine Cather, Ph.D, Aaron Brinen, Ph.D.) Ms. Gregware is one of two CR for PTSD practitioners at Open Sky who are trained to provide fidelity ratings on audio-taped therapy sessions.

Ms. Gregware has also co-facilitated a 2-day course on Recovery Oriented Cognitive Therapy. This workshop was created under the supervision of Aaron Brinen, Ph.D., at the Beck Institute.

The Bridge Training Institute
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Andrea Wolloff, MA, LMHC received her Master's Degree in Counseling Psychology from Assumption College. She also received additional certifications in CBT for children and families and general CBT from The Aaron T. Beck Institute for Cognitive Studies at Assumption College.

Ms. Wolloff is a Private Practitioner who provides counseling, consultation, training, and supervision. The treatment modality she provides is CBT. Her specialties include PTSD and trauma, anxiety disorders, and depression. She uses evidence-based treatment models to treat PTSD, including Cognitive Restructuring for PTSD, Prolonged Exposure, and Written Exposure Therapy.

Ms. Wolloff also delivers consultation and training in Cognitive Restructuring for PTSD.

In this capacity, Ms. Wolloff provides training and direct supervision to clinicians including providing fidelity assessments of audio recorded sessions for newly trained CR clinicians. In 2014, Ms. Wolloff lead a team that was awarded the Association for Behavioral Health's Excellence in Outcomes award for their strong outcomes in CR for PTSD. Ms. Wolloff co-authored a research poster for these outcomes at the ABCT conference in 2018. She also provides consultation and supervision in CBT.

Prior to Private Practice, Ms. Wolloff worked in Community Mental Health. During this time, she developed a specialty in working with those who experience serious and persistent mental illness. She received intensive training in Recovery Oriented CBT for Schizophrenia, CBT for Psychosis, Dialectical Behavior Therapy, Cognitive Restructuring for PTSD, and Prolonged Exposure for PTSD. She served as a treatment provider, training developer, trainer, consultant, and supervisor in these practices.

The Dialectical Behavior Therapy Series

Dialectical Behavior Therapy (DBT) is a leading example of an evidence-based practice. Originally developed as an outpatient treatment, DBT has more recently been applied in diverse settings such as public schools, community-based group homes, hospitals and outreach treatment settings.

DBT has been proven to be effective with people who are in persistent emotional distress, have chronically unstable relationships, and present with recurrent self-injury and/or suicidal behavior. DBT has been used to treat high performing, but distressed students, seriously disturbed adolescents, people with eating disorders, substance use disorders and people with persistent mental illness and/or developmental disabilities.

DBT is a supportive and collaborative treatment that emphasizes skill-building and highly individualized treatment plans. The treatment is delivered in two modalities: DBT Skills Groups and Individual Therapy.

This rigorous and comprehensive training series will provide the clinician with a full understanding of all aspects of DBT theory and clinical practice. In addition, the content of these trainings will prepare you to meet the education requirement for DBT credentialing developed by the DBT-Linehan Board of Certification. See details at www.dbt-lbc.org.

The training is presented in 2 parts:

- A 4-Day DBT Skills Training Track
- A 6 Half-Day Individual Therapy Track

In addition, all participants will have free, unlimited access to *The DBT Insider*, our online training and support center where you will have access to training materials, videos, articles and webinars.

Your Trainers



Jennifer Eaton, M.S., LMHC is a certified DBT clinician approved by the Linehan Board of Certification. She is a professional trainer & consultant in Dialectical Behavior Therapy and related topics. She has provided training and consultation to agencies across the country in various levels of care from state hospitals and DMH funded programs to outpatient settings and schools. In addition to providing professional training and consultation, Ms. Eaton currently works half-time at Reliant Medical Group as the Director of their new DBT Center for adult patients. She also maintains a private practice specializing in DBT.

Previously, Ms. Eaton worked at The Bridge of Central Massachusetts, now known as Open Sky Community Services for over 16 years. She was the Director of DBT Training and Consultation at The Bridge Training Institute and prior to that Director of DBT Services, during which she opened many residential group homes specializing in DBT.

Ms. Eaton was intensively trained in DBT by Dr. Charles Swenson & Dr. Cindy Sanderson in 2001. She completed two Advanced Intensive Trainings, one of which was under Dr. Marsha Linehan, the developer of DBT. She holds a Master of Science degree in clinical psychology and maintains a Massachusetts license in mental health counseling.



Elizabeth Plante, MA, LMHC, DBTC is a certified Dialectical Behavior Therapy clinician through the DBT-Linehan Board of Certification. Ms. Plante received her Master's Degree from Assumption College with a concentration in Cognitive Behavioral Therapy and Children and Families. Ms. Plante was also awarded a certificate in CBT through the Aaron T. Beck Institute in Cognitive Studies at Assumption College. Ms. Plante has received intensive training in Dialectical Behavior Therapy under Charlie Swenson and advanced intensive training under Marsha Linehan.

Ms. Plante is the DBT Specialist and Director of Outpatient Services at Open Sky Community Services. In this capacity, she oversees implementation of DBT throughout the agency including training, supervision, and consultation. She also oversees the operation of the agency's counseling center.

Ms. Plante has provided DBT and CBT to individuals for the past 17 years. She leads several consultation teams, both within the agency as well as in the community. She co-developed and facilitated the Training Institute's DBT series as well the agency's internal staff and clinical training series. She has facilitated both day-long trainings as well as shorter trainings individually tailored to meet the needs of specific programs. Ms. Plante has experienced in doing DBT consultation and training for the Department of Youth Services, school systems, and other non-profit agencies.

Ms. Plante is also trained in CR for PTSD and Prolonged Exposure for PTSD. In addition, she is working toward becoming a certified Mindfulness Based Stress Reduction Teacher.

DBT Skills Training Series- *With Jennifer Eaton, M.S, LMHC*

The DBT Skills are the heart of the treatment. All aspects of DBT are based on assisting the person to learn and use a set of skills that have been proven to enhance coping and reduce distress. This 4-part series provides a thorough training in all aspects of the DBT skills including mastery of the skills, running skills groups and teaching the skills to a variety of populations. The presentation will include lecture, extensive use of video examples and in-vivo practice.

Participants are urged to purchase the [DBT Skills Training Manual, 2nd Edition](#) and the [DBT Skills Training Handouts and Worksheets, 2nd Edition](#) by Marsha Linehan. Both books will be an integral part of the curriculum and are available on Amazon.com.

Friday, October 23, 2020, 9:00 AM—4:00 PM
DBT Skills Part One

DBT Skills Part One will cover the treatment elements of DBT, The Bio-Social Theory of personality disorders, how DBT can be applied in a variety of clinical settings, and the first skills module, Core Mindfulness.

Following this training, participants will be able to:

- Describe components of DBT including the biosocial theory and who benefits from the treatment
- Describe the role and function of DBT skills groups, individual therapy, DBT coaching, and the consultation team
- Demonstrate the Core Mindfulness skills

Friday, November 13, 2020, 9:00 AM—4:00 PM

DBT Skills Part Two

DBT Skills Part Two will provide in-depth coverage of how to develop and implement a DBT skills training group, the Distress Tolerance skills and the role and function of skills cards. Numerous practical examples of these skills will be demonstrated.

Following this training, participants will be able to:

- Develop and implement a DBT skills training group
- Describe and demonstrate Leader and co-leader roles
- Demonstrate how to assign DBT skill practice and homework
- List and demonstrate the Distress Tolerance skills
- Demonstrate the use of skills cards

Friday, December 11, 2020, 9:00 AM—4:00 PM

DBT Skills Part Three

DBT Skills Part Three will provide in-depth coverage of the Emotion Regulation skills. These skills are critical components of the client's ability to develop satisfying relationships and enhance the person's overall recovery. In addition, methods of behavior management in the group setting and the use of DBT homework will be discussed. Numerous practical examples of these skills will be demonstrated.

Following this training, participants will be able to:

- Demonstrate how to review skill practice and homework
- Demonstrate how to respond to noncompliant behavior
- Demonstrate how to review assigned skill practice
- Demonstrate how to address nonpractice in the group setting
- List and demonstrate behavior management techniques in the group setting
- List and demonstrate the Emotion Regulation skills

Friday, January 22, 2021, 9:00 AM—4:00 PM

DBT Skills Part Four

DBT Skills Part Four will provide in-depth coverage of interpersonal effectiveness skills, walking the middle path module, and teaching specialty groups. Providing skills coaching between groups and sessions and applying skills to specific behaviors will be provided. The presenters will address a variety of teaching

strategies to enhance skill acquisition. In addition, the special considerations when implementing DBT in milieu and school settings will be discussed. Participants will be encouraged to submit advance questions relative to their DBT practice for discussion.

Following this training, participants will be able to:

- Demonstrate the Interpersonal effectiveness skills
- Describe walking the middle path
- Demonstrate how to coach clients outside of the group session
- Describe how to effectively implement DBT in milieu and school settings
- Describe and demonstrate how to teach DBT to specialty populations (e.g. schools, group homes, inpatient)

DBT Individual Therapy Series-With Elizabeth Plante, LMHC

NEW for 2021: This training will be conducted ONLINE in 6 half-day sessions. Each session is \$100 or purchase the 6 training package for \$500.

DBT Individual Therapy is the modality that tailors the treatment to the person. This 6-part series provides comprehensive training and will progressively build your skills.

Participants will develop a full understanding of all aspects of DBT individual therapy including: developing a treatment plan based on a hierarchy of treatment targets, the use of diary cards, identifying and addressing therapy interfering behaviors (client and therapist), conducting chain analyses, and helping the person to generalize the skills learned in skills training. Treatment strategies specific to DBT will be addressed. Dialectics and balancing DBT strategies will also be discussed.

Please note: The Individual Therapy Series assumes that participants have a sound understanding of the DBT skills. While the skills will be discussed, *they will not be taught* during this series. Those new to DBT are strongly encouraged to attend our DBT Skills Training Series or have similar training before registering for this series. Please contact Suzy Langevin at traininginstitute@openskycs.org or 508-755-0333 if you have questions about your readiness for this training.

Thursday, February 25, 2021, 1:00 PM-5:00 PM

DBT Individual Therapy Part One- Overview of DBT, Orientation and Commitment Strategies

This training will help participants gain an understanding of the model of DBT as well as to understand dialectics. Participants will gain an understanding of the Biosocial Theory that drives the treatment and learn how to apply it to a client. Beginning treatment with a client and gaining commitment in treatment will also be covered.

Thursday, March 11, 2021, 1:00 PM-5:00 PM

DBT Individual Therapy Part Two-Individual Therapy Goals, Targets, and Structure

In this training, participants will learn to create a foundation for DBT by developing a life worth living goal with clients. Participants will learn how to break this goal down into smaller goals and target behaviors that get in the way or reaching the goals. Participants will learn how to structure sessions and begin discussions of termination early on in therapy.

Thursday, March 25, 2021, 1:00 PM-5:00 PM

DBT Individual Therapy Part Three- Basic Treatment Strategies Part 1: Dialectical Strategies, Validation Strategies, and Behavior Analysis

In this training, participants will dive into the basic DBT treatment strategies. They will gain a deeper understanding of the principles of dialectics and how they can be used within a therapy session. Participants will learn validation strategies as well as how to conduct behavioral and solution analyses for target behaviors in treatment.

Thursday, April 8, 2021, 1:00 PM-5:00 PM

DBT Individual Therapy Part Four- Basic Treatment Strategies Part II and Change Procedures

In this training, Participants will continue to focus on basic DBT treatment strategies, including helping clients to gain insight, using contingencies in therapy, as well as how and when to use cognitive modification and exposure in therapy.

Thursday, April 22, 2021, 1:00 PM-5:00 PM

DBT Individual Therapy Part Five- Special Treatment Strategies

In this training, participants will learn the special treatment strategies of suicide and risk assessment within DBT, utilizing the telephone within DBT for coaching, as well as crisis and coping strategies.

Thursday, May 6, 2021, 1:00 PM-5:00 PM

DBT Individual Therapy Part Six- Balancing Communication in Therapy and Taking Care of Yourself

In this training, participants will learn how to communicate with other providers about DBT as well as how to help their clients consult with other providers. Participants will learn relationship strategies as well as how to keep balanced in the way they communicate with clients. Participants will learn the theory of burnout in the context of DBT treatment as well as the role of the DBT Consultation team and self-care in the treatment of therapist burnout.

General Information

Where: At this time trainings all training are virtual. We are planning on holding virtual training until state guidelines or recommendations for gatherings are updated. Should that happen, attendees will be notified of the change and will be given the option to attend the in person training or the virtual event. **Notice of the format change will be communicated to registrants as far in advance as possible, and will also be posted on the website, www.thebridgetraininginstitute.org**

When:

8:45 AM – Check in
9:00 AM - 12:00 PM - Training
12:00 PM - 1:00 PM - Lunch
1:00 PM - 4:00 PM - Training

How Much and Discounts:

\$150 per virtual training, includes CEUs – Purchase 3 or more trainings and receive \$50 off.

Continuing Education Credit:

6 CE credits approved for: Psychologists; MA Licensed Mental Health Counselors; MA Licensed Marriage & Family Therapists, MA Licensed Alcohol and Drug Counselors

5.5 credits approved for: MA Social Workers

Educators - Massachusetts, New Hampshire & Maine Certificate of Attendance - 6 hours

Nurses - Trainings satisfy the MA Board of Nursing (244 CMR 5.00) for 6 contact hours. The American Nurses Credentialing Center accepts CEs from the Massachusetts Psychological Association (APA) for recertification.

Registrant Cancellation: If a registrant is unable to attend a workshop, he/she is welcome to send a substitute, or, if notice of cancellation is received at least 5 business days prior to the workshop, the registrant may credit his/her registration fee toward another workshop within the same training season. No refunds will be given.

Grievance Policy: Any registrant who is dissatisfied with any aspect of a training is encouraged to contact Elesha Humphrey at traininginstitute@opensky.org or 508-755-0333. Every effort will be made to remediate the complaint in a satisfactory manner.

Special Accommodations: Please contact Elesha Humphrey at traininginstitute@opensky.org or 508-755-0333 to request special accommodations.

American Psychological Association: Community Healthlink is approved by the American Psychological Association to sponsor continuing education for psychologists. Community Healthlink maintains responsibility for this program and its content.



The Bridge Training Institute - 2020 – 2021 Mail-In Registration

Cost: \$150 per virtual training, includes 6 CEUs - Purchase 3 or more trainings and receive \$50. Please indicate your workshop preferences:

The Clinical Experts Series

- | | | |
|--|---|--------------------------------|
| <input type="checkbox"/> October 09, 2020 | Motivational Interviewing Part One | Suzy Langevin, LICSW, LADCI |
| <input type="checkbox"/> November 06, 2020 | Motivational Interviewing Part Two | Suzy Langevin, LICSW, LADCI |
| <input type="checkbox"/> December 4, 2020 | Self-Destructive Behavior Part One | Barent Walsh, Ph.D. |
| <input type="checkbox"/> January 29, 2021 | Self-Destructive Behavior Part Two | Barent Walsh, Ph.D. |
| <input type="checkbox"/> February 5, 2021 | School Mental Health Part One | Fran Kuehn, LICSW |
| <input type="checkbox"/> February 12, 2021 | Motivational Interviewing Supervision Strategies | Suzy Langevin, LICSW, LADCI |
| <input type="checkbox"/> March 5, 2021 | School Mental Health Part Two | Sharon Saline, Psy.D. |
| <input type="checkbox"/> March 12, 2021 | CBT Supervision Strategies | Stefanie Gregware, LMHC |
| <input type="checkbox"/> March 19, 2021 | School Mental Health Part Three | Fran Kuehn, LICSW |
| <input type="checkbox"/> April 2, 2021 | Brave New Worlds: Professional Ethics | Robert Kinscherff, Ph.D., J.D. |
| <input type="checkbox"/> April 16, 2021 | Supervising Peer Support Professionals | TBA |
| <input type="checkbox"/> April 30, 2021 | Recovery Through Community Membership | Dennis Rice & Michael Seibold |
| <input type="checkbox"/> May 7, 2021 | School Mental Health Part Four | Fran Kuehn, LICSW |
| <input type="checkbox"/> May 14, 2021 | Cultural Humility & Supervision | Jenise Katalina, MSW, LCSW |
| <input type="checkbox"/> June 4, 2021 | Engaging Opportunity Youth with Cultural Intelligence | Ron Waddell |

The Cognitive Behavior Therapy Series – With Stefanie Gregware, LMHC & Andrea Wolloff, LMHC

- | | |
|--|--------------------------------|
| <input type="checkbox"/> January 15, 2021 | CBT- Theory & Treatment Skills |
| <input type="checkbox"/> February 26, 2021 | CBT- Depression |
| <input type="checkbox"/> April 09, 2021 | CBT- Anxiety |
| <input type="checkbox"/> May 21, 2021 | CBT- Psychosis |

The Dialectical Behavior Therapy Skills Training Track – With Jennifer Eaton, M.S., LMHC

- | | |
|--|-------------------|
| <input type="checkbox"/> October 23, 2020 | DBT Skills Part 1 |
| <input type="checkbox"/> November 13, 2020 | DBT Skills Part 2 |
| <input type="checkbox"/> December 11, 2020 | DBT Skills Part 3 |
| <input type="checkbox"/> January 22, 2021 | DBT Skills Part 4 |

The Dialectical Behavior Therapy Individual Therapy Track – With Elizabeth Plante, LMHC *NEW for 2021: This training will be conducted ONLINE in 6 half-day sessions from 1-5pm. Each session is \$100 each or purchase the 6 training package for \$500.

- | | |
|--|---------------------------|
| <input type="checkbox"/> February 25, 2021 | Individual Therapy Part 1 |
| <input type="checkbox"/> March 11, 2021 | Individual Therapy Part 2 |
| <input type="checkbox"/> March 25, 2021 | Individual Therapy Part 3 |
| <input type="checkbox"/> April 8, 2021 | Individual Therapy Part 4 |
| <input type="checkbox"/> April 22, 2021 | Individual Therapy Part 5 |
| <input type="checkbox"/> May 6, 2021 | Individual Therapy Part 6 |

Please indicate the type of continuing education credit requested:

- | | | |
|--|------------------------------------|-------------------------------|
| <input type="checkbox"/> American Psychological Association | <input type="checkbox"/> MA – NASW | <input type="checkbox"/> LADC |
| <input type="checkbox"/> MA - Licensed Mental Health Counselor | <input type="checkbox"/> MA - LMFT | |

Registrant Name: _____ **Telephone:** _____

Organization: _____

Street: _____ **City:** _____

State: ____ **Zip Code:** _____ **Email Address:** _____

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