

## Training and Consulting Services:

**Motivational Interviewing Training:** Motivational Interviewing, an evidence based practice, is a collaborative, goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person’s own reasons for change within an atmosphere of acceptance and compassion.

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| Name                | <b>A Taste of Motivational Interviewing – 4 Hours</b>  |
| Description         | This introductory session offers participants a basic overview of MI, including underlying assumptions about behavior change. Upon completion, participants will identify the definition and assumptions of Motivational Interviewing, as well as training pathways to develop competency in the practice. |
| Learning Objectives | <ol style="list-style-type: none"> <li>1. Recall the definition of Motivational Interviewing,</li> <li>2. Identify two assumptions about behavior change in Motivational Interviewing,</li> <li>3. Describe training pathways to develop Motivational Interviewing competency,</li> </ol>                  |

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| Name                | <b>An Introduction to Motivational Interviewing – 1 Day</b>   |
| Description         | This training will introduce participants to the basic principles and skills of MI. Upon completion, participants will recognize basic principles of MI and discuss its relevance in their work.  |
| Learning Objectives | <ol style="list-style-type: none"> <li>1. Identify four principles of Motivational Interviewing (Spirit of MI).</li> <li>2. Identify four skills used in Motivational Interviewing (OARS).</li> <li>3. Cite examples of how Motivational Interviewing can be useful in practice,</li> </ol> |

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| Name                | <b>Motivational Interviewing: Foundations – 2 Day</b>   |
| Description         | In this two-day training, participants will learn the principles and processes of MI. The training includes didactic material and time to practice. Upon completion, participants will discuss how the foundations of MI apply in their work, and will recognize MI skills.   |
| Learning Objectives | <ol style="list-style-type: none"> <li>1. Discuss the four principles of Motivational Interviewing (Spirit of MI).</li> <li>2. Discuss the four processes of Motivational Interviewing.</li> <li>3. Identify four skills used in Motivational Interviewing (OARS).</li> </ol> |

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| Name                | <b>Motivational Interviewing: Foundations and Strategies - 5-week Online Hybrid Course</b>   |
| Description         | This intensive training will be a blend of didactic material with ample time devoted to learning and practicing skills. Participants must commit to attending both sessions, as each session builds on the previous one. Participants will learn the principles, processes and strategies of MI, and will learn to distinguish between sustain and change talk. Upon completion, participants will apply the foundations of MI in their work, and explore opportunities to incorporate MI adherent strategies into routine conversations with clients. |
| Learning Objectives | <ol style="list-style-type: none"> <li>1. Discuss the four principles of Motivational Interviewing (Spirit of MI).</li> <li>2. Discuss the four processes of Motivational Interviewing.</li> <li>3. Demonstrate four skills used in Motivational Interviewing (OARS).</li> <li>4. Differentiate between change talk and sustain talk.</li> </ol>   |

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| Name                | <b>Motivational Interviewing: Advancing the Practice– 1 Day</b>   |
| Description         | This one-day training is an Advanced workshop for those who have previous experience using Motivational Interviewing. In this workshop we will strengthen skills in utilizing reflections intentionally, softening Sustain Talk and strengthening Change Talk. This training is interactive and covers didactic material with ample time to practice new skills so participants gain greater competence and confidence in using MI in conversations with clients. |
| Learning Objectives | <ol style="list-style-type: none"> <li>1. Demonstrate at least three types of reflections in Motivational Interviewing conversations.</li> <li>2. Demonstrate at least 3 MI strategies to Soften Sustain Talk.</li> <li>3. Demonstrate at least 3 MI strategies to Strengthen Change</li> </ol>   |

## Motivational Interviewing Training: Continued

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| Name                | <b>Motivational Interviewing - Advanced Refresher - 1 Day</b>  |
| Description         | This one-day workshop is intended for those participants who have attended extensive MI trainings in the past 5 years. Main principles of MI will be reviewed with ample time for practice and feedback.   |
| Learning Objectives | <ol style="list-style-type: none"> <li>1. Demonstrate strategies to show the 4 principles of MI in MI conversations.</li> <li>2. Demonstrate strategic use of 4 core MI skills in an MI conversation.</li> <li>3. Demonstrate 2 strategies to Soften Sustain Talk.</li> <li>4. Demonstrate 2 strategies to Cultivate Change Talk.</li> </ol> |

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| Name                | <b>Motivational Interviewing: Ongoing Learning Groups - 2 Hours Each for 8 Months</b>  |
| Description         | For participants who have completed a 2-day Foundations MI training, these ongoing workshops allow participants to develop their MI practice according to the 8 stages of learning MI.   |
| Learning Objectives | <ol style="list-style-type: none"> <li>1. Demonstrate at least three types of reflections in Motivational Interviewing conversations.</li> <li>2. Demonstrate at least 3 MI strategies to Soften Sustain Talk.</li> <li>3. Demonstrate at least 3 MI strategies to Strengthen Change.</li> <li>4. Demonstrate the "Testing the Waters" framework to test readiness for planning within an MI conversation.</li> <li>5. Demonstrate the 5 step process to develop an MI based Action Plan.</li> </ol> |

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| Name                | <b>Motivational Interviewing: For Supervisors and Coaches - 5-Week Online Hybrid Course</b>   |
| Description         | This intensive training will cover the spirit and strategies for conducting MI adherent supervision and specific MI coaching practices to support coaches' ongoing MI learning. Participants will learn how to coach those who have attended basic MI trainings to advance their practice in both 1:1 coaching and small groups. Participants do not need to be in a supervisory role to attend. Coding as Competent in MI practice via the MITI 4 will be required for entrance. |
| Learning Objectives | <ol style="list-style-type: none"> <li>1. Discuss how the Spirit of MI &amp; Ambivalence apply to the supervisory relationship.</li> <li>2. Demonstrate delivery of MI adherent written feedback.</li> <li>3. Demonstrate delivery of MI adherent verbal feedback using the 5-steps MI feedback process.</li> </ol>   |

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| Name                | <b>Motivational Interviewing: Train the Trainers - 3 Days</b>   |
| Description         | This 3-day train the trainers is intended for those participants who have completed extensive training in their own MI practice as well as MI supervisors/coaches. Participants will learn how to teach and model the 4 components of MI, to use a curriculum to teach the MI Foundations training, and to set up and debrief MI practice activities. Coding as Proficient in MI practice via the MITI 4 will be required for entrance. |
| Learning Objectives | <ol style="list-style-type: none"> <li>1. Demonstrate the didactic teaching of 2 main principles and/or skills of MI.</li> <li>2. Demonstrate the set up, delivery and debrief of an appropriate MI activity.</li> <li>3. Design and implement a modification of an MI activity based on the learning needs of a particular learning group.</li> </ol>  |

**Trauma Training:** In the social services the vast majority of the clients we serve have some trauma in their history. These trainings teach learners what trauma is, how it affects the mind and body both in the moment and over time, and how to adapt the ways that we work with clients in order to be sensitive to and avoid triggering their trauma histories. We also spend time to understand compassion fatigue, the inherent emotional residue or stress of exposure to working with those suffering from the consequences of traumatic events, and how to shore up our defenses to this stress. This training can be completed in 1 day or in a series of 3 2-hour sessions.

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| Name                | <b>Trauma, Trauma Informed Care and Compassion Fatigue - 1 Day</b>  |
| Description         | In this one-day session we will discuss the biological and social-emotional basis of trauma and the lasting effects. Participants will learn how to adapt practice to be trauma informed and sensitive. Participants will also learn about compassion fatigue, its relationship to work with people with trauma histories and techniques to mediate it's effects in their lives and work.   |
| Learning Objectives | <ol style="list-style-type: none"> <li>1. Discuss the biological, social and emotional basis of trauma and how it applies to their clients.</li> <li>2. Identify 3 ways that social services practices can be trauma triggers and 3 strategies to mediate these triggers.</li> <li>3. Develop a self-care plan to mediate effects of compassion fatigue in their work and lives.</li> </ol> |

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| Name                | <b>Trauma 101 - 2 Hours</b>   |
| Description         | This 2 hour workshop will discuss the biological and social-emotional basis of trauma and the lasting effects.  |
| Learning Objectives | <ol style="list-style-type: none"> <li>1. Discuss the biological process of trauma in the body.</li> <li>2. Identify 3 social-emotional symptoms of trauma.</li> <li>3. Apply new concepts of trauma to the client population that they currently work with.</li> </ol> |

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| Name                | <b>Trauma Informed Care - 2 Hours</b>  |
| Description         | This 2 hour workshop is intended for those participants who have completed a Trauma 101 workshop and will build on this knowledge to discuss how common practices in the social services can act as trauma triggers for people with a trauma history and how we can make changes in our practices to mediate these triggers. |
| Learning Objectives | <ol style="list-style-type: none"> <li>1. Identify 4 common trauma triggers for people with trauma histories.</li> <li>2. Identify 3 common social services practices that may serve as trauma triggers.</li> <li>3. Identify 3 strategies to ameliorate these triggers.</li> </ol>  |

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| Name                | <b>Compassion Fatigue- 2 Hours</b>  |
| Description         | Burn out and turn over in the social services field is rampant and represents an enormous cost both to the individuals and to organizations for whom they work. In this session participants will learn about how working with people with trauma can cause compassion fatigue and what they can do ameliorate these effects in their own lives and work. |
| Learning Objectives | <ol style="list-style-type: none"> <li>1. Identify the relationship between working with people with trauma and compassion fatigue.</li> <li>2. Identify 3 symptoms of compassion fatigue.</li> <li>3. Develop a plan with at least 3 strategies to ameliorate the effects of compassion fatigue in their own lives and work.</li> </ol>                  |

**Implementation Support:** Have you ever tried to bring a new practice into your agency? Brought in trainers, spent a lot of time and money on getting your staff trained in the new practice? Things start out great. Your team is talking about the new practice and trying it out and it looks like things are going as planned. Then, six months or a year down the line, it seems like that practice has all but disappeared? If so, you are not alone. This is very common. And it is not just because the practice doesn't fit your work, or your staff just can't seem to learn it. It is often because there wasn't a full implementation plan. Research shows that training alone only accounts for about 5% of change in staff performance. Even when you add in ongoing learning, supervision and fidelity measures you are not likely to get to full scale implementation.

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| Name                | <b>Implementation Planning 101 - 1 Day</b>  |
| Description         | This 1 day workshop is intended for those leaders within organizations responsible for implementing new practices. It is recommended for organizations planning training for their teams in any of the practices outlined earlier in this listing, as well as those implementing other new practices. Participants will learn the basic principles of implementation science based on the 3 implementation drivers and will facilitate implementation teams to begin to develop strategic implementation plans to ensure that their training plans will be integrated into sustainable practices. |
| Learning Objectives | <ol style="list-style-type: none"> <li>1. Identify the 3 implementation drivers that need to be addressed in order for a new practice to be integrated into a program or agency.</li> <li>2. Identify 3 areas within each of the 3 drivers that their organization needs to address for the new practice to be well implemented.</li> <li>3. Begin to develop a strategic plan to address these 3 areas in each of the 3 drivers identified.</li> </ol>   |

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| Name                | <b>Implementation Planning &amp; Support - Hourly</b>  |
| Description         | <p>Individualized consultation to fully develop a sustainable implementation plan based on the organizations needs and resources. We will work with your training team to develop a full scale implementation plan covering:</p> <ul style="list-style-type: none"> <li>• A training plan to get all staff up to proficiency,</li> <li>• Ongoing learning and supervision to develop competency,</li> <li>• Fidelity measures,</li> <li>• A plan to integrate the practice into existing systems and practices,</li> <li>• Human resources and staff evaluation</li> <li>• Forms &amp; Processes</li> <li>• Other practices staff currently use</li> <li>• Integrating the practice into the overall culture of the agency,</li> <li>• Developing understanding and involvement of the leadership team.</li> <li>• Etc.</li> </ul> |
| Learning Objectives | N/A  |

**Instructional Design Services:** Instructional Design is the systematic development of instructional specifications using adult learning and instructional theory to ensure the quality and consistency of instruction. It includes the process of analysis of learning needs and goals and the development of a delivery system to meet those needs. It includes the development of instructional materials and activities as well as evaluation of instruction and learner knowledge acquisition.

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| Name                | <b>Custom Instructional Design Services - Hourly</b>  |
| Description         | Whether you want to create new training content or you have existing content that can be improved, we work with your subject matter experts to design training curricula based on adult learning principles that will best meet the needs of your learners. We will also design evaluation systems to both test the efficacy of your materials and to manage the progress of individual learners. Curricula can be designed to be delivered in person by your training team or can be developed into online and/or eLearning materials. |
| Learning Objectives | N/A   |