

2024 Supervisor Training Day

Friday, November 1, 2024 | Live Webinar



MOTIVATIONAL INTERVIEWING FOR YOUTH

Sebastian Kaplan, PhD

9:00 am – 12:00 pm ET

PROGRAM DESCRIPTION:

A frequent source of frustration for well-intentioned educators and others who work with youth is the perception that certain students are not motivated to learn or to use strategies and resources designed to help them. Often, the result of this dilemma is for clinicians to coax and coerce young people, which often results in increased student “resistance” and frustration on the part of the clinician. There is another, more effective way of engaging with students (and/or their parents) who struggle to support students with change. This workshop is an introduction to Motivational Interviewing (MI), a research-based approach in psychology designed to increase effective communication and collaboration with young people in a variety of settings. MI has long been an effective approach for helping people with a wide array of problems, such as addictions, weight loss, and medication compliance. Increasingly, professionals working with children and adolescents have been applying MI to help support young people with academic struggles, behavior challenges, and other barriers to overall growth and development. This workshop will review several MI concepts and provide participants with an opportunity for brief practice exercises.

ABOUT THE PRESENTER

Sebastian G. Kaplan, PhD, is a clinical psychologist and associate professor in the Department of Psychiatry and Behavioral Medicine and the Department of Family and Community Medicine at the Wake Forest University School of Medicine in Winston-Salem, NC. Sebastian is a former high school special education teacher and received his PhD in clinical psychology from University of Virginia’s School of Education in 2006. Sebastian provides individual and family psychotherapy, primarily with adolescents and young adults, struggling with a variety of life challenges. A particular area of focus for him is working with student-athletes at Wake Forest University supporting their individual growth and athletic performance. Sebastian has been a member of the Motivational Interviewing Network of Trainers (MINT) since 2008. Sebastian provides MI training regionally, nationally, and internationally for a variety of agencies and learner populations. Sebastian is a co-author of *Motivational Interviewing in Schools: Conversations to Improve Behavior and Learning* (Guilford Press 2016). Sebastian was also part of the team that produced *Motivational Interviewing with Adolescents: A 4-Video Series* (www.psychotherapy.net 2017). Currently, Sebastian co-hosts a podcast entitled *Talking to Change: A Motivational Interviewing Podcast* available on most major podcast platforms.

EDUCATIONAL OBJECTIVES

Based on the presentation, the participants will be able to:

- Define Motivational Interviewing (MI) and discuss evidence supporting its use with a variety of client populations including ethnic minority groups
- Describe the concept of ambivalence and how different ways of responding to ambivalence can produce different responses
- Identify the elements of the “MI Spirit” and the role they play in supporting young people
- Describe and practice the core skills (OARS) of MI
- Explain the importance of change talk and practice responding to change talk in ways that increase it

SUGGESTED READINGS

- Henry, L., Reinke, W. M., Herman, K. C., Thompson, A. M., & Lewis, C. G. (2021). Motivational Interviewing with at-risk students (MARS) mentoring: Addressing the unique mental health needs of students in alternative school placements. *School Psychology Review, 50*(1), 62-74. doi:10.1080/2372966X.2020.1827679
- Stormshak, E. A., DeGarmo, D., Garbacz, S. A., McIntyre, L. L., & Caruthers, A. (2021). Using Motivational Interviewing to improve parenting skills and prevent problem behavior during the transition to kindergarten. *Prevention Science, 22*, 747-757. doi.org/10.1007/s11121-020-01102-w
- Forman, D. P., Houck, J. M., & Moyers, T. B. (2024). Do improvements in motivational language predict alcohol use in Motivational Interviewing? Ambivalence matters. *Journal of Consulting and Clinical Psychology, 92*(7), 388-398. doi.org/10.1037/ccp0000889
- Ewing, S. F., Bryan, A. D., Dash, G. F., Lovejoy, T. I., Borsari, B., & Schmiege, S. J., (2022). Randomized controlled trial of Motivational Interviewing for alcohol and cannabis use within a predominantly Hispanic adolescent sample. *Experimental and Clinical Psychopharmacology, 30*(3), 287-299. doi.org/10.1037/pha0000445

TARGET AUDIENCE: Doctoral Level Psychologists and Other Mental Health Professionals

LEVEL OF INSTRUCTION: Intermediate

NUMBER OF CE CREDITS OFFERED: 3

2024 SUPERVISOR TRAINING DAY

BEST PRACTICES IN CLINICAL SUPERVISION

Tom Bartholomew, PhD

12:30 – 3:30pm ET

PROGRAM DESCRIPTION:

In this talk, Dr. Bartholomew will discuss the history and science of clinical supervision, including common scales to measure supervision practice. He will define clinical supervision as distinct from therapy, mentoring and coaching. He will then describe the Proctor Models' three functions of clinical supervision (Litherland et al., 2023). Dr. Bartholomew will review the relationship of work done in the field of Positive Psychology to address difficulties inherent in "Emotional Labor" as well as strategies to remain resilient in the face of often high demand, low control careers (Karasek & Theorell, 1990). The technique of audit and feedback as it will be presented as the "Gold Standard" for improving clinical skills (Ivers et al., 2014). Lastly, Dr. Bartholomew will conclude with examining the primary dialectic in clinical supervision as the tension between psychological safety and accountability (Cutcliffe et al., 2001).

ABOUT THE PRESENTER

Dr. Bartholomew has been working in the field of psychiatric rehabilitation since 1988. He has worked in residential and Clubhouse programs and was the director of a partial care program. For the last 20 years, he has been on the faculty of Rutgers University and a consultant to New Jersey's state psychiatric hospitals. Dr. Bartholomew's current research interests include inpatient treatment of mental illness, implementation theory and restorative clinical supervision. Dr. Bartholomew is an avid ultra-runner and metal fabricator and lives in rural Flemington NJ with his wife and two kids. He also has broad shoulders and a winning smile, loves puppies and walks in the rain.

EDUCATIONAL OBJECTIVES

Based on the presentation, the participants will be able to:

- Describe the three functions of clinical supervision
- Perform one technique to address each of the 3 functions
- Identify one technique to assess their own restorative needs

SUGGESTED READINGS

Cutcliffe, J. R. & Butterworth, T. B. (2001). *Fundamental themes in clinical supervision*. Routledge.

Donaldson, S. I., Lee, J. Y., & Donaldson, S. I. (2019). Evaluating positive psychology interventions at work: A systematic review and meta-analysis. *International Journal of Applied Positive Psychology*, 4(3), 113-134.

Ivers, N. M., Sales, A., Colquhoun, H., Michie, S., Foy, R., Francis, J. J., & Grimshaw, J. M. (2014). No more "business as usual" with audit and feedback interventions: Towards an agenda for a reinvigorated intervention. *Implementation Science*, 9(14), 1-14.

Karasek, R., & Theorell, T. (1990). *Healthy work: Stress, productivity, and the reconstruction of working life*. Basic Books.

SUGGESTED READINGS

Litherland, G., Schulthes, G., Cowles, C., & Ewe, E. (2023).

The Proctor Model of clinical supervision: an introduction for professional counselors. *Journal of Counselor Preparation and Supervision*, 17(5). Retrieved from <https://digitalcommons.sacredheart.edu/jcps/vol17/iss5/4>

Lohani, G., & Sharma, P. (2023). Effect of clinical supervision on self-awareness and self-efficacy of psychotherapists and counselors: A systematic review. *Psychological Services*, 20(2), 291-299. <https://doi.org/10.1037/ser0000693>

Mauno, S., Mäkikangas, A., & Kinnunen, U. (2016). A longitudinal person-centred approach to the job demands-control model. *European Journal of Work and Organizational Psychology*, 26, 914-927. doi: 10.1080/1359432X.2016.1187135.

van Agteren, J., Iasiello, M., Lo, L., Bartholomaeus, J., Kopsaftis, Z., Carey, M., & Kyrios, M. (2021). A systematic review and meta-analysis of psychological interventions to improve mental wellbeing. *Nature Human Behaviour*, 5(5), 631-652. <https://doi.org/10.1038/s41562-021-01093-w>

TARGET AUDIENCE: Doctoral Level Psychologists and Other Mental Health Professionals

LEVEL OF INSTRUCTION: Intermediate

NUMBER OF CE CREDITS OFFERED: 3

CRITERIA FOR EARNING CE

Full attendance is required to receive CE credit for each session. No partial credits are available. All participants must sign an attestation regarding attendance and indicate the type of CE credit they require through a link which will be provided following the session. At the conclusion of each session participants will be provided an additional link to complete an evaluation survey; we request that you take a few minutes to anonymously provide feedback. Co-sponsored by Philadelphia College of Osteopathic Medicine.



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Cost:

- \$45 /Session
- \$75 if registered for the entire conference

Free for PCOM faculty, staff, students, alumni and clinical supervisors

