



THE BRIDGE TRAINING INSTITUTE
www.TheBridgeTrainingInstitute.org

2021-2022

PROFESSIONAL DEVELOPMENT SERIES

With the rise in COVID-19 infections driven by the Delta variant, we have made the difficult decision to transition all Bridge Training Institute in person trainings scheduled from October 1 through the end of May to the ZOOM VIRTUAL platform. We hope this will encourage those who might be reluctant or unable to attend in-person sessions to take advantage of our full calendar of trainings.

Continuing Education Applied For From:
Psychologists, Social Workers, MA Marriage and Family Therapists,
MA Licensed Mental Health Counselors,
MA Licensed Alcohol and Drug Counselors

2021-2022 Trainings

Friday, October 1, 2021, 9:00 AM-4:00 PM- \$199 including CEUs
Introduction to Building Better Brains: How Improving Executive Functioning Skills Fosters Social, Emotional and Academic Success in ALL Types of Learners.
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, twice exceptional profiles (2E) or learning disabilities. You'll learn how to navigate their complex mix of biology, behavior and emotion, strengthen essential executive functioning skills to improve both home and school experiences and foster self-reliant, connected independence.

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. You will learn innovative tools to improve focus, organization, planning and motivation. Issues related to 'launching' neurodiverse students, managing risky behaviors and dealing with screen dependence will also be covered. Throughout the training, attendees will participate in exercises designed to improve their understanding of kids who live with attention, learning and processing differences and gain techniques for how to assist children, teens and families with these issues.

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.
- Describe developmental milestones in transitioning to adulthood and improve family communications between parents and adolescents.

Tuesday, October 05, 2021, 1:00 PM-4:00 PM-\$99 including CEUs
Provider Wellness
Kerrin Westerlind, LICSW & Stefanie Gregware, LMHC

Participants in this training will received an overview of the challenges associated with wellness for providers in the human service field. We will review some of the impact of the work we do on people working in the field in the context of long term versus short term effects. The training will also provide an understanding of self-care beyond the application of simply being good to oneself and takes a deeper look at ways each person can create an individualized routine for maintaining wellness in the context of both personal and professional life.

Participants will have an opportunity to practice some specific strategies they may take away from the training and will also begin creating a wellness plan for themselves. This training will also talk about creating a culture of wellness within one's work environment.

Following this training the participants will understand:

- The impact of stress and compassion fatigue on those working in caregiving roles.
- Strategies and skills most effective for maintaining wellness as human service providers.
- How to create and maintain a wellness plan for yourself.

Friday, October 8, 2021, 9:00 AM—4:00 PM-\$199 including CEUs
Introduction to Motivational Interviewing: 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:

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

Friday, October 22, 2021, 9:00 AM-4:00 PM-\$199 including CEUs
Cognitive Behavioral Therapy: CBT Theory and Core Treatments Skills
Stefanie Gregware, LMHC & Andrea Wolloff, LMHC

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

Cognitive-Behavioral Therapy (CBT) is increasingly recognized as the treatment of choice for many disorders. It is also 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.

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.

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.

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 of the relationship between thoughts, feelings and behaviors
- List and describe the essential measuring tools to assess therapeutic progress
- Demonstrate how to tailor the CBT treatment plan to the specific presentation of the client.
- Describe CBT case conceptualization that drives the treatment
- Describe 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

Tuesday, October 26, 2021, 1:00 PM-4:00 PM-\$99 including CEUs

Understanding, Managing, and Learning from Grief in a Period Immediately Post-Covid
Barent Walsh, Ph.D.

People have recently experienced unprecedented, complex forms of grief in both their personal and professional lives. Human service professionals have lost individuals (clients, patients) at high rates previously considered unimaginable. These same persons may also have lost family members, friends, and colleagues. Other losses have included reduction of companionship and collegiality at work and diminished contact with extended family members. Youth have been separated from their peers, teachers, and mentors in school for an entire academic year. And adults have missed out on meaningful recreational activities such seeing friends, dining in restaurants, exercising in gyms, and attending concerts.

The specific features associated with Covid make grieving more difficult. Elders have died alone without personal contact or the physical touch of loved ones. News reports continue to be grimly dominated by death rates every day. The loss of an individual family member may have seemed minimized by the sheer volume of decedents everywhere. And the standard rituals of funeral rites and ceremonies have often been cancelled or postponed due to associated health risks.

This presentation looks at these diverse forms of grief using the empirically informed, seminal work of O'Connor (2019) and Bonanno (2019). They have debunked previous theories of stages of grief (e.g., Kubler-

Ross, 1969) as empirically unsupported. Instead, they both point to findings that suggest “resilience” is the most common reaction to grief. And that unnecessary interventions with resilient individuals may do more harm than good.

More specifically, Bonnano cites evidence for four types of grief trajectories:

- 1) Resilience – Generally about 60% of people who experience major losses recover very well within a short period of time with no need for professional intervention
- 2) Recovery – An additional 20-30% may experience acute grief for a more extended period of time with some impaired functioning. However, these individuals recover within one to two years and show no serious long-term impairment
- 3) Prolonged – About 10-15% show prolonged suffering and inability to function, usually lasting several years or longer. These individuals may have had a compromised level of functioning prior to the loss(es).
- 4) Delayed grief or trauma - When adjustment seems normal but then distress and symptoms increase months later. Researchers have not found [clear] evidence of delayed grief, but delayed trauma appears to be a genuine phenomenon.

This presentation will also focus on what to do in response to grief, including:

- Realizing that grief is normal, universal
- Seeking support from those who can give it
- Recognizing that some are uncomfortable with grief and that’s their limitation, not yours
- Recognizing we’re in the helping professions; it’s okay to seek help. It’s a sign of strength and wisdom.

The presentation will also discuss “Meaning-Making” in relation to losses such as:

- Honoring the legacy of the deceased with symbols, signs, rituals, and recognition
- Reviewing and replaying positive memories in detail, such as using a photo/ digital album or scrapbook. This way one can reminisce but also put aside.
- Communicating with/ asking for guidance from the deceased - if helpful
- Carrying on positive aspects of that’s person identity in your own behavior: A living tribute

This presentation will prioritize audience participation re: the shared experience of the Covid pandemic and the myriad of losses associated with it.

Following this training the participants will be able to:

- To identify different types of losses associated with the pandemic, including those which have been especially difficult
- To explicate four types of grief trajectories per the expertise of George Bonanno and others
- To elucidate different ways to manage grief including seeking support, obtaining professional help, and finding ongoing meaning in relation to the deceased

Friday, October 29, 2021, 9:00 AM-4:00 PM-\$199 including CEUs

Introduction to Cultural Humility

Jenise Katalina, MSW, LCSW

Cultural Humility is a philosophy that empowers individuals to effectively engage in interpersonal relationships that are dynamically diverse and mutually respectful. Unlike Cultural Competence, cultural humility is a life-long and ongoing process of self-reflection and self-critique in which individuals expand their capacity for learning, listening and understanding, regardless of their experiences with cultures other than their own. Incorporating cultural humility as part of one’s lifestyle empowers the individual to recognize and redress power-imbalances that exist within their immediate social and organizational structures.

Following this training the participants will be able to:

- Participants can state the potential influence of power, privilege, the –isms and their own history on relationships with clients and colleagues,
- Participants can identify personal beliefs and values and how these factors influence their own behaviors when working with clients and colleagues,
- Participants can use tools to practice the cultural humility principle of “client as expert” when serving individuals and communities,
- Participants practice respectful and curious inquiry about individual and community points of view, values and life experiences, holding the stance of “listen as if the speaker is wise,”
- Participants practice strategies to redress power dynamics from negatively influencing or obstructing the content of service delivery, and
- Participants integrate strategies into organizational structures, policies, activities.

Friday, November 05, 2021, 9:00 AM-4:00 PM-\$199 including CEUs

Motivational Interviewing: 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 a 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.

Tuesday, November 09, 2021, 1:00 PM-4:00 PM-\$99 including CEUs

Supported Employment Services

Amelia Dillon

An introductory level training for practitioners to learn about supported employment. The focus of this workshop will be to learn what exactly is supported employment and how does it work, including engagement techniques, making it person-centered, ensuring proper employment supports are in place, disclosure, job development vs job placement and the referral process.

Following this training the participants will understand:

- What is supported employment? Who is “ready” for employment?
- Myth busting about employment and benefits
- Techniques for engagement in supported employment and developing an employment plan
- Job development vs. job placement
- MRC Referral process

Friday, November 12, 2021, 9:00 AM-4:00 PM-\$199 including CEUs
Intermediate Strategies for Building Better Brains: How Improving Executive Functioning Skills Fosters Social, Emotional and Academic Success in ALL Types of Learners.
Sharon Saline, Psy.D.

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 have opportunities to discuss your clients and brainstorm new interventions for your work together. You will leave this workshop with tangible strategies for identifying and nurturing cognitive strengths in young people to help them overcome daily challenges and improve their home and school experiences. Moving on from high school to the next chapter can be particularly challenging for these young people. It's hard to know when to support them at home and at school, how to teach them tools for self-reliance and what type of support parents need to let them go. Dr. Saline will offer you a theoretical context for addressing emerging adulthood that begins in middle school while sharing useful tools to balance autonomy and connection and identify appropriate accommodations during this extended transition.

Following this training the participants will be able to:

- Create effective strategies and collaborative programs for improving executive functioning skills that increase kids’ participation and promote lasting change.
- Recognize how co-existing disorders and learning disabilities affect and interact with ADHD and executive functioning skills.
- Learn practical treatment interventions for motivating kids with ADHD with less conflict and more cooperation at home and school.
- Identify warning signs of risky behaviors and gain potent tools for managing them.
- Investigate the relationship between ADHD and technology and formulate appropriate programs to help families struggling with screens.

Friday, December 3, 2021, 9:00 AM-4:00 PM-\$199 including CEUs
Best Practices for Responding to Trauma and PTSD
Elizabeth Plante, LMHC and Andrea Wolloff, LMHC

In this training, we will differentiate between the diagnosis of PTSD and Acute Stress Disorder. Participants will learn what leads an individual to develop PTSD and what helps foster resilience. We will discuss common co-occurring diagnoses and how to distinguish these presentations from PTSD. Participants will learn how to complete an assessment for PTSD and will be provided with an overview of the various evidence-based treatment models for treating PTSD. The trainers will teach a variety of “in the moment” strategies that practitioners can use with individuals who are experience active symptoms of PTSD and acute stress. Participants will have opportunities to practice these strategies in the training. Finally, the trainers will address

vicarious trauma in the practitioner and the importance of developing and maintaining self-care when working with individuals who have experienced trauma.

Following this training the participants will be able to:

- Participants will gain an understanding of the diagnosis and how to provide an assessment for PTSD.
- Participants will gain knowledge of various evidence-based treatment options for PTSD.
- Participants will learn strategies for how to respond effectively with someone who is experiencing acute traumatic stress and for someone who is experiencing active symptoms of PTSD.
- Participants will gain an understanding of vicarious trauma and develop strategies for self-care.

Friday, January 07, 2022, 9:00 AM-4:00 PM-\$199 including CEUs
Motivational Interviewing Strategies for Supervision
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.

Following this training the participants will be able to:

- Participants will develop a rationale for using MI strategies and skills in supervision.
- Participants will practice MI skills in the context of providing individual supervision.
- Participants will practice MI skills in the context of leading group and team meetings.

Friday, January 14, 2022, 9:00 AM-4:00 PM-\$199 including CEUs
Cognitive Behavioral Therapy: CBT Interventions into Actions
Stefanie Gregware, LMHC and Andrea Wolloff, LMHC

This training will focus on the interventions used in Cognitive Behavioral Therapy and will provide participants with an overview of each intervention and help them consider how to orient individuals and natural supports to the purpose and benefits and risks of each intervention. Participants will be trained in how to consider the individual's presenting problems and goals in timing and applying these interventions. This training will provide participants with an opportunity to observe and practice interventions learned in the training using video and live demonstrations as well as real plays and role plays with other training participants.

Following this training the participants will be able to:

- Participants will have an understanding of how to implement both cognitive and behavioral interventions in a therapy session.
- Participants will understand how to select and time the use of CBT interventions based on the individual's presenting problem and goals.
- Participants will practice using the interventions taught in the training.

Friday, January 21, 2022, 9:00 AM-4:00 PM-\$199 including CEUs
CBT for Kids and Families
Fran Kuehn, LICSW

Cognitive Behavioral Therapy (CBT) is the most validated form of psychotherapy around the world. Recent adaptations have sought to make CBT applicable to and inclusive of kids and families of all backgrounds. This powerful model has the potential to address dysfunctional patterns of interaction between kids, kids and families, and the community institutions that kids and families interact with the most.

In this workshop, participants will be engaging in exercises, role plays and activities that will demonstrate how to apply the principles of CBT to a wide variety of situations involving kids and families. Particular attention will be paid to attachment theory, developmental trauma and post-traumatic growth, with CBT and other therapeutic interventions highlighted as powerful drivers of change.

Following this training the participants will understand:

- Fundamentals of CBT
- How to use Cognitive Conceptualizations to frame understanding of a variety of problems
- Using Conceptualization to identify treatment approaches
- Implementing and monitoring impact of treatment
- The impact of developmental trauma on attachment and how to work towards post traumatic growth

Friday, January 28, 2022, 9:00 AM-4:00 PM-\$199 including CEUs
Cognitive Behavioral Therapy: CBT Supervision Strategies
Stefanie Gregware, LMHC and Andrea Wolloff, 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.

Following this training the participants will be able to:

- Participants will make connections between CBT practice in individual therapy and CBT skills for supervision.
- Participants will apply CBT counseling strategies to the supervisory relationship.
- Participants will understand how CBT structures support supervisee learning & development.

Friday, February 04, 2022, 9:00 AM-4:00 PM-\$199 including CEUs
Implementation of Evidence Based Practices
Kerrin Westerlind, LICSW

Participants in this training will be oriented to the elements of evidence based and best practice implementation and specific steps needed depending on the type of practice you are looking to implement in. The training will

provide opportunities to engage in discussion related to common challenges associated with implementing EBPs and best practices into existing programs and structures as well as benefit from trainer experiences and lessons learned. Attendees will be provided with potential solutions to identified challenges including the opportunity to work with others in the training to consider what solutions may be most effective in the attendee's practice. The training will spend time on the importance of using fidelity and outcomes to enhance practice as you begin implementing a new EBP or best practice into your work and will provide concrete, practical ideas for beginning implementation of a practice into one's current setting and practice. Following this training the participants will understand:

- Effective ways to integrate EBPs into existing programs
- The key elements to implementation in various settings
- Common challenges and solutions discussed
- The purpose and use of fidelity and outcomes to enhance practice
- Practical Ideas for implementation in their setting

February 10 & 11, 2022, 9:00 AM-4:00 PM-\$349 including CEUs
2 Part Series-Solution Focused Therapy
Susan Tohn, M.S.W., LICSW

Day One-Solution Focused Brief Therapy focuses on "change talk" not "problem talk" and is applicable to both the micro and macro levels of working with individuals, families, groups, managed behavioral healthcare organizations, and other organizations. Solution Focused therapy is a client-centered model that assumes people have their own resources and empowers them to create and realize their own solutions. The model emphasizes strong rapport and active participation by both client and therapist. Participants will learn a variety of interactional techniques including the Miracle question, exceptions, and scaling, that will enable clients to establish and achieve their own well-formed goals. The training will challenge participants to explore their assumptions about therapy and provide them with many hands-on techniques they will be able to incorporate immediately into their work.

Following this training the participants will understand:

- How to ask the miracle question
- How to ask, elicit, amplify and repeat exception questions
- How to ask scaling questions
- The 13 Solution Focused assumptions

Day Two-This training will continue where part 1 left off. Participants will learn how to utilize scaling questions to move clients toward achieving their solutions. Participant will operationalize active and passive language depending on the client's relationship to each goal. Participants will learn how to create an intervention message with validations, a bridge and tasks that match the client's view of the world. As later sessions progress, specific questions will be used to elicit change talk or coping talk as clients move toward achieving their goals. This client-centered, strength-based approach offers clinicians intervention questions that help clients get unstuck so that they feel empowered to make progress toward their goals. Participants will leave the training with specific questions that they can immediately integrate into their clinical or macro practice.

Following this training the participants will understand:

- How to ask specific scaling questions as they relate to clients' goals.
- How to develop an intervention message specifically designed for each client
- How to navigate EARS, the acronym for the outline of later sessions
- When to utilize active vs. passive language for many of the questions

Friday, March 25, 2022, 9:00 AM-4:00 PM-\$199 including CEUs
Cognitive Behavioral Therapy: CBT for Non-Traditional Populations
Stefanie Gregware, LMHC and Andrea Wolloff, LMHC

This training will provide strategies for implementing the CBT protocol with non-traditional populations including those individuals who present with symptoms of psychosis, bipolar disorder, and autism spectrum disorder. Participants will learn how to conduct a collaborative case conceptualization and adapt the typical treatment protocol depending on the needs of the individual. This training will provide participants with an overview of specific CBT strategies for non-traditional populations and how to adapt traditional strategies within the CBT structure. Participants will have the opportunity to observe and practice strategies taught in this training.

Following this training the participants will understand:

- How to develop a case conceptualization collaboratively with non-traditional populations.
- Adaptations to the standard CBT protocol depending on the presentation and needs of the individual.
- How to apply specific CBT interventions to non-traditional populations.

Friday, April 01, 2022, 9:00 AM-4:00 PM-\$199 including CEUs
Introduction to Clinical Supervision: Structures and Skills
Suzy Langevin, LICSW, LADC I and Stefanie Gregware, LMHC

Participants will learn the basics of providing effective, competent clinical supervision that will help to support the retention and development of clinical staff. Participants will be oriented to the purpose and modes of clinical supervision as well as the structures that support effective supervision. The training will provide an overview of the best practices in providing clinical supervision to meet the standard of practice in the field. Trainers will review and train on necessary skills for a clinical supervisor and teach participants how assess and enhance the skills of the clinicians they supervise. Lastly, the training will touch on supporting supervisor and supervisee wellness. This training will include opportunities to observe and apply skills being taught in real plays and role plays.

Following this training the participants will understand:

- The purpose and structure of effective clinical supervision.
- Assessment and goal planning for enhancing supervisee skill and supporting professional development.
- Interventions used in effective supervision to manage challenges that arise.

Friday, April 08, 2022, 9:00 AM-4:00 PM-\$199 including CEUs

**Located at the Whitin Mill, 60 Douglas Rd, Whitinsville, MA*

Recovery Through Community Membership

Dennis Rice, MA and 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

Friday, April 15, 2022, 9:00 AM-4:00 PM-\$199 including CEUs

Institutional Accountability in Cultural Humility

Jenise Katalina, MSW, LCSW

Institutional Accountability in Cultural Humility provides strategies for management level employees to move their institutions toward being anti-racist. Attendees will apply the tenets of cultural humility at the institutional level in order to dismantle white supremacy characteristics and focus on being equity empowered designed systems.

This training will provide interactive opportunities for attendees to utilize self-reflection & self-critique, redress power imbalances and build mutually beneficial partnership with communities at an institutional level. Attendees will dive deeper into examining current structures, policies and practices at their respective institutions and build inclusive workplace cultures that promote accountability.

Following this training the participants will understand:

- white supremacy characteristics and develop concrete examples of how they are ingrained within their organizations
- characteristics and strategies to develop an equity empowered designed system
- how to apply a racial equity lens to policy and practices to build inclusive workplace cultures

Friday, May 06, 2022, 9:00 AM-4:00 PM-\$199 including CEUs
Blending Motivational Interviewing Strategies with Cognitive Behavioral Therapy
Suzy Langevin, LICSW, LADC I and Stefanie Gregware, LMHC

This training is intended to help participants to understand the overlap between Motivational Interviewing and Cognitive Behavioral strategies. We will provide a brief overview of the core strategies of both MI and CBT with a particular focus on how they can both be used to support practitioners in meeting individuals where they are at. This training will allow participants to identify how to assess the individual's stage of change throughout treatment and select interventions based on this assessment. Participants will have the opportunity to try these strategies in real plays and role plays in the training.

Following this training the participants will understand:

- The MI and CBT strategies that overlap and are suited for use together.
- The core components to be used when implementing CBT or MI interventions in a therapeutic context.
- How to assess and respond to an individual's stage of change and readiness for change in a particular area as a part of implementing standard CBT in practice.

Tuesday, May 10, 2022, 1:00 PM-4:00 PM-\$99 including CEUs
Provider Resiliency
Kerrin Westerlind, LICSW & Stefanie Gregware, LMHC

In this three-hour training, participants will have an opportunity to explore the concept of resiliency with a focus on strategies that promote the cultivation of resiliency. Participants will consider practical applications of these strategies in the context of their own work environment and professional role. We will address some of the specific obstacles that may arise in the effort to make space for resiliency building and sustaining strategies and discuss strategies to manage these obstacles. Participants will be engaged in considering how to take this material back to their work using small group activities and discussion to identify next steps.

Following this training the participants will understand:

- The theory behind resiliency building as an essential skill for all human service workers.
- Strategies for creating environments which support cultivating resiliency including supervision strategies.
- Practical strategies for enhancing your own resiliency.

Friday, May 13, 2022, 9:00 AM-4:00 PM-\$199 including CEUs
**Double Trouble: New Developments in Understanding, Managing,
Treating Suicidal Behavior and Non-Suicidal Self-Injury**
Barent Walsh, Ph.D.

Suicide and non-suicidal self-injury remain major public health problems in the United States. Suicide is the 10th leading cause of death and the second for young people. Suicide rates continue to increase and are now 14.5 per 100,000 in population (AAS, 2021).

Non-suicidal self-injury (NSSI; e.g. cutting, self-hitting, skin picking, and burning) is a separate (but related) problem and is a major public health challenge in its own right. Data from a recent large sample study found

that 17.6% of high schoolers from 8 states self-injured during the previous year (Monto et al. 2018). In Massachusetts, the most recent data are that 14.5 % of high school students and 16.8% of middle schoolers self-injured during the previous year (Mass. DOE, 2017). There is no denying an epidemic of NSSI is in our midst.

Given the intensity of these problems, the distress and misery involved, and the complexity of providing help, it is crucial to keep our knowledge up-to-date and to employ the most state-of-the-art interventions available. This training will focus on what is most current and effective.

The workshop will begin with an emphasis on suicide prevention. The best tool available to assess imminent risk clinically is Thomas Joiner's Acute Suicidal Affective Disturbance (ASAD; Joiner, 2015). It is evidence-based and offers four specific dimensions that are predictive of acute suicide risk. These are: 1) a geometric increase of suicidal intent and planning in the short-term, 2) marked social and/ or self-alienation, 3) perception of hopelessness, and 4) two or more manifestation of overarousal (insomnia, nightmares, agitation, irritability). The ASAD will be explored with real world clinical examples re: managing such risk.

For those who are found to be at risk using the ASAD, the logical next step is to move to Safety Planning. The training will next focus on Stanley and Brown's evidence-based Safety Plan. It is a tool that identifies warning signs, coping skills, both personal and professional supports, restriction of means, and reasons for living. This Safety Plan also has phone app versions.

The presentation will then move to Thomas Joiner's Interpersonal Theory of Suicide. It is the most researched formulation about suicide in the world. The workshop will explore the three major components of the theory: acquired fearlessness, thwarted belongingness, and perceived burdensomeness. The theory will be employed to explain the suicide trajectories of real-world individuals.

The treatments of choice for suicidality appear to be three: Dialectical Behavior Therapy (DBT), the Collaborative Assessment and Management of Suicidality (CAMS), and Cognitive-Behavioral Therapy (CBT). Aspects of these treatments will be briefly reviewed with practical applications emphasized.

The second half of the training will focus on NSSI. The content addressed will be:

- Differentiating suicide from self-injury
- Exploring the link between recurrent NSSI and suicide attempts
- Providing a thorough assessment of NSSI
- Teaching replacement skills including innovative approaches such phone apps that address NSSI
- Discussing the brain science that explains why NSSI "works" in reducing emotional distress
- Reviewing the social contagion of NSSI and how to prevent it
- Concluding with a discussion of self-care in relation to working with these challenging problems

Following this training, participants will:

- Understand the full spectrum of self-destructive behavior.
- Understand how NSSI is distinct from suicidal behavior yet, if sustained, is also a predictor of suicide attempts
- Learn the four components of Joiner's Acute Suicidal Affective Disturbance (ASAD)
- Learn to employ Joiner's Interpersonal Theory of Suicide
- Learn to provide a thorough assessment of NSSI
- Learn how to teach replacement skills designed to reduce NSSI
- Learn to understand and manage social contagion of NSSI

Friday, May 20, 2022, 9:00 AM-4:00 PM-\$199 including CEUs
Skill Building Interventions for Youth and Families
Beth Greenberg, Ph.D.

When children engage in challenging behaviors at home or in school, there are associated disruptions to learning, social relationships and emotional well-being. Incentive-based or motivation-based systems that reinforce positive behaviors and discourage challenging behaviors are popular among parents, educators and mental health professionals, and can be very effective. However, those children who lack the skills needed to meet behavioral expectations often continue to struggle, regardless of the potential rewards or their level of motivation. The specific skill deficits are not always readily apparent, and, without further assessment, it is often unclear how situational expectations may be exceeding a child's capabilities. This can prompt a frustrating cycle of interactions for children and adults, and can erode youth self-esteem over time.

This training provides an overview of different skill deficit models that can be used to understand and address challenging behaviors in youth. Through examination of our own underlying beliefs about why children and teens exhibit difficult behaviors, the training will explore a variety of assessment approaches for identifying skill deficits that contribute to these behaviors. We will discuss primary prevention models that can be used to promote skill development, as well as intervention strategies that can be used at home or in the classroom and engage children and adults in the problem-solving process. Case examples will be used throughout the day to apply the concepts being covered.

Following this training the participants will understand:

- How to conceptualize challenging behaviors in terms of skill deficits.
- Methods for assessment of skill deficits that may underlie challenging behaviors in youth.
- Universal and individualized prevention strategies to foster social and emotional skill development in youth.
- Intervention strategies to engage school personnel, parents and youth in addressing challenging behaviors

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 as a package that includes DBT Skills Groups and Individual Therapy along with a Consultation Team for therapists and Coaching for clients in crisis.

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

DBT Skills Training Series with Elizabeth Plante, LMHC, DBT-C

**This training will be conducted ONLINE in 6 half-day sessions for \$500 including CEUs.*

Please note, to receive CEU credit you must attend all 6 sessions in the series.

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 6-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, 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.

DBT Skills Trainings:

Part 1: Thursday, September 9, 2021, 1:00 PM—5:00 PM

An Introduction to DBT Skills Training and Orientation Module

In this training, participants will learn what is needed to start a DBT group. This will include the rationale for DBT skills training, planning to conduct a group, how to structure a DBT group, skills training targets and procedures, and how to teach the Orientation Module.

Following this training, participants will be able to:

- Understand the rationale for DBT Skills training

- Begin planning a DBT Skills group
- Structure a DBT skills group
- Understand the DBT Orientation module

Part 2: Thursday September 23, 2021, 1:00 PM—5:00 PM

The Mindfulness Module-In this training, participants will learn the Mindfulness skills and how to effectively teach these skills in group.

Following this training, participants will be able to:

- Understand the Mindfulness module
- Understand how to effectively teach Mindfulness skills to a group

Part 3: Thursday, October 7, 2021, 1:00 PM—5:00 PM

The Distress Tolerance Module-In this training, participants will learn the Distress Tolerance skills and how to effectively teach these skills in group.

Following this training, participants will be able to:

- Understand the Distress Tolerance module
- Understand how to effectively teach Distress Tolerance skills to a group

Part 4: Thursday, October 21, 2021, 1:00 PM—5:00 PM

The Emotion Regulation Module- In this training, participants will learn the Emotion Regulation skills and how to effectively teach these skills in group.

Following this training, participants will be able to:

- Understand the Emotion Regulation module
- Understand how to effectively teach Emotion Regulation skills to a group

Part 5: Thursday, November 4, 2021, 1:00 PM—5:00 PM

The Interpersonal Effectiveness Module-In this training, participants will learn the Interpersonal Effectiveness skills and how to effectively teach these skills in group.

Following this training, participants will be able to:

- Understand the Interpersonal Effectiveness module
- Understand how to effectively teach Interpersonal Effectiveness skills to a group

Part 6: Thursday, November 18, 2021, 1:00 PM—5:00 PM

Running a DBT Group and Overcoming Group Challenges-

In this training, participants will learn how to apply some of the fundamental DBT strategies in Behavioral Skills Training as well as how to effectively run a group. Challenges that may arise during group will be discussed and addressed, including homework non-compliance, lack of attendance, and behavior management within group

Following this training, participants will be able to:

- Apply some of the fundamental DBT strategies within skills group
- Understand how to effectively run a DBT skills group
- Manage challenges that may arise in group, such as homework non-compliance, attendance issues, and behavioral challenges.

DBT Individual Therapy Series with Elizabeth Plante, LMHC

**This training will be conducted ONLINE in 6 half-day sessions for \$500 including CEUs.*

Please note, to receive CEU credit you must attend all 6 sessions in the series.

DBT Individual Therapy is the modality that tailors the skills learned in group to the individual, while also targeting specific behaviors to reduce, such as self-injury and suicide. 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: treatment planning 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.

Participants are urged to purchase and read Cognitive-Behavioral Treatment of Borderline Personality Disorder by Marsha Linehan prior to attending the training. This book will be an integral part of the curriculum and is available on Amazon.com.

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 traininginstitute@openskycs.org or 508-755-0333 if you have questions about your readiness for this training.

DBT Individual Therapy Trainings:

Part 1: Thursday, March 10, 2022, 1:00 PM-5:00 PM

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.

Following this training, participants will be able to:

- Understand the conceptual framework of DBT Individual Therapy
- Understand how to develop the client's commitment to the treatment

- Understand how to structure pre-treatment and the first 4 sessions

Part 2: Thursday, March 24, 2022, 1:00 PM-5:00 PM

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.

Following this training, participants will be able to:

- Understand the hierarchy of treatment targets
- Understand therapy interfering behaviors
- Understand the secondary targets

Part 3: Thursday, April 7, 2022, 1:00 PM-5:00 PM

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.

Following this training, participants will be able to:

- Understand behavioral assessment and the chain analysis
- Understand dialectics and dialectical strategies

Part 4: Thursday, May 5, 2022, 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.

Following this training, participants will be able to:

- This workshop helped me to understand insight strategies
- This workshop helped me to understand cognitive modification
- This workshop helped me to understand exposure techniques

Part 5: Thursday, May 19, 2022, 1:00 PM-5:00 PM

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.

Following this training, participants will be able to:

- This workshop helped me to understand the DBT suicide assessment protocol
- This workshop helped me to understand the coaching call
- This workshop helped me to understand crisis strategies
- This workshop helped me to understand hospital strategies

Part 6: Thursday, June 2, 2022, 1:00 PM-5:00 PM

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.

Following this training, participants will be able to:

- This workshop helped me to understand communication strategies
- This workshop helped me to understand relationship strategies
- This workshop helped me to understand case management strategies
- This workshop helped me to understand the role and function of the DBT consultation team

Meet the Trainers



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.



Amelia Dillon is the Director of Career Services with Open Sky Community Services and has worked for the agency for 25 years in a variety of roles. She currently is responsible for training and supervising all Career Counselors across Open Sky. She also collaborates with Mass Rehab Commission and ACCS teams to provide employment services for individuals served by Open Sky.

Dr. Beth Greenberg is a licensed clinical psychologist with expertise in the treatment of children, adolescents, and families. She completed her undergraduate degree in psychology at Brandeis University and obtained her master's and doctoral degrees in clinical psychology at Yeshiva University in New York. Dr. Greenberg came to Worcester, Massachusetts in 1996 and began a long career at Jewish Family & Children's Service (JF&CS), where she maintained her counseling practice and expanded her work with children and community-based mental health programming as the Director of School-Based Services. In 2014, Dr. Greenberg took her passion for community mental health and the training of mental health professionals into higher education. She worked as an Associate Professor of Psychology and Counseling and the Graduate Counseling Programs Coordinator at Becker College for 7 years, leading the college in the implementation of its first graduate program which included an on-site counseling training clinic. Dr. Greenberg currently serves as an Associate Professor and Core Faculty in the Counseling and Behavioral Health Department at William James College. She also maintains a private psychotherapy and consultation practice.



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 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.



Jenise Katalina is the founder and owner of Rise Leadership & Coaching. A firm specializing in building equitable organizations, developing inclusive leadership through training, technical assistance and career coaching. Through Rise, Jenise supports the career growth of women of color through clinical supervision, career mentoring and coaching. Jenise currently serves as Vice President of the Board of Directors and Co-Executive Director for the Women of Color Health Equity Collect, a movement building nonprofit organization based out of Western Mass that is focused on supporting women and girls of color achieving their optimal health and well-being.

Jenise Katalina is also the Healthy Families Resource Specialist at the Children's Trust, a statewide agency focused on stopping child abuse in Massachusetts. In this role, she provides training and technical assistance to program management in home visiting programs across the state with a focus on implementing policies and practice with a racial equity lens.

Before joining the Children's Trust, Jenise served as the Vice President of Family Services at Square One, a community-based non-profit in Springfield, Massachusetts. She joined the Square One team in September of 2011 as a Healthy Families Home Visitor and quickly excelled through multiple managerial positions. Jenise's prior experience includes management roles within residential programs for latency-age children and developing gang aversion programs for teen youth in 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 Licensed Independent Social Worker in Massachusetts and a certified trainer in multiple trauma focused models, specifically focusing on two generational families. She currently serves on multiple interdisciplinary workgroups and initiatives focused on Racial Equity at the state and community level. She also serves as an adjunct faculty for the Master Social Work programs at Springfield College and Westfield State University.



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.



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 Director of DBT and Trauma Services at Open Sky Community Services. In this capacity, she oversees implementation of DBT and Trauma Services throughout the agency including training, supervision, and consultation.

Ms. Plante has provided DBT and CBT to individuals for the past 18 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 experiencing 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.



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 Masters 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' Whittin 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.



Sharon Saline, Psy.D. has focused her work on ADHD, anxiety, learning differences and mental health challenges and their impact on school and family dynamics for over 30 years. 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 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 awards: Best Book Awards winner by American Book Fest and the Gold Medal from Moms' Choice

Awards. She recently published [*The ADHD Solution Deck*](#).

As an international 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 to working with different kinds of learners and raising digital citizens. Dr. Saline is a regular contributor to ADDitudemag.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.



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).



Susan Lee Tohn, MSW, LICSW, is Co-Director of Solutions. Ms. Tohn has worked with couples, adolescents, and families using the Solution-Focused model for over 25 years. She has provided training for and consulted with management teams, mental health organizations, hospitals, state child welfare organizations, schools, and has presented to professional audiences both nationally and internationally. Ms. Tohn is an Associate Professor of Clinical Practice at Boston College School of Social Work. Ms. Tohn is co-author of “*Crossing the Bridge: Integrating Solution Focused Therapy into Clinical Practice*” and “*Solution-Focused Therapy with Mandated Clients: Cooperating with the Uncooperative*,” in S. Miller, M. Hubble, & B. Duncan (Eds.), *Handbook of Solution-Focused Brief Therapy*



Barent Walsh, Ph.D. has written extensively and presented internationally on the topic of self-destructive behavior. He is the author of three books on non-suicidal self-injury, including *Treating Self-Injury: A Practical Guide 2nd edition*, Guilford Press, (2014). This volume has been translated into Japanese, Korean, Dutch and Polish.

Dr. Walsh is Executive Director Emeritus and Senior Clinical Consultant at Open Sky Community Services, a human service agency headquartered in Worcester, MA. Dr. Walsh is also a Lecturer on Psychiatry, Harvard Medical School at Cambridge Health Alliance, Cambridge, MA.

Dr. Walsh received the following recognition in 2021:

“On behalf of the International Society for the Study of Self-Injury (ISSS) Board of Directors, we would like to honour your extensive contributions to the field by inviting you to be an Invited Fellow of ISSS. This invitation reflects the highest recognition of your many contributions to the field, notably your seminal work and publications in the areas of assessment and treatment of self-injury.”



Kerrin Westerlind, MSW, LICSW, is the Director of Evidence Based Practices at Open Sky Community Services. For more than a decade, Kerrin has assisted interdisciplinary teams in the implementation of Evidence Based and Best Practices. Kerrin is an expert in Illness Management and Recovery (IMR) and has been involved in this practice since 2005. She has overseen the implementation of IMR services in residential and supported housing programs with diverse populations, adapted materials for various populations and has provided consultation on using adaptations of IMR with adolescents, those who are justice-involved and individuals who are dually diagnosed with a mental health and a substance use disorder. She has provided training and consultation on IMR and its adaptations to specific populations to various agencies in Massachusetts,

throughout the United States and at National Conferences.

Additionally, Ms. Westerlind has training and leadership experience in implementing multiple emerging modalities for working with people who experience psychosis, including CBT for Psychosis and Recovery Oriented Cognitive Therapy (CT-R).

Kerrin is passionate about providing person-centered, recovery-oriented practices, and training others in the provision of these treatment models. Her experience in the mental health field includes over 20 years of work in a range of settings from residential, supported housing, day treatment, outpatient, community-based services for adults and adolescents and clubhouse model. Her interests have led her to serve on the MassPRC (Massachusetts Psychiatric Rehabilitation Collaborative) Board of Directors, since 2018. Kerrin is best known for her creative approach to providing group and individual interventions while maintaining fidelity to the model. Ms. Westerlind brings an enthusiasm for teaching and lots of energy to her trainings.



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 at Open Sky Community Services for 18 years. 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.

General Information

With the rise in COVID-19 infections driven by the Delta variant, we have made the difficult decision to transition all Bridge Training Institute in person trainings scheduled from October 1 through the end of May to the ZOOM VIRTUAL platform. We hope this will encourage those who might be reluctant or unable to attend in-person sessions to take advantage of our full calendar of trainings.

Continuing Education Credit:

The following continuing education credits have been applied for the following:

For Full Day Workshops:

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.

PLEASE NOTE: For the 2- day Solution Focused Therapy workshop, participants must attend both days to be awarded credit. Partial credit for one day will not be granted.

For Half-Day Workshops:

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

2.5 credits approved for: MA Social Workers

Educators - Massachusetts, New Hampshire & Maine Certificate of Attendance - 3 hours

Nurses - Trainings satisfy the MA Board of Nursing (244 CMR 5.00) for 3 contact hours. The American Nurses Credentialing Center accepts CEs from the Massachusetts Psychological Association (APA) for recertification.

For each DBT Series:

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

21 credits approved for: MA Social Workers

Educators - Massachusetts, New Hampshire & Maine Certificate of Attendance - 24 hours

Nurses - Trainings satisfy the MA Board of Nursing (244 CMR 5.00) for 24 contact hours. The American Nurses Credentialing Center accepts CEs from the Massachusetts Psychological Association (APA) for recertification.

PLEASE NOTE: To receive CEU credit for the DBT series, you must attend all 6 sessions.

Special Accommodations: Please contact Amanda Gibbons at 508-318-7394 or traininginstitute@openskycs.org to request special accommodations.

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 Amanda Gibbons at traininginstitute@opensky.org or 508-318-7394. Every effort will be made to remediate the complaint in a satisfactory manner.

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 - 2021 – 2022 Mail-In Registration

\$199 per full day VIRTUAL workshops including CEUs

*\$349 for the 2 Part Series: Solution Focused Therapy including CEUs

- October 01, 2021 **Introduction to Building Better Brains: Executive Functioning**
Sharon Saline, Psy.D
- October 08, 2021 **Introduction to Motivational Interviewing: Foundational Skills**
Suzy Langevin, LICSW,LADC I
- October 22, 2021 **CBT Theory and Core Treatment Skills**
Stefanie Gregware, LMHC & Andrea Wolloff, LMHC
- October 29, 2021 **Introduction to Cultural Humility**
Jenise Katalina, MSW, LCSW
- November 5, 2021 **Motivational Interviewing-Building on the Basics**
Suzy Langevin, LICSW,LADC I
- November 12, 2021 **Intermediate Strategies for Building Better Brains- Executive Functioning**
Sharon Saline, Psy.D
- December 3, 2021 **Best Practices in Responding to Trauma and PTSD**
Elizabeth Plante, LMHC & Andrea Wolloff, LMHC
- January 7, 2022 **Motivational Interviewing Strategies for Supervision**
Suzy Langevin, LICSW,LADC I
- January 14, 2022 **CBT: Interventions into Actions**
Stefanie Gregware, LMHC & Andrea Wolloff, LMHC
- January 21, 2022 **CBT for Kids and Families**
Fran Kuehn, LICSW
- January 28, 2022 **CBT Supervision Strategies**
Stefanie Gregware, LMHC & Andrea Wolloff, LMHC
- February 4, 2022 **Implementation of Evidence Based Practices** with *Kerrin Westerlind, LICSW*
- February 10 & 11, 2022 **2 Part Series: Solution Focused Therapy- \$349 including CEUs**
Susan Tohn, M.S.W., LICSW
- March 25, 2022 **CBT for Non-Traditional Populations**
Stefanie Gregware, LMHC & Andrea Wolloff, LMHC
- April 1, 2022 **Introduction to Clinical Supervision: Structures & Skills**
Suzy Langevin, LICSW,LADC I & Stefanie Gregware, LMHC
- April 8, 2022 **Recovery Through Community Membership**
Dennis Rice, MA, & Michael Seibold, MA
- April 15, 2022 **Institutional Accountability in Cultural Humility**
Jenise Katalina, MSW, LCSW
- May 6, 2022 **Blending Motivational Interviewing Strategies with CBT**
Suzy Langevin, LICSW,LADC I & Stefanie Gregware, LMHC
- May 13, 2022 **Double Trouble:Understanding, Managing, & Treating Suicidal Behavior and Non-Suicidal Self-Injury** with *Barent Walsh, Ph.D.*
- May 20, 2022 **Skill Building Interventions for Youth & Families**
Beth Greenberg, Ph.D.

The Bridge Training Institute - 2021 – 2022 Mail-In Registration

VIRTUAL Half-Day Trainings – \$99 per half-day training including CEUs

- | | | |
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| <input type="checkbox"/> Tuesday, October 5, 2021 | Provider Wellness | Kerrin Westerlind, LICSW |
| <input type="checkbox"/> Tuesday, October 26, 2021 | Understanding Grief | Barent Walsh, Ph.D. |
| <input type="checkbox"/> Tuesday, November 9, 2021 | Supported Employment Services | Amelia Dillon |
| <input type="checkbox"/> Tuesday, May 10, 2021 | Provider Resiliency | Kerrin Westerlind, LICSW |

- The Dialectical Behavior Therapy Skills Training Track** – with Elizabeth Plante, LMHC
**This training will be conducted ONLINE in 6 half-day sessions for \$500 including CEUs.
Please note, to receive CEU credit you must attend all 6 sessions in the series.*

- | | |
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| September 9, 2021 | DBT Skills Part 1 |
| September 23, 2021 | DBT Skills Part 2 |
| October 7, 2021 | DBT Skills Part 3 |
| October 21, 2021 | DBT Skills Part 4 |
| November 4, 2021 | DBT Skills Part 5 |
| November 18, 2021 | DBT Skills Part 6 |

- The Dialectical Behavior Therapy Individual Therapy Track**–with Elizabeth Plante, LMHC.
**This training will be conducted ONLINE in 6 half-day sessions for \$500 including CEUs.
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|----------------|---------------------------|
| March 10, 2022 | Individual Therapy Part 1 |
| March 24, 2022 | Individual Therapy Part 2 |
| April 7, 2022 | Individual Therapy Part 3 |
| May 5, 2022 | Individual Therapy Part 4 |
| May 19, 2022 | Individual Therapy Part 5 |
| June 2, 2022 | Individual Therapy Part 6 |

Please indicate the type of continuing education credit requested:

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

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