



THERAPEUTIC MENTORING TRAINING

AGENDA

April 1 – 2, 2010

Best Western Conference Center, Marlborough, MA

<http://www.rplazahotels.com/>

April 1/Day One¹: 8:30 a.m. – 3:30 p.m.

Presenters: Marci White, MSW; DeVault Clevenger, MA, LPC; Lori Douglas, MSW/North Carolina Mentor

Participants: Therapeutic Mentors (direct service staff) and Therapeutic Mentor Supervisors

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| 8:30 - 9:15 a.m. | Registration and Breakfast |
| 9:15 – 9:30 a.m. | Welcome and Introductions |
| 9:30 - 9:45 a.m. | Therapeutic Mentoring Overview |
| 9:45 - 11:45 a.m. | Getting Started with the Child and Having the “Big Picture”
(Needs and specific treatment goals) <i>(15-minute break included)</i> <ul style="list-style-type: none">▪ Where Therapeutic Mentoring fits with other services▪ Resiliency Perspective and System of Care Service Philosophy▪ Self-advocacy/“voice of the youth”▪ Importance of cultural competence▪ Safety and boundaries when providing services▪ It’s an “assignment”▪ Using assessment information (CANS, etc.) to identify needed skills and protective factors |
| 11:45 a.m. - 12:45 p.m. | Lunch |
| 12:45 - 1 p.m. | Structure for Skill-Building <ul style="list-style-type: none">▪ Parallel process for clients and staff<ul style="list-style-type: none">○ Planned, directed, and intentional○ Observable outcomes○ Feedback and evaluation for child, family and team○ Provide real-world practice situations and corrections○ Positive reinforcers |
| 1 - 3 p.m. | Components of Skill-Building <i>(15-minute break included)</i> <ul style="list-style-type: none">▪ Establish the need/rationale for the skill▪ Introduce the skill▪ Describe the behavior components of the skill▪ Model the skill▪ Behavior rehearsals and role plays▪ Prompting and promoting independent use of the skill▪ Continuation |
| 3 - 3:30 p.m. | Using “Lesson Plans” for Skill-Building and Assessing Progress |
| 3:30 p.m. | Evaluations, CEU dissemination, and Adjournment |

¹ 4.5 CEUs pending for LMHCs, LMFTs, and LICSWs/LCSWs for Day One

April 2/Day Two²: 9 a.m. – 3 p.m.

Presenters: Marci White, MSW; DeVault Clevenger, MA, LPC; Lori Douglas, MSW/North Carolina Mentor

Participants: Therapeutic Mentor Supervisors: “Lesson Planning” for Skill-Building, Assessing Progress, Supervising, Documenting the Service

9 – 9:45 a.m. Registration and Breakfast

9:45 – 10 a.m. Welcome and Introductions

10 - 11:30 a.m. “The 6 C’s of Supervising Therapeutic Mentoring” (*15-minute break included*)

- There must be a Clinical Condition that requires Therapeutic Mentoring.
- There must be Clarity about the service assignment and goal(s) for the client.
- Capacity to provide the service (enough people, the right people, staff characteristics)
- Coordination and Connections focused on the desired outcome to enable the client’s improved functioning with natural supports; Teaching self-advocacy to youth, or being a “voice” for the youth with the treatment team; Coordination with other team members is critical to avoid being an “independent operator”
- Competence of the staff providing the service (importance of ongoing training, supervision, common culture of language, theoretical concepts, and practice interventions)

11:30 a.m. - 12:30 p.m. Lunch

12:30 - 3 p.m. “The 6 C’s of Supervising Therapeutic Mentoring” (cont’d)

- Consistency in application of the interventions, expectations for staff, and service delivery for the child and family (*15-minute break included*)
 - Writing “Lesson Plans” for skill-building sessions
 - Assessing client progress as part of supervision and for planning next skill-building sessions (ongoing feedback loop, parallel process for staff and clients)
 - Documentation of progress in service notes
 - Assessing staff competence in using skill-building model(s)

3 p.m. Evaluations, CEU dissemination, and Adjournment

² 3.5 CEUs pending for LMHCs, LMFTs, and LICSWs/LCSWs for Day Two