

MA CBHI: Supporting Youth in Crisis and Their Families



Part 1

8:45-9:00/12:45-1:00

9:00-10:30/1:00-2:30

10:30-10:45/2:30-2:45

10:45-12:00/2:45-4:00

12:00/4:00

Join

High level review of core crisis competencies

Crisis System of Care Framework

Iatrogenic harm

Storytelling-changing the deficit narrative

Parents as collaborators

Break

Rethinking hospitalization

Getting to the essence of the distress

Louie—immersive exercise

“State not trait” mental model

End of Day 1

Part 2

8:45-9:00/12:45-1:00

9:00-10:30/1:00-2:30

10:30-10:45/2:30-2:45

10:45-12:00/2:45-4:00

12:00/4:00

Join

Youth and family-centered care (“True North” approach)

Group experience—feeling the difference between expert-centered vs family-centered approaches

Recognizing/joining with “strength”

Resolution-focused interventions

Break

Productive vs counterproductive approaches—large group immersive exercise

Applications of competencies in safety planning

Conversation starters

Training conclusion

5.5 total content hours

MA CBHI: Supporting Youth in Crisis and Their Families



Learning Objectives

As a result of this training, participants will be able to...

- Identify the *essence of the distress* of children in crisis and their families.
- Articulate the value of interpreting behavior as indicative of 'state' rather than 'trait'
- Detect when one is operating in an "expert" stance and reorient to a youth/family-centered stance
- View and identify strengths in broad terms and use that knowledge to join with youth and parents "where they are"
- Demonstrate consideration of both potential for health benefit and risk of iatrogenic harm when engaging youth and parents in treatment decision-making
- Articulate the difference in care experience between treatment approaches that are productive and counterproductive
- Discuss the value of activating parents as empowered drivers of their children's healthcare
- Identify the iatrogenic effect of using approaches that blame parents
- Use strength-based story-telling to shift away from deficit 'expert think' and towards youth/family centered approaches
- Identify ways that IHT and ICC teams contribute as part of the Crisis System of Care
- Identify a broad set of risk factors the mobile team must consider when engaging children in a school-based setting
- Select questions that can be used to effectively join with a person (i.e. parent, school/residential center personnel) who holds an opposing view to that of the mobile crisis team