



WHO WE ARE:

The Great Lakes MHTTC provides high-value training and technical assistance targeted to local needs in Health and Human Services Region 5. We are housed at the Center for Health Enhancement Systems Studies at the University of Wisconsin-Madison.

The goals of the Great Lakes MHTTC are to:

- Accelerate the adoption and implementation of evidence-based practices.
- Heighten the awareness, knowledge, and skills of the workforce.
- Develop strategies for delivering culturally informed care with diverse practitioners, researchers, policy makers, family members and consumers of mental health services.
- Increase access to publicly available, free of charge, training and technical assistance to the mental health field.

AREA OF FOCUS: EVIDENCE-BASED PRACTICES

A primary goal of the Great Lakes Mental Health Technology Transfer Center (MHTTC) is to help providers in our region adopt and implement evidence-based practices for preventing and treating mental health and co-occurring disorders.

Our School-Based Mental Health Supplement works to help schools in our region adopt and implement evidence-based practices that have proven effective in school settings.

We support implementation of evidence-based practices through training and technical assistance targeted to local needs.

WHAT WE'VE DONE:

The Great Lakes MHTTC offers training in a variety of evidence-based practices. Our goal is to not only offer training on evidence-based practices, but to facilitate implementation of the practice. Ongoing opportunities we offer include Motivational Interviewing (MI) and Dialectical Behavioral Therapy (DBT). The Great Lakes MHTTC also partners with state liaisons or "nodes" to offer additional learning opportunities. For example, our Wisconsin node, Wisconsin Association of Family and Children's Agency (WAFCA), offers DBT trainings focused on school settings. The Great Lakes MHTTC school-based mental health supplement also offers training in Youth and Teen Mental Health First Aid—two school-based evidence-based practices. Our trainings include:

[Motivational Interviewing: Relational Skills](#) [Motivational Interviewing: Technical Skills](#)

Motivational interviewing is an evidence-based practice used to help people overcome their ambivalence about change. In these interactive, skills-based workshop, participants learn about and practice the spirit of MI, MI relational skills, and MI technical skills.

The Great Lakes MHTTC offers our MI Series each year on rotation with the Great Lakes ATTC and PTTC.

[Being a Super Supervisor: Motivational Interviewing Learning Collaborative for Supervisors: Planning for Change](#)

The Great Lakes MHTTC and PTTC hosted a series of interactive calls for people who want to broaden their use of MI skills in their supervisory roles. This training provided a no-cost, easy to access opportunity for supervisors to build their practices and skills to fidelity. All sessions were designed for multiple levels of learning.

WHAT WE'VE DONE (CONTINUED)

Integrating Motivational Interviewing and Logotherapy to Help Clients with Co-Occurring Disorders Recover

One of the tenets of motivational interviewing is that people change when there is a discrepancy between a current behavior and a goal. Some clients with co-occurring disorders report not having the opportunity to focus on life goals for years. Others lack hope that recovery is possible. This presentation focused on the integration of Motivational Interviewing and Logotherapy, developed by the renowned psychiatrist and Holocaust survivor Viktor Frankl to help clients turn life pain into life purpose.

Balancing Change and Acceptance in Youth Work: Applying DBT Principles

DBT has been adapted for use with adolescents in outpatient, inpatient, and school settings and is known to be effective in reducing a wide range of psychiatric problems. This workshop provides participants with a foundational understanding of the DBT philosophical principles and framework for approaching work with youth presenting with multiple challenging issues.

Participants will practice the core philosophy of balancing change and acceptance while also learning the foundational goals of teaching each of the four skill sets of DBT.

Dialectical Behavioral Therapy (DBT) Series

The Great Lakes MHTTC offered the DBT Series in Year 3, in response to an interest identified in our regional needs assessment. The training consists of multiple four-hour sessions led by DBT experts. Due to the overwhelmingly positive response to the series, with high registration and attendance rates, the Great Lakes MHTTC also offered the series in Year 4. Descriptions of the modules in the series follow.

Dialectical Behavioral Therapy Series:

Intro to Dialectical Behavioral Therapy (DBT)

Introduction to DBT introduces the basic concepts of DBT, including the five areas of dysregulation, the etiology and biosocial theory of emotion dysregulation, epidemiology, and prevalence of borderline personality disorder. It also covers the structure and components of DBT: individual therapy, skills training, telephone consultation, and the use of a consultation team.

DBT: Core Mindfulness Skills

This session reviews the three steps in learning a skill and includes homework to strengthen the skills learned. This session also introduces ways to use Mindfulness 101 and the goals for Core Mindfulness.

DBT: Interpersonal Effectiveness Skills

This module provides goals for interpersonal effectiveness and obtaining objectives skillfully in relationships.

DBT: Distress Tolerance Skills

This module includes crisis survival skills, building distress tolerance, and teaching reality acceptance skills.

DBT: Emotional Regulation Skills

This module covers understanding, naming and changing emotions, reducing vulnerability to emotion mind, and managing really difficult emotions.

DBT: Adolescent Adaptation Part I and

DBT: Adolescent Adaptation Part II

These modules demonstrate how to adapt the DBT model to an adolescent population, discuss the inclusion of caregivers, and applying biosocial theory to adolescents and their families.

DBT: SUD

This module explores how DBT-SUD can help individuals with substance use disorders who have co-occurring borderline personality disorder, emotion dysregulation, or a history of relapse. Topics covered include the incidence of co-occurring BPD and SUD, suicide risk when BPD and SUD co-occur, common therapy-interfering behaviors and how to use the DBT-SUD model to distinguish these behaviors.

WHAT WE'VE DONE (CONTINUED)

Teen Mental Health First Aid Preparation and Learning Collaborative

The Teen Mental Health First Aid (tMHFA) Preparation and Learning Collaborative aims to increase capacity of schools and youth-serving organizations to teach young people how to identify, understand, and respond to signs and symptoms of mental health challenges in their friends and peers. The Great Lakes MHTTC offers the tMHFA Preparation and Learning Collaborative to provide selected sites with technical support, strategic planning, and to facilitate conversations with stakeholders.

UPCOMING:

Motivational Interviewing 2023

Co-sponsored with Great Lakes ATTC

OUTCOMES

- In the first four years, the Great Lakes MHTTC trained more than 4,800 participants through 54 events focused on Motivational Interviewing, Dialectical Behavioral Therapy, and Youth and Teen Mental Health First Aid.
- Our relationships with state entities have created additional opportunities. Following the Year Three series on DBT, the Wisconsin Department of Health Services fully funded a yearlong intensive TA to support Wisconsin practitioners in implementing DBT to fidelity.
- Please also see this Great Lakes MHTTC product: Encouraging Change Podcast: Using Motivational Interviewing in Peer Support

OVER 54 EVENTS
HAVE BEEN OFFERED
BY THE GREAT LAKES
MHTTC IN THE LAST 4
YEARS IN MI, DBT, AND
YOUTH/TEEN MHFA



VOICES FROM THE FIELD

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"I found the entire training beneficial. I have learned about MI through school briefly but having it explained in-depth and provided examples really gave me a better understanding of the process."

"Each of the presenters that you chose for the 8 trainings was wonderful. I have learned so much. DBT has finally clicked in my brain and I plan to attend more trainings. My supervisor is trained and we've started a small consultation group and are discussing adapting a skills group into our high school based setting. Thank you again."

"The resources given, taught, and the networking with other educators."

"Perspective of the differences between youth and adult care."

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QUESTIONS?

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