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MINT Incorporated Board of Directors Candidate Questionnaire

1. Please describe your experience in MI in any or all of the following roles:

As a practitioner, I have had the opportunity to facilitate individual and group MI techniques within the field of criminal justice. These activities include:

- Pre-screening and assessing justice-involved clients for interventions,
- Meeting one-on-one with clients to discuss behavior change related to criminogenic risk and need, and
- Conducting group in an elicitive manner that focuses on change talk.

Certainly, these experiences proved positive the learning-to-learn model in which our client are our greatest teachers and require a tailored, individual approach.

In addition, I have had the privilege of training hundreds of criminal justice professionals across the continuum of care in MI. I committed to capping these trainings to a small number of participants in order to ensure individual skill acquisition. Having provided Introductory, Intermediate and Advanced training events has afforded me the opportunity to work with trainees toward competency. I design and deliver trainings in order to demonstrate a consistent MI approach within the training process. Understanding that trainees new to the MI model will likely come into the event with some degree of ambivalence allows me to use MI to raise awareness, emphasize professional goals, and develop rapport. Furthermore, the four MI processes assist me in structuring process-consistent activities throughout the training agenda.

As a supervisor, it is a pleasure to understand the key components of individual change and therefore set up supervisees for long-term professional success. Currently, I supervise graduate assistants who are committed to learning and developing professional endeavors. These students are generally motivated to grow professionally; however, many still struggle with ambivalence related to specific behaviors that stand in the way of this overall professional success. With this in mind, it has been quite rewarding to

witness the transformation that can happen when employing MI within the context of supervision.

During the Albuquerque Pre-forum MITI 3.1 workshop, I had the opportunity to be trained by Jennifer Manuel in this excellent assessment tool. Subsequently, I have been able to code a variety of recordings for the purposes of coaching and research. Currently, I am working on a study to evaluate MI adherence in relation to adherence to a standardized, cognitive-behavioral treatment approach among community supervision officers trained in both modalities. This study intends to explore both intermediate and outcome measures related to practice and recidivism.

2. Please describe your involvement in MINT and any activities that demonstrate your commitment or service to MINT.

Since being inducted as a network member in 2007, I have attended five Forums and one ICMI, and thus each year able to connect with the network and learn from the great work of its members. In addition, I can honestly say that the outgrowth of attending these events has resulted in meeting some of the most incredible people in my life. These treasured individuals have become some of my closest friends, highest-held colleagues and most enjoyable acquaintances. From them, I have benefited greatly in better understanding our world, and how similar and distinct we are in humanity as well as diversity.

Since 2009, I have served the network as a volunteer within committee work. My service included the following roles and responsibilities:

Professional Issues Committee Chair (09/09-1/11)

- Chair conference calls
- Report to the Board of Directors
- Coordinate committee activities
- Develop internal systems and protocols

MINT Training Mentor (10/12-8/13)

- Individual training with feedback
- Development of a learning plan
- Coded recorded submission for proficiency
- Reviewed and provided feedback on all application materials

Professional Development Committee Member

MINT, PLUS Pilot Project Manager (09/11-present)

- Chair conference calls
- Report to the Board of Directors
- Coordinate sub-committee activities
- Develop internal systems, surveys, learning plans and protocols

These activities have provided me the opportunity to work within a team and learn more

about the strengths and challenges of group collaboration focused on network progress. Being able to listen to the ideas and concerns of individuals while keeping in mind the group as a whole can present many challenges. In addition, putting aside personal preferences for the betterment of the whole represents a perspective that takes vigilance and humility to maintain. Leadership within the network must balance MI values with individual perspectives and decision-making constructs; therefore, effective listening, strength-based and elicitive feedback are critical skills with which to pair decisive and authoritative management. This balance can best be understood within the helping styles model articulated by Dr. Rollnick (Direct-Guide-Follow). Acting as a guide seems the best fit for network leaders.

3. Please describe your vision of MINT, its essence and its mission.

For me, MINT has provided a strength-based network of support and professional encouragement toward the challenges and effective practice of facilitating, training and evaluating MI. At the same time, the value of MINT is greatly enhanced by the diverse background and cultures of the network's members. Of all the professional organizations that I have encountered, the MINT is unique in that its members truly value empathy, collaboration and professional generosity. Individuals openly share professional resources rather than claim intellectual property rights.

4. What do you view as the main issues facing MINT since incorporation? What are your ideas for addressing these issues?

Since incorporation, the MINT has focused on building internal systems to support its mission "to promote good practice in the use, research and training of motivational interviewing." Because MINT supports continued learning and skillfulness of its members, it is important from a systems perspective to have clear yet flexible protocols and processes to this end. One example is highlighted within the MINT, PLUS (planned learning unified system) model being piloted during the Krakow TNT and Forum. The idea behind this model was to build partnerships toward continued learning post TNT. When new members are connected with more experienced members, opportunities for continued growth can be supported. The idea for MINT, PLUS grew from my personal desire to continue improving post-TNT. With that in mind, I have pursued bringing it to fruition over the past six years. I am excited to see this vision become a growing reality as we test out methods for continued learning and support within the network.

5. Please describe any experiences you have had in serving on other committees or boards, either in a professional or personal capacity that might support your candidacy. Specifically, include dates of involvement, positions held, experience of working as part of a team, challenges of the positions held, successes and frustrations. How have these experiences prepared you for serving on the MINT Board?

In addition to my previously mentioned committee work, I have worked as a volunteer on a team in the following capacities:

Midtown West Neighborhood Association

Vice President (06/06-present)

- Establish new neighborhood association
- Plan neighborhood events
- Act as Marketing advisor
- Facilitate partnership with Mid-Town Merchants Association

Southern Springs Holistic Learning Center

Board of Directors Secretary (5/04-05/07)

- Acted as Secretary for Board
- Conducted General Board Responsibilities
- Supervised Volunteer Coordination
- Provided Accounting and Administrative Services
- Planned and Coordinated Special Events

FSU Juvenile Justice Student Association

President (8/97-8/98)

- Supervised constitution and mission writing
- Planned & coordinated mentoring program
- Recruited students & chaired meetings
- Organized & held a press conference & several press interviews
- Acted as grant consultant

Once again, these activities have provided me the opportunity to work within a team and navigate the pathways that lead to positive social change. Service remains a key value for me, in that, it provides a vehicle to gather meaningful experiences through helping others experience more fulfilling lives.

6. Board work currently consists of both operational tasks (keeping the organization functioning day to day) and strategic tasks (overseeing and planning). Describe your interest in and capacities in both these areas.

As an MI practitioner and trainer, I consistently think in terms of the strategic 'big-picture' focus (macro) while using specific techniques (micro) that move the person toward positive change. This perspective mirrors my thoughts on board work. It seems that day-to-day operations should be conducted with a focus on longer-term strategic tasks. As a professional, I enjoy day-to-day tasks and strategic planning endeavors, as well as building a bridge between these two focuses. Thankfully, I feel comfortable and passionate in both of these roles.

7. The typical Board member spends 5-10 hours per week on MINT Board matters. Please indicate how you will integrate this commitment with your ongoing professional and personal activities.

Although my professional position demands significant time and effort, I am committed to continuing voluntary service to the network. Should I be chosen to serve on the board, I would transition the time I currently spend on committee work to BoD activities.

At the urging of a trusted fellow MINTie, I have been encouraged to share a bit more personal information about myself. Each of us has defining moments in our lives that shape our futures. For me, the journey toward working in the field of behavior change began in a life altering way. In my early twenties, I was brutally mugged and shot by a juvenile as part of his gang initiation. Certainly inside the moments of life and death lies meaning and purpose. After a life-saving surgery, I began to contemplate two key questions: Why would a child decide to shoot someone? And how do I make sense of this experience for myself moving forward? I began to volunteer at an elementary school in a high-crime neighborhood. I was shocked that these children were trying to learn in a dilapidated building with slim resources. I shared with the fourth-graders my story and shockingly, they opened up to me with stories of their own recalling the violence they lived with every day. One nine-year-old boy said he wanted a gun for Christmas. I began to realize that so many of our children grow up with a normalized view of violence, and that if I wasn't a part of the solution, I was a part of the problem by default. Since that time, I have searched for ways to be a part of the solution. It was the moment of my first MI seminar that I thought, "Wow, I have found an important piece of the puzzle." What I didn't know then was that learning MI would fundamentally change the way I experienced the world, allowing me to grow my own empathy towards myself and most importantly, others.

8. Please send a current CV and also provide the contact details (email and telephone number) of two references that we may approach as part your nomination process. These people should be able to provide information about your suitability for this position.

EDUCATION: **The Florida State University**
College of Social Work
MSW course work

The Florida State University
Bachelor of Science, August 1998
Major: Family & Child Science
Minor: Criminal Justice- Juvenile Justice Role Model

Program

Professional Trainer Credentials

- Motivational Interviewing (MI) Master
(03/2007)
- MI Network Trainer
(09/2007)
- Thinking for a Change Master
(05/2007)
- Aggression Replacement Training
(01/2007)

- Communicating for a Change
(05/2007)
- National Curriculum & Training Institute
(04/2007)
- PAIRS
(03/2008)
- Micro-Expression Training
(03/2009)
- MI Treatment Integrity Instrument
(10/2009)
- Choices for Change Master
(01/2010)
- Effective Practices Community Supervision
(05/2010)
- Thinking for a Change Advanced
(05/2011)
- Acceptance and Commitment Therapy
(08/2011)
- UCCI Substance Abuse Training
(01/2012)

EXPERIENCE:

**University of Cincinnati
Corrections Institute**

Research Associate

(05/17/2010-present)

- Develop, design and deliver CJ interventions and accompanying training processes
- Tailor training facilitation to client needs
- Deliver keynote and workshop presentations
- Provide program assessment and technical assistance
- Guide organizational change and action planning
- Write grant applications
- Write and submit project reports

**University of Cincinnati
Corrections Institute**

Curriculum Author

(05/17/2010-present)

- Develop cognitive-behavioral curriculum for criminal justice clients
- Tailor interventions to criminogenic need areas
- Review new and emerging intervention research
- Guide organization implementation
- Develop evaluative component
- Write and submit project reports and publications

**University of Cincinnati
Corrections Institute**

Curriculum Author and Project Manager of Family EPICS

(05/17/2010-present)

- Developed cognitive-behavioral curriculum for community corrections to work with families
- Designed a training and coaching model consistent with social learning theory
- Implemented the program in multiple jurisdiction
- Designed evaluative components
- Write and submit project reports and publications

**Justice Research Center
Evidence-Based Training Institute
Justice Research Center**

Director

(03/07-4/10)

- Developed and designed training workshops
- Tailored training facilitation to client needs
- Delivered interactive activities for all learning styles
- Adhered to adult learning theory in presentations
- Experienced training hundreds of professional staff
- Delivered keynote and workshop presentations
- Provided MITI coding and supervision
- Guided organizational change and action planning
- Implemented TCU Organizational Change Model
- Wrote grant applications
- Invoiced clients
- Wrote and submitted project reports
- Developed marketing materials
- Supervised project staff

Initiative

**Justice Research Center
Alachua County Court Services Motivational
Interviewing Implementation**

Project Manager (07/01/08-on-going)

- Managed all aspects of the project
- Wrote and submitted monthly reports
- Designed project materials
- Prescreened training participants
- Facilitated all trainings (Introductory, Intermediate and Advanced)
- Conducted Appreciative Inquiry focusing meeting and debrief

**Justice Research Center
Leon County Aggression Replacement Training**

Project Manager (07/01/07-07/01/09)

- Managed all aspects of the project
- Wrote and submitted monthly reports
- Designed project materials
- Prescreened group participants
- Facilitated group sessions
- Completed individual progress logs
- Communicated progress to parents
- Supervised and trained project staff and interns

**Justice Research Center
What Works Initiative Residential Pilot Project**

Project Manager (01/01/07-07/01/07)

- Managed all aspects of the project
- Wrote and submitted monthly reports
- Designed training materials, such as participant guides, PowerPoint presentations and facilitator guides
- Planned trainings and invited participants
- Conducted site visits for fidelity checks, information sharing, provide support and to monitor progress
- Hired, trained and supervised training coaches for each pilot program
- Reviewed contract deliverables and approved
- Facilitated training for pilot sites, DJJ technical assistants and Juvenile Probation Officers in the Academy
- Developed assessment tools and strategies

- Conducted therapeutic cognitive behavioral groups
- Developed new curricula
- Assessed and screen youth for CBT interventions

**Department of Juvenile Justice
Central Communications Center**

OMC II (10/20/04-01/01/07)

- Assessed abuse allegations' reportability, comparing with current Department policy
- Listened to abuse allegations; guiding callers to ensure accurate and complete preliminary information is recorded
- Classified each incident and follow notification procedure
- Developed program components to organize and document daily operations, including: PowerPoint Desk Top Guide creation, user manuals, data management, review reports and information dissemination

Florida State University Schools

Instructional Aid (9/02-6/03)

- Taught first grade reading, vocabulary and writing
- Taught first through fifth grade Performance Arts, guiding students in creating a Micro-Society theater troop, including special seasonal projects
- Coordinated with parents and students to develop individual academic goals

Florida State University Schools

English Teacher (4/01-6/01)

- Taught three classes for mid-term, including tenth grade Literature, eleventh grade Literature and Creative Writing
- Wrote lesson plans, quizzes & tests, calculating mid-term grades

After-School Dance Program (Nims Middle School)

Teacher & Case Management Leader (99-00)

- Wrote grant collaboratively, gathering community resources & submitting application
- Integrated female programming components
- Taught middle school females community service involvement through activities and projects

- Provided case management, contacting families & tracking involvement
- Organized and chaperoned field trips & parties
- Formed a partnership between Nims, the FSU Family Institute and Gwen Cherry Child Development Center
- Developed & implemented program curriculum
- Supervised student interactions using Behavior Modeling
- Composed grant management reports
- Facilitated management meetings

The Department of Juvenile Justice

Bureau of Research and Data

Research Associate (11/98-07/00)

- Coordinated statewide data analysis and collection
- Wrote extensive 200+ page reports for the State Legislature's Performance Based Budgeting, including text, graphs & charts
- Provided department and field technical support
- Managed numerous databases
- Conducted field visits, including individual and group training courses

The Department of Juvenile Justice

Bureau of Research and Data

Program Director (5/98-11/98)

- Directed research on Alternative to Suspension & Expulsion Programs, including classroom visits, grant application analysis, on-site monitoring and Logic Model creation
- Supervised research staff, data collection & analysis, status and research report writing & community relations
- Completed the Department of Juvenile Justice's Statewide Volunteer Development Training Certification course

The Department of Juvenile Justice

Bureau of Research and Data

Research Assistant (2/97-5/98)

- Collected and processed statewide data from detention centers
- Created data collection spreadsheets
- Produced reports for the State Legislature
- Conducted training sessions

The Florida State University

School of Criminology, Juvenile Justice Program
Assistant Program Director & Internship Coordinator
(5/97-5/98)

- Recruited & screened students for internships
- Managed & tracked contracts
- Created program materials, including reports, brochures & monthly newsletters
- Coordinated interns & their agencies
- Handled payroll for interns, staff and professors
- Acted as a liaison for the University with state agencies & non-profit organizations

**VOLUNTEER
EXPERIENCE:**

Motivational Interviewing Network of Trainers, Inc

MINT Training mentor (10/12-8/13)

- Individual training
- Development of a learning plan
- Coded recorded submission for proficiency
- Reviewed and edited all application materials

Motivational Interviewing Network of Trainers, Inc

Professional Development Committee

MINT, PLUS Pilot Project Manager (09/11-present)

- Chair conference calls
- Report to the Board of Directors
- Coordinate sub-committee activities
- Develop internal systems, surveys, learning plans and protocols

Motivational Interviewing Network of Trainers, Inc

Professional Issues Committee Chair (09/09-1/11)

- Chair conference calls
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- Develop internal systems and protocols

Department of Juvenile Justice

Restorative Justice Speaker (01/07-present)

- Visit Residential Commitment Programs
- Meet with adjudicated youth
- Give a presentation and answer questions

Midtown West Neighborhood Association

Vice President (06/06-present)

- Establish new neighborhood association
- Plan neighborhood events
- Act as Marketing advisor
- Facilitate partnership with Mid-Town Merchants Association

Southern Springs Holistic Learning Center

Board of Directors Secretary (5/04-05/07)

- Acted as Secretary for Board
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FSU Juvenile Justice Student Association

President (8/97-8/98)

- Supervised constitution and mission writing
- Planned & coordinated mentoring program
- Recruited students & chaired meetings
- Organized & held a press conference & several press interviews
- Acted as grant consultant

Public Speaking

- Extensive public speaking resume available upon request

SPECIAL SKILLS:

- Proficiency in Microsoft: Word, Excel, Access, & PowerPoint, SAMAS, Photoshop, PageMaker and Internet navigation
- Certified in Florida Department of Law Enforcement's Criminal Justice Information Services

HONORS:

- Keynote Speaker for the South Eastern Network of Child and Family Services Annual Conference
- Graduate of Youth for Understanding 1986-87 Congress- Bundestag Exchange Program, living & studying, Hamburg, Germany
- Dean's List & Honor Society, FSU
- President of the Juvenile Justice Student Association
- Nims Middle School Mentor

PUBLICATIONS:

Luther, J.D. (2009). Enhancing Motivation to Change. In Glick, B.(Ed.), *Cognitive Behavioral Interventions for At-Risk Youth* (2nd ed.). Kingston, NJ: Civic Research Institute.

Tafate, R., Luther, J.(In press) Integrating Motivational Interviewing with Forensic CBT: Promoting Treatment Engagement and Behavior Change with Justice-Involved Clients

MANUSCRIPT IN PREPARATION:

Suarez, M., Engle, B., Luther, J. Teaching Pediatric Residents Motivational Interviewing: Effectiveness and Training Implications.

CURRICULUM DEVELOPMENT:

Luther, J., Benson, S. (2008) Arise Choices for Change; Adult and Youth versions.

Luther, J., Motivational Interviewing Introductory, Intermediate and Advanced Trainings

Luther, J., Motivational Interviewing Treatment Integrity Training, Supervision and Feedback

Luther, J., Effective Practices in Community Supervision for Families Intervention and Training, Supervision and Feedback

Luther, J., Pitocco, K., & Lovins, L. (2011). *Cognitive behavioral interventions for substance abuse*. Curriculum, University of Cincinnati Corrections Institute, University of Cincinnati, Cincinnati, OH.

Smith, Paula, Schweitzer, M. & Luther, J (2013). *Cognitive behavioral interventions for sex offenders*. Curriculum, University of Cincinnati Corrections Institute, University of Cincinnati, Cincinnati, OH.

Taymans, J., Winokur, K., Luther, J. (2007) Communicating for a Change, Criminal Justice Staff curriculum

TRAINING VIDEOS

Motivational Interviewing Training Video: A Tool for Learners (*Hettema, 2009*): Luther, J., featured in a Probation role-play

Effective Practices in Community Supervision for Families training video
(*Luther, 2013*): Luther, J., director and interviewer

Ohio Judicial College MI Training Video (*Luther, 2013*): Luther, J., director
and interviewer