

Getting Out of Your Own Way

As trainers, we are often taught to meet our participants where they are, implying that effective teaching strategies will foster a natural progression toward self-actualization within the practice of motivational interviewing. To succeed in this effort, not only must we take into account the multiple identities represented in our trainings, but self-reflect on our own as well. Which cultures do we bring to our trainings? What identity politics are associated with our self-presentation? How informed are we of how we take up space in the room? And ultimately, how does that positively or negatively influence our participants?

While working across differences effectively is essential in our work to ensure that MI trainings are accessible and engaging for individuals from a diversity of backgrounds, it is arguably more essential for trainers from dominant cultures to look inward at their own conditioning, how their identities (culture, race, gender, sexual orientation, disability etc.) might influence their students' access of information. In other words, are we asking a person to assimilate into a particular kind of MI culture, or are we inviting students to contribute to and influence the evolution of MI into their own cultural spaces?

The workshop we propose will be facilitated by three MINT members, and it's content has been and will continue to be guided by MINT members from a diversity of identities, locations, and backgrounds, i.e. race, gender, sexual orientation, ethnicity, culture, ability, etc.

DAY 1:

Participants will actively explore their own cultural and racial identities specifically as they relate to power and oppression. We will invite people to engage in a variety of activities that will focus on self-exploration to build insight into how we relate to multiple identities and power structures. Participants will then apply this exercise to their work as MINT members and trainers by examining the identities currently represented within the organization.

DAY 2:

We will use exercises to explore the cycle of liberation and how participants might apply these concepts in the context of MI trainings. Participants will collaborate to generate ways to apply concepts to their individual communities and work environments. Participants will leave the second day of training with an action plan for moving forward toward greater equity and inclusion within their MI trainings.

Learning Outcomes:

1. Participants will understand the difference between interpersonal and institutional oppression and develop strategies for challenging both across contexts.
2. Participants will understand the basics of power and oppression and people are affected by these concepts, with a specific focus on how they might manifest within MI trainings.
3. Participants will develop a “personal toolkit” for promoting anti-racist and anti-oppressive practices
4. Participants will understand the concepts of privilege and how to use their personal privileges to create access to MI trainings for people of diverse identities.
5. Participants will explore the concept of implicit bias and identify strategies to personally deconstruct their biases through education, exposure and dialogue.

Time

This is a two-day workshop that will begin at 9:30 AM and end at 4:00 PM with built-in breaks in the morning and afternoon, as well as an hour break for lunch.

Names of Trainers

Laura Hoge is a recent 2016 MINT member (Montreal, 2016). She has over 20 years of experience as an activist, specifically focusing on community organizing for LGBTQ rights and anti-racism efforts in New Jersey. Laura has collaborated with a number of anti-oppressive organizations, such as NAACP and Garden State Equality, and she is the co-founder of the Hunterdon County Anti-Racism Coalition, a collaborative anti-racism action group consisting of over 450 members whose primary purpose is to translate education into positive action against discrimination

at the individual, institutional and cultural levels. Laura is a social worker in private practice in the state of NJ.

Jesse Berg is a MINT member (Berlin 2015) with experience in community mental health, student advising and diversity/inclusion work. In addition to his work with MI, Jesse is a Certified Diversity Facilitator (CDFT) through NCCJ STL. This certification prepares candidates to assess, design and deliver effective, quality diversity and social justice education programs for others. He has more than 5 years experience facilitating diversity dialogues in the St. Louis, MO, USA community. Jesse incorporates compassion, mindfulness and cultural humility into all of the trainings and dialogues that he facilitates.

Shawn Smith is a member of the Motivational Interview Network of Trainers (MINT), sits on the MINT Trainer Certification Committee, MINT Diversity Group, and serves as a Mentor to new MINTies. Shawn has over 20 years of applied experience as a direct service provider, program director, and agency leader in residential treatment, criminal justice, education, youth services, and workforce development settings. Shawn has shared MI, Cultural Reverence, Trauma Informed Care, and Reflective Supervision with thousands of professionals including those serving in education, health care, behavioral health, workforce development, education, addictions, and the criminal justice system. He holds a certificate in Trauma Counseling from the University of Wisconsin Helen Bader School of Social Work. Shawn Smith was trained by the originator of Cultural Humility, Dr. Melanie Tervalon. Shawn initiated the first Cultural Humility trainer-of-trainers in Wisconsin. Since, he has worked with Dr. Terri Strodthoff and Jojopah Nsoroma to develop Alma Institute's Cultural Reverence framework.