

Initial Engagement—Helping Clients Show Up

Program Description:

The most vulnerable client populations with complex needs are less likely to come to an initial appointment or be retained beyond the first session. Effective delivery of services to populations who experience multiple barriers starts with engagement in the helping process. Learn to apply research to enhance capacity to engage clients with significant obstacles in both clinical and nonclinical services.

Program Objectives:

Upon completion of this workshop, participant should be able to:

- Explain Mary McKay's research on telephone engagement and no-show rates/early termination.
- Demonstrate the ability to apply the 5P model to clinical and nonclinical work.
- Outline a relevant 5P guide for your setting, identify who would deploy the techniques, and how you would train and support them in implementation.

Target Audience:

Professionals who work in public health, parent education, mental health, or substance abuse.

Contact Hours:

1.5 contact hours

Program Agenda/Topic Areas

- Research on importance of initial conversations on first appointments and early termination
- Application for clinical and nonclinical work.
- Clarify the client's need and idea about the problem.
- Who is the client (child, parent, professional)
- Increase client's investment and efficacy.
- Praise, appreciate, acknowledge efforts, strengths, and time.
- Identify attitudes about previous experiences with professional support and institutions.
- Probe underneath.
- Problem Solve around concrete obstacles to care.
- Predict clearly what to expect of the first few sessions and the overall service.
- Implementation in your setting.

Faculty:

Rachel Galanter, MPH, is El Futuro's Technical Assistance and Consultation Lead. A NC Parenting Education Network Certified Parenting Educator, she has over 25 years of experience with children, youth, and families. She uses Motivational Interviewing, the Community Resiliency Model, and Biofeedback to help families address the stress and emotional issues that

can be barriers to making change. She has employed proven models—Attachment Bio-Behavioral Catch Up, SafeCare, Language Is the Key, Triple P and Parent Child Interaction Therapy—to improve relationships between caregivers and children. Since 2002, Rachel has served as a task supervisor or field instructor for students in the MSW program at the School of Social Work. A certified trainer by the Motivational Interviewing Network of Trainers, she provides training and coaching to professionals on parent engagement, coaching, self-care, and cultural awareness to help other agencies engage clients who need support but are ambivalent about making change or getting professional support. In addition to her professional work on behalf of families, Rachel was a foster parent for a decade and added two daughters (and now four grandchildren) to her family from that time.