

# Supervision Key



The successful application of knowledge to practice is one of the most-needed and desired outcomes for behavioral health professionals, and others, involved in providing services offered to individuals. While individuals themselves will determine to what extent learning is operationalized, effective supervision is necessary for this to be maximized.

## Motivational Interviewing

### Framework and Use of this Supervision Key

This **Supervision Key** is designed as a *companion guide* to the **Motivational Interviewing for Behavioral Health Professionals** course. The **Supervision Key** is not intended to be a comprehensive approach to supervision, but is designed to explore and support course content with the professional as it relates to practice and service delivery.

You, the supervisor, can use this **Supervision Key** to explore

- general understanding of the course;
- interest in individual sections of the course; and
- concerns about individual sections of the course.

You may also use the **Supervision Key** to

- clarify any boundaries and/or limitations in using the course information;
- clarify course information, as it relates to behavioral health professionals' openness to the spirit of Motivational Interviewing (MI) and the skills needed to effectively incorporate MI techniques in everyday practice; and
- make preliminary determinations of the degree to which learners and their organizations have incorporated Motivational Interviewing techniques that have been proven effective for persons with behavioral health conditions.

Please consider the timing and frequency of course-related supervision. Sessions should occur

- soon after the staff member completes the course; and
- at subsequent intervals to assess how course material has been used in practice.

## Intent of the Course

Behavioral health practitioners spend a significant portion of their time working with individuals to influence positive change. Conversations around lifestyle changes are common whether you are an addiction counselor, a mental health therapist, a case manager, a nurse, or a peer specialist. Motivational interviewing (MI) is a method of helping individuals become less ambivalent about changing behavior. It uses powerful strategies and techniques to facilitate this process.

This course illustrates specific MI strategies for engaging individuals in the change process and enhancing motivation for change. Engagement methods and strategies are taught, stressing the critical aspects of motivating and empowering individuals to recognize their own needs, strengths, and resources for taking an active role in changing their lives for the better.

## Implementation of Motivational Interviewing

Treatment providers and staff members at all entry points in behavioral health services systems have opportunities to influence and effect changes in an individual's motivation to change. Motivational Interviewing highlights specific skills and deliberate approaches that require training, coaching, and practice in order to be implemented most effectively. As a supervisor, it is important to implement motivational approaches in your practice. By modeling motivation techniques and providing opportunities for skill practice with feedback, supervisors can help learners become more aware of various motivation strategies and teach effective ways of using them.



Module 1 introduces the learner to the foundational concepts, principles, and processes in Motivational Interviewing (MI). It presented specific styles and techniques that are used to engage individuals in the change process and resolve the common issue of ambivalence surrounding change.

Now that your staff members have taken the course, there are three basic steps to guide the transfer of learning into practice.

### 1. Review the Teaching Points

Your first supervisory action is to “check the learning” to gauge the level of comprehension among course takers and determine if clarification or additional education is necessary.

You may begin a dialogue using the list of teaching points and prompts (questions) below.

**ASK - What did you learn? What surprised you? What do you NOT agree with? What challenged your thinking? What else do you need to know to be effective?**

**1 Review the teaching points**



**2 Examine your skills and supports for use of Motivational Interviewing**



**3 Apply the concepts**

Important Module 1 Topics		Questions to Reinforce Learning	
Overview of Motivational Interviewing			
<p>a. MI as a style of interaction to facilitate change, began in substance abuse treatment in the early 1980's as a shift from using confrontation as an intervention strategy.</p> <p>b. MI focuses on increasing engagement and empowering individuals.</p> <p>c. MI is both strengths-based and client-centered.</p> <p>d. MI uses a specific set of skills to convey empathy, enhance motivation, and encourage clients to consider and plan change.</p> <p>e. MI has been found to be effective in clients from diverse backgrounds and settings and seems to fit well with concepts of cultural competency.</p>		<p>What are the main fundamental differences between using a confrontational approach versus MI?</p> <p>What naturally occurring dynamic is MI addressing?</p> <p>What are some competing motivations that may lead to an individual being reluctant to change harmful behaviors?</p>	
What is Motivational Interviewing?			
<p>MI is described as a “conversation about change” - intending to strengthen an individual’s own motivation and commitment to change.</p> <p>a. MI is a person-centered approach to address ambivalence about change.</p> <p>b. MI is a collaborative, goal-oriented style of communication with particular emphasis on the language of change.</p> <p>c. MI connects motivation to change with commitment.</p> <p>d. Ambivalence is simultaneously wanting and not wanting something or the wanting of two (or more) incompatible things.</p> <p>e. It is important to understand and address ambivalence, rather than simply interpreting an individual’s behavior as denial or resistance.</p>		<p>What concepts of MI are likely to be appealing to an individual?</p> <p>Since “motivation to change” by itself is not sufficient to bring about desired changes, what else is necessary to make them happen? Explain why.</p> <p>What can service providers do to change how they address ambivalence with persons seeking services?</p>	
“Spirit” of Motivational Interviewing			
<p>a. More than technical, MI is characterized as a “spirit” or “way of being” with others.</p> <p>b. An <i>attitude of acceptance</i> of the individual is essential.</p> <p>c. MI Spirit has four key elements.</p> <ul style="list-style-type: none"><li>• <b>Work collaboratively</b> and avoid the “expert” role</li><li>• <b>Respect</b> for the individual’s autonomy, potential, strengths, and perspectives</li><li>• <b>Compassion</b> by keeping the individual’s best interests in mind</li><li>• <b>Evocation</b>, meaning the best ideas come from the individual</li></ul>		<p>What is meant by the “expert role?”</p> <p>What does the analogy “dancing” versus “wrestling” during a session imply?</p> <p>What is autonomy?</p> <p>Describe how a “problem-solving” approach by a professional can actually hinder recovery.</p> <p>Describe how a “problem-solving” approach might actually be sought by an individual receiving services.</p>	
Principles of Motivational Interviewing			
<p>a. Four fundamental principles translate the spirit of MI into a set of behavioral strategies:</p> <ul style="list-style-type: none"><li>• <b>Express empathy.</b> This is the basis for individuals to be heard and understood. Accurate empathy is sought here.</li><li>• <b>Develop discrepancy.</b> Explore the individual’s own inner “discomforts” to promote self-realization. Promote self-arguing for change.</li><li>• <b>Support self-efficacy</b>, that change is possible. This embodies a strengths-based approach.</li><li>• <b>Respond to sustain talk</b> (that favors the status quo about the target behavior for change) and discord (in the relationship between the individual and the practitioner).</li></ul>		<p>What is meant by “accurate empathy” and how does it differ from empathy?</p> <p>What type of listening skill is most used here and why?</p> <p>What is meant by “change talk” and how is this facilitated?</p> <p>Which of the four principles focuses on hope and the belief that change is possible?</p>	

Important Module 1 Topics (continued)	Questions to Reinforce Learning
<b>Processes of Motivational Interviewing</b>	
<p>a. Four key processes of MI are <b>Engaging, Focusing, Evoking, and Planning</b>.</p> <p>b. First key process: Engagement entails working on trust and rapport, before working towards change.</p> <ul style="list-style-type: none"> <li>• Desires or goals. Identify and confirm them.</li> <li>• Importance. Understand his/her current priorities.</li> <li>• Positivity. Promote a positive experience.</li> <li>• Expectations. Ensure the service-delivery process is clear.</li> <li>• Hope. Promote that change is possible.</li> </ul>	<p><i>What comprises “engagement”?</i></p> <p><i>How does MI address the at-times seemingly different and incompatible goals between a practitioner and an individual?</i></p> <p><i>How are current priorities tied to the likelihood of engaging in services?</i></p> <p><i>Since hope is considered an internal dynamic, how can a practitioner facilitate this?</i></p>
<b>Motivational Interviewing and Culture</b>	
<p>a. Understanding how a person views the world is at the heart of MI.</p> <p>b. Studies show MI’s effectiveness across cultures and diverse populations.</p> <p>c. Some individuals (from more traditional cultures, older generations, etc.) may expect the practitioner to provide direction and assume the role of the “expert.”</p> <p>d. The practitioner relies on the person they are working with to help them understand their cultural values and framework.</p> <p>e. The guiding style of communication used in MI is where the practitioner explores the behavior “alongside” the individual.</p>	<p><i>What are some of the elements of MI that promote its effectiveness across cultures?</i></p> <p><i>Why might some individuals expect the practitioner to assume the role of an “expert?”</i></p> <p><i>What strategies might be used to address this?</i></p>

## 2. Examine your Structure and Delivery of Services and Supports for the Use of Motivational Interviewing

Once you are confident that the staff member has a general working knowledge and understanding of the teaching points, it is time to explore a little deeper. This is an opportunity to clarify values and practices that are rooted in and support Motivational Interviewing. It is also a good time to ask reflective questions that are intended to support individual practitioners’ efforts to translate Motivational Interviewing principles into their daily practice.

### Areas of Discussion:

- How is autonomy supported in behavioral health services? Conversely, how is autonomy not supported in behavioral health services?
- Discuss the types of barriers to autonomy that have historically affected persons with behavioral health conditions and how they potentially impacted their recovery.
- What are some significant threats to active engagement of clients into behavior change actions? How can behavioral health professionals change this?
- Ask the learner to identify specific examples when they have engaged in the “expert trap”.
- Explore the MI principles and processes that most appeal to the learner.
- Explore the MI principles and processes that the learner is not as comfortable with.
- Which populations are less likely to have their autonomy both recognized and respected?
- Ask where and how the learner sees MI principles and processes being used in the organization.





# Module 2

Module 2 reviewed the Motivational Interviewing (MI) skills and strategies for working with an individual that help in identifying a clear focus for change. Creating a shared agenda helps focus the session and sets the foundation for the MI processes of evoking and planning. Additionally, the Stages of Change as proposed by Prochaska and DiClemente was explored as they relate to MI and help guide people forward on the path of change.

## 1. Review the Teaching Points

Important Module 2 Topics	Questions to Reinforce Learning
<p><b>Agenda Mapping</b></p> <ul style="list-style-type: none"> <li>a. Structuring. This entails a meta-conversation about what the overall focus for working together will be and what the immediate topic should be.</li> <li>b. Menu of Options. Discuss/list all the possible options for change.</li> <li>c. Listing of the various options can be done using a visual tool, utilizing circles on a piece of paper to depict a “map” leaving some blank.</li> <li>d. When dealing with dual (or multiple) roles, it is important to work towards shared goals.</li> <li>e. The need for the practitioner to bring up difficult topics will occur.               <ul style="list-style-type: none"> <li>• Ask permission to discuss the topic (very powerful if it can be presented in a manner that suggests exploring it to see if it has any connection/effect on one of the individual’s already targeted concerns).</li> <li>• Ask the individual to look for connections.</li> <li>• Normalize the behavior of concern.</li> <li>• Offer concerns with transparency/without judgment.</li> </ul> </li> </ul>	<p><i>What is the purpose of asking permission of the individual to have a structuring conversation?</i></p> <p><i>Ask the learner to describe an Agenda Map and how it could be laid out.</i></p> <p><i>Why is it important to have a menu of options ready to share?</i></p>

Important Module 2 Topics (continued)		Questions to Reinforce Learning
<b>The Transtheoretical Model for Change (TTM)</b>		
<p>a. Designed to assist behavioral health professionals guide individuals through a process of change. In relationship to MI....</p> <ul style="list-style-type: none"> <li>• MI is not meant to be a comprehensive theory of change.</li> <li>• TTM is not an essential part of MI.</li> <li>• MI and TTM are complimentary processes.</li> </ul> <p>b. TTM involves a series of stages.</p> <ul style="list-style-type: none"> <li>• <b>Precontemplation</b> (need to resist being directive), <b>Contemplation, Preparation, Action, and Maintenance</b></li> <li>• Relapse is not a stage, but described as a return to an earlier stage and/or behaviors.</li> </ul> <p>c. “Getting a running head start” is a technique to explore ambivalence, by asking about reasons to stay the same and then asking if there are any possible downsides in doing so.</p>		<p><i>Ask the learner to summarize each of the stages of TTM.</i></p> <p><i>How is the use of TTM beneficial to the practitioner?</i></p> <p><i>Describe the benefits of the “running head start” technique.</i></p>
<b>Focusing Process</b>		
<p>a. A clear sense of direction sets the foundation for eliciting change talk and planning.</p> <p>b. Identify the target behaviors that individuals want to change and check to see if these align or differ from the practitioner’s ideas of what should change.</p> <p>c. Sources of focus can come from the individual, the setting/ agency, and the practitioner. The individual remains the primary source; however, the setting/agency and practitioner can greatly help in clarifying an initial focus.</p> <p>d. Singular or multiple issues/desired target behaviors to change can be overwhelming.</p>		<p><i>Identify at least three main sources of focus (from the MI course) that target behaviors can come from.</i></p> <p><i>Identify any other potential sources.</i></p> <p><i>Why might there be different and even competing target behaviors?</i></p>

## 2. Examine your Structure and Delivery of Services and Supports for the Use of Motivational Interviewing

The content of Module 2 highlighted the second key process of MI – **Focusing** and strategies to assist with this. This is a good time for both the learner and supervisor to gauge the learner’s current familiarity and comfort level with using Focusing strategies.

### Areas of Discussion:

- How would the practitioner introduce the idea of doing an “Agenda Map” with an individual?
- What skills does the learner believe would help them bring up difficult/sensitive issues with an individual who has not yet verbalized them?
- Explore the learner’s practice in identifying target behaviors for change. Discuss experiences where the target behaviors of change were primarily identified by the agency/setting in which they worked.
- Select a current individual with whom the learner is working. Review the targeted areas for change. Explore how the behaviors were identified.
- What stage or stages of TTM is the learner most comfortable working with? Have they used MI in conjunction with TTM? If so, how?
- As a result of reviewing the material in this module, what identified concepts or practices does the learner desire to incorporate into their skill set?



# Module 3

Experienced behavioral health professionals are well-versed in a variety of client-centered theories and techniques similar to Motivational Interviewing (MI). However, MI is a process that involves the application of specific core skills to elicit change talk and evoke motivation to change. Module 1 introduced **Engaging**, Module 2 introduced **Focusing**, and Module 3 introduced **Evoking**. Module 3 examined the process of evoking motivation for change and provided opportunities to apply key MI skills to do so.

## 1. Review the Teaching Points

Important Module 3 Topics	Questions to Reinforce Learning
<p><b>Eliciting Change Talk</b></p> <p>a. Strategies are needed to move past “sustain talk” (why someone can’t or won’t change) towards the pro-side of ambivalence or “change talk.”</p> <ul style="list-style-type: none"> <li>• Ask <b>Evocative Questions</b> that are open-ended.</li> <li>• Use <b>Importance/Confidence Rulers</b>. Explore both importance and confidence and the intersection of the two numbers usually indicates readiness to change.</li> <li>• <b>Querying Extremes</b> is asking the individual to verbalize their vision of the extreme. This might include asking what the “best” and “worst” things that could happen for any action or inaction.</li> <li>• <b>Looking Back – Looking Forward</b>. Evoking an individual’s recollection of the past or vision of the future may influence momentum to change.</li> <li>• <b>Goals/Values Discussion</b>.</li> <li>• <b>Elaboration</b> questions recognize change talk and tries to further or strengthen it.</li> </ul>	<p><i>Ask the learner to give an example of how to use an Importance Ruler and a hypothetical response.</i></p> <p><i>Then ask the learner to give an example of how to use a Confidence Ruler and a hypothetical response.</i></p> <p><i>Now explore the intersection of these two numbers and what this might indicate.</i></p> <p><i>What is the intended value of the use of Querying Extremes?</i></p>

Important Module 3 Topics (continued)		Questions to Reinforce Learning
<b>Evoking Process</b>		
<p>a. Evoking is the “heart” of MI and what makes it unique.</p> <p>b. This phase spends time learning “why” the behavior change is important.</p> <p>c. Here is where the desire to change is now connected to the motivation to do so, which is critical to do before moving into planning.</p> <p>d. Resolving ambivalence around change is a key task of the evoking process.</p>		<p><i>What is “evoking” attempting to clarify in regard to a behavior change?</i></p> <p><i>Identify and explain why ambivalence is the key task in the evoking process.</i></p>
<b>Techniques of the Motivational Interview (OARS)</b>		
<p>a. <b>OARS</b> refers to four primary communication skills</p> <p>b. <b>OARS: Open-Ended Questions</b></p> <ul style="list-style-type: none"> <li>Based on subsequent information from the individual, not on the practitioner’s opinions, judgment, or values</li> </ul> <p>c. <b>OARS: Affirmations</b></p> <ul style="list-style-type: none"> <li>Statements that acknowledge the individual’s strengths, abilities, intentions, and positive attempts at change or actual change</li> </ul> <p>d. <b>OARS: Reflections</b> (various types)</p> <ul style="list-style-type: none"> <li>Simple – a repeat or rephrase that provides no additional meaning</li> <li>Complex – provides more meaning about what has been said or not yet said. May be called “continuing the paragraph”</li> <li>Double-Sided – allows the individual to hear both sides of their ambivalence</li> <li>Amplified – an overstatement of what the individual said</li> </ul> <p>e. <b>OARS: Summaries</b></p> <ul style="list-style-type: none"> <li>Essentially “long reflections”</li> <li>Used to ensure a shared understanding of the perception of the situation</li> </ul> <p>f. <b>Informing and Advising</b></p> <ul style="list-style-type: none"> <li>There are occasions when it is appropriate for the practitioner to provide information or be directive. This is always done with permission from the individual.</li> <li>Elicit-Provide-Elicit is a tool to guide giving advice and information.</li> </ul>		<p><i>What does OARS stand for?</i></p> <p><i>Describe each OARS skill.</i></p> <p><i>Do the skills need to be used in any particular order?</i></p> <p><i>What are examples of reflective statements?</i></p> <p><i>What should the practitioner be cautious about when using an Amplified reflection?</i></p>
<b>Recognizing and Responding to Change Talk</b>		
<p>a. <b>Change talk</b> is any discussion of the desire, ability, reasons, need, and commitment or taking steps to change.</p> <ul style="list-style-type: none"> <li>Eliciting change talk is the key task of the evoking process.</li> <li>It draws out the individual’s own concerns and perspectives.</li> </ul> <p>b. <b>DARN-CAT</b> is used to generate questions to elicit different kinds of change talk.</p> <ul style="list-style-type: none"> <li><b>DARN</b> is used in preparatory change talk. <ul style="list-style-type: none"> <li><b>D</b>esire and <b>A</b>bility to change, <b>R</b>easons and <b>N</b>eed for change</li> </ul> </li> <li><b>CAT</b> is used to mobilize change talk. <ul style="list-style-type: none"> <li><b>C</b>ommitment to change, <b>A</b>ctivation of change, and <b>T</b>aking steps to change</li> </ul> </li> </ul>		<p><i>Ask the learner to define “change talk”.</i></p> <p><i>Identify and explore the DARN acronym.</i></p> <p><i>Identify and explore the CAT acronym.</i></p> <p><i>What is the major difference between the DARN indicators and CAT in regards to the change process?</i></p>

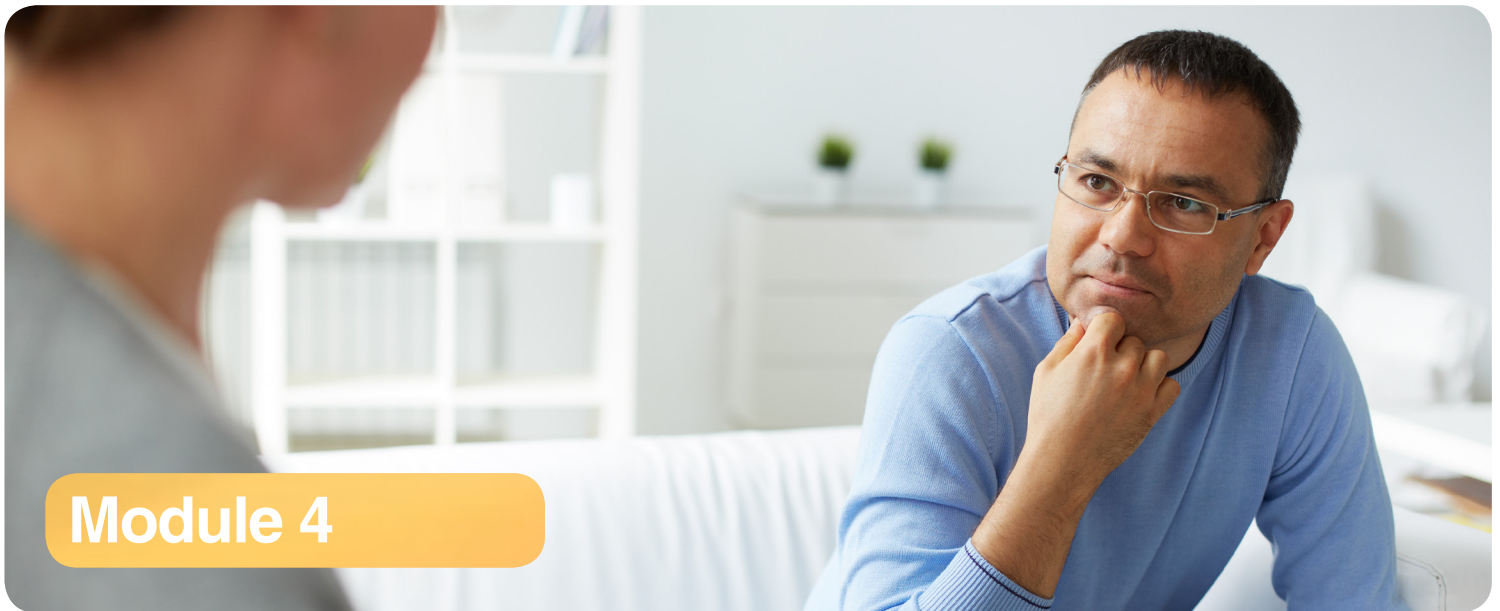


## 2. Examine your Structure and Delivery of Services and Supports for the Use of Motivational Interviewing

The content in Module 3 highlighted the third key process of MI – **Evoking** and offered strategies to assist with this. This is a good time for both the learner and supervisor to gauge the learner's current familiarity and comfort level with these strategies.

### Areas of Discussion:

- Have the learner give specific examples of each of the four primary communication skills outlined in OARS. Crafting responses based on the information from an existing client would be helpful here.
- Discuss where and when Informing and Advising might be used. How does this differ from the earlier-mentioned “expert trap?”
- The supervisor and learner can view the video **Motivational Interviewing in an Integrated Setting** together and discuss. <https://vimeo.com/109546082>
- Ask the learner to write down examples of questions for each aspect (or letter) of DARN CAT.
- Have the learner practice using both an Importance and a Confidence Ruler. Note how clear the instructions are presented. Ensure that follow-up questions are effectively used.
- The supervisor and learner can view the video **MI: Building Confidence** that demonstrates how to use a scaling ruler technique to build confidence together and discuss. <http://www.youtube.com/watch?v=Cfl4d-qQ-co>
- What specific strategies in this module is the learner most familiar with? Have they used?
- What specific strategies in this module is the learner not as familiar?
- Explore the integration of these MI skills in the learner's current job roles. Discuss any perceived variations or differences in individual or group settings.



## Module 4

Module 4 examined the essential components of the Motivational Interviewing (MI) process of **Planning**. The process starts with assessing whether the person is ready to move into change planning. The following steps involve strengthening commitment (when needed) and developing a realistic change plan that includes the what, when, and how of change. The module concluded with a brief section on what it takes to learn and become proficient in MI.

## 1. Review the Teaching Points

Important Module 4 Topics		Questions to Reinforce Learning
<b>Planning Process</b>		
<p>a. An MI session may not always include a planning process, when the individual is not ready to develop and/or willing to implement a change plan.</p> <p>b. The change plan is evoked from the individual and practitioner suggestions should emphasize that suggestions were derived from what has worked for others.</p> <p>c. Three key questions to guide the planning process:</p> <ul style="list-style-type: none"> <li>• What will help this person move forward?</li> <li>• How do I evoke, rather than prescribe, a plan?</li> <li>• How am I retaining a sense of curiosity about what will work best for this person?</li> </ul>		<p><i>What are some reasons that an MI session might not include planning?</i></p> <p><i>What are the three primary questions the practitioner should consider before undertaking a planning process?</i></p> <p><i>If an MI session does not appear to be headed towards “planning”, what should the practitioner make sure they avoid doing?</i></p> <p><i>How can a practitioner introduce suggestions?</i></p>
<b>Assessing Readiness to Change</b>		
<p>a. Signs of readiness to act on a change.</p> <ul style="list-style-type: none"> <li>• Increased change talk</li> <li>• Decreased sustain talk</li> <li>• Resolve</li> <li>• More questions about change</li> <li>• Envisioning</li> <li>• Taking steps</li> </ul> <p>b. “Testing the waters” is a four-step process to determine readiness.</p>		<p><i>What are some signs that an individual is ready to act on a change?</i></p> <p><i>How is “resolve” expressed and how is this a sign of readiness to change?</i></p> <p><i>Ask the learner to clearly identify the four steps involved in “testing the waters.”</i></p>
<b>Negotiating a Change Plan</b>		
<p>a. Brief Action Plan (BAP)</p> <ul style="list-style-type: none"> <li>• Assist individual to create an action plan they are confident in</li> <li>• Utilizes <b>action planning</b> and <b>self-efficacy</b></li> <li>• Three skills: <ul style="list-style-type: none"> <li>▪ SMART (specific, measurable, achievable, relevant, and time-bound) planning</li> <li>▪ Eliciting a commitment statement</li> <li>▪ Follow-up</li> </ul> </li> </ul> <p>b. Establish a Plan, Gaining Commitment and Assuring Confidence</p> <ul style="list-style-type: none"> <li>• Outline specific steps the individual will take to make the change.</li> <li>• Put the plan in writing and get it confirmed by the individual.</li> </ul> <p>c. Practice Implications</p> <ul style="list-style-type: none"> <li>• A common challenge is writing a “treatment plan” (agency and/or funder requirement) when the individual is not ready to pursue changes (still in precontemplation or contemplation). May utilize both a “change plan” and a traditional “treatment plan.”</li> </ul>		<p><i>Ask the learner to identify the intent of the three question types in a BAP.</i></p> <p><i>What does SMART stand for in planning?</i></p> <p><i>What should be done as the plan to change is put in writing?</i></p>

Important Module 4 Topics (continued)	Questions to Reinforce Learning
<b>Moving Forward with Personal MI Skill Development</b>	
<p>a. Conduct self-assessment items to know if one is using MI.</p> <ul style="list-style-type: none"> <li>• Use empathic listening to understand the individual's perspective and to promote a collaborative relationship</li> <li>• Have a clear focus in the form of one or two change goals</li> <li>• Actively evoke the individual's own motivation for change</li> </ul> <p>b. MI is an ongoing practice that is best developed through guided practice and feedback. Coaching is best accomplished based on direct observation or through the use of recordings.</p> <p>c. Menu of learning tasks (the highlighted tasks are fundamental to MI and require some mastery prior to developing the other skills):</p> <ul style="list-style-type: none"> <li>• Understanding the “spirit” of MI</li> <li>• <b>Skill and comfort in reflective listening and client-centered OARS skills</b></li> <li>• <b>Identifying change goals</b></li> <li>• Exchanging information and providing advice within an MI style</li> <li>• <b>Recognizing sustain talk and change talk</b></li> <li>• <b>Evoking change talk</b></li> <li>• <b>Strengthening change talk and not amplifying it</b></li> <li>• Developing (promoting) hope and confidence</li> <li>• Timing and negotiating a change plan</li> <li>• Strengthening commitment</li> <li>• Flexibility in integrating MI with other clinical skills</li> </ul>	<p><i>Identify two ways (utilizing supervision) that best develop MI skills.</i></p> <p><i>What is coaching and how is it used to promote MI skill development?</i></p> <p><i>What are the five fundamental tasks of MI that require some level of mastery in order to develop overall skill in MI?</i></p> <p><i>Discuss why these tasks are central to overall MI skill development.</i></p>

## 2. Examine your Structure and Delivery of Services and Supports for the Use of Motivational Interviewing

The content in Module 4 highlighted the fourth key process of MI – **Planning** and offered strategies to assist with this. This is a good time for both the learner and supervisor to gauge the learner's current familiarity and comfort level with these strategies.

### Areas of Discussion:

- Discuss specifics on how the learner will know when to move into the planning process.
- Select an individual who is currently receiving services and have the learner identify any/all readiness to change signs.
- Check for the learner's thorough understanding of sustain talk and change talk.
- How will the learner handle an individual's vision of a targeted behavior (like substance use recovery) if it differs from their own?
- Have the learner review an existing recovery or treatment plan for evidence of each of the SMART planning principles. If some are not evident, discuss how the plan could be revised to include them.
- Identify and explore the five fundamental tasks of MI that require some level of mastery in order to develop overall skill in MI.
- Explore the integration of these MI skills in the learner's current job roles. Discuss any perceived variations or differences in individual or group settings.

## Apply the Concepts

The critical juncture in training and supervision takes place when staff members have an opportunity to apply the knowledge and build skills in the field. Below are some considerations and suggestions for supervisors to discuss with staff members to promote the development and use of their own MI skills, as well as further development of the use of MI within their agency.

- Discuss overall staff training and coaching needs related to the utilization of MI within the agency. Identify any differing needs unique to a specific department or location.
- Using both Importance and Confidence Rulers, assess with the learner “where they are at” in regards to developing/further developing their MI skills.
- As a supervisor, review your own competence in MI to assess your ability to promote, teach, and coach staff in MI.
- Offer specific and ongoing training that teaches and promotes an understanding of the principles of MI. This training promotes a consistent application of person-centered recovery principles, practices and supports that are inclusive in MI.
- Develop professional development plans among staff that identify learner-specific MI skills for development. Ensure that those MI skills that require mastery in order to develop others are appropriately and adequately addressed first.
- Assign the learner to “shadow” someone (if available) providing MI. Review their reactions and ask them to compare/contrast any differences noted from other types of interviewing styles.
- Review existing treatment/service plan templates to assess the level of MI they promote. Ensure the plans clearly identify the individual’s ongoing involvement in the change process and affect a plan of action for any areas that need revisions.

## Summary

MI is an evidence-based practice that is widely-used in behavioral health services for helping people to resolve ambivalence about change by evoking motivation and commitment. Each MI engagement method and strategy seeks to empower the individual, in lieu of reliance on the practitioner/agency (wherever possible) particularly in the identification of desired/needed targeted behavior changes.

MI skill development is not a one-time learning event, thus it is beyond the scope of this Motivational Interviewing Course to teach proficiency in MI skills. It is intended to provide an overview of MI principles and practices. MI skills are best developed when the learner has access to supervision that values and supports self-assessment, while also providing guided practice and feedback.

## Resources

Amerhein, P.C. (2004). How does Motivational Interviewing work? What client talk reveals. *Journal of Cognitive Psychotherapy: An International Quarterly*, 18, 323-336.

Hohman, M. (2012). *Motivational Interviewing in Social Work Practice*. New York, NY: The Guilford Press.

Miller, W. R. & Rollnick, S. (2013). *Motivational Interviewing: Helping People Change, 3rd Edition*. New York: Guilford Press.

Rosengren, D. B. (2018). *Building Motivational Interviewing Skills: A Practitioner Workbook, 2nd Edition*. Guilford Press: New York.



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