

**DIVISION OF BEHAVIORAL HEALTH (DBH)
CAC CLINICAL TRAINING PROGRAM
DBH APPROVED TRAINER PROGRAM
CORE COMPETENCIES**

MOTIVATIONAL INTERVIEWING

- **DATE:** September 1, 2010
 - **TITLE OF COURSE:** MOTIVATIONAL INTERVIEWING
 - **PREREQUISITE:** Addiction Counseling Skills
 - **DESCRIPTION:** CAC Level II Required Class: 3 days – 21 hours
 - **CLASS SIZE LIMITS:** Maximum: 12 students Minimum: 6
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1. OVERVIEW OF TRAINING:

- a. “Motivational interviewing is a client-centered collaborative style of conversation designed to strengthen a person’s motivation for and commitment to change. MI is counselor-directed in that the counselor is skilled at managing ambivalence, eliciting change-talk and honoring the client’s autonomy about taking the next step toward a commonly agreed upon goal” (Miller & Rollnick, 2010). Over 200 studies to date have demonstrated the effectiveness of the model at increasing client engagement, retention, compliance and improving treatment outcomes. The Center for Substance Abuse Treatment (CSAT) has identified MI as a best practice within the addiction treatment field. The CAC Clinical Training Program at the Colorado Division of Behavioral Health is committed to a process of integrating the Motivational Interviewing style, spirit and strategies into all levels of training and to support clinical supervision of motivational interviewing as a counseling style.
- b. All required classes seek to enhance the ability of the counselor to offer treatment services in a manner that respects gender, race and ethnicity, sexual orientation, cultural, familial, systemic and socioeconomic diversity. Research indicates that Motivational Interviewing practice enhances engagement and effectiveness with minority populations.

2. REQUIREMENTS OF APPROVED TRAINERS:

- a. Must be credentialed and in good standing as a CAC III or LAC in Colorado.
- b. Must have a minimum of a Masters degree in a behavioral health field.
- c. Must have at least two years experience providing training/education to adult learners.
- d. Must use DBH-approved core competencies in the development of the curriculum for each required class.

- e. Must submit an original application, meet all application requirements, and be approved by the Division of Behavioral Health. The application will include a statement of specific experience relating to the training class.
- f. Must submit a prepared PowerPoint presentation on a CD or flash drive.
- g. Must administer an examination as a measurement of learning with a minimum passing score of 70%, results to be reported on the DBH Course Report form and submitted within two weeks of class delivery. The examination will be in a multiple choice, true/false, or fill-in-the-blank format, or some combination of these.
- h. Must use course reports, evaluation instruments, and certificate formats as posted on the DBH website.

3. REQUIREMENTS FOR CLASS DELIVERY:

- a. There will be an introduction of the observer role for class participants who will be prepared to give feedback to those practicing in the counselor role. Class participants will rate each other using the MI Skills Worksheet, giving feedback skills on the use of OARS (Open questions, Affirmations, Reflections, and Summaries). They will also rate the student counselor in the areas of MI spirit and style.
- b. The trainer is expected to model the MI skills in the classroom.
- c. There will be an emphasis on experiential learning in conjunction with academic material. Experiential learning will include both practice and videotaping with critique of client-counselor interviews (see letter e. below). The focus of the critique is on the counselor, not on the client. Students who are acting as a client in practice sessions will be asked to choose a real life situation about which they are ambivalent so the student acting as the counselor has material to work with. The material should be real and in the present. Highly sensitive personal issues shall be discouraged. Trainers will use the discussion of appropriate counseling issues as a teaching point by reiterating the definition of pre-contemplative and contemplative stages of change and give concrete examples of possible issues. This "real-play" vs. role-play provides those in the counselor role with a more meaningful practice of their counseling skills.
- d. Criteria for passing the class will be based on the trainer awarding a score of at least a four (4) on the MI adherence scale for the use of OARS only. Although recognizing and responding to change talk will be introduced, the students will not be held accountable for demonstrating these skills.
- e. One videotape is required to be completed on the last day of the class that will be scored by the trainer to determine student passage in the class. Any use of additional videotaping for practice is at the trainer discretion.
- f. Presentation of material will include use of a PowerPoint and may include other resources as determined by the trainer.
- g. The PowerPoint presentation and agenda shall be updated periodically as required by DBH and submitted for approval.
- h. A standardized examination, provided by DBH, shall be used by the trainer for this class.
- i. The trainer is responsible for passing or failing students. If a student fails the skills demonstration but passes the written exam, the student will be required to retake the class.

If the student passes the skills demonstration but fails the written exam, trainer discretion may be used in offering a retest one time only.

4. REQUIRED COURSE CONTENT:

a. Background

- i. Review of the spirit and style of MI including collaboration, evocation, and autonomy first taught in Addiction Counseling Skills class
- ii. Definition of motivational interviewing, history, role of William Miller and Stephen Rollnick in the development of MI and research that supports MI as a best practice

b. Principles

- i. Principles of motivational interviewing to include expressing empathy, developing discrepancies, rolling with resistance, and supporting self-efficacy
- ii. Motivational Interviewing as an interpersonal style including attitudes and beliefs of the counselor using MI
- iii. Important change elements in MI—exploring both sides of ambivalence (pros and cons)
- iv. How people change using the stages of change model developed by Prochaska and DiClemente and the model's use in assessing readiness to change

c. Role of resistance and the use of OARS

- i. Rolling with resistance and skills for handling resistance (no-change talk)
- ii. OARS--open questions, affirmations, reflections, and summaries

d. Change talk

- i. Introduce skills for recognizing, eliciting, and reinforcing change talk from the client (knowledge base)
- ii. Identification of DARN-C in client material (desire, ability, reasons and need for change and commitment to change)
- iii. **Optional:** Trainer may add practice with eliciting change talk, commitment to change, and taking steps to change however participants will not be scored on these skills.

e. Inconsistent MI behaviors--Traps that prevent the full use of the MI style when interviewing clients and ways to avoid these traps:

- i. Question-answer trap—Counselor will question and client will answer; counselor uses too many closed questions
- ii. Labeling trap—Defining client with a problem label or quick diagnosis
- iii. Premature focus trap—Counselor persists in talking about their own perception of the problem creating defensiveness in the client
- iv. Unsolicited advice trap—Counselor tells client how serious the problem is and what to do about it; counselor is expert and has all the answers
- v. Blaming trap—Client show defensiveness by blaming others for the problem
- vi. Confrontation trap—Counselor uses direct confrontation increasing client resistance

f. Practice of skills

- i. Practice of skills focusing on the use of OARS
- ii. Use of MI inconsistent behaviors will be addressed with suggestions for how to change or reduce their use.
- iii. Student observers will record the observed basic MI skills in order to give immediate feedback for the student acting as the counselor.

5. DEMONSTRATION OF COMPETENCIES:

Upon completion of this training class, as measured by skill demonstration and examination, the participant will be able to:

- a. Verbalize a working definition of MI and the roots and principles of MI framework
- b. Define the core concepts in Motivational Interviewing
- c. Demonstrate the ability to use the OARS through at least one videotaped session that the trainer will use to score the student on the MI adherence scale.
- d. Identify the traps to avoid (MI inconsistent items)
- e. Identify the stages of change and how to determine readiness for change and how this influences interventions used with client
- f. Ability to recognize, elicit and reinforce the client stage of change
- g. Practice recognizing, eliciting and reinforcing change talk (DARN-C)—**optional**
- h. Demonstrate through videotape practice and feedback, the ability to utilize the OARS: open questions, affirmations, reflections and summaries and the reduction of MI inconsistent items such as giving unsolicited advice, direct confrontation, asserting authority and asking close-ended questions.

6. SUGGESTED REFERENCES:

- a. **Enhancing Motivation for Change in Substance Abuse Treatment, Treatment Improvement Protocol (TIP) 35:** U. S. Dept of Health and Human Services, Substance Abuse and Mental Health Services Administration, www.samhsa.gov.
- b. **Motivational Interviewing: Preparing People for Change - Second Edition:** William R. Miller and Stephen Rollnick (2002).
- c. **Motivation Interviewing: Preparing People to Change Addictive Behavior:** William R. Miller and Stephen Rollnick (1992).
- d. **Resolving Patient Ambivalence: A Five Session Motivational Interviewing Intervention:** Ann E. Fields (2006).
- e. **Motivational Interviewing and Stages of Change: Integrating Best Practices for Substance Abuse Professionals:** Kathleen M. Tomlin and Helen Richardson (2004).
- f. **Motivational Dialogue: Preparing Addiction Professionals for Motivational Interviewing Practice:** edited by Gillian Tober and Duncan Raistrick (2007).
- g. **Substance Abuse Treatment and the Stages of Change: Selecting and Planning Interventions:** Gerard J. Connors, Dennis M. Donovan, and Carlo C. DiClemente (2004).
- h. **Handbook of Motivational Counseling: Concepts, Approaches, and Assessment:** W. Miles Cox and Eric Klinger (2003).

- i. A Toolkit of Motivational Skills: Encouraging and Supporting Change in Individuals, Second Edition:** Catherine Fuller and Phillip Taylor (2008).
- j. The Transtheoretical Approach: Crossing Traditional Boundaries of Therapy:** James O. Prochaska and Carlo C. DiClemente (1994).
- k. SBIRT, Screening Brief Intervention and Referral to Treatment:** <http://sbirt.samhsa.gov/>.
- l. Videos: Motivational Interviewing Professional Training Series** by William R. Miller and Stephen Rollnick. www.motivationalinterview.org.