Motivational Interviewing

CAC Level II Required Class
Prerequisite: Addiction Counseling Skills

Overview of Training
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 guided 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 385 studies to date have demonstrated the effectiveness of the MI model at increasing client engagement, retention and compliance, and improving treatment outcomes. The Center for Substance Abuse Treatment (CSAT) has identified MI as a best practice within the addiction treatment field. All CAC 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 enhances engagement and effectiveness with minority populations.

Course Content
- Background
  - Review of the spirit and style of MI including partnership, acceptance, compassion, and evocation first taught in Addiction Counseling Skills class
  - 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

- Processes
  - Four elements of MI spirit to include partnership, acceptance, compassion and evocation
  - Four processes in MI that include engaging, focusing, evoking, and planning
  - Motivational Interviewing as an interpersonal style including attitudes and beliefs of the counselor
  - Important change elements in MI—exploring both sides of ambivalence (pros and cons)

- Role of resistance and the use of OARS + Informing and Advising
  - Understanding that resistance is interpersonal (between counselor and client, and ambivalence is about behavior change)
  - Rolling with resistance and skills for handling sustain talk
  - OARS: open questions, affirmations, reflections, and summaries
  - Informing and Advising — Elicit — Provide — Elicit
  - Engagement and Disengagement

- Change talk
  - Introduce skills for recognizing, eliciting, and reinforcing change talk from the client (knowledge base)
  - Identification of DARN.C in client material (desire, ability, reasons and need for change and commitment to change)
  - 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.
• Inconsistent MI behaviors...Traps that promote disengagement
  ▪ Assessment Trap—Counselor will question and client will answer, putting the client in a one-down position, creating passivity
  ▪ Expert Trap—Counselor in control asking a string of questions
  ▪ Premature focus trap—Counselor persists in talking about their own perception of the problem creating defensiveness in the client
  ▪ Labeling Trap—Counselor engages in diagnostic labeling with the client
  ▪ Blaming Trap—Client shows defensiveness by blaming others for the problem
  ▪ Chat Trap—Counselor engages in extended, non-therapeutic chat with the client

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

**Demonstration of Competencies**
Upon completion of this training class, the participant will be able to:
• Verbalize a working definition of MI and the roots and principles of MI framework
• Define the core concepts in Motivational Interviewing
• 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.
• Identify the traps to avoid (MI inconsistent items)
• Identify the stages of change and how to determine readiness for change
• Recognize, elicit and reinforce the client change by resolving ambivalence
• Practice recognizing, eliciting and reinforcing change talk (DARN,C)—optional
• Demonstrate through videotape practice and feedback
  ▪ Ability to utilize the OARS: open questions, affirmations, reflections and summaries
  ▪ Reduction of MI inconsistent items such as giving unsolicited advice, direct confrontation, asserting authority and asking closed questions