

Introduction

This toolkit is the result of a collaborative partnership between the Ontario Lung Association's (OLA) Smoke-Free Homes and Asthma Project and the Centre for Addiction and Mental Health's (CAMH) TEACH Project. Since 2006, the Smoke Free Homes and Asthma program has been focused on research reviews and the implementation of a pilot study to determine the effectiveness of addressing issues involving asthma and second-hand smoke (SHS) exposure among children. Also since 2006, TEACH (Training Enhancement in Applied Cessation Counselling and Health) has developed and offered accredited continuing professional education to health and allied health practitioners in tobacco cessation interventions and health behaviour change. The foundational psychosocial approach in TEACH is Motivational Interviewing (MI), a “collaborative conversation style for strengthening a person’s own motivation and commitment to change.”¹ MI is an evidence-based intervention across a range of health behaviours, including patient self-care for asthma; adherence to asthma management treatment plans; tobacco cessation; and general health behaviour change.^{2,3,4} However, there is a need and demand for MI training among interprofessional health care practitioners in order to build capacity and, ultimately, to improve patient engagement, treatment retention and outcomes.

This Trainers’ Toolkit has been developed specifically for practitioners working in respiratory health care, and incorporates the expertise and feedback from a provincial Needs Assessment Survey and a diverse curriculum planning group. The preliminary Needs Assessment Survey was used to evaluate MI proficiency, identify specific MI content areas that are relevant to respiratory health practitioners, and recruit key subject matter experts to attend a curriculum planning session. These individuals attended a two-day training and curriculum development session and provided detailed qualitative feedback about the toolkit’s content, and shared case examples and instructional enhancements designed to be most relevant to respira-

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1. Miller, W.R. & Rollnick, S. (2013). *Motivational Interviewing: Helping People Change* 3rd Edition, New York: The Guilford Press.
 2. Anstiss, T. (2009). Motivational Interviewing in primary care. *Journal of Clinical Psychology in Medical Settings*, 16(1), 87–93.
 3. Lundahl, B. and Burke, B.L. (2009). The effectiveness and applicability of Motivational Interviewing: A practice-friendly review of four meta-analyses. *Journal of Clinical Psychology*, 65(11), 1232–1245.
 4. Lundahl, B.W., Kunz, C., Brownell, C., Tollefson, D., and Burke, B.L. (2010). A meta-analysis of Motivational Interviewing: Twenty-five years of empirical studies. *Research on Social Work Practice*, 20(2), 137–160.

Motivational Interviewing in Respiratory Health Care

tory care.

The toolkit is organized into three general sections:

1. planning tips for facilitators
2. facilitator resources (for faculty providing MI training in one-day, half-day or one-hour formats)
3. participant resources (for practitioners attending training in one-day, half-day or one-hour formats).

This toolkit includes facilitation tips and suggestions, learning objectives and detailed lesson plans, presentation slides and speakers' notes, clinical video vignettes and coded video transcripts, interactive exercises and case examples, and additional readings and resources. The accompanying CD contains all of the lesson plans, slides, videos, handouts and resources in electronic form.

We hope that you find these materials helpful in your work as a practice leader in Motivational Interviewing and respiratory care, and we wish you all the best in your clinical leadership and capacity building!

How to use this facilitator's toolkit

This toolkit is made up of a wide range of materials, developed by a team of content experts and interprofessional health care practitioners to help you plan a successful training event. You can use them in the format provided, or adapt them to your own practice context and the learning needs of your group. Moreover, you should feel free to supplement the package with your own materials. We have organized the training materials into the following categories:

1. PLANNING TIPS FOR FACILITATORS

Your training session can be designed for as many or as few people as desired. There are several optional tools in this section that may facilitate planning of logistics on the day of training, and that provide you with checklists and timelines to adequately prepare you for holding your own training event. This section may be of particular relevance to you if you are planning a larger training event.

2. FACILITATOR RESOURCES

The course content is organized by learning objectives, and can be offered in a full day, half-day or one-hour format:

Learning objectives: One-day format

1. Define Motivational Interviewing (MI) and its relevance to respiratory health care and health behaviour change.

2. Operationalize the “spirit” of MI in conversations with clients.
3. Review and practise foundation skills in MI.
4. Listen for and respond to client change talk.
5. Apply agenda-mapping as a strategy for working with clients with complex, co-occurring issues.
6. Recognize and integrate MI spirit and skills in practice.
7. Set objectives and access resources for continuing professional development in MI skills.

Learning objectives: Half-day format

1. Define Motivational Interviewing (MI) and its relevance to respiratory health care and health behaviour change.
2. Operationalize the “spirit” of MI in conversations with clients.
3. Review and practise foundation skills in MI.
4. Set objectives and access resources for continuing professional development in MI skills.

Learning objectives: One-hour format

1. Define Motivational Interviewing (MI) and its relevance to respiratory health care and health behaviour change.
2. Operationalize the “spirit” of MI in conversations with clients.
3. Set objectives and access resources for continuing professional development in MI skills.

Detailed lesson plans accompany each of the workshop formats, including suggested timing and activities. In addition, the facilitator slides contain detailed speakers’ notes, with key points to emphasize and tips for introducing and debriefing the various learning activities.

Links to over 10 clinical videos have been included (page 207). Additionally, four brief clinical videos specific to respiratory care are included; each of these has been transcribed and coded to illustrate discrete MI microskills. Transcripts of the videos can be found in the Participant Resources section of the toolkit.

Finally, a range of additional interactive learning activities and a compendium of case-based activities and case examples are provided in the Facilitator Resources, so that trainers can adapt the workshop sessions for diverse audiences. In order to keep your audience engaged and promote enhanced learning, a good rule is to plan for at least 25%–50% interactivity.

Note that training can be offered all at once, or in modules over time—feel free to adapt the materials to your own audience and learning needs.

3. PARTICIPANT RESOURCES

This section contains Learning Objectives and Workshop Agenda templates for full-

Motivational Interviewing in Respiratory Health Care

day, half-day and one-hour sessions. Additional resources for participants include an abbreviated PowerPoint slide handout, a summary handout of the evidence base for Motivational Interviewing in respiratory care, video transcripts coded with MI skills used by the therapist, additional readings and suggested books, articles and websites related to MI.

As a trainer, you can choose what to include and provide to participants in the session you are facilitating.

APPENDIX

There are two evaluations included in an appendix to this toolkit. One is intended for the facilitator to complete and return to TEACH (teach@camh.ca) after each training event. In this evaluation, demographic information is requested, along with questions about the content of the toolkit and how your training was conducted. The other evaluation is intended for participants. Please distribute it after each of your training sessions to gather feedback on yourself as a facilitator. The participant evaluation does not have to be returned to TEACH.

CD

We have included a CD containing electronic copies of all of the materials contained in the print version of the facilitator's guide, including the lesson plans, facilitator slides and speakers' notes, participant materials, clinical video vignettes, case examples, supplementary resources and evaluations.