

Workshop overviews

ONE-DAY WORKSHOP

Summary

Motivational Interviewing (MI) is a “collaborative conversation style for strengthening a person’s own motivation and commitment to change” (Miller and Rollnick, 2013). MI has a robust evidence base across a range of health behaviours, including respiratory health care. This workshop addresses the foundation skills and underlying philosophy of MI using case-based learning, hands-on practice and take-away resources.

Learning objectives

At the end of this workshop, participants will be able to:

- define MI and its relevance to respiratory health care and health behaviour change
- operationalize the “spirit” of MI in conversations with clients
- review and practise foundation skills in MI
- listen for and respond to client change talk
- apply agenda-mapping as a strategy for working with clients with complex, co-occurring issues
- recognize and integrate MI spirit and skills in practice
- set objectives and access resources for continuing professional development in MI skills.

Lesson plan: One-day workshop

Suggested time	Topic/activity	Lesson plan/notes	Slide #s
9:00–9:15 (15 mins)	Welcome and Introductions Acknowledgements Disclosures	<p>Welcome participants to the training, and provide any housekeeping announcements that you have:</p> <ul style="list-style-type: none"> • location of exits, restrooms • sign-in sheet (if you are using one) • breaks, lunch (if applicable). <p>In groups of 20 or fewer, ask participants to go around and introduce themselves; in groups of more than 20, ask participants to introduce themselves to 3–4 other people around them.</p>	1–4
9:15–9:30 (15 mins)	Learning Objectives and Workshop Overview	<p>Briefly review the content of the session.</p> <p>Ask participants: “How does this fit with your learning goals for today?”</p> <p>Elicit comments and questions from the large group, and write these on a flipchart. Keep them posted on the wall throughout the workshop and refer back to them as you cover the session content.</p> <p>Be clear about what you can and cannot cover. If someone asks a question or raises a topic that you will not be able to cover, offer to forward a resource or further information to them after the session.</p> <p>Ask participants to reflect on their skill level in MI with a partner. Give a couple of minutes for conversation, and then ask for feedback from the large group.</p>	5–11

Suggested time	Topic/activity	Lesson plan/notes	Slide #s
9:30–9:50 (20 mins)	What Is MI? Evidence Base for MI	<p>There is likely to be a range of skill levels across the group; however, a key point to emphasize is that regardless of skill level, we are all continuously learning and improving our clinical skills. No one is ever perfect, so invite participants to consider what areas and skills they could develop even more.</p> <p>Learning objective #1: Define MI and its relevance to respiratory health care and health behaviour change</p> <p>This material sets the stage for the session by defining MI and establishing the evidence for it. Before the workshop, review the articles referenced in the slides to familiarize yourself with the content. Refer to the facilitators' notes (p. 37) for key points to emphasize on the slides.</p> <p>You may wish to skip or omit slides, depending on the audience. Note that you do not have to spend a lot of time on every slide.</p> <p>Leave a couple of minutes at the end for questions.</p> <p>As an alternative to showing the evidence slides, you may choose to distribute copies of the document summarizing the evidence base for MI (p. 217), and lead a group discussion of key points in the document.</p>	12–29

Suggested time	Topic/activity	Lesson plan/notes	Slide #s
9:50–10:30 (40 mins)	The “Spirit” of Motivational Interviewing	<p>Learning objective #2: Operationalize the “spirit” of MI in conversations with clients</p> <p>Introduce this section of the workshop by reflecting that the “spirit” of MI is a definable and integral part of the intervention. Mention that participants will have an opportunity to contrast the different styles (directing, or MI-inconsistent, versus guiding, or MI-consistent) in this section.</p> <p>Refer to the facilitators’ notes for detailed instructions and key points to emphasize.</p> <p>Suggested timing:</p> <ul style="list-style-type: none"> • Overview of the spirit of MI: 10 mins (slides 30–36) • “Righting Reflex” and persuasion exercise: 10 mins (slides 37–42) • “Taste of MI” exercise and debrief: 15 mins (slides 43–47) • Summary of skills: 5 mins (slide 48) <p>You may want to add or substitute other cases or activities (see “Case-Based Learning Activities and Case Examples,” p. 183), and adjust the timing accordingly.</p>	30–48
10:30–10:45 (15 mins)	BREAK	<p>This is the suggested time to hold a break (usually 15 minutes), but it is more important to pay attention to the energy level of the group, and propose a break when it seems like people are tired or losing focus.</p>	49

Suggested time	Topic/activity	Lesson plan/notes	Slide #s
10:45–12:00 (75 mins)	Foundation Skills: OARS Open Questions Affirmations Reflective Listening Summary Statements	<p>Learning objective #3: Review and practise foundation skills in MI</p> <p>Introduce the four foundation skills. Each skill is briefly discussed and followed by an interactive exercise (refer to the facilitators' notes for detailed instructions and key points to emphasize from the slides).</p> <p>Suggested timing for each of the four skills and accompanying activities:</p> <ul style="list-style-type: none"> • Introduction of OARS: 3 mins (slide 50) • Open Questions: 12 mins (slides 51–63) • Affirmations: 15 mins (slides 64–74) • Reflective Listening: 30 mins (slides 75–87) • Summary Statements: 10 mins (slides 88–90)—Use the video “Angry Bob” • Summary of OARS Skills: 5 mins (slide 91) <p>You may want to add or substitute other cases or activities (see the “Case-Based Learning Activities and Case Examples”), and adjust the timing accordingly.</p>	50–91
12:00–1:00	LUNCH	<p>If you are doing a full-day workshop, this may be the optimal time for a lunch break. However, you can choose to extend or shorten the time for any of the preceding activities and exercises, based on the group's needs and your own agenda for the session.</p>	92

Suggested time	Topic/activity	Lesson plan/notes	Slide #s
1:00–1:40 (40 mins)	Recognizing and Responding to Change Talk	<p>Learning objective #4: Listen for and respond to client change/sustain talk</p> <p>Introduce the MI skills covered in this section: Recognizing and responding to change talk. Each skill is briefly discussed and followed by an interactive exercise (refer to the facilitators’ notes for detailed instructions and key points to emphasize from the slides).</p> <p>Suggested timing for the skills and accompanying activities:</p> <ul style="list-style-type: none"> • introduction to change talk: 10 mins (slides 93–98) • recognizing change talk activity: 10 mins (slides 99–104) • responding to change talk: 20 mins (slides 105–112) <p>You may want to add or substitute other cases or activities (see “Case-Based Learning Activities and Case Examples”), and adjust the timing accordingly.</p>	93–112
1:40–2:15 (35 mins)	Agenda-Mapping	<p>Learning objective #5: Apply agenda-mapping as a strategy for working with clients with complex, co-occurring issues</p> <p>Introduce the skill of agenda-mapping. Tips and strategies for agenda-mapping are briefly discussed and followed by a video example (refer to the facilitators’ notes for detailed instructions and key points to emphasize from the slides).</p>	113–125

Suggested time	Topic/activity	Lesson plan/notes	Slide #s
		<p>Suggested timing:</p> <ul style="list-style-type: none"> • Introduction and tips for agenda-mapping: 15 mins (slides 113–122) • Video demonstration and debrief: 10 mins (slide 123)—use the video “Agenda-Mapping Conversation with Sal” • Overview of Readiness Ruler: 5 mins (slide 124) • Summary of skills (Change Talk and Agenda-mapping): 5 mins (slide 125) <p>You may want to add or substitute other cases or activities (see “Case-Based Learning Activities and Case Examples”), and adjust the timing accordingly.</p>	
2:15–2:30 (15 mins)	BREAK	<p>This is the suggested time to hold a break (usually 15 minutes), but it is more important to pay attention to the energy level of the group, and propose a break when it seems like people are tired or losing focus.</p>	126
2:30–3:45 (75 mins)	Pulling It All Together	<p>Learning objective #6: Recognize and integrate MI spirit and skills in practise</p> <p>This section of the course integrates all of the MI skills covered in the workshop. Explain that you will show two videos that illustrate MI-inconsistent and MI-consistent approaches with a client who is ambivalent about change (approx. 5 minutes per video).</p> <p>Refer to the facilitators’ notes for detailed instructions and key points to emphasize from the slides. (N.B.: if you are going to ask participants to code the videos and/or each other, make sure that each person has at least three coding sheets.)</p>	127–134

Motivational Interviewing in Respiratory Health Care

Suggested time	Topic/activity	Lesson plan/notes	Slide #s
3:45–4:00	Continuing Professional Development in Motivational Interviewing	<p>Learning objective #7: Set objectives and access resources for continuing professional development in MI skills</p> <p>The end of each workshop is an opportunity for participants to reflect on what they have learned, set concrete goals for practice, and identify avenues for continuing professional development.</p> <p>Emphasize that MI is not something that can be learned in a one-day workshop—the workshop introduces the skills and the approach, but proficiency comes with practice.</p>	135–138

Suggested time	Topic/activity	Lesson plan/notes	Slide #s
		<p>Refer to the facilitators' notes for detailed instructions and key points to emphasize from the slides.</p> <p>Thank participants and remind them to complete the workshop evaluation (see Appendix).</p> <p>Complete your own facilitator evaluation and send to teach@camh.ca with your feedback on this toolkit.</p>	

HALF-DAY WORKSHOP

Summary

Motivational Interviewing (MI) is a “collaborative conversation style for strengthening a person’s own motivation and commitment to change” (Miller & Rollnick, 2013). MI has a robust evidence base across a range of health behaviours, including respiratory health care. This workshop addresses the foundation skills and underlying philosophy of MI using case-based learning, hands-on practice and take-away resources.

Learning objectives

At the end of this workshop, participants will be able to:

- define MI and its relevance to respiratory health care and health behaviour change
- operationalize the “spirit” of MI in conversations with clients
- review and practise foundation skills in MI
- set objectives and access resources for continuing professional development in MI skills.

Lesson plan: Half-day workshop

Suggested time	Topic/activity	Lesson plan/notes	Slide #s
9:00–9:15 (15 mins)	Welcome and Introductions Acknowledgements Disclosures Learning Objectives and Workshop Overview	<p>Welcome participants to the training, and provide any housekeeping announcements that you have:</p> <ul style="list-style-type: none"> • location of exits, restrooms • sign-in sheet (if you are using one) • breaks, lunch (if applicable). <p>Briefly review the content of the session.</p> <p>Ask participants: “How does this fit with your learning goals for today?”</p> <p>Elicit comments and questions from the large group, and write these on a flip-chart—keep them posted on the wall throughout the workshop and refer back to them as you cover the session content.</p> <p>Be clear about what you can and cannot cover. If someone asks a question or raises a topic that you will not be able to cover, offer to forward a resource or further information to them after the session.</p> <p>Ask participants to reflect on their skill level individually.</p> <p>There is likely to be a range of skill levels across the group; however, a key point to emphasize is that regardless of skill level, we are all continuously learning and improving our clinical skills. No one is ever perfect, so invite participants to consider what areas and skills they could develop even more.</p>	1–11

Suggested time	Topic/activity	Lesson plan/notes	Slide #s
9:15–9:35 (20 mins)	What is MI? Evidence base for MI	<p>Learning objective #1: Define MI and its relevance to respiratory health care and health behaviour change</p> <p>This material sets the stage for the session by defining MI and establishing the evidence for it. Before the workshop, review the articles referenced in the slide to familiarize yourself with the content. Refer to the facilitators' notes (p. 37) for key points to emphasize on the slides.</p> <p>You may wish to skip or omit slides, depending on the audience. Note that you do not have to spend a lot of time on every slide.</p> <p>Leave a couple of minutes for questions.</p> <p>As an alternative to showing the evidence slides, you may choose to distribute copies of the document summarizing the evidence base for MI (p. 211), and lead a group discussion of key points in the document.</p>	12–29
9:35–10:15 (40 mins)	The “Spirit” of Motivational Interviewing	<p>Learning objective #2: Operationalize the “spirit” of MI in conversations with clients</p> <p>Introduce this section of the workshop by reflecting that the “spirit” of MI is a definable and integral part of the intervention. Mention that participants will have an opportunity to contrast the different styles (directing, or MI-inconsistent, versus guiding, or MI-consistent) in this section.</p> <p>Refer to the facilitators' notes for detailed instructions and key points to emphasize.</p>	30–48

Suggested time	Topic/activity	Lesson plan/notes	Slide #s
		<p>Suggested timing:</p> <ul style="list-style-type: none"> • Overview of the spirit of MI: 10 mins (slides 30–36) • “Righting Reflex” and persuasion exercise: 10 mins (slides 37–42) • “Taste of MI” exercise and debrief: 15 mins (slides 43–47) • Summary of skills: 5 mins (slide 48) <p>You may want to add or substitute other cases or activities (see “Case-Based Learning Activities and Case Examples”), and adjust the timing accordingly.</p>	
10:15–10:30 (15 mins)	BREAK	<p>This is the suggested time to hold a break (usually 15 minutes), but it is more important to pay attention to the energy level of the group, and propose a break when it seems like people are tired or losing focus.</p>	49
10:30–11:45 (75 mins)	Foundation Skills: OARS Open questions Affirmations Reflective Listening Summary statements	<p>Learning objective #3: Review and practise foundation skills in MI</p> <p>Introduce the four foundation skills. Each skill is briefly discussed and followed by an interactive exercise (refer to the facilitators’ notes for detailed instructions and key points to emphasize from the slides).</p> <p>Suggested timing for each of the four skills and accompanying activities:</p> <ul style="list-style-type: none"> • Introduction of OARS: 3 mins (slide 50) • Open Questions: 12 mins (slides 51–63) • Affirmations: 15 mins (slides 64–74) • Reflective Listening: 30 mins (slides 75–87) 	50–91

Motivational Interviewing in Respiratory Health Care

Suggested time	Topic/activity	Lesson plan/notes	Slide #s
11:45–12:00	Continuing Professional Development in Motivational Interviewing	<p>Learning objective #4: Set objectives and access resources for continuing professional development in MI skills</p> <p>The end of each workshop is an opportunity for participants to reflect on what they have learned, set concrete goals for practice, and identify avenues for continuing professional development.</p> <p>Emphasize that MI is not something that can be learned in a half-day workshop. The workshop introduces the foundation skills and the approach, but proficiency comes with further training and practice.</p> <p>Refer to the facilitators' notes for detailed instructions and key points to emphasize on the slides.</p> <p>Thank participants and remind them to complete the workshop evaluation (see Appendix).</p> <p>Complete your own facilitator evaluation and send to teach@camh.ca with your feedback on this toolkit.</p>	135–138

ONE-HOUR WORKSHOP

Summary

Motivational Interviewing (MI) is a “collaborative conversation style for strengthening a person’s own motivation and commitment to change” (Miller and Rollnick, 2013). MI has a robust evidence base across a range of health behaviours, including respiratory health care. This workshop addresses the philosophy of MI in an experiential way, and includes take-away resources.

Learning objectives

At the end of this workshop, participants will be able to:

- define MI and its relevance to respiratory health care and health behaviour change
- operationalize the “spirit” of MI in conversations with clients
- set objectives and access resources for continuing professional development in MI skills.

Lesson plan: One-hour workshop

Suggested time	Topic/activity	Lesson plan/notes	Slide #s
9:00–9:05 (5 mins)	Welcome and Introductions Acknowledgements Disclosures Learning Objectives and Workshop Overview	Welcome participants and briefly review the content of the session. Ask participants to individually reflect on their skill level in MI. There is likely to be a range of skill levels across the group; however, a key point to emphasize is that regardless of skill level, we are all continuously learning and improving our clinical skills. No one is ever perfect, so invite participants to consider what areas and skills they could develop even more.	1–11
9:05–9:15 (10 mins)	What is MI? Evidence base for MI	<p>Learning objective #1: Define MI and its relevance to respiratory health care and health behaviour change</p> <p>Provide an overview of MI (definition and guiding-style intervention).</p> <p>Show the summary of evidence (slide 27) and distribute copies of the document summarizing the evidence base for MI (p. 211), and briefly discuss key points in the document.</p> <p>You may also want to show one or both of the “Sal” videos (ineffective vs. effective practitioner) as a way to contrast the guiding style of MI with a more directive style. Note that the videos are approximately 5 minutes each, so you will need to adjust your time accordingly in the next section.</p>	12–16 27–29

Suggested time	Topic/activity	Lesson plan/notes	Slide #s
9:15 – 9:55 (40 mins)	The “Spirit” of Motivational Interviewing	<p>Learning objective #2: Operationalize the “spirit” of Motivational Interviewing in conversations with clients</p> <p>Introduce this section of the workshop by reflecting that the “spirit” of MI is a definable and integral part of the intervention. Mention that participants will have an opportunity to contrast the different styles (directing, or MI-inconsistent, versus guiding, or MI-consistent) in this section.</p> <p>Refer to the facilitators’ notes for detailed instructions and key points to emphasize. Suggested timing:</p> <ul style="list-style-type: none"> • Overview of the spirit of MI: 10 mins (slides 30–36) • “Righting Reflex” and persuasion exercise: 10 mins (slides 37–42) • “Taste of MI” exercise and debrief: 15 mins (slides 43–47) • Summary of skills: 5 mins (slide 48) <p>You may want to add or substitute other cases or activities (see “Case-Based Learning Activities and Case Examples”), and adjust the timing accordingly.</p>	30–48

Motivational Interviewing in Respiratory Health Care

Suggested time	Topic/activity	Lesson plan/notes	Slide #s
9:55 – 10:00 (5 mins)	Continuing Professional Development in Motivational Interviewing	<p>Learning objective #3: Set objectives and access resources for continuing professional development in MI skills</p> <p>The end of each workshop is an opportunity for participants to reflect on what they have learned, set concrete goals for practice, and identify avenues for continuing professional development. Emphasize that MI is not something that can be learned in a one-hour workshop—the workshop introduces the approach, but proficiency comes from further training and practice.</p> <p>Refer to the facilitators' notes for detailed instructions and key points to emphasize from the slides.</p> <p>Thank participants and remind them to complete the workshop evaluation (see Appendix).</p> <p>Complete your own facilitator evaluation and send to teach@camh.ca with your feedback on this toolkit.</p>	135–138