

6. Engaging and Aligning and the Application of Motivational Interviewing

Engagement and alignment are paramount to the treatment process, particularly when working with individuals with Co-occurring disorders who often encounter multiple providers on their road to recovery. Establishing and maintaining a strong therapeutic alliance with the individual, family members, community members, and other providers is a crucial first step to a successful outcome. The stages of change and use of motivational interviewing offer a foundation for this process. It's important that staff understand the process of Motivational Interviewing is universally recognized and to apply it regularly within their everyday practice. For example, what does it look like to express empathy when interacting with a client that has a co-occurring disorder? How does one develop "Discrepancy" or "Dance with Discord"? These terms and phrases may have never been used by staff prior, making it essential to ensure competency through providing information about techniques in the form of webinars, worksheets, but most importantly, through the use of role-playing to allow for the techniques to be practiced and feedback to be provided. This could occur on a regular basis, possibly once a month as a refresher, and to also learn from others; this would allow for the staff to be more cohesive in how they deliver services. In addition to learning and practicing skills, cultural competence, one's own biases, preferences, strengths, limitations, and level of burnout must be considered. Ongoing reflection and self-care are necessary components to the therapeutic alliance.

Skill	Knowledge	Resources/ Sources of Information
<p>6.1. Able to set up an atmosphere that is supportive and conducive for clients to safely explore their experience and ambivalence around change.</p>	<ul style="list-style-type: none"> ● Recognize and accept that individuals who need to make changes in their lives approach counseling at different stages of readiness to change their behavior. ● Knowledge that ambivalence, feeling two ways about change is normal. ● Understand that motivation plays an important role in an individual's decision to change or remain the same. ● Understand it's the client's task, not the counselors, to articulate or make the case for change. ● Understand that "Motivational Interviewing is a collaborative, person centered form of guiding to elicit and strengthen motivation for change" (Miller & Rollnick, 2009) ● Understand that the Spirit of Motivational Interviewing includes: <ul style="list-style-type: none"> ○ Collaboration between the treatment provider and the client, rather than confrontation. 	<p>Understanding Motivational Interviewing https://motivationalinterviewing.org/sites/default/files/Understanding_mi_aug_2019.pdf</p> <p>Enhancing Motivation for Change in Substance Use Treatment Tip 35 pages 1-15 and pages 33-36 https://store.samhsa.gov/system/files/pep19-02-01-003_0.pdf</p> <p>MI and Stages of Change Core Principles https://communitycollaboration.umbc.edu/files/2014/08/MI_review_notes.pdf</p> <p>Key Elements of Motivational Style of Counseling https://communitycollaboration.umbc.edu/files/2014/08/Key_Elements_of_a_Motivational_Style_of_Counseling.pdf</p> <p>MI and Opposing Approaches https://communitycollaboration.umbc.edu/files/2014/08/MI_Opposing_Approaches.pdf</p> <p>Motivational Interviewing Cliff Notes pages 1-42 http://www.people.ku.edu/~tkrieshok/epsy888/mi_cliff_notes.pdf</p>

	<ul style="list-style-type: none"> ○ Acceptance, which includes Absolute worth, Autonomy and Support, Affirmation and Accurate empathy. ○ Compassion ○ Evoking or drawing out the client’s ideas about change. ● Knowledge of the 4 Processes of MI: <ul style="list-style-type: none"> ○ <u>Engaging</u>: process of connecting with clients to establish a working relationship. ○ <u>Focus</u>: maintaining a specific direction, setting a course, identifying what the change behavior is. ○ <u>Evoking</u>: eliciting the client’s own motivation for change. ○ <u>Planning</u>: developing a commitment to change and establishing a plan of action. 	
<p>6.2. Able to apply core motivational interviewing techniques and skills to facilitate stage-wise treatment.</p>	<ul style="list-style-type: none"> ● Knowledge of MI Principles <ul style="list-style-type: none"> ○ <u>Expressing Empathy</u>: accurate Understanding of an individual’s experience communicated in a warm, non-judgmental manner. ○ <u>Developing Discrepancy</u>: highlighting the gap between where clients are and where they want to be, and or who they are who they want to be. ○ <u>Dancing with Discord</u>: Responding to client sustain talk and discord by reflecting and respecting without reinforcing or opposing it. ○ <u>Support Self-Efficacy</u>: Believe that change is possible. MI builds faith in clients’ choices and actions involved in change, encourages alternatives if initial attempts fall short ● Knowledge of: <ul style="list-style-type: none"> ○ Open-Ended Questions: questions that cannot be answered yes or no or with a restricted range of information, but which invite individuals to express their 	<p>Advanced Motivational Interviewing OARS slides 72-83 https://cdn.ymaws.com/www.neias.org/resource/resmgr/bestpractices18/materials/3mt_advancedmi_ppt.compresse.pdf</p> <p>Motivational Interviewing Cliff Notes OARS pages 5-7 http://www.people.ku.edu/~tkrieshok/epsy888/mi_cliff_notes.pdf</p> <p>Enhancing Motivation for Change in Substance Use Treatment Tip 35 – Core Skills of MI: OARS pages 38-47 https://store.samhsa.gov/system/files/pep19-02-01-003_0.pdf</p>

	<p>perspective or encourage self-exploration.</p> <ul style="list-style-type: none"> ○ Affirmations: accentuating the positive through expressions of appreciation for who the individual is, or what they have done. ○ Reflective Listening: demonstrates to the client that you are listening and trying to understand the situation. These include simple reflections that simply restate or repeat what the client said or complex reflections which infer meaning behind what is said that include: <ul style="list-style-type: none"> ▪ Amplified Reflections ▪ Double Sided Reflections ▪ Reflections of Feelings ▪ Metaphors ○ Summarization: bringing together of several previously expressed thoughts, feelings or concerns often including the clinicians Understanding of how things fit together. Include Collecting, linking, transitional ○ Plus: Giving information and advice with permission ● Understand that OARS can be utilized in all stages of change but are most useful in pre-contemplation and contemplation stage of change. 	
<p>6.3. Able to recognize Change Talk and Commitment Language.</p>	<ul style="list-style-type: none"> ● Knowledge that change talk is associated with the increased likelihood of change. It refers to client’s statements about: <ul style="list-style-type: none"> ○ Desire (I want to change) ○ Ability (I can change) ○ Reasons (It’s important to change) ○ Need (I should change) ● Knowledge that commitment talk reflects a more assertive declaration about commitment/actions to change that might include statements about actions or steps taken towards the change. 	<p>How to Recognize, Respond to and Elicit Change Talk Webinar and Slides https://ireta.org/resources/mi-skill-building-how-to-recognize-respond-to-and-elicite-change-talk/ Enhancing Motivation for Change in Substance Use Treatment Tip 35 p 36-38 https://store.samhsa.gov/system/files/pep19-02-01-003_0.pdf Developing MI Skills in Corrections – Chapter 3 pages 21-31 https://s3.amazonaws.com/static.nicic.gov/Library/025557.pdf</p>

	<ul style="list-style-type: none"> ○ Commitment (I will make changes) ○ Activation (I am ready, prepared, willing to change) ○ Taking Steps (I am taking specific actions to change) 	
<p>6.4. Able to elicit and encourage Change talk and Commitment talk.</p>	<ul style="list-style-type: none"> ● Familiar with the following ways to elicit change talk such as: <ul style="list-style-type: none"> ○ Ask evocative questions ○ Ask for elaboration ○ Ask for examples ○ Looking backward ○ Looking forward ○ Query extremes ○ Change rulers ○ Explore goals and values ○ Come alongside ● Familiar with ways to encourage commitment to change. <ul style="list-style-type: none"> ○ Elaborate ○ Affirm ○ Reflect ○ Summaries 	<p>Cultivating Change Talk 2 Webinar and Slides https://ireta.org/resources/cultivating-change-talk-part-2/ Ten Strategies to Evoke Change Talk http://westliberty.edu/health-sciences/files/2010/02/Ten-Strategies-Handout.pdf Developing MI Skills in Corrections – Chapter 4 pages 33-38 https://s3.amazonaws.com/static.nicic.gov/Library/025557.pdf Continuing Down the Path: Advanced Training in Motivational Interviewing - Slides 30 How to Evoke Change talk to Slide 44 Coming Along Side https://dbhdd.georgia.gov/sites/dbhdd.georgia.gov/files/related_files/site_page/Continuing%20Down%20The%20Path%20Advanced%20Training%20in%20Motivational%20Interviewing.pdf</p>
<p>6.5 Able to identify sustain talk and signs of discord.</p>	<ul style="list-style-type: none"> ● Knowledge that sustain talk is the opposite of change talk, which include statements that favor the status quo and express a desire for behaviors to stay as they are, worries about being able to change, reasons not to change and the need to stay as they are. ● Familiar with the 4 R's: resignation, rationalization, rebellion, reluctance. ● Knowledge of the signs of discord such as arguing, interrupting, negating, and ignoring ● Knowledge of the Motivational Interviewing Traps that increase discord: <ul style="list-style-type: none"> ○ Question Answer ○ Labeling ○ Premature Focus ○ Taking Sides ○ Blaming 	<p>Resistance, Discord and Sustain Talk http://www.intrinsicchange.com/uploads/4/8/9/8/48980893/discord_dodge_ball.pdf Advanced Motivational Interviewing- Why a Person might be stuck in Precontemplation Stage - 4Rs Slide 27 https://c.ymcdn.com/sites/neias.site-ym.com/resource/resmgr/bestpractices17/Materials/WednesdayCourses/2WTh_Advanced_Motivational_I.pdf Common Traps that Promote Disengagement https://www.hma.co.nz/wp-content/uploads/2016/01/Common-traps-that-promote-disengagement.pdf Enhancing Motivation for Change in Substance Use Treatment Tip 35- Roadblocks to Active Listening - pages 42-43 https://store.samhsa.gov/system/files/pep19-02-01-003_0.pdf</p>

	<ul style="list-style-type: none"> ○ Expert Trap 	<p>Motivational Interviewing Practical Skills Slides 54-59 https://www.hennepin.us/-/media/hennepinus/business/work-with-hennepin-county/esp-training-referrals/esp-motivational-interviewing-skills.pptx?la=en&hash=87C58E8D6A4B5E14108FE7582C1619E3B10DA396</p> <p>Motivational Interviewing 101: The Basics on Engaging People into Treatment pages 11-12 https://www.sccgov.org/sites/bhd-p/Training/Documents/2018/SEPT%202018/HANDOUTS/motivational-interviewing-101-handouts.pdf</p>
<p>6.6 Able to respond to Sustain Talk and Manage Discord in a supportive and helpful manner.</p>	<ul style="list-style-type: none"> ● Understand the importance of returning to the spirit of MI when there are signs of sustain talk and discord. ● Understand that the use of reflections, reframing, agreeing with a twist, coming alongside, and emphasizing authority are helpful when responding to sustain talk. ● Understand that for signs of discord, the use of apologizing, affirming, and shifting focus are helpful. 	<p>Utilizing Motivational Interviewing to Manage “Discord” in Client Interactions https://www.usi.edu/media/5610977/managing-discord-brenner.pdf</p> <p>Continuing Down the Path: Advanced Training in Motivational Interviewing - Slides 57 How to Respond to Sustain Talk to Slide 81 Sustain Talk or Discord? https://dbhdd.georgia.gov/sites/dbhdd.georgia.gov/files/related_files/site_page/Continuing%20Down%20The%20Path%20Advanced%20Training%20in%20Motivational%20Interviewing.pdf</p> <p>Diffusing Discord - Rethinking and Reducing Resistance https://dhr.wv.gov/bhbf/ibhc/Documents/Presentations1115/Motivational%20Interviewing%202015%20Zuckoff%20Workshop%203.pdf</p> <p>Developing MI Skills in Corrections – Chapter 5 pages 39-50 https://s3.amazonaws.com/static.nicic.gov/Library/025557.pdf</p>
<p>6.7. At each stage in the Stages of Change model able to identify and incorporate strategic therapeutic activities to help individuals increase commitment to change.</p>	<ul style="list-style-type: none"> ● Knowledge of the goals, tasks, and strategies associated with preparing individuals to change for each stage. For example: <ul style="list-style-type: none"> ○ Precontemplation <ul style="list-style-type: none"> ▪ Build Rapport and Raising Awareness ▪ Assess and address importance, confidence and readiness ▪ Readiness Rulers ○ Contemplation <ul style="list-style-type: none"> ▪ Resolving ambivalence ▪ Build Motivation ▪ Explore and Resolve Ambivalence ▪ Decisional balance ○ Preparation <ul style="list-style-type: none"> ▪ Negotiate a plan 	<p>Stages of Change Worksheet http://stjohnsriverrhn.org/pdfs/programs-provider-stages-of-change-precontemplation.pdf</p> <p>Stages of Change/Treatment for Persons with Mental Illness and Substance Use https://www.centerforebp.case.edu/client-files/events-supportmaterials/conf2016cebp-A08-handouts1.pdf</p> <p>Appropriate Motivational Strategies for Each Stage of Change https://communitycollaboration.umbc.edu/files/2014/08/Appropriate_MI_strategies_for_each_SOC.pdf</p>

	<ul style="list-style-type: none"> ▪ Facilitate decision making ▪ Change Plans ○ Action <ul style="list-style-type: none"> ▪ Support Implementation of Plan ▪ Support Self Efficacy ○ Maintenance <ul style="list-style-type: none"> ▪ Help Maintain the change ▪ Prevent Relapse ○ Relapse <ul style="list-style-type: none"> ▪ Re-engage ▪ Review goals and strategies 	
<p>6.8 Demonstrate a commitment to use and improve MI competency by consistently reviewing skills with supervisor and colleagues through feedback and practice</p>	<ul style="list-style-type: none"> ● Familiar with different quality improvement measures such as the Motivational Interviewing Assessment Supervisory Tool for Enhancing Proficiency. ● Familiar with Motivational Resources and Tools to enhance practice. 	<p>MINT-Motivational Interviewing Resources https://motivationalinterviewing.org/motivational-interviewing-resources MIA STEP: Motivational Interviewing Assessment Supervisory Tool for Enhancing Proficiency https://motivationalinterviewing.org/sites/default/files/mia-step.pdf Motivational Interviewing Training New Trainers Manual http://www.motivationalinterviewing.org/sites/default/files/tnt_manual_2014_d1_0_20150205.pdf MI Strategies Checklist https://communitycollaboration.umbc.edu/files/2014/08/MI_Self-Evaluation_Checklist.pdf Video Directory http://www.intrinsicchange.com/videos.html</p>
<p>6.9 Able to identify how a client's culture impacts their engagement in the treatment process and how one's own culture impacts their ability to engage clients and provide culturally effective services.</p>	<ul style="list-style-type: none"> ● Understand that culture includes race, ethnicity, gender, sexual orientation, religion/spirituality, socioeconomic status, and ability status. ● Understand the social and historical context behind inequality. ● Familiarity with the concepts of social determinants of health and health disparities. ● Understand that cultural factors impact how clients: exhibit symptoms, use coping skills, use social supports, access treatment, are diagnosed and treated. ● Understand that lack of cultural competence on the part of treatment 	<p>Improving Cultural Competency TIP 59 https://store.samhsa.gov/system/files/sma14-4849.pdf Toolkit for Modifying Evidence-Based Practices to Increase Cultural Competence https://www.montclair.edu/profilepages/media/8019/user/toolkit.pdf Standards and Indicators for Cultural Competence in Social Work Practice https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0 Multicultural Competencies https://www.counseling.org/docs/default-source/library-archives/archived-competencies/cross-cultural-competencies-and-objectives.pdf?sfvrsn=10a2d842_9</p>

	<p>providers can contribute to barriers to engagement and successful outcomes.</p> <ul style="list-style-type: none"> ● As defined by SAMHSA, Understand the core elements of cultural competence to include: <ul style="list-style-type: none"> ○ <u>Cultural awareness</u>: treatment provider’s awareness of their own attitudes, beliefs, biases, and assumptions about others. ○ <u>Cultural knowledge</u>: treatment provider’s investment in gaining cultural knowledge of the populations that they serve and obtaining specific cultural knowledge as it relates to help-seeking, treatment, and recovery. Treatment providers consider communication patterns (verbal and non-verbal), geographical location values, traditions, gender roles, clinical presentations of distress, immigration, migration and acculturation stress, religion and spirituality, counseling expectations, behavioral norms, and expectations in and outside of the counseling session (e.g., touching, greetings, gift-giving, level of formality between counselor and client). ○ <u>Culturally appropriate clinical skills</u>: treatment providers utilize clinical skills that ensure delivery of culturally appropriate treatment interventions. ● Understand that cultural competence requires ongoing self-evaluation. 	<p>National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health and Health Care https://thinkculturalhealth.hhs.gov/assets/pdfs/EnhancedNationalCLASStandards.pdf</p> <p>Advancing Effective Communication, Cultural Competence, and Patient- and Family-Centered Care for the Lesbian, Gay, Bisexual, and Transgender (LGBT) Community https://www.jointcommission.org/sitecore/media-library/deprecated-unorganized/imported-assets/tic/system-folders/topics-library/lgbtfieldguidepdf/</p> <p>Guidelines for Psychological Practice With Transgender and Gender Nonconforming People https://www.apa.org/practice/guidelines/transgender.pdf</p> <p>Introduction to the National CLAS Standards https://health.maryland.gov/mhhd/Documents/Toolkit%20Update%20Power-Point%20(1).pdf</p> <p>Welcoming and Culturally Appropriate Engagement for Individuals with Co-occurring Mental Health and Substance Use Disorders pages 1-31 https://www.samhsa.gov/sites/default/files/programs_campaigns/recovery_to_practice/cod-course-2-powerpoint.pdf</p> <p>Cultural and Linguistic Competency, Health Disparities and Health Literacy Training Modules https://health.maryland.gov/mhhd/Documents/MHHD-Recommended-Health-Equity-Trainings.pdf</p>
<p>6.10 Able to reflect upon one’s own assumptions, beliefs, values, and behaviors, and the impact on the therapeutic alliance.</p>	<ul style="list-style-type: none"> ● Knowledge of one’s clinical strengths and limitations. ● Understand that while knowledge and skills are important, self-awareness and self-reflection are a major component of engaging clients and providing effective treatment. 	<p>Emotional and Cultural Competence In the Trauma-Aware Therapist https://www.continuingeducation.net/active/courses/course074.php</p> <p>Substance Abuse Treatment for Persons with Child Abuse and Neglect Issues. TIP 36 Chapter 4 https://www.ncbi.nlm.nih.gov/books/NBK64902/</p> <p>Self-care for Counseling Professionals https://www.bacp.co.uk/media/3939/bacp-self-care-fact-sheet-gpia088-jul18.pdf</p>

	<ul style="list-style-type: none"> ● Understand how past experiences influence one's world view and assumptions which in turn guide thoughts, interpretations and experiences with clients ● Understand motivations for becoming a treatment provider. 	<p>Reflective Practice, Supervision & Self-Care https://www.counsellingconnection.com/wp-content/uploads/2009/10/report-4-reflective-practice-supervision-self-care.pdf</p> <p>Increasing Counselor Self-Awareness: The Role of Cognitive Complexity and Metacognition in Counselor Training Programs https://files.eric.ed.gov/fulltext/EJ954287.pdf</p> <p>Three-Tiered Model Toward Improved Self-Awareness and Self-Care https://www.counseling.org/docs/default-source/vistas/article_30.pdf</p>
<p>6.11 Able to identify limitations, set boundaries, seek supervision, engage in self-care, and refer clients when necessary.</p>	<ul style="list-style-type: none"> ● Understand stressors, triggers, areas of vulnerability, and conflict. ● Familiar with the concepts of transference and counter-transference. ● Familiar with Code of Ethics assigned to their profession. ● Understand roles and responsibilities of their position. ● Understand boundaries and boundary violations. ● Familiar with signs and effect of burn-out. ● Familiar with vicarious trauma and the symptoms associated with it. ● Understand the importance of self-care and support. 	<p>Boundary Issues in Social Work: Recognizing and Reducing Your Risk https://pdhtherapy.com/wp-content/uploads/2017/03/BoundaryIssues_FinalDraft.pdf</p> <p>Counselor Spotlight: Boundaries http://www.hpsoc.com/Documents/Risk%20Education/individuals/Claim-Reports/Counselor/Boundaries-Spotlight.pdf</p> <p>Managing Professional Boundaries: Ethical Guidelines to Prevent Boundary Violations https://www.idahoschoolpsych.org/resources/Documents/Ethics%20ISPA%202.pdf</p> <p>Ethics and Boundary Issues https://ce4less.com/Tests/Materials/E097FMaterials.pdf</p> <p>Vicarious Trauma and Self Care https://dhss.delaware.gov/dhss/dsamh/files/si09_1314_vicarioustrauma_selfcare.pdf</p> <p>Vicarious Trauma https://www.counseling.org/docs/trauma-disaster/fact-sheet-9---vicarious-trauma.pdf</p> <p>Understanding and Addressing Vicarious Trauma https://headington-institute.org/files/vtmoduletemplate2_ready_v2_85791.pdf</p>