The Facilitator’s Guide to Motivational Interviewing: Improving Youth Motivation and Job Readiness

by

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The procedures in this staff training manual/workshop are meant to be used by agency staff, as part of the broader services they provide, or under supervision of agency staff.
Dedication

I dedicate this work primarily to my sister and parents, for without their love, support, and guidance I would not be where nor who I am today. I am entirely blessed and forever thankful for their presence.

Secondly, I would like to dedicate this work to my dearest friends who I consider family. My heart is beyond words of gratefulness to have you all in my life, for without you guys I would not see the true beauty in the world around me.

Lastly, I would like to dedicate this piece to the reader. This thesis was part of my journey impacting the field; may you impact wherever you go and make it a little brighter than it was before.

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“Peace, love, empathy” – K. Cobain
Abstract

In Canada’s descending economy, youth aged 15 to 29 are faced with limited employment opportunities resulting in a lack of experience, employment readiness, and therefore are sacrificing the maximization of their full potential (Lakes, 2005 as cited in Byrne, 1999; Hills, Le Grand & Pachaud, 2002; MacDonald, 1997; Pierson, 2002). In response to youth unemployment, the Ministry of Ontario developed the Youth Job Connection (YJC), which provides youth with paid pre-employment training and job placements to enhance job-readiness skills. The purpose of the YJC is to support youth transitioning from education to work. The current thesis aims to enhance facilitators and career coaches’ knowledge of Motivational Interviewing (MI) and the Employment Readiness Scale (ERS). Strategies covered include the Spirit of MI, OARS- Client centered approach, Stages of Change, change talk, scaling tool, and rolling with resistance. By educating staff on these skills they will feel more confident in integrating these strategies into their clinical practice and with helping clients elicit their own motivation to find, obtain, and maintain employment at the organization’s three, six, and twelve month follow-ups. A workshop and training manual was created for agency staff to develop their clinical skills in utilizing MI and ERS. Recommendations for future areas of study include three, six, and twelve month follow-ups with staff and participants to determine the comprehension and utilization of the skills previously discussed (Hajek & West, 2010); as well as obtaining follow up data on the success rates of those who obtain gainful employment following.
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Table of Contents

Dedication .......................................................................................................................... ii
Abstract ................................................................................................................................. iii
Acknowledgments ............................................................................................................... iv

Chapter I: Introduction ..................................................................................................... 1
  Employment Readiness Scale (ERS) ................................................................................ 2
  Motivational Interviewing (MI) ........................................................................................ 2

Chapter II: Literature Review .......................................................................................... 3
  Overview ............................................................................................................................ 3
  Barriers to Unemployment .............................................................................................. 3
  Effects of Unemployment ............................................................................................... 3
  Employment Readiness Scale (ERS) ............................................................................... 4
  Motivational Interviewing (MI) ....................................................................................... 5
  Workshop/Training Procedures ....................................................................................... 8
  Summary ........................................................................................................................... 9

Chapter III: Method Section ........................................................................................... 10
  Organization ....................................................................................................................... 10
  Participants ......................................................................................................................... 10
  Research Design ............................................................................................................... 10
  Operational Definition(s) ............................................................................................... 10
  Employment Readiness Scale (ERS) .............................................................................. 10
  Motivational Interviewing (MI) ....................................................................................... 10
  Setting and Apparatus ..................................................................................................... 11
  Materials ........................................................................................................................... 11
  Measures ........................................................................................................................... 11
  Procedures ......................................................................................................................... 11
  Rationale for Workshop and Manual ............................................................................. 12
  Evaluation of Workshop and Manual ............................................................................ 12

Chapter IV: Results .......................................................................................................... 14
  Manual ............................................................................................................................... 14
  Workshop ........................................................................................................................... 14

Chapter V: Discussion Section ......................................................................................... 15
  Summary ........................................................................................................................... 15
  Strengths ............................................................................................................................ 15
  Limitations ......................................................................................................................... 15
  Recommendations for Future Research ....................................................................... 16
  Multilevel Challenges ...................................................................................................... 17
  Contribution to the Field of Behavioural Psychology ................................................... 17

References ......................................................................................................................... 18

Appendices ......................................................................................................................... 20
  Appendix A: Facilitators Motivational Interviewing Manual ......................................... 21
  Appendix B: PowerPoint Presentation ............................................................................. 37
  Appendix C: Motivational Interviewing Training – Pre-Post Test .................................. 40
  Appendix D: Participant Feedback Survey ................................................................. 42
The Facilitators Guide to Motivational Interviewing: Improving Youth Motivation and Job Readiness

Chapter I: Introduction

The descending economy has denied many young people of employment opportunities, and those who obtain employment are often underemployed working less than 20 hours per week (Youth Job Connection Program Guidelines, 2015). This is a cause for concern as theorists, “Recognize that young people without steady jobs face future threats that include long-term unemployment, family disintegration, homelessness, and other obstacles, as well as an inability to make the transition from fulltime schooling into the fulltime, paid workplace” (Byrne, 1999; Hills, Le Grand & Pachaud, 2002; MacDonald, 1997; Pierson, 2002; as cited in Lakes, 2005, pp. 23). If young people are denied employment or are underemployed they will be denied the opportunity to gain employment readiness skills and experience. These skills and experience obtained in early employment are vital for allowing individuals to seek out career paths that he/she may enjoy and can benefit from, resulting in long-term employment. Ward, Riddle, and Lloyd, (2004) define employment readiness as the ability, “to find, get, and keep an appropriate job as well as to be able to manage transitions to new jobs as needed”. In view of this, it is crucial young people are given the training, support, and opportunities to learn and develop employment skills to maximize potential and meet desired employment goals.

In response to the youth unemployment epidemic the Ministry of Ontario developed the Youth Job Connection (YJC) program. YJC is a program that provides individuals, aged 15 to 29 years, with paid pre-employment training and job placements to enhance job-readiness skills. In addition, YJC provides youth facing barriers an opportunity to gain support to ease the transition from education to work (Government of Ontario, 2015). The Youth Job Connection Program Guidelines (2015) encompass barriers for youth such as: Aboriginal status; self-identified physical or learning disability; mental impairment or disorder; youths under 20 years; recent immigration to Canada (within 5 years); education level attained (grade 12 or lower); English/French language proficiency (identified by Canadian Language Benchmark), and low level of essential literacy skills. Additional barriers include: limited or lack of work experience; family/household circumstances (living in low income household, lacking family support, acting as primary caregiver, and/or living alone with minimal or no income); social marginalization (homeless, lacking stable and permanent housing, struggling with addictions, involvement with the justice system, identifying as lesbian, gay, bisexual, transgender, two-spirited, or queer [LGBTTQ], experienced racism, homophobia, religious, or other form of discrimination); and lastly, source of income (no income, recipient or dependent of Ontario Works [OW], Ontario Disability Support Program [ODSP], Employment Insurance [EI], and/or Crown Ward maintenance). YJC offers training and workshops covering job attainment, employment, job maintenance and career advancement skills. However, there appears to be a disconnect as service providers recognize low employment rates at 3, 6, and 12-month follow-ups and therefore are not meeting the Employment Services target of 123 successful completions (Employment Services. [2016, December.] Detailed Service Quality. Unpublished internal document). Each program and employment service centre has different targets; however, it is unspecified on how the ministry develops the set target. Since YJC is a program offered
through a nonprofit organization funded through the Ministry, there is a duty to meet the Employment Services provincial target. This remains central to receiving funding to continue to operate the program. Failure to meet these objectives requires YJC service providers to submit an action plan outlining compliance and improvement in order to meet the overall service quality standard as identified in the Funding Decision Matrix (Youth Job Connection Program Guidelines, 2015). In order to reach the Employment Services provincial target and continue to offer YJC, it is essential to enhance clients’ success by completion of the pre-employment training, as well as the job placement. Clients may be ambivalent to participate in follow up’s as a result of low motivation, poor workplace experience, and/or inconvenience; however, it is important for follow up’s to be completed to ensure clients have met personal goals, receive any additional support/referrals, and to ensure excellent client service, which models professional behaviour and initiative.

**Employment Readiness Scale (ERS)**

The Employment Readiness Scale (ERS) is an online tool developed to assess and identify client’s strengths and challenges relating to employment, distinguish services and employment assistance required to engage the client in lasting employment. The ERS also predicts and measures employment outcomes by obtaining a baseline, and post intervention data (Ward, n.d.). To date, it is an internationally recognized valid and reliable assessment tool. Clients may access this measure online through organizations that have been certified to utilize the tool (Career Development Association of Alberta, 2014). These organizations may include employment services, vocational rehabilitation programs, agencies assisting persons with disabilities, new immigrants, and transitional programs for inmates, youth, recent graduates, displaced workers, apprenticeships, and military personnel returning to civilian life (Ward, 2017).

**Motivational Interviewing (MI)**

Rollnick, S., Miller, W. R., and Butler, C. (2008) define motivational interviewing (MI) as a, “skillful clinical style for eliciting from patients their own good motivations for making changes in the interest of their health” (p. 6). Widder, (2017) identifies that MI is frequently used to increase client motivation and help the client through the process of change, with the assistance of a counsellor. It is a transferable communication style that can be used in a variety of settings, and across a wide variety of problematic behaviours.

It is proposed that the use of the Employment Readiness Scale (ERS) during the assessment/intake interview and utilizing motivational interviewing (MI) strategies throughout the YJC program will allow service providers to better understand clients’ needs related to employment and external challenges. In particular, where the client is in regards to stages of change, and work collaboratively with clients to increase motivation for employment. Miller, Yahne, Moyers, Martinez, and Pirritano, (2004) identify MI as compatible with a range of practices for many clinicians, resulting in a high demand for professional development training in this area to obtain a sufficient knowledge of the techniques. In addition to benefiting clinicians as they acquire the knowledge and skill set, they can utilize the techniques to better serve the clients to promote self-efficacy and intrinsic motivation (Miller, & Moyers, 2006).
Chapter II: Literature Review

Overview

Nelson Mandela once said, “The youth of today are the leaders of tomorrow” (Wilson, 2013). If this is still said to be true, society as a whole must provide youth with support and guidance to overcome barriers and obtain employment. Supportive guidance will allow youth to be successful and reach their desired goals; and thus be better contributing members to society at large. Lakes (2005) shares a view that present society allows unemployed individuals to, “fall through the cracks of the social safety net”, resulting in social exclusion. Many young people around the world are underemployed or denied employment; therefore, resulting in a lingering effect on personal wellbeing and society. Youth ages 15 to 29 are faced with numerous barriers to employment resulting in employment ambivalence. Cole (n.d.) explains ambivalence as a natural uncertainty an individual has for considering behavioural change for numerous reasons. Cole (n.d.) identifies, ambivalence may be a result of not having a definitive answer, not having the necessary information, and lastly, anxiety about making the behaviour change itself. The present report is intended to justify the use of the employment readiness scale (ERS) and motivational interviewing (MI) to enhance client outcomes in the Youth Job Connection (YJC). Enhancing client outcomes in the YJC will allow the employment agency to continue to implement programming and support youth in seeking employment and overcoming barriers.

Barriers to Unemployment

Young Canadians face multiple barriers in today’s society that effect their daily life situation, as well as their ability to find and obtain employment. Each young person will face different barriers depending on their situation; therefore, not all barriers will be relevant to each person. These barriers may include but are not limited to: stigmatization of young people, stigmatization of mental illness, low income household, physical or mental disability, newly immigrated, level of education attained, little to no work/volunteer experience, lack of stable housing and income, addiction issues, involvement with the criminal justice system, discrimination, and racism (Youth Job Connection Program Guidelines, 2015). Although the above barriers can affect both youth and adults alike, the challenge presented to youth affects their ability to plan and save for a successful future; therefore, resulting in financial strain on individuals and the economy (Bednar et al., 2016). According to Larson (2008) individuals lacking work experience, or individuals who have been unemployed for numerous years, may experience ambivalence relating to change in their daily routine to fit the requirements of obtaining and maintaining novel employment. This ambivalence may be due to length of scheduled shifts, change in environment, information overload, cognitive distortions, etc.

With young Canadians facing various barriers, it is harder than ever to find and maintain employment, therefore negotiating risky behaviour and complex routes into the job market (Lakes, R. D., 2005).

Effects of Unemployment

According to research collected by Miner (2012), approximately 44% of the Canadian population is unemployed, and this statistic will soar to 65% by 2036. Miner (2012) further explained that the working age range of 15 to 64 was nearly 70% in 2011-
12; however, this statistic will significantly decrease by 2030 to 61%, continuing to drop by 2050 to 59%. Miner (2012) identified this trend as an impact of the aging baby boomer generation. A longitudinal study conducted by Krahn and Chow (2016) found that youth unemployment resulted in a scarring effect on early adult careers, measured by income or quality of employment. Considering the findings, Krahn and Chow note that unemployed individuals between the ages of 18 and 32, on average, report lower incomes and job satisfaction at age 32 (2016). Not only can unemployment result in lasting effects into young adulthood, but it may also deter young individuals from seeking employment. Lakes (2005) identify a trend in lack of employment experience and ambivalence to compete for competitive positions within employment opportunities for young people. According to Beck (1992) modern society has changed the course of life for young people as there is no longer a scripted path for individuals based on their family or class (as cited in Lakes, 2005); therefore, individuals are tasked with planning a future based on his/her own abilities, subjective interests, and orientation. Du Bois-Reymond (1998, pp. 69-76) as cited in Lakes (2005) explain five core pathways available to young people based on their research:

- Gaining time – individuals foresee plans by entering education and training programs without an understanding of the job market.
- Selecting a job that allows individuals to prioritize social connections over long-term security and financial gain.
- Selecting a professional future by keeping options available and recognizing a drift in and out of professions. Thus, allowing the individual to initiate a backup plan for security.
- Delaying adult responsibility such as a career, dating, marriage, creating a family, and perhaps an active sexual life.
- Procrastinating growing up or never growing up by rejecting mature responsibilities. These individuals view adulthood as a routine work life and responsibility, resulting in indefinite delay.

These pathways may result in a disruption of young peoples’ mental health, well-being, relationships, community involvement, and finally, overall life satisfaction (Virgolino et al., 2017).

**Employment Readiness Scale (ERS)**

According to Ward, Riddle, and Lloyd (2004), initial assessments on the ERS indicated that 62% of clients were classified as “not ready” for employment. This statistic indicates that majority of individuals whom identify as having difficulty searching for jobs required assistance in at least three employment readiness areas. Ward, Riddle, and Lloyd (2004) grouped the employment readiness skills into two categories. The first category is the employability dimensions. Employability dimensions include the following components:

1. Career decision making or identifying what work suits the strengths and needs of the client
2. Skill enhancement or obtaining the required skills for the work the client wants to pursue
3. Job search or obtaining the skills to find the right employment
4. Job maintenance or having the skills to maintain employment once the job is obtained.

5. Ongoing career management or obtaining the skills to manage changes in career.

The second category acknowledged is “support for dealing with challenges” (Ward, Riddle, & Lloyd, 2004). This includes support for dealing with challenges as the following components:

1. Self-efficacy or the client’s belief that he/she will be successful at work or on a given task.
2. Outcome expectancy, or the clients’ belief that he/she will succeed in obtaining a desired outcome.
3. Social supports or the clients’ positive networks and ability to obtain help.
4. History of employment, particularly clients’ success of the job.

In 2016 Ward presented a summary of research results on the ERS that contained information regarding test-retest reliability, construct, concurrent, and predictive validity. The statistics obtained by Ward (2016) were based on 758 participants who were unemployed and receiving Employment Insurance or Income Assistance. The results obtained predicted 79.2 percent of participants found employment within 12 weeks of taking the ERS; therefore, predictive validity of the measure was demonstrated (Ward, 2016). Ward (2016) also noted the significant similarities between client self-ratings and staff ratings on both employability dimensions and challenges faced. Client scores obtained at baseline, before any services, increased by post-test, after services, as support staff were able to target clients’ self-identified weaknesses based on the report generated by the ERS as an action plan starting point for the service provider to work on along with the client (Ward, 2016).

With this in mind, it appears to be critical that employment programs work with clients to identify employment, systemic and self-efficacy related issues to increase employment readiness and job success (Ward, Riddle, & Lloyd, 2004). By identifying a baseline level at the point of intake and a post-intervention level, service providers can identify gaps and skill acquisition gathered from the ERS. Youth Job Connections Program Guidelines (2015) identify that it is the service provider’s responsibility to match clients with services that most adequately meet the clients’ needs in the fewest steps possible. The ERS assesses client needs by developing a detailed report, and action planning tool to assist service providers in identifying client needs; thus, saving time for both the client and service provider (Career Development Association of Alberta, 2014).

**Motivational Interviewing (MI)**

MI is a technique used by a variety of clinical professionals with clients to enhance the client’s motivation to make life changes, particularly when they are ambivalent about their goals (Widder, 2017). Widder (2017) explains that MI is an effective approach for promoting healthy lifestyle activities and behaviour changes. MI was selected as an intervention for purposes of this report because it is a highly researched method for engaging individuals in contemplating behaviour change (Larson, 2008) such as employment.

Miller and Moyers (2006) identify that training professionals in MI should be conducted in eight stages. MI includes the following eight stages:
Stage one

The spirit of MI is characterized by Miller and Rollnick (2012) as collaborative, evocative, respectful, and supportive. The spirit of MI is a “set of assumptions about human nature: that people possess substantial personal expertise and wisdom regarding themselves and tend to develop in a positive direction if given the proper conditions of support” (Miller & Rollnick, 2006). Miller and Rollnick (2012) explain that the purpose of the spirit of MI is to stimulate the client’s own motivation for change opposed to the counsellor lodging change in the client. The client’s own motivation is elicited by supporting his/her best interest, connecting with resources, respecting personal worth without judgement, and supporting the client in bringing forth his/her skill to change by focusing on strengths (Miller & Rollnick, 2012). Although the underlying spirit of MI is not a requirement in effective training, it has been found by Moyers, Miller, and Hendrickson (2005) to be a strong predictor of client responsiveness. Moyers et al. (2005) further explain that the underlying spirit of MI is often a result of practicing the techniques, and the openness towards the client is a good indicator of the professional’s likelihood to acquire expertise.

Stage two

OARS – client centered counselling skills utilize skills such as the following, “open questions (O), affirming (A), reflecting (R), and summarizing (S)” (Miller & Moyers, 2006). The purpose of stage two is to combine the didactic skills identified to progress client’s through behavioural and life changes in a supportive manner (Widder, 2017). Miller and Moyers (2006) expand on reflections identifying the inclusiveness of skillful empathetic listening of what has been said, and how the client is feeling prior to verbalization of these emotions. Although identified separately reflections may promote other skills such as affirming and summarizing (Miller & Moyers, 2006). The client can become surprised by what they have been thinking and saying when the clinician provides accurate and complex refelctions (Miller & Moyers, 2006).

Stage three

Recognizing and reinforcing change talk is focused on behavior change goals (Miller & Moyers, 2006). According to Amrhein, Miller, Yahne, Palmer, and Fulcher (2003) and Miller and Rollnick (2002) as cited in Miller and Moyers (2006), “Particular attention is given to client ‘change talk,’ verbalizations that signal desire, ability, reasons, need, or commitment to change”. Amrhein et al. (2003) identify that results from their study indicated the relationship between client change talk and behavior change was important. Miller and Moyers (2006) summarize that clients who discuss desire, need,
ability, and/or reasons to change first, will be more successful in changing their
behaviour. Widder (2017) explains that several authors discuss the utilization of a scaling
rule. The scaling tool is a simple technique that requires the client to report a number
from 1 to 10 to answer questions regarding readiness, importance and confidence about
changing behaviour (Miller & Moyers, 2006). Miller and Moyers (2006) explain 1
represents very little confidence and 10 is very confident, with an answer of 7 to 10
representing potential for change.

Stage four

Eliciting and strengthening change talk occurs once the clinician is able to
identify and reinforce the client’s change talk. Miller and Moyers (2006) report
reflecting, affirming, asking open-ended questions and for elaboration are examples of
eliciting change talk. Miller and Moyers (2006) identify that knowing how and when to
ask the appropriate questions to evoke change talk requires complex decisions and
requires practice. Miller and Moyers (2006) also state that once the clinician is skillful at
asking such questions the client’s language and answers act as an antecedent for the
therapist’s behaviour and indicate success utilizing the technique.

Stage five

Rolling with resistance has been proven more successful in MI rather than
opposing resistance as it is counter-therapeutic and reduces likelihood of behaviour
change (Miller & Moyers, 2006). The University of Missouri (2015) defines resistance
in the clinical setting as a conscious or unconscious defense against change, which occurs
when the therapist attempts to push (or expects) the client to change. Common strategies
utilized for rolling with resistance include simple, amplified, and double-sided reflection
(Miller & Moyers, 2006). Miller and Moyers (pp. 19, 2006) identified the following
example to demonstrate the strategies:

Client: Well, I overdo it sometimes, but I don’t have a problem with drinking.
Simple reflection: You don’t think of yourself as a problem drinker.
Amplified reflection: Your drinking has never really caused any problems or
unpleasant effects in your life.
Double-sided reflection: You think you drink too much at times, and also you
don’t think of yourself as a problem drinker.

Miller and Moyers (2006) identify that emphasizing and reinforcing the client’s
choices and control, reframing and joining alongside the client’s belief. It is asserted that
rolling with resistance takes practice and learning avoidance for provoking resistance will
diffuse it.

Stage six

Developing a change plan is a result of clinician skillfulness in completing
previous stages and transitioning into stage six (Miller & Moyers, 2006). Miller and
Moyers (2006) recommend offering a reflection and summary of the client’s change talk,
followed by asking open-ended questions such as “What next?”. If successfully timed,
the client will continue to discuss how behaviour change will happen (Miller & Moyers,
2006). Miller and Moyers (2006) explain that if prematurely attempted, the client may
have resistance, leading the clinician to backtrack to previous stages. As MI is a client-
centered skill it is essential to allow the client to decide when and how they would like to proceed as well as what is required of them to proceed (Miller & Moyers, 2006). Widder (2017) develops a change plan by utilizing collaborative goal setting to ensure goals are realistic and the client is successful.

Stage seven  
Consolidating client commitment is similar to stage four – eliciting and strengthen change talk (Widder, 2017). In this stage the clinician is encouraged to listen for commitment language and promote change talk to empower the client (Widder, 2017). Miller and Moyers (2006) exemplify commitment language as “I hope so”, “I could”, “I need to” and “I have good reason to”. According to studies of verbalized implementation conducted by Amrhein et al. (2003), clients must have the “desire, ability, reason, and need for change”, indicated by appropriate commitment language. Although commitment from the client is required, Miller and Moyers (2006) do not recommend prematurely pushing for commitment, as it will result in undermined behaviour change.

Stage eight  
Switching between MI and other counselling methods is critical as Miller and Moyers (2006) identify that MI is not intended to be the only clinical skill upheld by clinicians. According to Hettema et al. (in press), as cited in Miller and Moyers (2006), “The synergistic effects of adding MI to other treatment also seem to endure for at least a year after treatment”. Initially ambivalent clients may benefit from MI to develop motivation, a change plan, and commitment (Miller & Moyers, 2006). If treatment continues, a shift of clinical style/technique would best facilitate action; however, clinicians may return to MI techniques if motivational obstacles resurface (Miller & Moyers, 2006). Collaboration on creating a plan to promote continued action and maintenance is recommended according to Widder (2017).

Workshop/Training Practices  
In order to successfully train instructors there are predetermined steps to follow, which will assist in the succession of the material provided. In review of organizations and entities research compiled by the Nova Scotia Dept. of Advanced Education and Job Training, (1991) there are five components to best training practices with instructors. These components include: flexability, participation, community orientation, accessibility, and on-going support (Nova Scotia Dept. of Advanced Education and Job Training, 1991). Nova Scotia Dept. of Advanced Education and Job Training describe flexability as providing training at a time of convience of workshop attendees. Participation allows attendees to ask questions, make suggestions and incorporate their own experiences to benefit the group (Nova Scotia Dept. of Advanced Education and Job Training, 1991). Nova Scotia Dept. of Advanced Education and Job Training (1991) explain community orientation as providing a training that is reflective of the needs of the community within the workplace or with a population. Accessibility is offering the workshop in a comfortable setting that is nonrestricive to any member of the community. Lastly, ongoing support focuses on providing attendees with opportunities and information for further training and resources after the training concludes (Nova Scotia Dept. of Advanced Education and Job Training, 1991).
Summary

Youth are often reassured with words of comfort such as, “You can achieve anything” or “You can be whatever you want” but Macdonald (1997) contests noting it is “problematic to young people faced with the realities of low-skilled employment where there are too many qualified applicants for too few jobs”. Youth and young adults without employment are being set up for failure as they miss work and life experience that is essential to developing as a successful individual in a working society. In consideration of these barriers and risks MI and the ERS may be utilized to address employment ambivalence, motivation, and client success in youth employment readiness programs such as the Youth Job Connection.
Chapter III: Method

Organization

KEYS Job Centre is a non-profit, community-based employment centre, which offers various programs and services to individuals seeking employment in Eastern Ontario. In 1983, KEYS developed with the intention of helping young people facing difficulty transitioning from school to work, and has since expanded their services to meet the needs of the growing community. Today, the organization offers 34 programs to help service youth, students, adults, seniors, persons with disabilities, and newcomers to Canada. Some of the programs KEYS Job Centre facilitates include: Youth Job Connection, Professional Mentoring Partnership, Job Start- Skills Link, Immigrant Employment Specialists’, Employment Services, English Language classes, and more.

Participants

Attendees of the workshop included seven agency staff holding positions such as group facilitators, an employment coach, employment advisors, and an immigrant specialist advisor. Most participants identified a vague knowledge of MI techniques from a training held at the agency several years ago, however a few participants had no prior knowledge on the topic. Participants were selected based upon availability and interest in the workshop, after an email outlining the information was distributed to agency staff twice prior to the event. Informed consent was not obtained as no personal or identifying information was obtained from or about workshop participants.

Research Design

A training manual paired with a workshop was designed to assist group facilitators in learning Motivational Interviewing techniques. The workshop was conducted over an hour and a half at the agency’s secondary location. The training manual and workshop allowed the facilitators the opportunity to learn and practice the skills in a safe, nonjudgmental environment. A pre- and post-test questionnaire (found in Appendix C) was used to evaluate the facilitators’ knowledge of the MI techniques presented in the training manual and workshop to ensure best practices for the techniques. Unfortunately, due to time constraints, varying arrival times, and inadequate completion of pre- and post-test by various participants, these measures were not evaluated in the present thesis.

Operational Definition(s)

The strategies outlined in the workshop and manual were meant to target employment readiness and motivation in clients. Descriptions of the techniques to target these behaviours are provided below.

Employment Readiness Scale (ERS). The purpose of the ERS is to measure client employment readiness. Ward, Riddle, and Lloyd (2004) define employment readiness as the ability “to find, get, and keep an appropriate job as well as to be able to manage transitions to new jobs as needed”.

Motivational Interviewing (MI). Miller and Rollnick, (2013) define MI as a “goal-oriented style of communication with particular attention to the language of change, designed to strengthen personal motivation for and commitment to a specific goal by
eliciting and exploring the person’s own reasons for change within an atmosphere of acceptance”.

**Setting and Apparatus**

The workshop was conducted in the conference room at the agency’s secondary location, where the YJC program was regularly held. As the conference room is large and holds four tables, group participants were encouraged to sit closer to the presenter, in order to encourage participation and collaboration. Due to space constraints the secondary office location appeared to be a better fit for the workshop than the alternative location.

**Materials**

Group facilitators were provided with the measures – which will be identified next, a copy of the training manual, and a writing instrument.

**Measures**

Each participant was required to complete the Motivational Interviewing Training (Neal, 2008), found in Appendix C, at the beginning of the workshop, pretest, and at the end of the workshop, post-test. Neal (2008) utilizes multiple styles of questions including multiple choice, short answer, fill in the blanks, and true or false. Some examples of questions include “Resistance is a signal for the clinician to:” (client fills in answer), and “Which of the following words is not used to describe the Spirit of MI?” (options provided) (Neal, 2008). If sufficiently complete information were obtained from the Motivational Interviewing Training, it would have been later used to compare pre- and post-test scores to each other. The facilitator had hoped to total the obtained scores for each participant, which would have been used to compare pre-and post-test scores. The pre- and post-test measure was selected to assess the usefulness, and efficacy of the workshop and manual. It was proposed that the participants would have an increased knowledge of MI following the workshop and this measure would allow the facilitator to observe the difference in knowledge acquired.

Following the workshop and completion of the Motivational Interviewing Training: Pre- and Post-Test, participants were asked to complete the Participant Feedback Survey, found in Appendix D. This survey was developed by the facilitator in order to obtain useful information from the participants on how effective the facilitator and workshop were, as well as how useful the MI skills would be in his/her profession. This measure was selected to allow the participants the opportunity to give valuable feedback that can assist the facilitator in developing professional skills.

**Procedures**

The workshop was conducted in an hour and a half session. The facilitator started by introducing herself, the reason for the workshop, and gave a brief overview of how the workshop would be structured. The facilitator proceeded to introduce the Motivational Interviewing Training pre-test (found in Appendix C) and asked the participants to complete the two-page form. Upon completion of the pre-test, the facilitator introduced the agenda, learning objectives to be covered, and launched the PowerPoint presentation. The facilitator incorporated appropriate visual aids such as pictures, and videos, as well as engaging group discussions. Feedback was given throughout the workshop to discuss
thought provoking ideas or examples given by participants, and how these techniques may be incorporated into the YJC program as well as the agency as a whole. After the PowerPoint presentation was complete and all material had been covered, participants were given the opportunity to ask any remaining questions prior to completing the post-test. After participants completed the post-test (found in Appendix C) they were asked to complete the Participant Feedback Survey. Upon completion of both the post-test and the Participant Feedback Survey, the workshop facilitator passed the first participant table a large envelope and asked all participants to include their three forms, the pre- and post-test (Appendix C) and the Participant Feedback Survey (Appendix D) into the envelope. The envelope was then passed around to each table, allowing participants to include their forms privately without the facilitator’s awareness of who completed which forms.

The facilitator also scheduled and attended a meeting with the Employment Services Coordinator who is responsible for setting up and distributing novel employment related tools, trainings, and other related material. In the meeting, the facilitator introduced the Employment Readiness Scale (ERS), along with the present research, relevance to the agency, reliability and predictive validity, as well as the benefits for utilizing the tool with new and follow-up clients.

**Rationale for Workshop and Manual**

The training manual was developed by the author in partial fulfillment of the requirements for the Honours Bachelor of Behavioural Psychology program at St. Lawrence College. The manual and workshop format was selected for a couple reasons. First, a workshop reviewing the training manual best accommodated the agency staff due to busy work schedules and client appointments. This format was also beneficial due to time constraints over the 14-week advanced practicum (and associated operational concerns). Second, the workshop and manual will provide participants with the opportunity to learn, and practice MI techniques, to ensure they feel comfortable and confident in utilizing them. In order to allow comfort in the acquired techniques, it is important participants have the opportunity to learn and discuss the skills in a safe environment with colleagues.

The rationale for introducing the Employment Readiness Scale (ERS) is to gain compliance in utilizing the tool in the agency to better determine the client needs to benefit both client and clinician ultimately resulting in success for clients. By utilizing the ERS, agency staff will be provided with a detailed report based upon the client’s specific ERS results. This will allow staff to assist clients in areas that require improvement in order to ensure clients are successful in obtaining the job they are seeking. In combination with the MI, the ERS will help clients better engage in the material being presented in YJC as well as other areas of their life such as employment.

**Evaluation of Workshop and Manual**

The workshop and training manual were evaluated through the feedback obtained from the Participant Feedback Survey completed by the workshop attendees. The Participant Feedback Survey allowed the facilitator an opportunity to gain insight into participant opinions to better deliver workshops in the future and determine the usefulness of the workshop and manual. The feedback from participants is critical to tailor the workshop and manual as needed based on feedback to promote best practices.
Unfortunately, due to time and resource constraints, the workshop and training manual could not be formally evaluated. In further research, it is recommended the workshop and training manual be tailored, as required, to meet the needs of clients and strengthen the knowledge of the techniques described above.
Chapter IV: Results

Manual

The final version of the Motivational Interviewing: The Facilitator’s Guide to Improving Client Motivation can be found in Appendix A. The manual was created in combination with the workshop for the agency staff as a take away/refresher on the MI techniques that may be utilized with clients. Noted in the manual was an overview of MI, what MI can utilized, the spirit of MI, OARS techniques, stages of change model, change talk, the scaling tool, rolling with resistance, as well as a MI cheat sheet created by Miller an Rollnick (2013) and modified by CAMH (2014). Consent was obtained to utilize and distribute this form for educational purposes.

Workshop

The PowerPoint presentation developed for the agency staff can be found in Appendix B. The PowerPoint presentation outlined the same information provided in the manual but gave the facilitator a prompt for which topic was to be discussed and allowed the participants to ensure they were on the same page as the facilitator.
Chapter V: Discussion

Summary
The present thesis project was the creation of a manual and PowerPoint presentation to educate the agency staff about motivational interviewing to help increase client motivation to find employment. Agency staff identified difficulty in reaching Youth Job Connection participants during 3, 6, and 12 month follow-ups, and therefore positive outcomes for the agency were not being met as it was unknown if unresponsive participants were successful in finding, obtaining, and maintaining employment. Research on MI has been proven to increase client motivation and commitment, which is why the present manual found in Appendix A was critical for agency staff.

Strengths
The workshop was intended to provide participants with an overview of the MI concepts so they would have the opportunity to familiarize themselves with the concepts and implement them into their service with clients. Participants were given the opportunity to give the facilitator feedback to further develop facilitation skills as well as improve upon the MI training workshop. Each participant completed a Participant Feedback Survey (found in Appendix D) and returned it to the facilitator. Feedback obtained from the participant group included a thorough overview of MI skills, relevant topic for the client population being served, helpful visual aids, videos, and real-life examples to further demonstrate the MI approach, and lastly, the workshop and manual helped the participants identify and name some of the techniques they have already been using with clients.

A strength of the workshop and manual for the student facilitator was the opportunity to show agency staff knowledge and skills, which assisted the student in obtaining two positions with the agency. Lastly, the formal meeting between the student facilitator and Employment Services Manager positively resulted in an interest in accessing the ERS for the agency. Upon completion of the current thesis and settlement into the new position commencing, the student and Employment Service Manager will collaborate on launching the ERS within the agency and training staff on how to effectively utilize the tool with clients.

Limitations
A major limitation related to the workshop and manual was the lack of peer-reviewed content evaluating the Employment Readiness Scale. For this reason, the ERS was not included in the manual or workshop and instead was discussed in a formal meeting with the Employment Services Manager who would be responsible for launching the tool. Limitations identified by the participants on the Participant Feedback Survey (Appendix D) related directly to the workshop and included the absence of participant introductions as some new staff attended the workshop and were not familiar with their colleagues who work out of the agency’s secondary office, duration of the workshop being shorter than anticipated, and limited opportunity for interaction and practice of the MI concepts covered. Interactive activities recommended included role-plays, case scenarios, and group discussions. The last limitation identified was the minimal participant attendance as 12 participants made reservations to attend the event; however, only seven participants attended, with four of the attendees arriving 13 minutes late. Late
attendance resulted in participants not fully completing the assigned pre-test measure (found in Appendix C) and therefore forced the student facilitator to forfeit the evaluation of the pre- and post-test measures in the present thesis project.

**Recommendations for Future Contributions to the Field**

Recommendations for future research/contributions to the field related to the present thesis project include facilitating a full one day workshop on MI for staff, followed by a 3, 6, and 12 month refresher follow up. These follow up’s may be conducted in a three hour workshop and include a brief lecture, opportunities for participants to practice the skills in groups, as well as role plays while providing participants with feedback. The facilitator can utilize the pre- and post-test measure (found in Appendix C) to identify if participants’ skills and knowledge have been maintained and determine if an increase in staff knowledge on the topic was obtained. Another recommendation to consider would be to conduct brief surveys with clients to identify the usefulness and effectiveness of the MI strategies utilized by the service providers. It would also be helpful to note if the clients have obtained, and maintained employment when service providers provide clients with MI strategies discussed in the manual (Appendix A) and workshop (Appendix B).

**Multi-Level Challenges**

Working in the employment services environment presents multiple challenges including client, program, agency, and societal level barriers. Within each level identified there is a unique set of barriers as discussed below.

**Client Level**

When creating the workshop and manual for the staff, different client characteristics such as age, level of education, and work experience were considered. Clients may have ambivalence about change, and have different levels of functioning, and therefore this may be a challenge. This may be a challenge because there is not a vast amount of research on utilizing MI with clients who function at a low level. However, clients with low functioning may not demonstrate the skill of thinking abstractly about change which service providers use while practicing MI. Although client ambivalence may be a challenge, service providers may practice and keep current on MI techniques to overcome this challenge.

**Program Level**

An identified challenge, by the agency, at the program level was the busy schedules and large caseloads for service providers to attend trainings such as the workshop that was held. Along with busy schedules, all service providers use a different style of working with clients and therefore MI may not fit with the service provider’s style. Lastly, although the workshop and manual attained productive feedback and increased staff awareness of MI, it is ultimately up to the service provider to utilize the MI techniques discussed in the workshop/manual.
Agency Level
An identified challenge, by the agency and ministry of Employment Ontario, is the low rate of clients participating in the follow up’s after clients are discharged from services. This may be due to various reasons such as relocation, poor experience, lack of interest, change in contact information, or avoiding due to embarrassment of employment outcomes. Another challenge faced by the agency is the lack of funding it receives. Therefore client success is critical in order to continue receiving funding from the Ministry of Ontario.

Societal Level
A challenge identified on the societal level is a lack of awareness of the agency’s many programs offered. Within the community there are limited advertisements and therefore it is not widely known what services the agency has to offer. Another challenge on the societal level is the stigma attached to individuals who are unemployment or have disabilities. This is a challenge because these individuals may have low confidence and low self-esteem based on the stigma they face from people in the community as well as employers.

Contributions to the Field of Behavioural Psychology
The field of behavioural psychology is large, ever evolving, and is incorporated in many different settings and situations. Therefore, the thesis author attempted to focus on something specific to the agency to benefit the staff and ensure the agency is successful in serving their client population. For this reason, it is critical to ensure staff is frequently trained in new skills and techniques to stay current in the field and is able to progressively support the client.

There appears to be a gap in the literature pertaining to client commitment to participate in agency follow up’s at 3, 6 and 12 months. Therefore, teaching agency staff to utilize Motivational Interviewing techniques will assist staff in maintaining rapport and increasing open communication with the client following the client’s case closure. Because the workshop was paired with a manual, the staff was given a take away that they are able to reflect back on and utilize to refresh his/her knowledge of the techniques discussed.

Overall, the goal of the present thesis and workshop/manual was to enhance client and clinician relationships in hopes of motivating clients to be as successful as possible. Client success is the primary focus of the agency which relates to the practices of the Behavioural Psychology field.
References


Appendices
Appendix A - Facilitator’s Manual
Motivational Interviewing: The Facilitator’s Guide to Improving Client Motivation and Job
# TABLE OF CONTENTS

## CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT IS MI?</td>
<td>5</td>
</tr>
<tr>
<td>SPIRIT OF MI</td>
<td>6</td>
</tr>
<tr>
<td>OARS</td>
<td>7</td>
</tr>
<tr>
<td>STAGES OF CHANGE</td>
<td>9</td>
</tr>
<tr>
<td>CHANGE TALK</td>
<td>10</td>
</tr>
<tr>
<td>SCALING TOOL</td>
<td>11</td>
</tr>
<tr>
<td>ROLLING WITH RESISTANCE</td>
<td>12</td>
</tr>
</tbody>
</table>

## REFERENCES

13

## APPENDIX

14

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) RESOURCES FOR FURTHER TRAINING</td>
<td>15</td>
</tr>
<tr>
<td>B) MOTIVATIONAL INTERVIEWING BASICS</td>
<td>16</td>
</tr>
<tr>
<td>C) MOTIVATIONAL INTERVIEWING PRE-TEST</td>
<td>18</td>
</tr>
<tr>
<td>D) MOTIVATIONAL INTERVIEWING POST-TEST</td>
<td>20</td>
</tr>
<tr>
<td>E) PARTICIPANT FEEDBACK SURVEY</td>
<td>22</td>
</tr>
</tbody>
</table>
Motivational Interviewing: What is it?

The developers of Motivational Interviewing (MI), William R. Miller and Stephen Rollnick define MI as a “Goal-oriented style of communication with particular attention to the language of change, designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person’s own reasons for change within an atmosphere of acceptance”.

What does this mean?

In simple terms Rollnick, Miller, and Butler (2008) explain MI as a “Skilful clinical style for eliciting from patients their own good motivations for making changes in the interest of their health” (p. 6). MI is frequently used to increase client motivation and help the client through the process of change, with the assistance of a counsellor.

MI is a transferable communication style that can be used in a variety of settings, and across various problem behaviours such as smoking, medication compliance, exercise regimes, employment training, job searching, and many more!
The spirit of MI is a “set of assumptions about human nature: that people possess substantial personal expertise and wisdom regarding themselves and tend to develop in a positive direction if given the proper conditions of support” (Miller & Rollnick, 2012). *The spirit of MI* is characterized as collaborative, evocative, respectful, and supportive. The spirit of MI is often referred to as the acronym PACE or CAPE.

The purpose of the spirit of MI is to stimulate the client’s own motivation for change. The client’s own motivation is elicited by supporting his/her best interest, connecting with resources, respecting personal worth without judgement, and evocating the client to bring forth his/her own skills to change by focusing on strengths.
OARS – Client Centered Approach

OARS is an acronym for the client centered counselling skills utilized in MI. OARS stands for “open questions (O), affirming (A), reflecting (R), and summarizing (S). The purpose of OARS is to combine the skills identified to progress client’s through behavioral and life changes in a supportive manner.

Open ended Questions

Open questions encourage individuals to think more deeply and provide an elaborate answer. On the other hand, closed questions limit the individual’s response to short answers or gather specific bits of information.

Affirming

Affirming shows that you recognize and acknowledge the individual’s attempts to change, and you recognize his/her worth. Affirming accentuates the positive, and shows support and encouragement to the client.

Reflecting

Reflecting statements allow the client to hear back their thoughts and feelings, in different words. This allows the client the opportunity to ponder their own feelings and thoughts.

Summarizing

A summary is essentially a reflection pulling together the important components identified by the client. It shows the client that the clinician has been actively listening and understands how everything fits together.
**OARS Examples**

### Open ended Questions

“Tell me more about your job search this week.”

Why did you choose that answer?”

### Affirming

3. “You really tried hard this week!”
   “Your intention was good even though it didn’t turn out as you would have liked it to.”
   “So you made three calls about possible jobs this week. Good for you!”

### Reflecting

*Client:* “I’m tired of everyone here going on about my smoking. I know it’s bad for me, but so are a lot of things.”

*Simple Reflection:* “People are really on your case about this, even though smoking isn’t the only harmful thing out there.”

*Complex Reflection:* “From your perspective there’s a lot of things that are more harmful to be concerned about.”

### Summarizing

“So one thing you hope will be different a year from now is that you will have a good job, one that you enjoy and brings you in contact with people. You’ve been relating more positively to your children lately, and you would like that to continue. You also said you might like to quit smoking. What else, as you think of where you’d like your life to be a year from now?”
Stages of Change

- A.k.a. the transtheoretical model (TTM) is a method to assess a person’s readiness to change a particular behaviour

- Pre-Contemplation: Jobseeker may not desire job attainment or believe he/she can find and maintain employment

- Contemplation: Jobseeker is aware he/she needs employment, but are not fully committed to taking action yet

- Preparation: Jobseekers are interested in job ready behaviours such as resume writing, interview skills, job search skills, etc.

- Action: Jobseekers are actively seeking employment opportunities, applying for positions, and/or applying for further education

- Maintenance: Jobseeker is maintaining employment by arriving on time, prepared for scheduled shifts, and displaying professional working behaviour
“Change talk” is any verbalizations that signal desire, ability, reasons, need, or commitment to change” (Miller and Moyers, 2006).

Clinicians have found that clients who discuss desire, need, ability, and/or reasons to change will be more successful in changing their behaviour(s). Although the clinician can elicit the client towards change talk, the change talk must come from the client. Prematurely pushing the client to change can result in resistance (later discussed).

Clinicians can use the “DARN CAT” acronym to recognize the client’s preparatory and mobilizing change talk. Once the clinician recognizes the change talk, he/she should then respond using the OARS strategies previously described.

**DARN CAT:**
- **Desire**
- **Ability**
- **Reasons**
- **Need**
- **Commitment**
- **Action**
- **Taking Steps**

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<th>DARN</th>
<th>CAT</th>
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<tr>
<td>- Client’s preparatory change talk</td>
<td>- Client’s mobilizing change talk</td>
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<td>- This is the (pre-) contemplative stages</td>
<td>- Preparation and Action stages of change</td>
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The scaling tool, also known as the readiness ruler, is a simple technique that requires the client to report a number from 1 to 10 to answer questions regarding readiness, importance and confidence about changing behaviour. The client can complete the scaling tool independently or with staff assistance. The scale allows clients to identify where they perceive their readiness to change.

Scaling tools follow a Likert scale model where 1 represents very little confidence and 10 is very confident, with an answer of 7 to 10 representing potential for change.

When using the scaling tool, it may be helpful to prompt clients with some questions. Below are some examples of questions that may be helpful.

- How important is it to change this behaviour?
- How confident are you that you can make this change?
- How ready are you to make this change?
- How important to you is it to find employment?

Other questions can prompt clients to think deeper about the number they have chosen. For example, if a client selected a 4, the clinician might ask, “Why are you at a 4 and not a 5?” Additionally, clinicians may ask their client what they need to improve their given score; “What would it take to go from a 4 to a 5?”
Resistance in the clinical setting is defined as a conscious or unconscious defense against change, which occurs when the therapist attempts to push (or expects) the client to change. Rolling with client resistance has been proven more successful than opposing the resistance as it is counter-therapeutic and reduces likelihood of behaviour change.

Common strategies utilized for rolling with resistance include simple, amplified, and double-sided reflection.

Emphasizing and reinforcing the client’s voices of control, and reframing and joining the client’s belief by joining the resistance will create rapport. It is asserted that rolling with resistance takes practice and learning avoidance for provoking resistance will diffuse it.

**Example of simple, amplified, and double-sided reflections:**

*Client:* Well, I overdo it sometimes, but I don’t have a problem with drinking.

*Simple reflection:* You don’t think of yourself as a problem drinker.

*Amplified reflection:* Your drinking has never really caused any problems or unpleasant effects in your life.

*Double-sided reflection:* You think you drink too much at times, and also you don’t think of yourself as a problem drinker.


Appendix A

Resources for Further Training

Motivational Interviewing Network of Trainers (MINT)

Website  www.motivationalinterviewing.org

Motivational Interviewing: Step by Step

Psychotherapy.net  Academic Online Courses

Paul Burke Training Group

Related Readings

Building Motivational Interviewing Skills: A Practitioners Workbook
Second edition  David B. Rosengren

Motivational Interviewing: Helping People Change
Third edition  William R. Miller and Stephen Rollnick

Ambivalence in Psychotherapy: Facilitating Readiness to Change
David E. Engle and Hal Arkowitz

Client Commitment Language During Motivational Interviewing Predicts Drug Use Outcomes
Amrhein, Miler, Yahne, Palmer, and Fulcher

User-friendly Motivational Interviewing and Evidence-Based Supported Employment Tools for Practitioners  J.E. Larson

Eight stages in learning motivational interviewing  William R. Miller and Theresa B. Moyers

A Randomized Trial of Methods to Help Clinicians Learn Motivational Interviewing  W. Miller, C. Yahne, T. Moyers, J. Martinez, and M. Pirritano
Appendix B

Motivational Interviewing (MI) Basics

The underlying “spirit” (or philosophy) of MI is even more important than the skills. While you are an expert in health care, your client is an expert in his or her own life.

**SPRIT OF MI: CAPE**

**Compassion**
**Acceptance**
**Partnership**
**Evocation**

Also known as PACE

**PRINCIPLES OF MI: RULE**

**RESIST** the “righting reflex”
The urge to “fix” the client. Arguing for change can have a paradoxical effect.

**UNDERSTAND** your client
The client’s reasons for change are most important because these will most likely trigger behaviour change.

**LISTEN** to your client
MI involves as much listening as informing.

**EMPOWER** your client
Convey hope around the possibility of change and support patients’ choice and autonomy re: change goals.

**FOUNDATIONAL SKILLS IN MOTIVATIONAL INTERVIEWING: OARS**

**OPEN-ENDED** questions encourage elaboration.

**AFFIRMATIONS** promote optimism and acknowledge the client’s expertise, efforts and experience of the client. Affirmations are not about the practitioner’s approval of the client.

**REFLECTIONS**: the skill of accurate empathy:
- simple reflections: paraphrase, repeat the content.
- complex reflections: reflect what the client has said as well as what he or she is experiencing but has not yet verbalized (the meaning beneath the client’s words).

**SUMMARIES**: The best are targeted and succinct, and include elements that keep the client moving forward. The goal is to help the client organize his or her experience.

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* Adapted from Miller & Rollnick, 2013, page 22
**Motivational Interviewing (MI) Basics**

**MI QUICK TIPS**

**CHANGE AND SUSTAIN TALK**

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<th>I know I should use my medication</th>
<th>but</th>
<th>I always misplace my asthma inhaler.</th>
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<td>CHANGE TALK</td>
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<td>SUSTAIN TALK</td>
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**TYPES OF CHANGE TALK: DARN CAT**

- **PREPARATORY CHANGE TALK (DARN)**
  - Desire to change (wishes, hopes, wants)
  - Ability to change (optimism)
  - Reasons for change (benefits of change)
  - Need to change (problems with the status quo)

- **MOBILIZING CHANGE TALK (CAT)**
  - Commitment (“I will...” “I plan to...”)
  - Activation (steps that the client is already taking in support of a goal)
  - Taking Steps (same as Activation; e.g., “I made an appointment to see my doctor about medication for quitting smoking.”)

**HOW TO ELICIT? ASK .....**

- “Why do you want to make this change?”
- “If you decided to make a change, how might you be able to do it?”
- “How would things be different if you changed?”
- “How would things be better if you changed?”
- “When you hear change talk you know you are doing it right.”

**COMMITMENT LANGUAGE PREDICTS CHANGE**

- “What do you intend to do?”
- “What are you ready or willing to do?”
- “What have you already done?”
- “What is your next step?”

**READINESS RULERS**

Readiness rulers are a tool designed to elicit change talk. Use them to explore the importance clients attach to changing, and their confidence and readiness to change (on a scale of 1 to 10). “On a scale of 1 through 10, how important is it for you to quit smoking?” “On the same scale, how confident are you feeling about your ability to quit?”

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<td>Low importance/confidence:</td>
<td>Extremely important/confident</td>
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Ask: “Why are you at ___ [lower #] and not a ___ [higher #]?”
“What would it take to go from [client’s chosen #] to ___ [one number #]?”

**AGENDA MAPPING**

Create a “bubble sheet” and invite the client to identify all the possible areas for change. You may choose to pre-populate some of the circles. After inviting the client to share his or her priorities, ask: “Given these possible areas of focus, what would you like to talk about in our time together today?”

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*Adapted from Miller & Rollnick, 2013, page 22*
Appendix B -

PowerPoint Presentation
Motivational Interviewing: Improving Client Motivation & Job Readiness

Kelsey L Rowsell • 27.02.2018

Agenda

“Things do not change: We change”
- Henry David Thoreau

Expected Outcomes

● Consent
● What is MI?
● Spirit of MI
● OARS
● Stages of Change
● Change Talk
● Handling ambivalence
● Developing a Change Plan
● Consolidating Client Commitment
● Wrapping it all together
● Wrap up

“Things do not change: We change”
- Henry David Thoreau

Learning Objectives

What is “Motivational Interviewing”?

Textbook Definition:
(Miller, W. R., and Rollnick, S., 2013) “A goal-oriented style of communication with particular attention to the language of change, designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person’s own reasons for change within an atmosphere of acceptance”

What is the Spirit of MI?

- Partnership
- Acceptance
- Compassion
- Evocation

OARS

- OPEN questions
- OFFIRM
- REFLECT
- SUMMARIZE

OARS is a four principal method used in MI

“What people really need is a good listening to”
- Mary Lou Casey

- Partnership
- Acceptance
- Compassion
- Evocation
Stages of Change Model

- Pre-Contemplation: Client does not recognize the need for change and is not considering change.

- Contemplation: Client recognizes the need to change but is not necessarily considering change soon.

- Preparation: Client is getting ready to make the change (e.g., preparing environment, social supports, etc.).

- Action: Client is changing behavior/routines. He/she has given up old routines in place of new ones.

- Maintenance: Client is making more profound and long-term change that supports the desired behavior/goal(s).

Change Talk

What is Change Talk?
- Change talk is any verbalizations that signal the desire, ability, reasons, need and/or commitment to change a particular behavior(s).
- The clinician can elicit the client towards change talk but cannot push the client into it.

Another Abbreviation: DARN CAT

D
- Desire
A
- Ability
R
- Reasons
N
- Need
C
- Commitment
A
- Action
T
- Taking Steps

Ambivalence

“A natural uncertainty an individual has for considering behavioral change for numerous reasons”

- Usually a result of:
  - Not having definitive answers
  - Not having pertinent information
  - Client’s anxiety about making the behavioral change itself

- Benefits of MI for ambivalent clients:
  - Develop motivation
  - Develop a change plan
  - Improve commitment

Rolling with Resistance

- Resistance is defined as a conscious or unconscious defense against change, which occurs when the therapist attempts to push the client to change.
- Rolling with client resistance with the OARS method

Scaling Tool

- Client reports a number from 1 to 10 relating to readiness, importance and confidence about change.
- 1 represents very little confidence
- 10 represents very confident
- The 7 to 10 represents potential for change.
- Can be completed independently or with staff assistance
Appendix C

MOTIVATIONAL INTERVIEWING TRAINING - PRE-POST TEST

1) Motivational Interviewing is a ____________, practitioner-directed method for enhancing ___________ motivation to change by exploring and resolving ambivalence
   a. consequence-driven; low
   b. superior; non-existent
   c. famous; outward
   d. client-centered; intrinsic

2) What are the two or three (for a bonus) of the core principles of MI?
   1.
   2.
   3.

3) The clinical techniques most strongly associated with empathic or active listening is:
   a. Affirmations
   b. Summarizations
   c. Open questions
   d. ‘Magic questions’
   e. Reflections

4) Name three different kinds of reflections useful when handling resistance
   1.
   2.
   3.

5) For persons beginning to confront a need to change a significant maladaptive behavior pattern, ambivalence is a very normal state:
   True _______ or False _______?

6) What are the four fundamental MI skills?
   a) __________________________________________________________
   b) __________________________________________________________
   c) __________________________________________________________
   d) __________________________________________________________
7) Which of the following words is **not** used to describe the Spirit of Motivational Interviewing?
   a. Autonomy
   b. Expertise
   c. Evocation
   d. Collaboration

8) The MI approach suggests that practitioners never use more than ____________ questions in a row to avoid the “Question and ____________ Trap.”

9) Circle all of the questions below that are **open-ended**:
   a. “Have you had dinner?”
   b. “What do you like about drinking alcohol?”
   c. “Whose idea was it for you to come here?”
   d. “Can you tell me more about that?”
   e. “How has your life changed since then?”
   f. “Why is your family so important to you?”

10) Resistance is a signal for the clinician to:
    a. List reasons for change
    b. Use confrontation to break through resistance
    c. Ask for a time-out
    d. Respond differently
Appendix D

Participant Feedback Survey

Please complete this form to assess the facilitator and the overall training workshop. For each statement, please indicate if you agree or disagree using a rating scale from 1 to 5. A rating of “1” indicates that you strongly **DISAGREE** with the statement, while a rating of “5” indicates that you strongly **AGREE** with the statement. A score of “3” would mean that you **NEITHER AGREE NOR DISAGREE**.

<table>
<thead>
<tr>
<th>1. The difficulty level was about right.</th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
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<table>
<thead>
<tr>
<th>2. The speed of the workshop was good.</th>
<th>Disagree</th>
<th>Agree</th>
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<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
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<thead>
<tr>
<th>3. I can apply the information from the workshop in my profession.</th>
<th>Disagree</th>
<th>Agree</th>
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<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
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</table>

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<thead>
<tr>
<th>4. The workshop met my professional educational needs.</th>
<th>Disagree</th>
<th>Agree</th>
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<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
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<thead>
<tr>
<th>5. This workshop would benefit the agency and/or program.</th>
<th>Disagree</th>
<th>Agree</th>
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<td></td>
<td>1 2 3 4 5</td>
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<thead>
<tr>
<th>6. Materials presented were suitable to participants’ level of experience.</th>
<th>Disagree</th>
<th>Agree</th>
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<td></td>
<td>1 2 3 4 5</td>
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<tr>
<th>7. The workshop was helpful to me personally.</th>
<th>Disagree</th>
<th>Agree</th>
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<tr>
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<td>1 2 3 4 5</td>
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<thead>
<tr>
<th>8. The training manual would benefit the agency and/or program</th>
<th>Disagree</th>
<th>Agree</th>
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<td>1 2 3 4 5</td>
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<thead>
<tr>
<th>9. Visual aids were used effectively (PowerPoint, videos, diagrams, etc.)</th>
<th>Disagree</th>
<th>Agree</th>
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<tr>
<td></td>
<td>1 2 3 4 5</td>
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<tr>
<th>10. Workshop was well organized.</th>
<th>Disagree</th>
<th>Agree</th>
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<td>1 2 3 4 5</td>
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<tr>
<th>11. Material from the workshop was supported with helpful examples, definitions, and/or data.</th>
<th>Disagree</th>
<th>Agree</th>
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<th>12. Anticipated topics and goals were achieved.</th>
<th>Disagree</th>
<th>Agree</th>
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<td>1 2 3 4 5</td>
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<tr>
<th>13. As a result of this workshop, I feel more confident in my capability to utilize Motivational Interviewing strategies.</th>
<th>Disagree</th>
<th>Agree</th>
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<td>1 2 3 4 5</td>
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<tr>
<th>14. The facilitator welcomed questions and responded to them appropriately.</th>
<th>Disagree</th>
<th>Agree</th>
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<td>1 2 3 4 5</td>
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<thead>
<tr>
<th>15. The facilitator gave clear explanations of the material.</th>
<th>Disagree</th>
<th>Agree</th>
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<td></td>
<td>1 2 3 4 5</td>
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</table>
16. The facilitator developed the workshop in a useful and engaging manner.  

17. The facilitator demonstrated a good understanding of the material.  

18. I was generally very satisfied with all aspects of this workshop.  

19. I would recommend this workshop to other professionals.  

20. The workshop and training manual met my expectations.  

21. The length and location of the workshop were appropriate.  

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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What was a strength of the present workshop?

What was a weakness of the present workshop?

General comments: