

Episode 16: Institutional and Programmatic Expectations

Paul and Amy discuss an MI consistent approach regarding institutional and programmatic expectations

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Lions and Tigers and Bears MI is brought to you through a collaboration between the mountain Plains, ATTC and NFARtec In episode 16, Paul and Amy discuss an MI consistent approach regarding institutional and programmatic expectations for episode resources, links to episodes, contact us, and other information, please visit the Lions and Tigers and Bears MI website at mtplainsattc.org/podcast.

Paul Warren: Lions and Tigers and Bears MI is an interactive podcast focused on the evidence based practice of motivational interviewing, a method of communication that guides toward behavior change while honoring autonomy.

Amy Shanahan: I'm Amy Shanahan.

Paul Warren: And I'm Paul Warren.

Amy Shanahan: And we've worked together over the past ten years. We've been facilitating MI learning collaboratives and providing trainings and coaching sessions focused on the adoption and refinement of MI we're also members of the motivational interviewing network of trainers. Join us in this adventure into the forest, where we

explore and get curious about what lies behind the curtain of MI Hey, Paul.

Paul Warren: Hello, Amy. How are you today?

Amy Shanahan: I'm doing well. How are you?

Paul Warren: I'm very good, thank you. Glad to be back and talking about our important and I think, fascinating topic today.

Amy Shanahan: The title sounds really exciting.

Paul Warren: Maybe not so exciting.

Amy Shanahan: Oh, just joking.

Paul Warren: yeah. And I do think it is an exciting topic.

This comes up a lot in my trainings when I'm working with people

Amy Shanahan: I do too. It comes up a lot, so we don't want to keep listeners waiting too long. This comes up a lot in my trainings when I'm working with people or coaching people. This notion of how do you balance the institutional and programmatic expectations and still have an am I consistent approach and or practice? So what do you think about that? Do you hear stuff when you're working with folks about this?

Paul Warren: I do, very, frequently. And I think an interesting component of this is that

institutions and programs, I believe, set unrealistic expectations about, quote unquote, what am I going to do for them? I also would just add that I think part of the challenge with that is in order. I think for a program or staff within a program or an organization as a whole to really benefit from the implementation of this evidence based practice, it's really necessary to have a realistic view of what the investment is that the staff and the organization need to make in order to really get something out of MI. And I think they also have to consider the limitations of this particular evidence based practice because, contrary to popular belief, it is not a silver bullet.

Amy Shanahan: Yeah.

Paul Warren: And it is not an evidence based practice for every conversation.

Amy Shanahan: It's not the only tool in the toolbox.

Paul Warren: Absolutely. It is a tool in the toolbox and it's not the tool in the toolbox.

Amy Shanahan: Yeah.

Ellie: What can organizations do to support motivational interviewing in their organizations

So what would you say to folks that you've been working with when they're in your training and they're all excited and they're jazzed up about it and want to practice and there's some rub there maybe in their hearts or in their minds about how do they go back to their workplace and navigate whatever's going on for them. And I think we could

talk about a lot of things. I have some ideas about what goes on from the feedback that I've been given, but you're talking from a big umbrella, the global perspective of having the organization understand what this evidence based practice is about, what it's used for and how, and how can the

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organization support it. in the meantime, what can we do to support the people to go back to their organizations and have these conversations if we're not the ones having it with the leaders?

Paul Warren: Your question is a really complex one and I think you laid it out well in the sense that we're looking at larger systems as well as, and I really appreciate because I think it's relevant to our listeners. And my hope is that administrators may be listening to this conversation about motivational interviewing and as well as people who are actually going to be practicing or using motivational interviewing.

Amy Shanahan: Right.

Paul Warren: So I guess looking at that sort of, that micro example of the participants participating in a training, I think it can be really helpful to go backward and kind of zoom out to the larger picture first. And really this is kind of a call to arms is too strong of a way to put it, but it's perhaps a plea to anyone who's going to be offering MI training within a program or an organization is to really endeavor to have a realistic conversation with whomever may be contracting you to do that, about the expectations that the organization or the program may have and about the investment really required to achieve particular results. And I'll just throw out one specific example which is if the

organization approaches you and says something to the effect of, yeah, we'd love for you to do a, day long training or a six hour training. And we want all of our providers to be practicing to the level of fidelity. and they don't say we're going to do anything after the training. They don't say that they're going to provide any kind of coding, or observation or review of any of their tapes. What they want is not going to.

Amy Shanahan: Meet what they think they want. Right.

Paul Warren: Well, unless they're willing to make the investment to do everything in order to achieve that, they're really not going to get it. So I think helping organizations, institutions and programs to be realistic. Now, a micro example of that might be if your goal is to simply reduce how directive your providers are and focus more on a client centered kind of conversation, and you're only willing to invest a day to do that, you might be able to get some traction around that m change.

Amy Shanahan: Yeah. I was thinking of an example in my experience, working in a big hospital system where we were practicing and you're familiar with it, and we were practicing and having these practice groups, and then we started to expand beyond our service lines. We called them and wanted to do an orientation and let the new hire employees understand that we were interested in having this am I approach, this am I consistent approach. So we were able to standardize that. And my boss at the time was fabulous. She was supportive. She, always encouraged us to move forward. And I remember having a conversation with her and invited her to come and sit in some of the workshops and be part of some of the trainings. And she said, now why would I do that, huh? She was a busy vice president. Right? And I said, well, it's one thing that you're supporting us, and that's fabulous. It'll even get us more traction if you really were walking with us and you understood what was going on and at the very least, you could

become a better listener. Right? So she was like, what's in it for me? so we were talking about that, like, okay, it's one thing that we got the support and we did. And I've always been grateful for her. And her name is Ellie, in case she's ever listening, that she really supported us and our work and wanted to know what's in it for me? Why should I be a part of it? So that was just another piece of the story about how to have that conversation.

Amy Shanahan: With your boss.

Paul Warren: Absolutely. And you know, let's face it, folks,

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Paul Warren: busy. Vice presidents, presidents, executive directors, medical directors, they may think we're bringing you in as the training team because we want you to take care of this. And, I love what you said, Amy, about the educational goal and the quote unquote practice goal was to create and maintain, sort of an environment of an am I consistent approach, which is not the same thing as practicing motivational interviewing.

Amy Shanahan: Right. Because some of us were doing that and we knew that we needed to continue the momentum and not have sustainability and continue to build the practitioners that were in our practice group and we needed some organizational support. So it started on the flip side, at the local level, at the ground level where we were practicing and we were making changes and we were doing quality projects and gathering some data, and then started to bring in the leadership and saying, we want to operationalize this.

Paul Warren: And the thing I think that's really wise and insightful about that approach is that supervisors, administrators, executives, they're under some real pressure in terms of they need to meet particular numbers, they need to hit particular benchmarks of increments of service delivered. And an MI, and certainly a, universal MI consistent approach is a wonderful way to really focus on engagement. So to be able to sort of support people's work in the area of engagement makes great sense. And let's also be very clear that that is different than the practice of motivational interviewing around building motivation, resolving ambivalence around a particular behavioral change goal. So one is kind of like level one, which, how wonderful to have a service provision community that is able to create that environment of engagement, that an MI consistent approach? And then helping folks to understand that you can build upon that foundation to intentionally integrate the practice of motivational interviewing when a behavioral change goal is part of that conversation.

Amy Miller: There are multiple gains in integrating evidence based practice into work

Amy Shanahan: And we talked about that very difference between the consistent approach versus the MI practice in one of the other episodes. And you highlight it here again, and it's so important, which was part of our intention as a group to sell it to the organization, if you will, that we wanted this approach and why. And I was thinking as you were talking, that if we took a different approach and said, hey, boss, could we go to this many days of training and have this many hours of coaching and continue to practice during our lunch break for like, ever, without any teeth in the game. But we did, as leaders in this organization, do those things. And we built up the practice group and we started to collect information. And a couple years in, we actually did showcase our

quality improvement numbers. And I can paraphrase the CEO who whispered to the medical director at the time, why aren't we doing this everywhere? So it was this balance of doing the right thing for the right reasons, gathering the information and sharing it with the organizational leadership to let them know that this was worth it. There's a return on our investment, versus starting cold and saying we want to spend all this time building our skills in order to engage people. Because as we know, as practitioners, as we get better, the engagement happens. We don't have to wait until we get to x proficiency.

Amy Shanahan: We're getting better as we go. And that's part of the data that we actually collected. As our clinicians were getting better, we watched their show, rate of the people they were serving.

Paul Warren: M m. And I think it's important to define what we mean by that. They're getting better, meaning that their skills are becoming, more refined, they're having better rates of engagement, and

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Paul Warren: they're also maybe helping folks to really achieve identified goals.

Amy Shanahan: Right.

Paul Warren: And you know, I want to underline something that you said, Amy, because you said the whole idea, and any administrator or any boss or anybody who cares about the program or the work of the organization is going to say, okay, if we're going to make this investment, what are we going to get out of it? And I think that there are

multiple gains in realistically integrating this evidence based practice into the work. And certainly I would say, you're probably going to have better retention.

Paul Warren: And you're going to have better retention of the participants or the patients as well as possibly the workers.

Paul Warren: Because one of the other returns that I think can come with this practice is that workers are less likely to burn out and they're going to feel that they're less under siege because they're not being directed with their clients and getting into battles. So they may feel more satisfied, they may be better retained. If they're able to continue to do the work and people are able to continue to receive the services and engage. I they're potentially going to reach their life and health goals and then the organization is going to be able to document that they are actually achieving the mission that they've laid out.

Amy Shanahan: Yeah. Such important points that there are benefits that we don't have to wait to say. Here's the list of things that you could expect to happen. I can share from experience that we felt that momentum grow.

Amy Shanahan: As we, there was a small group of people that were practicing and then we engaged the supervisors and we continued to build. And I will be honest, not everybody wanted to be a part of the party. Not everybody wanted to invest in the practice and come together for various reasons. And at the same time that momentum was building organically, it. There was no mandated, you have to do this. And we were supportive that this is the direction we wanna go in. I think to your point that many of the practitioners that were a part of this, they didn't want to be telling people what to do. They wanted to be effective they wanted to guide people through their change process

and that's the language that we used.

Paul Warren: Which is totally consistent because it's the language of
mihdhdheheheheheheheheheheheheheheheheh.

John: I'm wondering if a provider could benefit from motivational interviewing training

You know, I'm curious, would it be okay m if I asked you a question?

Amy Shanahan: Yes, of course.

Paul Warren: So if, if I were a provider, And I were coming to you and I said, you know, Amy, I know that you train on motivational interviewing and I really would like to get my staff trained up. we're having some problems with meeting, our numbers. We're having difficulties, retaining people in services and I know that MI I mean I don't know a whole lot about MI but I know a little bit about it and I know that MI really can work. So I think we have about 3 hours that we can dedicate to our staff. So I'm wondering if I, as a provider of services and an administrator, as somebody who has the resources to bring in a trainer, what would, how would you respond to me if that was my kind of explanation of what was going on?

Amy Shanahan: Well, it's interesting, I don't even feel like this is a test because this conversation happens a lot of where people want a one and done workshop or only a few hours. How I approach it is one. I can offer that to you and this is what you would get out of that. Perhaps your staff would have fun, they would have a good essence of

the spirit and some skills of motivational interviewing and I hope enough to want to come back for more. And I think it's important to be honest and transparent about what they won't get. It won't result in changing all those things. And then I start down my list of what would be beneficial and how this works. And I usually start off by saying what

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Amy Shanahan: I tell most people is if you have a pot of money, and I don't mean necessarily just green money, because sometimes it's just resources, resources, time to let your staff do these things. I would say don't focus on the six, eight hour, one day training, save that money and spend it over six months or twelve months or however big the pot is or how small the pot is, because people might be more engaged if they can try it on for themselves. Practice some things. I trust that many providers know a lot about the skills and strategies already, so I often start there and say, if I were to take the money that you are going to pay me to do this, I would say spend it across the time versus a one and done workshop with 50 people in it. It might get you more bang for your buck. And that's where I start. What about you? What do you think? I'm really interested in what you have to say and look forward to other folks feedback as well, because I might need a new shtick.

Paul Warren: No, I think your shtick is pretty comprehensive. what, what I would, I guess how I would approach that is I would reflect back to the person that they have, you know, x amount of time to devote to this particular training and to this particular type of training. I would want them to clearly understand, like you said, what the limitations that would be and what the realistic benefits of that could be. And ill just also add that I wouldnt try and dissuade them from doing that. but I would want them to enter into it with a realistic expectation that after devoting 3 hours of training over

perhaps zoom or even if it was in person, that it would be very unrealistic to think that your folks were going to walk away and be able to practice, motivational interviewing to fidelity. And the thing that's interesting about that is sometimes the response that I've gotten when I say that is, well, my folks already know how to do MI m. That's right. And I acknowledge that, you know, obviously you have, a very skilled staff. That's wonderful. And MI m is a verifiable practice where you can use a validated instrument to actually determine if somebody's doing MI m and what skills they might be using and what areas of refinement might benefit them m. And again, it goes back to what we've talked about in an earlier, podcast episode, is that people equate the use of the core communication skills, open ended questions, affirmations, reflections and summaries as the practice of MI m. And of course, we know that that is not the case. So I would try and gently provide a little bit of clarity around perhaps that misconception. Just because John is asking open ended questions doesn't necessarily mean that John is practicing motivational interviewing.

Amy Shanahan: And we get that when people come to the training. I'm just here for a refresher. I've been using MI m. Of course, it's a parallel that certainly that the organization then will say the same thing. Oh, our folks are using MI m. We just need a refresher. I had a recent request for a training of trainers because the group of people are using MI they're going to now train it and you and I both know that you can practice motivational interviewing and the skill of providing training is a whole different ball of wax. But we won't dive too deep into that rabbit hole. And I really think it's important to underscore too that honoring a person's choice and request is important as well. Again, like you said, with that informed consent, what you won't get and what you will get. And I certainly do deliver if someone says, well, I want this three hour training, and I go in with great intention to give people a good experience because I trust that they know some things. I trust that they might be, some of them might be engaged enough to want

more. And you know, I try to practice what I preached, believe that the organization might come back for more when they're ready for

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Amy Shanahan: it. And right now this is what they're thinking is best for their organization, right?

Paul Warren: I agree with you. I will give them that three hour training. And I have to admit, because this is our podcast and I want to be honest, I have to admit that yes, I will want to offer them the best possible experience. I won't try and cram within that 3 hours more than I think that 3 hours can actually bear. And, and I have to admit that my heart will break a little bit when that training is over because I don't have control as to whether these folks will get additional MI support or not. And my fear is, and this is why my heart breaks a little bit, is that they will then go back and really, with great passion and intent, want to do motivational interviewing and then feel that they're alone and lost because they're not able to turn that three hour experience into the ability to actually practice. And ah, ill just add one other thing, which is that one of the things that I try to help institutions or programs to consider is that knowledge, being able to tell me what the four, components of MI spirit, the core communication skills and the four tasks of MI m knowledge of that is a wonderful foundation and it is no indication of the ability to actually do the practice. And most training that people get that doesn't have a post training practice component most training people get is about information with a tiny, tiny bit of practice opportunity embedded in a sea of acronyms and information about the evidence based practice of motivational interviewing.

Amy Shanahan: Yeah, you know, it makes me think of going back into an organization

that I was very familiar with and they practiced motivational interviewing for many years and they certainly had attrition and new people. And they invited us to come in to do some advanced practice stuff. And to your point about the acronyms and the knowledge test, I said, well, let's go in and see what they remember, what they know. And they couldn't come up with the words, they couldn't come up with the acronyms. And when you heard them practice and try things on with each other, they did. They were doing, they were consistent with their approach to MI and I won't get into too much of the detail about their MI practice because I wasn't watching them with an individual. So it gets a little complicated. But to underscore your point, they were being it for the most part. I'm generalizing a lot here, and to the point that, you know, I, could regurgitate the four aspects of the spirit. That doesn't mean I'm doing it. I could actually train the four aspects of the spirit very accurately, and not necessarily exhibit the behaviors that follow through with those. So the practice, as we say over and over again throughout our episodes, are so important.

How can I honor someone's autonomy when practicing motivational interviewing

And, you know, there was one thing that you were saying that I wanted to. I was thinking about the flip story where an individual does come to the training. We offer a training. They're out in the community, they sign up for our workshop, and they show up and they want to keep practicing. And yet they have a hunch or a sense that their organizational values or expectations doesn't complement their use of motivational interviewing. And I'm wondering what kind of conversations you have with people that maybe you experience that have that same kind of discord, if you will. They want to practice. They ask questions specifically, well, how can I honor someone's autonomy?

For example, when I work in an abstinence based, philosophical program that says you can't use any substances while you're in treatment here. how do I honor someone's autonomy? So that's just one example of what I hear from an individual.

Paul Warren: Yeah, its an essential example that I think speaks to the

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Paul Warren: dynamic of when the practice of MI which is not about getting somebody to do what you want them to do, and its the skill of being able to balance three agendas simultaneously, and to do that in an MI spirited way. There's, from an MI m perspective, there's the client or the patient's agenda. There may be your agenda as the provider, and there may be the organizational agenda or the programmatic agenda. Like you said, it's an abstinence only program. And again, it is possible to practice motivational interviewing in an abstinence only program and still be true to the practice of motivational interviewing because you may need to bring up the substance use topic even though the person may not want to talk about it. And there's a way to do that that's a in an am I consistent manner. You may as the provider have a suggestion or something you'd like to suggest that the person do. And again, they may have made it very clear to you that they're not really interested. And there is also an am m I consistent way that you as a provider can offer a suggestion that will still respect this persons autonomy. So we are really getting into how you can skillfully and intentionally practice motivational interviewing. And that really does require post training practice and reflection on that practice and feedback on that practice in order to be able to balance that seeming institutional clash or programmatic clash that could be there. It can be done and it's a very high level skill set.

Amy Shanahan: Yeah, we were having a conversation about this in one of the workshops with some folks that we were coaching and it reminds me of an example that one of my mentors shared where, he was in a locked facility and the patient person getting care wanted a specific type of medication. And I believe that this person artfully and with an MI consistent approach, had a conversation with the person about why the institution was not going to provide this medication and gave them information and with permission and used ask, tell, ask and, you know, framing all this conversation in an MI consistent approach, at the same time letting the person patient know what the limitations were and then offering back the person's autonomy. It's up to you. You don't have to stay. The choice is this or that and it's not the medication that you want or not this thing that you want. And we had a conversation about that in this workshop, in this conversation, and folks were able to come up with their own own language about how they would navigate a conversation. For example, a person that was on methadone maintenance and wanted to go on vacation for weeks and didn't have privileges to take a full months worth of medication. So how do you navigate that conversation in an MI consistent approach and still be able to honor the person's autonomy to make the choice either this or that, they may not be the greatest choices that the person wants. So these are things that, like you said, it really gets into this really high level skill of navigating a conversation in a consistent approach using informed consents. what are the limitations? And, you know, we don't do that here. So you're not going to be able to receive that. What would you like to do next? How can we go about helping you achieve your goal now?

Amy and I discuss consistent approach versus mi practice in this podcast

Paul Warren: And, you know, for folks who this may be, I don't want to make the assumption that anybody listening to this particular episode of the podcast has possibly heard any of the other episodes. And, I just want to pause a minute and be very clear about the distinction that Amy and I are making about an am I consistent approach. The way you interact with that person, the way you engage them, the way

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Paul Warren: you respect their autonomy, and the practice of motivational interviewing, which includes that, in addition to, you are intentionally guiding the conversation around a client centered behavioral change goal that there's ambivalence about, and you're exploring and resolving that ambivalence, as well as identifying and increasing or strengthening the person's motivations for that specific change, because that is the practice of motivational interviewing. An am I consistent approach is a way of being, and that way of being is married to the practice of am I when we are specifically focusing on resolving ambivalence and building motivation, strengthening motivation for a particular change.

Amy Shanahan: And you mentioned the other episodes, and we just did, about the consistent approach versus MI practice, which you just summarized so well. We also have an episode where we explored the mandated, the person that's mandated to services, and how do you care for them with an MI consistent approach and with practicing MI m. So there's a reference point there, because that's part of the conversation that comes up as well when people are working in an organization that, serves the courts or serves the justice services. And how do they navigate that conversation with a person who has to choose between what a probation officer is mandating and honoring someone's autonomy and supporting their choices. we get this

conversation a lot from M folks. How do I navigate that? And it's really having that conversation with them. and these are the choices that you have. What would you choose? And people choose to come to treatment, to come for services when they could have chosen something else. So now it's drilling down. Now what? Well, the probation officer, for example, is suggesting that you can't use any substances, including alcohol. What do you think about that? What do you think you'll do now? Because that's not what you thought of earlier. And navigating that conversation, using the skills and strategies of motivational interviewing.

Paul Warren: It'S very tempting to want to go down, the road of practice, how we might navigate, quote unquote these conversations about a particular behavior change within a particular context and maybe a context that is more directive or mandated. And I want to zoom back out for a minute because, I keep thinking of these administrators and I keep thinking of these folks who have resources and they really want their staff to be equipped with the tools that their staff need in order to retain folks. And they're working within limitations too, right? And I guess the thing, if there was a broad message that I really would like to communicate to everybody about this, is that be realistic about what training can do for you and if it's possible. And Amy, you gave such a good example earlier about how when you have a particular monetary, resource or you have other resources, that are available, like time and all that, think about where you're going to put the emphasis. Because if you want people to be able to do something, you've got to give them an opportunity to practice. And you have to think about the integration and the refinement of that practice is going to require time and multiple points of attention as opposed to a three hour dive and then jump into the water. So, so I often will say to people, hey, if this is the, if this is the full balance of the resource you have, let's look at how you can build in practice support following whatever the training you might want to do is because you really want to get traction in this. And again, if you only

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Paul Warren: can invest in the training and it's a limited amount of time, let's scale down the curriculum in such a way that we can really communicate to people how they can be with somebody and retain them.

Amy Shanahan: You know, I liked earlier you were pointing out using the skills when you're having these conversations with administrators, reflecting back, letting them know and actually asking them to elaborate on their expectations. Because I think from my experience and to your examples, some people think they're going to get certain things out of a three hour workshop.

Amy Shanahan: It could do us a disservice by saying, yes, we could deliver that we can offer the workshop, but that's not going to get these expectations. So practicing motivational interviewing with the person, asking, open questions and asking them to elaborate and giving them information based on what we know. For example, it would be helpful for me to give you some information. Can I give you some more information about what we know about workshops and trainings that going to a workshop and even going to a three day training may not get you what you're looking for unless you embed, like you said, Paul, some way to put in the practice and feedback that goes along with that.

Amy Shanahan: And they'll be able to get some skills. What do you think about that? Would you be willing to consider that? Would you like to talk more about that?

Paul Warren: Because again, our goal is to really help people to use this approach and this practice in a way that is going to benefit the people that are receiving the services.

And you, know, I don't want to promote false, expectations about that. And Amy, something that you just said really took me back to the beginnings of when I was working with a team of people to develop, training and post training support for social service providers in the New York City area. And when we first piloted this program, we basically had a five day training that you're laughing at me.

Amy Shanahan: You can't see that, folks. But now I unmuted so you could hear my laugh.

Paul Warren: Yeah, we did a five day training and we had two boosters that followed that. And there was monthly host training, support for a year. And folks had to sign up and commit to this. And people were also, to be part of this program. They also had to do three audio recordings that they received feedback on. It was incredibly labor intensive.

Paul Warren: And we quickly found that there was a great over emphasis on the training. So the training significantly, we reduced it in size even in the second year of this program. And the, audio recordings, we reconfigured how people did the audio recordings so that we didn't have to worry about confidentiality. So we had them do mock recordings and we limited it to 320 minutes mock recordings over a nine month period. Now the reason I mentioned this is because again, what we found in our work was, yes, it was great for everybody to be in a baseline training, to have facility and understanding around this evidence based practice. But where the rubber really met the road was when they started applying it to their real life conversations and they had a place to come and process what that application was like.

The only commitment that participants had to make was a six hour training

And I'll just add one additional detail, which I added probably, I guess, in the 6th year of this program was a volitional component of, and let me say what I mean by that, please do. Which was that in order to be in this program, the only commitment that the organization and the participants had to make. The only commitment they had to make was

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they had to agree to participate in a six hour training as a group. If they fulfilled that commitment, they could opt into getting six 1 hour post training support sessions. So they had the training they could then consider, oh, well, that was the training. Do we want to do the post training? I can tell you every group that I've ever worked with has opted to do the post training. And after they've completed the first six, which takes place over a six month period, the six 1 hour post trainings, they then could opt to make mock audio recordings. So that's the volitional piece of it. As they've gotten into it, they could then choose to go further if they wanted to. And the reason we've been testing out this model is we have found that people will opt in for an additional six months. So now they've been working for over a year on, this. And what I can tell you is, as someone who facilitates those conversations, their ability to engage people increases and they're able to enhance their skills and actually practice motivational interviewing because they're getting group feedback as well as individual feedback.

Amy Shanahan: You know, what I love about that model is it's m, am I consistent?

People have a choice to opt in versus. This is the model we're mandating you to do this.

This is, we're saying that you have to do these things. That's how you're going to gain the skills, that it's a layered approach. And what the other piece about why I think that that's so artful and I don't know if you've experienced this, I think it's a somewhat consistent across some that I hear from other MI coaches is that we end up realizing, oh, boy, I'm not doing as good as I thought I was because I thought I was using MI And then when I start to get this feedback and coaching, I realize, whoa, I wasn't doing what I thought I was doing. And it almost feels like I'm getting worse and not better and people can feel vulnerable in that time. And, it's nice to know that you have that cohort that comes together. You have these conversations. Yeah, of course I'm gonna feel a little clunky about it. And I know that you and me and Billie Jo and some others, we went through that process where we were working together and watching each other and going, ooh, that sounded good. I'm not that good. And kind of judging each other, but sticking it out because we were able to process, and you were, you said, a place to come back to, to process your real practice of the skills while you're talking with the people you're serving or your family or friends as you go through this, and, you know, not to scare folks to think that it has to be a five day training in this layered approach of that many. I did a similar project with a three day training with follow up, practices and recordings and feedback. And I wish that I had that opt in approach. And I could say that people were pretty consistent showing up because they applied to it. They knew it wasn't a mandate, they committed to it out of the gate. But I think that opt in approach would be really helpful. in a m more am m I consistent way versus saying you have to come to these three days, then you have to do these things, then you have to do these things. So it's a little bit more consistent, a lot more consistent in that regard.

Paul Warren: Yeah, absolutely. And I'll just clarify that what we've really come to is we reduced that five days to simply 6 hours of baseline training. And it's often done in two hour increments, over zoom with time in between each increment. So, again, if there

was a broad stroke that I would throw out to organizations, programs, institutions who really want to meaningfully and realistically engage in the practice of motivational interviewing. Is that whomever you choose to work with to support your staff,

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Paul Warren: really be very candid with them about what your realities are, that you have this particular time slot or you have this particular amount of time, because hopefully that person is going to be able to collaborate with you to come up with a training and post training practice support plan that will truly fit within the realities of your program or your organization and really meet your staff's needs.

Amy Shanahan: And I would add as a wrap to go again to the flip of the individual or the individuals who are learning and practicing and want more, and yet they're, maybe their organization isn't there yet, supporting or inviting it. for us, I remember over, it's got to be twelve years, maybe 13. The fish gets bigger. 50 years ago when we started practicing together, we did it because we wanted to and we found a few people and then a few more people, and we had this small group, about six or seven people that wanted to come together to practice, whether it was on our own time or during lunch. So there's an option there for folks to continue the momentum. If you went to a workshop or you went to a training or you're interested in continuing your practice and yet you don't yet have that institutional support or the supervision, there's an opportunity to just reach out to folks and ask, and I know folks who are listening, if you wanted to email in and ask questions about how to find practice groups in your area. It just takes one question and that pebble hits the water and it starts to ripple. And we could find other people maybe in your area that would be willing to practice with you. So I just am, I think my fixing reflex is kicking in. I really hoping that individuals who want to

continue their practice can find a way and look for resources to be able to do that while maybe they're having a collaborative conversation back at their organization.

Paul Warren: Absolutely.

Motivational interviewing requires practice and it requires some degree of feedback

And as you were saying that, Amy, I was also thinking about many of the folks that I've had the opportunity to be in learning communities with, and they talk about the intensity and the, pressure of the work that they're doing and may not feel like they have a moment's additional time to be able to invest in being involved in some sort of practice situation. And the thing that I would say to them is if motivational interviewing is something that interests you and if motivational interviewing is something that you really want to enhance your capacities with, it does. The, reality of it is it does require practice and it does require some degree of feedback on that practice. And it can be helpful to get that feedback from folks who are also practicing motivational interviewing. I feel for many supervisors that I've had the opportunity to work with in learning communities because they very candidly acknowledge that, you know, they don't see clients and this is something that they need to learn how to be able to give. Am I consistent feedback? Because it's not, it's not currently in their wheelhouse. M and one of the realities with this particular evidence based practice, it requires the doing of it, the reflection on what's been done and then some sort of feedback conversation about what's been done as a way to enhance and build what you're doing.

Amy Shanahan: It'S a really nice layering approach that as an organization you can use

the MI approach to have conversations. As an individual, you can use the MI m approach to have the conversations. And the important thing to know is that having that approach is not alone the practice that the practice is definitely a more intensive, collaborative conversation that you have with each other where there's a coach and a feedback loop, whether you're a supervisor or a leader or an individual using it with clients.

Paul Warren: Yeah. And we

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Paul Warren: we will, talk, and we have talked about supervision, and, am I and I think we're going to be talking about it more coming down the road. M but certainly, as Amy said earlier, folks, if you have questions about this or if you just feel like I'm not really sure how to go forward with this. I mean, Amy and I probably don't have your answers, but we can maybe help you find a resource that would, you know, further you in your process. Or if you're an administrator or an executive and you happen to hear this conversation and you want to find out more, please do reach out to us and we will do our best to either link you with somebody or, or, you know, let you know what we, you know, may or may not know in regard to that.

Amy Shanahan: Yeah, we really love your feedback and your questions. It actually helps guide us where we go next in some of the episodes as well.

Paul: I think it's helpful to focus on institutional expectations

Paul Warren: Well, I'm really glad that we had a chance to talk about this today, Amy, because this, is an aspect that gets talked about some. And I think it's helpful to really spend the time that we've spent focusing on institutional or programmatic expectations so that administrators, as well as folks who are providing services, don't feel like they're being pitted against each other or that they're. They're getting caught between the rock and the hard place with this particular evidence based practice.

Amy Shanahan: Nice. Yes. The intention is to have a collaborative conversation.

Amy Shanahan: I enjoyed it, Paul. I hope others will sign in and sign on and let us know what they think.

Paul Warren: Yes, we would greatly appreciate that. And Amy, I look forward to talking to you, down the road.

Amy Shanahan: You too. Bye, Paul.

Paul Warren: Bye, Amy.

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Paul Warren: Lions and Tigers and Bears Am I. An i: Thanks for listening to episode 16 of Lions and Tigers and Bears MI in future episodes, Paul and Amy invite an MI provider to participate on the podcast and discuss using an MI consistent approach in supervision.

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