

Episode 20: Teaching MI

Paul and Amy welcomed Doctor Antoine to discuss motivational interviewing on MI

CASAT Podcast Network Lions and Tigers and Bears MI is brought to you through a collaboration between the mountain Plains ATTC and NFARtec In episode 20, Paul and Amy welcomed Doctor Antoine to discuss teaching MI 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 an interactive podcast focused on the evidence based practice of motivational interviewing, a method of communication that guides toward behavior change while honoring autonomy. I'm Amy Shanahan and, I'm Paul.

Amy Shanahan: Warren, 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.

Amy Shanahan: I'm so excited again. I love these series that we have now that we're

inviting people to join.

Paul Warren: Us, I share your excitement. And I have to say I'm delighted that this guest agreed to be on the show with us because I have heard about him for so long. It's a real honor and a pleasure to finally meet him.

Amy Shanahan: Well, you know what? The listeners have heard about him, too. They just don't know it.

Paul Warren: Ah.

Amy Shanahan: yeah.

Paul Warren: So elaborate, please.

Amy Shanahan: There may have been times when I've talked about a mentor. There may. I don't think. But there might have been an instance where I tried to do a beautiful french accent and didn't do it very well. But Antoine Dewey, my mentor of, oh, gosh, now 25 years. No, just kidding. About 14 or 15 years or so Antoine and I have worked together, and I, hold him high in esteem as one of my lovely mentors who. I'll let him introduce himself and say hello so we could hear that french accent. That's real.

Paul Warren: No pressure, Antoine.

Amy Shanahan: None. Welcome, Antoine. Thank you so much for joining us. And please tell the listeners who you are and maybe a little bit of your mi background, whatever you'd like to tell them.

Dr. Antoine: Thank you so much, Amy and Paul, for inviting me. And, one thing to clarify from what you were saying, Amy, is that I think we've co mentored each other throughout these really significant, years of, our work at western psych. And, I'm very grateful for that. And, great meeting you, Paul. And, I'm looking forward to a great conversation here and you know, inspiring one, you know, and so quickly about me, I don't want to really kind of spend too much time on that. But in terms of my background, I've been an addiction psychiatrist for close to 25 years and I have practiced addiction psychiatry and did the clinical work. there's a lot of research. And I would say, you know, my biggest really interest has been in the advocacy and activism piece, you know, on different level, national level, local levels, you know. And my biggest really interest has been in the psychology of behavior change and motivation interviewing that I would say has kind of defined me, defined my career and defined me as really a person, you know. and I'm so glad to be here and share my perspective and listen to your perspectives and you know, and hopefully we will be in a way inspiring to the audience and you know, giving us the ability to at least use our own experience and with the hope they can learn something from us and you know, and hopefully learning some things from them too, you know. And as you, you said, you've been in touch with a lot of you know, your audience. You know, I would love to really hear back feed about the feedback, what they think, you know, and what sort of things, you know, they would want to also see differently about, you know, that type of discussion.

Amy Shanahan: Well, it's interesting that you say that because this episode

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Amy Shanahan: was really prompted by our listeners request and the topic around teaching motivational interviewing and teaching it not just in the community practices,

also in universities and schools. So you have that breadth of experience at the University of Pittsburgh and the school of Medicine and the work that you do in vivo in the hospital. So we're so fortunate to have you share with us some of your experiences. And I know that you might be being a little humble and I'm heartfelt your commentary about co mentoring each other. but boy, I feel like I'm standing on your shoulders.

Antoine, tell Paul when you first joined the motivational interviewing network of trainers

Antoine, tell Paul and the listeners when you first joined the motivational interviewing network of trainers, when was that? And where.

Dr. Antoine: I did my training the new trainer back in Paris in 2002. And at that time it was really fascinating. it was run by Steve Ronick, And we were in like a small room like we were around 50 people. That's all. At that time in 2002 and in the, in this, I'm trying to remember the name of that hotel in Paris. you know, I don't remember the name of that hotel, but it was such a cozy kind of very intimate training that we we did. And it was an incredible experience because there were people from all over the world, Europeans, you know, people from Asia, from the US. so it was an incredible experience, you know. And I recall at that time it really, in a way it was the beginning of that career that I started establishing when it comes to the psychology of behavior change and motivation interviewing career in training, teaching, as well as implementing programs that would incorporate motivational interviewing as an evidence based ah, approach. Whether we talk about addiction settings or even community treatment settings or even medical settings, which was really huge at that time. It was not very, very well disseminated, let's put it this way. And as we always say, the

dissemination piece is like the diffusion of innovation is always very challenging and we've encountered a lot of obstacles at the same time. The experience was really incredible because you learn throughout the way of implementing and disseminating a lot of the challenges and what needs to be addressed. And this applies very, very much to the training and the teaching piece which has to be incorporated and to really the implementation and dissemination of Mi and other therapeutic approaches obviously, and integrating them with Mi which is as we know, very crucial to

Paul Warren: As you say that, Antoine, it really reminds me of the significant evolution that the practice of motivational interviewing in and of itself, regardless of the teaching and the training, but that the practice in and of itself. Bill and Steve are about to release their fourth edition of the book and I can imagine, given that your TNT was in 2002, you've seen and participated in the dissemination of that evolution. And it reminds me of a very specific sort of change that I've made in my approach to teaching and training motivational interviewing.

Antoine: Change in duration of training is important

And I'm wondering if this might be a good way to kind of kick off getting into some of the nuts and bolts of training. And what I will frame it as under the heading of is a change in duration. And what I mean by that is that when we started our practice and implementation institute in New York City to train substance use disorder providers in the evidence based practice of motivational interviewing, we would do a five full day in person training. Ah, Amy, this is radio. But Amy's eyes just like bugged out. But we would do a five in five day intense. Yes, that's exactly how we framed it too. Intensive training. And I have to tell you where I sit today with this program. We've evolved the

training into six classroom hours

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followed with intensive post training practice support. So we invest 6 hours in helping people to understand the concepts, the language, all of that. And then we dive immediately into putting it into practice and focusing and reflecting on that practice. So I throw that out to you and Amy from your perspectives, just, as a starting place about the change in duration of training.

Dr. Antoine: Yeah, I would love to hear Amy's perspective on, that.

Amy Shanahan: Well, it's such. The word evolution always comes to mind, because I could say on this episode what I'm going to say, and I might answer it differently next week or next month, but, you know, whether one day, two day. But when you said five days, I was like, holy cow, people. People will request trainings and say, oh, I want to, learn how to do mi in 2 hours. And I recently have been coaching someone who said, who's a practitioner in behavioral healthcare, and she's always been curious in mi, and to your point, Antoine, how to integrate it into what they're already doing, whether she was doing DBT or CBT or some other theory or practice, she said, well, what do you recommend I do differently, or what do you recommend I spend my, let's say, \$1,000 on? And I actually got curious about her learning style first, asked her what she already knew, and then invited her to consider spending all of her money on practice. And if I thought I there was something that she might benefit from reading. And I think I got that from you, Antoine. I know that when you're teaching the students and watching them practice, you'll also invite them to read an article or go back to a chapter in a book. and you can correct me if I'm wrong when it's time for you to chime in, but I adapt a lot of

what I do to the needs of the people to consider the learner, to understand what they already know.

Dr. Antoine: Learn the driven, you know, process, basically.

Amy Shanahan: Right. How do they learn? A five day training might scare people away. Another would. I was talking to a group of people today that said they would rather have an immersion, that we were actually talking about the semantics of the word training workshop learning community. And is it a, you know, sheep, you know, wolf dressed in a sheep's clothing. By just changing the word, what does it mean to. And, I guess I would say that we know what we know that workshops don't end in skill building, and we know that there's skill drift. So we have a lot of science behind even learning, let alone m. So I guess it's a long answer that was circuitous and didn't really end anywhere. But I. Other than we have to evolve to meet the needs of the learners.

Paul: First thing is to approach training with an audience that is inexperienced

Dr. Antoine: Well, I mean, to build on your discussion, your perspective on that and Paul's perspective, the first thing that I approach when I'm going to be teaching and doing training, let's say we're starting with an audience that is naive or not really totally green, not really, having much exposure to that approach. I always really throw the question of why train in mi? I would want to know from them, how did they get to know about it? What was appealing to them about Ami? Where did they hear it, what context? And we were talking about what is their context? What do they do? We have a diverse, basically people from different backgrounds. And also let's keep in mind the

diversity, also geographically diversity of people's background themselves. They're doing a lot of that to work, whether doing substance use work, working in medical settings or working community treatment programs or working in some sort of leadership management. we talked about that, and it could be in different kind of a setting. And I always really wanted to get that perspective because it's kind of easy to really presented to them that from that kind of a context that it is an evidence based, treatment. You can present all the data you like, you know, over the course of 20 years, 25 years. I don't think people are necessarily interested in being, you know, overwhelmed with that stuff. And even, you know, my medical trainees, you know, that I, work with, you know, they would want some kind of really

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Dr. Antoine: guidance in terms of how is it evidence based, how is it applied, what in the context of the work that I do. And I have a lot of residents who do what we call like a triple board. They are pediatricians, child psychiatrists, and child psychiatry psychiatrists. And they want to know how they can incorporate all this into their work, you know, so it's not kind of, in a way, easy, you know, and I always kind of really try to point out that it's simple enough that with, again, and, going back to the question how really intense the training has to be, and it can be really simple enough to the trainees that they can gain. Again, we talk about linguistics and semantics here, competency, or I don't maybe use the word competency, maybe proficiency in probably in four weeks of intensive training, you know, that you could. You could start really that whole process, if they follow it, obviously, with, the feedback, the, in vivo, you know, coaching, you know, and constructive criticism and, supervision. We talk about, we use, again, all these kind of different words, you know, the other thing is that we want to also present it to them as it is, it can get complicated enough that it might not be the four weeks that we're talking

about or the six elections or the five days might not be enough to really build that sort of, It depends on their goals. Depending on their goals and objectives. And if they want really just bits and pieces. And to incorporate it as a style is different than learning the therapeutic approach. And I would say that it's easier to in a way, work with them and help them embrace the spirit, which is not easy. It's easier than obviously the other aspect of it, building that, proficiency in terms of reflective listening, which from my perspective, reflective listening and evocative, the evocation are the two major pieces that would require that intensive type of work. So, I mean, and from that context, you know, then you can have some sense of where you want to go with the duration of training. You know, would you want to also, you can have a diverse group, and I'm, I have a diverse group of training because I have medical students, I have residency. So I, I would want to really kind of sometimes separate, as you said, you know, based on people's goals and objectives, where they want to go. Just you know, and tailor it again, person more the person centered training and tailored to what they are really looking for and how we can adapt and adjust it, adjust that sort of training based on that particular group versus a different group.

Paul Warren: So I would underline, a couple of different things that we're hearing here, because oftentimes, I think when we are approached to teach or train motivational interviewing, what they want is they want their folks, their team, their staff to be able to make the clients change.

Paul Warren: So I think one of the first things we have to do is kind of, myth management in the sense of that Mi is just not a way to get people to change. So I, I think that that's one part of the preparing the ground for fruitful training or teaching. I think the other thing that you said, Antoine, that really made so much sense to me is that the training and the teaching approach has to be learner centered. Just like when

you're practicing Mi m, you have to tailor how you use the practice of Mi to the unique individual that's in front of you. So, there's a real parallel process, I think, between the training of folks, the teaching of Mi to folks, and helping them to understand the flexibility required in being proficient with motivational interviewing. Because if I'm having a conversation about behavior change with you, it's not going to be the same conversation that I'm having with Amy about the behavior change that she's considering. It may be similar tools, it may have similar tasks that we're trying to accomplish, but I have to be flexible enough to know that it's going to be a different conversation because I'm speaking to two different people. And I think a lot of the

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Paul Warren: expectation that learners sometimes, and the wish that learners have about motivational interviewing is that there is a formula and that just tell me the formula and I'll say what I need to say to make this person change.

Dr. Antoine: And this is an excellent point because, you know, particularly a lot of therapists are used to the formula in DBT, in CBT, in IPT, all these kinds of therapies that you follow that sort of scenarios and manualized approach. And we know very well from a ton of studies when you really, when Mi is used in a manualized approach, the outcomes are not as good. Exactly. So, I mean, the point you're really making is that we have a lot of therapists, we have a lot of community programs where it's the same thing with medical settings. Can you please teach us how to discuss with patients, you know, about behavior change? How can we involve the family so they can get their son to retake the medications for their diabetes, you know, for their heart disease and all this? And it's a very tough conversation because they are really, even, you know, patients and their family members and concerned, significant others are very, how can I say,

conditioned or, reinforced, by that kind of a notion that, you know, that there are these particular things. The same thing with medication. You take that medication, you have that condition, kidney condition. You take the medication, everything is going to be fine. And so it's, it kind of translates into really therapeutic approaches, particularly with any type of really, therapies. But particularly they look for the mi to be that sort of really, I don't know, m magical approach or that's gonna, that's gonna really transform people, you know, ability to, really make the change. And this is a very tough one to work through with healthcare practitioners as well as, you know, family members, you know, and patients, you know, in general.

Antoine: The key to adopting motivational interviewing is consistent feedback and coaching

Amy Shanahan: You know, I want to interject with a story here, Antoine, that I'm going to tell that includes you and you're here. I tell this story often, and it resonates with this notion of people who ask us to train or practitioners that want to use mi to get people to do something. I remember being right there at the corner of your, I think I was in the threshold of your door and I don't know what I said, but you got really passionate and you said to me, we don't get people to do anything. There it is. How's that french accent? pretty good.

Dr. Antoine: Nicely done. Yes.

Amy Shanahan: And you repeated yourself several times to me. And I was very impassioned back and said, I don't know why you're saying it to me. Why are you saying that? And it was really powerful. And I'm getting chills just recounting the story

because when I walked away, I realized that I was practicing motivational interviewing skills. I was doing my darndest to model the spirit.

Amy Shanahan: And part of me still was hanging on and I didn't know it was more unconscious that I thought I could still get people to change.

Dr. Antoine: Well, you know, I experience the same thing sometimes. I kind of end up catching myself the way I say it, because I get also frustrated, naturally, that, I see patients doing the same thing over and over again. Is that, so it is not really, as long as you're really aware of it, which really speaks to the importance. I know we're going to get to it, to the feedback, particularly the part of the feedback about really not feeding into that delusion that most practitioners have that kind of a tendency to believe that they are accurate in assessing their own performance or the impact of what they are doing, which we know very well. A lot of people think that they are doing better than, you know, that, they are, and which is not really, it's a delusion. And this is where the role of the feedback in the in vivo coaching really kind of disrupts that sort of delusion and makes people realize, wait a second. No, I think I'm not really. I believe that I thought I was doing it better. I mean, this is how you do it. The guys with the with the supervision and really monitoring fidelity and all these aspects.

Paul Warren: and you know, I would, I would underline two things about that too, because my take

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Paul Warren: is that the key to adopting the practice of motivational interviewing, the key to refining one's skills and practice abilities is, am I consistent feedback and

coaching. because I have heard people receive coaching and feedback and it has not been strengths based, it has not been growth opportunity based. And it's left people feeling disheartened or shamed or, and to your point earlier, Antoine, and Amy's story, I think, kind of evoked this, that I don't know if you've had this experience, but Amy and I have even mentioned it in prior episodes, that you can poll people in a room and ask them if they're practicing motivational interviewing, and everyone will say that they're practicing motivational interviewing. And they say that because they're using the core communication skills, it's not because they're actually helping the person to explore ambivalence about a, particular behavioral change goal, nor are they helping that person to strengthen their motivation, motivation for that particular behavioral change goal. It's simply because they equate the practice of motivational interviewing with the use of OARS, the core communication skills. So I think that's another thing that we, as we lay the foundation for effective teaching of Mi and training of mi that we help people to understand. It's far more than simply using the core communication skills.

Paul: I think there are parallels between supervision and feedback in training

Amy Shanahan: You know, I want to add, too, that you added something that is such a passion of mine, supervision and feedback. And Paul, echoing the am I consistent feedback. And another parallel is the am I consistent feedback? And also when we're teaching and training, I think there's a lot of parallel similarities to adult learning needs and motivational interviewing. Antoine, you said, you know, being curious about what the learner knows already. Why did they come to the table really thinking about their defenses? I'm already learning m I already do mi. What are you going to teach me? So how do we create an environment where people are curious and open to that

supervision and live feedback? And one quick other piece to my relationship with Antoine was when I went to my training of new trainers. I was sitting at the table in Montreal in 2016 with two of Antoine's residents.

Dr. Antoine: Oh, yes.

Amy Shanahan: I don't know if I could name them, but I will. Dan and Josh.

Dr. Antoine: If you're Josh and Dan.

Amy Shanahan: And I was flabbergasted. And this points back to duration. I had been teaching mi for probably a good maybe two decades and maybe otherwise known as teaching the stages of change, more than mi m for many of those years. And I sit down with these two residents. I don't know what they came to the table with before they got to Antoine, but, my job was on the ground because they were so not even just skilled. You could just feel their passion, you could feel their spirit. You could hear their curiosity. They knew it as if they'd been practicing it, it seemed, for 20 years. And I'm like, I don't what? And I think that, that speaks to the duration and the intensity of the supervision and the feedback around their skill.

Dr. Antoine: That's an excellent point. And, you know, I do believe it's. You're talking about more the impact, because the impact can be. I know that Paul talked about that intensive training, and I know that we're probably, you know, we, you know, obviously there is a preference, you know, you can do it in a less intense. At the same time, you can still provide, you know, what is really kind of needed, you know, in terms of really training, you know, so there could be different variations. I wouldn't say one is better than the other. I can never really say it's not about really the duration. Five days is better

than three, four days. Obviously, the advantage is if you get a bigger dose, you would assume that people are going to build more skills. I mean, that's a possibility. M we see it in mi. When you really, in clinical trials of mi, there are some trials that looked at one dose can

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Dr. Antoine: work very well. Maybe two, three, four doses could have a better impact. It's kind of still, questionable and debatable depending on the clinical trials, you know, and one of the things that, the example you gave about my former residents, Amy, is that they have really embraced, even though they have not received, you know, years and years of training or supervision or, and they work with me for a short period of time. They, what they did, they, they absorbed it. They embraced it. They thought it was, a part of their fabric, part of their. Who they are as people, as person. Like, one of them. In fact, you know, he was a big researcher. He, he did a lot of translation research, and he, he walked away from it. Said, I want to go back and work with patients. I feel like I, you know, I can do much more. I can have much more of an impact, you know. And what drove that in him is the, embracing the Amahi spirit and loving it. And when they talk about it, and you've seen it when they talk about it, both of them, you know, I get inspired myself. I said, what happened? Like, how did they. I mean, obviously, I would take some credit, but they were able, for whatever reason, to really kind of connect with that, connect that part of them, that deep part of them. The heartset, you know, as Steve will talk about the heartset, which is very hard for a lot of people. When you mention the word heartset, they look at you, it's like, what are you talking about? The heartset is they connected with who they are and they build on it. And as you said, Paul, they eventually built on the skills, the OARS, the reflective, listening, evocative questions, exploring ambivalence, understanding difference between ambivalence,

equipoise, all these kind of details of the MI approach.

Paul Warren: You know, I appreciate you mentioning the heart set, because I think that can sometimes be one of the things that causes folks to believe or not to believe that they're doing mi. But I think it's one of the things that causes people to be attracted to or, gravitate toward mi because it really aligns to, with a humanity in them that that's how they want to treat people. And I think as trainers and teachers of mi, if there's too much emphasis on the technical elements of the practice and the demonstration of those technical elements. And Amy, I've heard you mention this because you mentioned music metaphors, as does Bill. Often it's sort of the, the notes with no melody, or it's sort of music that. Okay, it's technically there, but it doesn't stir the soul. It doesn't say thank you. It doesn't sound good.

Dr. Antoine: It doesn't mobilize, it doesn't.

Paul Warren: Right. And again, I think the thing with someone who is teaching mi m and training mi is you somehow have to create an environment where people can connect, connect that part of themselves to the technical skills. Because without that connection, you know, technical Mi m doesn't have the same impact as M mi that is linked to the heart set. And a lot of Bill's work has been identifying the heart set that's brought to the operationalizing of the skills.

Antoine: What are the three key things that you do as a trainer

Amy Shanahan: No. Antoine, I have a question for you, and I don't know if this will be an easy one to answer, but I want to appeal to one of our listeners questions, and maybe

this will capture some of the essence in relation to Josh and Dan's training. What do you think are the three top ingredients that really helped them, moving forward? Or not just them, but the other students that you've influenced. What are the top three things that you would put on the table? Because we said, you know, there's not one best way. There's not just one only way to do it. What are the three things that you.

Dr. Antoine: Would do spark that interest? You mean like, that sparked that process? That.

Amy Shanahan: And to help. Yeah, to help them continue the learning, whatever it is. What are the three key things that you do as a teacher, trainer, mentor?

Dr. Antoine: That's an excellent question. You know, I, want to go back to what Paul mentioned, which was really also very, inspiring is when they've seen me. Let's put it this in the convo. I know

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Dr. Antoine: that there was a question about knowledge and practice. You know, instruction is important. I mean, I have, as Amy mentioned before, I recommend some papers for them to read. Just you know, I don't overwhelm them with too much. You know, obviously, I've always recommended, you, know, Miller and Ronick's book to start this. It's kind of a little bit also heavy reading. You know, I try to really more condense it. Instruction is crucial. Instruction, you know, is going to put a little bit of a context to what are we talking about, you know, and when people really read, you know, that, you would expect them to read and process what they are reading. Otherwise, you know, oh, let me go and read, you know, a little bit. Whatever. It doesn't. So. And it's very fluid.

Instruction is very fluid. And you can, I know that you would do training. You can figure it out how you can the didactic p squeeze it in. What I strongly believe is you move into from the instruction, you know, knowledge to the practice. Practice in practice, there is nothing that's gonna replace. And the practice in practice, they gonna be, in a way, the repetition of the skills we talk about. At the same time, what they are gonna be practicing, first and foremost, is embracing that spirit. How they practice, by embracing the spirit is that they also, See, you know, when I really do my own sessions, there is a modeling aspect. The modeling aspect comes from that, how does he approach this person generally? How does he approach this person without really, telling them that, you have to change if you don't change or using the scare tactics because you could really do it in an empathic way by telling people it can come across as you need to change. You have to change. You can say it with a tone of voice that comes across empathic, but it doesn't. So when they watch you, And this is very crucial, the modeling piece. When they watch you doing the sessions, they kind of. And they are listening. They are listening to everything you're doing and watching your demeanor and really paying attention not to the skills that you're using, not to the evocative questions or, eliciting change talk. That's important. But the fact that they watch you engage somebody, for example, a person with substance use disorder, unstable housing, no support system, and they see that person really, you know, being present with you and the person starting to open up about how they feel. You know what, the impact of it is very, is huge. They're gonna see that they can do it themselves and they want to do it themselves because this is why they went into a helping profession, which is really medicine or particularly psychiatric.

Dr. Antoine: And from there, I mean, you do the modeling and then comes also the feedback because, you know, the, the feedback provides them with a lot of a map for a deliberate practice. You know, we talk about practice, practicing. You can practice, go

and really use. And you talked about it, Paul, you know, just use, some of the skills. You know, I don't know what they do in the afternoon. I expect them to go and really practice in a deliberate way. Practice by paying attention at the same time when you really kind of do you want to learn? The real learning occurs when you go and you extend yourself past your limit and make mistakes. Make mistakes. And this is what I always tell them, it's fine. You didn't strategically focus here. I don't know what your intentionality. What were you doing with the session? They go and really do it again and do it again and do it again. So in a sense, that 3d kind of also feedback would provide them with that map for the deliberate practice. And, you know, and from there they do it. It's not, it's not anymore me. That has nothing to do with me. They move on, you know, with their career. They, you know, they continue their own practice, they continue building on their own, really strengthening their own spirit, you know, and, embracing the spirit of an I. And, And, and obviously they love it. They have the compassion for it, you know, and it's like, it becomes like a self. Self fulfilling, you, know, you know, how can I say? you know, like self fulfilling process, you know, and then I. You wouldn't have, you wouldn't have to be there anymore.

Amy Shanahan: You teach them to want to learn it. Continue to learn it.

Dr. Antoine: Yes, exactly.

Amy Shanahan: And I heard three things. The didactic piece is really important. Modeling.

Dr. Antoine: Yes.

Amy Shanahan: The spirit.

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Amy Shanahan: Practice and practice, not necessarily the skills, and then the practice and practice and that feedback.

Antoine says most motivational interviewing training stops before people get into practice

and I was thinking about the time when, I had the opportunity to get feedback from you, and it was. You focused a lot on my tone and my cadence before you ever even talked about the behavioral skills. You didn't even focus heavily on those because those were kind of part of the puzzle that I could see on the piece of paper. But you were talking about my tone of voice, how I sounded, which really resonated with that heartset piece.

Dr. Antoine: Yeah.

Paul Warren: So I want to make two broad strokes here just to underline things for our listeners in the sense that certainly we want to be aware of, the duration, the types of learners that we're having, and this idea that, yes, there does need to be guided instruction in terms of the content that's offered and the critical component of the modeling and the modeling of the spirit, not just the technical execution of the skills. And to that end, Antoine, I love the way that you put sort of the practice in practice because most training, and I don't think I'm going off on a, huge, out on a huge limb saying this, most training stops before people get into the practice. So they're simply left with the intellectualization of motivational interviewing and it hasn't moved into the practice. And yes, maybe they saw Antoine do it, but whatever the training context is,

maybe they don't get the opportunity to do it themselves.

One variable that I've observed in post training practice in practice is contagious

I want to throw in one other variable that I've observed in terms of the post training practice in practice that I've gotten to, be a part of. And I really do consider it, an honor to be able to be part of somebody's post training growth around the implementation of motivational interviewing. We use a model that is called a group practice session. And what that means is a group of people come together, we look at a particular case. Somebody takes on the role of the client, somebody takes on the role of the practitioner. They practice mi with that person. And we all work through the conversation together and then play it out and pause and reflect and rework it. And I and that model seems to really work. And ill tell you, one of the things that Ive observed thats extraordinary about that model is that lets say the three of us are in this group together and amys practicing and she is having the conversation. And Amy exhibits a particular strength in use of mi spirit or use of a particular skill that learners are inspired by each other and build their confidence by seeing their peers succeed in a safe practice environment. And I have to tell you that has gone further than any demonstration that I've ever been able to do because they see each other kind of catching fire in terms of mi m and they're like, oh, well, if Amy did it, I can do that too.

Dr. Antoine: Contagious.

Paul Warren: Yes, it is contagious.

Amy Shanahan: And, you know, I'll add to that, if you don't mind, Paul, that we did something similar. Ah. At western psych, where Antoine and I worked together. It's still going on today. My colleague Billie Jo and I, who we've had as a guest on this podcast episode twice. Twice. Ooh. M we, by our own passion, wanted to invite people to come, and I just got an email from them this morning that they're coming together, and there were substance use disorder practitioners, psychiatrists. Antoine would come in sometimes if you still do, I don't know, antoine, you're the tobacco treatment specialist. Folks that are. That work with Antoine on that realm, and by. By word of passion and mouth, people come to the table. But one thing I wanted to add. We don't usually do a. Yeah, one practice in front of others, and maybe they changed to that. But we practice skills. Everybody's involved in what they want to learn. But underscoring another thing that Antoine said is watching our colleagues grow and do well,

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Amy Shanahan: watching each other also make m mistakes to humanize it and go, oh, phew. You know, Antoine. I've never seen Antoine make a mistake. Let me think. Maybe. Maybe once.

Dr. Antoine: Oh, let me tell you, I. I make mistakes all the time, and I. I have an internalized supervision system. You know, reflect on that, you know, and, Oh, no, I'll tell you, it's just, Well, you know, because we're. Again, we're talking about, we're human beings. We're gonna mess up sometimes. We gonna deviate from, you know, the course in terms of, I mean, we get frustrated with good intentions, you know, with patients, family members, systems, you know, whatever. And we might, do things and say some things that are really non adherent, non ami adherent. But I think as long as we're really kind of aware of it and really we correct it and we realize how we can

approach it. And you talked about it, Amy. You know, when we did together the evidence, the ppl, do you remember the practice based learning?

Dr. Antoine: Medical students, you know, would call them simulated patients, you know, and I've noticed a lot because, you know, I know that we talked about the tone of voice, your demeanor, you, the genuineness that, I mean, all these kind of are display of the spirit, like you don't have. You know, it might be coming across as, ah, effortless, but it's effortful. You know what I mean? You're working hard. A lot of people think, oh, my God, it's just coming across that you're really so comfortable. And so I said, it comes across this way. At the same time, I'm working hard and smart there because I know where I wanted to go. And I recall very well with the session you've had also that your tone of voice with them, your genuineness, you know, because, you know, the math students are really very. They are. It's a fascinating group because they are so extremely sensitive, you know, to feedback. If you say some things that, you know, that might come, it comes across to them as harsh that, you know, that you mentioned them. You mentioned to them, you know, what is the reason you did that? Or again, using a tone of. Tone of voice that is very, then comes across condescending or something to them, you know, we have very good intentions, so. But I noticed with Amy, you know, over the course of the years, one, they keep always asking you to come in and do that facilitation of these sessions, you know, I mean, you, you have built, you know, amazing, you know, that demeanor, you know, that, that tree showed them by example, and a lot of them will talk about it afterwards. You know, I mean, we get the feedback. That is incredible. That was very, very helpful.

Two people have written to us about guidance, about how to teach

Paul Warren: M. You know, Amy, you asked Antoine the question about what he thought the top three things were.

Dr. Antoine: Ah. yes.

Paul Warren: And I'm curious as to what your take would be on that as well in terms of if you, you know, two people have written to us, and it's wonderful to get feedback. So, as Antwan said earlier, we'd love to get feedback on this episode, too, but two people have written to us about guidance, about how to teach, how to train mi and I'd be very curious as to what you put on your plate in regard to that. And I think that Antoine wants to also elaborate and add something to his plate, too. I could be wrong, but I'd be very curious to know what you put on your plate in regard to.

Amy Shanahan: That kind of laughing because I seem like I'm the talk show host, and I get to ask the tough questions, not have to answer them.

Paul Warren: Well, wake up and welcome to the real world.

Dr. Antoine: You're contributing to the whole incredible conversation, you know, I mean, we do appreciate your perspective, and you're like, you know, absolutely.

Amy Shanahan is passionate about inviting people to question, challenge, synthesize

Amy Shanahan: Well, I will always piggyback on the supervision and feedback, but to pick up three other things. Well, one thing that I'm super passionate about is inviting

people to be in a community where they question things, where they challenge things, and where they synthesize the learning and adapt it to what they already know. And I recently did a training, this past week where a gentleman was really questioning and actually outwardly debated that he thinks cheerleading. I'm proud of you. Great job. That's awesome. Is okay. And I could have done one of two things. I could have engaged in a debate which would have been unproductive. and I didn't choose to do that. invited the curiosity,

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Amy Shanahan: honored his autonomy. It's up to you if cheerleading works for you and that feels good for you. so I'm really passionate about that and, in inviting people to just explore things. And I've learned a lot from that process. This particular situation happened to, turn out where the person the next day, like any adult learners, this is what he's been doing for many, many years, if not decades. And I'm now Amy Shanahan inviting him to consider that let's not cheerlead so much. And it was tough for him. So being able to create an environment where people can explore things, and not be the expert in the room, which is tough because I think to your point, Antoine, the didactic piece is important. I would like to say that if folks are coming to the training, they might know less than me. Not necessarily. So I just need to put that out there. But they're coming to an MI training. So I am bringing to that, to the table my experience and my knowledge. So it's a dance. It's a tough dance to get out of that expert role and teach and give feedback.

Dr. Antoine: Yeah.

Amy Shanahan: So supervision and creating an environment where people can explore

and challenge and synthesize the information. I know that folks who may be listening and haven't been to one of my trainings, but Paul, I know you have seen me in action and Antoine perhaps as well. I can't imagine Antoine bringing Plato to the University of Pittsburgh, but I bring Plato to the classroom to invite people to navigate all their senses when they're learning. And not just Plato, but fidget things, just being creative.

Dr. Antoine: I mean, you know, there are different ways of learning things. I mean, I, you know,

Amy: Paul talked about the practice and practice and the deliberate practice aspect

You know, the one, a couple of things, you know, that we've already talked about the whole. And I want to go back to also Paul talked about the practice and, you know, the practice and practice and the deliberate practice aspect. You know, I recall there was a study. It was a research study. I think they did it with musicians when they divided musicians. Find that when you divide musicians into a top third, you know, the top, I think into the top third and bottom third of skill. Of skill level. Since we want to also skill level need to be built, you know, as rated by their teachers. As rated, you know, by their supervisor teacher. What divides them more than anything is the amount and amount and the quality of daily practice. We can talk about the amount. We've been talking about, you know, intensive care, you know, and, and this whole deliberate practice. We talk about mindful practice. When I tell people, mindful, mindful practice or, you know, what, what does it mean, mindful? There's still a lot of people get confused. You know, I said it can apply to all aspects of your life, you know, about, you know, eating mindfully, thinking mindfully. I mean, you know, on all this, you know. And again, this goes back

also to individual variations because, because we have to admit it. And I have to admit over the course of more than 20 years that I've been teaching Ami and training mi is that I ran into. And you talked about it, Amy. I ran into situations where with some trainees they can't really, embrace that spirit for whatever reason. I feel disconnected from them. Like I work so hard to really help them. Really kind of look at. Maybe this is something you can fit into your style, who you are, you know, and we talk about the humanistic, you know, approach aspect of it and they don't, they can't really do it. They. And this is the same story with the example you gave Amy about, this person, you know that, And you know that the example that you gave. I have a tendency to the cheerleading, which is cheerleading versus affirmation. And I see the cheerleading a lot in medical school. You know, I tend to really not tell them cheerleading is not good or cheerleading doesn't work or because, you know, look at DBT. DBT is all based on cheerleading.

Dr. Antoine: But I mean that's kind of really when you think about the difference, you know, that and then the TBT researchers will tell you, oh, it does really work. What are you talking about and everything. I guess one of the things that

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Dr. Antoine: I would avoid doing during training and teaching is that sort of really getting into a debate whether this approach work or this approach doesn't work because, you know, in a sense you're not. You, you know, if you're gonna, you're gonna lose the argument. What is the point?

Amy Shanahan: Well, and the interesting thing is the interpretation of the learners in the room is something to consider. I could have defended what I said or didn't say because

I don't say cheerleading is bad or you shouldn't do it. And you could try affirmations, and make it stronger, see how it works. It still gets misinterpreted sometimes or interpreted a certain way because everybody's diverse.

Paul: Three things that I would underline from a facilitator teacher trainer perspective

But I did add a third ingredient to the list. And I'm curious, maybe if Paul, you add three, we have maybe nine different points. Hope, when you said Antoine, that's, and I've experienced that too. And I wonder if you have, Paul, people come to the workshops, could be the intensive one. It could not be. And just that, that couple few people are just like, they're not feeling it, they're not, their heart's not in it. I still have hope that we're planting seeds. Not that that's my intention to change people's minds, necessarily have hope that it'll connect with them in due time, perhaps when they're ready, if they choose.

Dr. Antoine: Well, you know, I mean this is, this is what we've been discussing about, you know, that coming to terms also with a subset of people, subset of groups that might not be either capable of embracing the spirit or having some sort of a really personality that might not be a good fit or I don't know. Again, it's hard to explain.

Dr. Antoine: How can you not like embrace an approach that is really based on. And this is an approach to humanistic approach, it's based on social justice. You care about people. This is what am I. You really care generally about people and how, I mean, are there other ways of caring and generally about. There might, of course there might be other ways, but do they work as well? I'm not really sure about that.

Paul Warren: I love the fact that you frame that in that you really care about people. And I think sometimes for some folks, what the barrier can be to adopting am I. Is that they care so much about people they can't let go of their fixing reflex. And that's, you know, one of the things that I love to say in a training is that I'm never going to be cured of my fixing reflex. Mi helps me to learn how to manage it.

Dr. Antoine: Yes.

Paul Warren: Because I may always want to jump in, quote unquote, with what I think is the right answer or what I think is the right resource or the right suggestion. And as a human being, I want to do that because I care. And I'm choosing to practice an evidence based practice where I can acknowledge that desire and not act it out so that I can serve and connect with that person's motivation. And to Amy's question about the three things that I would underline from the facilitator teacher trainer perspective, one of the things that I think is most important to me, and I can honestly say I've had this experience every time I've had the opportunity to train and I train motivational interviewing fairly regularly. I'm positioning myself as someone who's continuing to grow. Yes, I'm the guide, I'm the facilitator. But because I'm in a learning community with you, whether it's the intensive, more didactic training or whether it's the group practice session, I too am a learner in that situation. And yes, maybe I have a certain amount of experience and yes, I have a perspective just like everybody else in this room. And motivational interviewing allows me to be in a place of being a lifelong learner.

Paul Warren: The other thing that I would throw out is that,

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Paul Warren: I've come to see for myself that there's a very striking difference between understanding. Am I being able to spit back all the acronyms, all the, all of the content piece? There's a huge canyon between someone who has great facility at ah, doing that and then the actual practice of Mi m. And yes, we do need a certain amount of intellectual foundation in order to be able to put things into practice. And I've learned to back away from becoming dogmatic about people having that sort of sharp and clearly defined intellectual understanding. And then the last thing, and the more I've practiced mi, the more I've trained it, the more I've been able to have conversations like this. It's very exciting and terrifying at the same time. I think for learners to realize that there's no one way and they often will come to the Mi training workshop class and think, well, I'm going to learn how to do this and then I'm going to do it. And every time you engage in an Mi M conversation, what you're saying is I'm signing up to get on a roller coaster and I don't know where this roller coaster is going. And all I need to do is be present, partner with this person and try and understand it from their perspective. So this idea that I love learners to walk away with either in an intensive training or a practice opportunity, that there are multiple ways to engage in this Mi conversation that can all be mi congruent.

Dr. Antoine: Yes.

Paul Warren: So those are my three.

Paul: Talk about the empowerment. Just a question for somebody

Amy Shanahan: Thanks, Paul.

Paul Warren: Sure.

Dr. Antoine: You know, a couple of things, you know, that you mentioned that I will emphasize, as you know now in the fourth edition that's coming up, talk about the empowerment.

Dr. Antoine: So I think that would be an interesting argument when this person is going to be really telling you that chief leading works, how, you know, affirmation is tied to empowering, does really cheerleading empower people. M does it draw on, you know, from within the resources? I mean, I'm just. Just a question for somebody for, for this person to really reflect on, you know, versus affirmation when you're pointing out their effort, you know, of, how they, the changes they've made, you know, how hard they worked, you know, and pointing it out, you know, in a way that can empower them. And that's the reason, you know, why they try to. Because they use the word evocation as, you know, in two different ways. To me, you know, I think it's just still a vocation. It's still a vocation. It's empowering through evocation, you know. So I mean, whichever way you want to look at it.

Mhm: That's such an important point about reminding ourselves that we have limitations

And the whole aspect of what you were talking about with the, you know, fixing, reflex and everything is that we talk about also the struggle with the DNO. And this is, we, see that in the context of mindfulness and all this is the limits of helpfulness, you know, am I also puts you in a way gives you that kind of sort of okay, not pushing, but gives you that sort of really sense that, you know, you are really, you know, that you have limits

when it comes to the helpfulness, when, you know what, you know, that you would want to embrace the fact that you have limits on terms of how much you can influence or be the catalyst to the process of change. You have to come to terms with that. Otherwise, you know, you wouldn't be practicing. You would not. It would go again against, you know, you know, what, what it means, you know, to be, present, with the person, you know, and remember, you know, against being a boss.

Amy Shanahan: That's such an important point about reminding ourselves and others that we have limitations. We can only go so far. And that really speaks to the spirit of people have their own volition. They could tell you right now, you can be engaged with them for years and years, and they tell you they're going to leave today and go make

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Amy Shanahan: that change. And maybe they do, maybe they don't. I think to me as an MI trainer, these aspects are the hardest to teach and convey to folks that actual practice. And how does it feel? How does it land on us? How does it work? Because people are looking for the recipe, the list.

Antoine: We did get someone who wrote in about embracing motivational interviewing

Dr. Antoine: Oh, yeah.

Paul Warren: M you know, I'm wondering maybe as a way of kind of tying up this issue, this, this particular episode and this particular topic, we did get someone, who wrote in

and was talking about really, embracing motivational interviewing and then going back to their work site and realizing that they were kind of alone, in the fact that they were practicing m mi with the folks they were serving, but their colleagues were not practicing Mi m and the question that we got, and I'd be very curious because this is almost like having an internal teacher or an internal facilitator, what your thoughts might be about how this person could potentially have a positive mi impact on their colleagues and help their colleagues to consider embracing or at least being curious about the practice of motivational interviewing.

Amy Shanahan: That's a good one, because I can imagine, antoine, you, various aspects of how you experience that in university setting, in a hospital setting, and in a clinic setting because you wear several different hats.

Dr. Antoine: Diverse, you know, experiences, you know. And.

Amy Shanahan: What are your thoughts about that? What, what happens in your work when you see other practitioners maybe doing am m I inconsistent things or incongruent things to where your heart is?

Dr. Antoine: You know, I I mean, that's, that's very challenging question. you know, I, again, I not gonna go against what I believe, you know, about being a my, you know, because obviously it's not about just practicing, am I, as we say, you know, it's about being a my which is going and really on the attack, you know what I mean? It's like, you know, and I'm capable of doing it. Anybody's capable, you know. And so I, I really make some few points. I'll have some kind of a non threatening conversation and listening to their perspective, sharing my own perspective, you know, and letting them decide where they want to go with that. I mean, you're going to tell me what work could you

do? Or again, if we're going by, you know, embracing and living by the spirit of am I? Am not to change how people think. There could be coming, as I mentioned from it could be multifactorial, you know, and could be multifactorial and, you know, and you would want to have that conversation. And as you said it before, Amy, it might kind of really make, it might make them think, you know, differently or not.

Amy Shanahan: Mm Yeah.

Dr. Antoine: I mean, I've been, I don't let go totally. At the same time, I wouldn't work too hard because it's nothing about me, you know, it's about what they want to do, you know? And I can probably, I would, I would always hope, you know, they would listen to my perspective. And most of the time they do whatever they're going to do with it. It's up to them.

Paul Warren: M And it speaks to what you said earlier, too, Antoine, about the idea that in mi m in general, regardless of whether we're trying to have, some sort of dialogue with a colleague or whether we're having a dialogue with a client, there are, there are limits because we are. We are respecting this person's autonomy to ultimately choose what they're going to do. And that shouldn't necessarily keep us from engaging in an. Am I consistent conversation with somebody? And, and I want to underline something that you said, because I really heard it. It was, it was so beautifully articulated that you would make every effort to try and understand their perspective. And that's different than trying to convince somebody to do something different. So.

Dr. Antoine: Excellent point.

Paul Warren: Yeah.

Dr. Antoine: Thank you.

Paul Warren: Yeah.

Dr. Antoine: Nice, great conversation.

Amy Shanahan: Thank you so much for joining us.

Dr. Antoine: thank you. I mean, I've learned a lot, you know, and I'm inspired more and more to really kind of share, my perspective and listen to other people's perspectives like you guys, who have been also in really, doing so much of that work, which is really impressive. I kind of feel the jealous, you know, because I would love to do more of that. I haven't been. I've just been too much consumed with other stuff in my life, you know? But, it's really, it's always. It's rejuvenating when you keep really doing that.

Amy Shanahan: Right. We can invite you back to another episode if you'd like to be rejuvenated again.

Paul Warren: I think that Antoine has played his cards very right.

Dr. Antoine: Would love to.

Paul Warren: And Antwan, please, just please confirm for the listeners that we neither bribed you nor spoke with you before to get you to say you wanted to come back.

Amy Shanahan: No, because we can't get anybody to do anything.

Dr. Antoine: Yes. That's a good. That works best. That would really have an impact on me. Yes.

Paul Warren: Well, it's really been a pleasure to meet you, Antoine. And thank you so, so much for being a part of this really rich conversation.

Dr. Antoine: Great seeing you, too.

Amy Shanahan: You too.

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