

TRAINER'S ORIENTATION

Introduction

The *Enhancing Motivation for Change Inservice Training* (EMCIT) manual is based on Treatment Improvement Protocol (TIP) 35, *Enhancing Motivation for Change in Substance Abuse Treatment*. Provided by the Substance Abuse and Mental Health Services Administration's Center for Substance Abuse Treatment, TIPs are best-practice guidelines for the treatment of substance use disorders.

TIPs are the result of careful consideration of research findings, clinical experience, and implementation guidelines. Members of a non-Federal panel comprising clinical researchers, clinicians, program administrators, and client advocates debate and discuss topics within their expertise until they reach consensus on best practices. Their work then is reviewed and critiqued by clinicians and program managers in the field.

To facilitate the transfer of science to service, the EMCIT manual provides a training structure for introducing substance abuse treatment professionals to the basic concepts and techniques of motivational enhancement interventions presented in TIP 35.

EMCIT Goal and Objectives

Overall goal: To transfer the evidence-based knowledge in TIP 35 to frontline clinicians, thereby initiating application of motivational enhancement approaches to the treatment of clients with substance use disorders.

Objectives: Participants who complete EMCIT will be able to—

- Demonstrate understanding of change theory and motivational strategies;
- Explain the relationship between motivational interventions and stages of change;
- Demonstrate basic skills for enhancing client motivation;
- Identify their own strengths and learning needs; and
- Assess clients' readiness for change.

Audience

The EMCIT manual provides materials for inservice training of substance abuse treatment clinicians and other treatment program professionals, particularly those who are new to the field or are unfamiliar with the basic concepts of motivational enhancement. The training also offers clinical supervisors and experienced counseling staff a helpful review of the fundamental concepts and practices of motivational enhancement. A training environment that includes a mix of treatment professionals with various degrees of experience often facilitates peer-to-peer teaching and learning. EMCIT can be adapted for other professionals, such as corrections workers, mental health clinicians, and health care practitioners, who work with populations with substance use disorders.

Ideally, the training group should be large enough to be split into at least three small groups of three members each, but the training materials can be adjusted for smaller groups. The training group should comprise the same members throughout the 10 training sessions and 1 followup session.

Participants probably will undergo a change process if they accept and adopt the theory and practices detailed in TIP 35. Trainers should maintain a positive, empathetic, objective, and understanding attitude throughout the training during participants' change process. By applying a motivational approach in their teaching methods, trainers illustrate how this approach can be used with clients.

Trainers

Success in delivering this training depends mostly on trainers' familiarity with the subject matter. Clinical supervisors or program managers with limited training experience but proficiency in motivational enhancement techniques can lead EMCIT sessions. A trainer for this course should have the following knowledge and skills:

- Thorough knowledge of the concepts, theory, and practice of treatment for substance use disorders;

- Working knowledge of the fundamentals of both motivational enhancement and stages of change;
- Specific training in motivational enhancement approaches;
- Supervised clinical experience in applying motivational strategies; and
- Understanding of and sensitivity to cultural issues specific to both the participants and the participants' treatment populations.

In addition, trainers should be familiar with client confidentiality requirements and know how to—

- Use client examples appropriately and provide guidance on using client material;
- Obtain informed consents from clients before taping or supervising a counseling session; and
- Store or destroy audiotapes or videotapes appropriately.

A co-trainer may be helpful, particularly in large (more than 20 participants) training groups. The co-trainer can answer questions, participate in activities, practice techniques with participants, and relate training material to real-life situations.

Some participants may begin training believing that they know and practice the style and strategies delineated in TIP 35. To address this belief, trainers help participants differentiate between their skills and the theory, beliefs, style, and specific techniques used in motivational interventions with clients.

Cultural Considerations

Trainers must have a good understanding of the needs of their training group and be prepared to adapt the training accordingly. For example, when working with a group in which English is a second language for some or many participants, the trainer may need to—

- Simplify the language (particularly clinical terms and jargon) to make concepts easier to understand;
- Allow more time for participants to understand the words, adapt information into their own language, and understand

- concepts that may be foreign to their cultural worldview; and
- Balance small groups, if possible, so that those participants for whom English is a second language will be with others who will find the reading portions of group presentations easier.

In addition, trainers must be sensitive and creative in the way in which they introduce exercises and elicit participation. For example, trainers may want to incorporate traditional storytelling into their training approach as appropriate.

EMCIT Structure and Learning Approach

This manual provides instructions for presenting the 10 training modules and 1 followup module. It allows for flexible training schedules, and each 1-1/2- to 2-hour module can be arranged around busy schedules. The training can be delivered over several consecutive days or can be offered over several weeks or months, but all 11 modules should be delivered in the order in which they are presented in the manual. Longer periods between sessions allow participants more time to practice techniques and integrate them into their counseling style.

Module 11 is a posttraining followup module to allow participants an opportunity to evaluate how they are applying new skills and to provide the trainer with an opportunity to affirm and reinforce the changes participants make.

The EMCIT learning approach includes—

- Presentations and discussions;
- Frequent use of small-group presentations and small-group and partner-to-partner practice exercises;
- Between-session reading assignments to enhance learning in a topic area or to prepare participants for the next session (These reading assignments are brief enough to be manageable for busy clinicians, but trainers should be prepared to

address topic areas they think are critical in a different way, if necessary.); and

- Between-session practice exercises to practice skills.

Exercises

Role plays and other practice exercises are an important part of the EMCIT approach. Trainers should be involved actively in helping participants feel safe and learn from these experiences by—

- Ensuring that participants understand what they are to do or observe;
- Affirming role players' risk-taking;
- Being available to offer assistance as needed; and
- Debriefing role players using nonjudgmental language and tone.

Between-Session Practice Exercises

In addition to assigning readings, the trainer can assign between-session exercises to maximize training. The EMCIT provides *suggested* exercises and homework handouts. The actual exercises you use with participants will depend on the treatment program's policies, technical capabilities, and expertise in motivational enhancement approaches. The suggested exercises include—

- Audiotaping or videotaping a session in which the trainee practices using a new motivational enhancement intervention (e.g., a decisional balancing exercise), then reviewing and assessing the tape alone and with a supervisor; and
- Conducting a treatment session using a new intervention while a supervisor observes and assesses the trainee and later provides a debriefing.

When trainees use practice exercises that require direct supervision by or debriefing with their supervisor, it is critical that the supervisor be trained and experienced in motivational enhancement. If the supervisor is not trained and experienced, the trainer should not assign these practice exercises or should arrange, if possible, for a staff member who does have

the requisite knowledge and skill to work with each trainee, perhaps on a rotating basis.

If sufficient training time is available, the trainer could have participants review portions of their videotapes or audiotapes with the training group. This option—

- Allows participants to learn from one another, fostering the idea of consultation; and
- Helps participants learn a professional and open attitude to working as clinicians.

Using the Manual

Although module instructions include examples, trainers also should supply their own specific clinical examples. Whenever possible, trainers should give examples of how the program has used particular techniques with clients and discuss any adaptations that were necessary for applying techniques to members of particular ethnic, cultural, or gender groups. It is also important that trainers ask participants to supply examples from their own practices to ensure that the training addresses their specific concerns.

This orientation includes preparation instructions for pretraining activities (see Getting Started, page 6) and general preparation that applies to all modules (see Before Every Session, page 7). In addition, each module in the manual includes—

- A module-specific preparation checklist;
- A module overview, including goals, objectives, and a content timeline;
- Detailed presentation and exercise instructions;
- Handouts; and
- Copies of the overhead slides.

Module-Specific Preparation

Each module begins with a session-specific preparation checklist such as—

- Prepare newsprint notes;
- Read preparatory material; and

- Assemble materials (in addition to those listed in Getting Started) needed for the module.

Module Overview

The preparation checklist in each module is followed by a one-page overview including—

- Goals and objectives for the module; and
- A chart showing the module content, TIP 35 page references, and a timeline.

The timeline is included for planning. *Actual times will vary depending on each training group's size and participation level.* Based on participants' learning needs, trainers may want to spend more or less time than is indicated for a particular topic.

Presentation Instructions

Each module is presented in a two-column format (see next page).

The left column contains icons that offer visual cues. The right column contains detailed instructions. Topic heads help trainers keep their place in the manual. *The presentation is not a script*, but it contains all necessary content as well as examples. Adding program examples enriches the training experience.

Trainer notes throughout the modules offer alternatives to consider.

Trainer notes look like this.

Handouts

Trainers refer participants most often to TIP 35 or its Knowledge Application Program (KAP) Keys in place of handouts, but trainers also distribute separate handouts during each session. The handouts are located at the end of each module in this manual and contain module goals and objectives, exercise materials, or homework assignments.

Trainers need to make copies of the handouts for all participants before each session.

Icon	Indicates
 <p>X minutes</p>	<p>The approximate time for the section.</p>
	<p>The trainer distributes handouts.</p>
	<p>The trainer refers to TIP 35, its KAP Keys, or its Quick Guide.</p>
	<p>The trainer uses newsprint.</p>
	<p>The trainer introduces a small-group exercise.</p>
	<p>The trainer introduces a two-person exercise.</p>
 <p>OH #X-X</p>	<p>The trainer uses the overhead transparency indicated.</p>

Getting Started

Careful preparation and planning help ensure a successful training event.

1 to 2 Months Before the First Session

- Determine who will attend the training.
- Order copies of TIP 35, its KAP Keys, and its Quick Guide for each participant. Copies can be ordered from SAMHSA's National Clearinghouse on Alcohol and Drug Information (NCADI) at www.ncadi.samhsa.gov or by calling 800-729-6686. TIP 35 can be downloaded from www.ncadi.samhsa.gov (publication number BKD342). *These materials are essential to the training; they should be ordered as early as possible.*

Notes About the Training Space and Atmosphere

An attractive, well-organized training space can enhance a participant's learning experience. Trainers should select a space that is large enough to accommodate the number of participants, allowing room for dividing the group into small groups. Seating small groups at round tables is a good option, if possible.

Trainers can create colorful posters for the training room. Posters can present key concepts, such as "Ambivalence is normal," a list of the five principles of motivational interviewing (page 41 of TIP 35), or the stages-of-change circle (page 17 of TIP 35).

The EMCIT includes role plays and other practice exercises. It is important that the training space provide privacy for these activities.

Playing music softly as participants enter the training room (and, when appropriate, during some activities) creates an inviting atmosphere and helps people feel relaxed.

- Develop an overall schedule for the EMCIT, including dates and times for each module.
- Read TIP 35, its KAP Keys, and its Quick Guide. Additional resources for background reading and for training enhancements are in appendix A.
- Arrange for the training space.

1 to 2 Weeks Before the First Session

- Prepare a pretraining packet for each participant; distribute it to participants at least 1 week before the first session. The packet should include—
 - A personalized letter that indicates the benefits of attending and instructions for the participant to think of two topics related to motivational enhancement the participant wants to know more about;
 - A copy of the TIP 35 Quick Guide and instructions to read the Quick Guide before the first session and to bring it to all sessions;
 - An introduction of the trainers that includes their experience using motivational enhancement approaches;
 - A schedule for the training that lists dates and times for each session; and
 - EMCIT Goal and Objectives handout (this handout is at the end of this section).
- Select background music.
- Obtain a colorful 2-pocket folder for each participant. Place 20 to 30 sheets of blank paper in one of the pockets.
- Prepare a Teaching Certificate for each participant (a sample is found at the end of this section). Participants receive the certificate to reinforce that they have experience, skills, and insights to offer to the group and to encourage them to share their knowledge during the training.

- Obtain a small package of fine-tip colored markers for each participant (or, if participants will be seated in small groups at tables, one large package of markers for each table).
- Arrange for audiovisual equipment.
- Prepare the overhead transparencies.
- Read through the entire EMCIT manual and skim TIP 35.

1 to 2 Days Before the First Session

- Finalize room and equipment arrangements.
- Prepare name badges, if necessary.
- Gather all supplies, including the TIP 35 publications and pocket folders.
- Make copies of the handouts for each participant.
- Review Before Every Session (below).

Before Every Session

Review this checklist before presenting each module.

The Training Space

- Arrange chairs for each session in a comfortable way, keeping in mind that space is needed for both small- and large-group exercises.
- Prepare colorful posters listing or illustrating key concepts and terms, and post them around the training room.
- Post the newsprint pages generated during the previous session for use as a review (save all newsprint pages and posters generated during the training to use as a review during the final session).

- Create a relaxed atmosphere by playing instrumental background music as participants gather.

Equipment and Materials

- Tape or CD player for instrumental background music;
- Overhead projector and screen and overhead transparency marker;
- Newsprint pads, easel, and crayons or markers;
- Pins, tacks, or tape to post newsprint on walls;
- Extra copies of TIP 35, its KAP Keys, and its Quick Guide;
- A timer (optional); and
- Blank paper for participants' folders.

General Preparation

- Confirm participants' registration and training room arrangements.
- Review the preparation checklist for the module.
- Prepare the overhead slides for the module.
- Assemble and test necessary equipment, materials, and supplies.
- Have fun!**

Notes About PowerPoint Slides

The PowerPoint slides are available electronically at www.kap.samhsa.gov.

Teaching Certificate

This certifies that

is qualified to share knowledge, skills, and experiences
to facilitate peer learning in the following program:

**ENHANCING MOTIVATION FOR CHANGE
INSERVICE TRAINING**

Dates: _____

