

# MODULE 1: Introduction

## Preparation Checklist

- Review Getting Started (page 6) for general preparation information.
- Preview Module 1, including the handouts.
- Read pages xv–xxvi in TIP 35, “Executive Summary and Recommendations.”
- Write on newsprint the following Class Rules, and post the newsprint on the wall:
  - Ask questions;
  - Make mistakes;
  - Collaborate; and
  - Have fun.
- In addition to the materials listed in Getting Started, assemble the following:
  - One copy of TIP 35 and the TIP 35 KAP Keys for each participant;
  - Extra copies of the TIP 35 Quick Guide, EMCIT Goals and Objectives handout, and the overall training schedule (in case participants forget to bring their copies);
  - One personalized copy of a Teaching Certificate for each participant; see the example in Trainer’s Orientation; and
  - Pocket folders with blank paper for each participant.

# Module 1 Overview

## Module 1 Goals and Objectives

### Goals:

- To create a positive learning environment;
- To provide participants with an opportunity to assess their readiness for new learning and explore their current learning goals;
- To provide participants with an overview of the *Enhancing Motivation for Change Inservice Training* (EMCIT) goal, objectives, and learning approach;
- To introduce participants to TIP 35 and its collateral products; and
- To introduce the concepts of motivation for change and stages of change.

### Objectives:

Participants who complete Module 1 will be able to—

- Articulate their level of readiness for new learning and state at least one learning goal;
- Explain the overall goal and the five objectives of EMCIT;
- List and explain briefly four characteristics of dynamic motivation;
- Describe the differences between *static* and *dynamic* motivation for change; and
- List and explain briefly the six stages of change identified by Prochaska and DiClemente.

## Content Timeline

Introduction	10 minutes
Presentation: Overview of EMCIT and Related Materials	15 minutes
Exercise: Readiness Ruler (from TIP 35, chapter 8, page 139)	5 minutes
Exercise: Training Expectations	25 minutes
Presentation: Introduction to the Concepts of Motivation for Change and the Nature of Change (from TIP 35, chapter 1, pages 2–4, and 15–19)	20 minutes
Summary and Review	15 minutes
Total Time	90 minutes



10 minutes



OH #1-1

## Introduction

### Welcome

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*As participants enter the training room, give them their personalized Teaching Certificate. If you don't know all the participants, place the certificates on a table at the back of the room and ask participants to find theirs.*

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Welcome participants and commend them for taking the time to attend this training. Introduce yourself (if necessary), and summarize your experience with using motivational enhancement approaches.

Explain that all participants received a Teaching Certificate as they entered the room because each participant has experience, skills, and insights to offer the class.

### Class Rules and Housekeeping

Refer participants to the Class Rules posted on the wall, and review them. Explain that these rules will ensure a positive learning environment.

Add “confidentiality” to the list in large letters and explain that—

- The training will include interactive exercises and role playing.
- It is important that participants feel safe enough in the group to get the most out of the experience.
- A commitment to maintaining confidentiality within the training group will help that happen.

Ask participants whether they would like to add anything to the list.

Review any necessary housekeeping items, such as the location of restrooms and telephones.

Review requirements for continuing education credit, if you are offering it.

Explain that today's session will give participants—

- A chance to get to know one another (or to know one another better);
- An overview of the curriculum and training materials; and
- An introduction to the concepts of motivation for change and stages of change.

## Presentation: Overview of EMCIT and Related Materials

### The EMCIT Learning Approach

Explain that the EMCIT learning approach includes—

- A mixture of presentations, discussions, and practice exercises;
- Frequent use of small-group or dyad exercises;
- Brief reading assignments to enhance learning in a topic area or to prepare participants for the next session; and
- Practice exercises for participants to complete between sessions.



15 minutes

Encourage participants to ask questions or give their own examples at any time.

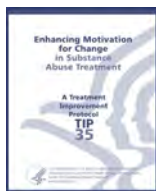
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*Elicit and use participants' examples as much as possible throughout the training. This will increase the training's relevance to participants and will enable you to adjust the training emphasis as needed.*

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## **EMCIT Goals and Objectives**

Refer participants to the EMCIT Goals and Objectives handout they received in their pretraining packet. Briefly review the handout.



## **Supplemental Materials**

Tell participants that the training is based on TIP 35, *Enhancing Motivation for Change in Substance Abuse Treatment*. Give each participant a copy of TIP 35.

Explain that TIP 35 was developed by—

- The Substance Abuse and Mental Health Services Administration's Center for Substance Abuse Treatment; and
- A panel of experts in motivational enhancement approaches.

Explain the usefulness of TIP 35 as a—

- Research-based best-practices guideline;
- Resource for this training; and
- Source for additional information in the future.

Explain that efficacy research and references can be found throughout the TIP.

Reassure participants that they will not be expected to read the whole document but will be using the TIP for reference and for short reading assignments.

Give each participant a copy of TIP 35 KAP Keys.

Ask participants whether everyone has a copy of the Quick Guide; distribute copies as needed.



OH #1-2

Explain that KAP Keys and Quick Guides—

- Are based on TIPs;
- Provide concise, easily accessible how-to information; and
- Can be used as a quick reference on the job.

Allow participants a few minutes to look over the materials.

Ask participants to bring all three documents to each session because they will be used frequently.

Pass out the pocket folders and blank paper. Tell participants that they can use the colored markers on each table to design their folders and to take notes.

Tell participants that you will be giving them handouts throughout the training to include in their personalized folders; some handouts will be used more than one time.

Ask participants to save all handouts and bring them to each session.

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*If you are familiar with the technique of Mind Mapping, you may want to explain it briefly to participants as an option for taking notes. You can find information about Mind Mapping at [www.mind-map.com](http://www.mind-map.com). You will need to add more time to this module if you use this option.*

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Handout 1-1

Pass out Handout 1-1: Practice Integration Worksheet.

Tell participants that this worksheet is for tracking ideas that may arise during the training and possible ways to integrate these ideas into their practice.

Explain that participants also could include possible agency or personal barriers to implementing an idea and any thoughts about how to overcome these barriers.

Explain that the last session of the training will be devoted to sharing and discussing these integration ideas and issues in both small groups and the whole training group. Ask whether anyone has any questions or concerns.



5 minutes

### **Exercise: Readiness Ruler**

Explain that a fundamental concept of motivational approaches is that of *readiness*, that having some idea of a person's readiness for change or new learning is useful in many situations, including learning new skills.

Pass out Handout 1-2: Readiness Ruler.

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*An option to using the handout is to create a large readiness ruler using several sheets of newsprint. You can then tape it to a wall and ask each participant to choose a point on the ruler to stand against.*

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Handout 1-2

Explain that the readiness ruler is a tool that can be used with clients at different points in treatment and that you will ask participants to use it for self-assessment in the context of this training.

Ask participants to take a few minutes to—

- Think about how they would assess their current readiness to learn about motivational enhancement approaches and integrate new counseling techniques and behaviors into their practice; and
- Mark the first readiness ruler (on the handout) at the appropriate point.

Tell participants that they will be using the other rulers on the page as the training progresses.

Ask participants to share where they marked the ruler and why.

As each participant speaks, model an appropriate motivational response to ambivalence.

Emphasize that ambivalence is normal in any sort of change process.

## Exercise: Training Expectations

Explain that this exercise will—

- Clarify participants' current level of knowledge and expectations for the training; and
- Help participants get to know one another better.

Ask each participant to find a partner.

Ask participants to—

- Introduce themselves to their partners (if necessary); and
- Take turns asking their partners the questions listed on Overhead #1-3, taking notes on the answers.

Explain that all participants will introduce their partners to the rest of the group, including a summary of the partners' responses to the questions.

Allow 10 minutes.

Ask participants to introduce their partners, giving each partner's answers to the questions. Note responses on newsprint to each question.

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*If possible, use two flipcharts to record the answers to the two questions. If you have only one flipchart, tape double pieces (to avoid bleed-through) of newsprint to the wall to make the second list of answers.*

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When all responses have been given, tape the sheets of newsprint to the wall.

Ask participants whether anyone has additional expectations of the training.

Repeat each expectation in your own words, thereby modeling reflective listening.

## Presentation: Introduction to the Concepts of Motivation for Change and the Nature of Change

### Views of "Motivation"

Ask participants to define "motivation," and note responses on newsprint.

Ensure that the definitions include the following:

- A reason or desire to act; and
- That which gives purpose and direction to behavior.



25 minutes



OH #1-3



20 minutes



Emphasize that motivation for change is related to the level of probability that a person who uses substances will—

- Enter treatment;
- Continue in treatment; and
- Adhere to a specific change strategy.



Write on newsprint the heading “Motivation”; then write “Static—either does or does not have” and “Dynamic—purposeful, intentional, positive, changeable.”

Explain that motivation often has been considered static, something a person either does or does not have.

Emphasize that according to the view of motivation as static—

- A clinician has little chance of influencing a client’s motivation.
- If a client is not motivated to change, it is the client’s problem (or even “fault”).

Explain that motivational enhancement approaches view motivation as dynamic rather than static and as something that is—

- Purposeful;
- Intentional;
- Positive; and
- Changeable.

Cross “Static” off your newsprint list.

Emphasize that a belief inherent in the view of motivation as dynamic and in motivational approaches in general is that—

- The client ultimately is responsible for change.
- This responsibility is shared with the clinician through a therapeutic partnership.

Write “Therapeutic Partnership” on newsprint.

Ask participants for their thoughts on the concept of “therapeutic partnership.”

Ensure that the discussion clarifies that the concept of the clinician “healing” the client is *not* part of motivational enhancement approaches.

## **The Nature of Change**

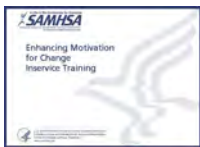
Tell participants that the shift in thinking about motivation includes the idea that change is more a continuous process than an outcome and that clients have the right *not* to change.

Explain that—

- Motivational approaches are based on the model of stages of change developed by James Prochaska and Carlo DiClemente.
- Prochaska and DiClemente developed their stages-of-change model from an examination of 18 psychological and behavioral theories about how change occurs; for this reason it is called a “transtheoretical” model.



OH #1-4



OH #1-5



OH #1-6

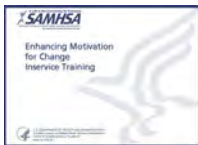
- The model describes six basic stages in the process of change:
  - Precontemplation;
  - Contemplation;
  - Preparation;
  - Action;
  - Maintenance; and
  - Recurrence.
- As people change, they typically move back and forth between the stages and cycle through the stages at different rates.

Emphasize that a clinician can help a client at any stage of the process by using motivational interventions specific to the change stage of the person.

Tell participants that Module 2 will explore the concepts of motivation and change in more depth.



15 minutes



OH #1-7



Handout 1-3

## Summary and Review

Ask participants to find a partner and review the topics presented in this module, using the questions on Overhead #1-7 as a guide.

Allow 5 minutes, then ask participants to share their responses with the group.

As participants share responses, reinforce the principles mentioned and affirm trainees for sharing.

Ask participants whether they have any questions or comments.

## Homework

Refer participants to Handout 1-3: Homework.

Ask participants to read—

- Page 10 in TIP 35, “What About Confrontation?”
- Pages 19–20 in TIP 35, “To Whom Does This TIP Apply?”

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*Keep all newspaper pages; you will post them on the walls of the training room before the next session to serve as a review for participants.*

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## Handout 1-2: Readiness Ruler





