TRAINING EDUCATIONAL STAFF IN MOTIVATIONAL INTERVIEWING

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Abstract

In looking at perspectives remembering that how we see people/students is how we treat them and how we treat them is how they often become (Zigler, Z.). Learning to suspend judgment of students allows for an open, trusting, respectful communication/relationship with staff and students. Motivational interviewing is a counseling approach that facilitates and engages a person's intrinsic motivation in order to change behavior. Motivational interviewing and training is an evidence-based treatment that focuses on an individual's ambivalence to change by active listening and active communication. (Miller, W. & Rollnick, S. 2013). Applying the principles of motivational interviewing to everyday people interactions has been proved effective in eliciting "behavior change" that contributes to positive health outcomes and improved communication. Understanding the need for change and accepting responsibility to facilitate the change, Staff and faculty should try to motivate and build confidence. Staff, faculty and anyone attending this presentation will be able to list, discuss and apply the basic principles of Motivational Interviewing to working with students and other staff members. Learning how to motivate and help to restore self-confidence in the students, clients or patients they are working with.

Keywords: Motivational interviewing, self-confidence, motivate, behavior change.

1 INTRODUCTION

Motivational Interviewing is a counseling approach that facilitates and engages a person's intrinsic motivation in order to change behaviors. It is a goal-oriented, client-centered counseling style that elicits behavior change. Motivational interviewing and training is an evidence-based treatment that focuses on an individual's ambivalence to change by active listening and action-based communication, which helps a person explore and resolve that ambivalence [1].

Motivational interviewing is about everyday conversation that happens around change that we may not be aware of. As we have these conversations with staff, faculty, students and clients our task is to elicit and enhance motivation for change. Motivation is the key to change and can be multidimensional, dynamic and fluctuating. Motivational interviewing has become well-recognized and has been used in many professions like medicine, addiction, psychotherapy and so much more, to increase intrinsic motivation [2].

Motivational interviewing would be great for educational staff who deals with student's unhealthy behaviors on a regular basis. Motivational interviewing could be used in this case to look at or focus on the students own healthy goals, in hopes of motivating them to change patterns, behaviors and their ways of thinking. Allowing staff to use motivational interviewing to have a collaborating conversation with students they are strengthening the students own motivation and commitment to change. Always remembering that motivational interviewing is done for or with someone, not on or to them [1].

Miller & Rollnick, 2013 talked about people having the ability to embody the spirit of motivational interviewing. Understanding that "if you treat an individual as he or she is they will stay as they are, but if you treat them as if they were what they ought to be and could be, they will become what they ought to be and could be". (Johann Wolfgang Von Goethe).

There are four vital aspects of the spirit of motivational interviewing that one should embody the first is partnership where you seek to create a positive interpersonal atmosphere that is conducive to change but not coercive. (Miller & Rollnick, 2013). We are more vulnerable to having conversation sounding change if you're in a positive partnership with individuals. Related to the spirit of partnership is an

1 Note: To learn more about motivational interviewing, visit www.motivationalinterview.org
attitude of acceptance, absolute worth, accurate empathy, autonomy support and affirmation. (Miller & Rollnick, 2013). Remembering that collaboration is important to embody the spirit of motivational interviewing forming a consulting role with staff, students and clients showing mutually respect.

2 METHODOLOGY

Motivational interviewing has some principles or general processes that allows you to help create or evoke change in an individual. Expressing empathy which allows us to form a deeper understanding and connection for the students or clients acknowledging that change may take time but supporting their efforts. When students and client feel, understood and listen to they are more willing to be vulnerable and less guarded. Avoiding argumentation and rolling with any resistance you may encounter while talking to students, staff or clients. Developing discrepancy looking at how their current behavior differ and identifying some of their inconsistencies. And support self-efficacy by eliciting statements of self-motivation and lookout for motivational statements your students and client may make unknowingly. In supporting their self-efficacy, the individuals will feel capable and empowered to handle any apprehensions that may surface. [1]

Once the principles of motivational interviewing have been understood and learned you will then move into the core skills or strategies. Those core skills are Acronym OARS (open-ended questions, affirmations, reflective listening summary statements) [1]. Opened-ended questions are questions that cannot be answered with a yes or no. It also gives student or clients the encouragement to answer the questions in their own ways. Affirmations strengthens the relationship you are building with that student or client giving them confirmation that you care and are nonjudgmental. Reflectively Listening (2 or 3 to 1 ration) is highly recommended [1]. Reflectively responding in that ration allows for the students and clients to hear their statements aloud and they can possibly address any inconsistencies or gaps in their stories. It also shows that you are listening and understanding the story or concerns they are sharing with you. Lastly summering statements brings the conversation to a conclusion so they don’t feel abandon or dismissed.

3 RESULTS

Carefully guided discussions with students or clients can help move the student or client from a place of ambivalence to a place of change. Remembering that Motivational interviewing is a form of collaborative, cooperative conversations that strength a person’s motivation to change. [1] It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person’s own reasons for change, within an atmosphere of acceptance and compassion. [1] Motivational interviewing involves collaboration rather than confrontation, evocation rather than education, autonomy rather than authority, and exploration rather than explanation. Staff, faculty and anyone completing the Motivational Interviewing training or workshop will be able to list, discuss and apply the basic principles of Motivational Interviewing when working with students and other staff members.

REFERENCES
