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Online Skills-Based Motivational Interviewing Lab

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Tools to Prepare Students for Field Education

Your Presenters

#SWDE2021

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Agenda

1	Welcome | Agenda | Introductions
2	Field Education and MI Lab
3	Online Pilot
4	Feedback
5	MI Demo Exercise
6	Wrap up, Q&A, and Thank you

Introductions

- Audience introduction in the chat
  - Where are you located?
  - Which Social Work institution?
  - What is your role?
  - Is there a clinical skills-building course at your school?

Field Education

- CSSW Field Education
  - Program structure
  - Foundation Year focus
- Identifying needs & support
  - Integration of a skills-based lab
  - Field Hours: 14 hours total for 7 weeks of MI
- Community Partner Collaboration
  - Communication
  - Impact and Value

What is MI?

Motivational Interviewing

- A collaborative, person-centered form of guided dialogue to encourage and reinforce a person's motivation and commitment toward a goal-oriented behavior change.
- Well-grounded in testable theory, verifiable, generalizable, and transportable across different populations and contexts.

Lab Goals

- To enhance students' contributions to, and experiences in the field with preparatory, intensive skills-building training.
- To provide an experiential learning environment to practice MI processes and skills
- To support students' personal and professional growth by building effective engagement skills: to actively listen, reflect, and collaborate with peers, clients, supervisors, professors, and others.
- To foster proactive self-awareness and self-reflection in challenging, productive, and meaningful dialogues in field of social work.

Lab Learning Model

Practice Exercise

Role playing

↓

Reflect

"What was my experience?"

↓

Feedback/Debrief

"What was effective and helpful?"

↓

Conceptualization (terminology)

"How would I characterize/define what I observed?"

Lab Format

- Students enroll in the lab during their first semester in field placement
- The lab meets for a total of 7 weekly, 2-hour sessions; 16-18 students per lab section
- Students submit weekly logs and submit recording at the end
- Lab instructors are ***facilitators:*** their role is the encourage and support student engagement and skills-building as a collaborative group.

Learning Objectives

By the end of the training, students will be able to:

- Demonstrate knowledge of fundamental purpose and functions of MI principles and processes.
- Practice a collaborative, person-centered communication style with peers, colleagues, supervisors, professors, and in other interpersonal interactions.
- Apply and integrate MI skillset into field practicum and educational experiences.

Residential & Online Labs

- Over 600 students have participated in the residential campus MI lab since 2018 pilot
- Over 150 students have enrolled in the Online Campus MI lab since 2019 pilot
- 58 Certified Lab Instructors (CSSW faculty and staff, field instructors, social worker practitioners)

Handout: One-page overview of our pilot

Converting a Motivational Interviewing Skills-Based Lab from an on-campus to a live online version: A pilot

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Mary Piepmeier and Matthea Marquart, *Co-developers and co-instructors*

Motivational Interviewing Skills-Based Lab:

The lab prepares first year CSSW students as they enter field placement, with accelerated training in the fundamentals of MI, a collaborative, person-centered communication style. The highly interactive lab is designed to support an experiential learning environment; students are introduced to the MI skillset through real/role play exercises followed by debriefing and feedback.

The challenge + aim for the online pilot:

The lab sessions were originally designed, piloted, and rolled out for all first year residential students on campus. The aim of the online pilot was to test the feasibility of implementing the lab with all first year online students by adapting it onto an online platform. This required translating the experiential learning model and re-designing the exercises/activities for the live online sessions.

The context:

The School of Social Work offers a fully online MSSW program, with students located across the U.S. The program involves courses with weekly live online classes in Adobe Connect, and two years of local field placements. During the first year of field placement, students work directly with clients and develop their social work practice skills with individuals, families, groups, organizations and communities.

Fall 2019 Online MI Skills Lab Pilot:

- **Aim:** To test the feasibility of the online lab version
- **Student enrollment:** 12 OLC students selected via lottery
- **Lab format:** Seven weekly two-hour live online sessions
- **Assignments:** Students maintained a weekly reflective log
- **Final assessment:** Students submitted a recording of a dyadic interview for assessment of MI-consistent skills

The results:

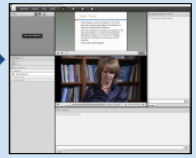
- **100% completion:** All 12 students successfully completed the lab and received a certificate of completion
- **Straightforward process:** No issues converting the exercises to an online format
- **Exercises were effective:** Some exercises worked better online due to the online format's ability to allow every student to participate simultaneously, and see and discuss each others' responses
- **Post-pilot implementation:** Beginning Spring 2020, all online students will be required to take the lab
- **Student feedback after the lab concluded:**

"I developed new skills and techniques while taking the lab with my fellow online students. Despite being in different locations, we were able to share our experiences and learn together in a way that is unique in an online community." -- Meg Fernandez

"The online MI lab was super engaging and informative. I was impressed by how the exercises worked seamlessly with the online classroom features to help us practice our skills in a safe, non-judgmental environment. I have been able to apply what we learned on both a professional and personal level. Overall, a great learning experience!" -- Peggy Ting

Sample lab exercise:

Students practice communication and rapport building using an interactive video of a simulated encounter with a client. Students generate their own responses to the client to develop strategic use of MI skills.



Online version:

The class watches the video of the client encounter. After each pause point, the students type what they would say next to the client, and identify which motivational interviewing skill(s) this would employ. Students then read each others' responses, consider if they would change their own responses, and discuss their thoughts and questions.

Benefits of the online version:

Every student is able to participate simultaneously, which provides every student the opportunity to practice, receive ongoing feedback, and a chance to learn from their peers.

Other live online experiential exercises:

Opening panel: At the start of each session, volunteers on webcam share their thoughts about their weekly log assignment to reflect on the lab sessions, the skills they applied in field over the past week, and the application of the skills to their social work practice

Sample whole group exercise: To practice listening for, and deciphering change talk versus sustain talk, the instructor(s) read aloud statements and, using a "Change Talk or Sustain Talk?" poll, the students respond if they heard change or sustain talk, accordingly.

Sample breakout activity: Students break out into groups of 3 to discuss a question or conduct a role play, and the groups' reporters debrief their group's experience with the whole class

Post-exercise debrief: After every exercise (e.g., role play), the students reflect on their experience during the practice and what they found helpful or challenging, engage in peer feedback and self-assessment, and discuss how the practice may impact their field work

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References:
Columbia University School of Social Work. (2019, November 11). New Lab Grounds First-Year MSW Students in Motivational Interviewing.
Columbia University School of Social Work. 2018-2019 Field Education Manual.
Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: helping people change.* New York: Guilford Press.

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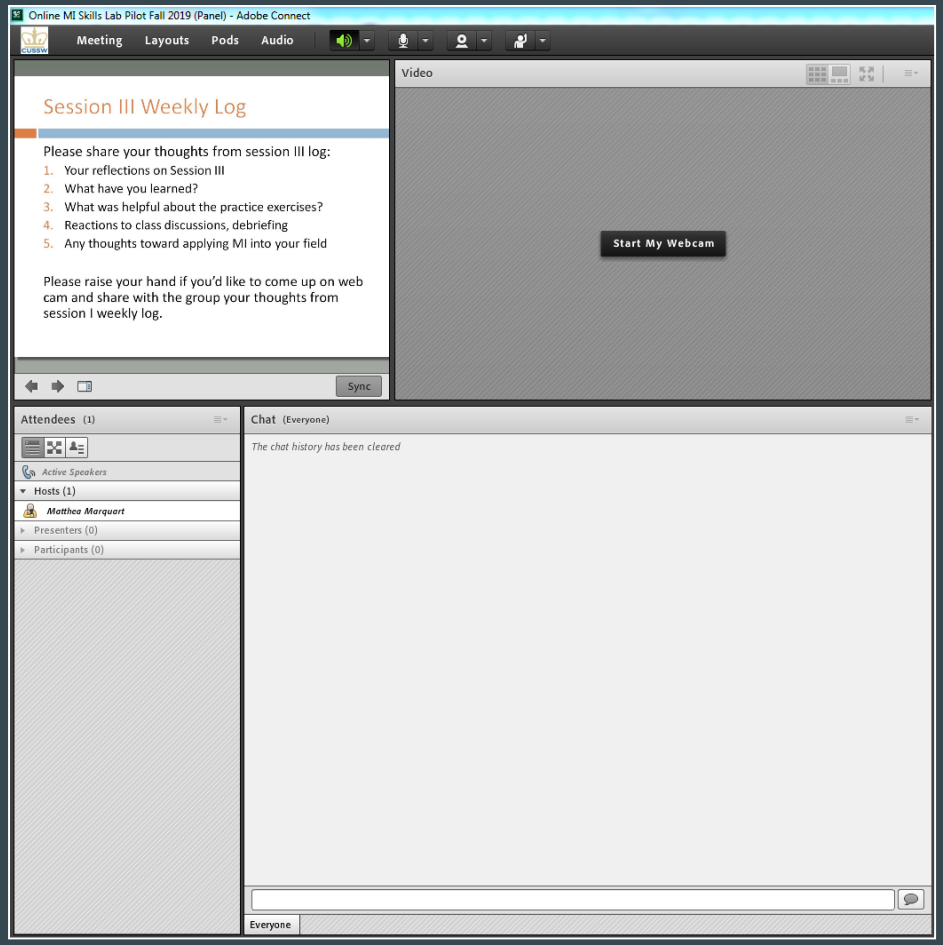
Sample Activity from the Online Pilot of the MI Skills-Based Lab: Debriefing the Weekly Log

Session III Weekly Log

Please share your thoughts from session III log:

1. Your reflections on Session III
2. What have you learned?
3. What was helpful about the practice exercises?
4. Reactions to class discussions, debriefing
5. Any thoughts toward applying MI into your field

Please raise your hand if you'd like to come up on web cam and share with the group your thoughts from session I weekly log.



Sample Activity from the Online Pilot of the MI Skills-Based Lab: The "Dilemma" Exercise

The "Dilemma" Exercise

- Imagine you are having a dilemma about something (real or otherwise) that you have been mulling over for days or weeks or months.
- You are feeling stuck and you decide to meet with a friend to discuss your dilemma.

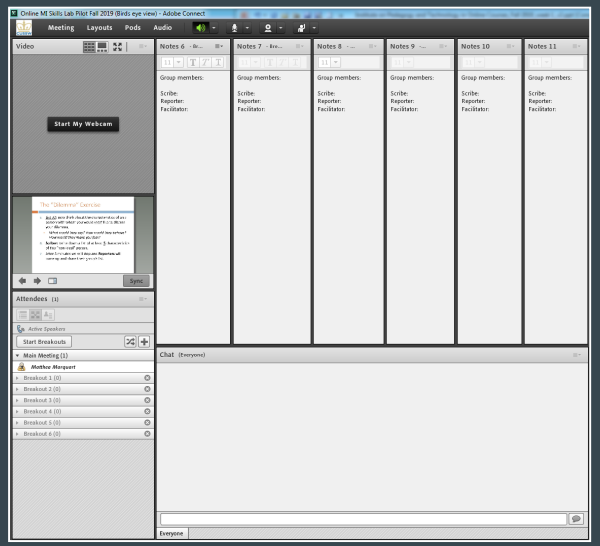
The "Dilemma" Exercise

1. Class breaks out into groups (2s and 3s)
2. Assign a **reporter**, **scriber**, and a **facilitator** (if group of 3)
3. Each group will create two separate lists: list #1 and list #2.
4. List #1: think about the characteristics of an "ideal" person with whom you would most like to discuss your dilemma.
   - *What would they say? How would they behave? How would they make you feel?*
5. **Scriber**: write down a list of at least 5 characteristics of this "ideal" person.

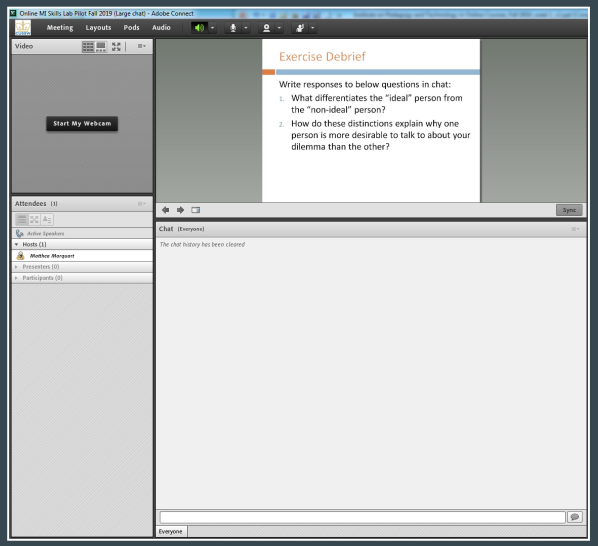
The "Dilemma" Exercise

5. List #2: now think about the characteristics of an a person with whom you would *least* like to discuss your dilemma.
   - *What would they say? How would they behave? How would they make you feel?*
6. **Scriber:** write down a list of at least 5 characteristics of this "non-ideal" person.
7. After 5 minutes we will stop and **Reporters** will come up and share their group's list.

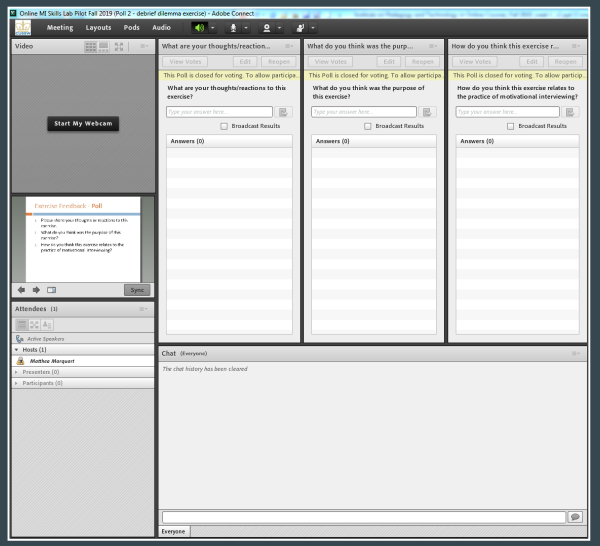
Students discuss and create lists in breakouts, then share out while referencing their notes



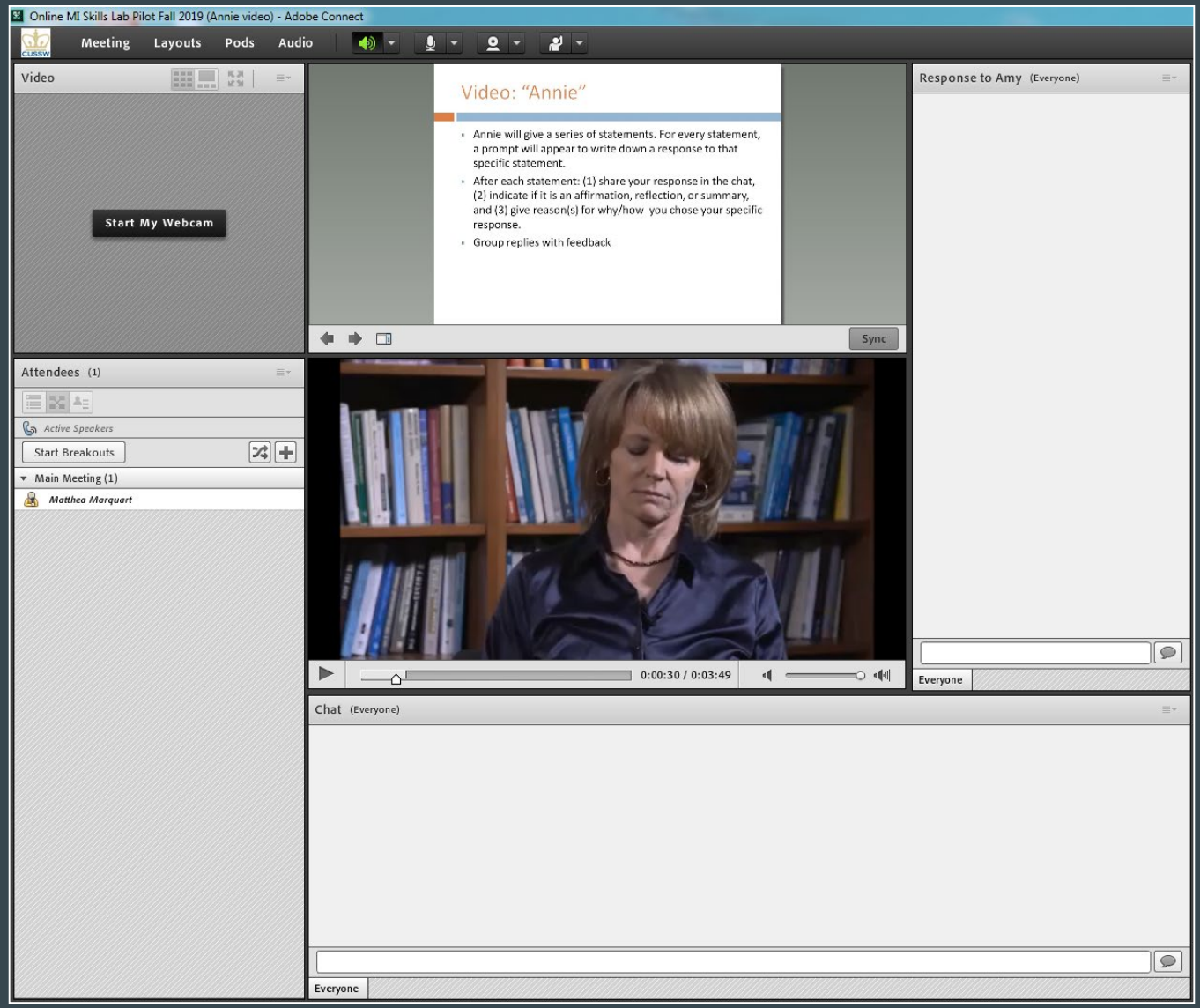
Next, students process insights from this exercise by responding to questions in chat



Finally, students process their reactions & thoughts about the purpose of the exercise via polls



Online Pilot of the MI Skills-Based Lab: Interactive Video Role Plays



Student Feedback

"Since the motivational interviewing lab, I have noticed when I am listening with the MI spirit in mind, and the times when I am not being such a great listener."

"I did not know until the first session that reflections are not just repeating what others said, but also inferring the meaning of what was said."

"I enjoyed how we provided examples from our own lives and were able to reflect on our own actions...in regard to the MI spirit"

"This week, I attempted to embody the MI spirit inside and outside of field. I focused especially on the idea of evocation in which I extract information rather than deposit it. I found myself attuned to my friends and colleagues in a different way."

Field Agency Feedback

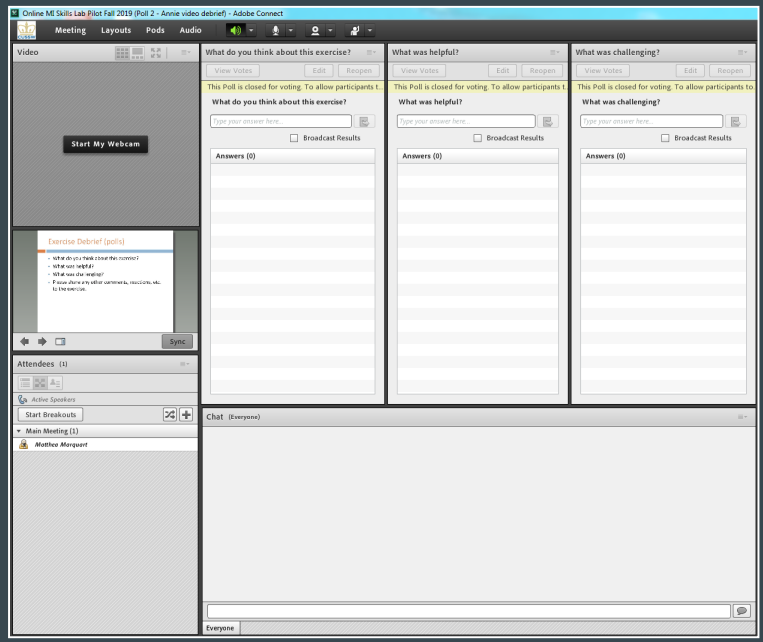
- Noticeable knowledge of and experience in implementing an evidence-based intervention as a Foundation Year student
- Confidence in interactions with clients
- Increased ability to more quickly build relationships with clients at the agency
- Increased capacity to learn and practice other interventions utilized at the agency
- Connect with staff and communicate using ‘motivational interviewing’ language

Demo Exercise - Video: “Annie”

- Annie will give a series of statements. For every statement, a prompt will appear to write a response to Annie
  - Open-ended question
  - Reflective statement
  - Affirmation
- Type your response into the chat and provide a reason for why you chose your specific response.

Exercise Debrief (polls)

- What do you think about this exercise?
- What was helpful?
- What was challenging?
- Please share any other comments, reactions, etc. to the exercise.



Workshop Debrief

- Please share one take away from this workshop that you found helpful or useful in your role as a teacher, supervisor, colleague, or practitioner
  - What ideas or experiences can you share about incorporating a skills-based exercise into a course?
  - How do you envision students and field education partners can benefit from a skills-based experiential lab?

Thank you

All of you for your fantastic session participation!

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Q&A

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