

## Motivational Interviewing for Home Visitors Learning Guide for Ongoing Professional Development

**Note to Learner:** This guide is for Early Impact Virginia’s classroom training *Motivational Interviewing for Home Visitors*. This classroom module is Part 2 of a three-part series. Prior to attending the *Motivational Interviewing for Home Visitors* training, participants must complete Part 1, *Why Screen Women for Substance Use, Intimate Partner Violence, Mental Health and Perinatal Depression* (online). Following *Motivational Interviewing for Home Visitors*, participants may register for Part 3, *SBIRT for Risky Health Behaviors: Screening, Brief Intervention and Referral to Treatment (classroom)*.

Motivational Interviewing is a way of communicating with people that will help increase their likelihood to change problematic behavior. Part of the premise of Motivational Interviewing is that everyone has the capacity to lead a healthy and productive life, and to make healthy changes.

This Motivational Interviewing 6-hour classroom training will offer a basic level of information on the fundamental spirit, principles and methods of Motivational Interviewing (MI). The format of the workshop will be interactive in nature, and participants will have the opportunity to directly observe, experience, and practice basic MI skills. Motivational Interviewing believes in treating others with respect and high regard.

**Ongoing:** View the Early Impact Virginia Professional Development Program and each EIV training module as an investment in skills and knowledge to help improve home visitor effectiveness.

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### Before the training:

- Learner and supervisor review course objectives and home visitor competencies
- Learner rates knowledge of learning objectives

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### During the training, the learner:

- Completes activities
- Reflects on own response
- Identifies questions and concerns
- Completes post-training evaluation

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### After the training:

- Learner:
    - Rates knowledge of learning objectives
    - Reflects on learning and identifies questions related to the material
  - Meets with supervisor to:
    - Review pre- and post-training activities
    - Discuss reflections, questions, and concerns
    - Develop an action plan for applying skills and knowledge in daily practice
    - Assess personal learning goals, transfer of learning, and action plan
  - Participates in supervisor-led follow-up activities
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**Virginia Home Visitor Competencies Addressed:**

- 2.2.d Understands how various factors such as parents’ mental and physical health, poverty, child abuse and neglect, culture, the mother’s prenatal care and experiences, and early substance exposure affects the child’s development, well-being, and brain development.
- 3.1.d. Supports family members’ efforts to meet their own social, emotional, and healthcare needs to ensure optimal parenting.
- 4.6.e. Increases parent’s knowledge and awareness of the signs of depression, trauma, domestic violence, substance use, and mental illness.
- 4.6.g. Increases parent’s awareness and ability to address the risks and stressors in the family.
- 4.7.b Understands and implements the screening and referral process for parents and caregivers, including Motivational Interviewing and the SBIRT (Screening, Brief Intervention, and Referral to Treatment) process.
- 6.1.e. Understands and employs stages of change approach with families.

### Before the Training

**Rate Your Knowledge (Scale of 0 to 5, 0 = no knowledge, 5 = significant knowledge)**

Learning Objective	Before the Training	After the Training
Define MI as a provider <i>style</i> rather than a set of techniques.		
Describe at least two assumptions behind an MI approach.		
Define the four processes of MI and demonstrate skill in each process via a semi-scripted practice.		
Discuss the meaning of OARS and demonstrate skill in each component.		
Demonstrate skill in providing neutral personalized feedback.		

My personal learning goals for this training are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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**After the Training**

Reflections on what I learned:

Questions and concerns I identified:

**Post-Training  
 Activities:**

**Action Plan:** Each learner’s plan will be unique. As a result of this training, I will...

**My Action Plan**

Action	Target Date	Date Completed