

Motivational Interviewing in Respiratory Health Care

- Be a little conversational.
- Use humour if you are comfortable doing so, but make sure that it is respectful and appropriate.
- Plan to take some time during the presentation to review and summarize if the content is complex, or if the group will be unfamiliar with the content.
- Relax, take a breath, be yourself.

Keep the following checklist in mind during your presentation:

- Talk with participants before the session and during the breaks.
- Maintain eye contact.
- Check for understanding and keep the group involved (i.e., ask questions, poll the group).
- Watch the group's attention span.

Seven tips to activate your session

It is important to pay attention to the mood in the room. Although this Motivational Interviewing Trainers' Toolkit includes interactive instructional design, there may be times when you as faculty would like to introduce an added interactive technique to further engage participants. Here is a list of possible constructivist strategies. Note also that a more detailed description of specific interactive learning exercises can be found in the "Facilitator Resources" section of this toolkit.

1. Large group Q & A (time varies, dependent on facilitator)
 - Audience interaction should be encouraged throughout the session, with faculty prompting questions and facilitating discussions.
 - Having standing microphones and/or microphone runners available throughout the room can help facilitate contributions from participants.
2. Case scenarios (15–30 minutes)
 - Case-based learning activities and a compendium of case examples are included in this toolkit. Time can be allotted for case scenarios to be discussed and/or practised within pairs and smaller groups, and then debriefed as a larger group.
3. Role plays (15–30 minutes)
 - Role plays allow participants to practise particular skills, such as MI skills, or to observe how one of the practitioners would respond to a specific issue or client statement.

4. Panel Q & A (90 minutes)
 - Participants can pose questions to three to five faculty (from various professional backgrounds/disciplines) who form an expert panel on issues related to Motivational Interviewing and respiratory health care.
5. Dyads (1–10 minutes)
 - Participants get into pairs and discuss a key learning point/issue.
6. Individual exercise (5–10 minutes)
 - Each participant writes down three key points, experiences or reference statements with regards to a particular issue being discussed.
7. Large group demonstration or role play (15–30 minutes)
 - The facilitator asks for one of the participants to volunteer to play the role of a patient or client, while the facilitator plays the role of clinician. Immediately after the role play, reflect and discuss with the larger group. You may even want to reward the volunteer with a prize (i.e., a book or a gift certificate).

Information on accrediting training events and continuing education (CE) credits

WHAT IS ACCREDITATION?

Accreditation is the process by which a discipline-specific college or professional organization awards certain continuing education credits to a workshop for their members.

WHY GET YOUR TRAINING ACCREDITED?

To maintain good standing within a professional discipline or regulatory body, members have to complete a certain number of continuing education hours every year. Program accreditation means that participants can get credit (continuing education hours) by attending your session. If the workshop is not accredited, participants may still be able to receive continuing education credits for their attendance, but they will need to submit proof of their attendance (a letter or certificate of completion).

WHO RECEIVES ACCREDITATION?

Accreditation is granted on the basis of the sponsor's demonstrated ability to plan and implement an event/workshop in accordance with the accrediting body's criteria.