

Reference: Thomas, G. & Atkinson, C. (2018). Systemic literature review of motivational interviewing implementation literature. Paper presented at Manchester Motivational Interviewing Network, Manchester 2 October.

Systematic literature review of Motivational Interviewing implementation literature
Dr George Thomas and Dr Cathy Atkinson (2018) – University of Manchester

Research question

‘What factors affect the implementation of Motivational Interviewing (MI) within a service/ organisation?’

Systematic literature review search strategy

A search of the Applied Social Sciences Index and Abstracts database was conducted using the terms ‘motivational interviewing’ AND ‘implementation’ NOT ‘intervention’. Papers published between 2008 and 2018 in peer-reviewed journals were selected for review. This search strategy yielded five papers.

Emergent dimensions and sub-dimensions are presented below.

Factors affecting the implementation of MI within a service/ organisation

Emergent dimensions	Sub-dimensions	Codes	Citation
Managerial context	Managerial attributes	Managerial philosophy on client support influences implementation	Curry-Chiu et al. (2015)
		Managerial attributes/ attitudes influence implementation	Hall et al. (2016)
	Clarity of mission/ goals influence implementation		
	Managerial investment in MI	Managerial buy-in supports implementation	Curry-Chiu et al. (2015)
Workplace context	Workplace climate	Working climate is important for implementation	Curry-Chiu et al. (2015)
		Staff cohesion/ communication/ open-mindedness influence implementation	Hall et al. (2016)
	Workplace support for MI implementation	van Eijk-Hustings et al. (2011)	
Financial resources	MI training costs	Training costs	Hall et al. (2016) van Eijk-Hustings et al. (2011)
	MI resources	Physical resources (e.g., space to deliver MI) influence implementation	Hall et al. (2016)
	Staffing	Staffing levels influence implementation	Hall et al. (2016)
		Cost of releasing/ covering staff	van Eijk-Hustings et al. (2011)
Therapist context	Therapist attributes	Energy needed to integrate MI within practice	Curry-Chiu et al. (2015)
		Therapist attributes/ attitudes influence implementation	Hall et al. (2016)

Reference: Thomas, G. & Atkinson, C. (2018). Systemic literature review of motivational interviewing implementation literature. Paper presented at Manchester Motivational Interviewing Network, Manchester 2 October.

	Therapist investment in MI	Therapists strongly valued/ embraced MI	Curry-Chiu et al. (2015)
		Therapist initial interest in MI predicts later confidence and commitment	Decker & Martino (2013)
		Majority of therapists volunteer for MI training	Hall et al. (2016)
		Therapist positive attitudes pre and post online CPD	Welch (2014)
Training	Pre-training considerations	Value in training all interested therapists simultaneously to avoid resentment	Curry-Chiu et al. (2015)
		Value in training being explicitly linked to practice context	
		Utility in identifying less interested therapists, preparing them for training and tailoring training to meet individual needs	Decker & Martino (2013)
		Consider the impact of imposed vs. voluntary training	Hall et al. (2016)
	Training considerations	Use of 'MI experts' within workplace to train staff	Curry-Chiu et al. (2015) Welch (2014)
		'Train the trainer' approach	Welch (2014)
		On-going training until proficiency is reached	Curry-Chiu et al. (2015) Hall et al. (2016) van Eijk-Hustings et al. (2011)
		Basic MI skills training for all therapists, followed by complex MI skills training for most interested therapists	van Eijk-Hustings et al. (2011)
		Use of online CPD	Welch (2014)
	Post-training considerations	Importance of refresher courses after substantive input	Curry-Chiu et al. (2015)
	Application of training in practice	Application of training in practice supports proficiency development	Curry-Chiu et al. (2016) van Eijk-Hustings et al. (2011)
		Integrate on-going training within the workplace	Hall et al. (2016)
		Apply online learning in practice (hybrid approach)	Welch (2014)
		Apply online learning within a number of professional contexts	
Peer supervision	Peer supervision valued by therapists	Perceived value of peer support groups	Curry-Chiu et al. (2016)
	Peer supervision supports proficiency development	Peer support sustains therapist use of MI	Curry-Chiu et al. (2015)
		Intervision with colleagues (i.e., peer supervision) supports proficiency development	van Eijk-Hustings et al. (2011)
Professional	Professional	On-going therapist supervision maintains MI skills	Hall et al. (2016)

Reference: Thomas, G. & Atkinson, C. (2018). Systemic literature review of motivational interviewing implementation literature. Paper presented at Manchester Motivational Interviewing Network, Manchester 2 October.

supervision	supervision supports proficiency development	On-going supervision by trainer supported proficiency development	van Eijk-Hustings et al. (2011)
	Supervisor attributes	Supervisor attributes/ attitudes influence implementation efforts	Hall et al. (2016)
	Supervisors within organisation	Need for well-trained supervisors within organisation	Curry-Chiu et al. (2015)
Time pressures	Time allowance for training	Time investment for therapist training	van Eijk-Hustings et al. (2011)
	Time allowance for application of training in practice	Time needed to integrate MI within practice	Curry-Chiu et al. (2015)
		Flexibility to extend appointments when needed	
		Time to prepare for consultations	van Eijk-Hustings et al. (2011)
	Time allowance for peer supervision	Time for intervision with colleagues (i.e., peer supervision)	van Eijk-Hustings et al. (2011)
	Time allowance for professional supervision	Time for professional supervision	van Eijk-Hustings et al. (2011)
Time commitment from therapists	Balance appointment time between MI and other tasks	Curry-Chiu et al. (2015)	
MI treatment fidelity	Therapist attributes	Therapist confidence associated with use of advanced MI strategies, but not overall MI treatment fidelity	Decker & Martino (2013)
		Low initial interest, confidence and commitment associated with MI-inconsistent techniques	
	Post-training assessment of MI treatment fidelity	Competency benchmarking	Hall et al. (2016)
		Post-training assessment of therapist proficiency using standard treatment fidelity measure (e.g., MI Treatment Integrity [MITI])	Hall et al. (2016) van Eijk-Hustings et al. (2011)
	Follow-up assessment of MI treatment fidelity	Competency monitoring	Hall et al. (2016)
		Six-month follow-up of therapist proficiency using standard treatment fidelity measure (e.g., MITI)	van Eijk-Hustings et al. (2011)
		Long-term therapist monitoring to maintain impact of training	
		Periodic and continuing assessment of competency with positive feedback and problem-solving	Welch (2014)
Use of MI experts	Using 'MI experts' within organisation to provide conformation and	Welch (2014)	

Reference: Thomas, G. & Atkinson, C. (2018). Systemic literature review of motivational interviewing implementation literature. Paper presented at Manchester Motivational Interviewing Network, Manchester 2 October.

		validation of developing competency	
	Use of self-assessment	Self-evaluation using standard treatment fidelity measure (e.g., MITI)	van Eijk-Hustings et al. (2011)
	Use of audio recording	Use of and feedback on audiotapes supported proficiency development	van Eijk-Hustings et al. (2011)
	Use of scenarios	Assessing therapist recognition of MI principles and skills pre and post online CPD using scenarios	Welch (2014)
Documentation	Goal setting and track behaviour change	Documentation to track goal-setting and behaviour change	Curry-Chiu et al. (2015)
	Client reporting	Documentation to support client reporting	van Eijk-Hustings et al. (2011)
Outcomes gathering	Client outcomes	Need to evaluate client outcomes	Curry-Chiu et al. (2015)
		Impact of training on client outcomes	Hall et al. (2016)
		Measuring effects of MI implementation on client outcomes	van Eijk-Hustings et al. (2011)
		Need to define appropriate client outcomes	
	Gathering client outcomes post-intervention and follow-up (e.g., maintained behaviour change; treatment adherence; satisfaction with MI)	Welch (2014)	
	Therapist outcomes	Gathering therapist outcomes (e.g., satisfaction with MI)	Decker & Martino (2013)

References

Curry-Chiu, M. E., Catley, D., Voelker, M. A., & Bray, K. K. (2015). Dental hygienists' experiences with motivational interviewing: a qualitative study. *Journal of Dental Education*, 79(8), 897-906.

Decker, S. E., & Martino, S. (2013). Unintended effects of training on clinicians' interests, confidence, and commitment in using motivational interviewing. *Drug and Alcohol Dependence*, 132(3), 681-687.

Hall, K., Staiger, P. K., Simpson, A., Best, D., & Lubman, D. I. (2016). After 30 years of dissemination, have we achieved sustained practice change in motivational interviewing? *Addiction*, 111(7), 1144-1150.

van Eijk-Hustings, Y. J. L., Daemen, L., Schaper, N. C., & Vrijhoef, H. J. M. (2011). Implementation of motivational interviewing in a diabetes care management initiative in the Netherlands. *Patient Education and Counseling*, 84(1), 10-15.

Welch, J. (2014). Building a foundation for brief motivational interviewing: communication to promote health literacy and behaviour change. *Journal of Continuing Education in Nursing*, 45(12), 566-572.