
BIOGRAPHICAL SKETCH

NAME: Adaeze CHIKE - OKOLI

eRA COMMONS USER NAME (credential, e.g., agency login): CHIIKE-OKOLI

POSITION TITLE: Motivational Interviewing (MI) Consultant, Succeed and Prosper Consults, 2300 Rock Springs Dr, Las Vegas Nevada, 89128

EDUCATION/TRAINING (*Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.*)

| INSTITUTION AND LOCATION | DEGREE (if applicable) | Completion Date MM/YYYY | FIELD OF STUDY |
|---|-----------------------------------|------------------------------------|---------------------------------------|
| National Open University of Nigeria | MBA | 04 /2010 | Human Resources Management |
| National Open University of Nigeria | MPA | 10/2012 | Personnel Management |
| University of Jos, Jos, Nigeria | MPHIL/ PhD | 03/1997 | Educational Administration & Planning |
| Walden University, Minneapolis, Minnesota Residency 1& 2 completed | PhD | 03/2025 | Clinical Psychology |

A. PERSONAL STATEMENT

I received my initial professional training in Education at the Anambra State College of Education, Awka and Bendel State University, Abraka. I later proceeded to the University of Jos, where I obtained a Master's and doctorate degrees in Educational Administration & Planning respectively. After several years of exemplary service in Educational administration & planning practice at the Federal University of Technology, Minna, I moved on to the National Open University of Nigeria as a Course Facilitator and Project supervisor. I facilitate educational and counseling sessions for Master's degree students in the Department of Educational Administration & Planning. At the community level, I have been involved in advocacy outreach to secondary schools, where I carry out school guidance and counseling programs and research studies such as assessing the academic performance of secondary school students and Job performance of school administrators and classroom teachers. In my current role as Motivational Interviewing Consultant, I am a master trainer in many staff training programs in team building and team dynamics motivation and motivational interviewing. I have acted as a resource person in leadership and personal/organizational effectiveness training programs. I have provided extensive training to federal and state government workers at all civil service levels in Nigeria.

POSITIONS AND HONORS

Positions and Employment

2001 – 2007 Lecturer, Federal University of Technology, Minna, Niger State (FUT Minna)

2007 – 2008 Staff Advisor, Student – In Free Enterprise (SIFE) FUT Minna

2007 – 2020 – Course Facilitator and Project Supervisor, National Open University of Nigeria, Minna Study Center.

2012 – till date Course and Examination Moderator, Department of Education Administration and Planning Niger State College of Education, Minna, Niger State.

2007 – till date – Principal Consultant, Succeed and Proper Consults, Minna, Niger State.

2017 – Research Administrator, Research Resource Center, University of Nigeria. Enugu Campus.

Honors and Awards

1. SIFE Best Faculty Advisor Award (Faculty Advisor of the year 2008)

2. Award of Excellence by M.Ed. Educational Administration & Planning Students 2006-2010

Contribution to Science

Intrinsic motivation for attitude/behavior Change

Resources are often limited, and performance levels are low with expected levels of personal and organizational outcomes. There is an urgent need for organizations to achieve attitude/behavior change for improved organizational efficiency and effectiveness. This can only be done through achieving personal effectiveness. Basically, there is a need for organizational/community-focused educational interventions to address the perception, beliefs, and attitudes of workers at all levels of engagement towards personal and organizational effectiveness in resource-limited settings. Understanding the socio-cultural barriers and facilitators are panaceas in promoting personal attitude/ behavior and work ethics. My previous studies and training programs have focused on eliciting facilitating and engaging intrinsic motivation within participants in order to change attitudes and behaviors, especially in the work environment. Such training programs elicit creative, innovative, sustainable, and culturally accepted strategies that focus on educating individuals and organizations on strategies for achieving improved personal and organizational effectiveness for maximum outcomes.

Presently, most of my work involves asking and answering research questions that will help us to learn more about ways in which motivational interviewing can be integrated into:

(a) Organizational Settings

(b) Medical Settings

(c) Educational Settings

This will help me in comparing different motivational interviewing Implementation Strategies in different work settings. Some related work presentations are:

Relevant peer-reviewed articles

1. **Effectiveness of Motivational Interviewing (MI) and Differentiated Instruction (DI) Teaching Modes on the Academic Performance of Public Secondary School Students in Niger State, Nigeria (author)**

[https://www.iosrjournals.org/iosr-jhss/pages/23\(7\)Version-3.html](https://www.iosrjournals.org/iosr-jhss/pages/23(7)Version-3.html)

In Nigeria, traditional method of teaching is a teacher-centered approach. However, what promotes creativity and creative thinking skills is a questioning classroom, where teachers and students value diversity. Differentiated instruction is based upon the principle that all children learn best when the instruction is responsive to the uniqueness of each student. The problem of this study was to determine whether differentiated instruction increases student achievement and whether using motivational interviewing for pre-assessment in a differentiated classroom has an effect on student achievement. Findings showed that differentiated Instruction (DI) with Motivational Interviewing (MI) teaching modes facilitate higher performance than the traditional teaching method. The application of this finding is relevant in achieving behavior/attitude change for better decisions and outcomes and can be useful in healthcare settings.

Hall, T. (2004). *Differentiated instruction*. [Online]. Available:

<http://www.cast.org/ncac/index.cfm?I=2876> [6].

Jensen, CD (2011). Effectiveness of Motivational Interviewing interventions for adolescent substance use behavior change: A meta-analytic review. *J Consult Clin Psych.* 79 (4). 433

Rossmann, G.B. & Wilson B.L. (1984). Numbers and words: Combining quantitative and qualitative methods in a single large scale evaluation study. *Evaluation Review*, 9, (5), 627-643.

Tomlinson, C. & Allan, S. (2000). *Leadership for differentiating schools and classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

2. **Effectiveness of Motivational Interviewing (MI) on the Academic Performance of Low-academic status senior secondary school students in Niger State, Nigeria (co-author)**

<https://www.ijser.org/onlineResearchPaperViewer.aspx?Effectiveness-of-Motivational-Interviewing-MI-on-the-Academic-Performance-of-low-academic-status-senior-secondary-school-students-in-Niger-State-Nigeria.pdf>

Large numbers of students, despite having normal intelligence levels, have the inadequate academic motivation and do not show a good academic performance in different levels of education. So, they are faced with academic problems, and educators also became frustrated in proportion to their success's expectation of them. In most countries, this issue is considered a challenge for the education system and has forced specialists to seek solutions and effective interventions in this field. This study investigated the effectiveness of MI on the academic performance of low-academic status secondary school students in Niger State, Nigeria. The study's findings showed a higher significant difference in the performance of the study groups in favor of the experimental group. This indicated that the performance of low-academic status students was enhanced when they were exposed to motivational interviewing. This finding can be relevant when applied to health care settings to promote intrinsic motivation to behavioral changes in preventing and treating health disorders and associated diseases.

- Armenakis, A., Bernerth, J., Pitts, J., & Walker, H. (2007). Organizational change recipients' beliefs scale development of an assessment instrument. *The Journal of Applied Behavioral Science*, 43(4), 481-505. doi: 10.1177/0021886307303654
- Bergquist, B., & Westerberg, M. (2014). Testing for motivation to engage in improvements: A conceptual framework and an initial empirical test. *Total Quality Management & Business Excellence*, 1- 12. doi: 10.1080/14783363.2013.776761
- Grant, A. (2010). It takes time: A stages of change perspective on the adoption of workplace coaching skills. *Journal of Change Management*, 10(1), 61-77. doi:10.1080/14697010903549440
- Miller, W. R., & Rollnick, S. (2002). *Motivational interviewing* (2nd ed.). New York, NY: Guilford Press.

3. Male partner involvement on initiation and sustainment of exclusive breastfeeding among HIV-infected post-partum women: Study protocol for a randomized controlled trial (co-author).

- Ihekuna, D., Rosenburg, N., Menson, W., Gbadamosi, S. O., Olawepo, J. O., Chike-Okoli, A., Cross, C., Onoka, C., & Ezeanolue, E. E. (2018). Male partner involvement on initiation and sustainment of exclusive breastfeeding among HIV-infected post-partum women: Study protocol for a randomized controlled trial. *Maternal & child nutrition*, 14(2), e12545. <https://doi.org/10.1111/mcn.12545>

Research shows that EBF is not common in many HIV-endemic, resource-limited settings despite recommendations by the World Health Organization. Although evidence abounds that male partner involvement increases HIV testing and uptake and retention of prevention of mother-to-child transmission interventions, few studies have evaluated the impact of male partner's involvement and decision-making on initiation, maintenance, and sustainment of EBF. In this study, a comparative effectiveness trial of Men's Club as intervention (MI) was used as the major instrument for promoting male partners' involvement and decision making on initiation, maintenance, and sustainment of EBF the decision-making process will inform the development of effective and sustainable evidence-based interventions to support the initiation and sustainment of EBF.

- Anigilaje, E. A., & Olutola, A. (2013). Prevalence and clinical and immunovirological profile of human immunodeficiency virus-hepatitis B coinfection among children in an antiretroviral therapy programme in Benue State Nigeria. *ISRN Pediatrics*, 2013. <https://doi.org/10.1155/2013/932697>
- Dennis, C.-L., & Faux, S. (1999). Development and psychometric testing of the Breastfeeding Self-Efficacy Scale. *Research in Nursing & Health*, 22, 399-409. [https://doi.org/10.1002/\(SICI\)1098-240X\(199910\)22:5%3C399::AID-NUR6%3E3.0.CO;2-4](https://doi.org/10.1002/(SICI)1098-240X(199910)22:5%3C399::AID-NUR6%3E3.0.CO;2-4)
- Ezeanolue, E. E., Obiefune, M. C., Ezeanolue, C. O., Ehiri, J. E., Osuji, A., Ogidi, A. G., ... Ogedegbe, G. (2015). Effect of a congregation-based intervention on uptake of HIV testing and linkage to care in pregnant women in Nigeria (baby shower): A cluster randomised trial. *The Lancet Global Health*, 3(11), e692-e700. [https://doi.org/10.1016/S2214-109X\(15\)00195-3](https://doi.org/10.1016/S2214-109X(15)00195-3)
- Wood, N. K., Woods, N. F., Blackburn, S. T., & Sanders, E. A. (2016). Interventions that enhance breastfeeding initiation, duration, and exclusivity: A systematic review. *MCN. The*

4. Effective Christian Counseling for Secondary School students with Low-Academic Status: A case for the integration of Biblical Counseling and Psychology (co-author).
DOI: <http://dx.doi.org/10.24940/ijird%2F2019%2Fv8%2Fi10%2FOCT19043>

In Nigeria, the need for guidance and counseling in schools has been recognized. There is a great need for a clear rationale and guidelines for guidance and counseling programs and guidance counselors. Over the years, several researchers have been carried out to establish the need for counselors and their services. However, there exists a dearth of empirical studies on the effective strategies to increase the impact of guidance counseling services. A shift from the authoritarian expert providing advice to a more family-centered, collaborative, and Trans theoretical change model using motivational interviewing will improve the impact of counseling. The main aim of this study was to examine the perception of church and school-based counselors in integrating Biblical counseling and psychology for a more effective outcome of counseling. Findings revealed that students with low academic status could be motivated to perform and achieve better using effective counseling strategies that integrate biblical principles and psychology. The findings could be applied to health care settings in promoting initiation, uptake, and sustained behavioral changes in the care of clinical and non-clinical patients.

American Psychological Association, Ethical Standard 1.08, noted by Siang - Yang Tan, “Religion in Clinical Practice: Implicit and Explicit Integration.” in *Religion and the Clinical Practice of Psychology*, ed. Edward P. Shafranske (Washington, D.C.: American Psychological Association, 1996), 367

Chike- Okoli, A. N. Okoli, Success and Okoli, Tochukwu (2018). Effectiveness of Motivational Interviewing (MI) on the Academic Performance of low academic Status Senior Secondary School Students in Niger State, Nigeria 5022. Article accepted for ISOR Journals.

Edward P. Shafranske and H. Newton Malony, “Clinical Psychologists’ Religious and Spiritual Orientations and their Practice of psychotherapy,” *Psychotherapy* 27 (1990), 72-78, cited in Tan, “Religion in Clinical Practice,” in *Religion and the Clinical Practice of Psychology*, 366.

Edward P. Shafranske and H. Newton Malony, (1990), “Religion and the Clinical Practice of Psychology: A Case for Inclusion,” in *Religion and the Clinical Practice of Psychology*, 58- 581.

5. Availability and Utilization of Information and Communication Technology (ICT) facilities in higher institutions in Niger Stare, Nigeria (co-author)

The need for the development of ICT is a global resolution and had been a subject of great significance to all humanity. These technologies have become central to contemporary societies. It is useful to indicate the technology status in Africa. This study surveyed the availability and utilization of information and communication technology in tertiary institutions in Niger Stare. Findings showed that there was an inadequate provision of ICT facilities in institutions of higher learning in Niger State and that there was no significant difference between the availability and extent of effective use of ICT facilities and equipment for teaching and research purposes. It is hoped that motivational Interviewing (MI) used as an intervention approach can promote

behavioral change in the attitudes of staff and students toward availability and effective use of ICT.

Kitschner, P. A. & Davis, N. E. (2003). Pedagogic benchmarks for information and communication technology in teacher education (Electronic version). *Technology, Pedagogy and Education*, 12 (1), 127-149. Retrieved December 23rd, 2003 from <http://www.triangle.co.uk/jit>

Milken Exchange on Education Technology (1999). *Will new teachers be prepared to teach in a digital age? Santa Monica: Milken Family Foundation*. Retrieved January 13th, 2004, from <http://www.mff.org/pubs/ME154.pdf>

National University Commission (NUC) (2000). *Management information system for Nigerian Universities*. Abuja: Atman Ltd.

Organization for Economic C-operation and Development (2005). *E-learning in tertiary education*. Retrieved on 25th August, 2006 from http://www.oecd.org/publications/policy_briefs.

B. Research Support

Active Grants

R01HD087994 Ezeanolue Echezona (PI), Adaeze Chike-Okoli (Research Fellow) 04/01/2016—03/31/2021

NICHD

Intervention for Sustained Testing and Retention (iSTAR) Among HIV infected Patients

The purpose of this study is to evaluate the comparative effectiveness of congregation, clinic, and integrated case management-based intervention for sustainable testing and retention for linkage to care, engagement, retention and viral load suppression of women and children infected with HIV.

3R01HD087994 Ezeanolue Echezona (PI), Adaeze Chike-Okoli (Co-Investigator) 09/02/2016—03/31/2018

NICHD

Impact of male partner involvement on initiation and sustainment of exclusive breastfeeding among HIV-infected postpartum women

The purpose of this study is to assess the comparative effectiveness of a Men's Club as intervention group compared to the control group on the initiation and sustainment of Exclusive Breast Feeding (EBE).