

Motivational Interviewing

Building a Foundation in MI



Pre-test

Preparing the groundwork



Objectives

- Provide an understanding of the MI spirit
- Practice applying MI skills
- Discuss strategies for continued learning in respect to MI

Definition

Motivational interviewing is a **collaborative, person-centered, guiding** method designed to **elicit and strengthen motivation** for change

Some practical advice

There's a time and place for everything!

- Leading is appropriate when.....
- Following is good when.....
- Guiding with MI is best when.....



Motivational Interviewing A Demonstration

Mr. Smith; A smoking evolution

- <https://www.youtube.com/watch?v=0z65EppMfHk>



8 Tasks in Learning MI

1. **Overall Spirit:** Collaborative vs prescriptive; honors autonomy; willingness to suspend authoritarian role
2. **Skills (OARS):** skills to provide supportive and facilitative atmosphere
3. **Recognizing (Listening):** Identify "change talk" and commitment language "sustain talk"
4. **Eliciting and Strengthening:** Evoke and reinforce change talk and commitment
5. **Rolling & resistance:** Response to sustain talk and resistance that reflects respect with reinforcing
6. **Develop a change plan:** Transitioning to phase 2 of MI. Recognize readiness and negotiate a plan
7. **Consolidate commitment:** Elicit increasing patient strength of commitment
8. **Transition and blending:** Blend MI style with intervention methods



MI facilitates change by:

Helping a person identify, consolidate, strengthen, and act upon their intrinsic motivation



Approach

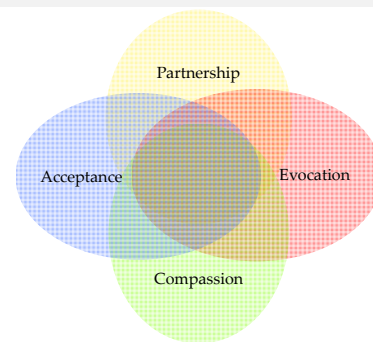
Deficit



Competence



Spirit of MI



Motivational Interviewing Definitions

- Evocation: the act of bringing something into the mind or memory
- Partnership: the state of being a partner
- Acceptance: the act of accepting something or someone
- Compassion: sympathetic consciousness of others' distress together with a desire to alleviate it



~~PERFECT~~

None of us are... Just What's OK?



Key MI Skills

- Open-Ended, Evocative Questions
- Affirmation
- Reflective Listening
- Summaries

OARS

"OARS: A Quick Guide" (See hand-out)

Open Questions

- How/What/Tell Me More

Affirmations

- Show an appreciation for – not a compliment

Reflections

- Offer the person's content back to them

Summary

- Reflect the big picture



Four Processes



Try This

Think of a patient who is described as
"non-compliant" by the care team.

Group: What are the characters of the
patient that come to mind?

Your Turn



Engaging

- Relational foundation
- Objective: establish a collaborative working relationship with the other person
- 20% rule

Attitudes and Engagement

Not so helpful attitudes

- I'll **scare** you into change
- I'll **get to the bottom** of this
- You are **guilty**
- **Overwhelmed**
- **I HAVE A SOLUTION** – let me help

Helpful attitudes

- **Curiosity**
- **Partnership**
- **Acceptance**
- **Evocative**

See attitudes and beliefs hand-out

Listening



Engagement

From the other person's perspective:

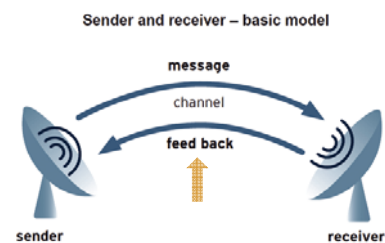
- Do I feel respected?
- Does this person listen to and understand me?
- Do I trust this person?
- Do I have a say in what happens in our work together?

Engagement Skill: Listening



Skill: Reflection

Practitioner statement; mirrors meaning



Reflective Listening

- Non-threatening
- Keeps focus on other person's content
- Deepens the conversation
- Helps people better understand themselves
- Shapes direction



Offers the opportunity to...



- Expand
- Refine
- Correct
- Verify
- Etc...

Engagement Skill: Reflecting

SIMPLE

Repeat

Rephrase

What was said



- Stabilizing
- Empathy
- Understanding
- Direction
- "I'm listening"
- "Go on..."

Listening Expressing Empathy



<https://www.youtube.com/watch?v=1Evvgu369Jw>

Reflections

Help people organize their
thoughts and experiences*

**if they get too long they are less helpful*

Reflections in Action

See hand-out "OARS: A Quick Guide"

- Page 2 - Reflections

Practice together:

"I am an organized person"

1. Simple reflection

Group Practice:

"I don't like conflict"

Group Practice:

"I let things bother me more than I should"

Affirmations

- Personal characteristics
- Stable traits
- Strengths

see
good in
others

Affirmations

- Focus on descriptions, not evaluation
- Avoid using the word "I"
- BE GENUINE!

Affirmation Challenge



Persistent
Confident
Relentless
Strong
Determined



See hand-out "Attributes of Successful Changers"

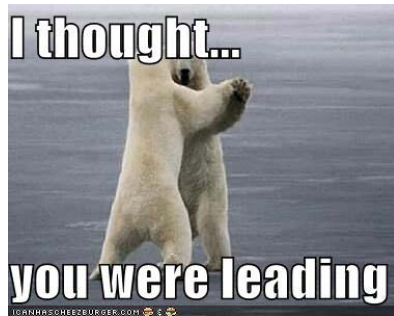
Four Processes



Focusing

- Develop and maintain a specific agenda
- Discover what is important to the other person
- Unfolding and evolving process

Where are we going?



Focusing

- Part of the helper's task
- Guide



Focusing

Three sources of focus:

1. Other person
2. Setting
3. Your expertise

Focusing: Skills

- Listen for and reflect THEMES
- Summarize to help gain clarity of direction

Reflective Listening

- <https://www.youtube.com/watch?v=95IAN1oeBk>



Summary



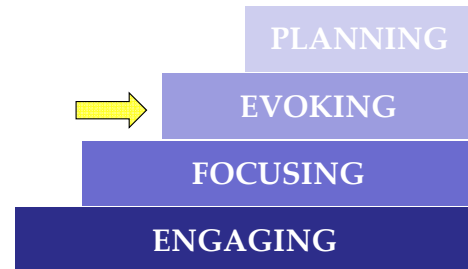
- Used to transition or emphasize a key theme
- Conveys that you value what has been said
- Gives a sense of the big picture
- Offers slightly new perspective

Focusing for Change

Focus on the negative of continuing the status quo and positives of making change

- Step back and ask for input
- Consider options
- Share information

Four Processes

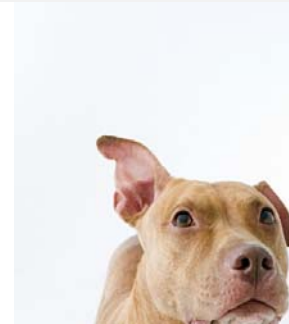


Evoking

- Differential eliciting of change talk
- Change talk = the other person's arguments for change

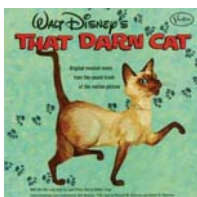


Knowing what to listen for



Preparatory change talk

- Considering change
- Still some ambivalence



Desire

Ability

Reasons

Need

Mobilizing change talk



Commitment

Activation

Taking steps

- Resolution of ambivalence
- Intention, decision, readiness

Sustain talk

- The opposite of change talk
- Speech that favors no change or sustaining current behavior
- DARN CAT

Engagement Skill: Reflecting



- COMPLEX
- Goes beyond what they said
- Aims to capture what they meant
- Deepen understanding
- Forward movement

Practicing Complex Reflections

1. Complex – decisional balance
2. Complex – Openers
3. Complex – Paraphrasing
4. Complex - metaphor

Useful Asking



- Supports enhanced understanding
- Helps maintain engagement
- Starts us down a productive path toward change talk

Change Talk Open Questions

- Probe widely for information
- Help uncover priorities and values
- Draw people out
- Convey interest in person



Open Questions

- Can't be answered yes or no
- Can't be answered with one or two words
- Not rhetorical

Useful Asking

- Directly ask for change talk
What might be some reasons you want to make this change?
- Use hypotheticals
If you were to try this out, how might you start?
- Looking forward/back
If you successfully make this change, how might things be different for you a year from now?

Less Useful Asking

- Why haven't you changed?
- What keeps you doing this?
- What were you thinking when you....?
- Why can't you...?

Some Guidelines...

- Ask fewer questions!
- No more than 3 questions in a row
- Ask more open than closed questions
- 2 reflections for every 1 question

Change Talk Challenge

Break out into Groups of 3

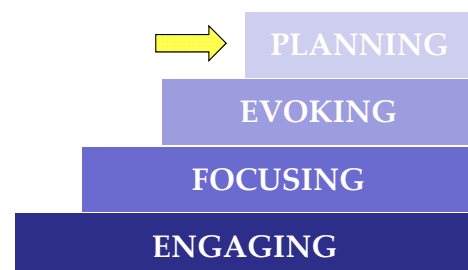
- One person shares something they've been contemplating changing
- One person comes up with ideas of why the person should change
- One person comes up with ideas of why the person should not change



Ambivalence

- Explore ambivalence
- *"Once ambivalence has been voiced, it loses its toxic impact. It's better to discuss it and move on, rather than have it in the background threatening the whole process. Silence is poison."*
-Michael Harvey, PhD

Four Processes



Planning*

- Ongoing process – not the end
 - Begin with the end in mind
 - Use the other person's expertise as your PRIMARY resource
- *not necessary for it to be MI

Tools to help

- Menu planner "Self-management Goals"
- Planning diary, "Write it down"
- Self-management Action Plan
- Activities calendar
- Readiness ruler – see CM Process



Patient Self Management

Increased skills
+
Confidence, ability to make changes
=
Improve outcomes and decrease costs

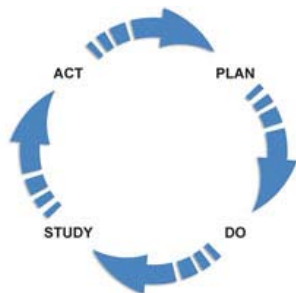
Bodenheimer, T., Lorig, K., Holman, H., Grumbach, K. Patient Self Management of Chronic Disease in Primary Care JAMA, November 20, 2002

Self management

- <https://www.youtube.com/watch?v=uRQ853sRt0o>



Framework for Planning



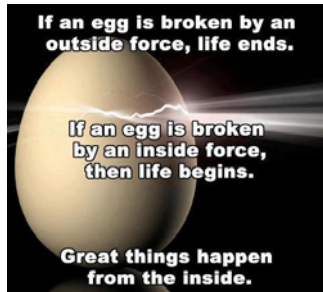
A Simple approach

Brief Action Planning

- Starts with engagement (20%)
 - Focus "Is there anything...."
 - Evoke "Have an idea....."
 - Plan "What? When?....."

See hand-out "Brief Action Planning Flow Chart"

Planning



Continuing to Learn MI

- "One-shot" trainings don't promote competent practice (Miller & Mount, 2001; Walters et al., 2005)
- Initial training with follow-up coaching based on direct observation of practice is "gold-standard"
- Peer-learning groups have shown some usefulness
- You will learn from your patients if you know what to look for!

Resources for Learning MI

- Motivational Interviewing Network of Trainers
www.motivationalinterviewing.org
- Guilford Press – Applications of Motivational Interviewing Series
- www.centreCMI.ca
- www.miccsi.org

