

Advanced Engagement

Session 2

Today's Presenters



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Liscense RN in the State of Michigan with expertise in practice transformation, care management, quality improvement and understanding of models of care and payment models in respect to the healthcare industry.



Disclosure

MI-CCSI, or the presenter, does not have any financial interest, relationships, or other potential conflicts, with respect to the material which will be covered in this presentation.

CRITERIA FOR SUCCESSFUL COMPLETION

- Attending all didactic sessions
- Completion of both simulation and feedback activities
- Completion of all self-study activities in full
- Submission of the evaluation



OBJECTIVES

At the conclusion of this presentation, the participant will be able to:

- Systematically use MI in your work and move in the direction of fidelity to the practice.
- Identify the key concepts of MI and how each relates to promoting positive behavior change.
- Describe each process of MI (Engaging, Focusing, Evoking, Planning) and how each contributes to promoting positive behavior change.
- Apply MI skills for efficient and effective engagement (the Relational Foundation).
- Apply MI skills to cultivate client change talk (Technical Component).
- Begin integrating MI into your everyday change conversations.
- Engage in an ongoing learning process to achieve fidelity.

OBJECTIVES

At the conclusion of this presentation, the participant will be able to:

PART 2: Moving from relational to technical

- Describe and practice using reflections, open questions, affirmations and summaries
- Employ the skill of reflection to deal with discordance
- Use knowledge of MI basic skills (OARS) and Spirit (PACE) to the process of engagement
- Review the basics of MI: OARS skills and PACE
- Define the purpose of focusing and evoking
- Demonstrate the use of MI skills in the process of focusing



Session 1: Review

Motivational Interviewing

In helping vocations, it does matter what you do, and it also matters how you do it.

- Beyond technical know-how
- Includes particular communication skills
- Makes some helpers more (or less) effective than others.



...a particular way of talking with people about change and growth to strengthen their own motivation and commitment.

8 Effective MI Characteristics



Accurate Empathy



Affirmation



Acceptance



Shared goals for change...and a strategy for reaching them



Evocation

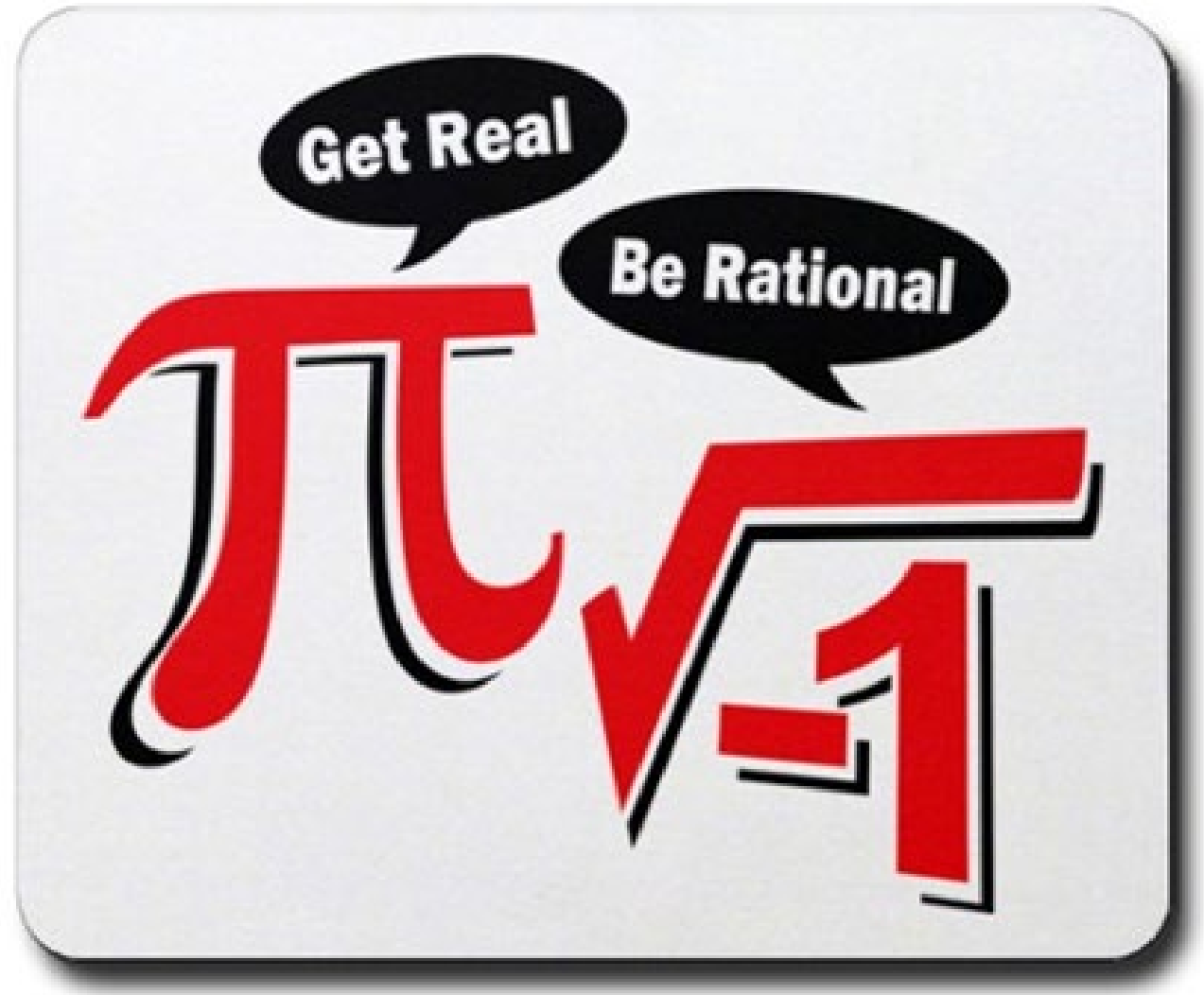


Offering information and advice



Congruence or genuineness

- Respect
- Empathy
- Active Collaboration
- LISTEN



Discord

Discord: Interpersonal behavior that reflects dissonance in the working relationship; sustain talk does not in itself constitute discord; examples of discord include arguing, interrupting, discounting, or ignoring.

- Mis-interpreted as resistance: Sustain talk (arguing against change, (which is one side of normal ambivalence) and discord (reflecting discomfort with the working alliance).
- Both behaviors, if unaddressed, predict poor treatment outcome.
- Emphasis on the interpersonal nature of these behaviors. Both can be increased or decreased by what the interviewer is doing.



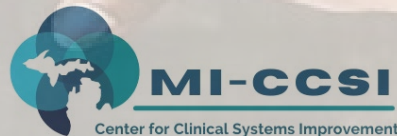
Miller, W. R., & Rollnick, S. (2023). Motivational interviewing: Helping people change (Vol. 4). The Guilford Press.

PLAN – EVOKE – FOCUS - ENGAGE



P-A-C-E

- **Partnership:** Who surprised you by treating you as an equal, a collaborator? Who served as a guide for you?
- **Acceptance:** Who communicated deep acceptance of you just as you were?
- **Compassion:** Who was concerned for and committed to your well-being, maybe even placing it before their own?
- **Evocation:** Who brought out the best in you? Who saw strengths or talents in you that you didn't know you had?



Key MI Skills

Listen

Ask open-ended questions

Use affirmations

Reflect

Summarize

OARS creates movement and direction



Reflections

-  Reflective listening is a critical MI skill
-  Mirrors what the patient/client says
-  Is non-threatening
-  Deepens the conversation
-  Helps clients understand themselves

Reflective Listening

-  “I hear you.”
-  “I’m accepting, not judging you.”
-  “This is important.”
-  “Please tell me more.”
-  “I want to be sure I have this right.”

The Function of Reflection

Bridge the Gap by Reflection



4

What the speaker means



1

What the speaker says

What the listener thinks the speaker means

3

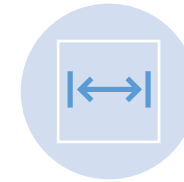
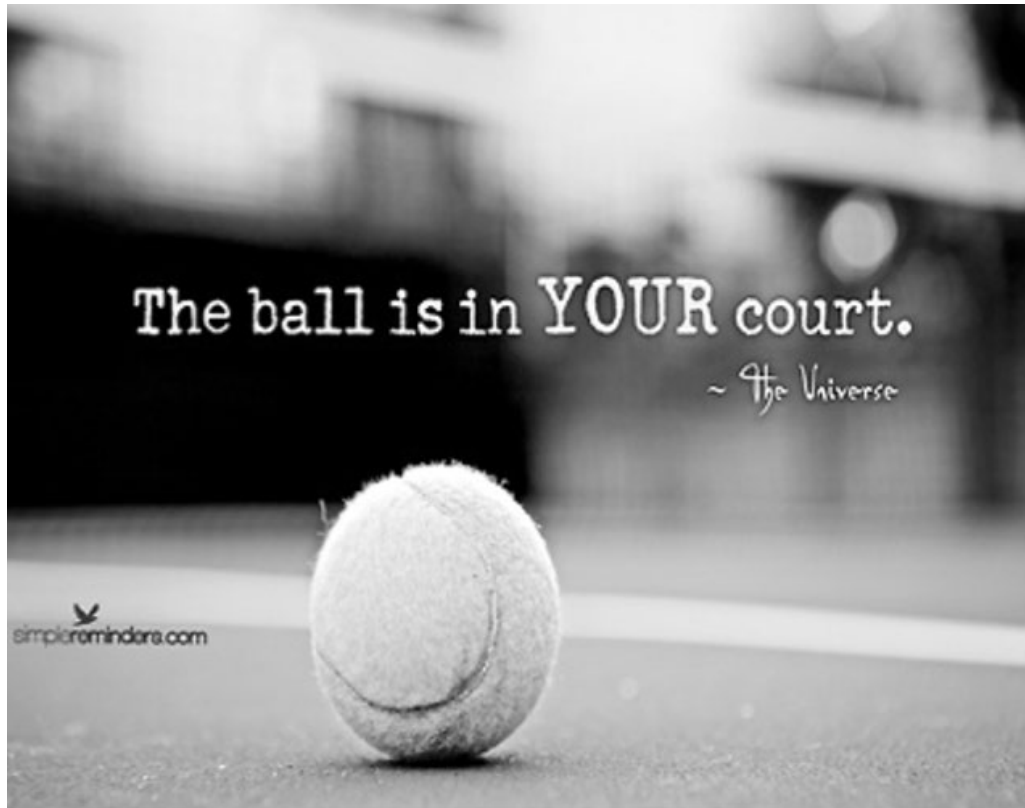
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What the listener hears



Reflection

Offers the Opportunity to ...



EXPAND



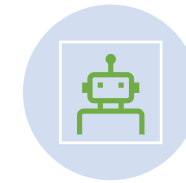
REFINE



CORRECT



VERIFY



ETC...

Reflection

An Example

Client statement:

“I’m just not sure what I want to do at this point”.

Practitioner:

“You’re a little confused about the next step.”

(voice inflects down at end)

“You’re a little confused about the next step?”

(voice inflects up at the end)



Reflection

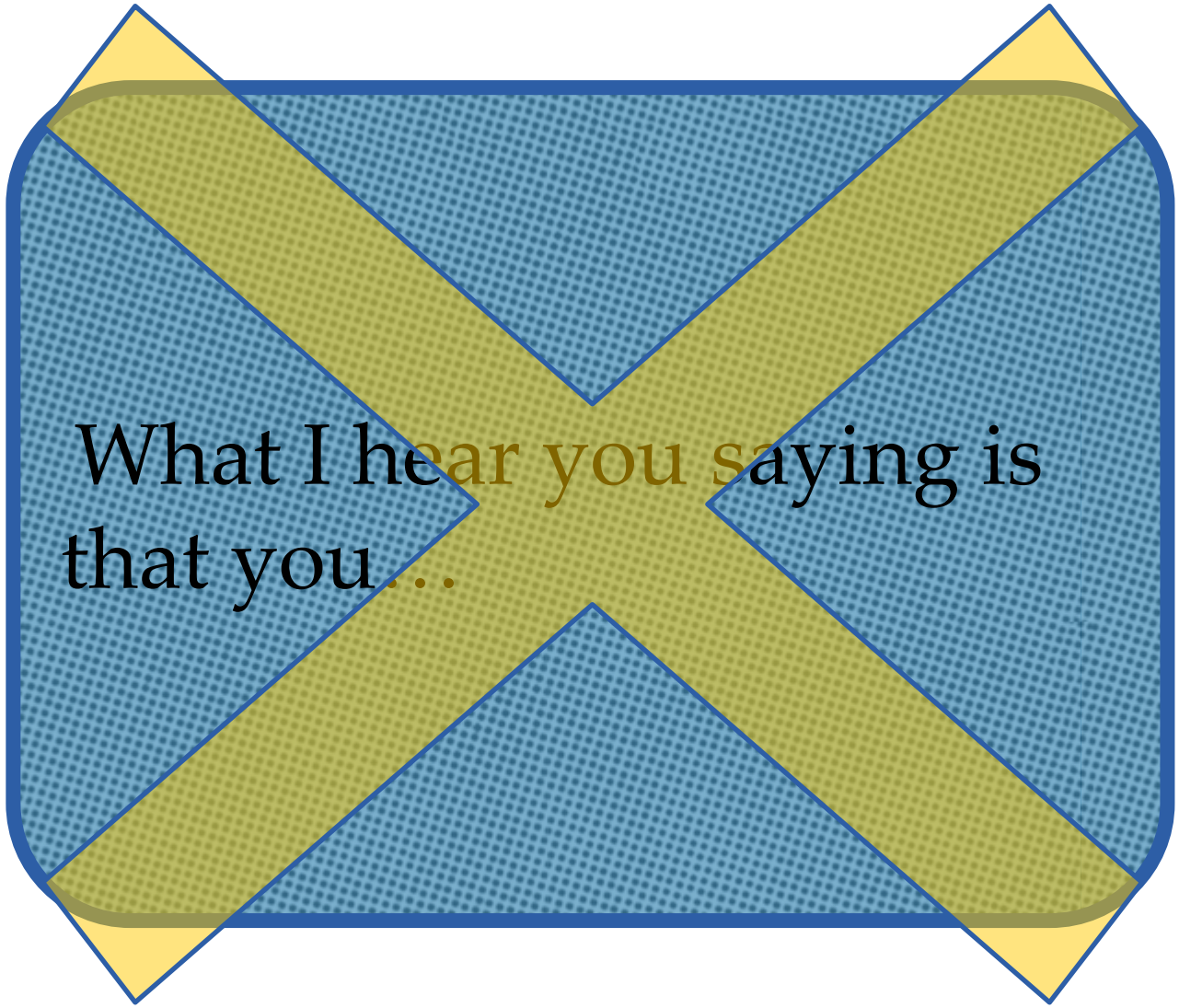
Skillful Listening

- Voice inflection turns down for a statement
- Concise
- Reinforces talk about change
- Both simple and complex reflections
- Reflections AND questions
- Perfection is not necessary!



Starters

-  It sounds like you...
-  You mean that...
-  You're feeling...
-  So you...
-  You...



What I hear you saying is
that you...

Reflections

SIMPLE



- Simple - stabilizing
- Repeating - same words
- Rephrasing - slight change of words

Reflections COMPLEX

Beyond or deeper than what the client said.

Reflect the **DO**

**See activity resource
packet - #5

...not the don't



Session 2: Moving from relational to technical

Useful Asking

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

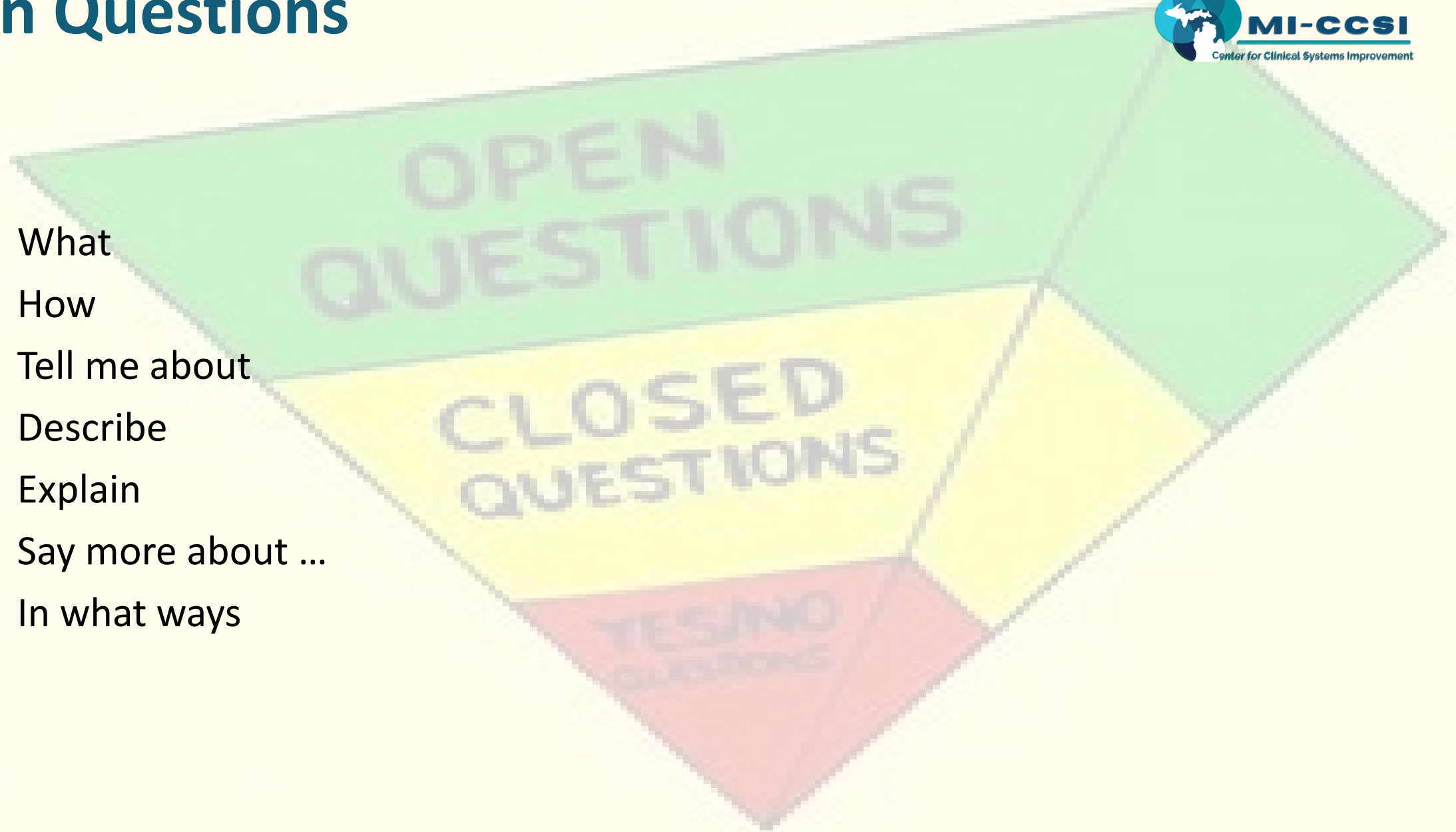


Closed Questions

- Have
- Had
- Has
- Which
- How many
- How much
- How often
- Did
- Do
- Does

Open Questions

- What
- How
- Tell me about
- Describe
- Explain
- Say more about ...
- In what ways



Affirmations

- Focus on descriptions rather than evaluations
- Nurture strength-based attributes instead of working from a deficit model
- Recognize interesting qualities about the client
- Notice and appreciate a positive action
- Should be genuine
- Express positive regard and caring

Empowerment

- Affirms people's ability to make their own choices.
- An interviewer response that acknowledges and honors the person's freedom of choice and self-determination.

EMPOWERMENT
ZONE

Autonomy Support

- Not just accept, but actively encourage a person's autonomy.
- Directly acknowledging someone's freedom of choice often diminishes defensiveness and can facilitate change.
- It is letting go of a power that you never had in the first place.
- You are not a hero arriving to fix things, but rather a companion and guide on the client's journey of change and growth.





“It takes courage to face such difficult problems”

“Thanks for doing all the hard work it took to get here on time.”

“You really care a lot about your family and want to make sure they are safe. ”

“Your willingness to respond to these hard questions shows that you’re really thinking about this. ”

“How did you do this?” Or “How did you know that would work?”

ACTIVITY



Sue Steele

Here to meet you for the first time:

- Age 25
- A history of criminal conduct, starting at age 15
- She completed juvenile probation at 17.
- She has a high school diploma.
- She was recently arrested for drunk driving.
- She lives with her sister and her sister's child.
- Sue's mother has custody of her daughter.
- She has a transient work history and is currently working at a janitorial service where she was rehired after her release.
- She is in good medical health and there is evidence of drug use in her previous offenses.

ACTIVITY

Do the
best you
can until
you know
better.
Then when
you know
better, do
better.”

Seeking Collaboration

- I have some information about how to get your child to sleep better and I wonder if I might discuss it with you.
- Would it be all right if we spend some time discussing the standards for consuming alcohol during pregnancy?
- How can I help you with that?
- I have your assessment results. Are you interested in going over these?



Collaboration

MI includes specific ways of seeking collaboration that explicitly share power, ask permission, seek consensus, acknowledge the person's own expertise, and emphasize choice.



In contrast MI is not about doing something to or on people, but rather for and with them.



It is not about fixing people.



You can offer professional expertise as appropriate, but when it comes to people's change and growth, they are in the driver's seat.



You cannot make people change or grow, although you can invite and facilitate it.

Offering Feedback

Ask: First ask the person what they know

Offer: (with permission) Then, ask permission to share what you know. Then share your feedback or information.

Ask:

- What do you think about this?
- What surprises you about this?
- What might you do as a result of this?

ACTIVITY



Observation of focusing

Focus

What brings you here today?

What is going well for your health?

What are you currently doing to maintain your health?

What steps have you taken to better your situation?

What changes are you considering that might impact your health?

What do you already know that you could do to _____?

What have you heard about what you could do to _____?

If a friend of yours were facing something similar, what would you suggest they do?

Of all the things we've talked about today, which one would you like to start with?

Where would you like to start?

Evoke Change Talk (ECT)

- Use of OARS skills to evoke
 - Open-ended questions – benefit, downside
 - Affirming change language when you hear it
 - Reflect change talk that you hear
 - Summarize the ambivalence

Strategies of Eliciting Change Talk

Strategies for Eliciting Change Talk

Adapted from Berg-Smith Training and Consultation, 2009

Ask Evocative Questions

Reasons for Change

What about the change is appealing to you?

If nothing changes, what might happen? What's at stake?

How has _____ stopped you from doing what you want to do?

What are some of your concerns about?

Change in the abstract

If you wanted to, how would you do it?

If you were to try again, what might be the best way to do it?

So let's pretend you were going to make this change. How might you go about it?

Exception question

How did you stop yourself for overeating on an occasion when you felt depressed?

What was going on when you kept food records consistently?

Not ready for change

What might need to be to be different for you to think about changing?

What would need to happen for you to think about changing?

If you were to decide one day to change, how do you think you might do it?

What do you think is stopping you from putting _____ at the top of your list?

Explore pros and cons

What are some of the advantages for keeping things just the way they are?

What are some of your concerns about keeping things the way they are?

What do you like about _____? On the other hand, what don't you like?

See
Handout



Q & A



Thank You

NEXT: Session 3

- Describe change talk, sustain talk and discordance**
- Responding to change talk, sustain talk and discordance**