

Motivational Interviewing: Iowa Veterans Home 2023 April 20 Thursday

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An Interviewing Exercise

Goal: To experience being a patient

Pair up (one speaker/patient and one listener/provider), someone you don't usually work with

Speaker/patient (shorter hair):

Identify a change that you are considering, something you are thinking about changing in your life, but have not definitely decided about, that you are willing to share with the group. It could be about how you do your job or interact with patients/colleagues. It might be a change that is good for you or that you feel that you "should" make, but have been putting off.

Listener/Provider (longer hair):

Your task is to try as hard as you can to convince and persuade the "speaker/patient" to make the change they are considering. Specifically, once you find out what the change is that the person is considering do these 5 things:

1. Explain why the person should make the change
2. Give at least 3 specific benefits that would result from making the change
3. Tell the person how they could make the change
4. Emphasize how important it is for them to make the change
5. Tell/persuade the person to JUST DO IT.

If you encounter resistance, repeat the above, perhaps more emphatically!

If you finish early, switch roles and repeat the exercise.

A Taste of Motivational Interviewing

Pair up (one speaker/patient and one listener/provider), someone you don't usually work with

Speaker/Patient:

Identify a change that you are considering, something you are thinking about changing in your life, but have not definitely decided about, that you are willing to share with the group. It could be about how you do your job or interact with patients/colleagues. It might be a change that is good for you or that you feel that you "should" make, but have been putting off.

Listener/Provider:

Don't try to persuade or fix anything. Don't offer advice. Instead ask 4 questions:

1. Why would you want to make this change?
2. If you decide to make this change, how might you go about it in order to succeed?
3. What are the three best reasons for you to do it?
4. How important would you say it is for you to make this change, on a scale where 0 is not at all important, and 10 is extremely important
5. Then, give a short summary of what you heard of the person's motivations for change.
6. Then ask: So what do you think you will do?

If you finish early, switch roles and repeat.

Both Sides of the Fence Exercise

Group A (Patient Point of View)

Choose a Reporter

What are characteristics of “difficult patients?”

Why do we suppose patients behave in these ways?

What might be driving these responses?

Group B (Provider Point of View)

Choose a Reporter

How do we respond to these “difficult” patient behaviors?

What do we do?

How do we behave?

Why are these patient responses uncomfortable for us?

What are our concerns, fears, resentments?

Both Sides of the Fence (Part 2)

Group A

What can we do, specifically, to help patients overcome whatever has caused them to show these attitudes/behaviors?

Group B

How can we help ourselves to deal with our own reactions when patients do these things?
How can we be more comfortable when encountering these attitudes?

What **values** drive your style of communicating or helping?

Goal: I want to use what I learned in this workshop so that I...



What can you do to carry the Spirit of MI with you into your work? What supports do you need?

Be as helpful as you can be! IF a person you were helping said these sentences to you, what would you say to be helpful? Write out your responses.

#1:

- a) I don't know, I wish I could do something to make things better in this community, but it's so hard and it never works.

- b) I know I'm supposed to talk to my kid about this stuff. You people just don't know what it's like to have a teenager like him.

- c) I'm not going to stop smoking weed. There's nothing wrong with a little bit of weed.

#2:

- a) I don't know, I wish I could do something to make things better in this community, but it's so hard and it never works.

- b) I know I'm supposed to talk to my kid about this stuff. You people just don't know what it's like to have a teenager like him.

- c) I'm not going to stop smoking weed. There's nothing wrong with a little bit of weed.

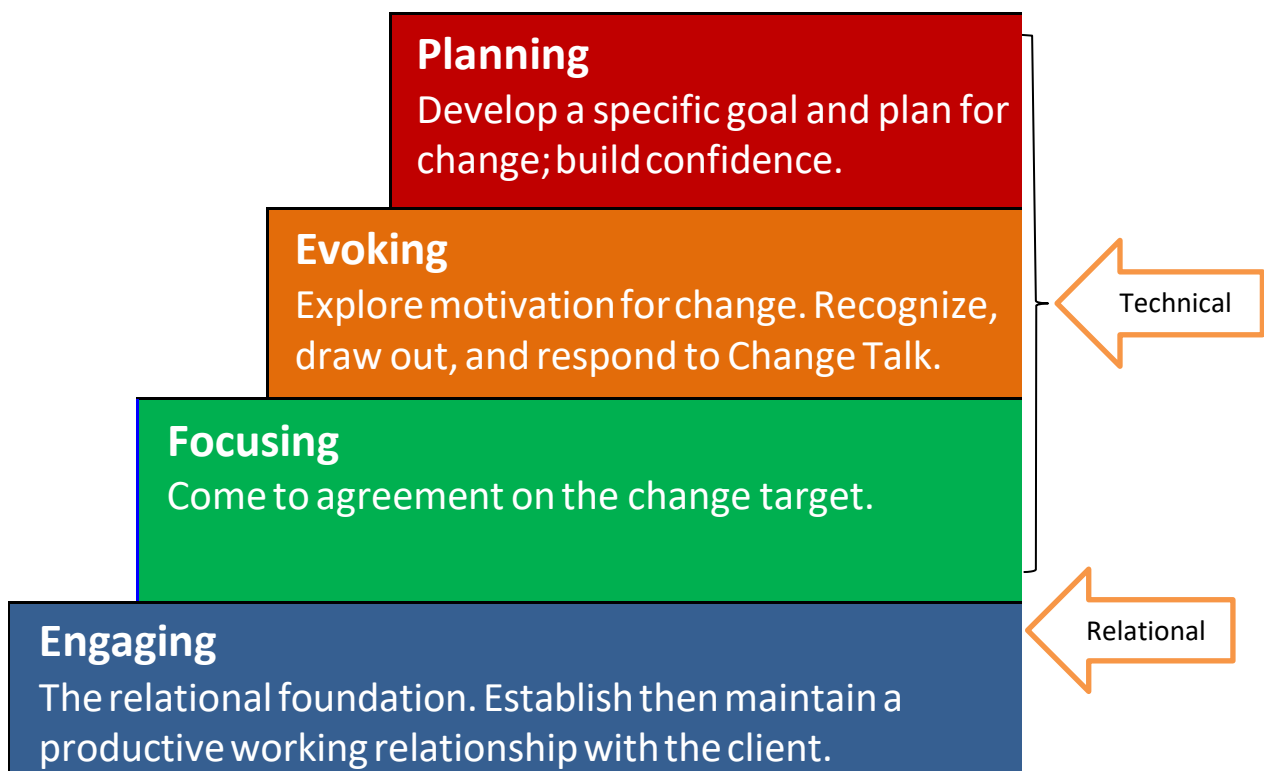
Definition of MI:

Motivational interviewing is a collaborative conversation style for strengthening a person's own motivation and commitment to change.

Technical definition of MI:

"Motivational Interviewing is a collaborative, goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion." (Miller & Rollnick, 2013, p. 29)

MI Processes:

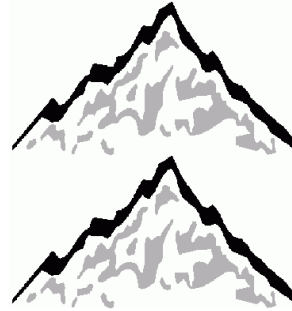
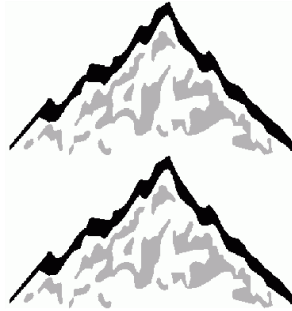


Skills are applied within each process in unique and creative ways

Climbing the Motivation Mountain
Adapted from Miller and Rollnick , 2013,

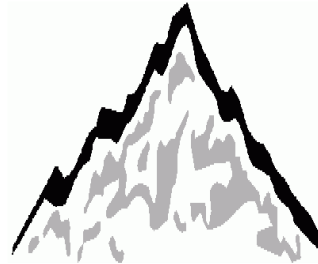
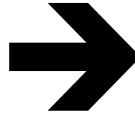
Engaging- Who are you and what's troubling you?
aka Where should we go on this journey? Shall we travel together?

Focusing- Setting the agenda
aka Which mountain should we climb together? Where to?



Evoking- Resolving client ambivalence, explore values, concerns, priorities, evoke change talk, importance and confidence
aka Whether or why?

Slippery slope of ambivalence



NOTE: This is hard work.

Testing the waters: Is the client ready for the down side of the mountain? Check it out!



NOTE: This feels easier. ☺
DOWNHILL

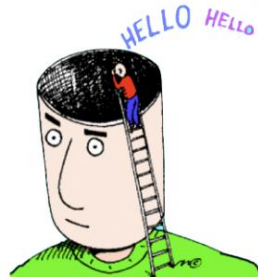
Planning: Identifying a change plan, addressing barriers, supporting change efforts
aka How? When?

Key Concepts in MI




1. Resist the righting reflex

- The “righting reflex” is the practitioner desire to fix what seems wrong with people and to set them promptly on a better course.
- Expression of a directing communication style.
- How do people who are ambivalent about change respond to the righting reflex?

2. Competence world view vs. Deficit world view



Communication style matters

Directing	Guiding	Following
		
Administer Authorize Conduct Decide Determine Lead Manage Prescribe Steer Take charge Tell	Accompany Awaken Collaborate Elicit Encourage Inspire Lay before Look after Motivate Show Support	Attend Be responsive Be with Go along with Have faith in Listen Observe Shadow Stay with Take interest in Understand

3. Traps that Promote Disengagement (Miller & Rollnick, 2013, pp. 40-45)

- The “Chat” Trap
- The Assessment (Question-Answer) Trap
- The Expert Trap
- The Premature Focus Trap
- The Labeling Trap

4. Motivation is a key to change

- Motivation is a state of being ready, willing, and able; it is not a trait.
- Motivation is interpersonal; what the practitioner says and does matters.
- Motivation is a key to successful change.

5. Ambivalence about change is normal

- Ambivalence means feeling two ways about something.
- Presents a significant barrier to change.
- Must be explored and (hopefully) resolved.



6. Change talk is motivational gold

Change Talk is the language of change, that is, any client language in the direction of change regarding the change target.

DESIRE: want, like, wish, hope to change

ABILITY: can, could, able to change

REASON: specific reason for change

NEED: need, have to, got to, must, it's important to change

COMMITMENT: I will, I'm going to, I intend to change

ACTIVATION: ready to, willing, planning to change

TAKING STEPS: specific action or step toward change



Sustain Talk is any client language in the direction of no change or the status quo; the opposite of Change Talk. Sustain Talk is about the **change target**.

Discord signals dissonance and is about the **relationship**.

The Spirit of MI is a way of being with people which sets the **PACE** of the conversation with these elements:



- **Partnership.** MI is a collaboration between experts.
 - People are the experts on their own lives.
 - MI is not done “to” or “on” someone, but “for” and “with” a person.
 - This includes both: Letting go of the expert role while being aware of the aspirations and convictions you bring to the conversation.

- **Acceptance.** Expressing an attitude of unconditional positive regard.
 - Absolute Worth.
 - Accurate Empathy.
 - Autonomy Support.
 - Affirmation.

- **Compassion.** We conduct MI in the service of others.
 - Deliberate promotion of another’s welfare.
 - Get ourselves out of the way.
 - Serve as a benevolent witness.
 - Distinguish this way of being with people from the tactics of a used car salesperson

- **Evocation.** Motivation for change is not installed but is evoked.
 - Motivation for change already exists within people.
 - Perspective that people truly have the wisdom and resources within themselves to identify and move towards their goals.
 - Pragmatically, people are more likely to change if they themselves come up with the reasons versus being advised

OARS: A Quick Guide

Open Questions (How/What/Tell me more/Describe/ In what ways?/Say more about..)

- Don't ask for just yes, no or single word.
- Ask questions where the response possibilities are endless.
- Avoid "Why?" as it can put people on the defensive.

Openers:

Tell me about...	What was that like?
Tell me more about that	Say more about _____
How does that fit with your life/work.	What was that experience like for you?
Give me an example of a time when	Tell about how that fits into your routine. How does that compare with where you're at
What would have to happen for you to make now?	a change?

Affirmations

- Show our appreciation for the other person's experience.
- Center them around the word "you"- avoid starting with "I", creates hierarchy
- Seek opportunities to notice and affirm: Past successes, future hopes, current efforts, struggles and desires, humanity, character, strengths, values and efforts to act on them,

Openers:

That took a lot of...	This shows...
You're really...	It must have taken a lot of work to...
What about you would make this possible?	

Summaries

- Pull together what the person has told us. Shows that we were listening.
- Shines a light on what's most important. Another chance to reinforce change talk.
- Collecting summaries: List off the items as they accumulate
- Linking summaries: Bring in information previously known
- Transitional summaries: Wrap up task or session by pulling together what's important
- Recapitulating summary: Includes all the change talk gathered in evoking. Partner with client to see if everything was included, ask for agreement and end with an open question.

Guidelines:

Introduce summary (i.e "I want to be sure I have this right..", "Let's make sure we're on the same page, "What you said is important and I want to make sure I got it all")

- Reflect the key themes, change talk, strengths, values...
- Have I got that right? What did I miss?
- Where does this leave you? What's next?

Reflections (You...[not “I”])

- Offer the other person’s content back to them in a non-threatening way
- Invite the other person to continue or delve deeper
- Helps the person to organize their thoughts
- Can help the person recognize his/her own change talk
- **In general, you will get more of whatever you reflect. If you reflect sustain talk you are likely to hear more sustain talk. Reflect change talk and you get more change talk.**

Openers:

You’re wondering if...	You want...	You’re feeling...
You’re hoping...	Almost as if...	You need...
You’re finding...	It seems to you that...	From your point of view
For you it’s a matter of...	You’re wondering if...	You...
This has been totally ___ for you	In other words, you’re saying...	Like a ...

SIMPLE REFLECTION: Repeat or Rephrase what the person said.

Useful for clarifying what was said or to reflect **Specific Change Talk Language**.

COMPLEX REFLECTION TYPES:

Paraphrase: Restatement which brings in an educated guess or inference to add meaning to what the person said.

Amplification: Strategic for **softening Sustain Talk** by exaggerating, overstating, or increasing its intensity; without sarcasm!

Client: I’m not interested in quitting drinking at this time Staff: There’s no way it makes sense to even consider it.

Double-Sided: Both sides of ambivalence (cons/pros) are contained in a single reflection.

End with the change side.

- On one hand, you don’t like the medication side effects, on the other hand, it has helped you achieve more stability in your life.

Feeling: Reflection of implied underlying feeling (name the feeling). Useful for both **softening sustain talk and Cultivating Change Talk**. Client: If I keep smoking marijuana, I know you are going to put me in jail. Staff: You’re *worried* about the possible consequences.

Metaphor: This is “picture language” or statements that evoke images.

- It’s like a dam finally broke this week and everything is flooding out.
- It’s like climbing a ladder: you’re reaching for the next goal.
- You hit a wall trying to figure this out.

Coming Alongside: Take up and reflect the side of no change; side the negative. Strategic for **softening Sustain Talk or responding to Discord**.

- Client: I can’t give up drinking; it’s how I socialize. Staff: Drinking is a part of your life.
- Client: You people aren’t helpful. Staff: You don’t feel like we’re working for you and what you need.

Continuing the Paragraph: Anticipate the next statement that has yet to be said. Starts with a conjunction (and..because..) to make a guess about future change to **Cultivate Change Talk**.

- Client: I have to get my kids back. Staff: ...and you’re ready to take a step toward change.



Reflect back more than the person said, but not more than a person meant to say.

Motivational Interviewing Process

ENGAGE

- First 20% of the conversation to establish a productive, working relationship
- Listen carefully and Reflect
- Ask Open questions to find out general perspectives, experiences, progress, concerns_
- Look for strengths and Affirm
- Emphasize choice and personal control

Does the person seem to feel understood? If YES, transition to Focus

If NOT, continue Engage

FOCUS

- “What would you like to focus on today?”
- “Would it be okay if we discussed...?”

If the conversation goes off topic, stay in/return to Focus

If the conversation becomes unproductive, return to Engage

EVOKE

Importance Ruler: “On a scale from 0 to 10 [label end points], how important is it for you to change _____?”

0	1	2	3	4	5	6	7	8	9	10
Not at all Important									Very Important	

[1-4] Why are you at a ____ and not 0?

- [5-7] What would it take to go from ____ to a ____ [slightly higher number]?
- [8-10] Tell me why you’re at this number.

Use EVOKING QUESTIONS:

- “Why would you want to make this change?”
- “How would you like things to change?”
- “Tell me what you don’t like about how things are now.”
- “IF you decided to make a change, how could you do it?”
- “What do you think you might be able to change?”
- “What might be some good things about making a change?”
- “What needs to happen?”
- “What do you expect might happen if you don’t make any changes?”
- “How does making a change with _____ fit with what you care most about, life goals/dreams?”

If you hear signs of readiness, test the water: “Would you be willing to consider a goal to try?” If YES, transition to Plan

If NOT ready, go to Summarize and Engage, Focus or Conclude

PLAN

- Guide the person to set a goal: “What change do you think you could try?” “What goal could you set?”
- If needed, offer a menu of options – with permission

If the conversation goes off topic, return to Focus.

If the conversation becomes unproductive, return to Engage.

Change Goal (specific, measurable):
“How might you go about trying to reach his goal?”
“What might get in the way of trying to reach this goal?” (BARRIERS)
“What could you do to prevent/work through these barriers?” (STRATEGIES)
“Who would support you the most in achieving your goal?”
“What might be some benefits from achieving this goal?”
“If the plan gets off track, what might you do?”

Reflection Starters:

- It sounds like you...
- It seems to you that...
- From your point of view...
- For you, it’s a matter of...
- You mean that you...

End Planning with Confidence Ruler regarding the change goal

Summarize & Conclude with Affirmation

Some Characteristics of Successful Changers

(excerpted from *Motivational Interviewing*, 2nd Edition,
William Miller & Stephen Rollnick; Guilford Press)

Accepting	Committed	Flexible
Active	Competent	Focused
Adaptable	Concerned	Forgiving
Adventuresome	Confident	Forward-looking
Affectionate	Considerate	Free
Affirmative	Courageous	Happy
Alert	Creative	Healthy
Alive	Decisive	Hopeful
Ambitious	Dedicated	Imaginative
Anchored	Determined	Ingenious
Assertive	Die-hard	Intelligent
Resourceful	Unstoppable	Persevering
Persistent	Stubborn	Thankful
Positive	Thorough	Powerful
Thoughtful	Prayerful	Tough
Quick	Trusting	Receptive
Truthful	Unique	Unstoppable
Relaxed	Understanding	Reliable
Resourceful	Responsible	Vigorous
Assured	Attentive	Bold
Brave	Bright	Diligent
Doer	Eager	Earnest
Effective	Effective	Energetic
Experienced	Faithful	Fearless
Knowledgeable	Loving	Mature
Open	Optimistic	Orderly
Organized	Patient	Perceptive
Reasonable	Sensible	Skillful
Solid	Spiritual	Stable
Steady	Straight	Strong
Vigorous	Visionary	Whole
Willing	Winning	Wise
Worthy	Zealous	Zestful

Ask – Tell - Ask

Elicit-Provide-Elicit

Component	Tasks	In Practice
Elicit	<ul style="list-style-type: none"> <input type="checkbox"/> Ask permission <input type="checkbox"/> Clarify needs and gaps 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>May I...?</i> <input type="checkbox"/> <i>Would you like to know about...?</i> <input type="checkbox"/> <i>What do you know about...?</i> <input type="checkbox"/> <i>What would you like to know about...?</i> <input type="checkbox"/> <i>Is there any information I can help you with...?</i> <p>Other ways to ask permission:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Would it be ok with you if we talked about...?</i> <input type="checkbox"/> <i>Do you mind if we discussed...?</i> <input type="checkbox"/> <i>Might I add some thoughts here...?</i> <input type="checkbox"/> <i>Would this be the time for me to fill you in on...?</i>
Provide	<ul style="list-style-type: none"> <input type="checkbox"/> Information in a manageable chunk <input type="checkbox"/> Prioritize <input type="checkbox"/> Be Clear <input type="checkbox"/> Support autonomy <input type="checkbox"/> Don't prescribe the person's response 	<ul style="list-style-type: none"> <input type="checkbox"/> What does the person most want/need to know? <input type="checkbox"/> Avoid jargon, use everyday language. <input type="checkbox"/> Offer manageable amounts of information with time to reflect. <input type="checkbox"/> Acknowledge freedom to disagree or ignore. <input type="checkbox"/> Present what you know without interpreting its meaning for the person.
Elicit	<ul style="list-style-type: none"> <input type="checkbox"/> Ask for the person's interpretation, understanding or response 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask open questions. <input type="checkbox"/> Offer reflections to the responses and reactions. <input type="checkbox"/> Allow time to process and respond to the information. <p>Sample Questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>What does that sound like to you?</i> <input type="checkbox"/> <i>What are your thoughts?</i> <input type="checkbox"/> <i>How might you use this information?</i> <input type="checkbox"/> <i>What might be a next step?</i>

Closing Review

- Something I learned or relearned...

- From this course I gained...

- One thing I learned about myself as a practitioner...

- I am more confident now that I can...

- I'm going to integrate MI into practice by...

MI References

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