

Use of Motivational Interviewing in Practice

Satellite Conference and Live Webcast
Friday, February 25, 2011
8:00 - 9:00 a.m. Central Time

Produced by the Alabama Department of Public Health
Video Communications and Distance Learning Division

Faculty

Bonnie A. Spear, PhD, RD
Professor of Pediatrics
University of Alabama at Birmingham



There is no improvement, Henry. Are you sure you've given up *everything* you enjoy?

Essence of MI

- Comfort the afflicted and afflict the conflicted
- Empathy vs. discrepancy
- Barriers allowed
- Benefits encouraged
- Acknowledge dread of change

Motivational Interviewing

"Client-centered, directive method for enhancing intrinsic motivation to change by exploring and resolving ambivalence."

— Rollnick and Miller, 2001

Four Guiding Principles of MI

- Resist arguing and persuasion
- Understand your patient's motivations
- Listen to your patient
- Empower your patient

Three Phases of Motivational Interviewing

	Objectives	Techniques Used
Following: (what, why, why not)	Obtain history Build rapport	Open-ended questions Reflective listening Agenda setting Asking permission
Guiding: (if)	Elicit change talk	Pros and cons Interest/Confidence Elicit-provide-elicited Summarizing
Directing: (when/how)	Identify goal(s) Choose action plan	Build a menu Discuss next steps and monitoring plan

Change in Clients

- Ambivalence is not pathological!
- Clients have mixed thoughts about change
- A counselor who pushes for change
 - Evokes resistance
 - Promotes premature termination

Change in Clients

- Overlooks internal and external factors
- Promotes relapse

Minimizing Resistance

- Feeling of mutual respect and trust
- Minimize autonomy threat by asking permission and giving choices
- Start at the level of the client
 - #1 cause of resistance is when client at one level but counselor is pushing for change the client is not ready for

Minimizing Resistance

- Minimize guilt by acknowledging difficulty of changing and your commitment to assist client

Techniques to Assist Change

- Open-ended questions
- Affirmations
- Reflections
- Summaries

Techniques to Assist Change

- Open-ended questions
 - Are useful for gathering information
 - Allow client to provide information they think is most relevant
 - Cannot be answered with a “yes,” “no,” or “maybe”

Techniques to Assist Change

- Not biased
- Ask one question

Phrases for Open-ended Questions

- Tell me why...
- Tell me about...
- Tell me how you have...
- I'm interesting in hearing why you...
- I'd like to hear your thoughts about...
- Explain what you might do...
- Give me some examples of...

Closed-ended Questions

- Did you have a great vacation?
- Are you exercising?
- Did you eat breakfast?
- Don't you know you will get diabetes if you don't quit drinking sodas?

Open-ended Questions

- Tell me about...
- Help me understand...
- What's going on...
- What connection, if any...
- Tell me about what you ate for breakfast today...

Effective “Generic” Starters

- Tell me what brings you in today?
- I noticed that Dr. Smith sent you to me, tell me a little bit about why he sent you to me?
- How's it going?
- How's that been/worked for you?
- How have things been since we last spoke?

Techniques to Assist Change

- **Affirmations**
 - Need to be congruent and sincere
 - Increase belief in ability to change
 - Give information about how clients are already working toward change
 - Cause habits you praise to increase
 - Helps with rapport and increases empathy

Techniques to Assist Change

- **Examples of affirmations**
 - “I think you made a huge step by limiting the bottle to bedtime only.”
 - “Finding out what your daughter was eating at day care was a great step to ensure she is getting healthy meals and snacks.”

Techniques to Assist Change

- “Having access to a gym that you like to use is a great first step to a healthy habit.”
- “Drinking more water is definitely a good healthy habit to start. So, you already started changing some of your habits before even coming to this appointment.”

Techniques to Assist Change

- **Reflective listening**
 - Statement not a question
 - Shows you are listening
 - Demonstrates understanding and acceptance
 - Ends with a down turn

Techniques to Assist Change

- **Hypothesis testing**
 - “If I understand you correctly, it sounds like...”
- Encourages personal exploration
- Keeps the client thinking and talking

Reflective Listening

- **Response is a statement, not a question**
- **Simple reflection is to just restate what client said**
 - “You are unsure if you could lose weight.”

Reflective Listening

- Complex reflections try to draw out emotions or direct client toward positive change statements
 - “Being able to eat fast food almost every day appears to be more important to you than losing weight.”

Reflective Listening Phrases

- It sounds like you...
- It's difficult/easy for you to...
- You realize that...
- You're having trouble/success with...
- You understand that...
- You feel that...
- You do/don't see the need to ...
- Let me see if I understand you...

Universal Safe Reflections

- It sounds like you are feeling...
- It sounds like you're not happy with...
- It sounds like you are a bit uncomfortable about ...
- So you are saying that you are having trouble...
- So you are saying that you are conflicted about ...

Health Behavior Change: The Feeling Vocabulary

- | | |
|-------------|---------------|
| • Trapped | • Alone |
| • Torn | • Overwhelmed |
| • Hopeless | • Drained |
| • Powerless | |

Complex Reflective Listening

- Shifting focus
 - Client: “I suppose you are going to tell me that in order to lose weight I can't eat anything I like and that I have to get up at 6 a.m. to go running everyday.”

Complex Reflective Listening

- Counselor: “To be honest, it's not up to me to decide what you will or won't do to lose weight. My job is to help you figure out what YOU want to do and to help you succeed. What is it that you think you would like to do?”

Complex Reflective Listening

- Reframing - Turning clients' statements into more positive ideas
 - Client: "I've been on so many diets and bought a half dozen exercise machines, but nothing has worked. I just end up gaining even more weight."

Complex Reflective Listening

- Counselor: "The fact that you have tried diets and exercise in the past tells me that losing weight must be important to you. You are really motivated to make some changes."



You don't have to hit a home run.
Just get your bat on the ball.

Techniques to Assist Change

- Summaries
 - Show you are listening
 - Build rapport
 - Effective in communication
 - Call attention or talk about change
 - Help wrap-up or focus counseling

Techniques to Assist Change

- Summaries
 - How to:
 - Announce it
 - Invite corrections
 - Recognize ambivalence

Example of a Summary

- "Let me stop and summarize what we've just talked about. Make sure to correct me if I don't have something right. You're not sure you want to be here today and you really only came because you need to pick up your WIC vouchers. At the same time you do want your children to be healthy and eat healthy foods but you're not sure if you can decrease the amount of juice Adam drinks because he'll whine and cry. Is that right?"

Example of a Summary

- “What do you think would work the best in making this change?”

Change Talk

- Natural language markers of readiness (Amrhein)
 - Desires
 - Ability
 - Reasons
 - Commitment

Change Talk

- Clients are most persuaded when they hear it from their own mouths
- Think about both strength and frequency of change talk
- Progression of change talk – more and more
- Change talk at the end of the session is the most predictive

Levels of Change Talk

- Desire
 - Want, wish, like, etc.
- Ability
 - Can could, able, etc.
- Reasons
 - Specific reason for change

Levels of Change Talk

- Need
 - Need, have to, important, must, compelled (w/o specific reason)
- Commitment
 - Will, plan to, intend to, going to, willing, ready, etc.

Change Talk

- Assess change with open-ended questions:
 - “What difficulties have you had with your weight?”
 - “How has your weight gotten in the way of things you like to do?”
 - “You have had previous attempts to lose weight. Tell me what didn’t work, or what did work.”

Change Talk

- Use open ended questions to:
 - Look forward
 - “What can you imagine would be a possible outcome of participating in this program?”

Change Talk

- Assess feelings about change
 - “You seem to have reached a plateau, what prevents you from throwing in the towel all together?”

Change Talk

- Pros and cons
- Values exploration

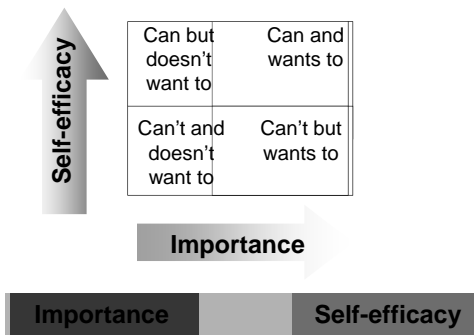
Pros and Cons

- Could you tell me some things you like about _____?
- What things are not so good about _____?
- Could you tell me some of the reasons you might want to change _____?

Pros and Cons

- What are reasons you might not want to change _____?
- What benefits might there be if you change _____?
- How would changing _____ affect your family?

Motivational Matrix



Core Values

Values for your Children	Values for You	Values for your Family
Be healthy	Good parent	Pleasant mealtimes
Be strong/athletic	Responsible	Healthy habits
Have many friends	Productive	Getting along
Fit in with peers	Good spouse	Spending time together
Get good grades	Respected	Respectful behavior
Not being teased	Feel good about self	Following rules
Not feeling left out	Healthy	Trust
Fulfill his/her potential	Fit in social group	
Have high self-esteem		
Feel good about body		

Eliciting Change Talk

- “On a scale of 1-10, with 1 being not at all willing to change, and 10 being complete willingness to change, how willing are you to add a vegetable or a fruit to your family’s meals at least four times a week?”
 - “You could have chosen 9 or 10 but you chose 5. Tell me why you didn’t choose 9 or 10.”

Eliciting Change Talk

- “You could have chosen 1 or 2 but you chose 5. Tell me why you didn’t choose 1 or 2.”

Change Talk

- Objective feedback
 - Don’t assume that your client will feel similar
 - Ask for opinions about the info you gave
 - “I’ve just presented lots of information to you today. What do you make of all this?”

Change Talk

- “You have been here a long time today. Was it what you expected? What did you learn?”
- “You are really frustrated, yet you haven’t given up yet. What keeps you going?”

What Goes on the Menu

- Here are some things that have worked for other people
 - Amazing Strategy 1
 - Amazing Strategy 2
 - Amazing Strategy 3
- Which of these do you think might work best for you?

What Goes on the Menu

- Which of these might you be willing to try?
- Where does that leave us?
 - Where would you like to go from here?

Menu (Prioritizing)

- Controlling your weight may involve several behavior changes including:
 - Eating less fat
 - Eating more fruits and vegetables
 - Eating smaller portions
 - Eating fewer desserts
 - Exercising more

Menu (Prioritizing)

- Which of these would you like to work on first?
- Which of these do you think are more important for you to deal with?

The Final Negotiation

- Use a double sided reflection to summarize session and ask about next step

The Final Negotiation

- “You’ve mentioned some reasons why you don’t think your family will eat more fruits and vegetables, such as cost and not knowing how to cook them so your family will like them. On the other hand, you also talked about how eating more fruits and veggies might help you all lose weight and feel better. Does that sound right?”

The Final Negotiation

- “In thinking about this, is there anything that I can do to help you?”
- “What do you think is the next step?”

Giving Advice

- When asked...
- Avoid “I” and “you” words
 - “I think...”
 - “You should...”
- Use neutral language
 - “Folks have found...”
 - “Others have benefited from...”

Giving Advice

- Use conditional words
 - “Might consider” vs. “ought to” or “should”

Giving Advice

- Use “wiggle words”
 - Perhaps
 - Maybe
 - If you don’t mind
 - One opinion is
 - You might consider

Giving Advice

- Try an experiment
- Here’s a thought...what do you think?

Closing the Deal

- If it is okay with you, I would like to take a moment to go over what we have discussed today
 - Then summarize the participant’s negative reasons for changing the target behavior, and then summarize the positives
 - Link to core values

Closing the Deal

- Example 1
 - Throughout our conversation, you’ve mentioned several reasons (state the reasons) why changing your child’s fruit intake may not be the best thing right now. On the other hand, you’ve mentioned several reasons (state the reasons) why it’s important to change (try to integrate core values and related information).

Closing the Deal

- I am wondering:
 - Where does that leave us?
 - Where would you like to go from here?

Closing the Deal

- What do you want to do about your... (smoking, diet, exercise)?
- It sounds like you have some pretty good reasons to... what do you make of all this?
- It sounds like you want to do something about... what's your next step?

Closing the Deal

- Tell me how you might go about that?
- Where does that leave us?
 - Where would you like to go from here?

Closing the Deal

- Example 2
 - It sounds like you have some positive and negative reasons to change. On one hand you are facing _____, on the other hand, you are concerned about your child. Would you like to add or subtract to what I have just said?

Closing the Deal

- Reflect and Paraphrase if they add/subtract something
- I am wondering:
 - Where does that leave us?
 - Where would you like to go from here?

Roll with Resistance

- Avoid problem solving
 - “Yes, but....”
 - Sign of ambivalence
- Develop discrepancies
 - Between client's current behavior and goals
- Are you wrestling or dancing?

Roll with Resistance

- Resistance is a sign for the counselor to change the approach!

MI: How Do You Know When it's Working

- Patient is doing most of talking
- Patient is talking about behavior change
- You are listening carefully and gently directing interview
- Patient is asking for information and advice

– Miller WR, Rollnick S. Motivational Interviewing, 2002.

Issues to Consider

- Change not always feasible
 - Low readiness
- May not work with low verbal clients
- May not work with certain conditions
 - Anorexia, depression
- Who should be the counselor?
- What to expect?

Issues to Consider

- How much time can you give?
- When to refer
- Ethnic and cultural considerations
- Follow-up