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maglara

**MOTIVATIONAL INTERVIEWING**



# MOTIVATIONAL INTERVIEWING

## I. MOTIVATIONAL INTERVIEWING (MI)

### A. What is MI

1. Series of specific patient-centered behaviors directed at enhancing patient's intrinsic motivation to change, guided by a philosophy of *collaboration, evocation and autonomy*.

### B. Elements of MI

1. MI Spirit
  - a. Collaboration
  - b. Evocation
  - c. Autonomy

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2. MI Principles (RULE)
  - a. Resist the righting reflex
  - b. Understand patient's motivation
  - c. Listen to the patient
  - d. Empower the patient
  
3. OARS
  - a. Open-ended questions
  - b. Affirmations
  - c. Reflective listening
  - d. Summarizing
  
4. Change-talk
  - a. Evoke
  - b. Reinforce



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## II. READINESS TO CHANGE

### A. Stages of Change

1. Pre-contemplation
2. Contemplation
3. Preparation
4. Action
5. Maintenance
6. Relapse



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## **B. Ambivalence**

1. It is normal
2. Precedes change
3. Weighing the pros and cons

## **C. Resistance**

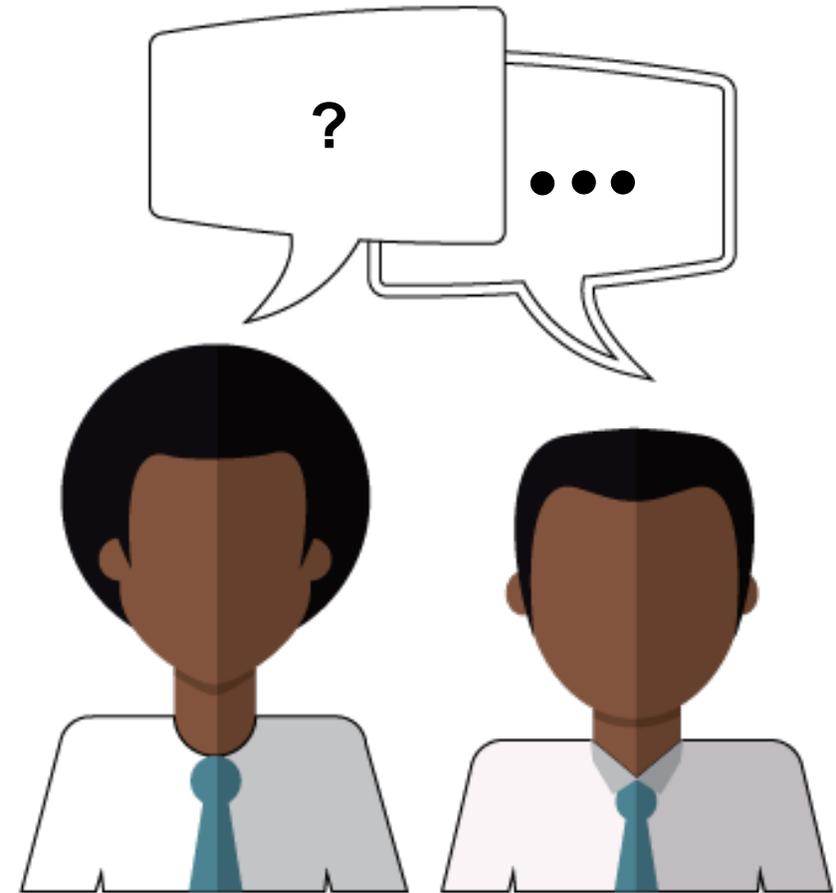
1. Signs of dissonance in the relationship between patient and therapist/coach.
2. Opposite of change talk.
3. Under control of therapist/coach.
4. Therapist/coach should recognize it and redirect it.s
5. Manifested by arguing, interrupting, negating or ignoring.

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## III. OARS

### A. Open-Ended Questions

1. What is an open-ended question
  - a. Cannot be answered with “yes” or “no”.
  - b. Open the door to fuller discussion.
  - c. Give a lot of information.
  - d. Let patient know the conversation is about them.
  - e. Non-judgmental
  - f. Patient does most of the talking, uses own words.



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2. Open-Ended Question Starters
  - a. “Tell me about...”
  - b. “Help me understand...”
  - c. How did you...”
  - d. “What else...”

## Group Activity: Asking open-ended question

- Ask the following questions:
  - Do you like to be physically active?
  - Is it difficult for you to go to bed early?
  - Does your family enjoy camping?
  - Are you ready to change your diet?

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## B. Affirmations

1. Statements of appreciation and understanding.
2. Focus on strengths, not deficits.
3. Elicit feelings of empowerment and self-efficacy in the patient.
4. Should be genuine.
5. May be tricky – not a compliment.
6. Compliments:
  - a. Start with I...
  - b. Implicit judgment

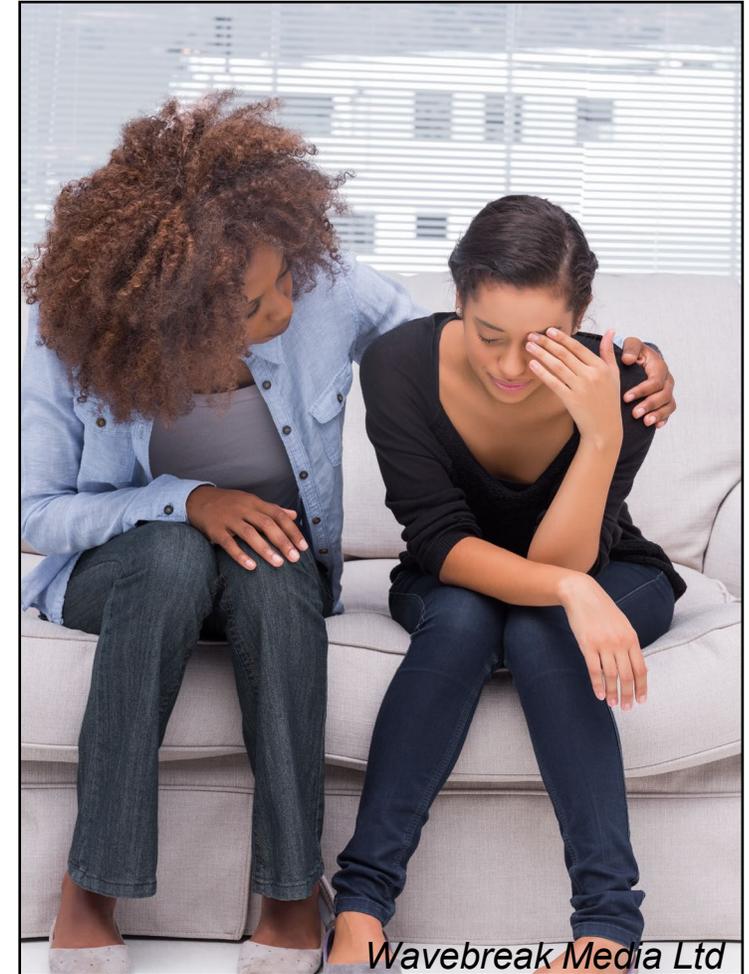
### **Group Activity:** Practicing affirmations

- Turn to your partner on the left and affirm something he/she did well today.

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## C. Reflective Listening

1. What is reflective listening?
  - a. One of the most challenging skills.
  - b. It's actively listening to the words and emotions behind the words.
  - c. Lets you check that you understand what the patient says.
  - d. Lets them know you understand what they are saying.
  - e. Lets them hear what they have been thinking.
  - f. It is NOT:
    - i. Giving advice
    - ii. A question
    - iii. Solving someone's problem



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## 2. Levels of reflections

- a. Repeating: repeats an element of what the patient said.
- b. Re-phrasing: repeats part of what the patient said but substitutes some words for synonyms.
- c. Paraphrasing: infers the meaning of what was said and reflects back using different words.
- d. Reflection of feeling: paraphrases emphasizing emotional meaning. Deepest form of

### **Group Activity:** Practicing reflective listening

- In groups of four, create reflections for the following:
  - I know I should walk every day but I just can't do it.
  - I cannot exercise during the winter months.
  - I have diabetes and need to be careful with my diet.
  - I don't know what changes I have to make.

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## D. Summarizing

1. A statement that links together parts of the conversation and reinforces:
  - a. Thoughts
  - b. Concerns
  - c. Plans
  - d. Reflections
2. Helps patients
  - a. Recall the conversation
  - b. Think of new ideas
  - c. Plan next steps
  - d. Feel more confident



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## Group Activity: Practicing summarizing

- In pairs, one person discusses something he/she feels ambivalent about: a change in diet, starting exercise, moving to another city, changing jobs, etc.
- Listener answers with open-ended question or reflections.
- After 5 minutes, the listener summarizes what the speaker has said.
- Ask, “What would you like to add?”
- Switch roles.



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## IV. CHANGE-TALK

### A. Importance

1. Desire: “I wish things were different.”
2. Reasons: “It would be nice not to worry about it that much.”
3. Need: “I’ve got to lower my blood sugar.”

### B. Confidence

1. Ability: “I know what I have to do; I just need to do it
2. Commitment: “I am going to...” or “I plan to...”



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## C. Eliciting Change Talk

1. Evocative questions: “How would you like things to be different?”
2. Elaboration: “Tell me about a time when...”
3. Using extremes: “What is the worst thing that could happen?”
4. Looking back: “What did you want to be when you graduated from high school?”
5. Looking forward: “How would you like things to turn out?”
6. Exploring goals: “What type of parent do you want to be?”
7. Assessment feedback: “Research shows that you have a high risk of developing complications. What do you think of that?”

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## D. Assessing Readiness

### 1. What is it?

- a. A tool to enhance self-awareness, self-efficacy and self-reliance.
- b. Critical for development of self-management skills.
- c. Facilitates behavioral effectiveness.
- d. Encourages step-by-step behavioral change.
- e. Measures progress toward desired goals.
- f. Allows participants to choose actions that are important to them.

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## 2. Readiness rulers:

- a. Assess the level of importance, confidence and readiness to change.
- b. On a scale of 1 to 10, how confident are you that you could make the change, if 1 represents not confident at all and 10 represents extreme confidence?
- c. What makes you choose 3 instead of 7?
- d. What makes you choose 8 instead of 4?
- e. What would it take for you to move from 3 to 5 or 6?

1            2            3            4            5            6            7            8            9            10

Not Confident

Confident

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## 3. Action plan and its criteria

- a. What? Specific and action-oriented.
- b. When? How Often?
- c. How much?
- d. How confident and realistic do I feel that I can accomplish it?

### **Group Activity:** Action plan

- Starting with yourself, go around the room and ask everyone to choose something they want to do.
- Ask them to define what they will do, how much or how often, and by when.

# MOTIVATIONAL INTERVIEWING

## REFERENCES

D. Rosengren. Building Motivational Interviewing Skills – A Practitioner Workbook. The Guilford Press, New York, NY, 2009.

## ONLINE RESOURCES

[www.youtube.com/watch?v=\\_KNIPGV7Xyg](http://www.youtube.com/watch?v=_KNIPGV7Xyg)

<https://www.youtube.com/watch?v=-zEpwxJIRQI1I7Zao>

<https://www.youtube.com/watch?v=eNfy-FVvnRs> - resistance

<https://www.youtube.com/watch?v=hPp9J8wPxMc> - diabetes