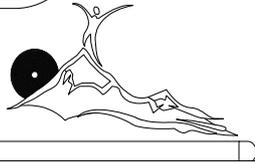


## Introduction to Motivational Interviewing



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## Resources and Professional Growth Opportunities

- [www.motivational.interview.org](http://www.motivational.interview.org)
- Miller, W. R., & Rollnick, S. Motivational interviewing: Preparing people for change (2nd ed.) (2002). New York: Guilford Press.
- Rollnick, S. et al. Health Behavior Change: A Guide for Practitioners (1999). New York: Churchill Livingstone.
- Workshops and academic courses

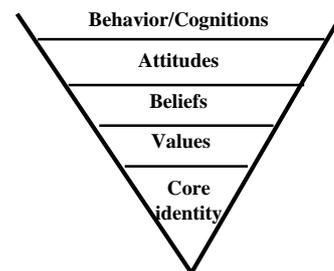
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## Objectives

- To provide participants with a brief introduction to Motivational Interviewing
- To provide some concrete tools or techniques to use during health coaching
- To provide a safe and supportive environment in which to practice health coaching using the MI approach
- Others?

3

## Rokeach's Value Theory



4

## Becker's Health Belief Model

- Perceived susceptibility
- Perceived severity
- Perceived benefits
- Perceived barriers
- Cues to action

5

## Self-Efficacy: Bandura and Lorig

- Self-efficacy: one's belief that he/she will succeed in making a change
- Found to be the most significant factor in Lorig's work with chronic disease self-management groups

6

## Prochaska's Stages of Change

- Precontemplation
  - Contemplation
  - Planning
  - Action
  - Maintenance
- Relapse
- Termination

7

## Solution Focused Approach, Rogerian Client Centered Therapy

- SFA
  - Clients have the necessary strengths / capacities to solve
  - Counselors identify strengths and amplify them
  - The model orients toward the future
  - Arisen out of family therapy, with Mental Research Institute (MRI) brief therapy
  - Structured Questions, "Miracle Question" "Scaling Question"
- Client Centered Therapy
  - Nondirective
  - Reflective
  - Empathy and Unconditional Positive Regard

8

## Activity #1: Group Rating Scale

- How confident are you right now that you can successfully help a client make a difficult lifestyle change?
- Rate yourself from 0 to 10, with 0 being 'no confidence at all' and 10 being 'totally confident'

9

## Activity #2a: Negative Practice

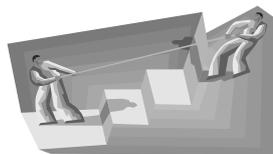
- Role play with volunteer



10

## Assumptions in MI

- Autonomy versus authoritative
- Collaborative versus confrontational
- Evocative versus educational



11

## The Spirit of MI

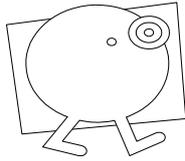
- Client-centered
- Directive
- Desired characteristics by coach:
  - Empathy
  - Curiosity
  - Warmth
  - Acceptance
  - Genuineness
  - Egalitarianism



12

## Activity #2b: Rewind Negative Practice

- Let's play that again Sam!



13

## Ready, Willing and Able

- Willing: the importance of change
- Able: confidence for change
- Ready: a matter of priorities



14

## Principle 1: Express Empathy

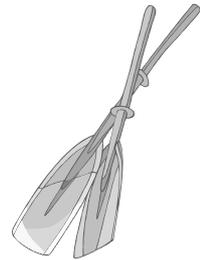
- Defined by Miller in the context of MI as demonstrating "accurate understanding"
- Acceptance facilitates change.



15

## OARS: The Foundation of MI

- Open-ended questions
- Affirmations
- Reflections
  - Simple
  - Amplified
  - Double-sided
- Summaries



16

## Principle 2: Develop Discrepancy

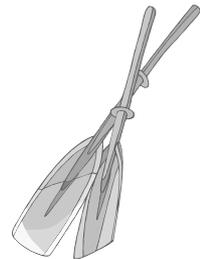
- Change is motivated by a perceived discrepancy between present behavior and important personal goals or values.
- The client rather than the counselor should present the arguments for changes.



17

## OARS: The Foundation of MI

- Open-ended questions
- Affirmations
- Reflections
  - Simple
  - Amplified
  - Double-sided
- Summaries



18

## OARS: Open-ended Questions



- Open-ended questions:
  - Help establish atmosphere of acceptance and trust.
  - Provide framework that encourages person to talk and coach to listen.
  - Opens the door for people to explore their ambivalence.
  - Provide opportunity for affirmations, reflections and summary.

19

## Activity #3: Open or Closed Question?

1. Are you taking your medications correctly?
2. What is your chief worry?
3. Isn't it important for you to be alive for your kids?
4. What brings you here today?
5. Do you want to remain in your present line of work?
6. Have you ever thought about walking as a simple exercise?

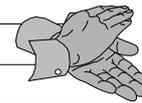
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## Activity #3 continued

8. What do you want to do about your smoking: quit, cut down, or stay the same?
9. In the past, how have you reached a goal in your life?
10. What would you like to set as your start date?
11. What concerns you the most about your health?
12. Do you care about the client's health?

21

## OARS



### AFFIRMATIONS

- "You are taking an important first step in trying to find a better solution to this problem."
- "Thanks for sharing your thoughts with me today."
- "This has been a tough road for you."
- "Congratulations! You met your goal for this week!"

22

## OARS: Reflection



### SIMPLE REFLECTIONS

- Repeating – repeating back the same words used
- Rephrasing – finding another way to express the same thing
- Paraphrasing – implied meaning
- Reflection of feeling – implied feeling

23

## Activity #4: Questions into Reflections



- Groups of 4
- Person A is the client
- A thinks of something that he/she doesn't like to do that he/she probably 'should' be doing (something A is willing to share).
- A shares this with the group in the form of a statement ("I don't like to...").
- Person B (go in a clockwise rotation) asks a close-ended question related to this statement.

24

## Questions into Reflections *continued*

- A answers the close-ended question.
- Person C asks an open-ended question about the original statement that A made.
- A answers the open-ended question.
- Person D now makes a reflection back to A based on what has been shared.
- A responds back; i.e. agrees with reflection, corrects the person, makes an additional comment.

25

## OARS: Summarizing

- By listening carefully for ambivalence, key points, pros and cons, you have picked the 'flowers'. Now present the person with a bouquet in a warm, empathetic, non-judgmental way.



26

## Activity #5: Sustained Reflective Listening



- Partner up with another person.
- Each person thinks of a personal change that they are thinking about making or currently trying to make (something difficult but something they are willing to share that is not emotionally overwhelming).
- Person A becomes the speaker and person B becomes the "coach".
- A explains to B what he/she is trying to change.

27

## Activity #5 *continued*



- B listens and asks open ended questions, affirms, reflects, uses silence but does NOT give advice unless directly asked.
- After 5 minutes or so, B summarizes what A has said, choosing the most important points, and outlines the negatives and positives (in that order) of making the change.
- B asks "Did I get it all"; A clarifies.
- B asks: "So where does this leave you?"; A responds.
- Debrief.
- Switch places.

28

## Ambivalence

- 1: simultaneous and contradictory attitudes or feelings toward an object, person, or action
- 2: a. continual fluctuation (as between one thing and its opposite)  
b : uncertainty as to which approach to follow

*Merriam-Webster's Collegiate Dictionary*

29

## Using a visual tool to assess ambivalence

- You can use various tools or analogies.
- With 0 being 'not at all' and 10 or 12 being 'ready right now', ask your client to point to how ready they are to make the suggested change.
- If they fall in the middle, it is likely that they are feeling ambivalent about the change.

30

## Activity #6: Exploring Ambivalence and Assessing Importance

- Pair up with the same partner as before.
- Continue your dialogue about the same issue.
- However, explore ambivalence by using the visual tool and the questions that are on your worksheet.
- Don't forget to provide a summary at the end.
- Ask "Did I get it all?"
- Ask "Where does this leave you?"

31

## Setting the Agenda



- Be client-centered
- Be clear
- Ask for consensus
- Set a time limit and stick to it
- Include a few minutes at end for summary and plan of action
- Leave client with affirmation

32

## How to Give Advice/Information

- Menu of options
- Ask for permission
- Give permission to disregard
- Inform/advise with respect
- Elicit/Provide/Elicit



33

## Menu of Options for Alcohol Related Problems

Abstinence

Cutting back

Calling proxy driver

Counseling Support group

Other

34

## Activity #7: Brief Intervention Practice

- Pair up with different partner
- Think of realistic case study
- Assign one person as client and other as practitioner
- Practice setting agenda, eliciting information from client, and giving advice/information in MI-congruent manner

35

## Putting it all together!



- Tag Team Activity
- Break into groups of 4 or 5.
- One person volunteers to be a client who is agreeable and is contemplating a change.
- One member of the group starts as 'coach'. When s/he feels stuck or ready to step back, other group members can help or the next group member takes over.
- The object is to elicit information, establish rapport, explore ambivalence, stay client-centered, avoid advice unless truly needed/wanted, and elicit change talk.

36

## Where does this leave you?

- Practice, practice, practice
- Observe and learn from clients
- Work with a colleague
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- [hharai@cup.com](mailto:hharai@cup.com)

