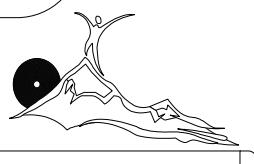


## Introduction to Motivational Interviewing



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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

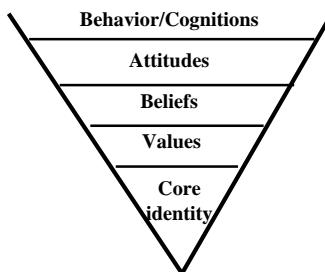
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## Objectives

- 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?

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## Rokeach's Value Theory



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## Becker's Health Belief Model

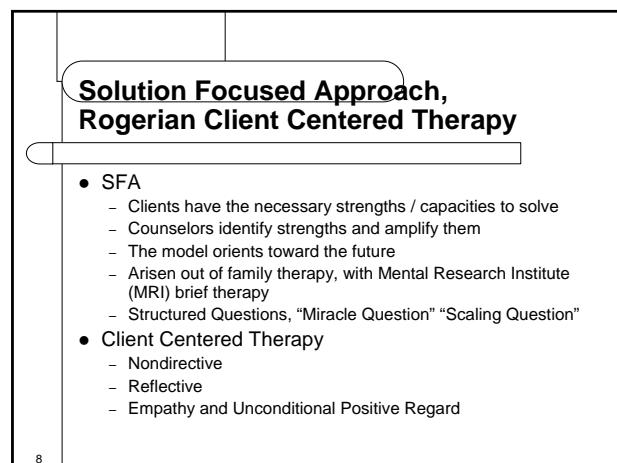
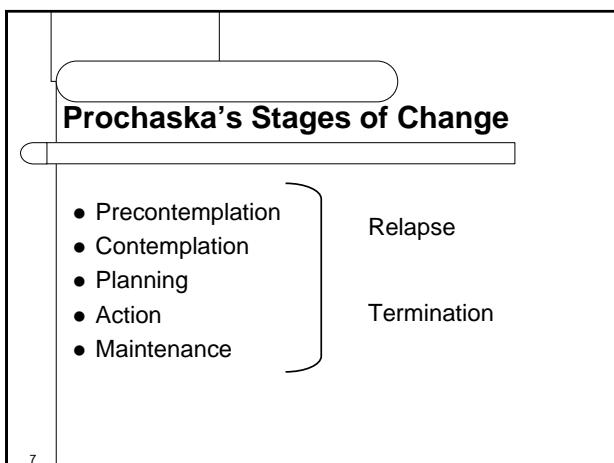
- Perceived susceptibility
- Perceived severity
- Perceived benefits
- Perceived barriers
- Cues to action

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## 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

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**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'

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**Activity #2a: Negative Practice**

- Role play with volunteer

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**Assumptions in MI**

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

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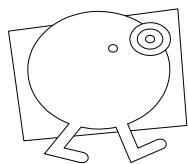
**The Spirit of MI**

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

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## Activity #2b: Rewind Negative Practice

- Let's play that again Sam!



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## Ready, Willing and Able

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



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## Principle 1: Express Empathy

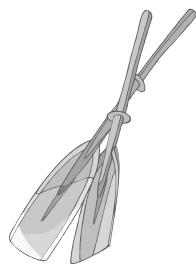
- Defined by Miller in the context of MI as demonstrating "accurate understanding"
- Acceptance facilitates change.



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## OARS: The Foundation of MI

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



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## Principle 2: Develop Discrepancy

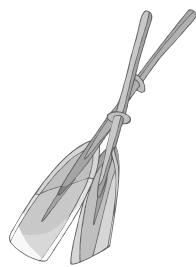
- Change is motivated by a perceived discrepancy between present behavior and important personal goals or values.
- The client rather than the counselor should present the arguments for changes.



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## OARS: The Foundation of MI

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



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**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.

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**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?

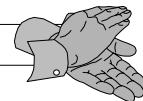
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**Acitivity #3 continued**

- 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?

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**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!"

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**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

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**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.

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## 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.

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## 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.



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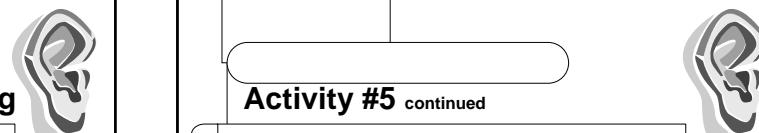
## Activity #5: Sustained Reflective Listening



- 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.

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## 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.

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## 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*

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## 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.

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## 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?"

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## 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

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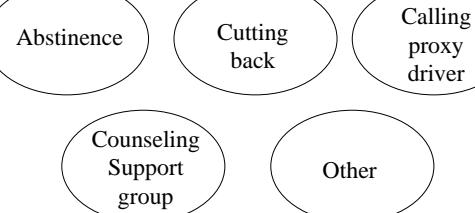
## How to Give Advice/Information

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



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## Menu of Options for Alcohol Related Problems



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## 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

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## 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.

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## Where does this leave you?

- Practice, practice, practice
- Observe and learn from clients
- Work with a colleague
- butterwo@ohsu.edu
- hharai@cup.com



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