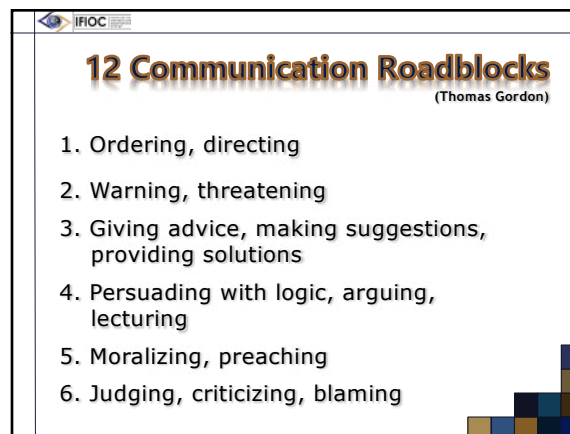
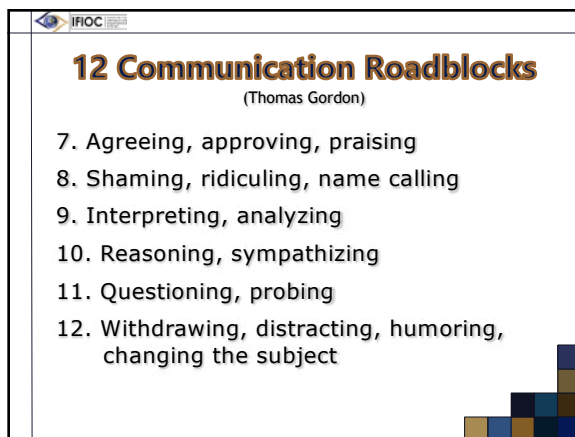


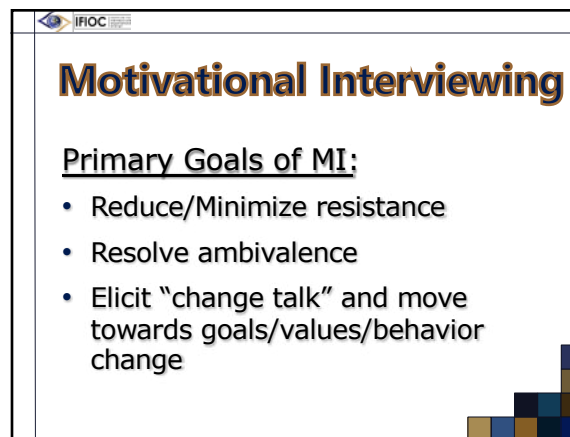
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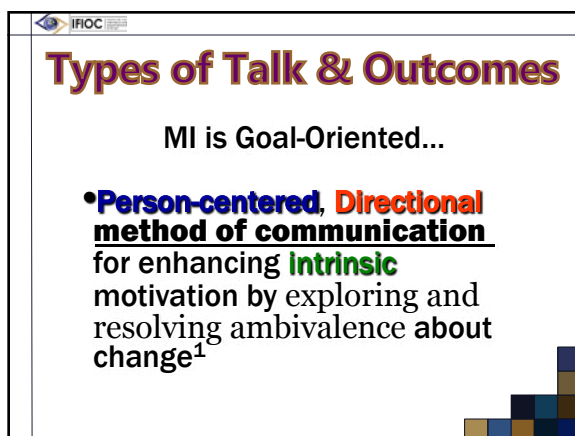
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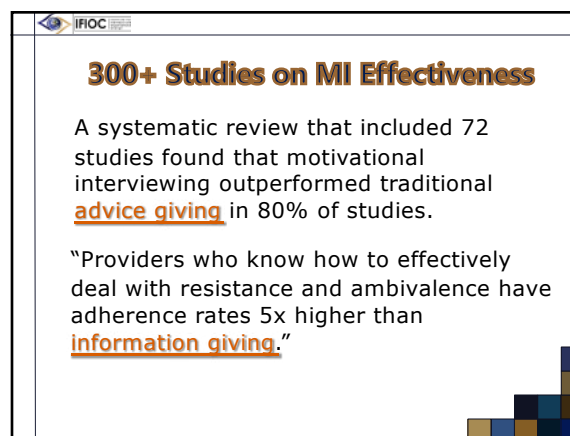
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6

Why to Ensure Learning MI with Fidelity

*"Unless MI proficiency can be developed, measured and sustained, it will simply **not be possible for organizations to achieve the types of improvements in patient-level outcomes demonstrated in MI clinical research trials.**"*

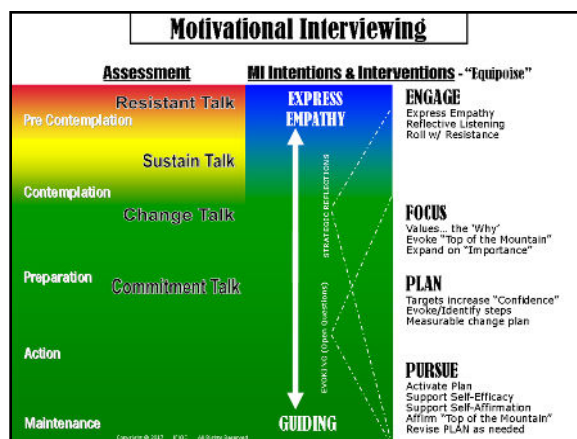
- Butterworth S., Anderson B., 2011

7

Gathering Information

- Motivational interviewing is a highly effective technique for gathering accurate and comprehensive information that is supportive of and additive to the assessment phase of the case management process. Using motivational interviewing, case managers can more readily uncover health and lifestyle needs of their clients.²⁸

8



9

Patient's Reasons to Change

- ❖ "Patient **MUST** be involved in setting goals, if it doesn't match to something important to their life, they won't do it."

Bruce Berger, PhD, R.Ph

- ❖ It is the patient's own reasons for change—**NOT OURS**—that are most likely to facilitate behavior change

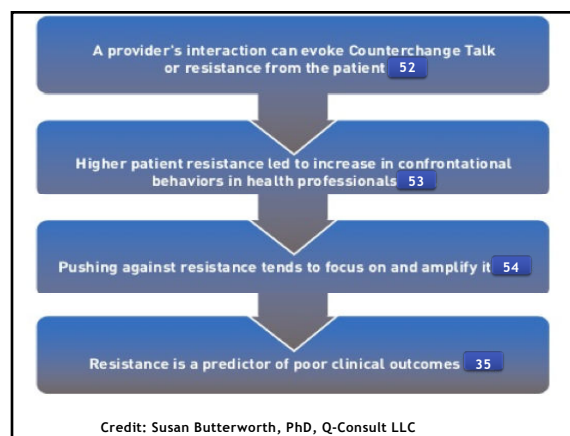
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Motivational Interviewing

Patient's Reasons for a Change:

- "...if it [Plan] doesn't match to something important to their life, they won't do it."

11



12

Motivational Interviewing

Ask vs. Tell (Why & How)


- "If your consultation time is limited, you are better off asking why they would want to make a change and how they might do it rather than telling them that they should."

13

Asking for & Highlighting Motives

Rule of 3 Why's...

1. Why?
2. Why else is that important to you?
3. What would it be like for you if...?



14

Pre-mature Planning Trap!

- Great, so your health is important...**so what's your plan?**
- **What are you going to do about that?**
- **What will you do?**
- **How will you move forward?**

15

MI Intentions & Interventions

ENGAGE
How they Feel...
Them Heard and Understood

FOCUS
What they want better...
Why...
Values
Importance

PLAN
Confidence

16

Heard/Understood
NO "Yeah, but's"

Importance
Why would they consider it?
Why else?

Confidence
Past successes, strengths,
edu./info.

17

Change Balloon

Importance Balloon


- * Client's WHY
- * Inflate balloon FULLY by evoking & elaborating on **CHANGE TALK** (desires, reasons, needs, etc.) for change

Confidence Cables

- * Strengths, skills, abilities, **PAST SUCCESS**
- * What would be helpful to get you to that goal?

Behavior Change Basket

- * One thing sure you can do
- * Steps and Plan for Change
- * Commitment Talk



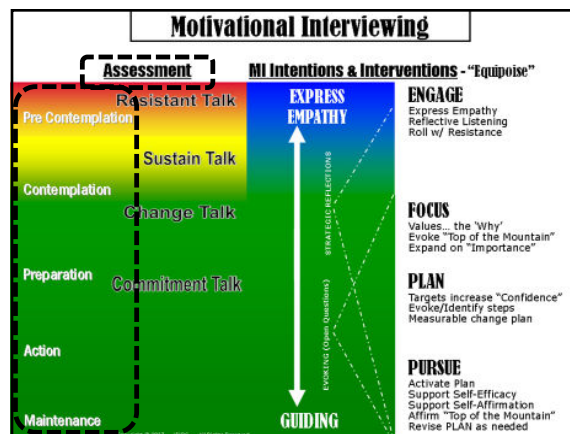
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Listen with goal of understanding. DO NOT give advice.
Ask these questions:

- ❖ What is the reason that you picked this topic? (Listen) What else?
- ❖ How important is it for you to start doing this behavior? What's in it for you?
- ❖ If you did make a start now, how would your life be different in the future, say like six months?
- ❖ Again, not that you are going to start, but if you did, how would you start getting even the slightest bit of change started?
- ❖ Give a short summary/reflection of the speaker's motivations for change, then ask:
So what do you think you'll do? or "Where does that leave you?" or "What's your first step?" Listen with interest & provide affirmation

Credit: Susan Bateman
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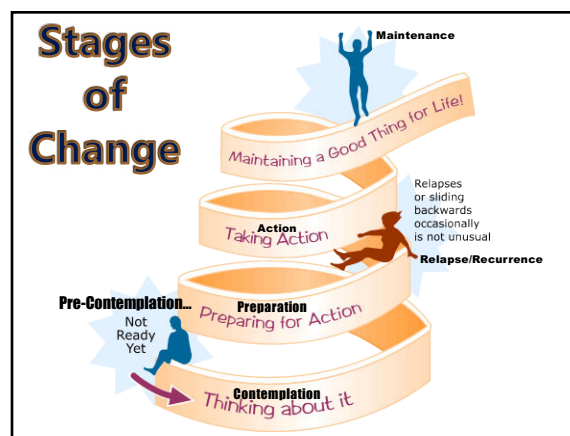
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Realities of Change

"He who would learn to fly one day must first learn to stand and walk and run and climb and dance; one cannot fly into flying." Friedrich Nietzsche

- **Most change does not occur overnight**
- **People resist being pushed to change**
- **Contextual: H.A.L.T.**

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Cues for Pre-Contemplation

23

Pre-Contemplation

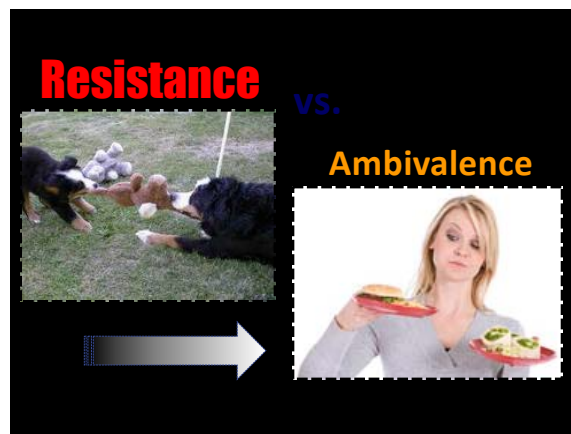
CHARACTERISTICS
Appear to be hesitant, argumentative, hopeless or in "denial."

TRAP
Natural tendency is to try to "convince" them or push into action

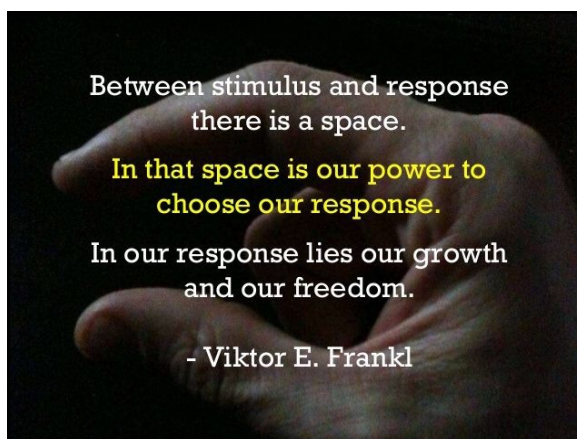
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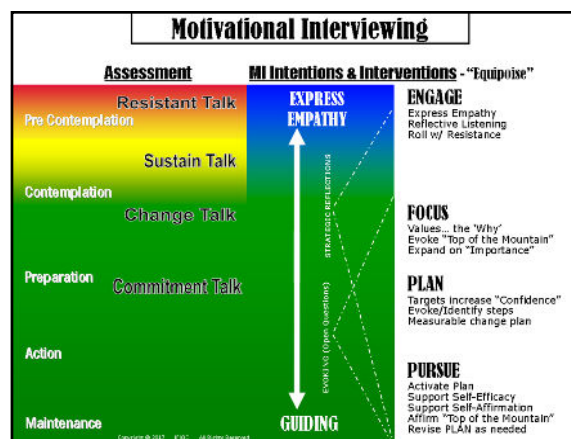
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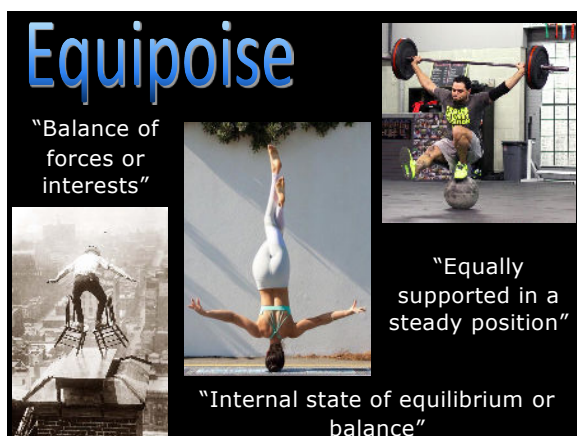
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30




Resistance

"The force that opposes motion"


- Not individual - relationship oriented
- Focusing outside the self
- Message that someone or something else is the problem
- Context of a relationship or system

31




Contemplation

- Aware that a problem exists
- Considering the possibility of change
- Acknowledges concerns with change
- Ambivalent – reasons to change & reasons not to change




32



Preparation

- Plan for change relatively soon (aiming within a month)
- Examining strengths & resources
- Setting goals and making commitments
- Commitment strengthen


33



Action

- **Actively** modifying...
 - Behaviors
 - Emotions
 - Surroundings
 ...in specific ways
- Working on the actual target behavior

34




Maintenance

(takes minimum 6 mo Action – up to 2 yrs Action)

"We are what we repeatedly do. Excellence, therefore, is not an act, but a habit." Aristotle

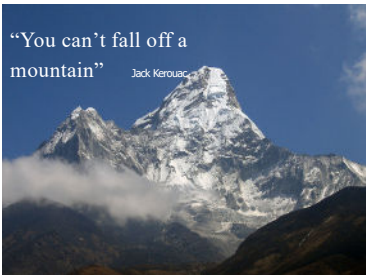
- ❖ Achieved goal and sustaining the gains
- ❖ Continuing healthy strategies
- ❖ Maintaining focus
- ❖ Pursuing new goals

35



Relapse/Recycle:

A step back, **NOT** a failure



"You can't fall off a mountain" Jack Kerouac

36


Relapse/Recycle:

- Total behavior change in the beginning is rare
- People backslide, even those serious about behavior change
- Triggers exist for all of us (**HALT**)
- Intensity of this stage is **MAJOR** indicator of who's most invested

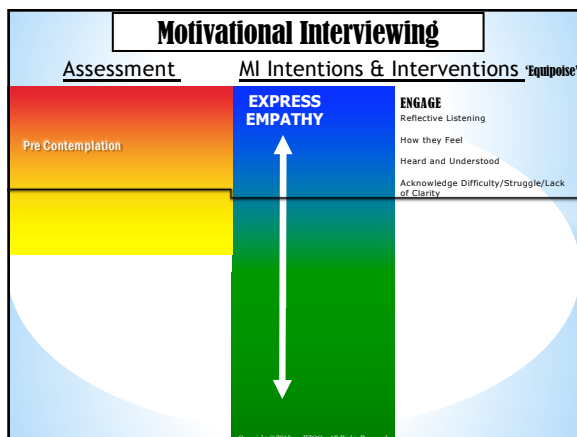
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Stages of Change Model

- Normal to move back and forth through stages
- Time in any stage may be transient (lasting for moments, minutes, days, weeks...)



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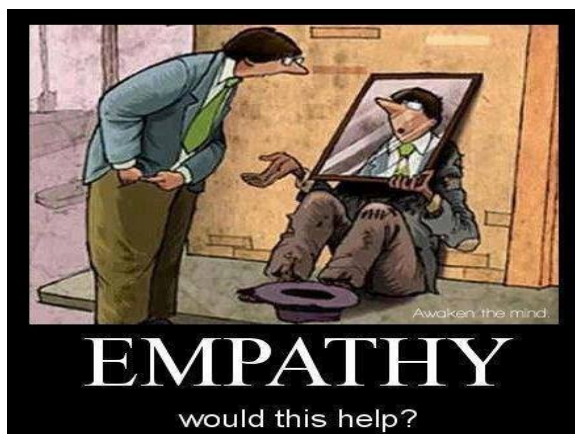


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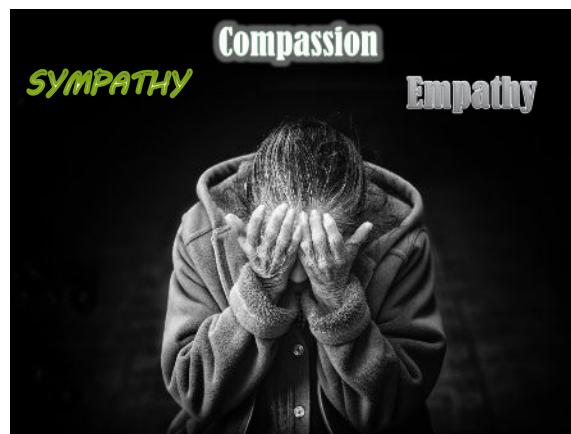
ENGAGE
1st MI Process



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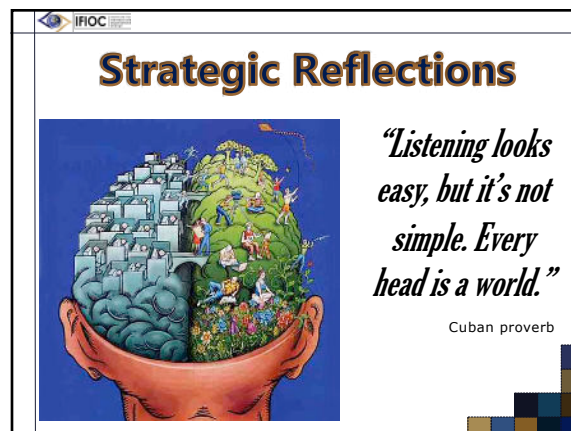
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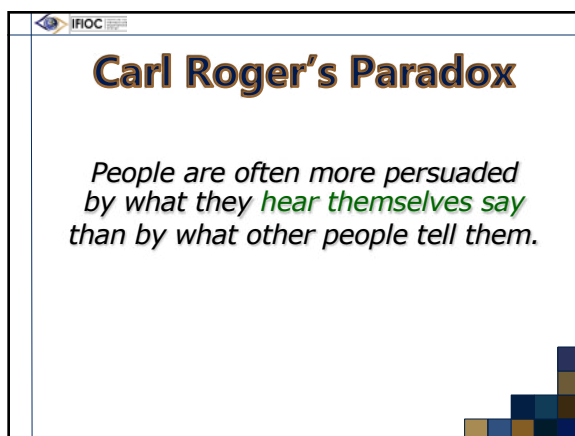
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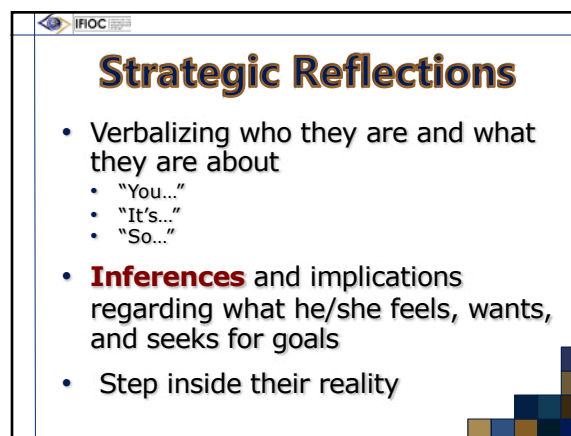
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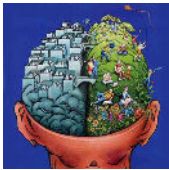


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Strategic Reflections

Reduces RESISTANCE...


- Seeking to understand their ideas
- Gets their thoughts out of their head
- Helps clarify unspoken feelings
- NOT a matter if we are right or wrong




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Strategic Reflections

Empathy
How he/she feels



GUIDING
What he/she wants



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Strategic Reflections

"I just feel so stressed out lately and I've been eating more in the late evenings since that's the only time I have to relax. I just can't seem to kick the habit of wanting the salty crunch of potato chips or take-out that's so quick and easy and tastes so good, even though I know I should eat something better."

Empathy (How he/she feels)

"You are juggling so much right now that it's overwhelming in to think about doing anything different."

GUIDING (What he/she wants)

"You do care about your well-being and toll the stress and food is taking on you. You are simply wanting to find a way to still cope with the stress that fits in your schedule and that isn't such a detriment to your well-being and energy."

51

Strategic Reflections

"I just feel so stressed and depressed and no medication seems to help. I don't know how much more I can take."

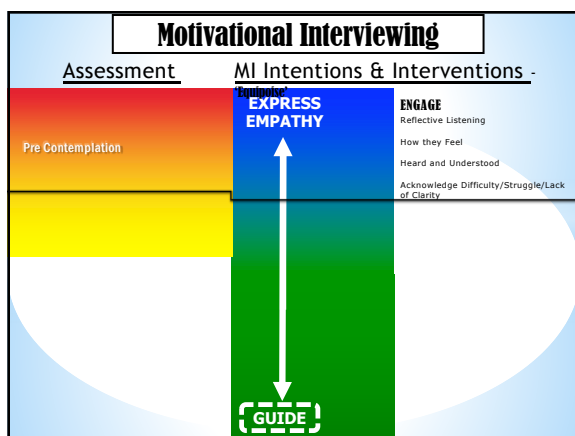
Empathy (How he/she feels)

"Your situation is really taking its toll on you."

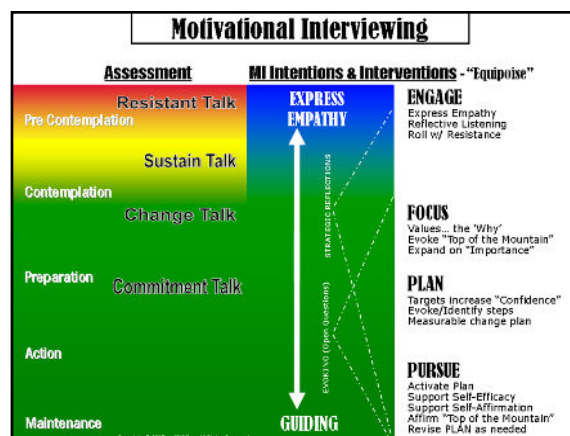
GUIDING (What he/she wants)

"You want to find a solution that will provide some relief."

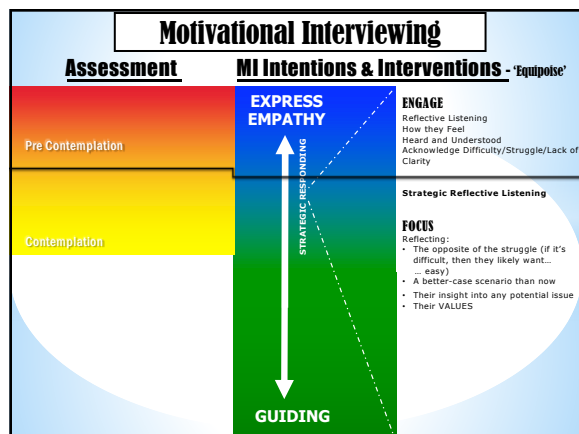
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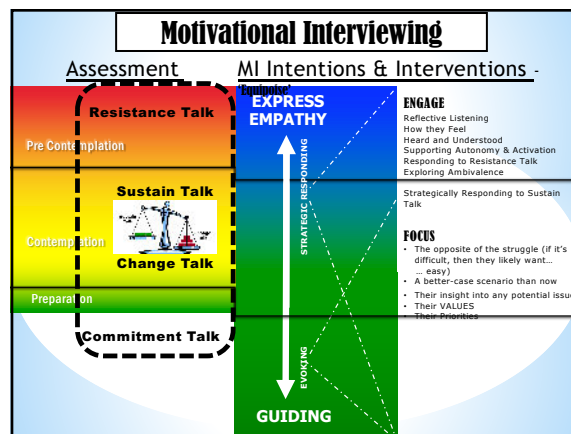
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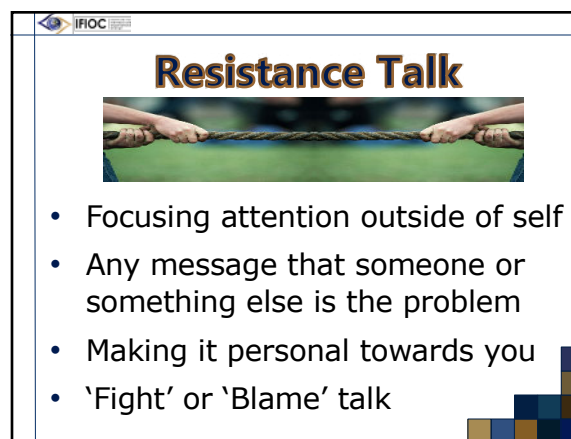
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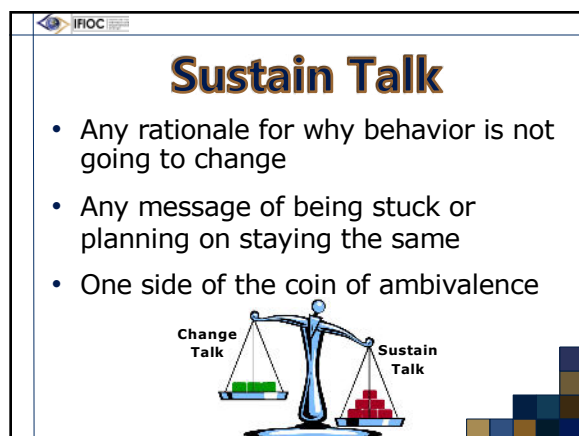
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Resistance vs. Sustain

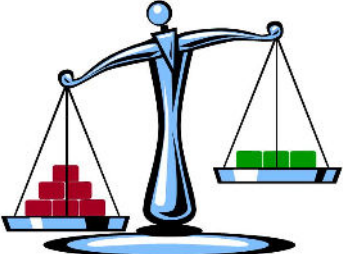
<h3><u>RESISTANCE Talk</u></h3> <ul style="list-style-type: none"> ✓ Focusing outside self ✓ Relationally oriented ✓ Fight Talk ✓ Lightning Rod language ✓ Making it personal 	<h3><u>SUSTAIN Talk</u></h3> <ul style="list-style-type: none"> ✓ Focusing internally ✓ Staying the same ✓ Stuck talk ✓ Status quo ✓ About his/her behavior ✓ Natural w/ ambivalence
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Resistance vs. Sustain

<h3><u>RESISTANCE Talk</u></h3> <ul style="list-style-type: none"> ✓ Focusing outside self ✓ Relationally oriented ✓ Fight Talk ✓ Lightning Rod language ✓ Making it personal <p>RESPONSE: Empathic Reflection "You feel..."</p>	<h3><u>SUSTAIN Talk</u></h3> <ul style="list-style-type: none"> ✓ Focusing internally ✓ Staying the same ✓ Stuck talk ✓ Status quo ✓ About his/her behavior ✓ Natural w/ ambivalence <p>RESPONSE: Rescue change talk "You want..."</p>
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RESPONSE:
Empathic Reflection
"You feel..."

RESPONSE:
Rescue change talk
"You want..."

63



Sustain Talk

Change Talk


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Change Talk

- ❖ Change talk is speech that favors the direction of the change
- ❖ Natural with ambivalence – opposite side of Sustain Talk
- ❖ What the client really wants... underlying goals &/or values

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Listening for Change Talk



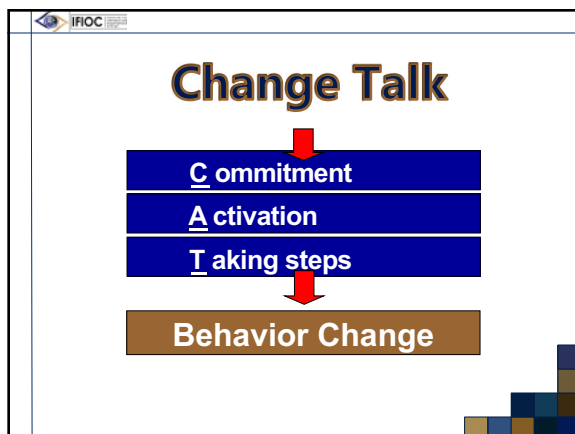
DESIRE: *want, wish, like*

ABILITY: *how could, might, can*

REASONS: *should, because*

NEED: *have to, need, important*

66



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Listening for Change Talk

- ❖ Your sense of the "Top of the Mountain"
- ❖ Vision of happier and/or healthier
- ❖ Hypothetical statements about change
- ❖ Problem recognition
- ❖ Stating the case or virtues of changing
- ❖ Identity (I'm not THAT person)
- ❖ "Should" statements

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Strategically Responding...

SUSTAIN TALK
"I haven't taken my meds for three months because mental health excluded me for some stupid reason."

CHANGE TALK
"I got sick and rescheduled my med appointment which is what they told me to do."

CHANGE TALK & SUSTAIN TALK
"I would love to stop smoking weed, but for some reason I just can't get away from it."

IS "What would it take for you to reconnect with mental health services?"
IS "And there is part of you that really wants to get back on your meds."
IS "Are there other reasons you haven't been taking your meds?"
IS "Mostly it's because you don't like taking your meds."
IS "How have you thought about following up on that?"
IS "You are working to hold up your end of the deal."
IS "So why didn't you follow-up after that?"
IS "You got sick, that's why you cancelled."
IS "What are some of the reasons you'd like to quit?"
IS "Getting away from it is still important to you."
IS "So why won't you just give it another shot?"
IS "It feels almost impossible to not have it in your life."

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RESPONSE:
Empathic Reflection
 "You feel..."

RESPONSE:
Rescue change talk
 "You want..."

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Tipping the Balance

- ❖ Get a sense of what type of language you are asking or reflecting
- ❖ Make a list of values that the other person has in their life (AKA competing priorities)

Values in Balance

VALUES	VALUES
1. I value my health and well-being.	1. I value my health and well-being.
2. I value my relationships with others.	2. I value my relationships with others.
3. I value my freedom and independence.	3. I value my freedom and independence.
4. I value my ability to work and earn money.	4. I value my ability to work and earn money.
5. I value my ability to learn and grow.	5. I value my ability to learn and grow.
6. I value my ability to be creative and expressive.	6. I value my ability to be creative and expressive.
7. I value my ability to be a good parent.	7. I value my ability to be a good parent.
8. I value my ability to be a good friend.	8. I value my ability to be a good friend.
9. I value my ability to be a good citizen.	9. I value my ability to be a good citizen.
10. I value my ability to be a good person.	10. I value my ability to be a good person.

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Tipping the Balance

SUSTAIN	CHANGE	VALUES
What works for you with how things are currently? What about this is feasible? Why is it easier to just stay where you are with this? What are some other reasons?	What benefits would there be from making this change? What are the most obvious benefits of making this change? What effects would it have on you/your life? What else makes it important to make this change?	If you approached this issue and were completely aligned with your intentions around (what) and (what), what would your approach be? How would it play out? What steps would you make from here?
What are the downsides if you actually changed? What would you lose if you or have to give up if you made the change? What other problems/stressors could the change cause?	What about your current behavior concerns you most? What are consequences of not changing concern you most? What is a likely outcome, say 5 years from now, if you don't make any change? If you don't change, what other concerns would you have?	

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Transition Q's

Stuck: "What do you enjoy about your current way of doing things?"

Stuck: "What would you lose or give up if you made a change?"

Importance: "Knowing that you may not change right now, what might life be like **if** you did make a change?"



Importance: "If you don't change, what other concerns might you have?"

Confidence: "So what is **one thing** you can see as realistically doing that your **100% confident** you could do between now & next time we meet that will get you closer to where you want to be?"

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Querying Extremes

Worst Case Scenario **Best Case Scenario**

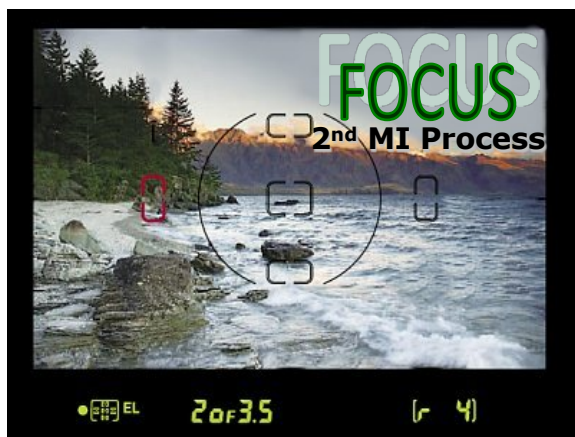
"If you choose not to pursue that plan, what are you most worried will happen?"

"What is the worst-case scenario if you complete the training?"

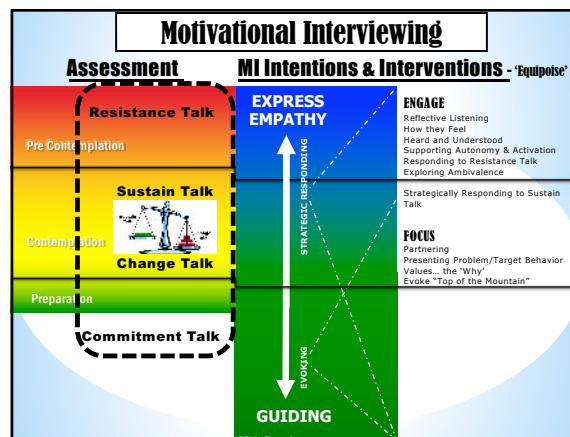
"If you choose to pursue that plan, what is the best thing you could imagine happening?"

"What is the best-case scenario if you complete the training?"

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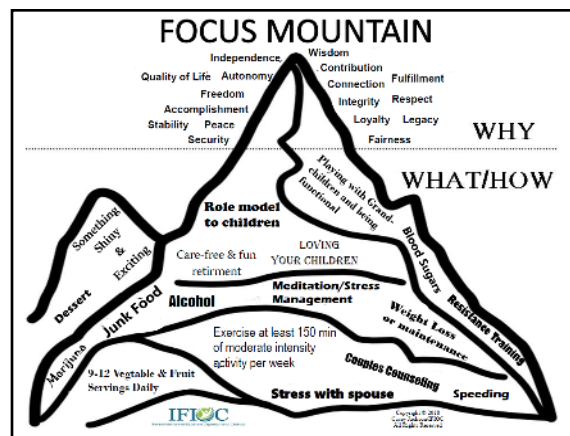
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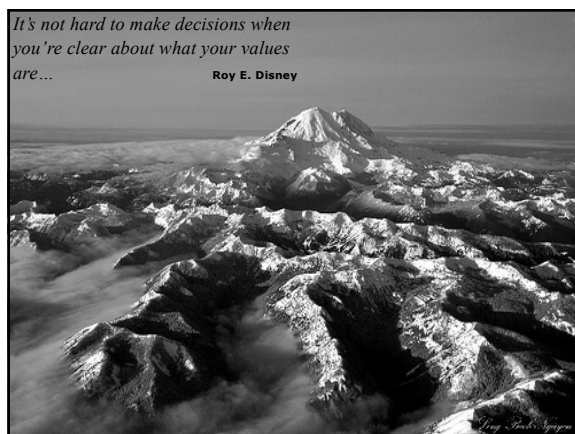
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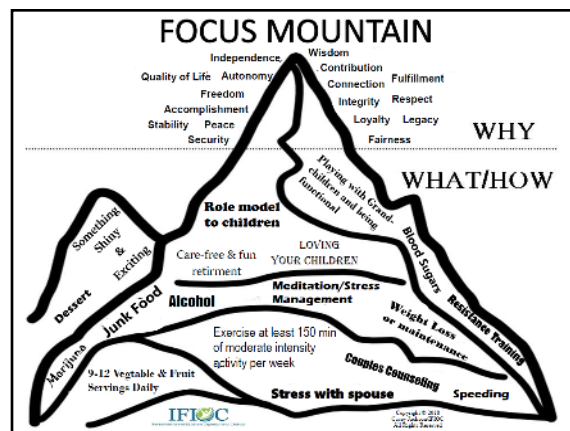
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Tower to Values: Part 1

Find a **NEW** Partner to interview and have your:

- Tower of Values
- List of Strengths
- Focus Mountain

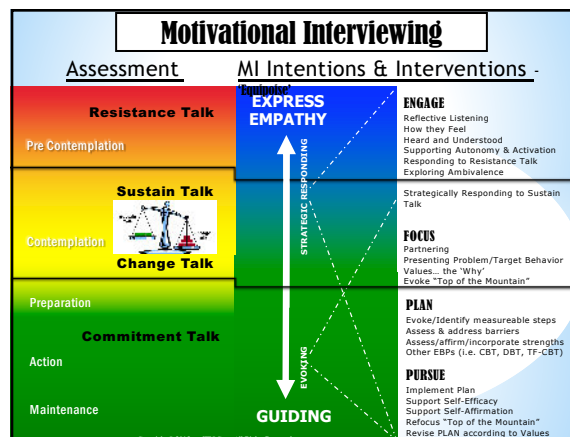
Ask about 'foundational strengths':

- "What's an example..."
- "How can you tell/how has it served you..."
- "Why is that a strength for you/how have you used it in different situations?"

Ask about 'desired strengths':

- "What about that is so important..."
- "What does that value look like in your life?"

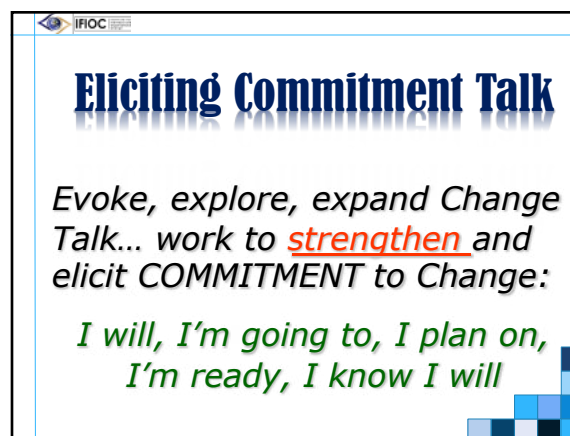
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84

Eliciting Commitment Talk

Evoked, explore, expand Change Talk... work to **strengthen** and elicit COMMITMENT to Change:

I will, I'm going to, I plan on, I'm ready, I know I will

85

Preparation

- Plan for change relatively soon (aiming within a month)
- Examining strengths & resources
- Setting goals and making commitments
- Commitment strengthen

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Building A Plan

87

Importance/Confidence Ruler

IMPORTANCE SCALE:
How important is it for you right now to...? On a scale from 0 - 10... what number would you give yourself?

0 _____ 10

CONFIDENCE SCALE:
If you did decide to change, how confident are you that you would succeed? On a scale from 0 - 10... what number would you give yourself?

0 _____ 10

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Importance/Confidence Ruler

CONFIDENCE SCALE:
"You are at a six? What would it take for you to move from a six to a seven?"

PLAN:
The answer is the new **TARGET** as part of the overall PLAN

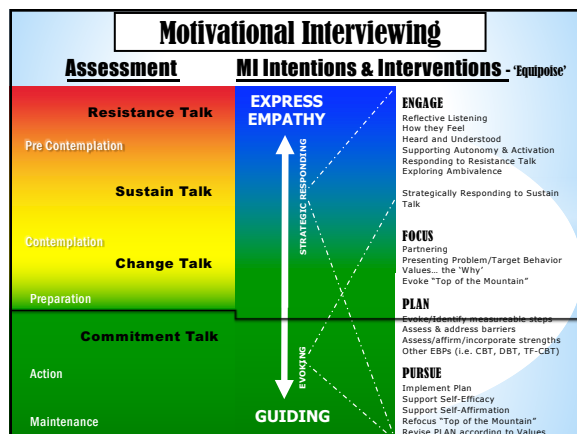
CONTINUE... "What else would move it..."

89

Assessment	MI Intervention
	<p>EMPATHY</p> <p>Engage (heard/understood)</p> <ul style="list-style-type: none"> • Structural open-ended question start... • Empathy... demonstrating understanding of how they feel • Primarily Empathic Reflections • Acknowledge Barriers/Excuses • Rescue Change Talk of what they want <p>Focus (importance/find behavior)</p> <ul style="list-style-type: none"> • Decisional Balance Exploration • Target desired change, VALUES therein, Why... • ↑ Importance of top priorities • <u>Tipping the Balance</u> • Assist their confidence, strength, and abilities for aligning behavior with top priorities <p>DIRECTION</p>

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Support Choice

"You can choose to do anything you want to do"

"Ultimately, this all your life and your choice"

"No one can make you do anything you don't want to do and change is really up to you if it's worth it or not"

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What About Sharing Info/Edu.?

94

Elicit – Provide – Elicit

"What would you most like to know about ____"

"What do you already know about ____"

95

Elicit – Provide – Elicit

"What would you most like to know about ____"

"What do you already know about ____"

PROVIDE information... fill in gaps... connect the dots...

96

Elicit – Provide - Elicit

“What would you most like to know about _____”

“What do you already know about _____”

PROVIDE information... fill in gaps... connect the dots...

“What do you make of that?”

“What does this mean for you?”

“What more would you like to know?”

“What would be most helpful from here?”

97

Menu of Options

- Making Fiber-Full-Foods/Plants Tasty & eating more
- Moderating less healthy foods & eating less
- Tracking foods

You've tried to evoke solutions but patient is stuck. “If you would like, I can share some techniques that have been helpful to other patients. How does that sound?”

[After pt agrees] Some people find that figuring out ways to make foods that have fiber tasty so they can fill themselves up and feel better conveniently, some people try moderating their portion size of foods they know aren't as healthy, while others track what they are eating in food journals, counting calories with different apps, or working with points systems like Weight Watchers. Which of these would you like to explore?”

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**Support Choice
&/or Inform Respectfully**

Feel free to disregard...

This is just one option of many...

It's really up to you with what would be most worth it to do...

No one can make you do anything you don't want to do, with these being some options if you'd like...

It's really your life and your choice. So would it be helpful to discuss other ways...?

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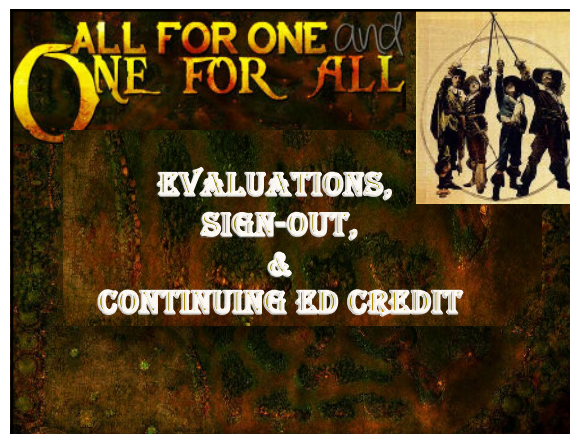
Agenda Mapping

An overview of a potential agenda mapping chart to build a patient's treatment objectives.

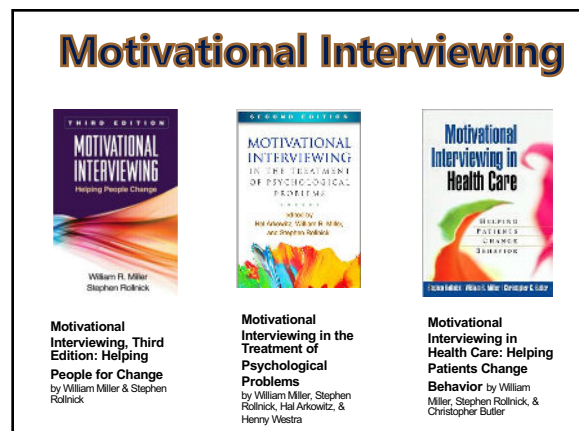
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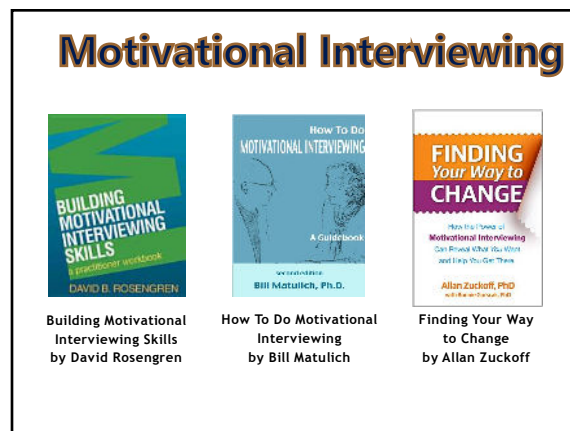
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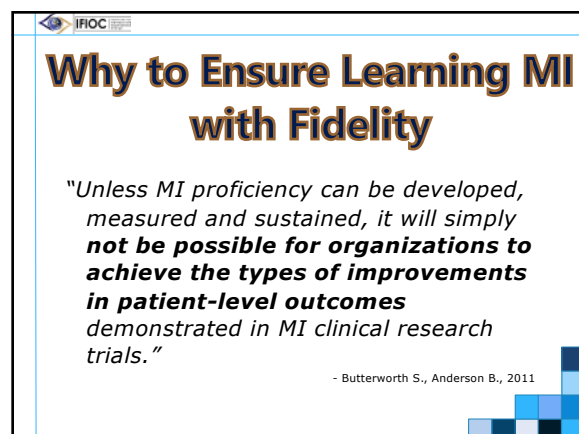
104



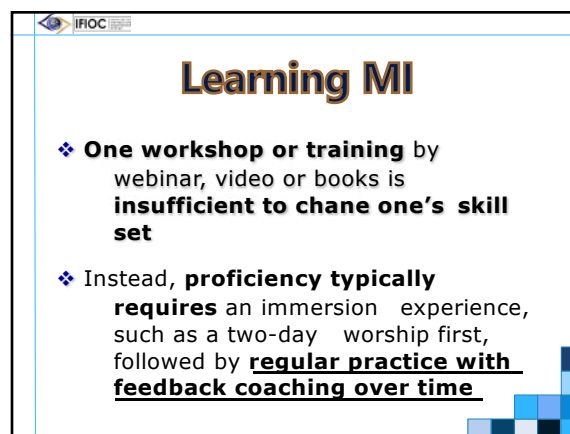
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Learning MI

- ❖ Going to an initial 2-day training can provide a certain head start, but real skill & comfort grow through **disciplined practice with feedback from a knowledgeable guide**



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Learning MI Misunderstandings

...We are invited sometimes to teach MI during a 2-hour “workshop” or even during lunch while a pharmaceutical firm provides the pizza. Think of a similar invitation to teach the viola, or tennis, or for that matter psychoanalysis, over lunch!...

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Learning MI Misunderstandings

...MI is not a trick or a technique that is easily learned and mastered. It involves the conscious and disciplined use of specific communication principles and strategies to evoke the person’s own motivations for change...

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Learning MI Misunderstandings

...Training research indicates that **proficiency in MI is not readily developed through self-study or by attending a workshop, but typically requires practice with feedback and coaching over time**

(Miller, Yahne, Moyers, Martinez and Pirritano, 2004), which appears to be true more generally of complex evidence-based treatments (Miller, Sorensen, Selzer and Brigham, 2006)."

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Additional Resources

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