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Motivational Interviewing Certificate

2020

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Tania Xerri, Director, Health Leadership and Learning Network

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Canada



Motivational Interviewing: Enhancing Your Skills to Help Your Clients

Leigh Caplan RN BSc MA CDE
Sunnybrook Academic Family Health Team





Introductions

Introduce yourself to everyone

- Name
- professional background
- Current role, organization
- Past experience with MI
- One word to describe how you are feeling today

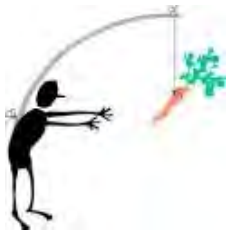


Learning Objectives:

- Recognize characteristic of motivation
- Describe the stages of change model
- Discuss expressing the Spirit of Motivational Interviewing
- Describe the core skills of Motivational Interviewing
- Practice assessing a person's readiness for change using the stages of change
- Practice motivational interviewing core skills



Motivation Styles



Motivational Analysis Key

1. <input type="checkbox"/> a. achievement <input type="checkbox"/> b. power/influence <input type="checkbox"/> c. affiliation	6. <input type="checkbox"/> a. power/influence <input type="checkbox"/> b. achievement <input type="checkbox"/> c. affiliation
2. <input type="checkbox"/> a. affiliation <input type="checkbox"/> b. power/influence <input type="checkbox"/> c. achievement	7. <input type="checkbox"/> a. affiliation <input type="checkbox"/> b. achievement <input type="checkbox"/> c. power/influence
3. <input type="checkbox"/> a. power/influence <input type="checkbox"/> b. affiliation <input type="checkbox"/> c. achievement	8. <input type="checkbox"/> a. achievement <input type="checkbox"/> b. affiliation <input type="checkbox"/> c. power/influence
4. <input type="checkbox"/> a. achievement <input type="checkbox"/> b. power/influence <input type="checkbox"/> c. affiliation	9. <input type="checkbox"/> a. affiliation <input type="checkbox"/> b. power/influence <input type="checkbox"/> c. achievement
5. <input type="checkbox"/> a. power/influence <input type="checkbox"/> b. achievement <input type="checkbox"/> c. affiliation	10. <input type="checkbox"/> a. achievement <input type="checkbox"/> b. power/influence <input type="checkbox"/> c. affiliation



Breakout Exercise 1

- You are in a group with other who have similar ideas around what motivates them
- Please come up with 3-4 points to describe what motivates your group



Debrief

- Each group presenter will tell the whole group what motivates your smaller group
- Now look at the other groups comments about what motivates them?





What options do we have to help someone to change?



Case study - Pat

- 45 year old
- Married
- 3 children (11, 15 and 18 years old)
- Works admin at local elementary school
- Diagnosed with pre diabetes 6 months ago, Hypertension 3 years
- Smokes 3-4 cigarettes per day
- BMI 33 kg/m, A1C 6.3%
- Pat spoke with her physician saying she was thinking about becoming healthier.
- Family physician referred her to speak with you



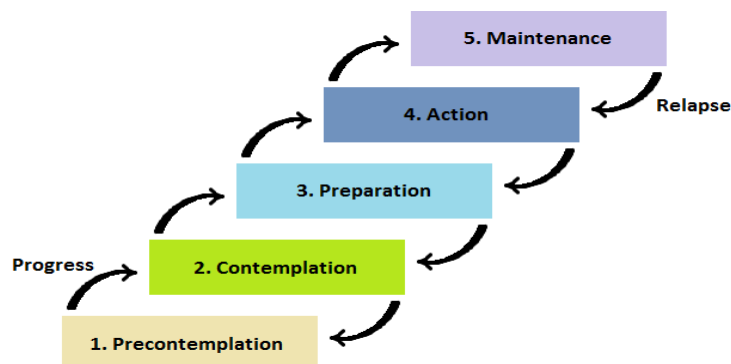


Breakout exercise 2

1. What could be making it challenging for Pat to manage her health?
2. When thinking about your first visit with Pat, what stage of change is she at?
3. How motivated do you think Pat is in making healthy changes?
4. How do you express the following _____ aspect of the Spirit of Motivational Interviewing effectively when you meet with Pat?
5. How would you work with Pat to help her make behaviour change?

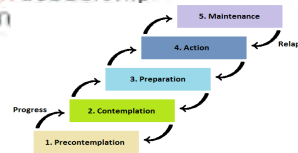


Transtheoretical Model (TTM): Stages of Change





Stages of Change



- Pre contemplation – not considering change in the near future
- Contemplation – ambivalent about change
- Preparation – planning to take action in near future
- Action – individual is modifying their behaviour
- Maintenance – individual works to prevent relapse
- Relapse – resumes old behaviours

Morris, J., Marzano, M., Dandy, N., O'Brien, L. Forest
Research Theories: Behaviour Change 2012



Stages:

- Precontemplation I won't.....
- Contemplation I might but.....
- Preparation I will.....
- Action I am.....
- Maintenance I have been.....



Process of Change	Intervention
Consciousness Raising	observations, feedback, education, confrontation, bibliotherapy
Counterconditioning	relaxation techniques, fat free foods, positive self statements
Emotional Arousal	roleplaying, personal testimonies, media campaigns,
Environmental Re-evaluation	empathy training, documentaries
Helping Relationships	rapport building, buddy system

Transtheoretical Model: Processes of Change, University of Rhode Island, web.uri.edu



Processes of Change	Intervention
Reinforcement Management	positive self statements, reinforcements
Self liberation	New Years resolutions, public testimonies
Self Re-evaluation	imagery, healthy role models
Social Liberation	healthy food vending machines, smoke free zones
Stimulus Control	avoid triggers, alternative behaviour restructuring

Transtheoretical Model: Processes of Change, University of Rhode Island, web.uri.edu



Case study #1

Charlie was referred to you by his physician. His wife feels he is drinking too much and he sees no reason at this time to quit.

Charlie admits to drinking with friends over the weekend which wife says starts Friday night

Also has two beers after work during the week but feels this lets him relax



Case study #2

Sarah knows exercise is good for her. She has done it in the past but finds it hard to make it routine. She feels a gym membership is not going to work, since she always join but stops using the membership by 4 months.



Case study #3

John admits to not being a good cook. He knows cooking meals instead of ordering in for himself would be healthier. He has tried a few recipes for a few supper meals with both positive and negative results. He feels if he had better skills it would make cooking more enjoyable.



Case study #4

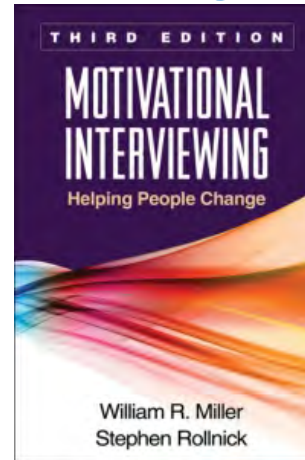
Barry has been able to set up a walking routine over the summer and fall. He walks 4 days a week for 30 minutes through his neighbourhood.

Prior to seeing you, he was only able to walk two days due to rain and other commitments.



Motivational interviewing is

- *“a collaborative conversation style for strengthening a person’s own motivation and commitment to change”*
- *“a person-centered counseling style for addressing the common problem of ambivalence about change”*



Miller, W.R. and Rollnick, S (2013) Motivational Interviewing: Helping People Change 3rd Ed.



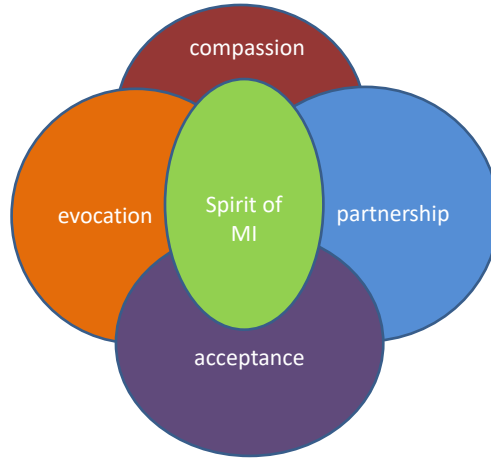
Evidence

- More than 1200 publications on Motivational interviewing
- 200 randomized clinical trials
- Most studies still in addiction but spreading
- Usually see benefit of MI when compared with no intervention
- Two components that are important for change to occur: empathic counseling style and the skill to elicit and reinforce a person’s own arguments for change and commitment to it.

Miller, W.R. and Rollnick S. (2013) Motivational Interviewing: Helping People Change 3rd Ed.



Spirit of MI



Miller, W.R. and Rollnick, S. (2013) Motivational Interviewing: Helping People Change 3rd Ed.



3 types of Communication

Directing



Guiding



Following



Miller, W.R. and Rollnick, S. (2013) Motivational Interviewing: Helping People Change 3rd. Ed.



O.A.R.S.

- **O**pen Questions
- **A**ffirmations
- **R**eflective listening
- **S**ummaries



Miller, W.R. and Rollnick, S. (2013) Motivational Interviewing : Helping People Change. 3rd Ed.



Self-directed session

- MI Skills pre-recorded lecture
- Readings
 - Motivational Analysis Quiz explanation



Motivational Interviewing: Enhancing Your Skills to Help Your Clients Day 2

Leigh Caplan RN BSc MA CDE
Sunnybrook Academic Family Health Team





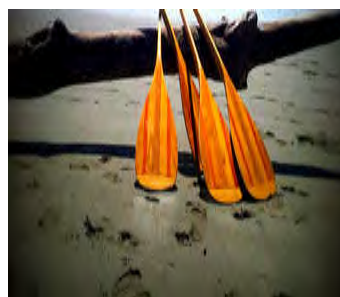
Day 2 Overview

- Review homework
- Deeper dive into the O.A.R.S.
- Practice, Practice, Practice!



O.A.R.S.

- **O**pen Ended Questions
- **A**ffirmations
- **R**eflective Listening
- **S**ummaries

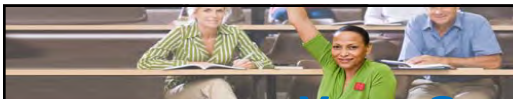




Asking Open Ended Questions

- Get the person's story
- Helps you understand where the person is coming from (their meaning)
- Strengthening a collaborative relationship and finding a clear direction
- Use how and what questions.

Miller, W.R. and Rollnick, S. (2013) Motivational Interviewing; Helping People Change. 3rd Ed.



Your Open Ended Question Examples:

What is your go to :





Exercise 1

Please take a moment in pairs to come up with two of your go to closed ended questions. Now change them to 3 open ended questions.

Example:

- Anything else?



Affirmation

- Relies on person's own personal strengths efforts and resources
- The client elicits change
- Promotes optimism
- Starts with "You"
- Remember making people feel terrible does not make them change



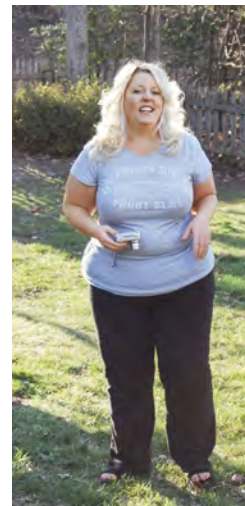
Meet Tom

- Working 40-60 hours a week.
- Recently told he needed to start BP medication since his BP was 155/97. He knows he should get his weight down.
- He has 2 kids and a wife who works from home.
- Weekends are important to him since it is considered family time with movie nights and taking the kids to hockey and soccer.
- He finds it hard to find time to put himself first when it comes to getting healthier.



Meet Lola:

- A high school teacher
 - Single mom with 2 girls
 - Eats out 3 nights a week, cooks 4 nights a week
 - Gets her kids to their dance classes
- “I am so tired! I find it hard to think about exercise.”





Exercise 2

Think of 1 of your clients

- What are some of the challenges your client faces?
- What personal resources do they bring to the table and to your interaction?
- List 2-4 examples of your client's strengths
- Come up with one affirmation



Affirmations examples

- You are determined
- You value your health
- You worked hard





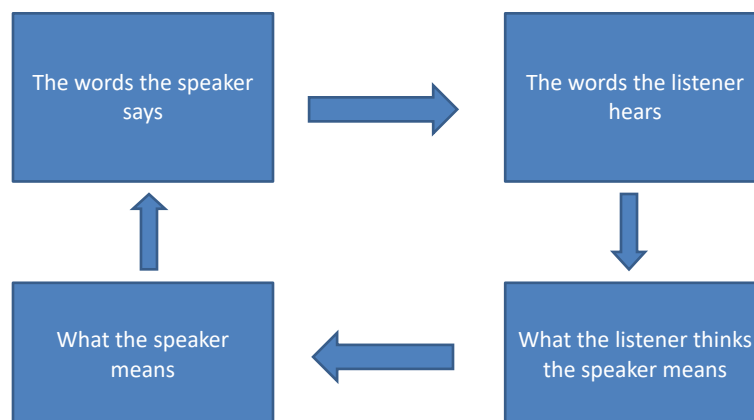
Reflective Listening

- Fundamental skill of MI
- Involves listening to and understanding the meaning of what the person is saying
- It is a statement not a question
- Restate what you heard (paraphrasing)
- The speaker is then able to confirm or correct

Miller W.R. and Rollnick, S. (2013) Motivational Interviewing: Helping People Change. 3rd Ed.



Dr. Thomas Gordon Communication Model



Miller, W.R., Rollnick, S. (2013) Motivational Interviewing: Helping People Change 3rd Ed.



Stems

- It sounds like.....
- Tell me more about ...
- So you are saying
- It seems as if...
- You are...



Types of Reflections:

Simple Reflection:

Expresses understanding but tends not to expand on what the client said

Complex Reflection:

Expresses deeper meaning of what the client said

Miller W.R. and Rollnick, S. (2013) Motivational Interviewing: Helping People Change. 3rd Ed.



Complex (Deepening) Reflections:

- Amplified Reflection – turns up the volume on what the client has said
- Double Sided – highlights the ambivalence
- Metaphor – understands the issues in a new way
- Feeling – finds the emotion in what is being said



Exercise 3

Read the statement and come up with a **simple** and a **complex** reflection.

- “I find it hard to fit exercise in my day.”
- “I want to be healthy for my husband and son but my job is so demanding. I don’t have time to make any real changes in my life.”
- “I want to lose weight. I do not need to see anyone because I know what to eat.”
- “I try to get eight hours of sleep at night but some nights my mind starts racing at 3 am and I cannot get back to sleep.”



Summaries

- Pulls together the most important information
- Can be affirming
- Hard to summarize everything
- This can be very powerful vs using a simple reflection
- Can be helpful in redirecting conversation

Miller W.R. and Rollnick, S. (2013) Motivational
Interviewing: Helping People Change. 3rd Ed.



“My work life is stressful. I would say I hate my job. I feel I can never get things done right! Everyone is always on my case.”



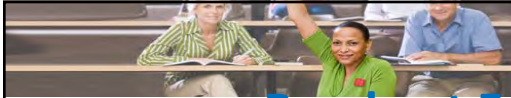
“I want to get healthier but I love my desserts after supper. I can’t stop eating when desserts are in the house. I know this is not good for me”



Non Verbal Communication

- Eye contact
- Facial expressions
- General body language – open posture, leaning forward
- Space
- Non-judgemental





Breakout Exercise 4: Practicing the O.A.R.S.

- In groups of 3: please take on 1 of the 3 different roles: **interviewer, interviewee and observer**
- **Interviewee:** Think of a vacation you would like to take in the next 10 years
- **Interviewer:** using the O.A.R.S. please ask the interviewee “Tell me about a vacation you are motivated to experience in the next 10 years”
- **Observer:** Observe the interaction between the interviewer and the interviewee. Make notes of what you observed using the rating form



Debrief:





Self Directed Learning:

- Watch videos and answer questions
- Practice using the O.A.R.S.
 - Reflect on your practice and be prepared to discuss Day 3
 - Complete exercise responding to statements said by clients



Motivational Interviewing: Enhancing Your Skills to Help Your Clients Day 3

Leigh Caplan RN BSc MA CDE
Sunnybrook Academic Family Health Team





Day 3 Overview

- Review homework
- Learn how to identify ambivalence/ resistance and develop strategies for responding to it
- Practice, Practice, Practice!



Self Directed Learning Review

Practice using the Spirit of MI and O.A.R.S.

1. Describe the setting of the interaction and some details of what brought the person to have this conversation with you. Please respect confidentiality of your client.
2. Which skills did you use?
3. What were you hoping to accomplish?
4. What went well in your interaction? (Think about how you felt with the interaction and how your client reacted.)
5. If you have another chance to meet this person, what may you do differently?

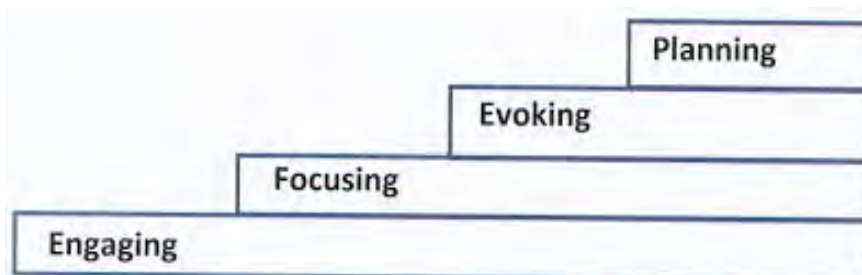


Self Directed Learning Review

- 4 Principles of MI
 - Expressing Empathy
 - Supporting Self Efficacy
 - Developing Discrepancy
 - Rolling With Resistance
- Motivational Interviewing - Good Example



Four Processes of Motivational Interviewing





Engagement

Building rapport can lead to:

- Trust and a mutually respectful working relationship
- Agreement on goals
- Collaboration on mutually negotiated tasks to achieve goals

Miller, W. R. and Rollnick, S. (2013)
Motivational Interviewing: Helping People
Change 3rd Ed.



What engagement can do for your clients?

Client can feel:

- Heard
- Respected
- Understood
- Valued
- Trust

Miller, W.R. and Rollnick, S. (2013) Motivational Interviewing:
Helping People Change 3rd Ed.



Disengagement Traps

- Assessment – yes/no questions
- Expert – I will tell you what to do (**Righting Reflex**)
- Premature focus – before common goals identified
- Jumping to planning before clients are ready
- Labeling – defining people by their problems
- Blaming – you're last
- Chat trap – easy

Miller, W.R. and Rollnick, S. (2013) Motivational
Interviewing: Helping People Change 3rd Ed.



Focusing

- Finding direction comes about through a purposeful conversation
- Ongoing process of seeking and maintaining direction
- An agenda to promote change that is client driven and client centred

Miller, W.R. and Rollnick, S. (2013) Motivational Interviewing:
Helping People Change 3rd Ed.



Evoking

- Intrinsic motivation for change
- Evoking can only happen if person has a clear change goal
- Drawing out **Change talk** (**DARN** and **CAT** statements)
- Decreasing **Sustain Talk**

Miller, W.R. and Rollnick, S. (2013) Motivational Interviewing:
Helping People Change 3rd Ed.



Planning

- Develop a commitment to change
- Strengthening **Change Talk**
- Action plan is developed
- SMART goal framework

Miller, W.R. and Rollnick, S. (2013) Motivational Interviewing: Helping People
Change 3rd Ed.



Ambivalence

- Part of the change process
- Involves conflicting thoughts, feelings, and behaviours
- Sticky/uncomfortable place
- Self talk – pros/cons of change
- One step closer to changing

Miller, W.R. and Rollnick, S. (2013) Motivational Interviewing : Helping People Change. 3rd Ed.



Our role in **resistance** to change

- Taking on the expert role
- Telling vs listening
- Labeling, shaming , blaming
- Our agenda
- If we argue for change

When you hear resistance *roll with it vs confronting it*



Expressing Empathy

Important to MI approach and helps the clients know

- That we see, feel and hear what they are saying
- That we understand them
- That we accept where they are at with behaviour change

Client will share more and can be more willing to explore their ambivalence

Miller, W.R. and Rollnick, S. (2013) Motivational Interviewing: Helping People Change 3rd Ed.



MI Tools

- Spirit of MI – Acceptance
- Complex Reflections – emotions/feeling
- Affirmations
- Asking Permission



Principles of MI

- R** – Resist the Righting Reflex
- U** – Understanding your client's motivation
- L** – Listen to your client
- E** – Empower your client



Breakout Exercise 1

- In groups of 3 assume 1 of 3 different roles: **interviewee**, **interviewer** and **observer**
- **Interviewee** – Think about a client who you continue to work with who is ambivalent about making behaviour change.
- **Interviewer** – using the Spirit of MI and O.A.R.S. explore with the interviewee about her client and what makes them invest in this relationship
- **Observer** – Observe the interaction and make notes using the observation form



Debrief



Decision Balance

Your Options	Advantages/Pros	Disadvantages/Cons
Stay the same	Benefits <i>What are the good things about...?</i>	Concerns <i>What are the not so good things about...?</i>
Change	Concerns <i>What are the not so good things about changing?</i>	Benefits <i>What are the good things about this change?</i>



Breakout Exercise 2

- You will be in groups of two
- **Interviewee** think of something you are feeling ambivalent about changing (feel two ways about making a change.)
- **Interviewer** using Decision Balance worksheet
 - Ask the interviewee the questions starting with left upper square. Before moving to the next square always ask what else?
 - Then move to the right top corner
 - Then proceed to the left lower corner
 - And finally the right lower corner

The final question: What do you think you will do now?



Debrief





What questions do you have about
Motivational interviewing so far?



Self Directed Learning:

- Please try to use the O.A.R.S. 1-2 skills and fill in the reflection form
- Try using the decision balance worksheet with a client who is feeling two ways about a behaviour change
- Please fill in the case scenario worksheet
- Read the article on the four processes of MI and write down any questions or thoughts to discuss next week



Motivational Interviewing: Enhancing Your Skills to Help Your Clients

Day 4

Leigh Caplan, RN, BSc, MA, CDE
Sunnybrook Academic Family Health Team





Day 4 Overview

- Review homework
- Explore avenues to lower ambivalence by evoking Change Talk
- Practice, Practice, Practice!



Self Directed Learning Review

Practice using the Spirit of MI, O.A.R.S. and Decision Balance Worksheet

1. Describe the setting of the interaction and some details of what brought the person to have this conversation with you. Please respect confidentiality of your client.
2. Which skills did you use?
3. What were you hoping to accomplish?
4. What went well in your interaction? (Think about how you felt with the interaction and how your client reacted.)
5. If you have another chance to meet this person what may you do differently?



Decision Balance

Your Options	Advantages/Pros	Disadvantages/Cons
Stay the same	Benefits <i>What are the good things about...?</i>	Concerns <i>What are the not so good things about...?</i>
Change	Concerns <i>What are the not so good things about changing?</i>	Benefits <i>What are the good things about this change?</i>



Self Directed Learning

4 Processes of MI Article

Engaging: How comfortable is this person talking to me? How supportive am I being?

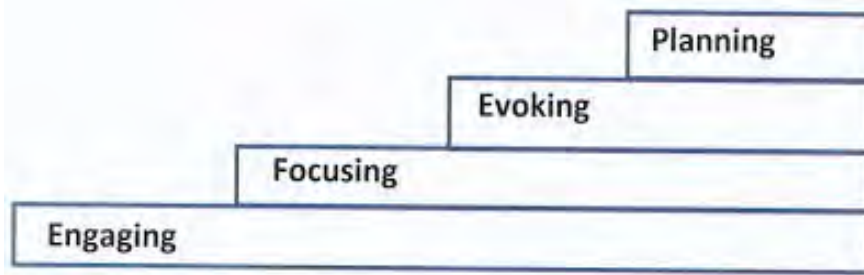
Focusing: What goals does this person have? Do I have different aspirations? Are we working together with a common purpose?

Evoking: What are their reasons for change? Is ambivalence about confidence or importance? What change talk am I hearing?

Planning: Who's plan is this? Am I arguing for change (righting reflex)?



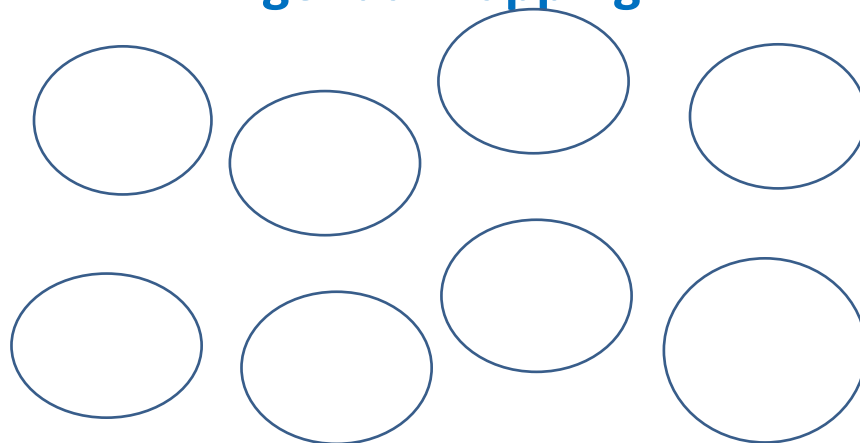
Four Processes of Motivational Interviewing



Miller, W.R. and Rollnick, S. (2013) Motivational Interviewing: Helping People Change 3rd Ed.



Agenda Mapping



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Ambivalence

- Discord
 - Disagreement with “you”
- Sustain Talk
 - Related to the target behaviour
 - One side of ambivalence – the argument to stay the same and not change
- Change Talk
 - Client’s own reason for change

Miller, W. R. and Rollnick, S. (2013)
Motivational Interviewing: Helping People
Change 3rd Ed.



SUSTAIN Talk

Preparatory Change Talk:

Desire – I don’t want to change

Ability – I’ve tried and I do not think I can change

Reason – I don’t have to change; there is no purpose or benefit to change

Need – I need to stay the same

Preparatory Change Talk:

Commitment – I have to stay the same

Activation- I accept the risks; I am not ready

Taking Steps - I went back to the old behaviour

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Interviewing: Helping People Change 3rd Ed.



CHANGE Talk

Preparatory Change Talk:

Desire – I want to change

Ability – I can change; I am able to change

Reason – I have to change (specific reason)

Need – I need to change; I must change (no specific reason)

Preparatory Change Talk:

Commitment – I intend to change; I will change

Activation – I am ready to change

Taking Steps – Recent specific action toward change

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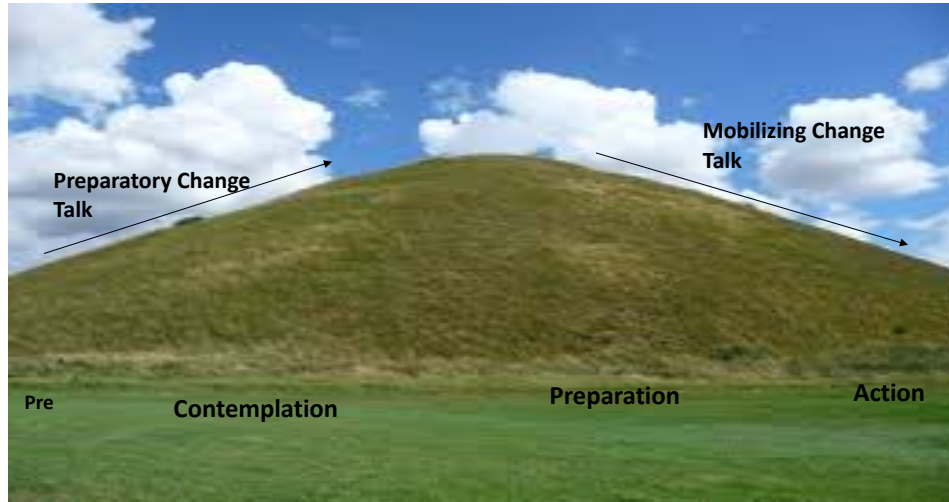


Exercise 1 Change Talk





MI Change Talk Hill



How do we evoke change talk?





Evoking Change Talk

Evocative Questions:

"How would your life be different if you made this change?"

"What would be a good way to get started?"

Ask for Elaboration:

Asking for more details

"Tell me more about..."

Ask for Examples:

"Give me an example when this last happened"

"What else?"



Evoking Change Talk

Look Back/Forward:

"If You had a magic wand and could look into the future ..."

"When you quit before"

Query Extremes:

"What are the best/worst things that might happen if you do change/not change?"

Explore Goals and Values:

"What do you want in your life?"

Coming Along Side:

"Perhaps _____ is so important to you that you won't give up, no matter what the cost"



Importance Ruler

0 1 2 3 4 5 6 7 8 9 10

Not Important

Very Important

On a scale of 0 to 10 were 0 is not important and 10 is very important, where are you in your importance of making this change?

What has you at 5 ?

What makes you 5 and not 2?

What would it take to bring you from 5 to 8?



Confidence Ruler

0 1 2 3 4 5 6 7 8 9 10

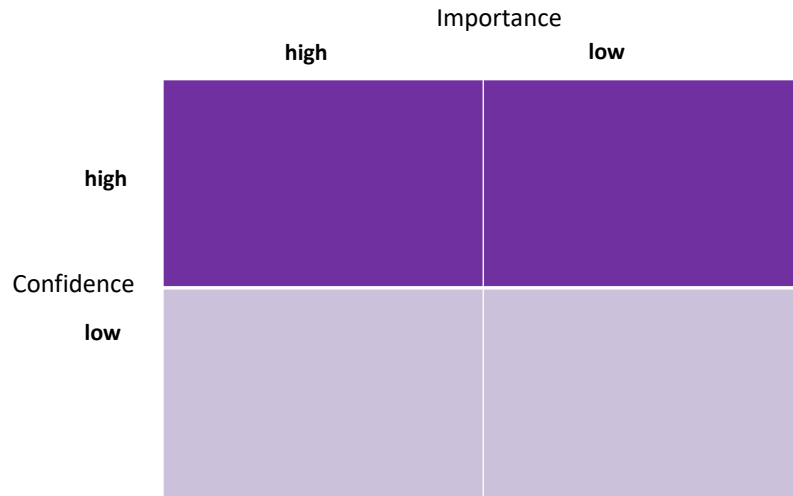
Not Confident

Very Confident

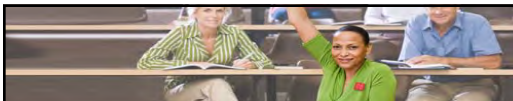
On a scale of 0 to 10 were 0 is not confident and 10 is very confident, how confident are you in making this change?

What has you at 5?

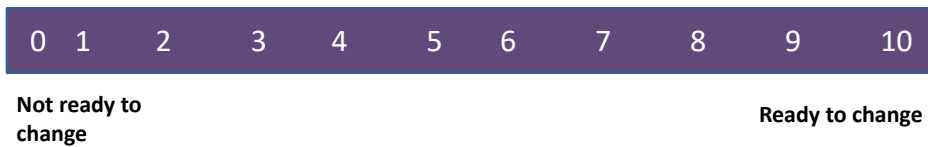
What would it take to bring you from a 5 to a 8?



Miller, w, Rollnick, S Motivational interviewing 3rd edition



Readiness Ruler





Evoking Change Talk

Desire

Evocative questions
Ask for elaboration
Ask for examples
Look back /forward
Importance ruler
Explore goals and values
Coming alongside

Ability

Evocative questions
Ask for elaboration
Ask for examples
Look back/forward
Confidence ruler

Reason

Evocative questions
Ask for elaboration
Ask for examples
Look back/forward
Come alongside

www.motivationalinterviewing.org

Need

Evocative questions
Ask for examples
Ask for elaboration
Look forward
Query extremes



Exercise 2: CHANGE Talk Video

Alex Waitt

<https://www.youtube.com/watch?v=8Cq2TUqKhtY>



Debrief



Breakout Group Exercise 3: Putting Things Together

- Groups of 3: interviewee, interviewer, observer
- Role play working through case scenarios that each person developed
- **Interviewee**- will role play their case scenario
- **Interviewer**: uses MI intervention tools to explore client's issues and/or proposed change
- **Observer**: Complete the observer checklist provided to assess the presence of MI skills
- Provide feedback to clinician and discuss



Debrief



Your Learning Plan

- What do you need to keep enhancing your learning and practice of MI?





Motivational Interviewing

- Most behaviour change involve ambivalence
- MI offers a very useful framework for exploring ambivalence and influencing change
- Motivational Interviewing involves being intentional with the implementation of strategies
- Change Talk is predictive of behaviour change
- Change Talk needs to be heard, explored with an intentional strategy to be able to mobilize change
- Practice, Practice, Practice!



Thank You!



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