Motivational Interviewing:
How Your Talk Can Support Your Students' Walk

Day 2 Prep

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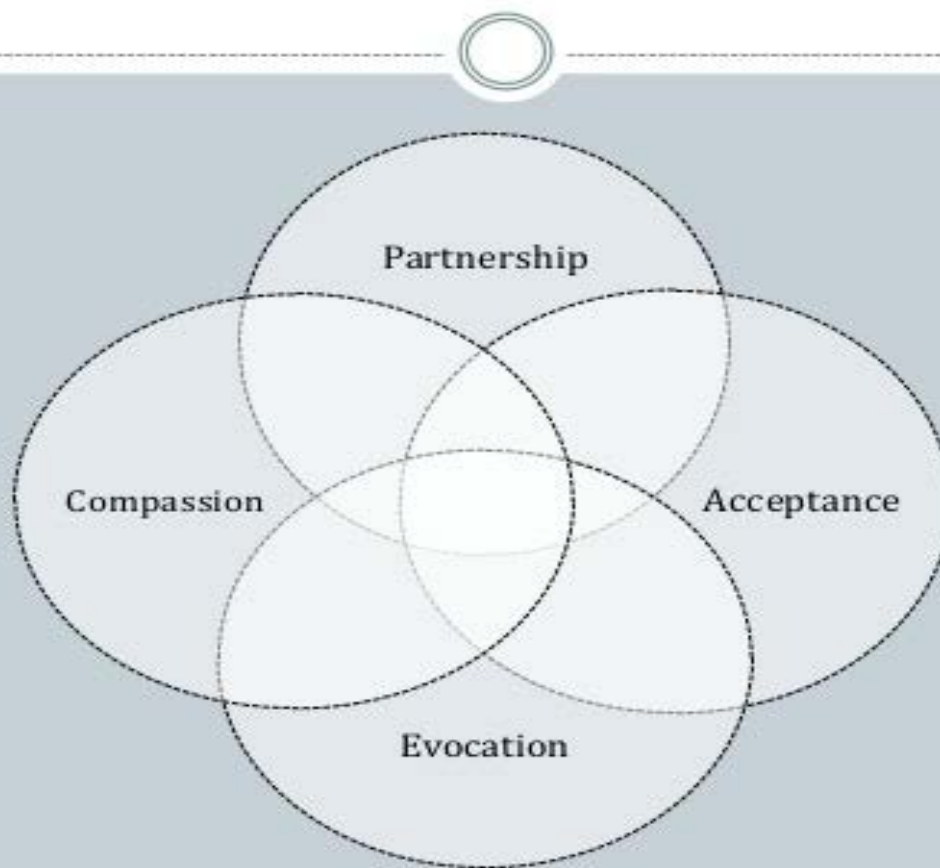
Sunnybrook Health Sciences Centre

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Day 2 Prep Overview

- Review the Motivational Interviewing concepts to explore ambivalence

- Increasing CHANGE TALK and decreasing SUSTAIN TALK to lower resistance/ambivalence, and enhance intrinsic motivation to change
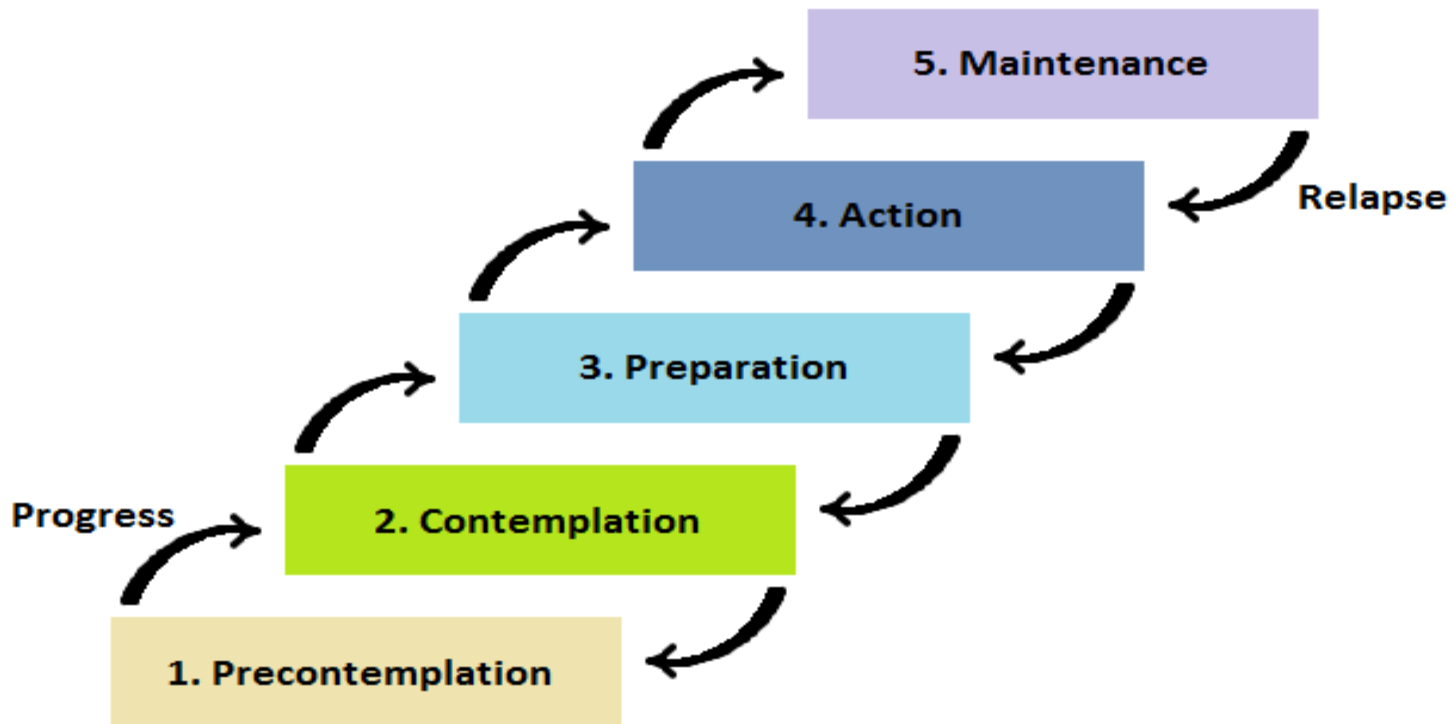
- Video and Observation

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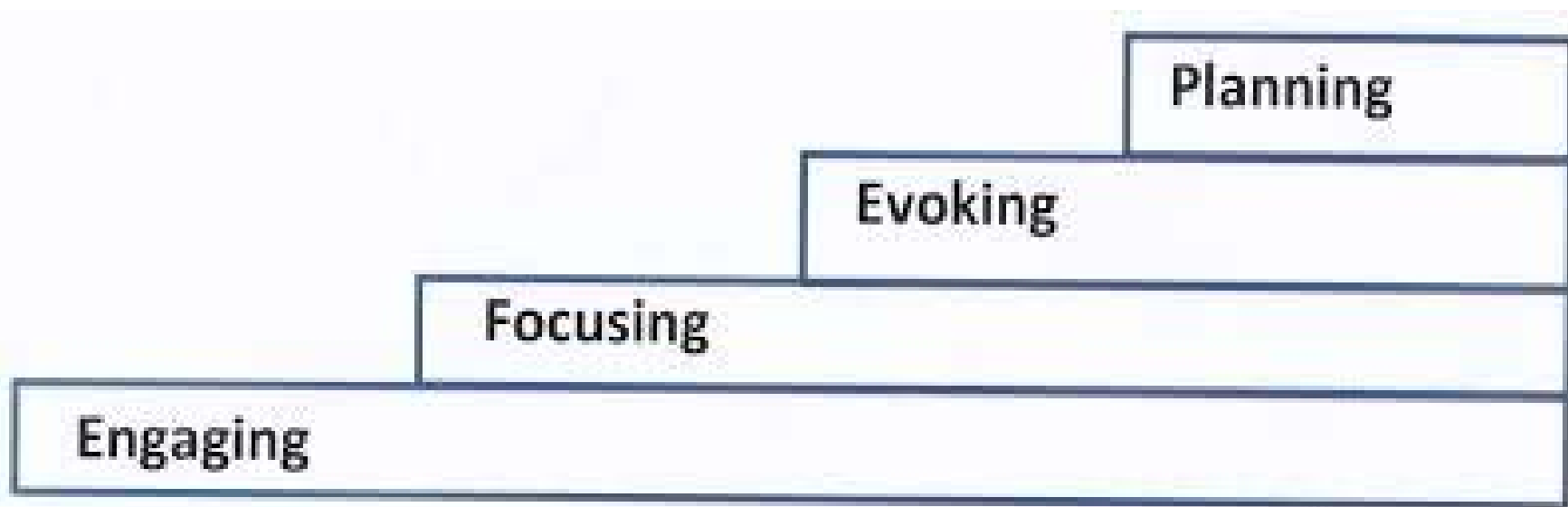
Partnership

Compassion

Acceptance

Evocation

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

Transtheoretical Model (TTM) "Stages of Change"

Prochaska & Di Clemente

Four Processes of Motivation Interviewing

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

Four Microskills (OARS)

- **OARS** stands for:
  - ➤ **O**pen-ended questions
  - ➤ **A**ffirmations
  - ➤ **R**eflective listening
  - ➤ **S**ummaries

- Practitioners use the methods of **OARS** to intervene intentionally during the course of a session. These skills can be used in the context of larger interventions or as a primary method of intervention. Furthermore, these skills are used strategically and purposefully to address or explore some topics (e.g., change talk) but not others (e.g., sustain talk).

Change Talk

Statements that we want to elicit directly from clients, that reflect aspects of Preparatory or Mobilizing Change Talk

Preparatory Change Talk:

Desire – I want to change

Ability – I can change; I am able to change

Reason – I have to change (with/for a specific reason)

Need – I need to change; I must change (without a specific reason)

Mobilizing Change Talk:

Commitment – I intend to change; I will change

Activation – I am ready to change

Taking Steps – Recent specific action toward change

The more we elicit Preparatory Change Talk → the more likely we will hear Mobilizing Change Talk

The MI Change Talk Hill

Preparatory Change Talk

Mobilising Change Talk

(Pre-)   Contemplation   Preparation   Action

Tools for Eliciting **Change Talk**

	Desire	Ability	Reason	Need
Evocative Questions	X	X	X	X
Ask for Elaboration	X	X	X	X
Ask for Examples	X		X	X
Looking Forward/Backward	X	X	X	X
Query Extremes			X	X
Change Rulers	X	X		X
Decision Balance (Pros/Cons)	X		X	X
Explore Goals and Values	X		X	
Siding with the Negative	X		X	

Importance of Change

Not Important

Important

| 1 | 2 | 3 | 4 | 5 |

Confidence in Change

Not Confident

Confident

| 1 | 2 | 3 | 4 | 5 |

Readiness for Change

**Not
Ready**

Ready

| 1 | 2 | 3 | 4 | 5 |

Decision Balance

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

CHANGE Talk Video

Here is a link to a video that demonstrates how we can draw out CHANGE Talk from our clients. Using the observation sheet provided in your materials, try to listen for examples of the different tools for eliciting DARN Statements listed on the previous slide (e.g., Evocative Questions; Asking for Examples; Looking Forward/Backward; Change Rulers; Decision Balance)

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

Case Example: Brady

Instructions: Please review the case example provided - Brady. Work through the 4 reflective questions at the end of the case example to help you to map out an approach to implementing the Motivational Interviewing tools that we have discussed. You are welcome to either work through this case individually, or in collaboration with some of your colleagues.

We will discuss this case together on November 20.

Next Steps

- Watch the video demonstration using the YouTube link above, and complete the Observer Sheet

- Work through the case example, and reflection questions, for the case of - Brady [either independently, or with colleagues]

- Come prepared to discuss the application of Motivational Interviewing, and put the tools into practice in some simulated student cases

See you online on November 20 😎