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Motivational Interviewing Certificate

2021

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If you have any questions, please contact us here in HLLN at 416 736 2100 X22170 or hlln@yorku.ca. Thank you, Tania Xerri



Tania Xerri, Director, Health Leadership and Learning Network

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Motivational Interviewing: Enhancing Your Skills to Help Your Clients

Cohort 2

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Student Conduct Policy

- Any questions?
- Shared responsibility

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Tech Check

- Re-boot computer before each session
- Video on
- First name on your picture
- Mute on unless comments / discussion
- Course Page
- ZOOM features
 - Chat box – to everyone,
 - Breakout Rooms
 - Raise hand
 - Other icons
- Questions?



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- **Purpose** – Learning Objectives - Demonstrate the ability to address:
 - The Stages of Change
 - Four Processes of MI
 - Engagement & Establishing Rapport including The Spirit of MI –
 - Shared Agenda Setting (Focusing)
 - O.A.R.S. Skills
 - Evoking Skills
 - Planning Skills
 - DARN CAT statements in recognizing and addressing Sustain Talk and Change Talk
- **People**
 - Raise hands for Shelter Worker or Case Manager
 - Facilitators – Tricia Wilkerson & Miriam Blonde
 - Results of pre-session self-assessment
- **Process**
 - See Course Outline – 3 scenarios with feedback
- **Paper**
 - Course Page – slides, handouts

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Review of Pre-session Work

What comments or questions do you have from the pre-session work?

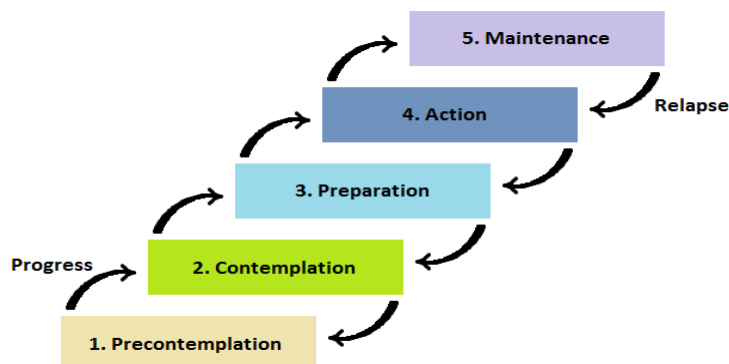
- Video 1 – Introduction to MI & Stages of Change
- Video 2 – Motivation Interviewing Skills
 - Spirit of MI, Empathy/Compassion/Acceptance, Affirmations, Evocation
 - 4 Processes of MI

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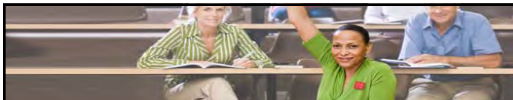
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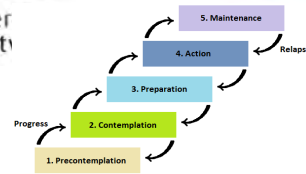
Transtheoretical Model (TTM): Stages of Change



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Stages of Change



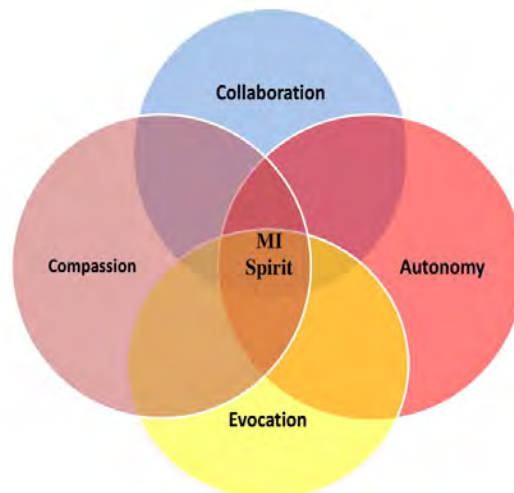
- Pre contemplation – not considering change in the near future
- Contemplation – ambivalent about change
- Preparation – planning to take action in near future
- Action – individual is modifying their behaviour
- Maintenance – individual works to prevent relapse
- Relapse – resumes old behaviours

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Spirit of MI



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Topics for Review

- 3 Types of Communication
- O.A.R.S. Skills
- Processes related to Stages of Change
- 4 Processes of MI
- Ambivalence

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3 Types of Communication

Directing



Guiding



Following



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O.A.R.S.

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



Stages:


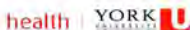

- Precontemplation I won't.....
- Contemplation I might but.....
- Preparation I will.....
- Action I am.....
- Maintenance I have been.....

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

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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

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Case study - Pat



- 45 years 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

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Case study – Pat (Course Page)



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 for improving her health?
3. What affirmation(s) might you provide to Pat?
4. Suggest an open-ended question when talking with Pat.
5. How would you work with Pat to help her make behaviour change?

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O.A.R.S. - Skills

- Watch Video
- Review items on Observer Checklist
- Discussion



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Asking Open Ended Questions

- Get the person's story – be curious
- Helps you understand where the person is coming from (their meaning)
- Strengthening a collaborative relationship and help the find their clear direction & next steps
- Use “how” and “what” questions
- Also known as “powerful questions”

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Affirmation

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

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Reflective Listening

- 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

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Types of Reflections

Simple Reflection:

Expresses understanding & active listening, MI Spirit and empathy; tends not to expand on what the client said; keep conversation going – not guide it so **REPEAT** or slightly **RE-PHASE**

Complex Reflection:

Expresses deeper meaning of what the client said; emotions surface; want to guide the conversation towards change; take a guess as to what they really meant or wanted to say; use one Reflection per question & increase # as you get better with practice

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

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Complex (Deepening) Reflections:

- **Amplified Reflection** – turns up the volume on what the client has said; goes to an extreme
- **Double Sided** – highlights the ambivalence the person has mentioned; positive change last
- **Metaphor** – understands the issues in a new way
- **Feeling** – finds the emotion in what is being said

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Summaries

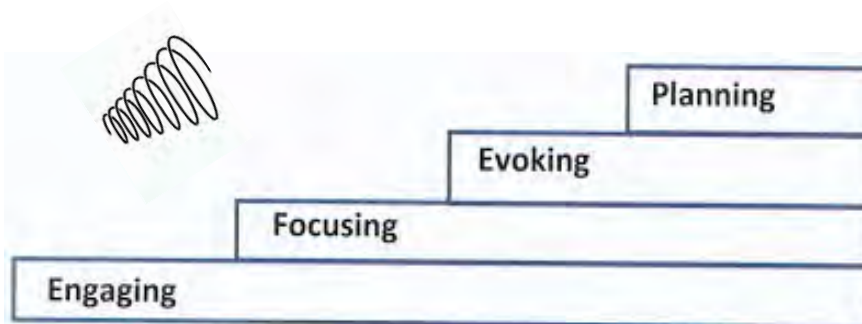
- “bouquets of flowers”
- Pulls together the most important information
- Can be affirming
- Hard to summarize everything – Y/N questions may be appropriate
- This can be very powerful vs using a simple reflection
- Can be helpful in redirecting conversation
- *“Where would you like to go next?”*

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Four Processes of Motivational Interviewing



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

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Engagement – the “Hi” process

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.

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Focusing – the “What” process

- Finding direction comes about through a purposeful conversation
- Ongoing process of seeking and maintaining direction – focus on one thing at a time
- An agenda to promote change that is client driven and client centred
- Could happen in first minute or not for weeks
- Explore ambivalence & barriers

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

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Evoking – the “Why” process

- Evoke & reinforce their intrinsic motivation for change towards the focused target behaviour
- Evoking can only happen if person has a clear change goal/target behaviour
- Drawing out & reinforcing **Change talk** (**DARN** and **CAT** statements) (more in Session 4)
- Decreasing **Sustain Talk** (**DARN** and **CAT** statements) (more in Session 4)

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

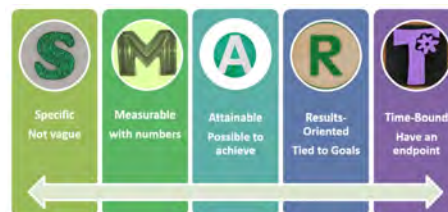
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Planning – the “How” process

- Need significant engagement + clear shared change goal + sufficient client motivation
- Develop a commitment to change – go back to Evoke or Re-engage if necessary
- Strengthen **Change Talk**
- Action plan is developed from a menu of options – may include developing skills, removing barriers , exploring outside supports
- SMART framework

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



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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
- Listen for “but”



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

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SUSTAIN TALK

Desire – “I don’t want to change”

Ability – “I’ve tried and I don’t 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”

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”

Rosengren, DB. Building Motivational Interviewing Skills. 2nd Edition. 2018

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CHANGE TALK

Desire – “I want to change”

Ability – “I can change; I am able to change”

Reason – “I have to change because ...”

Need – “I need to change”

Commitment – “I intend to change; I will change”

Activation – “I am ready to change”

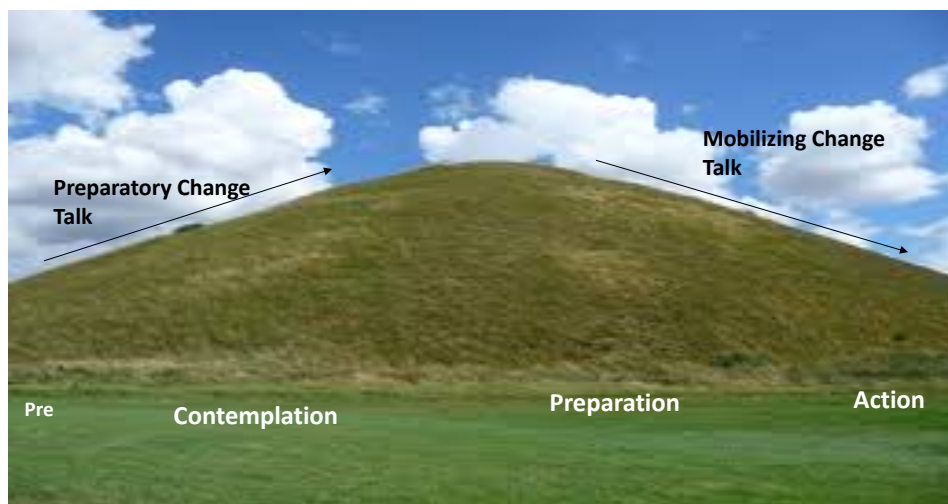
Taking Steps – “I have ...”
(recent, specific action toward change)

Rosengren, DB. Building Motivational Interviewing Skills. 2nd Edition. 2018

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MI Change Talk Hill



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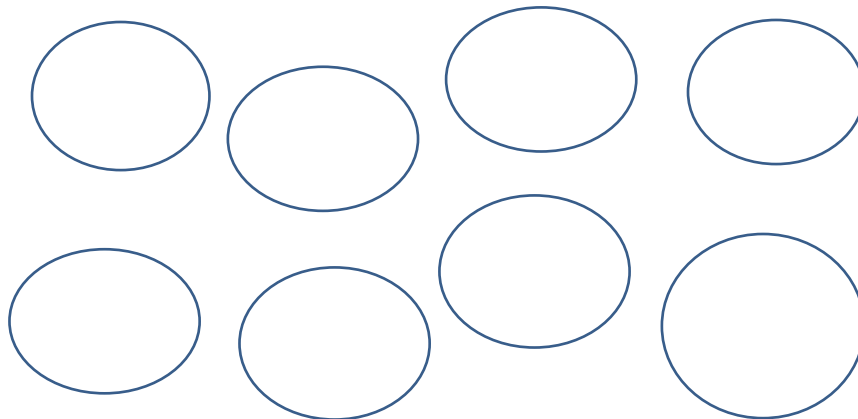
Decision Balance (Worksheet on Course Page)

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>

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Agenda Mapping (see Course Page)



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

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Strategies to Evoke Change Talk

1. Ask evocative questions
2. Use change rulers / scales
3. Query extremes
4. Look back
5. Look forward
6. Explore goals and values

Rosengren, DB. Building Motivational Interviewing Skills. 2nd Edition. 2018

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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?”

“In what ways does this issue concern you?”

“If you decided to make a change, what makes you think you could do it?”

Ask for Elaboration:

Ask for more details - *“Tell me more about...”*

Ask for Examples:

“Give me an example when this last happened”

“What else?”

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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"

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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"

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Importance Ruler

0 1 2 3 4 5 6 7 8 9 10

Not Important

Very Important

- On a scale of 0 to 10, where 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?

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Confidence Ruler


0 1 2 3 4 5 6 7 8 9 10

Not Confident

Very Confident

- On a scale of 0 to 10, where 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?

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Importance

	high	low
high		
low		

Confidence

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

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Readiness Ruler

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Not ready to change

Ready to change

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Evoking Change Talk

<p>Desire</p> <p>Evocative questions Ask for elaboration Ask for examples Look back /forward Importance ruler Explore goals and values Coming alongside</p>	<p>Ability</p> <p>Evocative questions Ask for elaboration Ask for examples Look back/forward Confidence ruler</p>
<p>Reason</p> <p>Evocative questions Ask for elaboration Ask for examples Look back/forward Come alongside</p>	<p>Need</p> <p>Evocative questions Ask for examples Ask for elaboration Look forward Query extremes</p>

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Setting up the Scenarios

- **Scenario 1 - Anne (Part 1) & Scenario 2 – Anne (Part 2)**
 - Random breakout groups of 5 people and one Facilitator
 - 10 minutes per person Scenario (Facilitator to time)
 - Only Actor & Interviewer have sound & video on until Facilitator interrupts at 10 minutes
 - 5 minutes Feedback – first from Interviewer (1 minute) then from others in the group (based on notes on your Observer Rating Form on Course Page) for 2 minutes; then 2 minutes from Facilitator
 - Repeat for each of the other 4 participants; each beginning again with Anne (not carrying on where previous person left off)
 - Re-group as large group to share key “learnings”
 - Repeat for Scenario 2 in same groups but different Facilitator
- **Scenario 3 – Jane**
 - Same as above except only 4 of 5 participants will have the chance to be Interviewer (as for a volunteer OR first 4 in alphabetical order by first name)

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Closing

- Main Room De-brief
- Outstanding Questions
- Session Reflections
- Evaluation Form

