



Motivational Interviewing

An Introduction

August 23, 2018

Webex Protocols



Please dial in to Webex from your LAN line or computer



All are muted upon entry; manually unmute by clicking microphone icon as needed



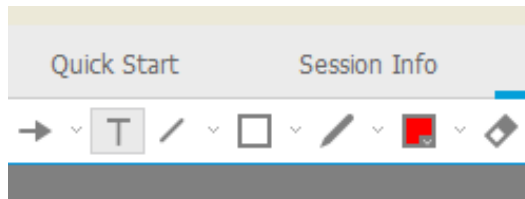
Call Me

Turn on your Webcam! Click video icon next to your name

- Link your phone and name on webex, have webex call you back or enter your designated participant code

Participate!

- Chat
- Raise your hand
- Annotate
- Polls



Our SME Trainers



Jill Buckley is the myConnections NV Program Housing Manager.

Jill is a Master Level Social Worker and has over 20 year of experience in the field providing treatment and outreach for at risk, complex members ranging from NICU, OB, pediatrics, adults, and geriatrics, in the inpatient setting, Optum Clinics, and via case management. Jill currently oversees the clinical component of the 80+ housing units for our most complex, at risk members.



Cyndi Muhlbauer is the myConnections Executive Director for Nebraska.

A Licensed Independent Mental Health Practitioner (LIMHP) certified in Eye Movement Desensitization and Reprocessing Therapy (EMDR). Cyndi is a Certified Clinical Trauma Professional and Certified Child and Adolescent Trauma Professional through the International Association of Trauma Professionals. Cyndi developed a successful trauma treatment program specifically for low income individuals with severe and chronic trauma at a community health agency in Nebraska. Cyndi now advocates on a statewide level for innovative and evidence-based trauma treatment and resources for low income individuals.



Learning Objectives

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By the end of this training, participants will be able to:

1. Understand the “Spirit” of Motivational Interviewing
2. Distinguish Coercion from Motivational Interviewing
3. Recognize the 4 Key Processes of Motivational Interviewing
4. Identify the 4 Core Skills of Motivational Interviewing



Role Play



What is Motivational Interviewing?

Motivational Interviewing Defined

A **collaborative, goal-oriented** style of communication with particular attention to the language of change. It is designed to **strengthen personal motivation** for and **commitment** to a specific goal by...

eliciting and exploring the person's own reasons for change within an **atmosphere of acceptance and compassion**

A strengths-focused premise rather than a deficit-focused model

People already have within themselves much of what is needed and your task is to evoke it

A member's own arguments for change are more persuasive than whatever arguments you might be able to provide

The “Spirit” of Motivational Interviewing

“You have what you need, and together we will find it.”

- Miller & Rollnick, 2012



Dancing as opposed to wrestling

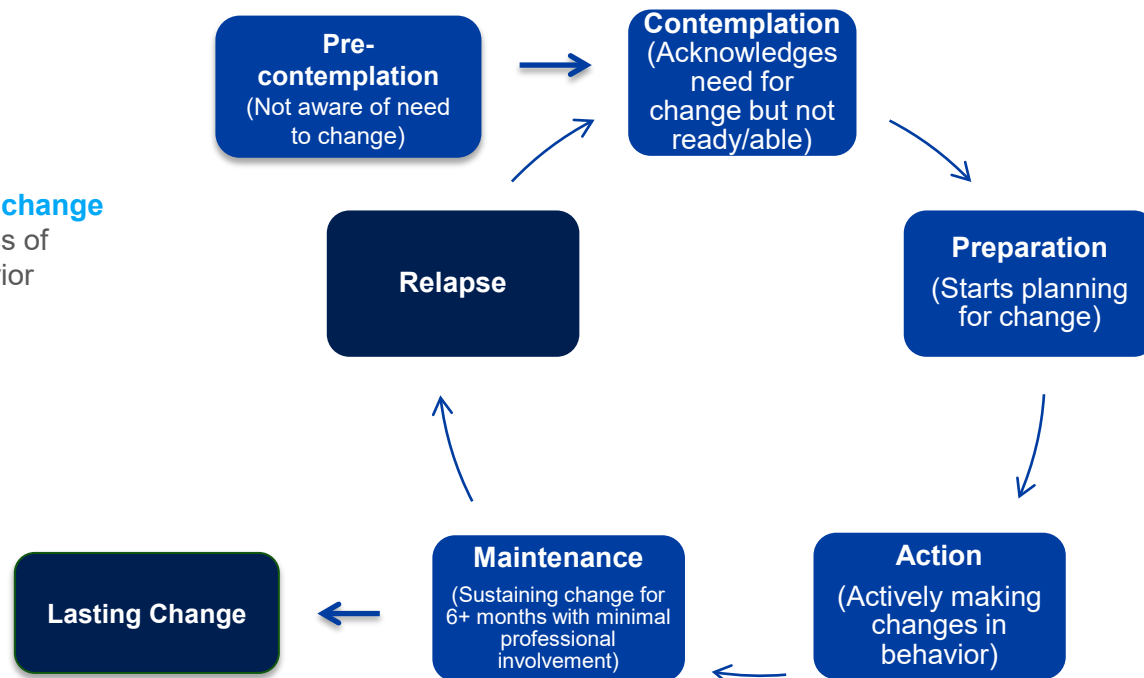




How Does It Work?

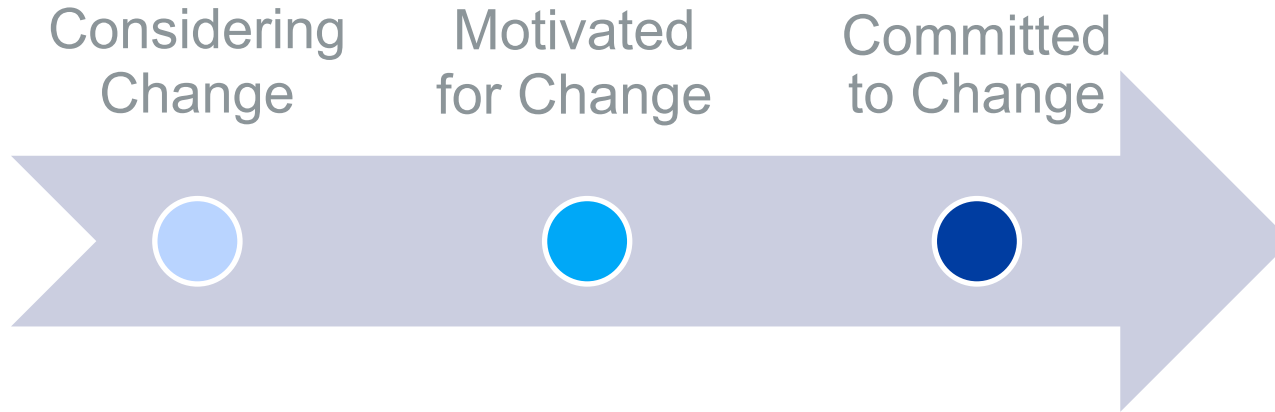
Stages of Behavior Change

An **integrative health behavior change theory** that describes the process of **HOW** people change their behavior



Change Talk

Statements that reveal readiness for change



Preparatory Change Talk

- Desire** (I want to change)
- Ability** (I can change)
- Reason** (It's important to change)
- Need** (I should change)

Implementing Change Talk

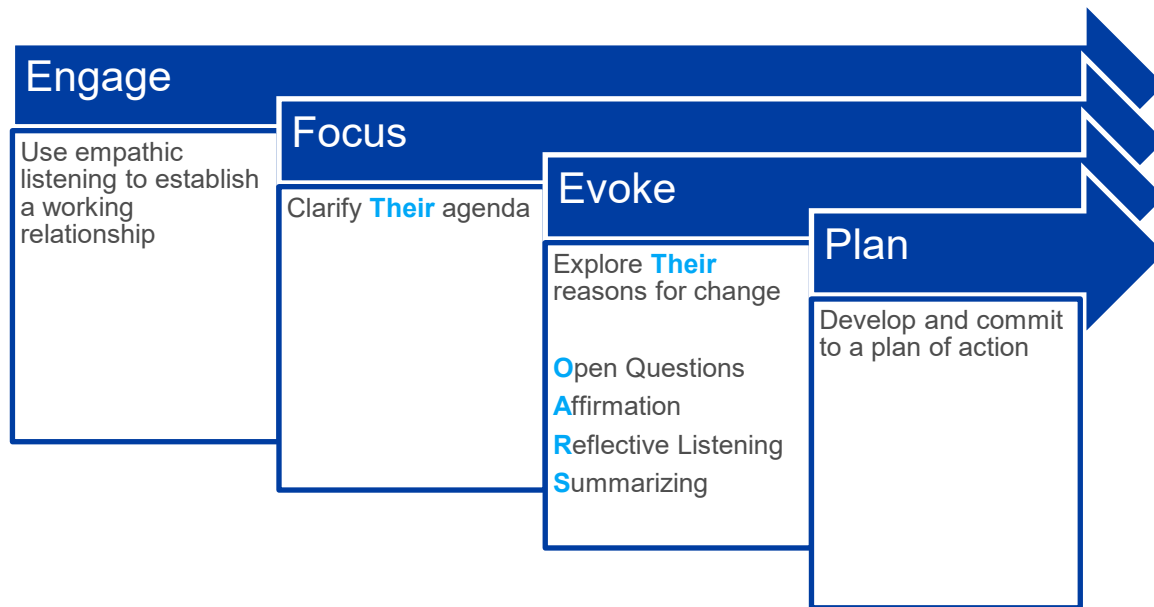
- Commitment** (I will make changes)
- Activation** (I am ready, prepared, willing to change)
- Taking Steps** (I am taking specific actions to change)

Motivational Interviewing: Basic Principles



Motivational Interviewing: 4 Key Processes

A collaborative conversational style for strengthening a person's own motivation and commitment to change



**This is the
Member's journey,
*not ours.***

Core Skills of Motivational Interviewing



Open Ended Questions



Affirming



Reflective Listening



Summarizing

Closing Remarks

“Motivation is not static. It is a dynamic, intentional, purposeful, and positive — directed concept toward the best interests of the self.”

- SAMHSA

- MI practices promote recovery and healing
- Because MI is specifically non-confrontational, it can work well for members who have not responded to other approaches, especially those for those who frequently experience feelings of anger
- Research suggests MI works best for those who are having trouble finding the motivation to begin the journey to change their behavior.



Learning Circle Breakouts

Virtual Learning Circles

- **What:** Learning technique to leverage collective wisdom, optimize shared learnings for a group with a common learning objective
- **Why:** Real-time, OTJ learning to reinforce training content and build upon each week's learnings
- **Ground Rules:** Be Curious, Be Open and Honest, Refrain from Judgement and All Teach / All Learn

Next Steps – *complete prior to July 26 training event*

- Identify your Learning Circle (reach out to Jennifer Frost if you need help!)

If you are part of a Hotspotting team, your Hotspotting team is your Learning Circle. If you are joining us from another part of the organization, please reach out to your functional colleagues who are also participating and work directly with them to set up your own Learning Circle. You'll need to name a Learning Circle facilitator who will organize and lead the discussions.

- Select your peer leader – who facilitates both Training and Follow-up Learning Circles
- Set up 2 recurring bi-weekly Webex (*will provide facilitator guides*):
 1. Training Learning Circle (*2:30 – 3:00 pm EST, starts 7/26/18*) – immediately follows Nat'l training event
 - Discuss current week's training topic and its practical application
 2. Follow-up Learning Circle (*off week between national training events*)
 - Reinforce prior week's learning topic and its practical application

Peer Facilitator Guide for Hotspotting Learning Circles

Please list names of all attendees: _____

Name of Session Facilitator: _____

Name of Session Note taker: _____

In your local Learning Circles, Peer Facilitator leads a learning discussion leveraging the questions below with Hotspotting Team. Please reflect on learning topics to date, personal life experiences and your complex patient panel. Ensure frontline staff reflect on the content and discuss how training topics might influence how we engage with these members.

1. How is Motivational Interviewing different from how you talked with / engaged members in the past?
2. What are the key drivers and motivators of change for our members?
3. What are the primary obstacles for change with our members?
4. How can you manage your feelings when members are not changing behavior or are getting worse? Or when members demonstrate lots of change yet then relapse?
5. What can the team do to help members make the change based on today's learnings?
6. What should the team stop doing to support members changing their behaviors and decisions?
7. What can the team do to develop deeper skills with Motivational Interviewing techniques?
8. Overall lessons learned?

On your own, as an additional tool to reinforce practical application of these learnings, what is your individual Our United Culture "I Will Statement" related to your member engagement?

E.g.: I will...use the member engagement techniques I have learned each time I engage with a member and reflect on how I can make a difference

Appendix

Motivational Interviewing Tools

Questions to Ask Yourself

Engaging

1. How comfortable is this person in talking to me?
2. How supportive and helpful am I being?
3. Do I understand this person's perspective and concerns?
4. How comfortable do I feel in this conversation?
5. Does this feel like a collaborative partnership?

Focusing

1. What goals for change does this person really have?
2. Do I have different aspirations for change for this person?
3. Are we working together with a common purpose?
4. Does it feel like we are moving together, not in different directions?
5. Do I have a clear sense of where we are going?

Evoking

1. What are this person's own reasons for change?
2. Is the reluctance more about confidence or importance of change?
3. What change talk am I hearing?
4. Am I steering too far or too fast in a particular direction?
5. Am I trying to convince this person to do the "right" thing, leading me to be the one to arguing for the change?

Planning

1. What would be a reasonable next step toward change?
2. What would help this person move forward?
3. Am I remembering to evoke rather than prescribe a plan?
4. Am I offering needed information or advice without permission?
5. Am I retaining a sense of quiet curiosity about what will work best for this person?



- Camden Coalition Curriculum
 - General curriculum site <https://www.camdenhealth.org/curriculum>
 - Motivational Interviewing content
<https://www.camdenhealth.org/curriculum/motivational-interviewing>
- Complex.Care Motivational Interviewing Practical Techniques course
 - <https://www.complex.care/courses?contains=motivational%20interviewing>

Advantages of Changing Behavior

1. What are some reasons to cut back?
2. What good things about changing can you name?
3. What benefits of making a change now can you see?
4. How has your PCP said your health would be better?

Consequences of Not Changing Behavior

1. What concerns you about not cutting back?
2. What symptoms would you not want to continue/get worse?
3. What ways does this cause difficulty in your relationships with other people?
4. How has your PCP said talked about that concerns you?

Intention to Act

1. What would a small step look like?
2. When do you think you could start?
3. What would the next step be for you?
4. Who could help you with your goal? How can I help you with your goal?

Optimism about Future

1. How would your future be better if you cut back?
2. What could making a change improve your life? Your relationships?
3. What benefits in the next part of your life can you see?



Strategies for Evoking Change Talk

- 1. Ask Evocative Questions:** Ask an open question, the answer to which is likely to be change talk. “Why would you want to make this change?” “How might you go about it in order to succeed?” “What are three reasons for you to do it?” “How important is it for you to make this change, and why?” “How confident do you feel about being able to make this change, and why?” “So what do you think you’ll do?”
- 2. Explore Decisional Balance:** Ask for the pros and cons of both changing and staying the same.
- 3. Good Things/Not–So–Good Things:** Ask about the positives and negatives of the target behavior.
- 4. Ask for Elaboration/Examples:** When a change talk theme emerges, ask for more details. “In what ways?” “Tell me more?” “What does that look like?” “When was the last time that happened?”
- 5. Look Back:** Ask about a time before the target behavior emerged. How were things better, different?
- 6. Look Forward:** Ask what may happen if things continue as they are (status quo). Try the miracle question: If you were 100% successful in making the changes you want, what would be different? How would you like your life to be five years from now?
- 7. Query Extremes:** What are the worst things that might happen if you don’t make this change? What are the best things that might happen if you do make this change?
- 8. Use Change Rulers:** Ask: “On a scale from 1 to 10, how important is it to you to change [the specific target behavior] where 1 is not at all important, and a 10 is extremely important? *Follow up:* “And why are you at and not [a lower number than stated]?” “What might happen that could move you from to [a higher number]?”
Alternatively, you could also ask “How confident are that you could make the change if you decided to do it?”
- 9. Explore Goals and Values:** Ask what the person’s guiding values are. What do they want in life? Using a values card sort activity can be helpful here. Ask how the continuation of target behavior fits in with the person’s goals or values. Does it help realize an important goal or value, interfere with it, or is it irrelevant?
- 10. Come Alongside:** Explicitly side with the negative (status quo) side of ambivalence. “Perhaps is so important to you that you won’t give it up, no matter what the cost.”

Stages of Change

Stage	Description	Verbal Cue	Appropriate Intervention	Sample Dialogue
Pre-contemplation	<ul style="list-style-type: none"> Unaware of problem Never thought about it No interest in change 	"I'm not really interested, it's not a problem."	Provide information about risks of not changing and benefits of change. Roll with resistance.	"What would have to happen for you to know this is a problem?" "What warning signs would let you know this is a problem?"
Contemplation	<ul style="list-style-type: none"> Aware of problem, beginning to think about change Interested but not ready Afraid to take action Don't know how to change 	"I know I need to change but with all that's going on in my life right now, I'm not sure that I can."	Help resolve ambivalence by weighing pros and cons, discuss barriers. Increase confidence by pointing about abilities.	"Lets look at the benefits of weight loss as well as what you may need to change."
Preparation	<ul style="list-style-type: none"> Realizes benefits of making changes and thinking about how to change Taking steps to prepare for change, gathering information (talking to others) 	"I have to change and I'm planning to do that."	Help set specific goals and steps for member to reach goals.	"Lets take a closer look at how you can reduce some of the calories you eat and how to increase your activity during the day."
Action	Actively taking steps towards change	"I'm doing my best. This is harder than I thought."	Provide specific tips and techniques to help meet goal. Provide training and suggest social support.	"It's terrific that you're working so hard. What are some of the problems you've had so far?"
Maintenance	<ul style="list-style-type: none"> Initial treatment goals reached Achieving positive outcomes 	"I've learned a lot through this process."	Discuss possible roadblocks and solutions. Relapse Control.	"What situations tempt to you to overeat? What can be helpful for the next time you are in that situation?"
Relapse	Return to old behavior.	"I messed up."	Remind member that are not a failure. Emphasize progress made and encourage re-commitment to goal.	"We all have setbacks. Lets look at how you can do things differently next time."