

Introduction to Motivational Interviewing

Connecting MI to Clinical Care Settings

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Pulse Survey

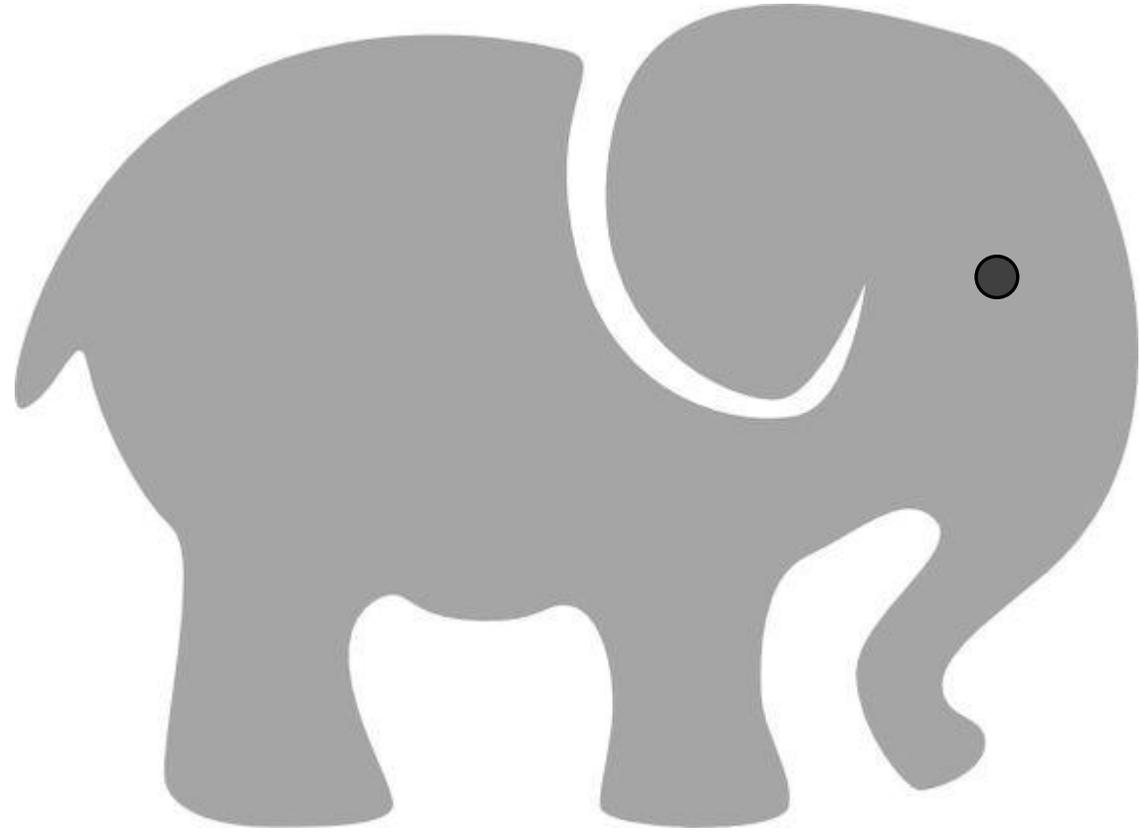
Who is trained in Motivational Interviewing?

Definition:

Motivational Interviewing (MI) is...

A clinical style that is person-centered and collaborative that aims to elicit and strengthen motivation to change problematic behavior by exploring ambivalence .

Source: Miller and Rollnick, 2009



**One bite
at a time**



Attitude

Art

Skill

Not only is there an art in **knowing** a certain thing, there certainly is also an art in **teaching** it. ~ Cicero

Learning Objectives

This event enables you
to...



Name the founders of MI

Provide a brief explanation of the approach
used by MI

Verbalize three benefits of MI

Incorporate two MI-based micro-skills into a
clinical care setting

Recognize additional resources to develop your
MI practice

Relevance

This topic is relevant
because...



- Evidence-based practice, SAMHSA/HRSA
- Behavioral healthcare industry standard
- Aligns with integrated care
- Supports shared decision making
- Promotes sustained change



ICR

Issue

Cause

Resolution

- Non-adherence to treatment regimens impacts clinical outcomes, satisfaction and prompts inefficiency and waste.
- Patient ambivalence about treatment and lack of intrinsic motivation.
- Motivational interviewing approach that establishes individual accountability and promotes exploration of intrinsic motivation to change, which supports sustained change.

Objective 1

Founders of MI

- Psychologists William Miller and Stephen Rollnick
- Early 1980's
- Counter movement away from confrontational approaches
 - Clinicians are the experts
 - People were looking to be told what to do
 - Mechanical
 - What's wrong
 - Takes to fix
 - Prescriptive
- Changed the focus to person-centered care, addressing ambivalence and discovering individual motivation

✓ Check In

Who are the founders of MI?

Objective 2

MI Approach

Honors lived-experiences to create empathy

Recognizes two experts in the room -

- 1) Clinician w clinical expertise
- 2) Individual w lived-experience expertise

Address uncertainty, lack of self-efficacy

- Analysis Paralysis / Discrepancy

Resistance measures

Objective 2

MI Approach

- Five MI Principles:
 - Express Empathy
 - Support Self-efficacy
 - Develop Autonomy
 - Identify Discrepancy
 - Roll with Resistance

Example

Objective 2

MI Approach:
Type II Diabetes
Group Settings

- **Express Empathy:** Isolation, not part of the group
- **Support Self-efficacy:** Site examples, build confidence
- **Develop Autonomy:** Their decision, their plan
- **Identify Discrepancy:** Role model
- **Roll with Resistance:** Permissive questions; table

Stages

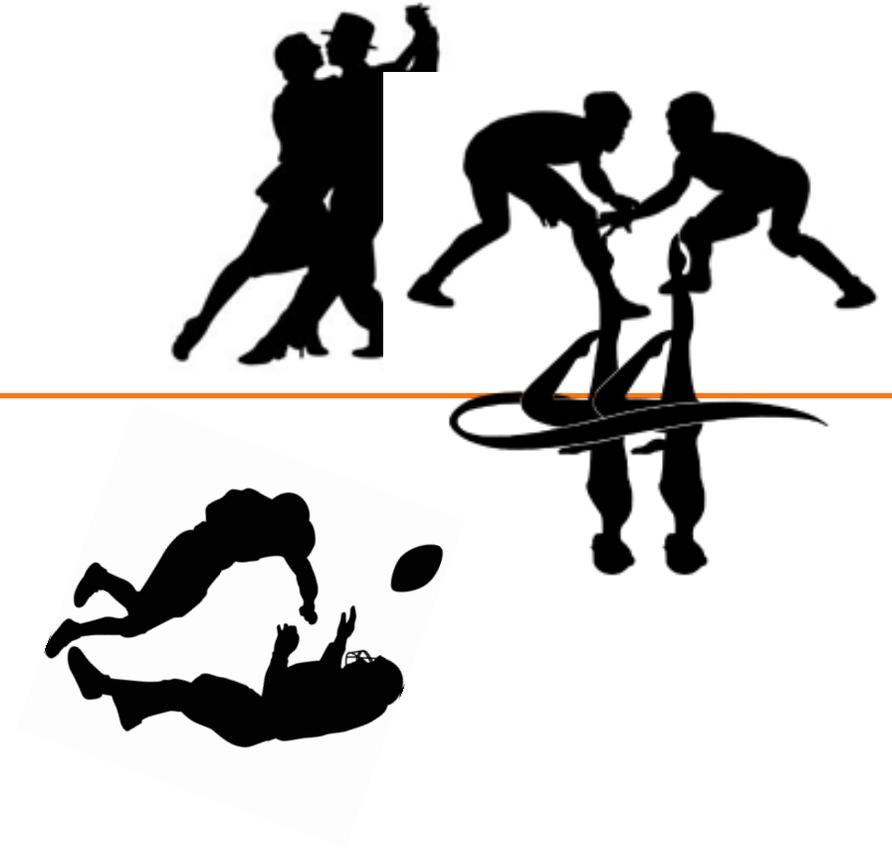


Objective 2

MI Approach

- Identifying readiness to change
 - TTM (Transtheoretical Model, Stages of Change, Readiness to Change)

Attitude... syncopated movement



✓ Check In

T/F: There are 5 core MI principles

Objective 3

3 Benefits of MI

- 1) Partnership
 - Accept mutual expertise
 - Acknowledge mutual input
 - Builds trust
 - Less coercive than previous models
 - Not a “task of trickery”

Objective 3

3 Benefits of MI

- 2) Efficiency
 - Readiness
 - Commitment
 - Meet them where they are on their journey to change
 - Self-accountability
 - Less “failure”
 - Increase self-efficacy
 - Potential to make additional change(s)

Objective 3

3 Benefits of MI

3) Sustained behavior change →

- Treatment adherence
- Improved outcomes
- Greater satisfaction

This is the big one!

Art...



whole, happy, integrated, health, beautiful

Objective 4

Micro-skills

- Change Talk
 - Creates an environment that provides opportunity to talk openly about change
 - Impact
 - Motivation
 - Commitment
 - How do you imagine your future looks when you make this change?
 - What do you see in your future if you don't?
 - What do you think about the need to change?
 - What are your thoughts about getting started?

Objective 4

Micro-skills

- SCALING

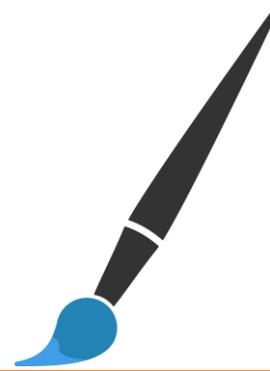
- Self-measurement (1 to 10) of confidence and importance
- Confidence
- Importance

Objective 4

Micro-skills

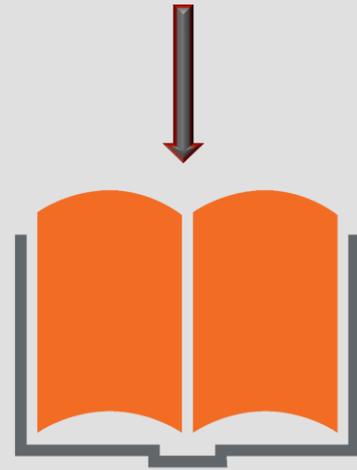
- OARS
 - Asking **open-ended** questions
 - Supports autonomy
 - Statements of **affirmation**
 - Supports self-efficacy; reframing
 - **Reflective** listening
 - Mirror to emotions
 - Providing **summaries**
 - Resistance; recap

Skill...



Change Talk
Scaling
OARS

■ Insert Story Here



STORY



Objective 5

MI Resources

- Behavioral health
 - SAMHSA website: www.samhsa.gov
- Integrated health
 - SAMHSA/HRSA website: www.integration.samhsa.gov
- MINT
 - Motivational Interviewing Network of Trainers: www.motivationalinterviewing.org

More

Objective 5

MI Resources

- Free Reminder Card (Case Western Reserve University)
 - Use 11 questions to ask yourself to build skills
 - www.centerforebp.case.edu

Encouraging Motivation to Change
Am I Doing this Right?

- Do I listen more than I talk?**
 Or am I talking more than I listen?
- Do I keep myself sensitive and open to this person's issues, whatever they may be?**
 Or am I talking about what I think the problem is?
- Do I invite this person to talk about and explore his/her own ideas for change?**
 Or am I jumping to conclusions and possible solutions?
- Do I encourage this person to talk about his/her reasons for *not* changing?**
 Or am I forcing him/her to talk only about change?
- Do I ask permission to give my feedback?**
 Or am I assuming that my ideas are what they need?

More

Objective 5

MI Resources

- Books
 - Fundamentals of MI, Julie Schumacher and Michael Madson
 - MI, Helping People Change, William Miller and Stephen Rollnick
- YouTube
- Practice...Practice...Practice
 - Scenarios/Role play
 - Warm or Cold
 - Monthly/Quarterly micro-skill focus

Learning Summary

This event enabled you
to...



- Name the founders of MI
- Provide a brief explanation of the approach used by MI
- Verbalize three benefits of MI
- Incorporate two MI-based micro-skills into a clinical care setting
- Recognize additional resources to develop your MI practice

Call to Action:

What is one takeaway from today's session you plan to implement or further explore?

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Thank you for your time and attention today