


# Motivational Interviewing:

Using MI to Improve Patient Outcomes

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## Disclosure

I have no conflict of interest and nothing to disclose



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## Objectives

**Upon completion of this event the participants will be able**

- Define the MI Communication Continuum
- List the skills of MI
- Apply the skills of MI to clinical situations.

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## Motivational Interviewing

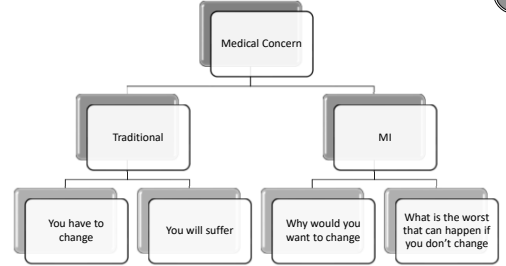
“Is a collaborative conversation style for strengthening a person’s own motivation and commitment to change.”

Miller and Rollnick, 2013

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## Traditional vs. MI



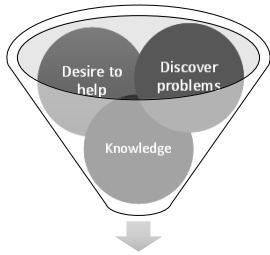
```

    graph TD
      MC[Medical Concern] --> T[Traditional]
      MC --> MI[MI]
      T --> T1[You have to change]
      T --> T2[You will suffer]
      MI --> MI1[Why would you want to change]
      MI --> MI2[What is the worst that can happen if you don't change]
  
```

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## Righting Reflex



Urge to tell people what they need to do

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### What we know

“People are more willing to change when they know they are completely free not to.”

Unknown

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### Blaise Pascal (1623-1662)

- “People are generally better persuaded by the reasons which they have themselves discovered than by those which have come into the mind of others.”

We can help others make their own discovery

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### MI Communication Continuum

Giving information	Both experts	Good Listening
<b>Directing</b>	<b>Guiding</b>	<b>Following</b>

In guiding - Share advice with permission

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### MI Communication Styles

Giving information

**Directing**

- We respond by telling the client what they should/could do to solve their problem.
- Appropriate for providing:
  - Information
  - Instruction
  - Advice

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### MI Communication Styles

Good Listening

**Following**

- Listen carefully
- Don't offer suggestions
- No directing, agreeing, disagreeing, persuading, analyzing

“I won't change or push you. I trust your wisdom about yourself, and I'll let you work this out on your own time and at your own pace.”

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### MI Communication Styles

Both experts

**Guiding**

- Listen then ask options
- Explore pros and cons
- Help move directionally


“I can help you to solve this for yourself, if you want to solve it.”

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### Ambivalence

- Is normal
- State of mind: co-existing “but” conflicting feelings
- Fundamental and NORMAL part of the change

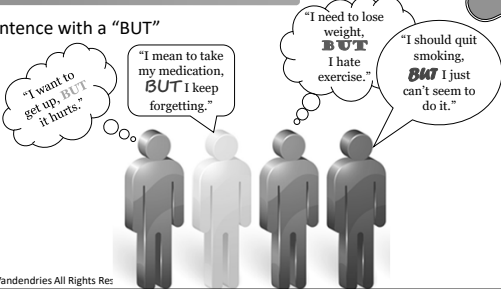


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### Ambivalence

- Sentence with a “BUT”




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### MI skills – O.A.R.S.

- Open-ended Questions
- Affirmations
- Reflections
- Summaries




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### Open-Ended Questions

- Programed for closed ended questions
  - Gather data
  - Complete analysis
  - Make a diagnosis




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### Skill: Open-Ended Questions


- Closed questions sound like...
  - “Do you...Are you... Did you... Could you...Have you...?”
  - “Did you take your insulin yesterday”
  - “Were you thinking about what you want to do?”
  - “Did you get to the doctor for your physical?”



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### Skill: Open-Ended Questions



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### Open-ended Questions

- Open-ended questions
  - Invites client to tell story
  - Conveys genuine interest
  - Client should do most of talking
  - Use active listening

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### Skill: Open-Ended Questions

- Open questions sound like...
  - “What feels important to work on?”
  - “What do you think you’ll do?”
  - “Tell me what you’re doing already to eat healthy.”
  - “What worries you about your drinking?”

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### Closed To Open

Close-Ended Questions	Open-Ended Questions
Do you want to quit smoking?	
Anything else?	
Is it important for you to stay sober?	
Do you want to continue chemo?	

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### Closed To Open

Close-Ended Questions	Open-Ended Questions
Your weight has increased since your last visit. Do you want to talk about it?	
Are you taking your antidepressants like they were prescribed?	
Do you have any questions?	

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### Affirmations

- Genuine, direct statements of
  - support
  - appreciation
  - understanding
- Recognize client strengths
- Emphasize past successes
- Build rapport
- No “I” in affirmation

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### Skills: Affirmations

- Praise ≠ Affirmation

Praise is a judgment from us	Affirmations are strength based
<ul style="list-style-type: none"> <li>• I think you are really smart</li> <li>• I think you should be proud of your hard work</li> </ul>	<ul style="list-style-type: none"> <li>• Your hard work shows dedication.</li> <li>• It takes resilience to do all you have done. You are a strong person.</li> <li>• Being honest took a lot of courage.</li> </ul>

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### Skills: Affirmations

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- Examples:
  - “Your honesty is appreciated.”
  - “You are making such great progress. You’re really dedicated to taking care of yourself.”
  - “You’ve put a lot of thought into how you are going to build exercise into your schedule. You are very committed.”

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### Skills: Affirmations

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- Look for strengths...

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### Skills: Reflections

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- Most important technique in MI (if working with behavior change)
- Primary way we demonstrate listening
- Express empathy
- Guide client toward change

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### Skills: Reflections

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- Assertive, concise, clear statements
- Can be simple, such as the repetition of a word

Inflection turns down at the end

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### Skills: Reflections - Types

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- Simple
- Complex
- Double-sided
- Amplified

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### Skills: Reflections

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- What are we trying to catch?
  - Change talk
  - Sustain talk
- Client: “I was told I should eat healthier, but I don’t even know what that means.”
  - HCP: You would like to know more about eating healthier.
  - HCP: You’re not sure what to do to eat healthier.

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### Skills: Reflections – Types: Simple

- Repeating, rephrasing; staying close to the content
- Add little or no meaning to what has been said




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### Skills: Reflections – Types: Complex

- Paraphrasing not only words but unspoken meaning
- Make a guess or hypothesis about deeper meaning, what client might be trying to say
- NOT LONGER, just more “tuned in”




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### Skills: Reflections – Types: Double-sided

- Reflecting both sides of ambivalence
- End on the change talk side

I want to take better care of my health



• Double-sided reflection

- On one hand you are really busy and on the other hand you realize the benefits of taking care of your health.

OR

- Work keeps you busy yet you want to be healthy.

I just work so much I don't have time


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### Skills: Reflections – Types: Amplified

- Exaggerates the idea to the point where we would expect the client may disavow or disagree with it...

- Risks:
  - Client agrees with it
  - Client is offended
- Here is what we hope would happen



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### Skills: Reflections Example


- I just don't think vaccinations are safe for my child.
  - **Simple:** You are not comfortable with vaccinations.
  - **Complex:** If you felt vaccines were safe, you would let your child get vaccinated.
  - **Double-sided:** You not sure about the safety of vaccines and at the same time, you want to do everything you can to prevent your child from serious illness.
  - **Amplified:** There is no way you would ever let your child have a vaccination regardless of the cost.

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### Skills: Reflections ~ Simple and Complex

- “I try not to smoke around the baby, but it's hard.”
  - **S:** “You generally keep the baby away from the smoke.”
  - **C:** “You want to protect her and one of the concerns is the smoke exposure.” (reflecting implied concern, desire)
  - **DS:** “On one hand you're struggling with not smoking around your baby and on the other hand you are worried about the effects the smoke can have on your baby's health.”



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## Skills: Reflections ~ Simple and Complex

- "I drink in the evening to relax after a stressful day, but I only have one or two so I can get up in the morning"
  - **S:** "You are trying to limit your drinking."
  - **C:** "You don't want your drinking to become a problem." (picking up on the strength and relating to intent)
  - **DS:** "Drinking helps you relax yet you also know it isn't healthy."



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## Skills: Reflections

- "My child isn't overweight. He is just big boned and healthy."
  - **S:** "You aren't sure that he has excess weight."
  - **C:** "You want what is best for your son."
  - **DS:** "You aren't sure his weight is unhealthy, yet you want what is best for him."



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## Skills: Reflections Which is best?

- Client: "I have been trying to exercise five days a week, but I am so busy at work that it's impossible."
  - A. HCP: "Finding time to exercise is difficult yet it is important to you to figure out how to fit it into your schedule."
  - B. HCP: "You do want to exercise but you are having trouble finding the time to fit it in your schedule."

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## Skills: Reflections Which is best?

- Client: "With the measles outbreak I am worried about my son, but I don't want to have him vaccinated because I have heard terrible things about vaccinations."
  - A. HCP: "You are concerned that your son may get measles."
  - B. HCP: "You are concerned about having him vaccinated."

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## Skills: Summaries

- Recap thoughts/feelings
- Links together and reinforces material
- Highlight important elements
- Shows you have been listening carefully
- Prepares person to elaborate further
- Allows person to hear his/her own change talk



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## Summaries

- Parts of summary
  - Indicate you are about to do a summary
    - "Can we pause for a moment to make sure I have gotten everything?"
  - Provide the summary
    - Wrap sustain talk into a small packet and elaborate on change talk
  - End with a key question
    - "What makes this important to you?"
    - "Where does that leave you?"
    - "Where do you think you'd like to begin?"




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### Clinical example

- Mom 42 year old weight and height unknown but appears to be of normal body weight
- Comes in with 14 year old daughter (Sarah)
- Sarah is 5'2" tall and weighs 180 pounds BMI 32.9
- Seeking weight loss surgery



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### Questions



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### THANK YOU!

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