



MPCCA

Montana Primary Care Association

Motivational Interviewing Session 3

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Agenda

- Role as the Interviewer
- Finish up Evoking Task
 - Strategies to support evoking
 - Using Summaries
- Planning Task
 - Strategies that support planning
- Challenges that Could Come Up



Successes or Challenges?



Did anyone try a skill last week and have a success or challenge they are willing to share?



Spirit of Motivational Interviewing

Partnership

Acceptance

Compassion

Empowerment



I RESPECT YOUR AUTONOMY, SWEETIE.
I JUST KNOW I CAN MAKE IT BETTER.



Montana Family Care Association



Our Role as Interviewer:

- We are not responsible for the individual's decision to change or not.
- We are like a tour guide...
 - Listen well to where they want to go
 - Don't just follow them around.
 - Don't push them where you want them
 - Share your knowledge.
 - Combine your expertise with what they care about and want.



Four Tasks of MI:



1. Engaging
 - Can we walk together?
2. Focusing
 - Where are we going? What shall we talk about?
3. Evoking
 - Why would you go there?
4. Planning
 - How will you get there?



Row Upstream With O.A.R.S.



O *Open-ended* questions that allow patients to give more information including their feelings, attitudes and understanding.

A *Affirmations* to help overcome self-sabotaging or negative thoughts.

R *Reflections* as a way to express ambivalence.

S *Summarize* to let your patient know that they are being heard.



Evoking

Why would you go there?

- ❖ Invite and strengthen change talk – the individual’s personal “why” for change.
- ❖ How might change be consistent with their own desires, hopes, and values?
- ❖ **EMPOWERMENT**



Evoking Skills: Explore Extremes

IF YOU DID MAKE THIS CHANGE, WHAT IS THE BEST THING THAT MIGHT HAPPEN?

❖ What good do you think might come from...?

- Ask for elaboration (be curious)
 - “In what way...”
 - Using focusing – get specific
- Reflect change talk

IF YOU DON'T MAKE THIS CHANGE, WHAT IS THE WORST THING THAT COULD HAPPEN?

❖ What if you don't ...? What's the downside to this?

- ❖ Open ended questions
- ❖ Listen well for change talk



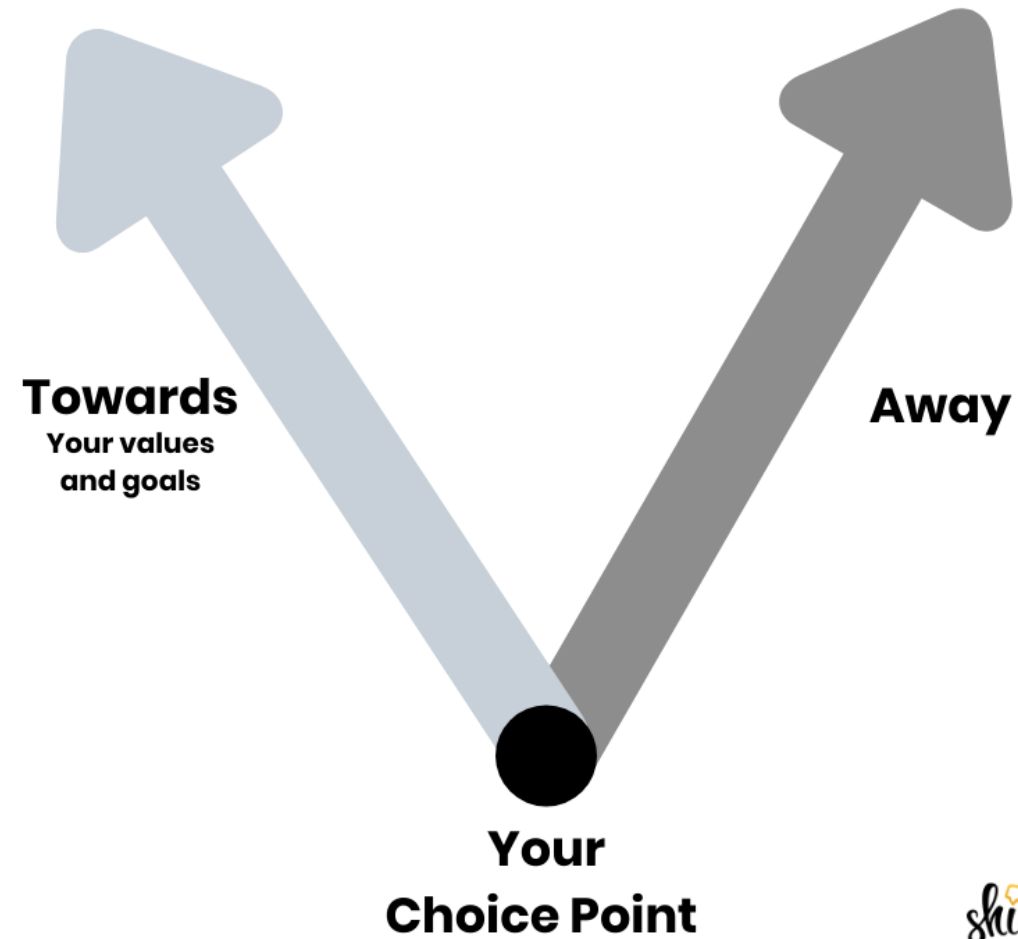
Exploring Goals and Values

- ❖ Understanding what a person values can be a key to finding motivation
- ❖ Open Ended Questions:
 - ❖ What matters most to you?
 - ❖ How do you hope your life will look in 5 years, 10 years?
 - ❖ What are the most important values in your life?
- ❖ Reflections – Continue the paragraph with a guess
- ❖ Elicit – ask for elaboration
 - ❖ How do you show In your life?
 - ❖ In what way is Important to you?



Choice Point

- ❑ MI is a way of doing what you already do.
 - ❑ ACT Intervention
- ❑ Look for discrepancies between values and behaviors.
- ❑ Practice with acceptance and respect.
- ❑ Be curious!
- ❑ "I wonder..."



Look Back & Forward

- How were things better or different before ... ?
- What may happen if things continue as they are?
- If you were able to make the changes you want, what would be different?
- How would you like your life to be five years from now?



Change Talk or What I Want to Hear?

- ❑ "I'm wondering how you really feel about...? I get the sense that you mean what you say and also that part of you...."
- ❑ "Why would you want to?"
- ❑ Take people at face value and help them to be specific.
- ❑ "What do you think?"
- ❑ Be curious about their DARN



Summaries...



- Like a bouquet of flowers
 - As you hear 2-3 change statements, you gather them (in your mind) then put them together in a summary
 - You're not gathering evidence to use against a person
 - Have a mind of curiosity and acceptance
 - Be an honest mirror of what you've heard and allow the person to make their own conclusion



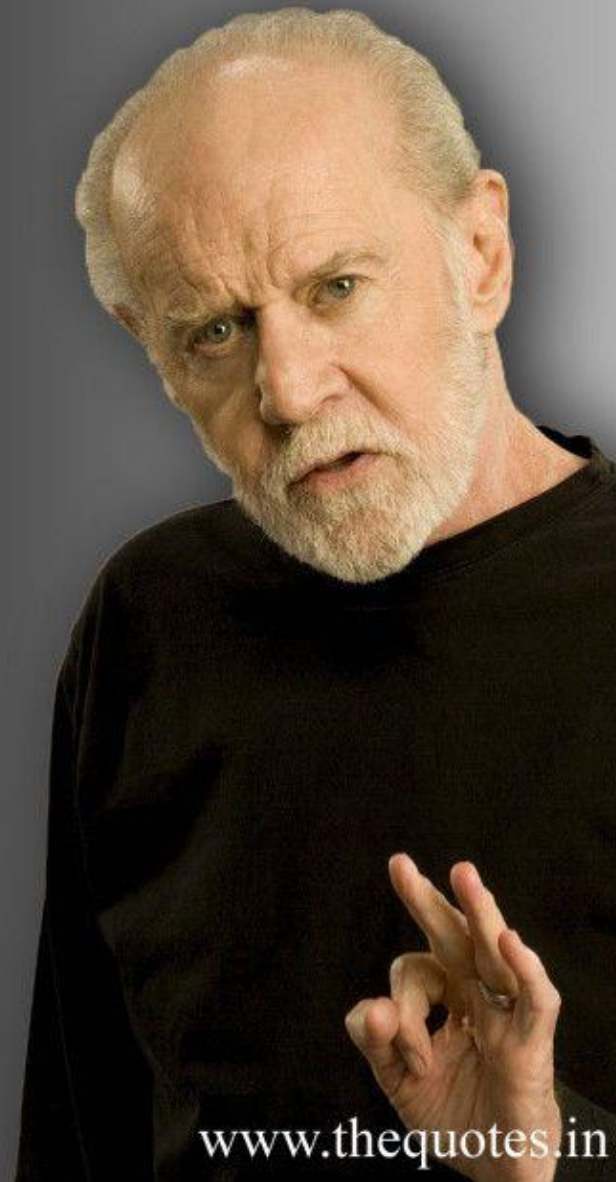
How to choose the summary?

1. Gather the self-expressed motivations and change talk statements into your bouquet
2. Do not be confrontation – you are not out a prosecutor!
3. Be purposeful with a direction – move towards the change



The reason I talk to myself is
because I'm the only one whose
answers I accept.

George Carlin



www.thequotes.in



Planning

How will you get there?

- Evoking the “how” of their change
- Focusing on the specifics of the plan
- Must fit into the person’s lifestyle – their daily patterns and routines
 - Where, when, and how etc.
- Only the individual knows what will work for them
- What are they ready, willing, and able to do?



Are they ready to plan?

- You will hear more DARNCAT – Change Talk
- You will hear less sustain talk
- You might feel a resolve in the room
- They may be thinking aloud and imagining what change might be like
- They may ask questions about what you think of the change
- They may discuss taking steps towards their change



Why to How...

- Summarize – Bouquet of Change Talk
- And ask...“What next?”
 - What are you considering?
 - What might you try?
 - How do you want to move forward?
- “You know yourself best, how do you think you could move forward?”
- “How **important** is this to you? How **confident** are you?”
 - Not “are you ready?”



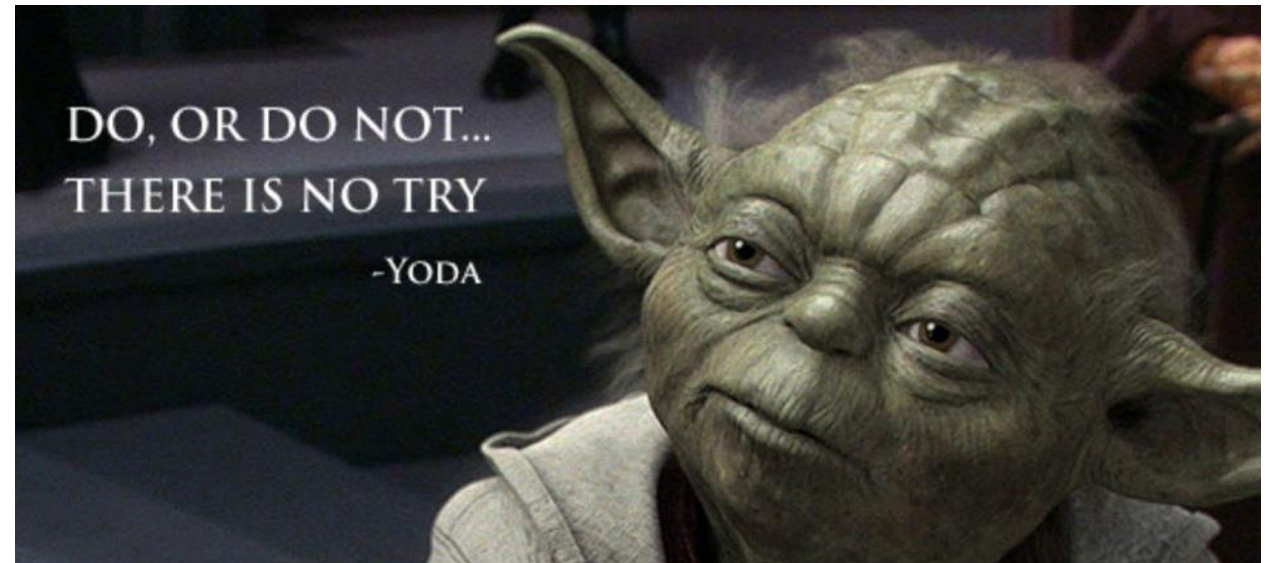
Evoke Hope and Confidence

The change plan is an experiment – let's try and see how this goes...

If this doesn't work, we will try something different.

Their belief that this is possible is a predictor of change happening.

Affirm strengths to boost confidence!



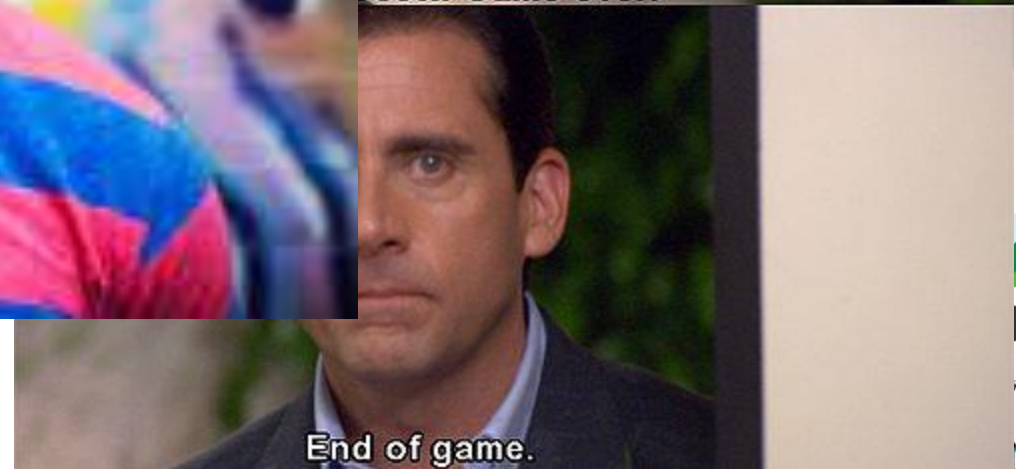
The End.



set, match.



Scott. Game over.



End of game.

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Strengthen and Affirm Confidence

- Circle a few that describe you
- I see you circled Tell me about that.
- Reflections
- Open ended questions...
- Get specific examples

BOX 16.2. Some Characteristics of Successful Changers

Accepting	Committed	Flexible	Persevering	Stubborn
Active	Competent	Focused	Persistent	Thankful
Adaptable	Concerned	Forgiving	Positive	Thorough
Adventuresome	Confident	Forward-looking	Powerful	Thoughtful
Affectionate	Considerate	Free	Prayerful	Tough
Affirmative	Courageous	Happy	Quick	Trusting
Alert	Creative	Healthy	Reasonable	Trustworthy
Alive	Decisive	Hopeful	Receptive	Truthful
Ambitious	Dedicated	Imaginative	Relaxed	Understanding
Anchored	Determined	Ingenious	Reliable	Unique
Assertive	Die-hard	Intelligent	Resourceful	Unstoppable
Assured	Diligent	Knowledgeable	Responsible	Vigorous
Attentive	Doer	Loving	Sensible	Visionary
Bold	Eager	Mature	Skillful	Whole
Brave	Earnest	Open	Solid	Willing
Bright	Effective	Optimistic	Spiritual	Winning
Capable	Energetic	Orderly	Stable	Wise
Careful	Experienced	Organized	Steady	Worthy
Cheerful	Faithful	Patient	Straight	Zealous
Clever	Fearless	Perceptive	Strong	Zestful

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Reframe:

- ❑ A reflection that also suggests a new perspective
- ❑ Highlight change talk that is hidden within the individual
- ❑ A “try” instead of a “failure”





Example...

Pt: What do you think I should do?

BH: We could look at medications that could help you to stop drinking.

Pt: I don't believe in meds. They are a crutch.

BH: There are some support groups in town.

Pt: I've been to support groups. It is just a way to meet people to go use with.

BH: There are in-patient options we could refer you to.

Pt: I would have to miss too much work. I'd lose my job and home.

BH: We could look at IOP. They have group in the evening.

Pt: Group is triggering for me. I get too anxious around people.



Reminder - Ambivalence



- When we make suggestions, it is natural for the individual to consider what is wrong with our suggestion...
- Instead – use the Ask, Offer, Ask
- Offer multiple choices for a person to consider
- Then – Which of those options do you think might work for you?



Come Alongside

Explicitly side with the sustain
side of ambivalence.

“Maybe _____ is so
important to you that you
won’t give it up, no matter the
cost.”



Encourage Autonomy

- Even when you have permission...
- "It's up to you what you decide..."
- "You probably already know this..."
- "I wonder what you would think of..."
- "I can tell you what has worked for others, but at the end of the day, it's up to you. Would you like to hear some ideas you could consider?"
 - Then give multiple options to consider and ask an open-ended question.



Choices:



- People are more likely to follow through on action they've chosen themselves.
- Suggesting one thing at a time will often lead to sustain talk...
- "Some people have had success using medications for SUD, attending group or IOP. Some people prefer 30 days of inpatient to get their feet under them, and some people continue seeing me for a while to see how things go. What do you think you would like to try?"



Embedded Change Talk

- Double-Sided Reflection:
 - Include both sides of the ambivalence in your reflection
- I want to....and I don't want to...

"I'm much more careful now when I drive. I don't drive at night because I can't see well in the dark, and I avoid busy streets, so I don't cause an accident. Drivers honk at me sometimes because I go slow. I don't want to give up my license because it gives me some independence, but I'd feel terrible if I hit or injured someone. I just like to be able to get in the car and go instead of depending on other people to take me."

Can you hear the ambivalence?



Double-Sided Reflections

- “You enjoy being able to drive yourself around, **but** you don’t want to injure anyone.”
- You don’t want to injure anyone, **but** you enjoy being able to drive yourself around.”
- The word “but” almost erases the first half of the reflection – highlights the second

- “You enjoy being able to drive yourself around, **and** also you don’t want to injure anyone.”
- “You don’t want to injure anyone, **and** at the same time you enjoy being able to drive yourself around.”
- The word “and” highlights the ambivalence itself.
- People are most likely to respond to the 2nd half of the reflection.



Intensity of Language

UNDERSTATEMENT

- Pt: "I'm upset with my mom."
- BH: "You're annoyed."
- Pt: "No, I'm really angry. She..."
- Gives permission for patient to say more...



OVERSTATEMENT

- Pt: "I'm irritated with my mom."
- BH: "You're furious at her."
- Pt: "Well, not furious..."
- Can help a person to back down a little.



Equipoise

- Situation where there is no clear better choice
- What if the ambivalence is...
 - To buy or rent a house?
 - To attend University of Montana or Montana State?
 - To have a child or not?
 - What medical treatment to use?
 - To sign consent to treat or not?
- Might use a decisional balance – give equal attention to both sides
- Maintain neutrality
- Still use your OARS – but be supportive of neutrality – support AUTONOMY



Decisional Balance

Decisional Balance Sheet

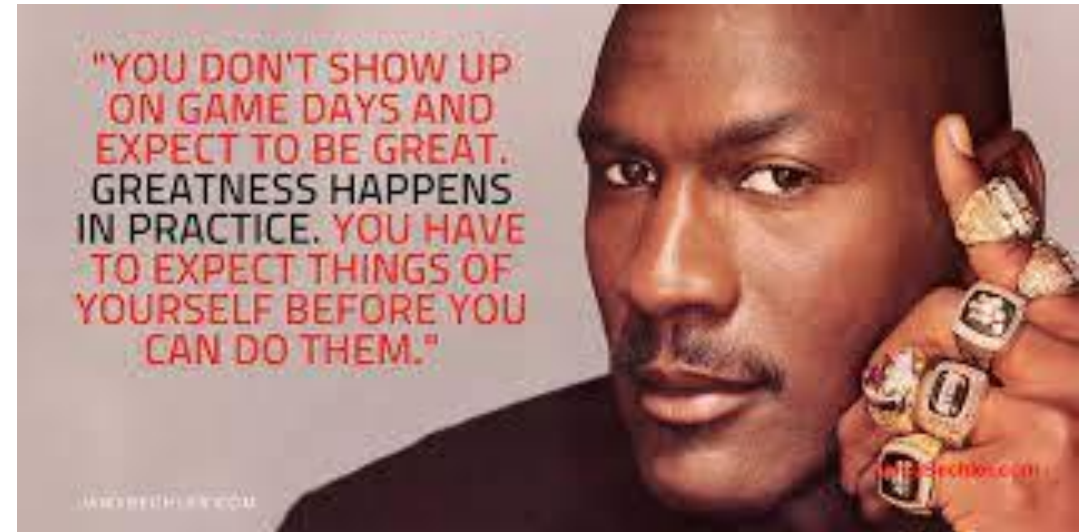
	Disadvantages	Advantages
No Change	Health deteriorates Economic cost of health Can't play with kids Burden on family Continue to feel isolated Low confidence/self-esteem	I won't have to put in so much effort I will have more free time Food and alcohol help me to de-stress I can just be me
Change	Exercise makes me uncomfortable Lots of effort is required Time factor I will only fall again	Improved self-esteem & confidence Feel better More energy for work & life Better mood

- Pros and Cons list
- If a person is ambivalent, this actually decreases their commitment to change.
- Logical because if there is equal change and sustain talk the result would be...Ambivalence



Practice

- Practice listening for ambivalence.
 - Use one of the skills discussed today to summarize or reflect.
 - Summarize Change Talk
 - Double-Sided Reflection Using “and” or “But”
 - Change the intensity of your reflection



Stay Tuned...

Final Session is March 14th

Check out the Calendar for Upcoming Trainings

- [Events Calendar - Montana Primary Care Association \(mtpca.org\)](https://mtpca.org)

Reach out with Questions/Comments/Concerns.

- jvanderlinden@mtpca.org



Sources:

Motivational Interviewing: Helping People Change and Grow. Miller, William R., Rollnick, Stephen. 2023.

[Micenterforchange.com](https://micenterforchange.com)

[Motivationalinterviewing.org](https://motivationalinterviewing.org)

