Motivational Interviewing – Module 2

Motivational Interviewing – Steps and Core Skills

Learning Objectives

At the end of the session, you will be able to—
1. Identify motivational interviewing (MI) basic steps.
2. Identify MI core skills.
3. Demonstrate and practice MI using core skills.

Motivational Interviewing Steps
Motivational Interviewing – Module 2

Four Steps of the MI Process

1. Engage
   • Express empathy
   • Ask questions
   • Use affirmations
   • Support autonomy

2. Focus
   • Reflecting
   • Summarizing
   • Developing discrepancies

3. Evoke
4. Plan
Four Steps of the MI Process

Evoke
• Motivation
• Concerns

Plan
• Raise the subject
• Support self-efficacy
• Address elements of change

Motivational Interviewing Core Skills
Core MI

- Open-ended questions
- Affirmations
- Reflections
- Summaries

Open-Ended Questions

Using open-ended questions—

- Enables the patient to convey more information
- Encourages engagement
- Opens the door for exploration

Open-Ended Questions

What are open-ended questions?

- Gather broad descriptive information
- Require more of a response than a simple yes/no or fill in the blank
- Often start with words such as—
  - “How...”
  - “What...”
  - “Tell me about...”
- Usually go from general to specific
Open-Ended Questions

Why open-ended questions?
• Avoid the question-answer trap
• Puts patient in a passive role
• No opportunity for patient to explore ambivalence

Closed-Ended Questions

Closed-ended questions typically—
• Are for gathering very specific information
• Tend to solicit yes-or-no answers
• Convey impression that the agenda is not focused on the patient
Exercise

Turning a closed-ended question into an open-ended one

“Do you feel depressed or anxious?”

Exercise

Turning a closed-ended question into an open-ended one

“How has your mood been recently?”
“Can you tell me how you have been feeling?”
“How have you been feeling emotionally?”

Affirmations

What is an affirmation?

• Compliments or statements of appreciation and understanding
  ✓ Praise positive behaviors
  ✓ Support the person as they describe difficult situations
Affirmations

Why affirm?
• Support and promote self-efficacy, prevent discouragement
• Build rapport
• Reinforce open exploration (patient talk)

Caveat
• Must be done sincerely

Affirmations

• Commenting positively on an attribute
  ✓ “You are determined to get your health back.”

• A statement of appreciation
  ✓ “I appreciate your efforts despite the discomfort you’re in.”

• A compliment
  ✓ “Thank you for all your hard work today.”

Exercise

Which of the following are examples of affirmations? Select all that apply.
a. “I appreciate how hard it must have been for you to decide to come here. You took a big step.”
b. “I’ve enjoyed talking with you today and getting to know you a bit.”
c. “You need to change before something really bad happens.”
d. “You seem to be a very giving person. You are always helping your friends.”
Exercise

Which of the following are examples of affirmations? Select all that apply.

a. “I appreciate how hard it must have been for you to decide to come here. You took a big step.”

b. “I’ve enjoyed talking with you today and getting to know you a bit.”

c. “You need to change before something really bad happens.”

d. “You seem to be a very giving person. You are always helping your friends.”

Reflective Listening

Reflective listening is one of the hardest skills to learn

“Reflective listening is a way of checking rather than assuming that you know what is meant.”

(Miller and Rollnick, 2002)

Reflective Listening

• Involves listening and understanding the meaning of what the patient says

• Accurate empathy is a predictor of behavior change
Reflective Listening

Why listen reflectively?
- Demonstrates that you have accurately heard and understood the patient
- Strengthens the empathic relationship

Levels of Reflection

- Simple Reflection — stays close
  - Repeating
  - Rephrasing (substitutes synonyms)

- Example
  
  Patient: “I hear what you are saying about my blood pressure, but I don’t think it’s such a big deal.”
  
  Clinician: “So, at this moment you are not too concerned about your blood pressure.”

Reflective Listening

Why listen reflectively?
- Encourages further exploration of problems and feelings
- Avoid the premature-focus trap
- Can be used strategically to facilitate change
Levels of Reflection

• Complex Reflection – makes a guess
  ✓ Paraphrasing—major restatement, infers meaning, “continuing the paragraph”

• Examples
  **Patient:** “Who are you to be giving me advice? What do you know about drugs? You’ve probably never even smoked a joint!”
  **Clinician:** “It’s hard to imagine how I could possibly understand.”
  ***
  **Patient:** “I just don’t want to take pills. I ought to be able to handle this on my own.”
  **Clinician:** “You don’t want to rely on a drug. It seems to you like a crutch.”

Levels of Reflection

• Complex Reflection
  ✓ Reflection of feeling—deepest

• Example
  **Patient:** “My wife decided not to come today. She says this is my problem, and I need to solve it or find a new wife. After all these years of drinking around her, now she wants immediate change and doesn’t want to help me!”
  **Clinician:** “Her choosing not to attend today’s meeting was a big disappointment for you.”

Double-Sided Reflections

A double-sided reflection attempts to reflect back both sides of the ambivalence the patient experiences

**Patient:** “But I can’t quit smoking. I mean, all my friends smoke!”
**Clinician:** “You can’t imagine how you could not smoke with your friends, and at the same time you’re worried about how it’s affecting you.”
**Patient:** “Yes, I guess I have mixed feelings.”
Communication Roadblocks

Examples of non-reflective listening:
• Ordering, directing, commanding
• Warning, cautioning, threatening
• Giving advice, making suggestions, providing solutions
• Persuading with logic, arguing, lecturing
• Telling what to do, preaching
• Disagreeing, judging, criticizing, blaming

Communication Roadblocks

• Agreeing, approving, praising
• Shaming, ridiculing, blaming
• Interpreting or analyzing
• Labeling
• Reassuring, sympathizing, consoling
• Questioning, probing
• Withdrawing, distracting, humoring, changing the subject

Summaries

• Periodically summarize what has occurred in the counseling session

• Summary usages
  ✓ Begin a session
  ✓ End a session
  ✓ Transition
Summaries

Strategic summary — select what information should be included and what can be minimized or left out. Additional information can also be incorporated into summaries — for example, past conversations, assessment results, collateral reports.

Summaries

• Examples
  ✓ “So, let me see if I’ve got this right…”
  ✓ “So, you’re saying… is that correct?”
  ✓ “To make sure I’m understanding exactly what you’ve been trying to tell me…”

• Double-sided reflections are often highly effective as summaries to illustrate ambivalence.

What’s Next

In the next session, you will use:
• Core skills
• Other selected tools

The University of Iowa
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SCREENING, BRIEF INTERVENTION, AND REFERRAL TO TREATMENT
Acknowledgment

Content in this educational module was provided by the Substance Abuse and Mental Health Services Administration (SAMHSA) under grant to the University of Iowa with permission to adapt and use in training.

Grant #1H79TI025939-01