

PRACTICING MOTIVATIONAL INTERVIEWING: PRACTICE WITH STRATEGIC LISTENING AND RESPONSE

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Important Reminders

- ◆ Please put cell phones and other mobile devices in silent mode
- ◆ We encourage you to download the ASAM Events mobile app to view slides and participate in discussion questions
- ◆ Need assistance? Ask ASAM Staff at the Information Desk

Disclosure Information

Motivational Interviewing Workshop

Friday, April 5th, 2024

Carla Marienfeld, MD, FASAM, DFAPA

- ◆ Relevant Financial Disclosures
 - ◆ Serves a consultant for CARI Health and receives monetary and stock-options compensation



Disclosure Information

Motivational Interviewing Workshop

Friday, April 5th, 2024

Brian Hurley, MD, MBA, FAPA, DFASAM

- ◆ No Disclosures



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Learning Objectives

Upon completion, participants should be able to:

- ◆ Explain and understand how to use the spirit of MI.
- ◆ Identify and utilize MI micro-skills to facilitate a conversation with patients.
- ◆ Practice identifying change talk, and “coding” an MI encounter.

What is MI About?

“A particular way of talking with people about change and growth to strengthen their own motivation and commitment”

Miller, W. R., & Rollnick, S. (2023). *Motivational interviewing: Helping people change and grow*. Guilford Publications.

What's New in Motivational Interviewing?

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

4th edition is again almost completely rewritten; ~ 30% smaller than the 3rd edition

Reduced technical jargon and a broader array of case examples

MI as useful throughout the processes of change; not limited to preparing people for change

Broadened focus (and the subtitle of the book) to helping people change and grow

Longer span of change (to growth) in different settings

MI utility updated for use by wider scope of helping professionals such as teachers, mentors, coaches, leaders, and supervisors

And, has *For Therapists* sections to remain useful in this context

Spirit (PACE)

MI 4: Evocation →
Empowerment
Partnership

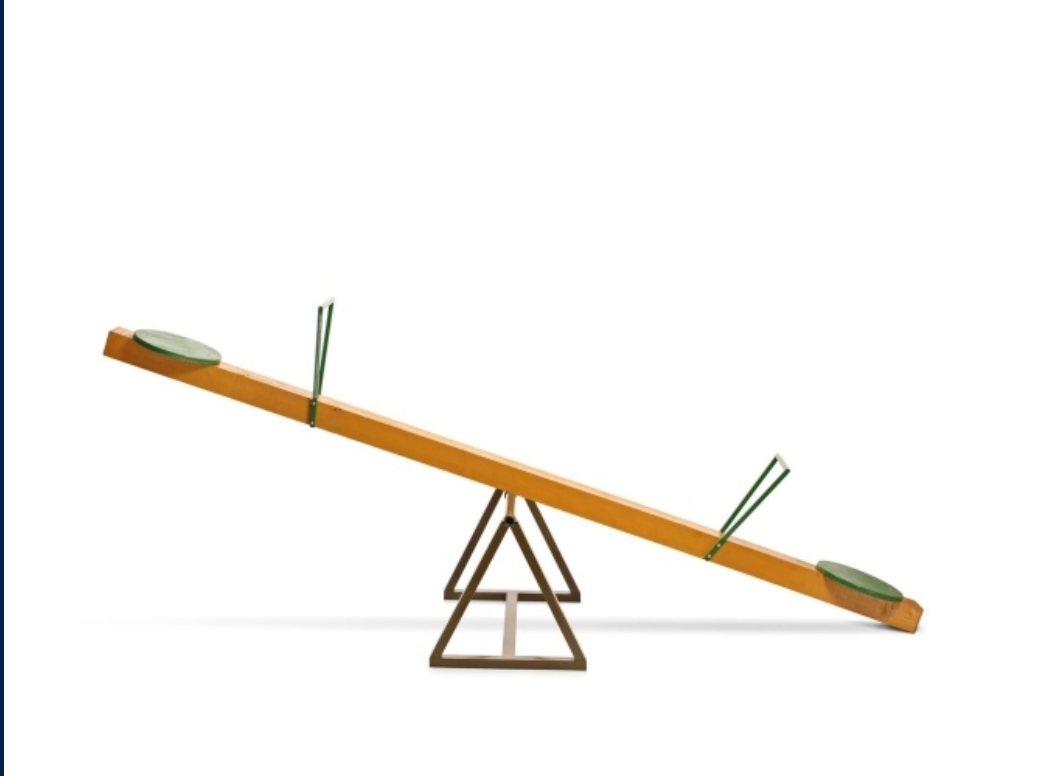
- **A**cceptance
- **C**ompassion
- **E**mpowerment

“...we broadened the prior evocation component of MI spirit to be empowerment in order to emphasize the importance of people’s own strengths, motivations, resourcefulness, and autonomy.”

***Two fundamental
ideas
underlying MI***



Fundamental Idea #1



If there are two sides to an issue, and you take up one, you are inviting the other person to take up the other.

Fundamental Idea #2



In any conversation about something where there are two sides, we tend to

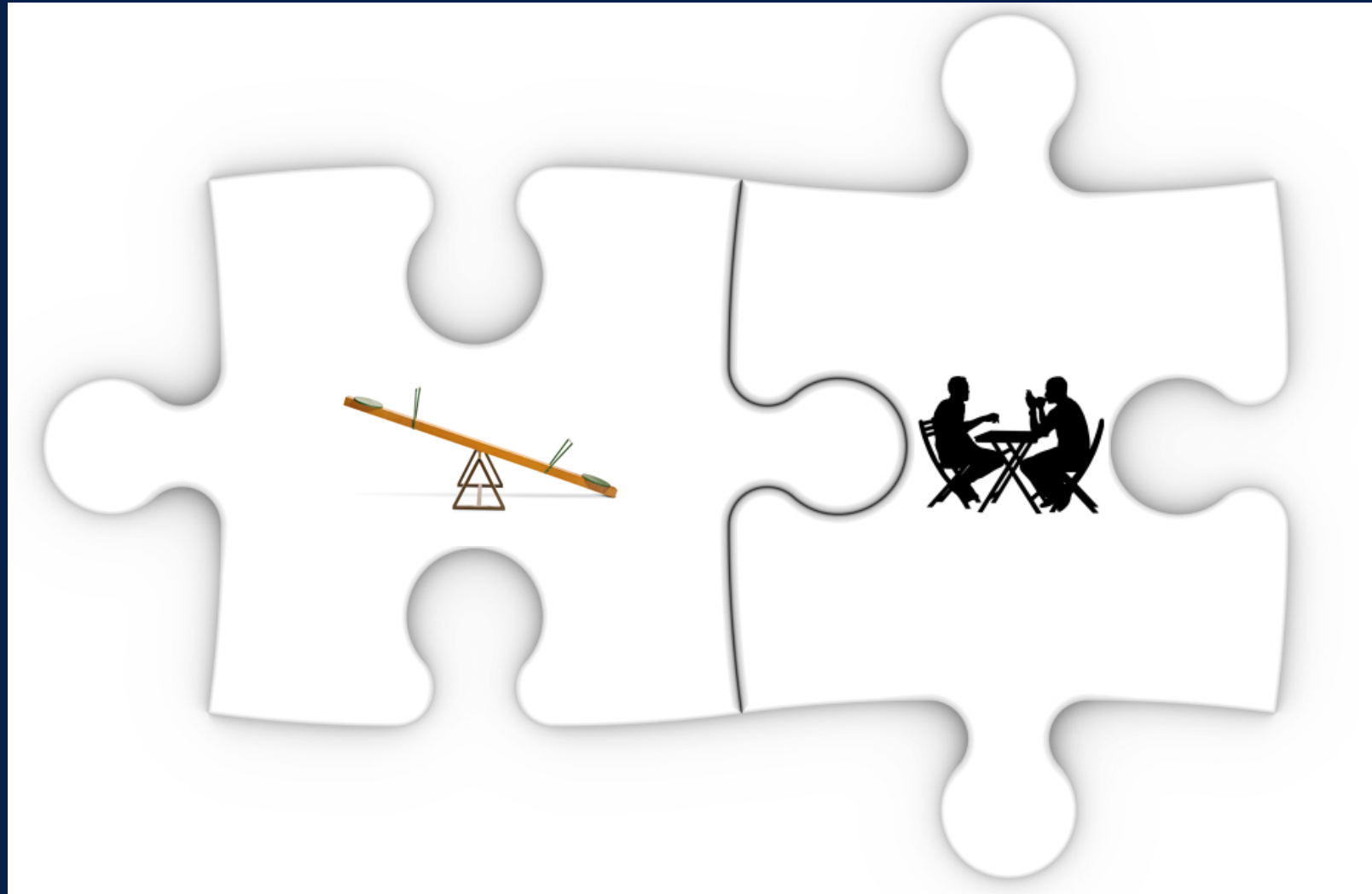
- **REMEMBER** *and*
- **ACT ON**

the things we heard ourselves say.

*Especially the things we said **LAST!***

The Paradoxical Effect of Coercion

*Put these
two ideas
together...*



A Range of Styles

Directing



Guiding



Following



- Teach
- Assess
- Prescribe
- Lead



- Draw out
- Encourage
- Motivate



- Listen
- Understand
- Go along with

The Spirit of MI: *Wrestling V. Dancing*



Technique of Motivational Interviewing

Core Skills (OARS + I&A)

- ◆ **O**pen-ended Questions
- ◆ **A**ffirming (simple and complex)
- ◆ **R**eflecting (simple and complex)
- ◆ **S**ummarizing
- ◆ **I**nforming & **A**dvising (with permission, ask-offer-ask)



Simple Reflections

Stays close to the speaker's words

- ◆ Repetition
- ◆ Rephrase

Complex Reflections

Makes a guess

- ◆ Paraphrase
- ◆ Complete the paragraph
- ◆ Reflect feeling
- ◆ Use a metaphor
- ◆ Amplified reflection
- ◆ Double-sided reflection



The Iceberg Metaphor



Simple Reflection



Complex Reflection

Reflective Listening

“Right now, drinking doesn’t help me feel better the way it used to. In fact, I feel worse now.”

- ◆ Echo: Drinking makes you feel worse now.
- ◆ Rephrase: So, you find that drinking is no longer helping you to feel better, the way it used to.
- ◆ Double-sided: In the past, drinking helped you to feel better. Now it makes matters worse.
- ◆ Continuation: ...and you want to find some way to feel better instead of drinking.

Summaries

Selective summarize the change talk.



Informing & Advising

- ◆ **ASK** (elicit)
 1. Permission to give information or adviceOR
 2. What they already know or want to know

- ◆ **Offer** (provide)

limited amount of information in clear language

- ◆ **ASK** (elicit)
 1. What do they think of what you saidOR
 2. Teach-back to check for understanding



Listening for OARS

You're used to hearing what patients say....

For this exercise, pay attention to the interviewer comments

Confirmed Smoker

Watch the Video

And...

Code the interviewer's

- ◆ **O** (Open Ended Questions)
- ◆ **A** (Affirmations)
- ◆ **R** (Reflections)
- ◆ **S** (Summaries)

Pick one thing the interviewer said that resonated with you

MOTIVATIONAL INTERVIEWING

The Confirmed Smoker: *Engaging and Evoking*

Interviewer (I): Theresa B. Moyers, Ph.D.

Client (C): Richard

Context: Health care

Focus: Tobacco cessation

Time: 16 minutes

Helping People Change

This is a fellow who was hired as an actor to develop a simulated patient role. While preparing for the role, however, he took a smoke break in the hallway, and it occurred to Dr. Moyers to ask him whether he would be willing to talk about his own smoking, not as an actor but as himself. He agreed, and this is the fast-paced interview that immediately follows. This is, to me (WRM), one of the most artful examples of Motivational Interviewing in the field. He did not come in with any thought of talking about his smoking, so in that sense this is an opportunistic intervention. Dr. Moyers makes it look so easy, but what happens here in 16 minutes is really quite skillful. Client change talk is shown in *italic*.

O/A/R/S

1	I	Richard, you've agreed to come in today and talk to me a little about your smoking. Can you tell me a little bit about that?	
2	C	Well I was thinking about this before we were talking about it, that if I were able to sit down right now and have a cigarette, I would, because I like to smoke.	
3	I	So being in front of the camera makes you feel like you want to have a cigarette.	
4	C	Actually, my whole life is based around a cigarette. When I get in my car I smoke a cigarette. Of course, in radio or in other fields you can't usually smoke on your job, so you have to take those breaks, but in the older days I used to be able to smoke anywhere, so it makes it a little bit tougher. But yeah, if I could have a cigarette right now, I would.	
5	I	It's that much a part of your life, that you feel like you would have one even right now.	

Watch Video:
Confirmed Smoker



Change Talk

Patient speech that favors movement in the direction of positive change

Specific to a particular behavior change target

A special focus in Motivational Interviewing

Change Talk

- ◆ Expressed in the context of a therapeutic interaction...
- ◆ Increases the patient's own motivation for change
- ◆ Increases the probability that change will occur

Two Kinds Change Talk



- ***Preparatory*** change talk
 - Like revving your engine
- ***Mobilizing*** change talk
 - Like driving away

Preparatory Change Talk

Four Kinds

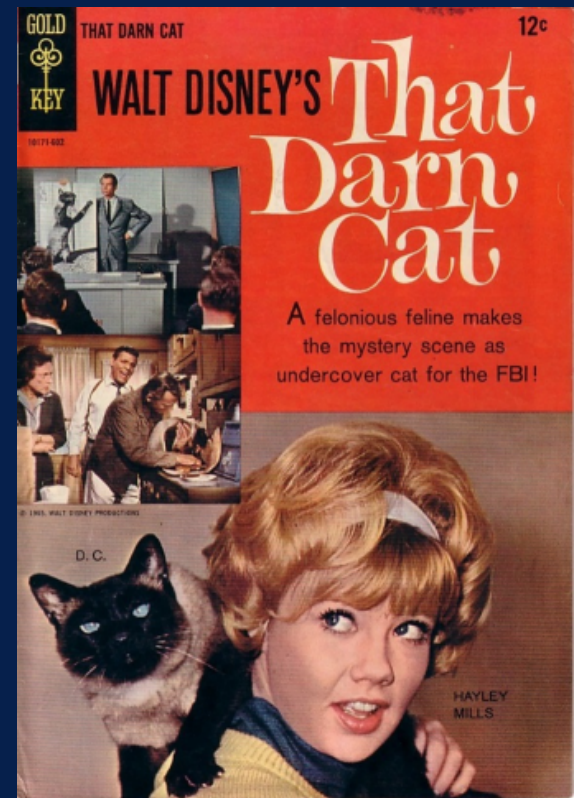
DARN

DESIRE to change (want, like, wish...)

ABILITY to change (can, could...)

REASONS to change (if... then)

NEED to change (need, have to, got to...)



Mobilizing Change Talk

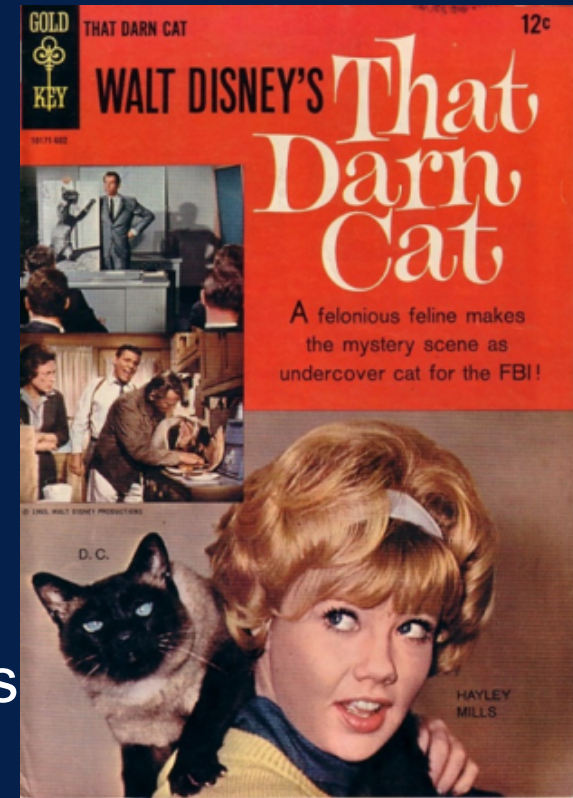
*Reflects resolution of
ambivalence.*

CATS

COMMITMENT to change (intention, decision, readiness)

ACTIVATION to change (read, prepared, willing)

TAKING STEPS



Change Talk and Sustain Talk

Change Talk

- Desire for Change
- Ability to Change
- Reasons for Change
- Need for Change

- Commitment to Change
- Action/Activation
- Taking Steps

Sustain Talk

- Opposite of Change Talk statements

- May be against the direction or irrelevant to the target behavior

- Communication style may involve arguing, interrupting, negating, or ignoring the clinician (aka discord)

How to Elicit Change Talk

- ◆ Directional Reflections
- ◆ Directional Summaries
- ◆ Ask Evocative Questions
- ◆ Use The Readiness Rulers (Importance and Confidence)
- ◆ Explore Decisional Balance
- ◆ Elaborate
- ◆ Query Extremes
- ◆ Look Back / Look Forward
- ◆ Strengths and past successes
- ◆ Explore Goals and Values

Importance Ruler

On a scale of 1-10, how important is it for you to change your drinking?



What makes you say 6 rather than, say, a 3?

Confidence Ruler

On a scale of 1-10, how confident are you that you can change your drinking?



What makes you say 4 rather than, say, a 2?

What would it take to go from a 4 to a 6?

Key Question

- ◆ A particular form of question offered after a recapitulation at the transition from evoking to planning, that seeks to elicit mobilizing change talk.
- ◆ E.g., “So, what do you think that you are going to do?”

“Given what we’ve talked about today, what next step, if any, makes sense to you?”



Responding to Change Talk

The goal is to elicit more change talk.

E A R S

Elaborating: asking for more information, more detail, in what ways, an example, etc.

Affirming: commenting positively on the person's statement

Reflecting: continuing the paragraph, etc.

Summarizing: collecting bouquets of change talk.

Listening for Clinician Statements and Patient Response

You're used to hearing what patients say.

For this exercise...

What was the clinician's approach?

And...

What was the patient's response?

Dr. H.



**Hi, Carla. Welcome
to the office.**

Clinician Statements and Patient Response

Debrief

What was the clinician's approach?

And...

What was the patient's response?

Dr. H.



Hi, Carla. Welcome
to the office.

Clinician Statements and Patient Response

Debrief

What was the clinician's approach?

And...

What was the patient's response?

Dr. H.



Carla, thanks so
much for coming
into the office.

Clinician Statements and Patient Response

Debrief

What was the clinician's approach?

And...

What was the patient's response?

Learning Motivational Interviewing

Learning is Variable

- ◆ MI courses are generally insufficient to generate proficiency
 - ◆ *Learners normally overestimate their proficiency*
- ◆ Receiving objective feedback and expert coaching based on observed practice → increases MI proficiency
- ◆ Empathic listening skills are a very good head start
 - ◆ *Particularly engaging skills*

Recording and Coding

- ◆ Recording (with patient permission) lets you (& a coach) review and learn from your conversations
- ◆ Coding permits reliable measures. Many different instruments:
 - ◆ MITI – Motivational Interviewing Treatment Integrity (2004 and multiple revisions since)
 - ◆ MISC – Motivational Interviewing Skills Coding (2010)
- ◆ Learning communities can be source of mutual support

Lost More Training & Info Out There

Motivational Interviewing Network of Trainers (MINT):
Resources for clinicians, researchers, and trainers

www.motivationalinterviewing.org

(or internet search: “motivational interviewing”)

Discussion

- ◆ An Appreciative Inquiry - Exploring What We've Learned
- ◆ What have you learned in this workshop that you can put into practice?
- ◆ What are 1-2 specific things you will try when you return?

Acknowledgements

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- ◆ Motivational Interviewing Network of Trainers (M.I.N.T.)
- ◆ ASAM Staff – Samantha Cribari-Starr and Kendra Peterson
- ◆ Our Patients

References

1. Miller and Rollnick, Motivational Interviewing: Helping People Change and Grow, 4th Edition, 2023.
2. Miller and Rollnick, Motivational Interviewing: Helping People Change, 3rd Edition, 2013.
3. ASAM On-line Modules