

Motivational Interviewing: Introduction & Refresher

Welcome



Support

Padlet

Slides

Hands
up

MI
Spirit

Breaks

Padlet



Mentimeter



6 Cs

Let go of: Complexity, Clutter & Cleverness

Hold on to: Calm, Curious & Compassion

How important is it to you to be able to activate a person's inner motivation to change?

On a scale of 0-10

0 is not important at all and 10 is very important

Where would you put yourself?

Stand on the scale closest to the number that represents where you are

How confident do you feel in your ability to activate a person's inner motivation to change?

0 is not confident at all

10 is super confident

Where would you put yourself?

Stand on the scale closest to the number that represents where you are

How comfortable do you feel with practice sessions in groups of 2-3?

0 is not comfortable at all

10 is super comfortable

Where would you put yourself?

Stand on the scale closest to the number that represents how you feel?

Favourite teacher/mentor

- Think about a person in your life who has been a positive influence on you, supported you and helped you. They have helped you to grow and develop
- What did they do?
- What things did they say?
- What did they not do/say?



Alcohol guidelines

14
units
per week

For men and women

To keep health risks from drinking alcohol to a low level, men and women should not exceed 14 units per week and it is advisable to spread your drinking over three days or more.

ALCOHOL CHANGE

This is what 14 units looks like...



14 single measures of spirit (25ml) 40% ABV

or



6 glasses of wine (175ml) 13% ABV

or



6 pints of ordinary strength beer/lager/cider (568ml) 4% ABV

ABV = Alcohol by volume

Remember the drinks you pour at home may be larger than the measures used in pubs.

If you are **pregnant**, the safest approach is not to drink alcohol at all, to keep risks to your baby to a minimum.



If you have any concerns about your alcohol consumption, visit www.alcoholchange.org.uk or speak to your GP.

* Department of Health, UK Chief Medical Officers' Low Risk Drinking Guidelines, August 2016. Registered charity number 1140287. Company limited by guarantee in England and Wales number 7462605.



Ambivalence



Persuasion

“What you need to do is to make a plan and stick to it.”

“You should really be thinking about being more active.”

“I really think you should listen to advice we’re giving you.”

“You should be taking the medication as prescribed.”

“If you don’t change then this will only get worse.”

“It would be a good idea if you cut back on how much you’re drinking.”

“You need to turn up to these meetings, this is really important.”

I was out with a friend last week and we ordered food. I knew I had ordered more than him and that it was more than enough but I was driven to order more. I don't know why. When it came, the portion was huge but I ate it all. I can't change this even though I want to and I know its doing me no good. I hate the way I look. I choose clothes that cover me up and hide what I don't want other people to see. I have no energy, I know there is diabetes in the family, I need to be there for my family. I know I can change for a while but I can't sustain it so I think what's the point in even trying. I worked out how much I'm spending on food, it's shocking. We need to buy a house, we want to go on holidays, buy stuff for the baby. If I don't see results quickly then I don't stick with it yet I know that losing weight quickly isn't helpful. I've done loads of diets and my mother was always on a diet .

Ambivalence

“I know I should stop smoking but it helps me relax and there is so much going on I really need them. I know it would help with my breathing and I would probably save money by giving up but the last time I stopped I put on loads of weight. There’s no way I want to put on more weight, I’m disgusted when I look in the mirror. Ah, I just don’t know. I can’t see me ever giving them up.”

Ambivalence

“I know I should stop smoking but it helps me relax and there is so much going on I really need them. **I know it would help with my breathing and I would probably save money by giving up** but the *last time I stopped* I put on loads of weight. There’s no way I want to put on more weight, I’m disgusted when I look in the mirror. Ah, I just don’t know. I can’t see me ever giving them up.”

HIV consultation from South Africa

Queue, heat, sick child

Mother and baby are HIV+

- long walk, stigma, poverty, poor adherence, alcohol abuse in husband, poor diet...

Practitioner: I'm glad you came back to see me today.

Mother: I must do this for my baby

Practitioner: This baby is very important to you

Mother: Yes

Practitioner: And you want it to be healthy

Mother: Yes, I told my husband and he is supportive but there are some issues he is not helping me with – he doesn't want to use the condoms

Practitioner: What would be most helpful for us to start talking about? Is it condoms, your medication, your diet, or perhaps something else?

Mother: I want to talk about the medication

Practitioner: Yes, fine, we can come back to other things. The medication feels important to you

Mother: Its very important, I want to know how to take these tablets so that I keep well

Practitioner: What would you most like to know about the medicine?

Mother: If I miss doses I worry that it will bring harm

- In pairs, one person is a speaker and one a counsellor
- Speaker's topic
 - Something about yourself that you
 - Want to change
 - Need to change
 - Should change
 - Have been thinking about changing
 - But haven't changed yet

Practice session 1 - A taste of persuasion

Listener -try as hard as you can to convince and persuade the speaker to make the change. Do the following:

- 1/ Explain why the person should make this change
- 2/ Give at least 3 specific benefits that would result from making the change
- 3/ Tell the person how they could make the change
- 4/ Emphasise how important it is for them to make the change
- 5/ Tell/persuade the person to do it.

Swap roles after 5 minutes

Practice session 2 – A taste of MI

Listen carefully with a goal of understanding the dilemma: don't offer advice. Ask these two open questions:

- 1/ What are your reasons for wanting to make this change?
- 2/ How might you go about it, in order to succeed?

Give a short summary/reflection of the speaker's motivations for change and how they might make it work

Then ask "So what do you think you'll do?" And listen with interest to the answer.

Definition

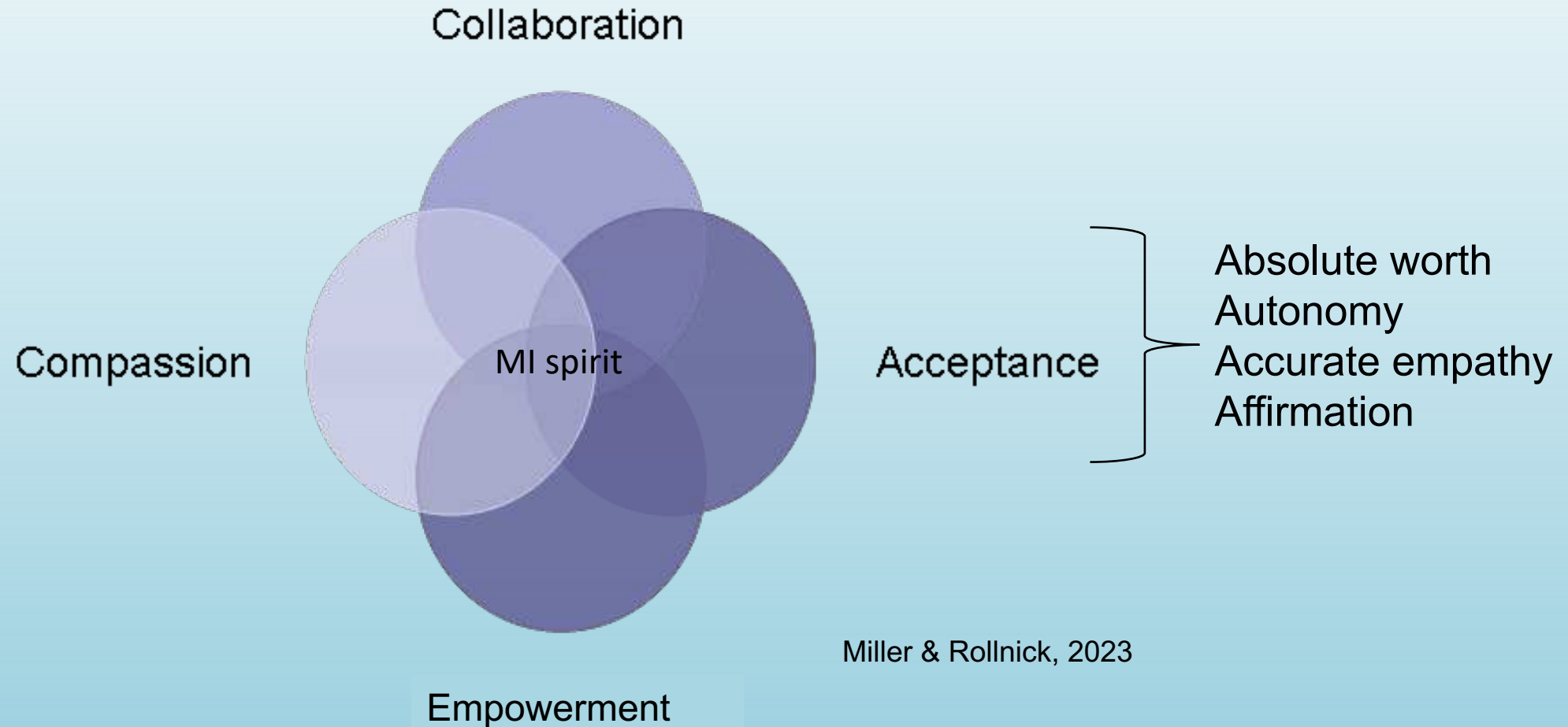
Motivational interviewing is a particular way of talking with people about change and growth to strengthen their own motivation and commitment.

Miller & Rollnick, 2023

Guiding style of MI



Underlying spirit of MI



Principles of MI - RULE

R - Resist the fixing reflex

U - Understand the person's motivations

L- Listen to the person

E – Empower the person

Fixing reflex



Four foundational tasks

(Miller & Rollnick, 2023)



Planning (How to change?)

Evoking (Why change?)

Focusing (What to change?)

Engaging (Shall we work together?)

Tools

- Sharing information and offering advice in a helpful way
- Importance and confidence rulers
- Agenda mapping to collaboratively agree focus
- Values card sort
- Emphasize autonomy

Core skills

OARS

Open questions

Affirmations

Reflective Listening

Summarising



Change talk

- **Desire -** I want to/would like to/hope to
- **Ability –** I could/can
- **Reason –** I have good reason to
- **Need –** I need to
- **Commitment –** I will
- **Action –** I am willing to
- **Taking steps –** I have been

Responses

- D - I want to
- A – I could
- R – I have good reason to
- N – I need to
- A – I am willing to
- C – I will

Research and applications of MI

>200 new controlled trials each year

Almost >2000 total

200 meta-analyses and systematic reviews of MI research

3000 graduated members of MINT with at least 61 languages

Health, education, sport, veterinary practice, recycling, interrogation, leadership

What does the research show?

- MI enhances weight loss in overweight and obese adults (Armstrong et al, 2011)
- Out performs traditional advice giving in 80% of studies in health care (Rubak et al, 2005)
- Improved adherence to medical advice – medication, self-monitoring, physical activity (Lundahl et al, 2013)
- Helps more people to quit smoking than usual care or brief advice (Lindson-Hawley et al, 2015)

Hp – It would be a good idea to cut down your portion sizes and choose fruit to snack on between meals.

Pt – But I don't eat that much and I don't really like fruit. It's so expensive and if I do buy it, it ends up being thrown out because nobody eats it and it goes off.

Hp – Well then, try eating more vegetables and salad. The recommendation is five-a-day for fruit and veg, if you make sure half your plate is veg or salad that will help you to fill up on low calorie foods.

Pt – Nope, can't stand veg and salad. I like a few peas maybe but I can't do veg, it's disgusting.

Hp – It's really important that you lose weight, your blood sugars are raised, your blood pressure is high and your knee pain is getting worse. It will lead to more problems in the future. It would be better to do something about it now.

Pt – Look, I've already given up smoking and the drink. I can't give up food as well, what's the point in living then? I've got to have some pleasures in life!!

Hp- It's a really good idea to keep an eye on your portion sizes and to make sure you avoid sugary foods and drinks. Keep healthy snacks to hand for when you get hungry between meals and avoid keeping tempting foods at home. It's also important to make sure you eat regularly especially breakfast in the mornings. If you have breakfast it keeps your blood sugar levels more stable and stops you getting cravings during the day. Here is a leaflet that explains more about healthy eating and keeping a check on your weight. You can see the diagram of the Eat well guide that shows the proportions that the different food groups should be in in your diet. Do you have any questions?

Pt – No.

Hp –How important is it to you to lose weight?

Pt- Well, **I know my blood sugars are high** and they keep going on about my blood pressure. **The pain in my knee is getting worse, I can't sleep at night with it and I'm on loads of pain killers.** But, I've already given up smoking and booze, I can't face going on a diet as well.

Hp – You've already made some huge changes, you must be proud of yourself.

Pt – Yeah, I suppose I am. Quitting smoking wasn't easy and I still get cravings but I'm determined not to cave in. The booze wasn't as hard to do, it was just a habit.

Hp – It's important to you to lose weight. You're worried about your blood sugars being high and there are concerns about your blood pressure. You want to improve the pain in your knee and get better sleep. You're thinking about how you can lose weight.

Pt – Yeah, I am. **I know I need to do something about it.** I've tried before, I lose some and then put it all back on again.

Hp – You have managed to lose weight before. What changes do you think you might need to make?

Pt – I'm not sure. Erm, **I probably need to stop snacking at night.** I am in and out of the kitchen all evening, **I go to bed early sometimes just to stop myself.**

Change talk - DARNCATs

- Desire -** I want to/would like to/hope to
- Ability –** I could/can/am able to
- Reason –** I know I'd feel better if I moved more
- Need –** I need to
- Commitment –** I will
- Action –** I am willing to
- Taking steps –** I have been

Responses

- D - I want to
- A – I could
- R – I have good reason to
- N – I need to
- A – I am willing to
- C – I will

Core skills

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Open questions

How important is it to you to?

How confident do you feel that you could do that if you decided to?

What ideas have you got about how you can.....?

Open or closed?

What do you want to get from this appointment today?

Don't you want to make sure you avoid problems in the future?

Have you thought about being more active?

What are your thoughts about stopping smoking?

What are some of the reasons you have for getting better sleep?

Will it be better if you are having less sugary drinks?

Who can support you with this change?

Is this an open question?

What questions do you have for me?

Change these to open questions

Will it be better if you are having less sugary drinks?

- If you decide to cut back on sugary drinks, in what ways will you benefit?
- What will you get from cutting back on sugary drinks?
- What might it be like for you to cut back on sugary drinks?

Don't you want to make sure you avoid problems in the future?

- What difference might it make to your future if you were to make changes now?
- How do you want your future to be?
- If things weren't to change what might be the worst outcome for you?

Have you thought about being more active?

- What are your thoughts about being more active?
- What difference would it make to you if you were more active?
- What ideas have you got about how you might be more active?

- In pairs, one person is a speaker and one a counsellor
- Speaker's topic
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Practice session 2 – A taste of MI

Listen carefully with a goal of understanding the dilemma: don't offer advice. Ask these two open questions:

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- 2/ How might you go about it, in order to succeed?

Give a short summary/reflection of the speaker's motivations for change and how they might make it work

Then ask "So what do you think you'll do?" And listen with interest to the answer.

Practice session 3 – Open questions

In pairs

Use the same topic from the taste of MI exercise

Listener – use only open questions, if you can, to explore and understand the speaker's motivation to change, past successes, values and ambivalence.

DO NOT OFFER SOLUTIONS

Swap after 10 minutes each

Core skills

OARS

Open questions

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Reflective Listening

Summarising



Affirmation

- Recognition of a strength, quality, effort, ability
- Appreciation
- Statement of hope and caring

Affirmation



Affirmation

Enhances engagement

Supportive and encouraging

Accentuates the positive

Reduces defensiveness

Need to be genuine

Reduces judgement

Affirmations

“You have worked really hard at coming to the sessions.”

“You have really stuck with the change despite the temptations.”

“What a strength you have to keep focused when there is so much going on.”

“What a brave step to take.”

“You are a caring person.”

“Even though life has been difficult you have managed to make it to this session today.”

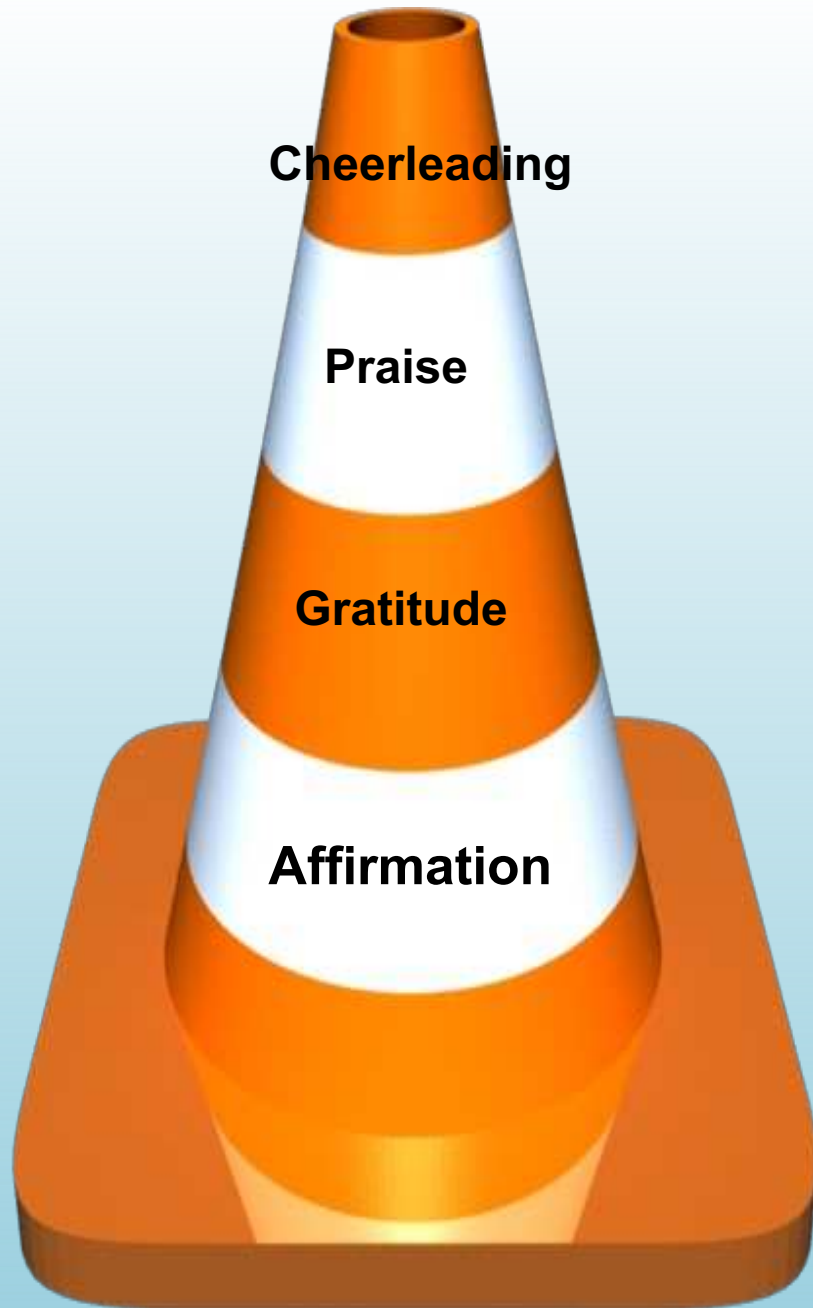
“I really appreciate you telling me this today.”

“Thank-you for being so honest.”

Affirmation

Reframe a person's actions or situation in a positive light

You are frustrated with yourself that you didn't keep up your training schedule as you had planned to. You gave it all your focus and attention for that first week even with how you were feeling.



Cheerleading

Praise

Gratitude

Affirmation

Cheerleading can call forth pride, drowns out useful communication and is ineffective as positive reinforcement.

Praise is best used with a focus on behavior. However it is like alcohol, OK only in moderation. A little can lighten the mood, improve someone's day, or temporarily increase courage. Too much is toxic. It creates dysfunction, dependence, and inhibits healthy habits.

Gratitude enhances relationship building and is a necessary component of team work but not individual player skill building

Affirmations are skill building boosters. Inherently positive for not only the person receiving but also those team members who may be watching/listening.

With thanks to Mary Hodorowicz

Spot the difference – praise or affirmation?

That's great that you did that

You were focused and determined even in the face of temptation

That's amazing, I'm so impressed

It's good that you have been making these changes

You have taken the time to come here today and are willing to talk with me

Your family are important to you and you keep them as a priority no matter what you are going through

Well done, that's fantastic

Practice session 4 – Find the affirmation activity – 20 minutes

In groups of three

Read the scenarios

Decide what strengths you recognise in each of the people

Decide what affirmation you will offer them

How do you think they may react to the affirmation?

Find the affirmation

- John had to give up work due to ill health and has recently gone through a divorce. Both of his sons have moved a long distance away and he finds himself spending more time alone at home. He has lost contact with his work mates. He knows he needs to start looking after himself, he wants to be able to meet someone again and be able to travel to spend time with his sons. He has lost his self-confidence.
- Julie has been supporting her daughter over the past 6 months through the loss of her husband and her daughter has been struggling more over the past weeks. She helps her other children with childcare and works two jobs to be able to support them financially. She raised her children on her own. Julie knows she needs to look after herself to be able to continue to support her children and grandchildren.
- Joe was in foster care from the age of 10 after suffering physical and psychological abuse at the hands of his father. He married and had three children and a successful career. He and his wife both retired 4 years ago but sadly his wife died 18 months ago from cancer. Joe only ever told his wife about his childhood and since her death he has been suffering with depression. He hopes to go travelling and visit their children as they had planned and he knows he needs to be in good health.

Affirmation

- Write down two statements that your client may say about their struggles
- Work in a group of three
- The first person read out your statement and the others respond with an affirmation
- Each person have a go and repeat around the group

Affirmation

- Ask clients to describe their own
 - Strengths
 - Skills
 - Past successes
 - Efforts
 - Abilities

Practice session 4 (part 2) - Affirmations practice

In pairs

One person will talk about a challenge they have overcome, something they have achieved, successfully changed or something they are proud of in their work

The second person will listen and will offer affirmations

Talk for 5 minutes and then swap over

Core skills

OARS

Open questions

Affirmations

Reflective Listening

Summarising



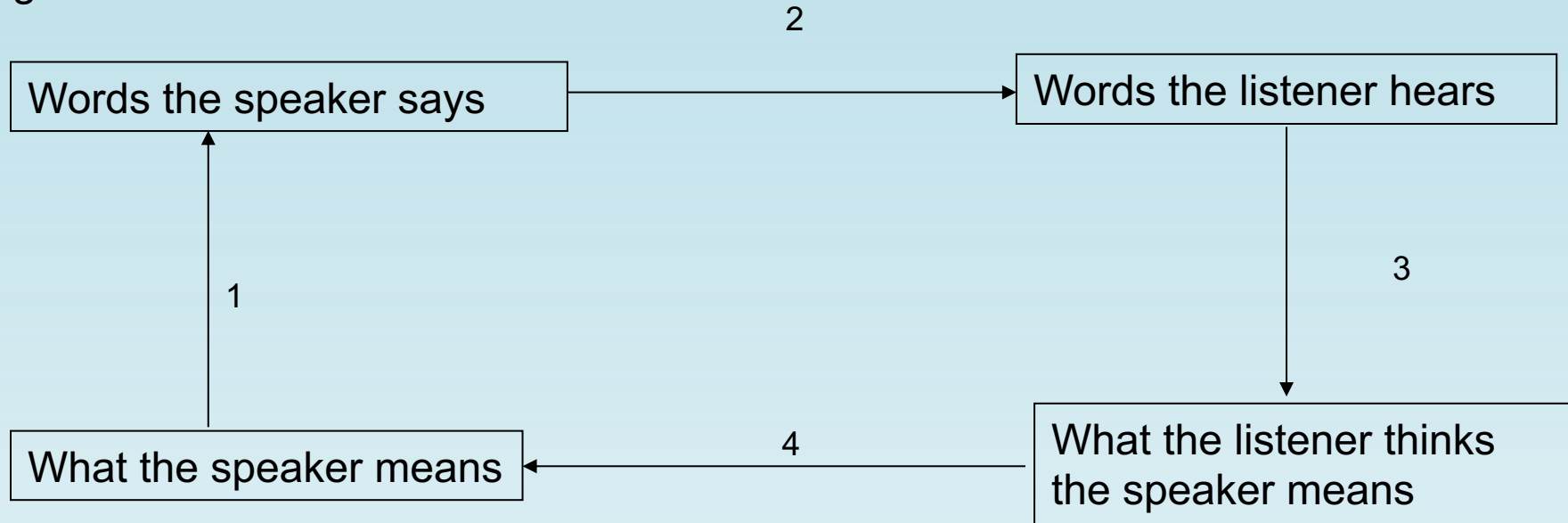
Learning MI



Reflective Listening

“I don’t know what you can do for me, I’ve tried everything and nothing has worked.”

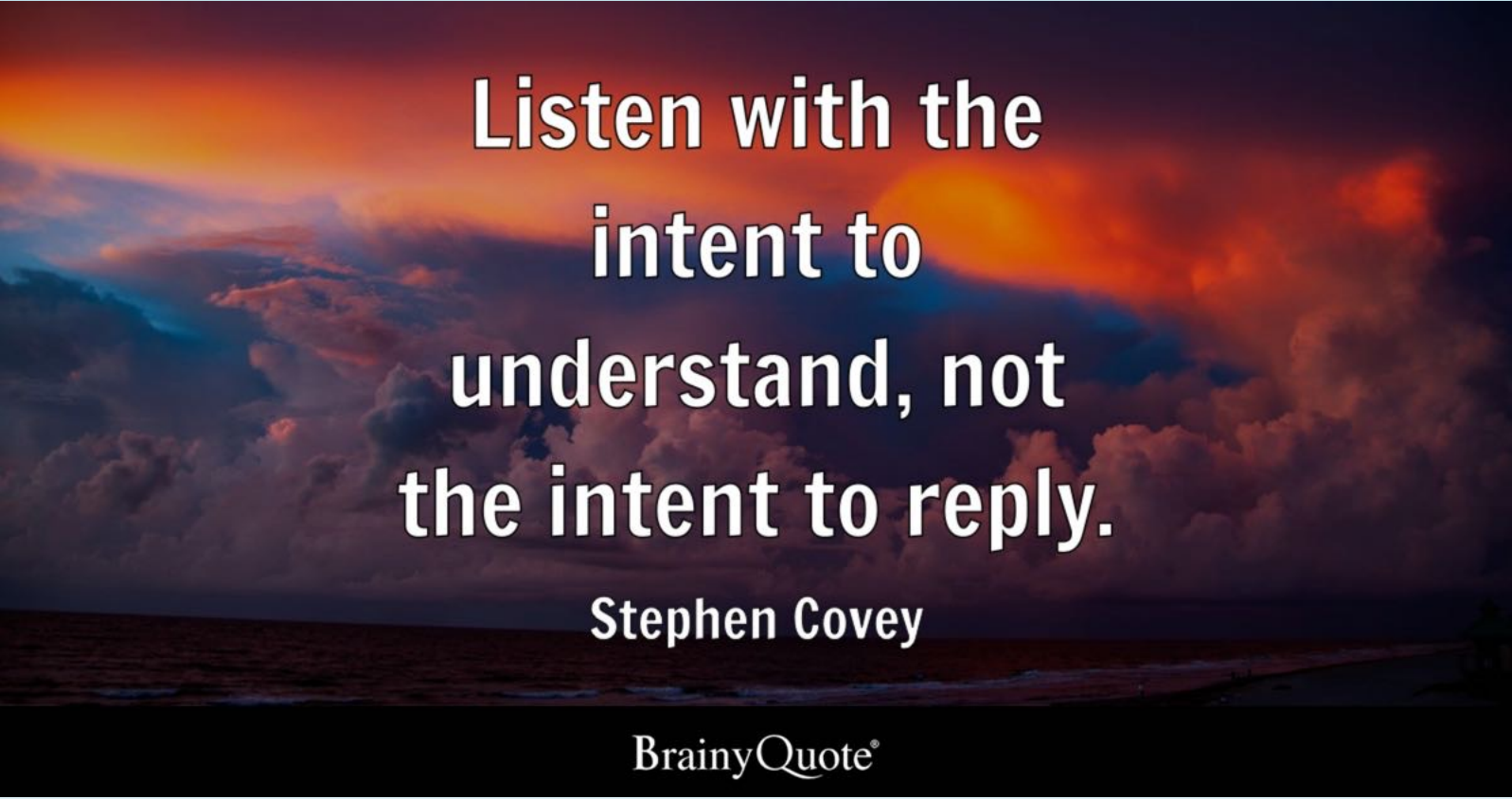
They don’t know what I can do. They have tried everything and nothing has worked



I don’t see what they can do for me, I’ve tried loads of things and nothing has worked. It’s hopeless. I’ll keep the doctor happy by turning up. I’ll not come back again.

“You have taken time to come here today. You have tried so hard and you are wondering what I can do that will be helpful for you.”

Reflective listening

A rectangular image with a dark, dramatic background of a sunset or sunrise over a body of water. The sky is filled with dark, swirling clouds, and a bright orange and yellow light source is visible on the horizon, creating a strong glow. The text is overlaid in white, bold, sans-serif font.

**Listen with the
intent to
understand, not
the intent to reply.**

Stephen Covey

BrainyQuote®

Hp –How important is it to you to lose weight?

Pt- Well, I know my blood sugars are high and they keep going on about my blood pressure. The pain in my knee is getting worse, I can't sleep at night with it and I'm on loads of pain killers. But, I've already given up smoking and booze, I can't face going on a diet as well.

Hp – You've already made some huge changes, you must be proud of yourself.

Pt – Yeah, I suppose I am. Quitting smoking wasn't easy and I still get cravings but I'm determined not to cave in. The booze wasn't as hard to do, it was just a habit.

Hp – It's important to you to lose weight. You're worried about your blood sugars being high and there are concerns about your blood pressure. You want to improve the pain in your knee and get better sleep. You're thinking about how you can lose weight.

Pt – Yeah, I am. I know I need to do something about it. I've tried before, I lose some and then put it all back on again.

Hp – You have managed to lose weight before. What changes do you think you might need to make?

Pt – I'm not sure. Erm, I probably need to stop snacking at night. I am in and out of the kitchen all evening, I go to bed early sometimes just to stop myself.

“I know having them on the devices isn’t great but it means I can get on with work at home and if I try to take it away they have a huge tantrum.”

a/ Well, we recommend limiting screen time, how are you going to do that?

b/ Yeah, you’re right it does help to keep them occupied at times.

c/ You have some concerns about them using devices.

d/ If you could find a way to reduce time on the devices you would give it a go.

“I’ve tried eating healthy and it’s just so expensive.”

a/ Well, you need to do what I do. Make a shopping list and stick to it and then bulk cook so that you can freeze some meals.

b/ You have tried to make changes before and found it costs more. Tell me more about that.

c/ It sounds like the cost really gets in the way for you. Would it be helpful if I shared some tips and ideas that other people have found helpful?

d/ That’s a myth!

“I need more pain killers, I can’t carry on like this.”

a/ You are really struggling to cope with this.

b/ You are on the maximum amount of pain relief, if anything we probably need to cut back on a few of them.

c/ You want to find a way to cope with the pain. Can we talk more about the pain relief you are on?

d/ You need to start practicing mindfulness, it’s mind over matter. There are some great apps.

“I can’t do any exercise, I’m in so much pain.”

a/ Well, we recommend that you start off slowly just doing little bits of activity and gradually building it up. That way you will be in less pain and it will really help with stiffness and pain in the long-run.

b/ You want to be able to be more active. If you could move more what benefits might you get from it?

c/ There’s no such word as can’t, you’ve just got to fight through it. No pain, no gain!!

Levels of reflection

- Simple
- Complex
- Amplified
- Double sided

Levels of reflection

- Simple –
- adds little or nothing to what the client has said
- Mark intense emotions/significant moments
- Response to change talk
- Used more for content/facts

Simple reflection

“I know I should be doing more exercise but I just don’t have the time. I work full-time, I need to sort the kids and the house out in the evenings, I’m exhausted when I get in. I know I’d feel better but I just don’t see how I can fit it in.”

Repeat what the client has said

“You know you would feel better.”

“You know you should be doing more exercise.”

Simple reflection

“I don’t know if I can stop smoking, I’ve tried before and lasted about 3 days. It’s so stressful trying to give up and that can’t be good for the baby.”

Repeat what the person has said:

“You have tried to quit before.”

“You managed to stop for 3 days before.”

Simple reflection

“I don’t know if I can face going on a diet again, it takes over my life. All I seem to think about is food and then it makes me want to eat more.”

Repeat what the person has said:

“When you go on a diet it makes you think about food more.”

“You can’t face going on another diet.”

“Being on a diet takes over your life.”

Simple reflection

“I need to be in this game coach, my family are travelling to watch me and this is the only chance they will be able to do that.”

Repeat what the athlete has said:

“Your family are travelling to watch you.”

“This is the only chance they will have to watch you.”

Levels of reflection

Complex

Adds some meaning or emphasis

Makes a guess about unspoken content

Makes a guess about what might come next

Complex reflection

“I know I should be doing more exercise but I just don’t have the time. I work full-time, I need to sort the kids and the house out in the evenings, I’m exhausted when I get in. I know I’d feel better but I just don’t see how I can fit it in.”

“You are wondering how you might be more active.”

“If you could find the time to be more active it would have a positive impact on you.”

Complex reflection

“I don’t know if I can stop smoking, I’ve tried before and lasted about 3 days. It’s so stressful trying to give up and that can’t be good for the baby.”

“Keeping your baby safe is important to you.”

“You are thinking about what it will be like to try again.”

“Part of you wants to stop smoking.”

Complex reflection

“I don’t know if I can face going on a diet again, it takes over my life. All I seem to think about is food and then it makes me want to eat more.”

“You want to find a different way to lose weight .”

“You have worked hard to try to lose weight.”

“You are trying to work out what will work best for you to lose weight.”

Complex reflection

“I need to be in this game coach, my family are travelling to watch me and this is the only chance they will be able to do that.”

“It’s important to you and your family that they see you play.”

“You don’t want to let them down.”

Double sided reflection

Presents both sides of a person's ambivalence at one time

Ambivalence (feeling two ways about a change) is normal

Double sided reflection

“On one hand you are struggling to see how you can fit exercise in to your busy life **and** on the other hand you want to feel fitter and healthier so you can avoid diabetes, lose some weight and be able to get out living life more.”

sustain talk followed by change talk

Double sided

“On one hand you are worried about the stress of quitting **and** on the other hand you want to keep your baby healthy, that is important to you.”

Sustain talk first followed by change talk

Double-sided reflection

“On one hand you notice that dieting leads you to think about food more and it doesn’t help you **and** on the other hand you talked about some changes that you are considering like cutting back on take-aways and cooking more at home.”

Double-sided reflection

“On one hand you want your family to have the chance to see you play **and** on the other hand you are still in rehab for that injury and we talked about the high risk of setting your recovery back if you play.”

Amplified

Turns up the volume on the client's statement

Evoke other side of ambivalence – change talk

“The harm caused by smoking doesn't concern you.”

“Chocolate has complete control over you.”

“You are happy to have a stroke or heart attack.”

“You can't see what everyone is going on about.”

Sustain talk

- I don't want to/ I like/I enjoy.....
- I can't
- There's no reason for me to change
- I don't need to
- I won't change it

Expressing empathy

“You are struggling with all of this.”

“You are worried about the possible consequences.”

“This has been a huge blow to you.”

“You are angry about what is happening.”

“You are frustrated that surgery is not an immediate option.”

“This is having a huge impact on you and your family.”

“You are really pleased that you have made that change.”

“You feel lost without them.”

Empathy



Practice session 5 – developing reflective listening

Use the worksheet – listening skills workshop

Alone or with the person next to you, spend 10 minutes make some notes about what this person might mean and what reflection you might offer them

Then move into groups of 6

Go around the group and share the reflective statements that you each generated

As a group decide which statement/s will be most helpful – 15 minutes

Raise your hand when your group has finished

Reflective listening

- Responding to change talk - EARS
- **E**laborate
- **A**ffirm
- **R**eflect
- **S**ummarise

Responding to change talk

All EARS

Elaborate – more detail, examples, in what ways?

Client - “If I lost weight things would be so much better.”

Practitioner - “In what way would things be better for you?”

Affirm – Client - “I really need to sort this out, I can’t carry on like this.”

Practitioner- “You sound very determined for things to change, it’s really important to you.”

Reflect - “You really need to sort this out.”

Summarise – Give back all the change talk

Forming reflective statements

They are statements and not questions so no inflection at the end

They come from a place of curiosity

It is common to use stabilisers until you feel confident

“It sounds like”

“What I hear you saying is.....”

“So.....”



“There is nothing you are going to tell me that I don’t already know, I don’t think you can help me.”

“You don’t think I can help you.” (Sustain Talk)

“You are looking for something more than just information.” (Change Talk)

“Would it be ok if I explain what this service offers and you can tell me your thoughts?” (Change Talk)

“Why don’t you think I can help you?” (Sustain Talk)

“You took the time to come here today, this is important to you.” (Change Talk)

“You’re not sure why you’ve came here today.” (Sustain Talk)

“Well, our service is less about just giving out advice and information and more about helping you to make long-term changes.” (Sustain Talk)

Practice session 6 – Reflective listening

In groups of 3 –person whose birthday is next will go first

Listener (practicing MI)– Role play or real play

Speaker (talking about a change)– decide your story, give enough content so the listener can practice reflective listening

Observer – try to capture the exact words of the listener, there is a tracking sheet

10 minutes practice with 5 minutes feedback and discussion

Raise your hand when your group has finished

Group practice

Observer – use the observer tracking sheet in your pack to capture as much of what the listener is saying as you possibly can, if you can capture their exact words even better

- When practice is complete
 - Observer ask the listener what went well for them, what skills they noticed they were using
 - Observer ask – reflect the listener's response and then ask permission to add to what they have said. Offer **only strengths, skills, efforts**. Then ask the listener what their thoughts are having heard this.
 - Observer ask the speaker what their experience was, what stood out for them

Core skills

OARS

Open questions

Affirmations

Reflective Listening

Summarising



Four foundational processes

(Miller & Rollnick, 2012 – MI3)

Planning (How to change?)

Evoking (Why change?)

Focusing (What to change?)

Engaging (Shall we work together?)

Summary



Summary

“I remember what you tell me and want to understand how it all fits together”

Miller & Rollnick, 2013

- Summary of ambivalence

“So here’s what you’ve told me so far,.....”

“Can I check I have captured everything?”

“Can I just check where we have got to?”

- After your summary

“what else?”

“Where does that leave you?”

“What have I missed?”

Summary

Collecting – when you ask a person “What makes it important for you to be taking care of yourself?” and they respond with a list of reasons you can offer these back in a summary. It helps to evoke more from the person, “What other reasons are there?”

“You want to make sure you are able to perform at your best and how this will help to give your team the best chances in the competition. You spoke about how important it is to you that are fuelling properly, getting the right amount of sleep and working on your technique.”

Summaries

Linking – you can reflect what a person tells you and link it to something you remember from earlier in the conversation

“You spoke about how you managed to resist the craving for a cigarette when you felt upset after the argument with your friend that day and I remember you spoke a few weeks ago about resisting the craving after a stressful day at work.”

Summary

Transitional – helpful when changing direction or focus or when bringing a session to a close

“We’re coming towards the end of our time together today and I want to check what we have spoken about. You want to make sure that you are meeting your deadlines in work, it’s important to you that you turn things around. You want to avoid the last minute stress and late night working. You have decided that setting aside 10 minutes each morning to work out your priorities will help you and you will do this as soon as you log in. How does that sound?”

Practice session 7 - Summaries

Summary activity in your pack

In groups of 6

Two members can read the roles

Try out each of the summaries and as a group decide which summary is most in-line with MI spirit and skills

Discuss your reasons for choosing one over the other two

15 minutes

When someone gives me unsolicited advice....



Unsolicited advice

- <https://www.golfmonthly.com/news/watch-the-awkward-moment-female-pga-pro-gets-unwanted-swing-advice-from-driving-range-golfer>

Giving advice and information

The person asks for information or advice

You identify when they are misinformed

Identify what information they most want and what you need to discuss during agenda mapping

You recognise that information may help with importance or confidence to change

Ask–Offer- Ask

Ask - Clarify information needs and gaps

What have you read/heard/been told about...?

What would you like to know about....?

What information will be most helpful for you?

Ask - permission

Would it be ok if we talked about this?

Would it be ok if I share some ideas with you?

Would you like to know about the options for?

Would it be ok if I tell you a few things that have worked for other people?

Ask - Sharing advice and offering information

“I have some ideas that I can share with you and you can decide which you think might work best for you, how does that sound?”

“Can I share some options/ideas with you and you can choose if they suit you or not?”

“This may or may not concern you, would it be ok if we talked a bit about it?”

Ask – Offer - Ask

What does this person most want/need to know?

Avoid jargon

Use a dropper not a shovel

Offer small amounts with time to reflect

Acknowledge freedom to disagree or ignore

Present what you know without interpreting it's meaning for the client

- Miller & Rollnick, 2012

Ask – Offer - Ask

- Ask for the person's interpretation, understanding, or response

So what do you make of that?

What are your thoughts after hearing that?

I wonder what all this means to you.

What do you think about that?

How does that sound to you?

- Miller & Rollnick, 2012

MW – What have you heard already about recommended weight gain during pregnancy? (**ask**)

Pt – Nobody has said anything yet about it.

MW – Would it be ok if we talked about it today? (**ask permission**)

Pt – Yeah, it would be good to know so I can keep an eye on it.

MW – Here is a chart that gives some guidelines depending on your weight. It is recommended that a weight gain between 6 and 9 kg or a stone to a stone and a half during pregnancy is safe. (**offer**) How does that sound when you hear it? (**ask**)

Pt – I've put on 9 pounds already and I've got another 3 months to go. I should be keeping a closer eye on it then, I don't want to put on too much.

MW – What things do you think you might need to focus on over the next few weeks?

Pt – I feel like I'm eating all the time, I'm constantly hungry and it's not all healthy food. I could probably watch the snacks and have fruit instead, it's the crisps for me.

Practice session 8 – Sharing information and offering advice

In groups of 3

Listener – decide which topic you wish to share information or offer advice on

Speaker – build your story

Observer – use the tracking sheet to capture the words the listener says, give them positive feedback on the spirit and skills they used

10 minutes for practice and 5 minutes for feedback and discussion

Exploring motivation

- How important is it for you to?
 - On a scale from 1-10, if 1 was “not important at all” and 10 was “very important”, what number would you give yourself?
- 1/ What are your reasons for saying x and not a lower number?
- 2/ What would need to happen for you to get from x to(a higher number)?

Exploring confidence

- How confident are you that you could do this if you decided to? On a scale of 1 -10, where 1 is not confident at all and 10 is extremely confident, where would you say you are?
- What makes you say x and not y(a lower number)?
- What would it take for you to go from... to(a higher number)?
- How might I help go from a to ...(a higher number)?

- **step 1.** Ask permission.
- *Are you open to receiving my feedback?*
- **Step 2.** Explore the positive.
- *What went well?*
- **Step 3.** Agree and/or summarize and offer.
- *I agree with...and you additionally did a great job of...*
- **Step 4.** Explore areas of improvement.
- *As you think about how it went, what do you think you might you do differently next time?*
- **Step 5.** Agree and/or summarize and offer.
- *I agree with.... I also noticed.... Next time you might consider....*
- **Step 6.** Explore personal reflections.
- *What do you think about my feedback/observations?*
- *What are your key learnings?*
 - *Steven Malcolm Berg-smith*

Change talk

- **Desire -** I want to/would like to/hope to
- **Ability –** I could/can
- **Reason –** I have good reason to
- **Need –** I need to
- **Commitment –** I will
- **Action –** I am willing to
- **Taking steps –** I have been

Evoking to planning

- Increased frequency of preparatory change talk
- Mobilizing change talk
 - I'm ready to do it
 - Yes, I'm willing to give it a try
 - I'm going to do this, I promise
 - I'll do whatever it takes
 - Miller & Rollnick, 2012

Evoking to planning

If you did decide to make a change how might you go about it?

What ideas have you got about how you might make a change to?

If you were to take a first step towards this change how might you go about it?

What might be your first step with this?

Evoking to planning

- Diminished sustain talk
- Resolve – less discussion about the problem, a quiet
- Envisioning – positive outcomes and challenges
- Questions about change – “what are the chances of me preventing problems if I make some changes?”
 - Miller & Rollnick, 2012

Planning – remember OARS

“When will you start?”

“What will you have to do to make sure it works?”

“what will help you to make it work?”

“What might get in the way of you doing it?”

- “how will you get around them?”

“Who could help you with this?”

“What if.....what will you do?”

Practice session 9 – Rowing with OARS

In groups of 3

- 1 – Engage and find a focus
 - 2 - Evoke – ambivalence, motivation, values (listening)
 - 3 – Summarise
 - 4 – Ask about possible first steps
 - 5 – Decide a plan together
 - 6 – Close the conversation
- 15 minutes practice with 10 minutes for discussion

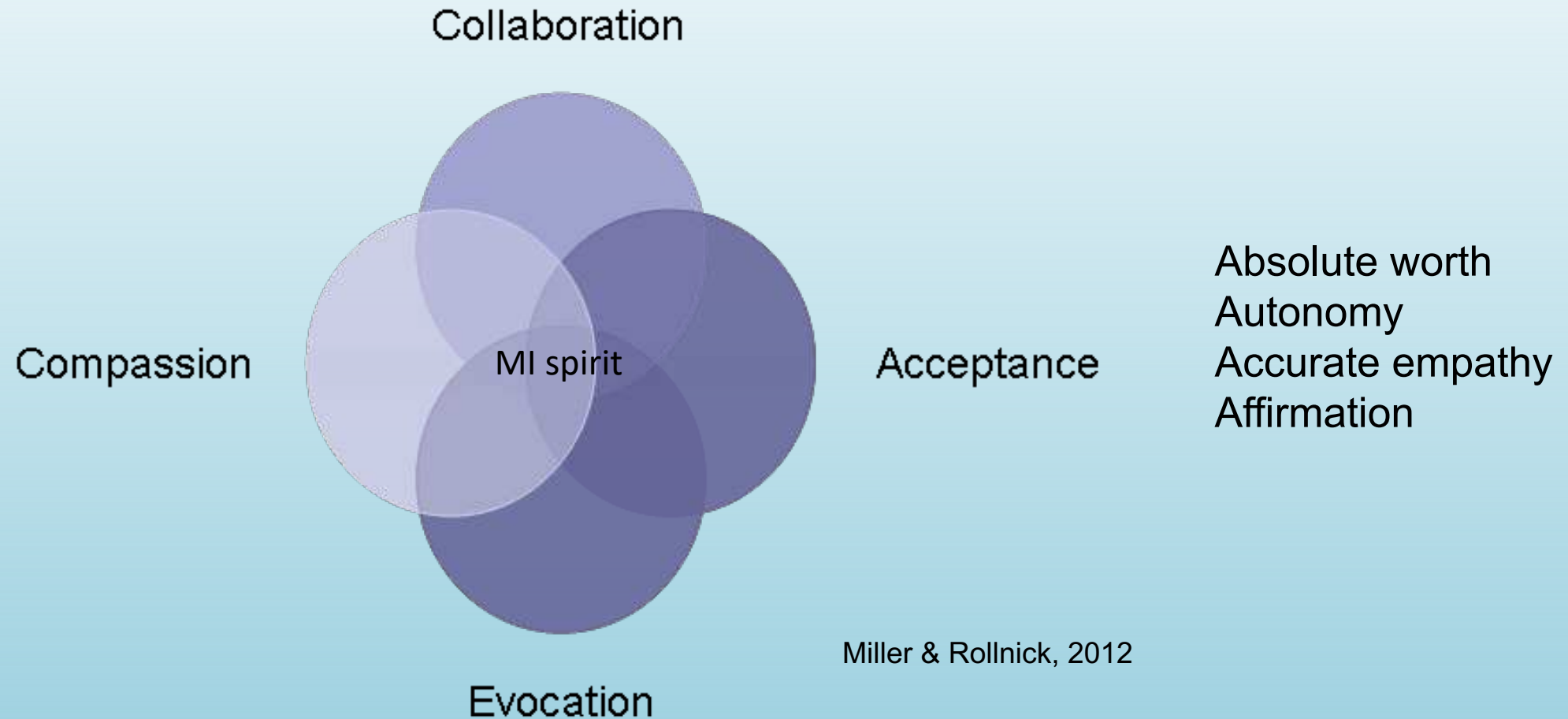
Formerly known as resistance

- **Sustain talk**
- **Discord**

Discord

- Arguing
- Defensiveness
- Hostility
- Ignoring
- Closed

Underlying spirit of MI



Roll with it

- Affirm
- Reflect, reflect, reflect.....

Pt – I've been told to come here so that they will let me have my knee op, I can't have it until you sign the form to say that I've been. It's ridiculous, forcing people to do things just to get their operation. It's all about money!

Hp – You are really angry about this.

Pt – Yeah, too right. As far as I knew I was having a check up before my operation and then the nurse said that I would have to come here to talk about my weight before they will give me the operation. That was it, no op until I have this form signed.

Hp – It sounds like it was completely unexpected for you and came out of the blue. As far as you were concerned the operation was happening soon and then all of a sudden you are told to come here.

Pt – Yeah, exactly. If someone had mentioned it before, maybe even my GP, it wouldn't have been such a shock but nobody said anything about my weight until that day.

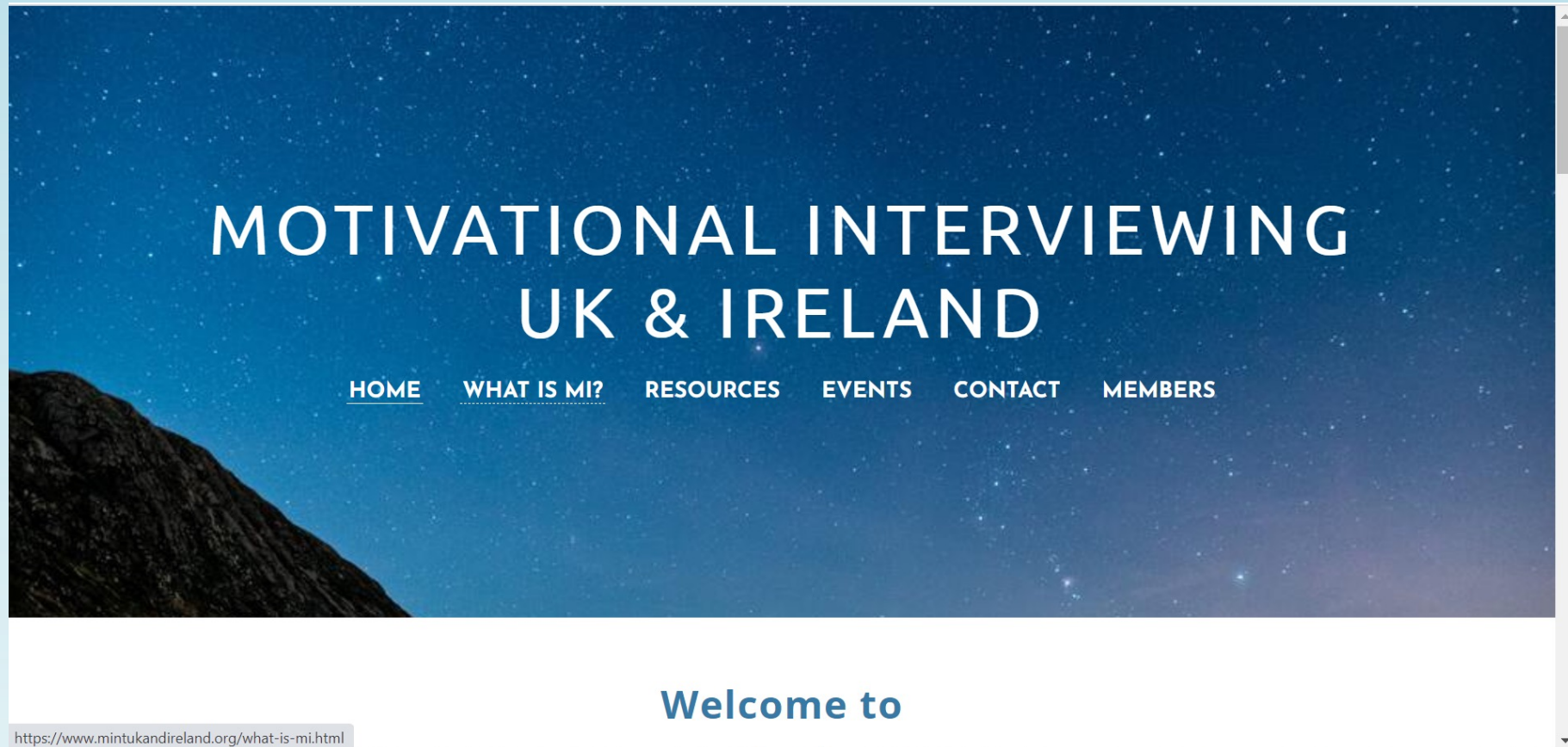
Hp – This has left you really angry and upset. Getting the knee replacement is really important to you.

Pt – Yeah it is, I've had to give up work and I'm in constant pain. Getting my new knee will mean getting back to work and getting back to myself again. I've not been able to work for about 3 years now and I hate that. I sit in my room all day because I can't get up and down the stairs. It's depressing.

Your plan – if you do decide to

- What will your first step be?
- When will you do it?
- Who can help you?
- What might get in the way?
 - How will you get around it?
- How will you know you are progressing?

MINT UK and Ireland



Motivational Interviewing Network of Trainers



On-going learning and development

- Facebook groups –
 - Cardiff Motivational Interviewing Group
 - Motivational Interviewing Rockstars
 - Motivational Interviewing Everyday
- www.micardiff.co.uk
- www.motivationalinterviewing.org
- <https://podcasts.apple.com/gb/podcast/talking-to-change-a-motivational-interviewing-podcast/id1395518686>



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