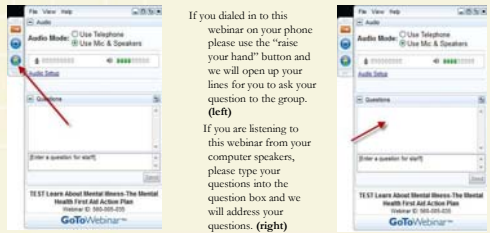


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### Engaging People in Discussions About Health-related Changes

Presented by:  
Jeremy Evenden, MSSA, LISW-S  
The Center for Evidence-Based Practices  
At Case Western Reserve University  
Consultant and Trainer

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### Learning Objectives

1. Explore what leads people to consider behavior change
2. Discuss the core aspects of the Motivational Interviewing model
3. Describe staff behaviors that interfere with a person's motivation to consider a change

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### Why Do People Change?

Individuals change voluntarily when they . . .

- Become **interested in or concerned** about the need for change
- Become **convinced** that the change is in their best interests or will benefit them more than cost them
- Organize a **plan of action** that they are **committed** to implementing
- Take the actions** that are necessary to make the change and sustain the change

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### Components of Change



Resistance Ambivalence Motivation

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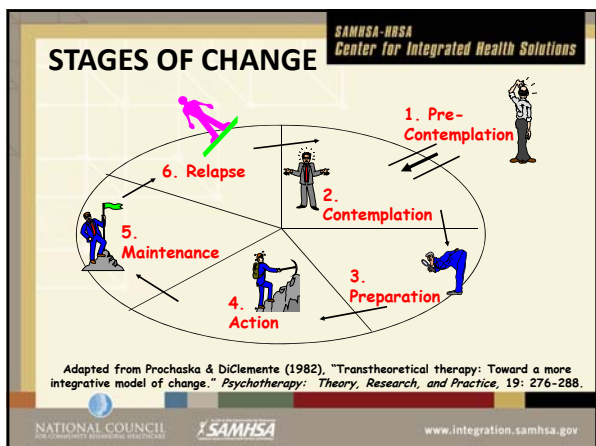
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**What is Motivational Interviewing (MI)?**

"A collaborative, person-centered form of guiding to elicit and strengthen motivation for change."

(Miller and Rollnick, 2009)

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**Essential Characteristics of MI**

A conversation about change

Has a particular purpose

- To evoke and strengthen the person's motivation for change

(Miller & Rollnick, ICMI Stockholm, June 2010)

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## Essential Characteristics of MI

Collaborative  
A person-centered partnership  
Honors autonomy and self-determination  
People make their own choices

(Miller & Rollnick, ICMI Stockholm, June 2010)

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## Three Core Communication Styles

Direct Guide Follow

(Rollnick, Miller, and Butler, 2008)

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## Essential Characteristics of MI

Evocative  
Evokes person's own motivation for change  
Uses specific skills  
Helping skills used in particular ways

(Miller & Rollnick, ICMI Stockholm, June 2010)

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## Essential Characteristics of MI

Goal-oriented

- Moves toward a particular change goal
- Develop and explore discrepancy between person's behavior and goals/values

(Miller & Rollnick, ICMI Stockholm, June 2010)

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## Essential Characteristics of MI

Attends to specific aspects of person's language

- Elicits and strengthens language in favor of change (change talk)

Responds to change talk in specific ways

- Elaboration
- Affirmation
- Reflection
- Summary

(Miller & Rollnick, ICMI Stockholm, June 2010)

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## Essential Characteristics of MI

Responds to:

- Language in favor of non-change
- Problems in the helping relationship

In specific way:

- Non-confrontational
- Avoid argument

(Miller & Rollnick, ICMI Stockholm, June 2010)

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## Ways to Invite Discussion

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## Person-Centered Skills: The Basics

Utilize **O.A.R.S.**

- Ask **O**pen-ended questions  
(not short-answer, yes/no, or rhetorical)
- **A**ffirm the person/commitment positively  
on specific strengths, effort, intention
- **R**eflect feelings and change talk
- **S**ummarize topic areas related to changing

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## Closed Question Examples

Who referred you here?

What would be easier for you, stopping drinking,  
stopping smoking, or changing your diet?

Don't you think you ought to consider taking your  
meds?

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### Open Question Examples

What brings you here today?  
Tell me about your health concerns.  
If you were to make this change, how would you go about it?

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### Affirmations

Attend to strength not problem areas  
Gives the person credit for: an action, a value, a trait  
Focus on descriptions not evaluations  
Think of an affirmation as attributing an interesting quality to a person  
Avoid using the word "I"

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### Affirmations

"You're the kind of person that puts a lot of thought into something."  
"You're contributing some really important ideas here."  
"You're very dedicated to your health."  
"You don't agree with being sent here, and yet you took the time and energy to come in today."

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## Reflective Listening

Validates your client/patient

- Helps them feel "heard"
- When they feel understood, they will say more
- You are less likely to be judgmental

Use more reflections than questions

It's a guess (hypothesis)

It's a statement, not a question (inflect down)

*"We learn what we have said from those who listen to our speaking."*

~ Kenneth Patton

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## Types of Reflective Listening

*"I saw my doctor last week. If I don't stop smoking, I might have another heart attack."*

**Content:**  
*"You see a connection between your smoking and the possibility of having another heart attack."*

**Feelings:**  
*"You are scared that if you continue smoking you might have another heart attack."*

**Meaning:**  
*"Your children are important to you and you want to be there for them."*

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## Summaries...

Collect material that has been offered

Link something just said with something discussed earlier

Draw together what has happened and *transition* to a new task

**...are like gathering a bouquet of flowers**

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## Common Ways to Create Resistance (*and* Strategies to Avoid Them)

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## Six Things You Can Do To Make Your Life More Difficult

1. Question/Answer
2. Argue for Change
3. Be the Expert
4. Label
5. Premature Focus
6. Blame/Shame

**\*Warning\***  
These approaches may increase **Resistance**

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## Question /Answer

Elicits passivity

Closes off access to deeper levels of experience

Relationship between person and staff becomes increasingly hierarchical

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### Question/Answer: Solutions

Use Open-ended Questions  
Reflect more than ask questions  
What is it that concerns you?  
Have a conversation  
Person-centered vs. Organization-centered

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### Argue for Change

Trying to fix the problem (telling them how)  
Elicits reasons not to change "Yes, but . . ."  
Places person and staff at odds  
Establishes a power struggle you won't win!

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### Argue for Change: Solutions

Understand the person's dilemma  
Inquire about what they have tried already  
    • What worked, what didn't?  
What are the benefits of the behavior and the costs of changing  
Only offer advice with their permission

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### Be the Expert

Staff provide direction without first helping the person determine **his or her** goals, direction and plans.

Person becomes passive

Results in halfhearted commitments

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### Expert: Solutions

Only offer advice with their permission

- Or permission to disregard the advice

Remember: the person is the expert regarding their experience

Be a resource

Collaborate rather than direct

Offer choices whenever possible (Autonomy)

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### Label

People often resist labels

Creates a barrier between the staff and the person needing help

Affects the staff's outlook of the person and the work ahead

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### Label: Solutions

Ask yourself: What's behind the label?

- See the person vs. the label
- How does the label affect your approach?

Use the person's language

Person-centered vs. Treatment-centered

Change can be achieved without acceptance of labels

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### Premature Focus

Moving too quickly to your identified problem area creates distance in the relationship

Be aware that your desire to demonstrate competence or insight may be a barrier to the person's motivation

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### Premature Focus: Solutions

Understand the person's goals

Explore the person's dilemma

Collaborate rather than direct

Evaluate:

- Importance
- Confidence
- Readiness
- Willingness

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### Blame

Attempting to find who is at fault  
Allowing the focus to shift to who or what is responsible  
Saying "you need to accept responsibility" when the person is blaming others

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### Blame: Solutions

Understand the persons' goals and needs rather than their behaviors "What's troubling you?"  
Acknowledge change is difficult  
Affirm the person's strengths  
Suggestion – shifting focus:  
*"I'm not interested in looking at who's responsible, but rather what's troubling you, and what you might be able to do about it."*  
-Miller & Rollnick, 2002

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### In Summary...

- Listen to the person
- Communicate understanding
- Guide more than direct
- Respect autonomy
- Make your life easier (avoid the "traps" )
- Have a conversation
- Listen for, encourage and reinforce language about change.

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$$\epsilon_0 \oint E \cdot dA = \sum q$$
$$\oint B \cdot ds = \mu_0 \int J \cdot dA + \mu_0 \epsilon_0 \frac{d}{dt} \int E \cdot dA$$
$$\oint E \cdot ds = -\frac{d}{dt} \int B \cdot dA$$
$$\oint B \cdot dA = 0$$

**“Given a choice between changing and proving that it is not necessary, most people get busy with the proof.”**

~John Galbraith

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**Contact Us**

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**The Spirit of MI**  
Motivational Interviewing

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