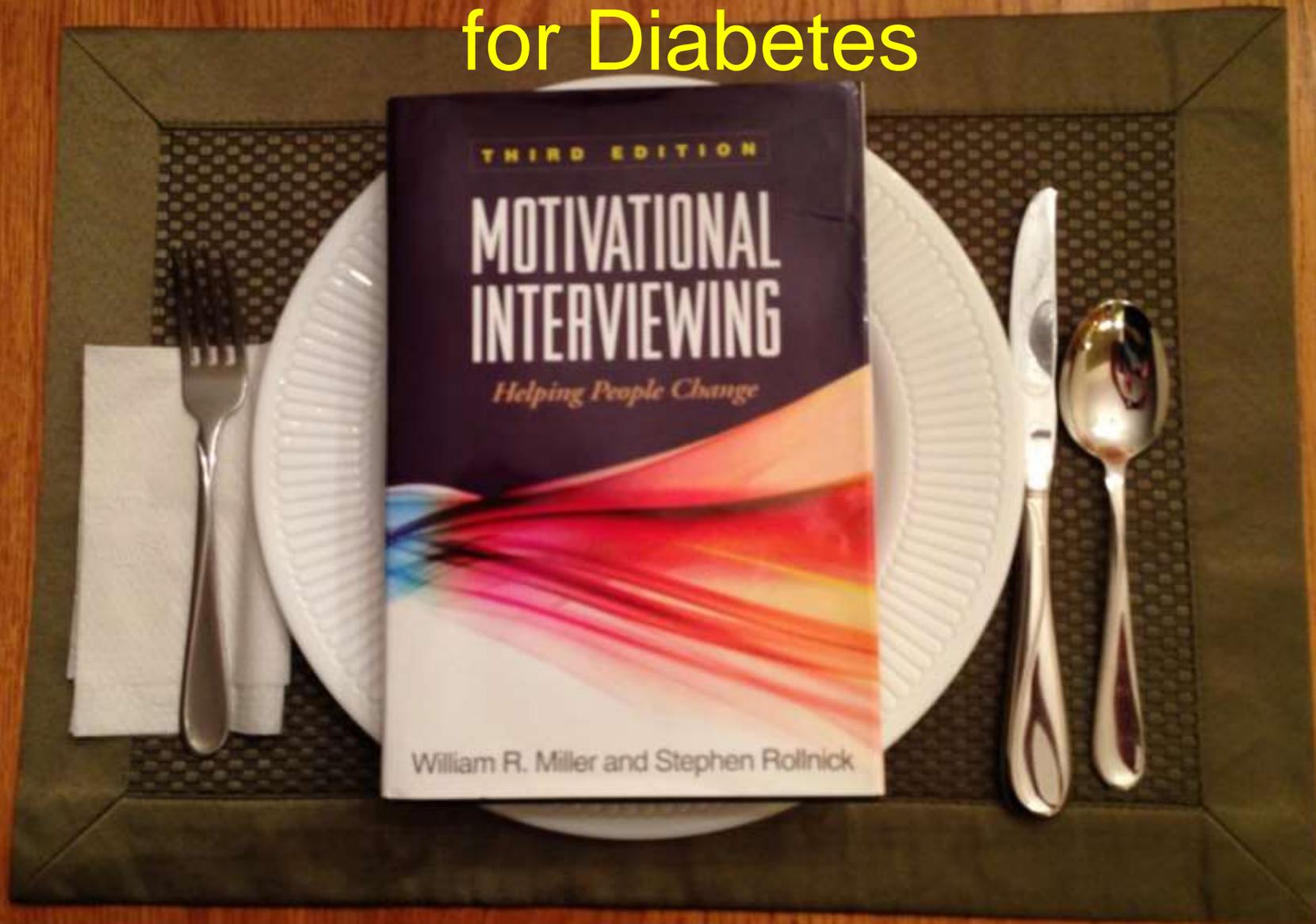


A Taste of Motivational Interviewing for Diabetes



Agenda

- What is Motivational Interviewing?
 - The context: communication skills for helping in health care
 - Definition of MI
 - Taste of MI interactive exercise
 - More details: MI Spirit and processes
- Starting points for practice
- We will intentionally skip some slides!

A close-up photograph of a person's hand holding a small, white rectangular card. The card is held horizontally and features the text "How can I help?" in a bold, blue, sans-serif font. The background is blurred, showing a person's face and a striped shirt. The entire image is set against a dark blue background with diagonal lines.

**How can
I help?**

Basic Communication Skills for Helping

- Asking
- Listening
- Informing

A Continuum of Styles

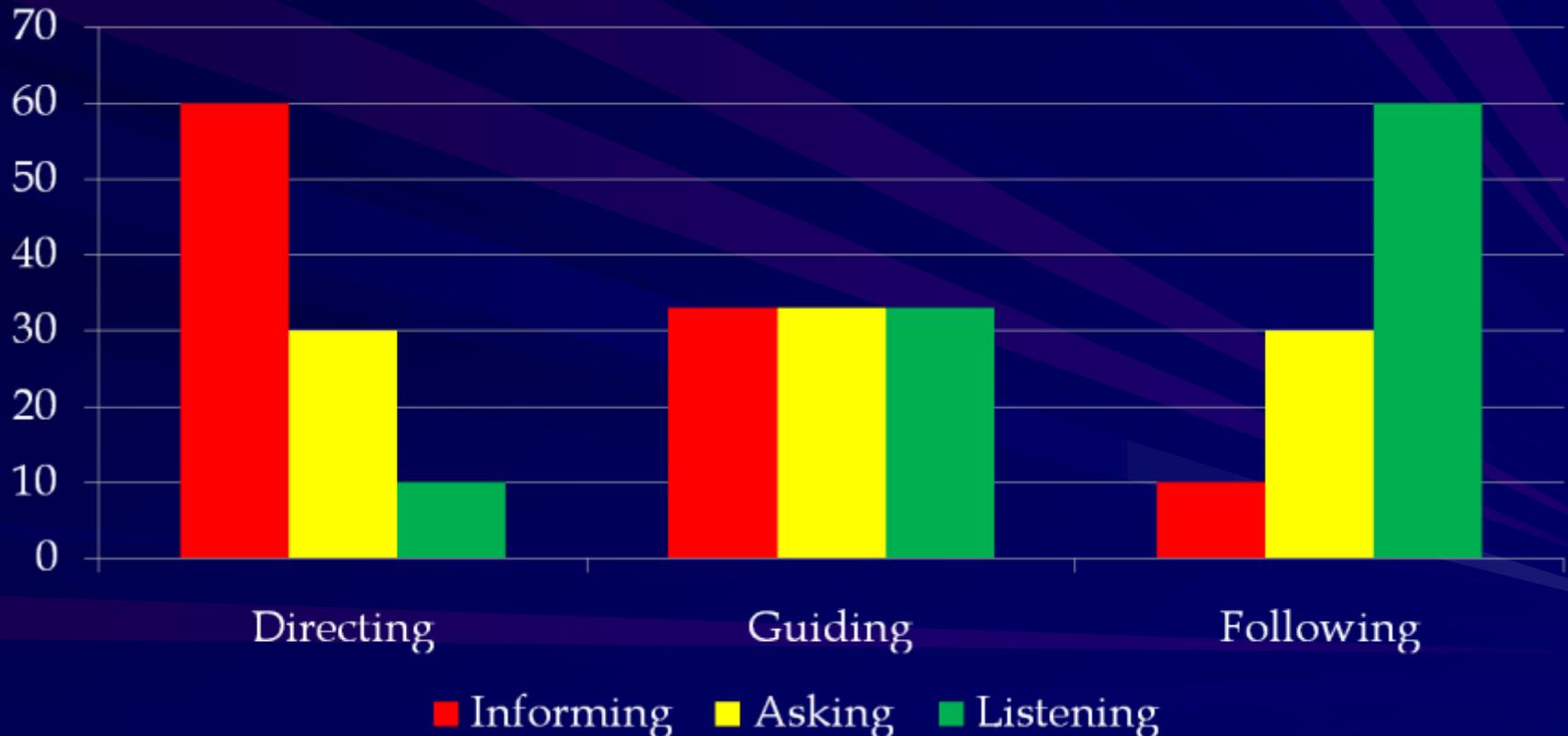
Directing

\Leftrightarrow

Guiding

\Leftrightarrow

Following



What is Motivational Interviewing?

A collaborative conversation style for strengthening a person's own motivation and commitment for change.

Miller WR & Rollnick S (2012). *Motivational interviewing: Helping people change (3rd ed)*. New York: Guilford.

History of MI

- Alternative to confrontation in addictions treatment, based on:
 - Research findings
 - Clinical experience
 - Humanistic psychology
- Addiction treatment and beyond
 - Medical settings
 - Corrections
 - Education

Motivational Interviewing Spirit

(Miller & Rollnick, 2012)

- **C** ompassion
- **A** cceptance
 - Absolute worth
 - Accurate empathy
 - Autonomy support
 - Affirmation
- **P** artnership
- **E** vocation

Something I've been
thinking about
changing...

but haven't changed
yet!



How ready are you right now to change?

1

2

3

4

5

6

7

8

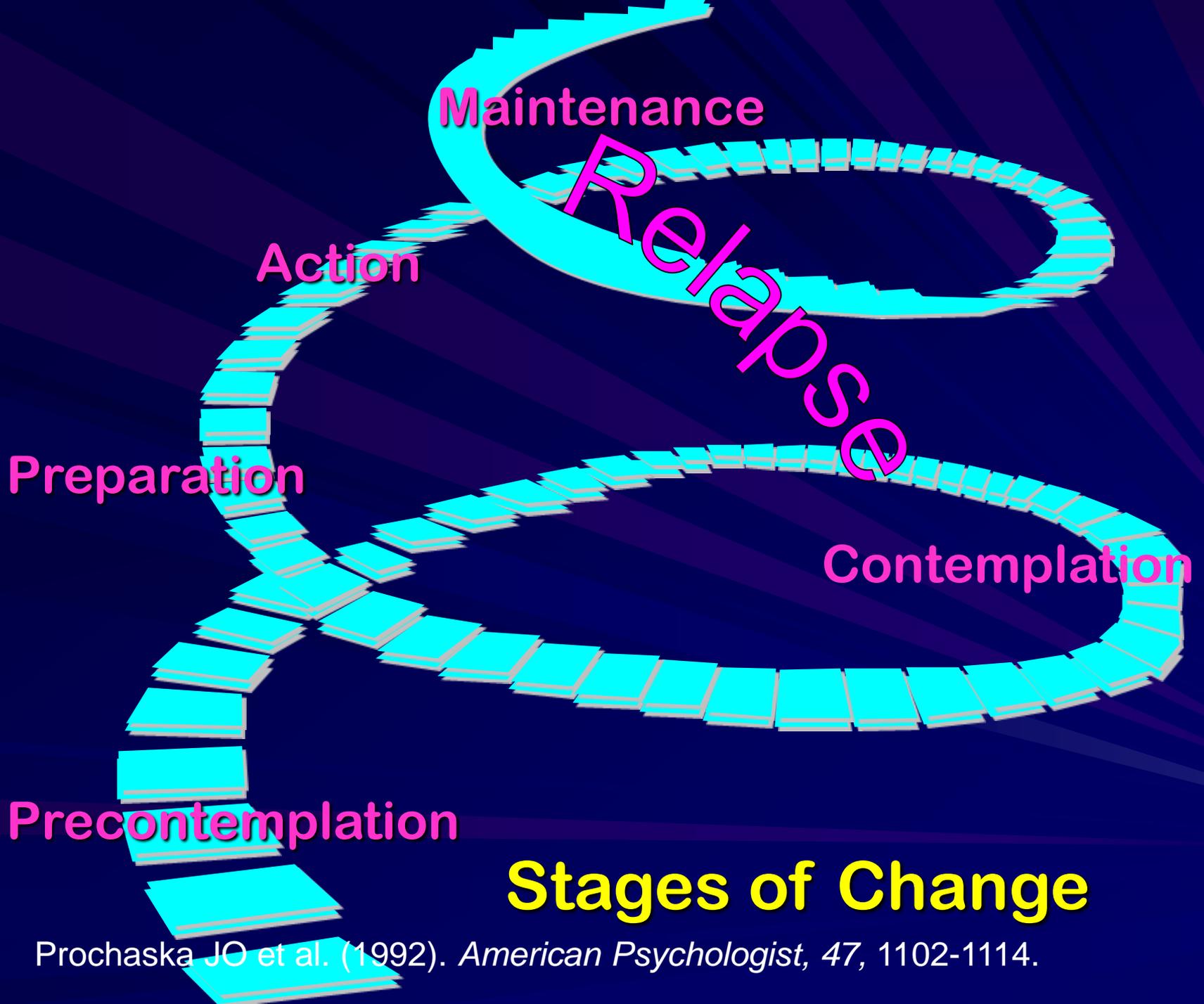
9

10

**Not at all
ready**

Somewhat ready

**Completely
ready**



Stages of Change

Prochaska JO et al. (1992). *American Psychologist*, 47, 1102-1114.

What happens when we use
direction and the person isn't
ready yet?

The “Righting Reflex”



Listening

- Speaker
 - Something I've been thinking about changing...
- Counselor #1
 - **Do NOT give any advice!**
 - Ask importance and confidence questions
 - Speaker responds naturally
- There will be a Counselor #2, so pay attention!

Importance/Confidence

How **important** is it for you right now to change?
On a scale of 0 to 10, what number would you give yourself?

0 10
not at all extremely
important important

- Why are you at **x** and not at **0**?
- What would need to happen for you to get from **x** to **[a higher number]**?

Importance/Confidence

If you did decide to change, how **confident** are you that you could do it?

0 10
not at all extremely
confident confident

- Why are you at **x** and not at **0**?
- What would need to happen for you to get from **x** to **[a higher number]**?
- How can I help you get from **x** to **[a higher number]**?

Summarizing

■ Counselor #2

Summarize:

- Importance of change right now
- Confidence in ability to change right now

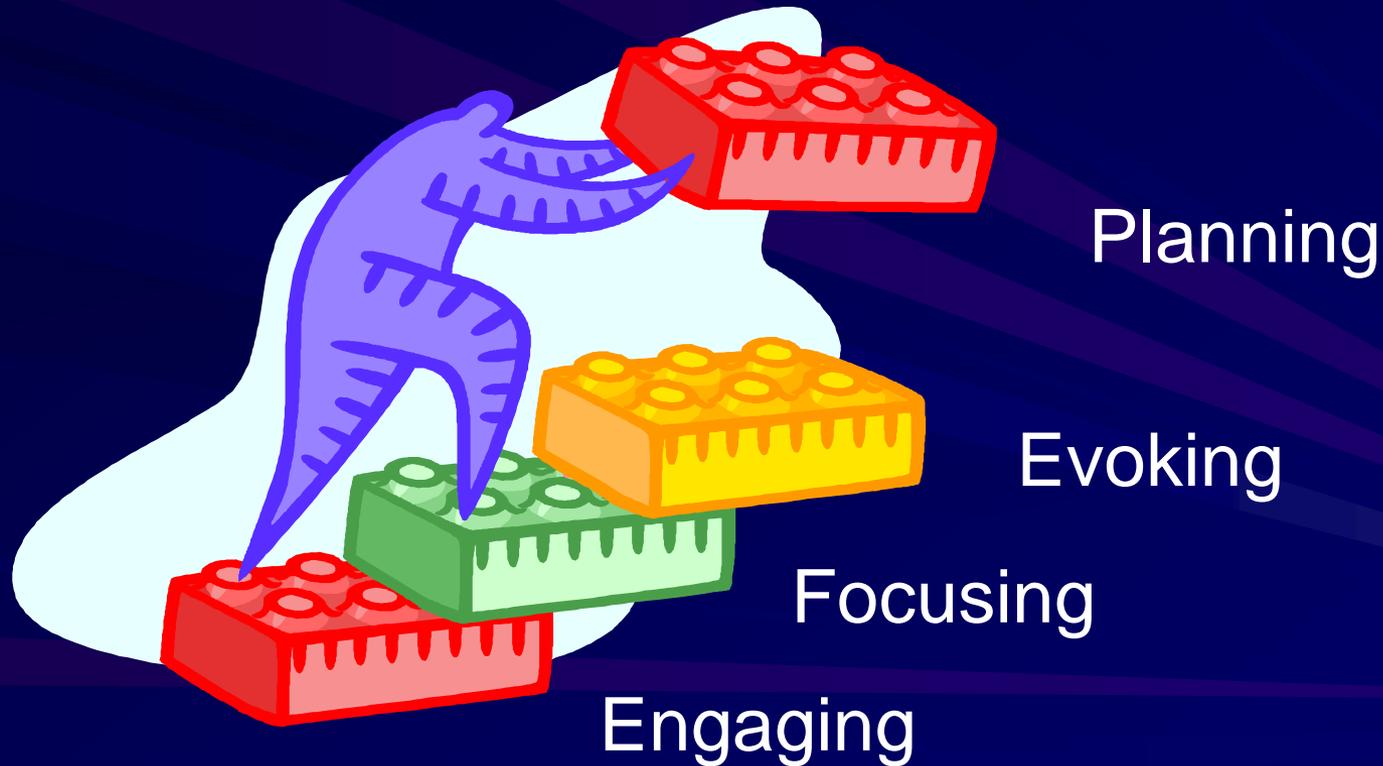
Ask:

- So, what do you think you will do?

■ Speaker

- Respond naturally

Motivational Interviewing Processes



Learning to Learn and Starting Points for Practice



Starting Points for Practice

- MI Spirit in everyday practice
- Seeking opportunities to discuss change

MI Spirit in Everyday Practice

- Listen when the patient speaks!
- Interpersonal skills for informing
- Elicit-provide-elicited (ask-inform-ask)
- Agenda-matching

Show you are listening!

- Short summary of what you heard (reflective listening/active listening)
- Starting points for practice: Listen and summarize!
 - TV, radio, or internet
 - With a partner
 - With patients

Interpersonal Skills for Informing

- Remember: It's a person
- Consider the patient's priorities
- Positive messages matter
- Consider the amount of information
- Ask permission, or qualify to respect autonomy
- Remember to ask and listen: Elicit-provide-elicite

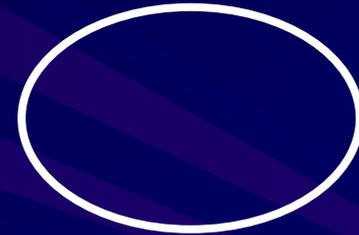
Elicit - Provide – Elicit (Ask – Inform – Ask)

- **ELICIT** patient's ideas
 - Knowledge, goals, strategies, skills
- **PROVIDE** feedback or information
 - Just the facts
- **ELICIT** patient's reactions
 - “What do you make of this?”
 - “Does this make sense?”
 - “How confident are you that you can do this?”
- **REFLECT** patient's reactions!

Agenda-Matching

- What brings you here today?
- How can I be most helpful to you today?
- Would it be OK with you if we spend a few minutes talking about your smoking?
- We can talk about what you eat and drink, how much you exercise, or how you take your medicine. Where would you like to begin?

Agenda-Setting Chart



Seeking Opportunities to Discuss Change

- Starting points:
 - Repertoire of good questions
 - Learn a basic structure
 - Brief Action Planning
 - MI-Based Brief Intervention
- Don't forget to listen!

Scaling Questions

- Aim: To explore various dimensions of motivation
- How satisfied are you with how you are managing your diabetes?
- How important is it to you right now test your blood sugar more often?
- How confident are you that you can take your medication every day?
- How committed are you to completing the diabetes education program?

How ready are you right now to...?

1 2 3 4 5 6 7 8 9 10
Not at all ready Somewhat ready Completely ready



Key Questions

- Aim: To guide the person to the next step
- Where does this leave you?
- What do you make of all of this?
- What might be a first step for you?
- What, if anything, do you plan to do?

Brief Action Planning

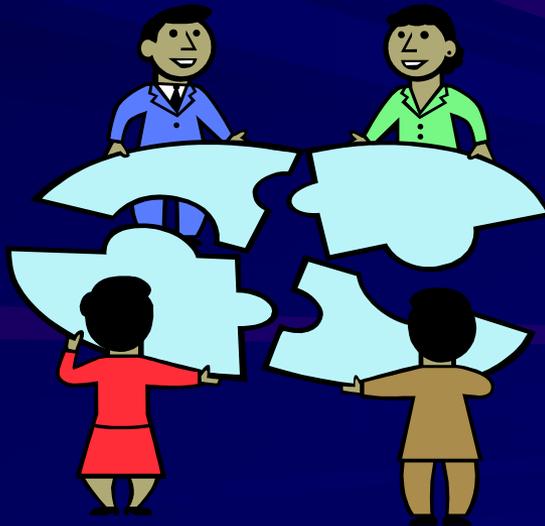
- Structured intervention for health care
- “Is there anything you would like to do for your health in the next week or 2?”

General Structure for MI-Based Brief Interventions

- Open the encounter
- Set the agenda
- Assess readiness
- Explore ambivalence
- Ask about next steps
- Provide information as needed
- Close the encounter

MI in Practice

- This fits great! I will try...
- This looks like a good idea, but will need some work to fit. I will explore...



Contact

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