

Searching for Pearls

Kristin Dempsey, MS, MFT

Using Motivational Interviewing Strategies to Identify and "Grow" Change on the College Campus
California Community College Mental Health and Wellness Association Spring Conference
March 21, 2014

Motivational Interviewing Network of Trainers
dempseykristin@gmail.com



Motivational Interviewing What is it?



Motivational Interviewing is a collaborative conversation style for strengthening a person's own motivation and commitment to change.

Motivational Interviewing What is it?

- ▶ The style of Motivational Interviewing (MI) is one of guiding. This lies between the styles of directing and following.
- ▶ Ambivalence - what is it? Feeling two (or more ways about something) is actually a part of change. It is normal, not pathological
- ▶ When we are directive and argue for change - persuade, lecture, insist-an ambivalent person will "push back" and argue for non-change.
- ▶ We are persuaded by what we hear ourselves say. (Miller and Rollnick, p. 12-13)

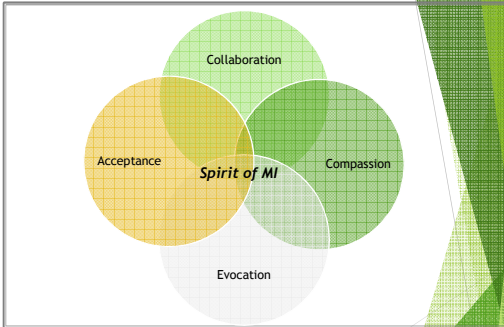
Why Might this Approach be Useful for the College Student?

- ▶ Developmental issues:
 - ▶ Separation
 - ▶ Making Choices as an Adult
 - ▶ Peer relatedness
 - ▶ Sampling - healthy and non-healthy behaviors

ACCEPTANCE
Be a fan of
RESPECT
INCLUSION

The Spirit of MI

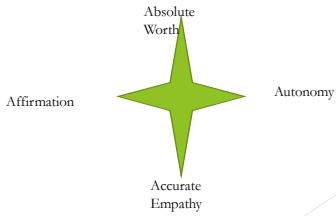
Attitude is (Almost) Everything



The Basic Principles Underlying the Spirit of MI

6

Four Components of Acceptance -
These will be connected to the skills
you use!



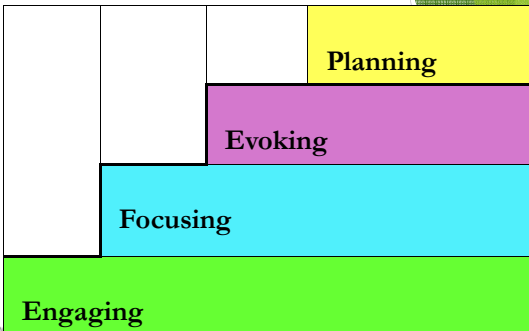
Your Favorite Teacher or
Supervisor

- Think about your favorite teacher or supervisor. What were the characteristics he or she had that inspired you to learn and excel. Then, answer these questions:
 - What is his or her name?
 - What characteristics did he or she have?
 - What inspired you to do or be your best?
 - How did you respond to his or her efforts?

D. Rosengren, 2008

8

Four Foundational Processes



The Four Processes

- ▶ **Engaging** - the process of establishing a helpful connection and working relationship.
- ▶ **Focusing** - Process in which you become more specific about what is the topic of change, and a direction is maintained when moving toward that direction.
- ▶ **Evoking** - I about eliciting the client's own motivations for change and lies at the heart of MI
- ▶ **Planning** - process is both establishing a commitment to change and a specific, concrete plan of action. (M and R, P. 36)

The Four Processes and the College student

Basic Ideas Regarding Engagement

- ▶ Engaging is the process of establishing a mutually *trusting* and *respectful* relationship.
- ▶ Beginning with an assessment INTERVIEW can result in passivity and diminish engagement.
- ▶ If someone needs personal change, directing them as an expert (giving lectures and advice) isn't usually helpful.

Basic Ideas Regarding Engagement

- ▶ Other things that disrupt engagement:
 - ▶ Focusing too early on a goal
 - ▶ Making a case for a diagnostic label
 - ▶ Informal chat



So, what does promote engagement?

With curiosity and warmth...

- ▶ **ASK AND LISTEN:** Why are they here now? What do they want?
- ▶ How **IMPORTANT** is the goal(s) for the person?
- ▶ Be **WELCOMING**. Create comfort and safety
- ▶ Does the person know how you can help? **INFORM, PROVIDE PREDICTABILITY**
- ▶ Offer **HOPE**. Look for strengths, and opportunities for realistic self-efficacy

Goals and Values - Building Focus

- ▶ Self-actualization involves moving toward one's natural, mature state. For many, such movement is motivating on some level.
- ▶ A values interview will help uncover one's goals - what is important to someone and how is it expressed?
- ▶ To live with integrity is to live according to one's own values.
- ▶ **DISCREPANCY** between ones **BEHAVIOR** and one's **VALUES** is a core motivator for change.

Goals and Values

- ▶ Self regulation is the ability to create a plan of one's own and to engagement in behavior that allows for the plan to be carried out.
- ▶ **CONFRONT** = come face to face
 - ▶ **DEVELOPING DISCREPANCY** between one's values and behaviors creates self confrontation.
 - ▶ Self -confrontation is more powerful than being confronted by someone else.

Focus

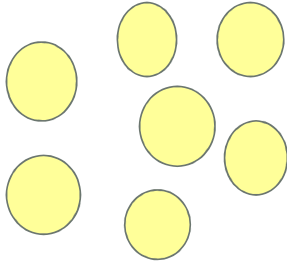
- ▶ **FOCUSING** provided one or more specific goals or intended outcomes that then provide direction for the consultation process.
- ▶ Focus can arise from the client, context or clinician
- ▶ Directing, Guiding and Following are consultation styles that all have different amounts of focusing.
- ▶ Focus can be very clear on one or more topics, or it might need to be explored further with an intention of building more specificity.

Miller and Rollnick, 2013, p. 101

Focus

- ▶ MI is a collaborative process of finding a mutually agreeable direction.
- ▶ When there are a few focusing options, we need to choose and prioritize among the goals.
- ▶ **AGENDA MAPPING** - step back and consider with the client the next steps ahead.
- ▶ When session is more defuse, formulation - put puzzle pieces together in a meaningful way as a place to start.

The Circular Agenda

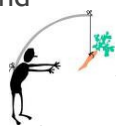


Focusing Exercise

- ▶ Take turns discussing concerns you have that are problematic for you.
- ▶ The speaker speaks of the problems and the listener, helps the speaker prioritize which of the problems should be an area of focus.
- ▶ When you have up to 4 circles filled in, switch roles and re-do the exercise.

Remember....

- Everyone is motivated toward something.
- Start where the *action* is.
- Explore the *pre-action* with respect, curiosity and equipoise.





Preparatory Change Talk: Desire, Ability, Reason, Need (DARN)

Commitment Change Talk: Commitment, Activation, Taking Steps (CAT)

Evoking Change Talk

- Sustain talk is the status quo. It is about keeping things the same, non-change.
 - “Weed isn’t a problem; it’s a natural herb.”
- Change talk is about any utterance that states a desire, need, reason or ability to change.
 - “When I smoke weed, I notice that I can’t focus on anything.”

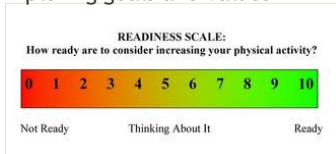
We listen patiently to the sustain talk and find opportunities to bring forth (elicit) the change talk

How to Evoke Change Talk

- ▶ As evocative questions - about ability, reasons, needs, desires, possibilities, steps taken, change achieved.
 - ▶ If you decided you wanted to go back to school, how could you do it?
 - ▶ What might be some good things that could come from taking meds?
 - ▶ How important is it for you to lose weight?
- ▶ Reflect, affirm or summarize nuggets of change talk

How to Elicit Change Talk

- ▶ Importance ruler
- ▶ Ask about the best and worst scenarios of change vs. non-change
- ▶ Looking back
- ▶ Looking forward
- ▶ Exploring goals and values



Ways to Develop Discrepancy

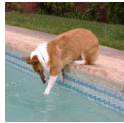
- Ask what they already know. They know a lot, they appreciate us asking, and by stating what they already know, change talk will often emerge.
- Elicit-Provide-Elicit - important process in exchanging information.
- Provide feedback
- Exploring other peoples' concerns
- Exploring goals and values
- Honoring autonomy - consistent with culturally sensitive, trauma-informed care.

Evoking to Planning

- ▶ How do we know someone is ready for change?
 - ▶ Increased change talk
 - ▶ Taking steps
 - ▶ Diminished sustain talk
 - ▶ Resolve
 - ▶ Envisioning
 - ▶ Questions about change

Testing the Water of Change

- ▶ Ask the client directly:
 - ▶ Would it be useful for us to start looking at where you might start?
 - ▶ Are you willing to talk about how you might do -----, or is this getting ahead of things?



Planning

- Recapitulation - Creating the Bouquet of Change Talk.
 - This is a transitional Summary of all the change talk that has been provided so far.
- Key Question - After the “bouquet”, this is “popping the question” around change:
 - So, where does all this leave you?
 - So what are you thinking about doing at this point?
 - So, what you do think you’ll do?
- Give pause - some individuals need to process *before* they speak, not during their speech.

Motivational Interviewing Techniques

- Can't get anywhere without your OARS - this is how we develop **empathy**
 - Open ended questions
 - Affirmations
 - Reflections
 - Summaries
 - Providing Information and Advice





Literature

- ▶ Miller, WR and Rollnick, S. Motivational Interviewing: Preparing People for Change, 3rd ed. Guilford Press, 2013.
- ▶ Prochaska, J., et al. Changing for Good. Collins, 1995.
- ▶ Rollnick, S., et al. Health Behavior Change: A Guide for Practitioners, 8th ed. Gilford Press, 2008.
- ▶ Rosengren, D., Building Motivational Interviewing Skills: A Practitioner Workbook. Guildford Press, 2009.
- ▶ Velasquez, M., et al.. Group Treatment for Substance Abuse. Guilford Press, 2001.

32

Websites

- www.Motivationalinterview.org – Motivational Interviewing page from the Mid-Atlantic Technology Center
- www.SAMHSA.gov – Substance Abuse and Mental Health Services Administration
- Www.casaa.unm.edu – University of New Mexico, Center for Alcoholism, Substance Abuse and Additions

33
