

## Motivational Interviewing as an Embedded Counselling Practice

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### Motivational Interviewing

Motivational Interviewing is a **directive, client-centered** counseling style that **enhances motivation** for change by helping the client **clarify and resolve ambivalence** about

The *Goal* of Motivational Interviewing is to **create** and **amplify discrepancy** between present behavior and broader goals.

Create cognitive dissonance between  
where one *is* → and where one  
*wants to be*

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### The Transtheoretical Model

- Offers an integrative framework for understanding, measuring, and intervening in patients' health behaviors
- Clinicians assess clients' readiness to change and enhance motivation through a series of techniques, depending on the clients' stage of readiness

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## Why Motivational Interviewing?

- Evidence-based >120 clinical trials
- Relatively brief
- Specifiable
- Grounded in testable theory
- With specifiable mechanisms of action
- Generalizable across problem areas
- Complementary to other treatment methods
- Verifiable – Is it being delivered properly?
- Can be delivered by non-specialists

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## What do we know?

- MI triggers reliable aggregate change across a range of target problems, settings, and providers

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## Motivational Interviewing Assumptions – I

- ❖ Motivation is a state of readiness to change, which may fluctuate from one time or situation to another. This state can be influenced.
- ❖ Motivation for change does not reside solely within the client.
- ❖ The counselor's style is a powerful determinant of client resistance and change. An empathic style is more likely to bring out self-motivational responses and less resistance from the client

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### Motivational Interviewing Assumptions – II

- ❖ People struggling with behavioral problems often have fluctuating and conflicting motivations for change, also known as ambivalence. Ambivalence is a normal part of considering and making change and is NOT pathological
- ❖ Each person has powerful potential for change. The task of the counselor is to release that potential and facilitate the natural change process that is already inherent in the individual.

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### Stages of Change

- **Precontemplation**- Not ready to change
- **Contemplation**- Thinking about changing
- **Preparation**- Preparing to change
- **Action**- Actively changing
- **Maintenance**- Continuing to support the change
- **Relapse**- Slipping back to the previous behavior

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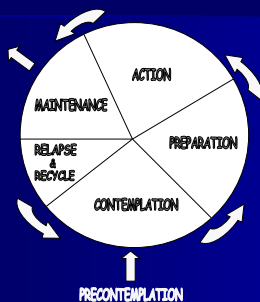
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### Stages of Change




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## Working with Clients Who are Not Ready to Change




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## Components of MI Spirit

A = Autonomy

C = Collaboration

E = Evocation




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- **Autonomy** – Responsibility for change is left with the client, hence there is respect for the individual's autonomy. The clients are always free to take our advice or not. When motivational interviewing is done properly, it is the client rather than the counselor who presents the arguments for change.

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Underlying the *Spirit of Motivational Interviewing* is:

- **Collaboration** - In motivational interviewing, the counselor does not assume an authoritarian role. The counselor seeks to create a positive atmosphere that is conducive to change.
- **Evocation** - Consistent with a collaborative role, the counselor's tone is not one of imparting things, such as wisdom or insight, but rather *eliciting* – finding these things within and drawing them out from the person.

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## Using OARS Micro-skill



### Eliciting Change Talk

- The idea in MI is to have the client present arguments for both sides in making changes. It is the interviewer's task to facilitate the client's expression of such change talk. This is a process of shared decision-making, not an attempt to manipulate or sculpt the client's will.

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## Open-ended questions

### Closed vs opened

- "Are there good things about using?" vs.  
– "What are the good things about your substance use?"
- "Are there bad things about using?" vs.  
– "Tell me about the not-so-good things about using"
- "Do you have concerns about your substance use?" vs.  
– "You seem to have some concerns about your substance use. Tell me more about them."
- "Do you worry a lot about using substances?" vs.  
– "What most concerns you about that?"

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## Affirmation

- "Thanks for coming today."
- "I appreciate that you are willing to talk to me about your substance use."
- "You are obviously a resourceful person to have coped with those difficulties."
- "That's a good idea."
- "It's hard to talk about....I really appreciate your keeping on with this."

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## Reflective Listening

Reflective listening is used to:

- Check out whether you really understood the client
- Highlight the client's ambivalence about their substance use
- Steer the client towards a greater recognition of her or his problems and concerns, and
- Reinforce statements indicating that the client is thinking about change.

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## Summarize

Summarizing is an important way of gathering together what has already been said, making sure you understood the client correctly, and preparing the client to move on. Summarising is putting together a group of reflections.

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## Eliciting Change Talk

D = Desire for change

A = Ability to change

R = Reasons for change

N = Need for Change

C = Commitment to Change




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## The Flow of Change Talk

MI

Desire  
Ability  
Reasons  
Need

Commitment

Change

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## Therapists Influence Client Motivation

- ❖ Expectations influence outcomes
- ❖ Differences in drop-out rates
- ❖ Differences in outcome rates
- ❖ Simple actions decrease drop-out
- ❖ Empathic therapists have better outcomes

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### Qualities of a Good Motivational Counselor

- ❖ Respect for individual differences
- ❖ Tolerance for disagreement and ambivalence
- ❖ Patience with gradual approximations
- ❖ Genuine caring and interest in clients served

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### MI - Like Dancing



Not Wrestling




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### Eight Stages in Learning MI

1. The spirit of MI
2. OARS – Client-centered counseling skills
3. Recognizing and reinforcing change talk
4. Eliciting and strengthening change talk
5. Rolling with resistance
6. Developing a change plan
7. Consolidating client commitment
8. Shifting flexibly between MI and other methods

Miller, W. R., & Moyers, T. B. (in press). Eight stages in learning motivational interviewing. *Journal of Teaching in the Addictions*.  
 Arkowitz, H., Westra, H., Miller, W., and Rollnick, S., eds. 2008. *Motivational Interviewing in the Treatment of Psychological Problems*. New York: Guilford Press.

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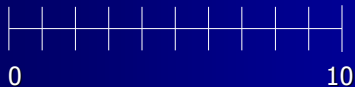
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## Importance Ruler

How important is it to you to quit smoking?

If 0 was "not important," and 10 was "very important," what number would you give yourself ?




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## Exploring Importance

- *Why are you at  $x$  and not  $y$ ? Or, how did you get from  $x$  to  $y$ ? (always start with the higher number)*
- *What would have to happen for it to become much more important for you to change?*
- *What would have to happen before you seriously considered changing?*

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- *Why have you given yourself such a high score on importance?*
- *What would need to happen for your importance score to move up from  $x$  to  $y$ ?*
- *What stops you moving up from  $x$  to  $y$ ?*

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- *What are the good things about your tobacco use?*
- *What are some of the less good things?*
- *What concerns do you have about your tobacco use?*
- *If you were to change, what would it be like?*
- *Where does this leave you now?*
  - *Use this when you want to ask about change in a neutral way)*

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## Confidence Ruler

If you decided right now to quit smoking , how confident do you feel about succeeding with this?

*If 0 was 'not confident' and 10 was 'very confident', what number would you give yourself?*




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**Extreme Confidence**

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