Motivational Interviewing Training



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Motivational Interviewing ("MI")

- **In a nutshell, MI…**

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

  …helps people get **"unstuck" from their ambivalence**, allowing progress on the path to change.



MI Training Overview

This MI training consists of **6 sessions**:

Session 1: Foundational Theories and MI Processes

Session 2: The Spirit of MI

Session 3: OARS Student-centered Communication Skills

Session 4: Change Talk

Session 5: Managing Sustain Talk and Discord, Developing a Change Plan, and Consolidating Commitment

Session 6: Synchronous Paired or Small Group Practice



Eight stages in learning MI[1]

1. The spirit of MI **(Session 2)**
2. OARS client-centered counseling skills **(Session 3)**
3. Recognizing and reinforcing change talk **(Session 4)**
4. Eliciting and strengthening change talk **(Session 4)**
5. Rolling with resistance **(Session 5)**
6. Developing a change plan **(Session 5)**
7. Consolidating client commitment **(Session 5)**
8. Switching between MI and other counseling methods (*not addressed in this training*)

[1]Miller & Moyers (2006)

Training Tips

- To get the most out of this training, please watch the videos and complete the exercises **in the sequence outlined**.
- You will need a code to unlock each subsequent video, which will be provided at the end of the current/prior video. *Make sure to write it down*.
- Each video will be accompanied by **written exercises and/or post-video reflection questions** to deepen and document your learning.
- You will be asked to **submit** all completed exercises to the instructor by specific deadlines*. Please follow the file-naming instructions at the end of each exercise.*



Session 1:
Foundational Theories and MI Processes

Session Learning Objectives:

1. Explain *how* and *why* MI is more effective than non-motivational interventions at changing addictive behaviors.
2. Discuss theories underlying MI.
3. Discuss the 4 processes of MI.



Helping people get "unstuck"

- Life is a series of choices that often require trade-offs among goals/values (i.e., goals/values are not always compatible).





- **Ambivalence** is the norm:
  "I want to…, but I don't want to…"

- **MI** was designed to help people **resolve their ambivalence** (*get "unstuck"*) so that they can **progress toward change**; often requires **increasing self-awareness**.

Most approaches assume the person is ready to change when they receive an intervention





- Direct persuasion is NOT an effective method for prompting behavior change.

  EXAMPLE: You *should* floss everyday.

- **Readiness** (or motivation) to change is *not* a stable trait of the individual, but a **fluctuating product of the interpersonal interaction**.

- Strategic goal of MI is to **evoke "change talk."** ***(Session 4)***

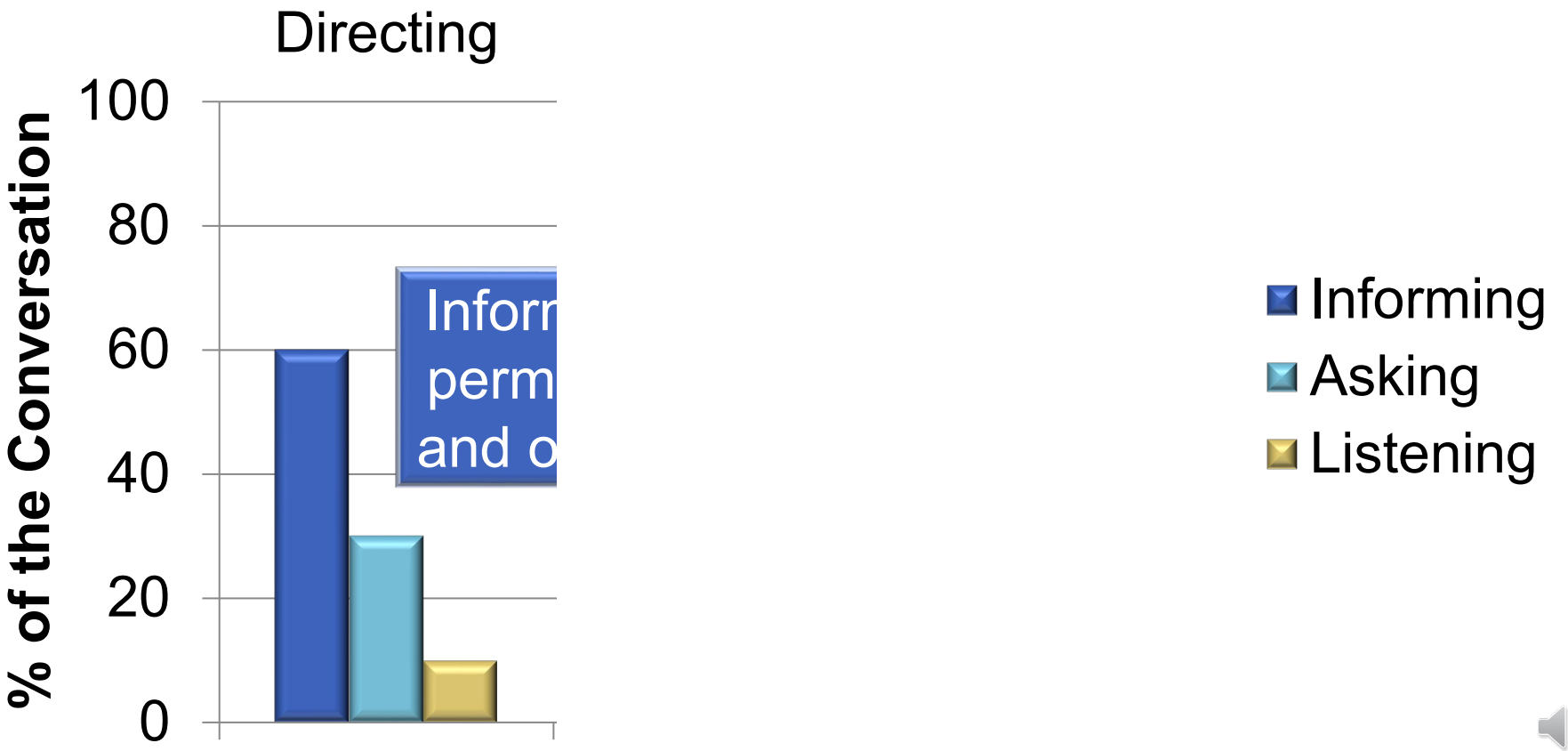
“Rolling with Resistance” *(Session 5)*

- Resistance = **sustain talk** and **discord**.
- Change talk and sustain talk are 2 sides of the same “ambivalence” coin.
  - Change talk = supports change.
  - Sustain talk = supports the status quo.
- When someone is ambivalent, **sustain talk is *expected***.
- **Discord is *not expected***.
  - Excusing, arguing (**“Yeah, but…”**), interrupting, disengaging, etc.
  - Signals a failure of strategy or understanding.



MI as a *Communication Style*

"collaborative, person-centered form of **guiding**..."
vs. directing or following



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MI draws on **Harm Reduction**

- **Harm reduction** = accepting that:
  - ***any*** steps toward ***reduced risk*** are steps in the right direction.
  - change can be a progressive, iterative process.
- Letting go of the "tug of war" for abstinence is not the same as condoning alcohol use.
- The optimal outcome following a harm reduction intervention *is abstinence*; however, **any outcome that *reduces risk* is acceptable.**



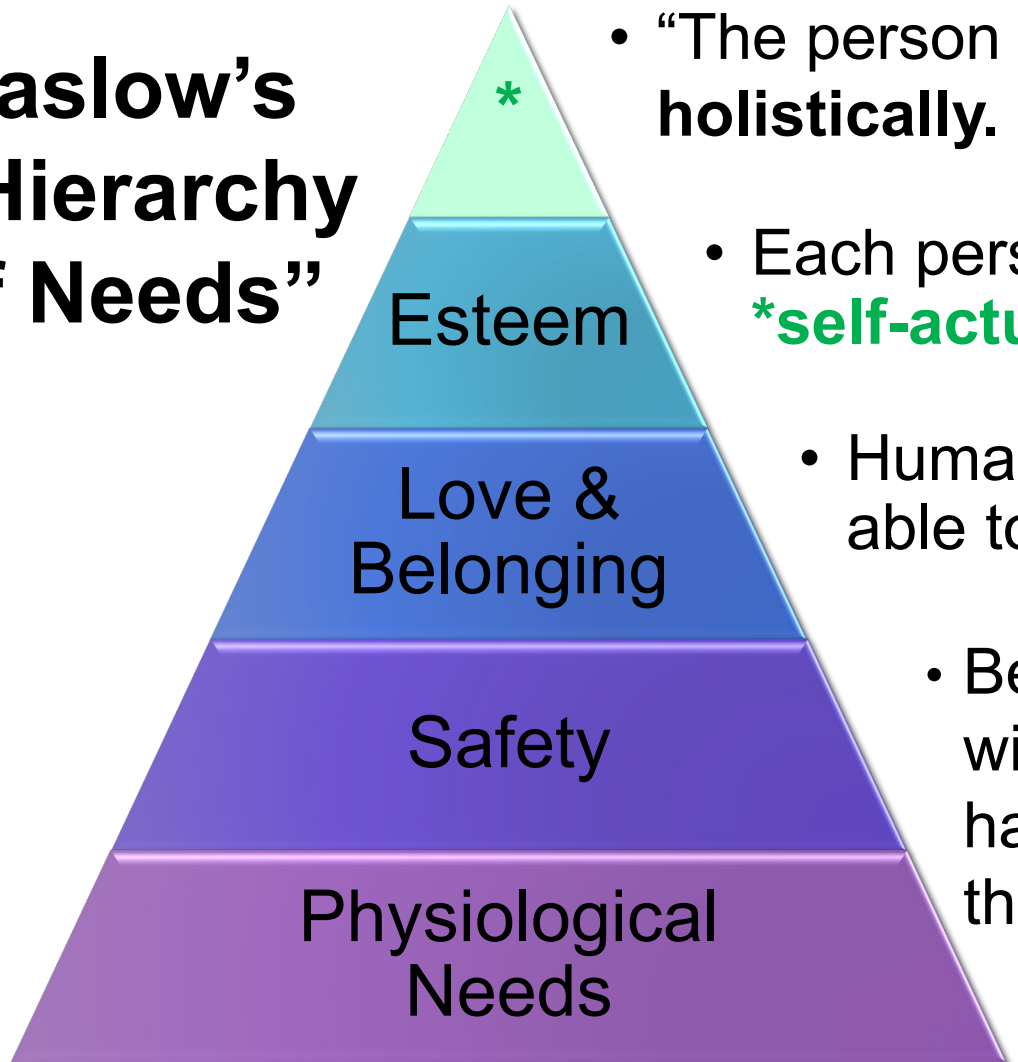
MI draws on Rogerian **client-centered therapy**, which is rooted in **Humanism**

- **Humanism is phenomenological**—rooted in clients' own perceptions and experiences. (*subjective vs. objective "reality/truth"*)
  - *Focus on emotions:* It is "**through our emotions** that the world is disclosed to us, that **we become present to and make sense of ourselves**, and that we relate to and engage with others."[2]
  - Emotions vs. logic
- Humanists believe people are "**capable** and **autonomous**, with the ability to resolve their difficulties, realize their potential, and change their lives in positive ways"[1]; they have **innate worth**.

[1]Seligman & Reichenberg, 2014, p. 137; [2]Elpidorou & Freeman, 2014, p. 507

Common beliefs of Humanist therapies

Maslow's "Hierarchy of Needs"



- "The person should be viewed **holistically.**
- Each person has an **innate *self-actualization tendency.**
- Humans have **free will** and are able to make choices.
- Because humans have free will and choice, they also have **responsibility** for those choices."[1]

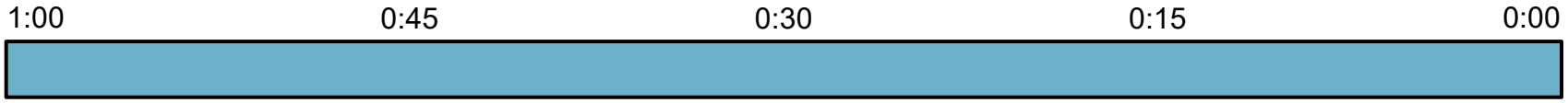
[1]Seligman & Reichenberg, 2014, p. 137

Self-actualization as a cultural construct

Rogers' *On Becoming a Person* (1961, pp. 187-192): **<u>self-actualization</u> is a process of becoming a <u>more fully functioning person</u> that is increasingly…**

- open to emotional experience (decreasingly defensive in talking about emotions)
- living fully in-the-moment
- trusting in their own judgment (vs. social conventions/ others' opinions) to guide behavior

<u>Reflection</u>: What are the cultural values inherently expressed within Rogers' definition of *<u>self-actualization</u>*?



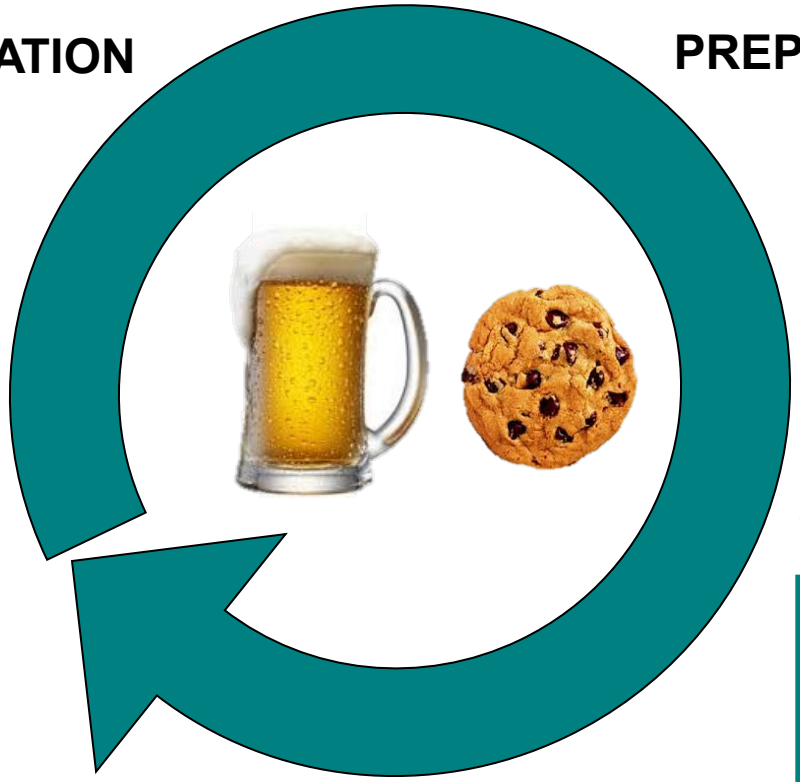
Stages of Behavior Change

CONTEMPLATION

Acknowledges concerns, but is ambivalent regarding change

PREPARATION

Planning to make a change in the near future, but still considering what to do (how to change)



PRECONTEMPLATION

Not yet considering change

ACTION

Actively taking steps to change, but new behavior is not yet stable

MAINTENANCE

New behavior is stable[1]

[1]Lally et al., 2010: time for new healthy behaviors to become automatic; **median of 66 days**, range of 18 to 254 days (~8.5 months); greater repetition was key!

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Four Processes of MI (as a Journey)



Engaging

- *Listening* to understand the student's concerns
- *Exploring* values

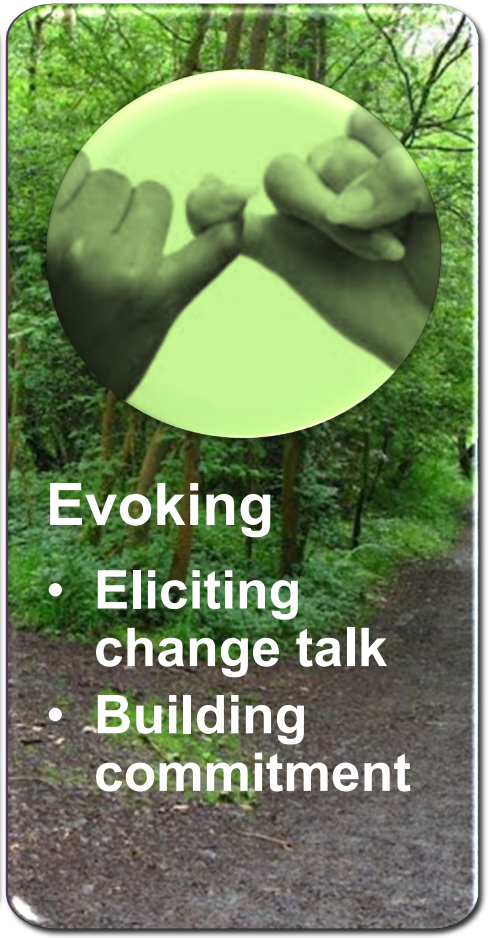
Shall we walk together?



Focusing

- Helping the student determine a change goal ("finding the horizon")

Where?



Evoking

- Eliciting change talk
- Building commitment

Why?



Planning

- Negotiating change goals and plan
- Strengthening commitment

How?

*It can be MI without planning (Miller & Moyers, 2012)

Please download and complete the **MI Session 1 Post-video Reflection** now.

Code for Session 2 Video: **Partnership**

(Write down this code to access the video later)