Motivational Interviewing Training



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Session 3:

OARS Student-centered Communication Skills

Session Learning Objectives:

1. Describe each of the OARS skills.
2. Demonstrate OARS skills.
3. Enhance self-efficacy to use OARS skills.



OARS Skills



Asking **O**pen-Ended Questions

Affirming

Reflecting

Summarizing

Asking Open-ended Questions

- What makes an “open-ended” question *open-ended*?
  - Can’t be answered with a yes/no or other simple (1-2 word) response.
    - **Closed-ended:**
      - **Facilitator:** “How many drinks did you have?”
      - **Student:** “5”
  - Facilitator is not sure what the answer will be.
    - **Open-ended:**
      - **Facilitator:** “How would you describe your alcohol use that evening?”
      - **Student:** “I was at a party with my friends. I had about 5 drinks…"

- Advantages of an open-ended question over a closed-ended one.
  - You get *more* information.
  - That information signals what is important/relevant to the student.
  - Reinforces partnership in the conversation.



Asking Open-ended Questions

- Primary method of demonstrating **evocation** *(MI Spirit)*.
- Used to explore goals/values and gather other information (e.g., consequences; use of protective behaviors).
- Allows the facilitator to shift direction.
  - Remember, MI is a form of ***guiding***.
  - The facilitator is actively making choices about where to steer the conversation while also embracing **partnership, acceptance, and compassion** *(MI Spirit)*.
- Propels the conversation forward.



Asking Open-ended Questions

Then I think to myself, "Here we go again!" Why can't they drop it?

Try to get them to see the other person's perspective on the issue and reframe their concern, if related to consequences of the target behavior:

- **Why do you think they keep bringing it up?**
- **What do you imagine makes this so important to them?**

Try to get them to articulate reasons they may want to value what the other person has to say:

- **Given the frustration you're feeling, why do you keep engaging (or stay)?**

Try to explore barriers to changing the target behavior:

- **What do you wish they understood about your situation (or how you are feeling)?**

Try to get them to articulate a goal to leverage change in the target behavior:

- **How would you change things, if you could?**



Exercise 3.1: Generating Open-Ended Questions

1. Use **MI Session 3 Exercise Worksheet** to**:**

   a. Generate **<u>two</u> open-ended questions** in response to each of the student statements included in the worksheet.

   b. Indicate your **intent in asking the question**. That is, what do you hope to hear more about from the student by asking the question?

Student: ***Then I think to myself, "Here we go again!" Why can't they drop it?***

Facilitator: **What do you imagine makes this so important to them?** (Try to get them to see the other person's perspective on the issue, to raise self-awareness of consequences; evoke possible reasons for change, to the extent they care about that person's perspective.)



Need more time for Exercise 3.1?

If you need more time, please pause the video now and resume it when you are done with Exercise 3.1



Affirming

- One method of demonstrating **acceptance** *(MI Spirit),* building self-efficacy, and bolstering commitment to change.

- Used to emphasize/increase awareness of **strengths of the individual** (as resources to support change efforts).

- Must be **genuine** and person-specific.
  - Not a platitude ("It'll be okay") or "cheerleading" ("You can do it!").
  - Not a complement/praise, which typically includes an **explicit or implicit evaluation** ("*I think* you're a great person").
  - Avoid "I" statements—keep the focus on the student.
  - Safest to focus on observable behaviors, though appreciation can be offered for expressed values.



Affirming

- Examples:
  - **You've** demonstrated that **you** are committed to your education.
  - **You** care deeply about your parents and don't want to do anything that would disappoint them.
  - **You** are someone who follows through on their commitments.
  - It takes a great deal of determination to overcome the challenges **you** have.
  - **You** showed up today, even though **you** didn't want to be here.
- Affirmations should be used **sparingly** to retain their effect.



Exercise 3.2: Developing Affirmations

1. Think about the students with whom you interact in your work. Consider what **challenges** they experience that affect their behavior in the campus context and what **strengths (resources)** they possess to be resilient in the face of these challenges.

2. Use **MI Session 3 Exercise Worksheet** to**:**

   a. Record at least 5 student strengths that you routinely observe.

   b. For each strength, answer the following questions:

      (1) How might students express this strength (behaviorally)?

      (2) How does this strength help students?

   c. For each strength, write an affirmation in the form of a “you” statement.



Adapted from: Rosengren (2018)

Need more time for Exercise 3.2?

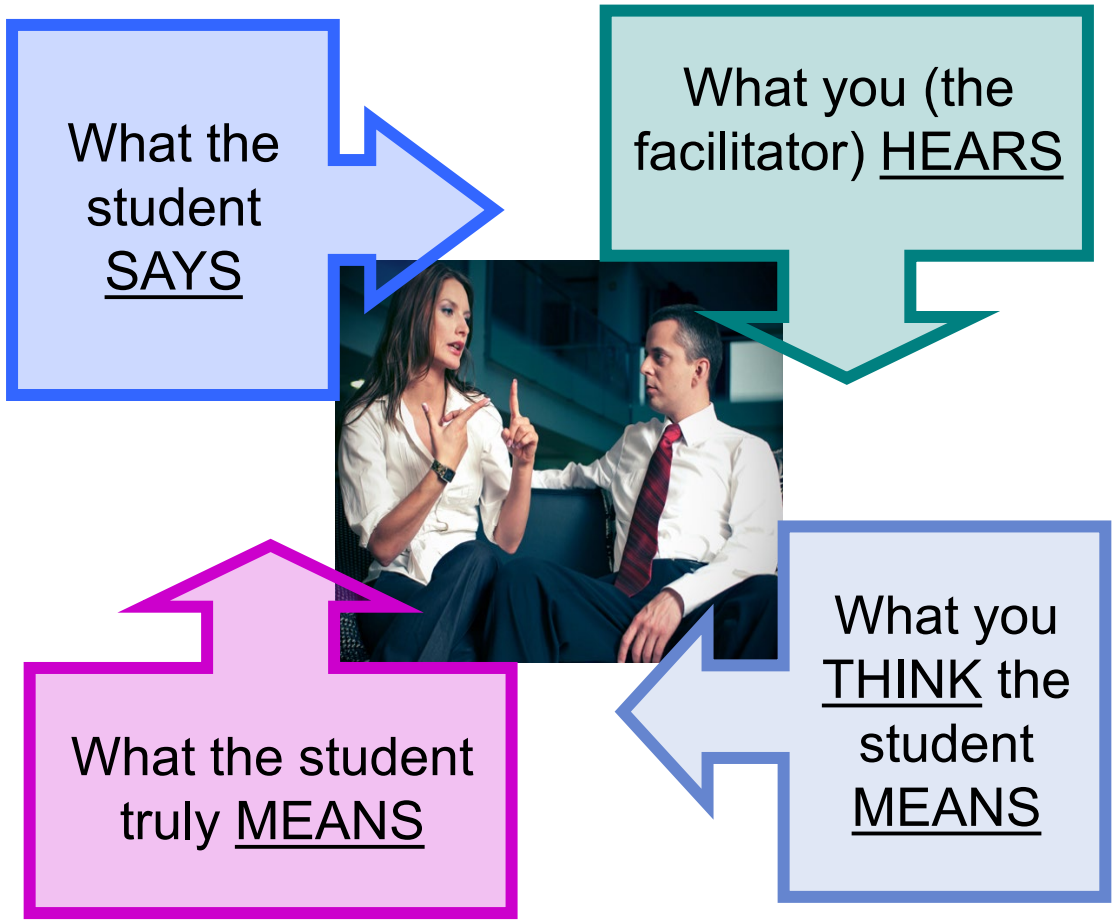
If you need more time, please pause the video now and resume it when you are done with Exercise 3.2



Reflecting

A reflection is our **“hypothesis”** of what the other person means or is feeling.

Being “wrong” about your hypothesis is okay! The student will correct you.



Reflecting

- Primary method of demonstrating **acceptance** *(MI Spirit)* in terms of accurate empathy.
- Demonstrates you are listening and builds engagement.
- Helps increase students' **self-awareness of discrepancies** between values/goals and behavior/experiences and **process ambivalence**.



Levels and Types of Reflections

- **Simple reflection**
  - Restatement of the students' exact words or words very close to what was said (paraphrase).

- **Complex reflection**
  - Adds additional or different meaning beyond what the student said.
    - **Affective:** Focuses on the (hypothesized) underlying emotion.
    - **Continuing the Paragraph:** Filling in *implied* content/feelings to lead in a new, potentially unrecognized direction.
    - **Amplified:** Overstates what was said; pulls toward a less extreme position.
    - **Double-sided:** States both sides of ambivalence (1 side may be implied).
      - Begin with the half that supports the status quo; **end in the direction supporting change.**
      - Use **"and"** (vs. "but"), as both halves are valid for the student.



Exercise 3.3: Generating Reflections

1. Use **MI Session 3 Exercise Worksheet** to:
   a. Generate **<u>two</u> complex reflections** in response to each of 5 student statements. Across the 10 total reflections, make sure to generate **at least one of each of the following types** of reflections:
      - Affective
      - Amplified
      - Double-sided
   b. After each reflection, in parentheses, identify what type of reflection you are making and indicate your intent. That is, what do you hope will happen as a result of the reflection?

Student: ***Then I think to myself, "Here we go again!" Why can't they drop it?***

Facilitator: **It's really frustrating, because you're not clear what they are concerned about.** (Affective and "continuing the paragraph"; Validate their emotion and try to get them to articulate the other person's position)



Need more time for Exercise 3.3?

If you need more time, please pause the video now and resume it when you are done with Exercise 3.3



Exercise 3.4: Identifying OARS in Context

1. Download (or open) and read the **MI transcript** found at: https://casaa.unm.edu/download/mitiponytail.pdf

2. Use **MI Session 3 Exercise Worksheet** to identify**:**
   a. **Three** open-ended questions.
   b. **Two** affirmations.
   c. **Three** reflections (that are not affirmations).
   d. **One** summary.



Need more time for Exercise 3.4?

If you need more time, please pause the video now and resume it when you are done with Exercise 3.4



Information Exchange: Ask – Tell - Ask

- *What if I need or would like to **share information** with a student?*
  (Even if we are avoiding the "expert role," we have potentially valuable information to offer.)

  - **Ask:** Advice and information should only be offered **with permission**.*
    - Would it be okay if I shared…
    - I'm not sure how this might fit for you, and its okay if it doesn't…
      - ***If the student says "No" when you ask for permission, you have to respect it and NOT share the information.***

  - **Tell:** Advice and information should only be offered **with neutrality**.
    - You're **making a statement**, not engaging in discussion or offering your opinion about what they should or should not do.

  - **Ask:** It is up to the student what they do with that information. It's your job to help them contemplate that decision.
    - What do you make of that?
    - How do you think this applies to your situation?



Exercise 3.5: Identifying Ask-Tell-Ask in Context

Ask-Tell-Ask is best demonstrated, so we are going to watch another video. I ask that you watch/listen from the **first 3 minutes** as part of this session. The link will automatically start you at the beginning of the video; please watch/listen until timecode 3:00.

After you have watched/listened to the video, use **MI Session 3 Exercise Worksheet** to answer the following questions**:**

1. How did the facilitator **ask** for permission?
2. What information did the facilitator **tell** the client?
3. What open-ended question did the facilitator **ask** after sharing all of the information?

Pause this video now and **open the video found at** https://youtu.be/67I6g1I7Zao Once done, please resume this video.



Please download and complete the **MI Session 3 Post-video Reflection** now.

Code for Session 4 Video: **DARN CATs**

(Write down this code to access the video later)