

Talking About Change: Building Motivational Interviewing Skills

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Presented at ASAM Annual Conference on Friday, April 14, 2023



Important Reminders

- ◆ Please put cell phones and other mobile devices in silent mode
- ◆ We encourage you to download the ASAM Events mobile app to view slides and participate in discussion questions
- ◆ Need assistance? Ask ASAM Staff at the Information Desk

Disclosure Information

Motivational Interviewing Workshop

Brian Hurley, MD, MBA, DFASAM, FAPA (Chair)

- ◆ No Disclosures



Disclosure Information

Motivational Interviewing Workshop

Carla Marienfeld, MD, FASAM, DFAPA (Co-Chair)

- ◆ Relevant Financial Disclosures
 - ◆ Serves a consultant for CARI Health and receives stock for compensation



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Caridad Ponce Martinez, MD, FAPA

- ◆ No Disclosures



Learning Objectives

Upon completion, participants should be able to:

- ◆ Apply the spirit of Motivational Interviewing (MI) to clinical practice.
- ◆ Organize clinical communications attending to the four foundational processes of MI (engaging, focusing, evoking, and planning).
- ◆ Compare and contrast MI congruent interactions with MI dissonant interactions.
- ◆ Recognize, respond, and evoke change talk and understand sustain talk.
- ◆ Apply the basic MI skills of open-ended questions, affirmations, reflective listening, and summaries to selectively reinforce change talk.

It's All About *Change Talk*



“People are generally better persuaded by the reasons which they have themselves discovered than by those which have come into the mind of others.”

- Blaise Pascal, 17th century philosopher



Change Talk

- ◆ Patient speech that favors movement in the direction of positive change
- ◆ Specific to a particular behavior change target

Change Talk

- ◆ A special focus in Motivational Interviewing
- ◆ The physician facilitates or elicits the expression of change talk or self-motivational statements such as:
 - ◆ I want to change
 - ◆ I can change
 - ◆ I have good reasons to change
 - ◆ I will change
- ◆ What are some examples of change talk?

Change Talk

- ◆ Expressed in the context of a therapeutic interaction
 - ◆ Increases the patient's own motivation for change
 - ◆ Increases the probability that change will occur

Two Kinds Change Talk



- ***Preparatory*** change talk
 - Like revving your engine
- ***Mobilizing*** change talk
 - Like driving away

GOLD
KEY

THAT DARN CAT

12c

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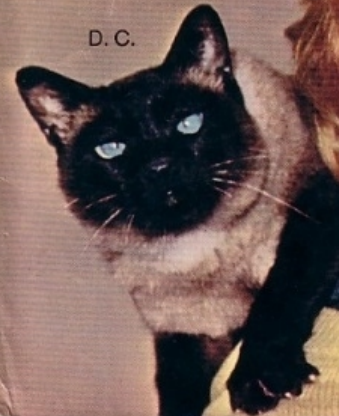


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WALT DISNEY'S That Darn Cat

A felonious feline makes the mystery scene as undercover cat for the FBI!

D. C.



HAYLEY MILLS

Change Talk

Four Kinds

D A R N

DESIRE to change (want, like, wish...)

ABILITY to change (can, could...)

REASONS to change (if... then)

NEED to change (need, have to, got to...)

The MI Hill

D.A.R.N.

C.A.T.S.



Pre-Contemplation

Preparation

Action



Change Talk and Sustain Talk

Change Talk

- Desire for Change
- Ability to Change
- Reasons for Change
- Need for Change

- Commitment to Change
- Action/Activation
- Taking Steps

Sustain Talk

- Opposite of Change Talk statements

- May be against the direction or irrelevant to the target behavior

- Communication style may involve arguing, interrupting, negating, or ignoring the clinician (aka discord)

Evoking Change Talk



How to Elicit Change Talk

- ◆ Ask Evocative Questions
- ◆ Use The Readiness Ruler (Importance and Confidence)
- ◆ Explore Decisional Balance
- ◆ Elaborate
- ◆ Query Extremes
- ◆ Look Back / Look Forward
- ◆ Strengths and past successes
- ◆ Explore Goals and Values

Importance Ruler

On a scale of 1-10, how important is it for you to change your drinking?



What makes you say 6 rather than, say, a 3?

Confidence Ruler

On a scale of 1-10, how confident are you that you can change your drinking?



What makes you say 4 rather than, say, a 2?

What would it take to go from a 4 to a 6?

Key Question

- ◆ A particular form of question offered after a recapitulation at the transition from evoking to planning, that seeks to elicit mobilizing change talk.
- ◆ E.g., “So, what do you think that you are going to do?”

“Given what we’ve talked about today, what next step, if any, makes sense to you?”



Responding to Change Talk

The goal is to elicit more change talk.

EARS

Elaborating: asking for more information, more detail, in what ways, an example, etc.

Affirming: commenting positively on the person's statement

Reflecting: continuing the paragraph, etc.

Summarizing: collecting bouquets of change talk.

Responding to Sustain Talk

- ◆ Simple reflection
- ◆ Amplified reflection
- ◆ Double-sided reflection
- ◆ Coming alongside (agreeing without reserve)
- ◆ Reframing (suggesting a different meaning or perspective)
- ◆ Agreeing with a twist (reflection + reframe)
- ◆ Running head start
- ◆ Emphasizing autonomy

Sustain Talk

- ◆ You will get more of whatever you reflect
- ◆ If you reflect sustain talk, you are likely to hear more sustain talk and vice versa
 - ◆ i.e., “continuing the paragraph”

Watch Video:
Clinical Illustration



Listening for Clinician Statements and Patient Response

You're used to hearing what patients say

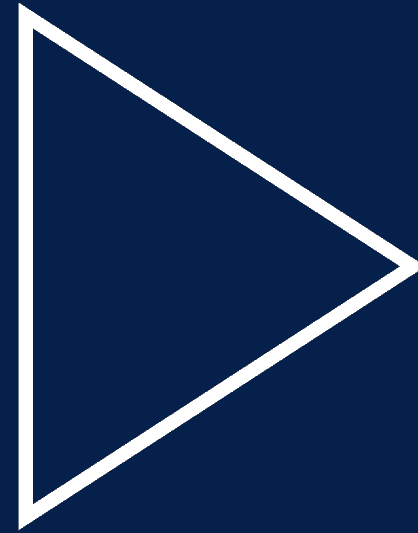
For this exercise...

Pay attention to the clinician approach

And...

Pay attention to the patient response

Watch Video:
Clinical Illustration



Dr. H.



**Hi, Carla. Welcome
to the office.**

Listening for Clinician Statements and Patient Response

You're used to hearing what patients say

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And...

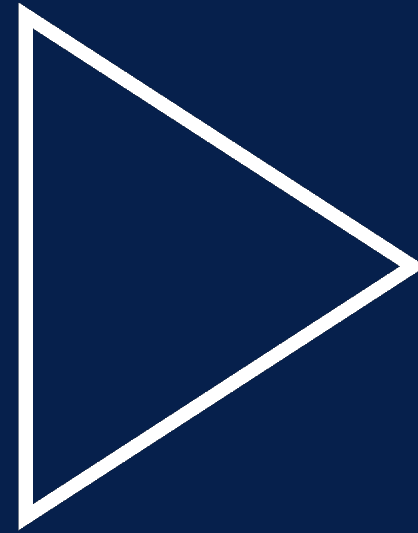
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Listening for Clinician Statements and Patient Response

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Pay attention to the clinician approach

And...

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Dr. H.



Carla, thanks so
much for coming
into the office.

Real-Play Exercise



MI Real Play: Team Consult

Groups of four

Identify the first SPEAKER and LISTENER and TEAMMATES

We will rotate roles

The SPEAKER discusses something that they're thinking about but hasn't changed yet.

The LISTENER will ask the entire group ('The Team') to guide on what to say.

Team Consult

SPEAKER:

What change could you make in the next 6 months?

Choose something about yourself that you:

- ◆ Want to change
- ◆ Need to change
- ◆ Should or ought to change
- ◆ Have been thinking about changing
- ◆ But you haven't changed yet (something that you are ambivalent about)
- ◆ That you are comfortable sharing with a small group

Team Consult

LISTENER is a mouthpiece for the team, trying out directions developed by the team.

LISTENER starts by asking the speaker an open-ended question.

The team decides on how to proceed and redirects speaker towards MI-consistent responses.

The LISTENER then tries out the suggestion, then turns back to the team for further instructions based on the patient response.

Team members can call out ideas like “how about this reflection?” or “affirm the speaker!”

Real-Play MI Team Consult *Debrief*

How did it go?
What was difficult?
What went well?



Learning Motivational Interviewing



Learning is Variable

- ◆ For some, its “natural”
- ◆ For others, its constantly swimming upstream
- ◆ For most, just reading or attending didactic training is not enough

What's Next?

*How do you get to
Carnegie Hall?*

*Practice Practice
Practice!*



Lost More Training & Info Out There

Motivational Interviewing Network of Trainers (MINT):
Resources for clinicians, researchers, and trainers

www.motivationalinterviewing.org

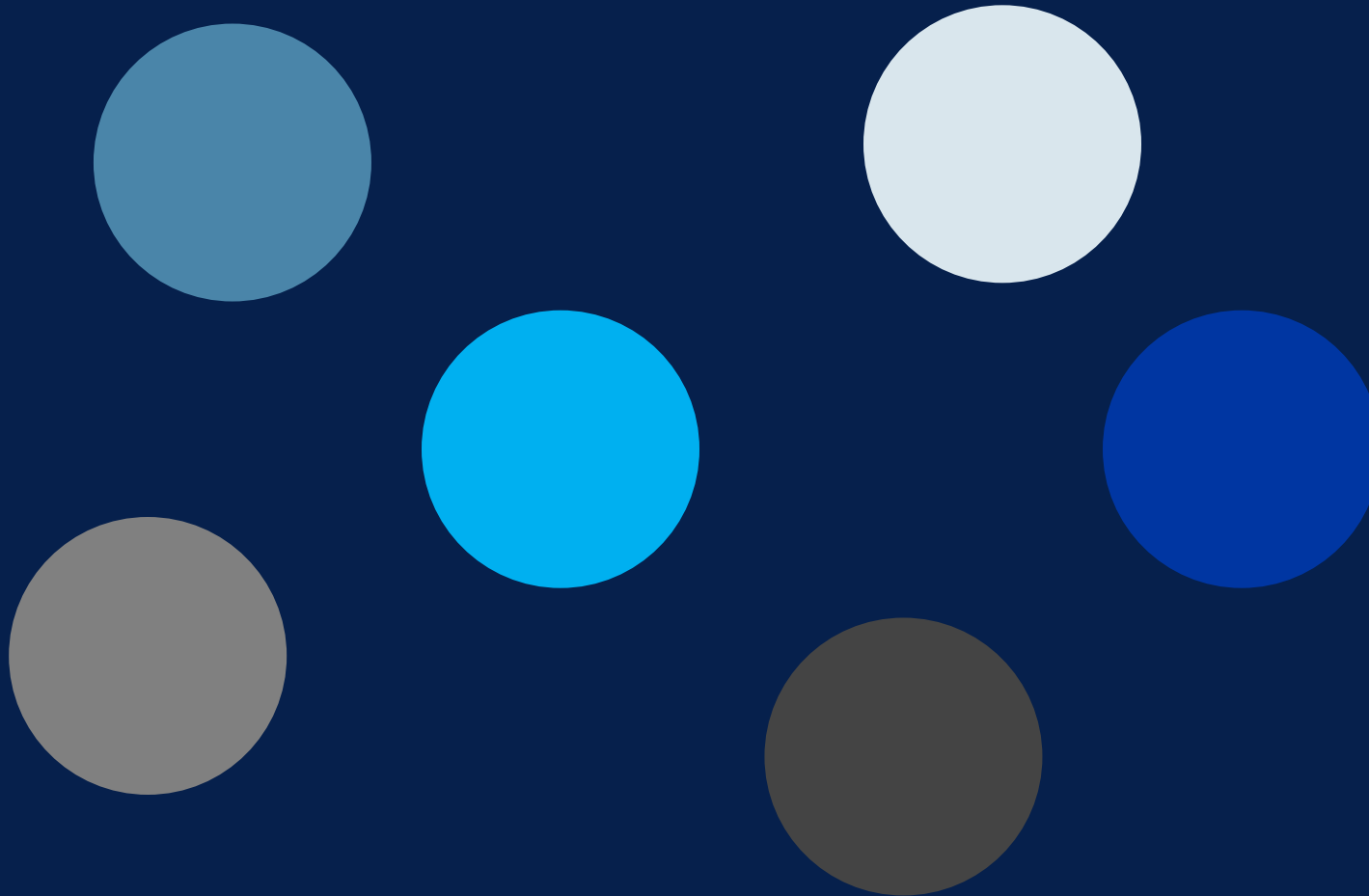
(or internet search: “motivational interviewing”)



Discussion

- ◆ An Appreciative Inquiry - Exploring What We've Learned
- ◆ What have you learned in this workshop that you can put into practice?
- ◆ What are 1-2 specific things you will try when you return?

What Have You Learned In This Workshop That You Can Put Into Practice?



Review and Workshop

Wrap-Up



And Remember!

“Retaining curiosity and compassion is the raft upon which all else floats!”



Miller and Rollnick, *Motivational Interviewing: Helping People Change*, 3rd Edition, 2013.

Acknowledgements

- ◆ William Miller and Stephen Rollnick
- ◆ Our MI Mentors and Teachers
- ◆ Motivational Interviewing Network of Trainers (M.I.N.T.)
- ◆ ASAM Staff
- ◆ Our Patients

References (Required)

1. Miller and Rollnick, Motivational Interviewing: Helping People Change, 3rd Edition, 2013.

