MOTIVATIONAL INTERVIEWING

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SEMINAR OVERVIEW

- Defining Motivational Interviewing (MI)
 - History/Development
 - MI Basics
 - Recent Research/Adaptations to Specific Populations
- Basic MI Concepts
 - The "Righting Reflex"/Core Skills
- Basics of OARS
 - Open Questions
 - Affirming (and Listening)
 - Reflecting
 - Summarizing
- Basics of Change Conversations in MI
 - Focusing Strategies
 - Addressing Ambivalence

- Basics of Evoking in MI
 - Change Conversations
 - Evoking Strategies
- Advanced Motivational Interviewing Concepts
 - EPE
 - Influencing
 - DARN CAT
 - Discord vs. Sustain
 - Evoking to Planning
 - Supporting Change
- Case Examples and Demonstrations?



OBJECTIVES

- Determine specific ways MI can enhance the effectiveness of other existing therapeutic approaches.
- 2. Prepare specific adaptations to core MI principles for different populations.
- 3. Integrate core MI skills with current clinical approaches in practice.
- 4. Using the framework of "OARS," apply the listening sequence in session to reinforce therapeutic trust in clients.
- 5. Using the framework of "OARS," practice a multi-layered MI approach to validation of clients' thoughts and feelings.
- 6. Using the framework of "OARS," investigate questions designed to explore ambivalence about change.
- 7. Recognizing the basics of evoking strategies in MI, practice dialogues that focus on change talk, validation, and other motivational interviewing strategies.
- 8. Employ advanced MI concepts such as the "EPE" sequence and "DARN CAT" to increase client engagement.



BREAK SCHEDULE

- Start 8:00 am EST
- Break One 10am 10:15 EST
- Lunch 11:50 pm 1:00 pm
- Break Two 2:30 pm 2:45 pm
- Lecture ends at 3:45pm EST
- Open Discussion until 4pm EST







- Materials that are included in this course may include interventions and modalities that are beyond the authorized practice of certain professionals. As a licensed professional, you are responsible for reviewing the scope of practice, including activities that are defined in law as beyond the boundaries of practice in accordance with and in compliance with your profession's standards.
- As required by several accrediting boards, speaker and activity planning committee conflicts of interest (including financial relationships with ineligible organizations) were disclosed prior to the start of this activity. To view disclosure information, please see activity advertising.



DEFINING MOTIVATIONAL INTERVIEWING — UPDATES IN THE 2023 TEXT



Motivation – whatever "gets us moving"



Interviewing – a motivational conversation within the guiding style



"Motivational Interviewing is not about instilling motivation, but evoking it" - p.16



ORIGINS OF MOTIVATIONAL INTERVIEWING

- William Miller University of New Mexico
- Stephen Rollnick Cardiff University
- Not derived from a particular theory, but can be used as an addendum to myriad existing





- A Continuum of Styles
 - Directing
 - Following
 - Guiding



Planning

Evoking

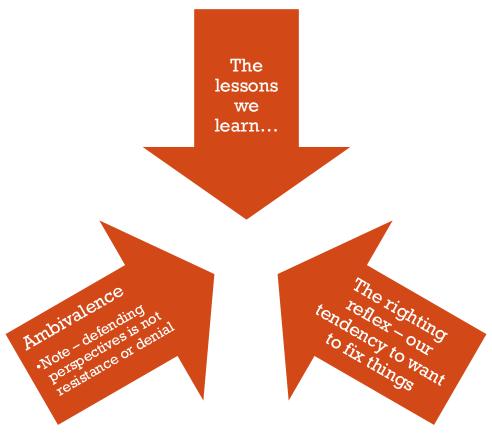
Focusing

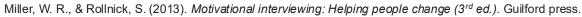
Engaging



- Compassion have a genuine sense of concern for the client's well-being
- Evocation the approach is strength-focused
- Care is person centered connection to the wellness model

THE RIGHTING REFLEX







CASE EXAMPLE

Your new client - Mike - is a 33-year-old cisgender Caucasian male that is recently divorced from his wife of six years. He reports that he is depressed and would very much like to be in a serious relationship again.

Mike reports that he spends most of his free time going to bars with his friends or endlessly scrolling through dating apps. He regularly manages one-night stands, but they rarely manifest into anything beyond a few weeks at most.

In your opinion, what is Mike doing "wrong?"

How will you keep this opinion from influencing your efforts at providing support?





Partnership – MI is done with a client, not to a client

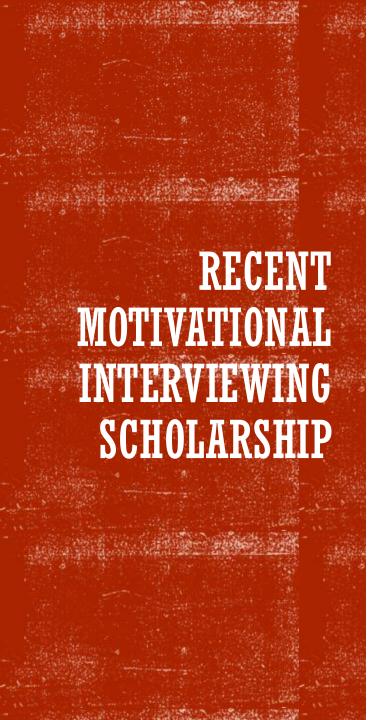
Acceptance – we accept the client for who they are no matter what

- Absolute worth
- Accurate empathy
- Autonomy support
- Affirmation

PER MILLER AND ROLLNICK, WHAT MOTIVATIONAL INTERVIEWING IS NOT

- It's not just being nice to people
- It is a style, not a technique
- It is not a panacea
- It is not a way to manipulate clients





- Breckenridge, L. A., Burns, D., & Nye, C. (2022). The use of motivational interviewing to overcome COVID-19 vaccine hesitancy in primary care settings. *Public Health Nursing*, 39(3), 618-623.
- Cigrang, J. A., Fedynich, A. L., Nichting, E., Frederick, S. A., Schumm, J. A., & Auguste, C. B. (2020). Brief motivational interview—based intervention for women in jail with history of drug addiction and sex-trading. *Professional Psychology: Research and Practice*, *51*(1), 25.
- Hurlocker, M. C., Madson, M. B., & Schumacher, J. A. (2020). Motivational interviewing quality assurance: A systematic review of assessment tools across research contexts. Clinical psychology review, 82, 101909.
- Self, K. J., Borsari, B., Ladd, B. O., Nicolas, G., Gibson, C. J., Jackson, K., & Manuel, J. K. (2023). Cultural adaptations of motivational interviewing: A systematic review. *Psychological Services*, 20(S1), 7.



- Gibson, A., Cooper, M., Rae, J., & Hayes, J. (2020). Clients' experiences of shared decision making in an integrative psychotherapy for depression. *Journal of Evaluation in Clinical Practice*, 26(2), 559-568.
- Lawson, D. M., Skidmore, S. T., & Akay-Sullivan, S. (2020). The influence of trauma symptoms on the therapeutic alliance across treatment. *Journal of Counseling & Development*, 98(1), 29-40.
- Zilcha-Mano, S., Shamay-Tsoory, S., Dolev-Amit, T., Zagoory-Sharon, O., & Feldman, R. (2020). Oxytocin as a biomarker of the formation of therapeutic alliance in psychotherapy and counseling psychology. *Journal of Counseling Psychology*, 67(4), 523.

RECENT SCHOLARSHIP THAT RAISES QUESTIONS OR CONCERNS

- D'Amico, E. J., Dickerson, D. L., Brown, R. A., Johnson, C. L., Klein, D. J., & Agniel, D. (2020). Motivational interviewing and culture for urban Native American youth (MICUNAY): A randomized controlled trial. *Journal of Substance Abuse Treatment*, 111, 86-99.
 - However, Miller and Rollnick cite myriad publications that are supportive of cultural adaptations (p. 43)
- Weisner, C., & Satre, D. D. (2016). A key challenge for motivational interviewing: Training in clinical practice. Addiction (Abingdon, England), 111(7), 1154.



BASIC MI CONCEPTS



THE RIGHTING REFLEX

- The lessons we learn...
- The righting reflex our tendency to want to fix things
- Ambivalence
 - Note defending perspectives is not resistance or denial





THE RELATIONAL FOUNDATION

The process of engagement can be long or short

Some clients are easy and some are difficult

Much of this process is relational in nature

The process of "flow" in conversations





- The basic components of alliance:
 - Establishment of a trusting and mutually respectful working relationship
 - Agreement on treatment goals
 - Collaboration on mutually agreed upon tasks to reach goals

Johari Window

	Known to self	Not known to self
Known to others		
	Arena	Blind Spot
Not Known to Others	Façade	Unknown

FURTHER
COMPLICATIONS:
THE JOHARI
WINDOW

Luft, J., & Ingham, H. (1961). The johari window. *Human relations training news*, 5(1), 6-7.

CORE SKILLS OF MOTIVATIONAL INTERVIEWING







AFFIRMATION



REFLECTIVE LISTENING



SUMMARIZING



INFORMING AND ADVISING



CASE EXAMPLE

Your new client - Angelo, a 22-year-old cisgender Italian-American male - is attending an intake session with you. During this initial meeting, he states that he drinks regularly to the point of excess and that he is in danger of being kicked out of his parent's house. He states that his primary reason for quitting (as well as attending therapy) is pressure from his family, and that he does not see his drinking as problematic.

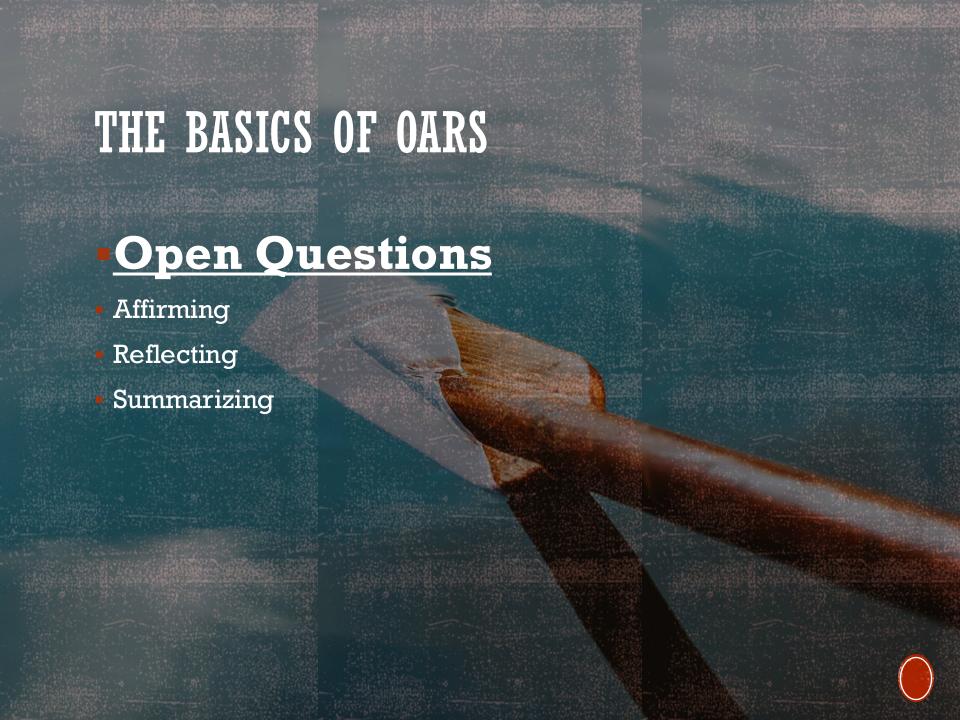
Is Mike a good candidate for therapy at this time?

Either way, what might be some basic MI principles that could help structure the session?



BASICS OF OARS







QUESTIONS, QUESTIONS, QUESTIONS...

- Open questions encourage the maximum amount of participation from the client
- Closed Questions encourage limited participation on behalf of the individual



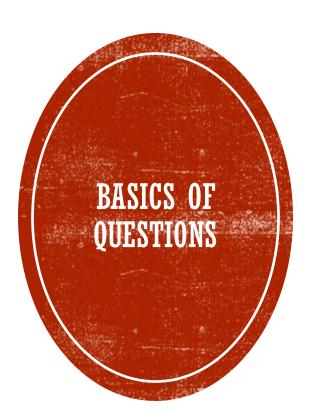
Questions help begin the interview

Open questions help elaborate the client's story

Questions are critical in assessment

Beware of cultural issues

Questions can help identify positive attributes



What – the focus is facts

Why – discussion of reasons

Could/Would/Can
– partially open,
partially closed



Bombardment/Grilling

Multiple Questions

Questions as Statements





As clinicians, we accentuate the positive

It has to be genuine

It is different form praise



EXPLORING VALUES AND GOALS

- When you understand what people value, you have a key to what motivates them
- Open ended inquiry: To begin the process, simply ask
- Structured inquiry: Questionnaires and activities
 - Card Value Sort

EARLY TRAPS LEADING TO DISENGAGEMENT

The Expert
Trap

The Premature Focus Trap

The Labeling Trap



EARLY TRAPS LEADING TO DISENGAGEMENT (CONT.)





THE BLAMING TRAP

THE CHAT TRAP



BASIC ISSUES YOU SHOULD BE ATTENDING TO



Why is the person coming to see you now?



What is your sense of how important the client's goals might be?



Be welcoming.



Provide the client with a sense of what to expect



Offer hope.





THE BASICS OF ATTENDING BEHAVIOR

- Visual/Eye Contact
 - Maintain appropriate eye contact
 - Notice breaks and avoidance (your own or the client's)
 - Respect and understand cultural differences



THE BASICS OF ATTENDING BEHAVIOR (CONT.)

- Vocal Qualities
 - Be aware of your own voice
 - Use vocal intonation to convey points more effectively
 - Use your voice as an instrument



THE BASICS OF ATTENDING BEHAVIOR (CONT.)

- Verbal Tracking
 - PAY ATTENTION!!!
 - Target the main idea behind what the client is saying
 - Try your best to remember names, dates, etc.

THE IMPORTANCE OF LISTENING CAREFULLY

I tend, as a reader, to prize and admire clarity, precision, plainness, lucidity, and the sort of magical compression that enriches instead of vitiates. Someone's ability to write this way, especially in nonfiction, fills me with envy, and awe. That might help explain why a fair number of Best American Essay pieces tend to be short, terse, and informal in usage/syntax. Readers who enjoy noodling about genre might welcome the news that several of this year's Best Essays are arguably more like causeries or propos than like essays per se, although one could counterargue that these pieces tend, in their essential pithiness, to be closer to what's historically been meant by 'essay.' Personally, I find taxonomic arguments like this dull and irrelevant. What does seem relevant is to assure you that none of the shorter essays in the collection were included merely because they were short. Limpidity, compactness, and an absence of verbal methane were simply part of what made these pieces valuable; and I think I tried, as the Decider, to use overall value as the prime triage - and filtering mechanism in selecting this year's top essays.

The author of the passage is primarily concerned with

- A) Cataloguing the formal qualities of writing that coincide with traditional essays.
- B) Educating readers about literary genres.
- C) Explaining what characteristics of writing interest him most.
- D) Defending the criteria by which he chose the essays that appear in the collection.
- E) Criticizing essays that do not conform to a prescribed format.





- Body Language
 - Posture?
 - Use your body to convey genuine interest
 - Be aware of cultural factors

THE HERE AND NOW

In general, what makes it difficult to be completely present?

What are the specific factors that prevent us from being present with clients?

What are the specific factors in your own life that make it difficult to be present for a session?



https://ggia.berkeley.edu/practice/raisin_meditation





Non-Verbal

- Shifts in posture
- Proximity to the therapist
- Repetitive behavior

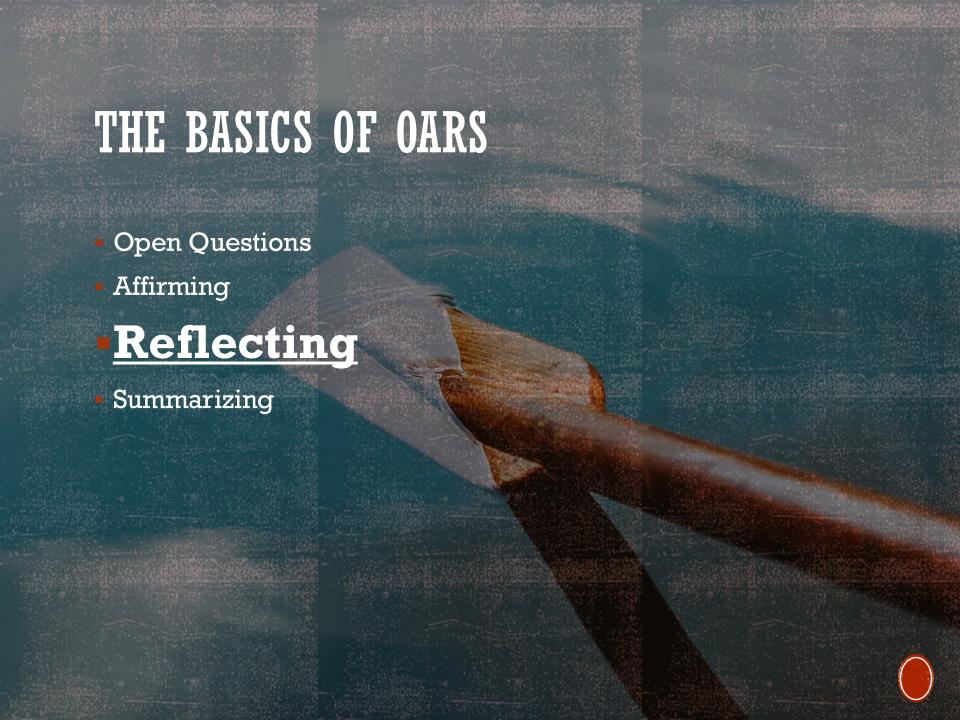
Verbal

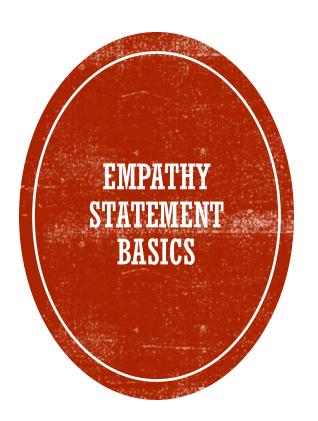
- Inconsistency/poor match of affect or tone with content
- Volume
- Basics of inflection



WITH REGARD TO OUR OWN VERBAL AND NON-VERBAL BEHAVIOR, WHAT SHOULD WE BE PAYING ATTENTION TO?

- Non Verbal
 - Specific emotions
 - Scheduling and business interactions
- Verbal
 - Repitition of phrases
 - Who's doing all the talking?





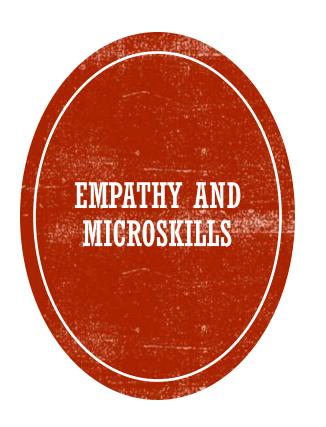
When I imagine I am you...

I feel X...

Is that anything close to the truth?

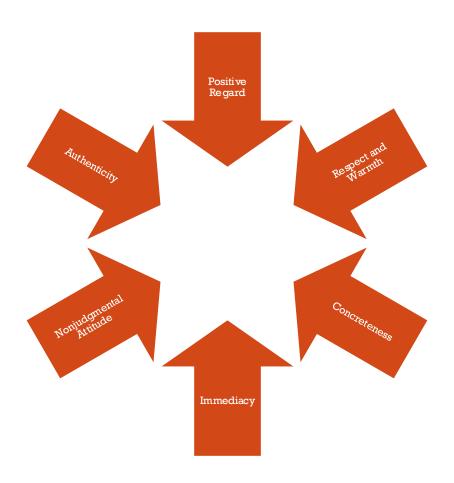
Remember: this is a guideline; not a script that needs rigid adherence

Avoid saying "I understand"



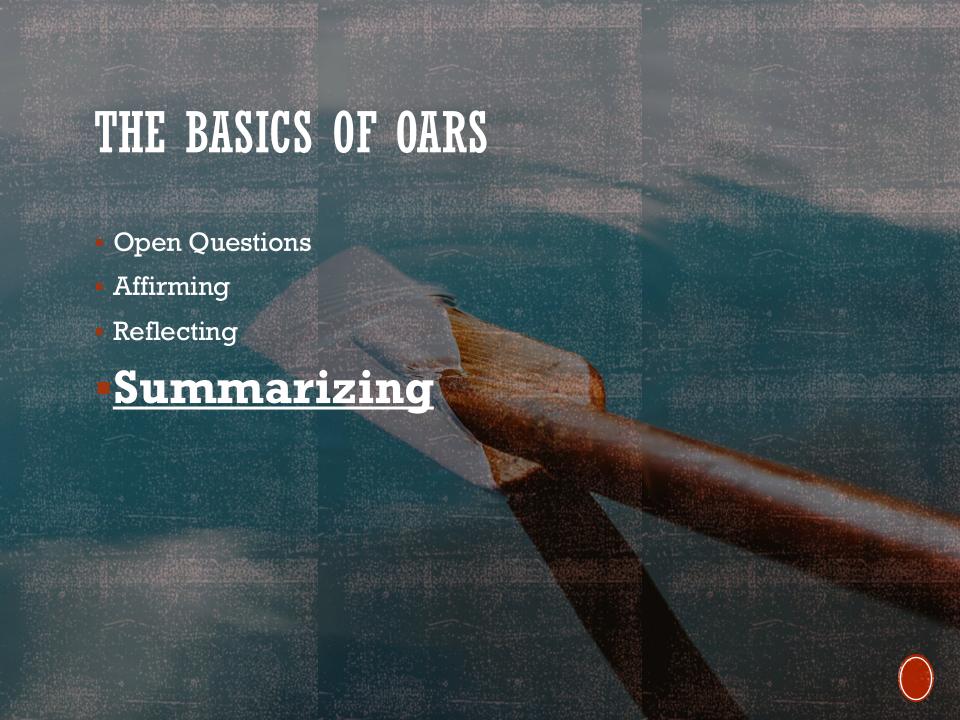
- Empathy attempting to understand the client's experiences as if they were your own
 - Basic empathy
 - Additive empathy

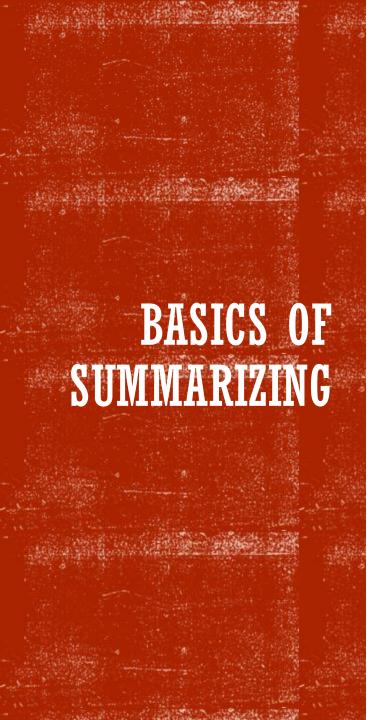
EMPATHY AND MICROSKILLS (CONT.)



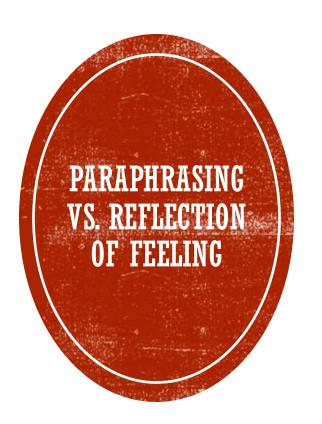


Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of consulting psychology*, *21*(2), 95.





- Can cover an entire session, a series of session, or the therapeutic process up to this point
 - Starting a session what was discussed and what were the goals at last meeting?
 - Midpoint of a session what are the general themes of discussion so far?
 - At the end of the session what did we talk about today? Are there any goals between now and next session?



Paraphrase focuses on content, reflection of feeling focuses on feeling

Reflection of feeling is simply that – stating what you perceive the client's feelings to be in simple language

The goal is only reflection of emotional content

THE BASICS OF CHANGE CONVERSATIONS IN MI





Theory?

No - Westra, H. A. (2023). The implications of the Dodo bird verdict for training in psychotherapy: prioritizing process observation. Psychotherapy Research, 33(4), 527-529.

Experience?

- Not really Goldberg, S. B., Rousmaniere, T., Miller, S. D., Whipple, J., Nielsen, S. L., Hoyt, W. T., & Wampold, B. E. (2016). Do psychotherapists improve with time and experience? A longitudinal analysis of outcomes in a clinical setting. Journal of counseling psychology, 63(1), 1.
- Level of Training?
- Professional Identity?

WHAT MATTERS IN THE HELPING PROFESSIONS (CONT.)

- A genuine interest in the complexity of the human condition?
 - Now we're getting somewhere.
- Emotional well-being?
 - Yep.

are we and where should we go?. *Psychotherapy: theory, research, practice, training, 43*(3), 271.

Castonguay, L. G., Constantino, M. J., & Holtforth, M. G. (2006). The working alliance: Where

- Relationship skills?
 - Yes.

Doran, J. M. (2016). The working alliance: Where have we been, where are we going?. *Psychotherapy Research*, 26(2), 146-163.

Skovholt, T. M., & Jennings, L. (Eds.). (2017). *Master therapists: Exploring expertise in therapy and counseling*. Oxford University Press.

- The working alliance?
 - Probably more than anything.

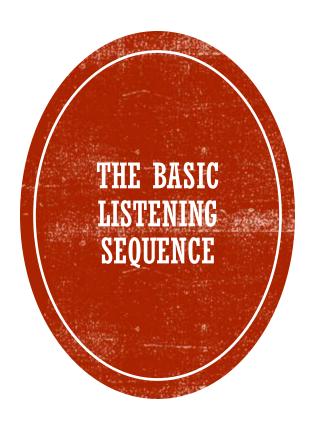


INTENTIONALITY

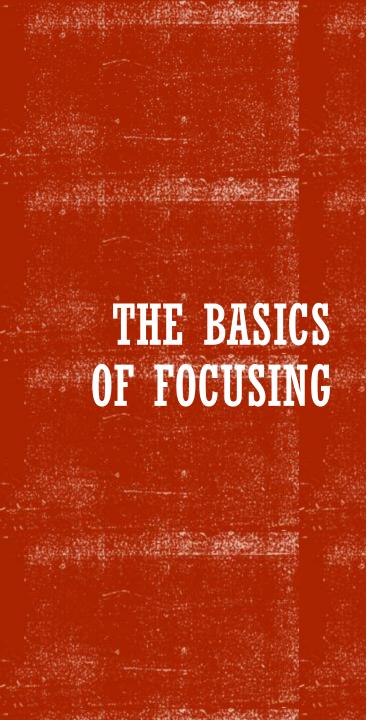
Intentionality – having a purpose to the work you are doing in counseling or the helping professions in general

Cultural Intentionality –
respecting the cultural
values of the client in the
process of identifying
techniques and skills in
the process of counseling
or psychotherapy





- 1. Elicit the key facts and thoughts around the situation
- 2. Identify the central emotions and feelings
- 3. Provide an overall summary of the issue



 An ongoing process of seeking and maintaining direction

- Three sources of focus:
 - . The client
 - 2. The setting
 - 3. Clinical expertise

FOCUSING SCENARIOS

"I know where we' re going; the focus is clear"

"There are several options, and we need to decide"

"The focus is unclear, and we need to explore"





CLINICIAN ISSUES IN FOCUSING

- Tolerating Uncertainty
- Sharing Control
- Searching for Strengths and Assets

HELPING THE AMBIVALENT CLIENT

- Structuring "would you mind if we consider some basic topics?"
- Considering options "we might look at... or maybe you could..."
- Zooming in "Let's make a plan..."





HELPING THE AMBIVALENT CLIENT (CONT.)

- Changing direction meta conversations re: goals
- Getting unstuck putting the onus back on the client
- Raising a difficult topic let the client decide

CASE EXAMPLE

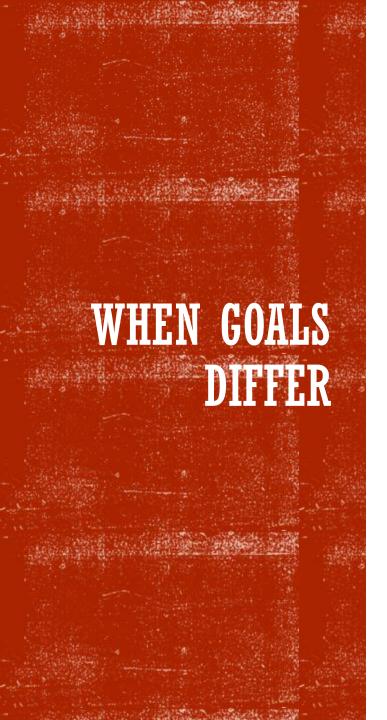
Kathy is a 20-year old Indian-American cisgender female in her junior year at a large Midwestern university. She was the youngest of three children and was raised by her mother who had divorced her father when Kathy was 18. Her mother said that she was just waiting for the youngest one to get out of the house before she filed for divorce. She attended an urban parochial high school in the Midwest. She has come to the university's counseling center to get some help in making a career decision.

During her first session with the counselor, Kathy talks about a number of occupations she has considered. She likes to write and has thought about working as a journalist or a researcher. She is also very concerned about the environment, but she is not aware of any occupations that would allow her to be involved in the environmental issues. She also likes working with children and elderly people and wants to know how she can tie these interests into her career. She has considered the possibility of going to law school because it seems like a "smart thing to do".

Her struggle to make a career decision is also reflected in the difficulty she has experienced in selecting an academic major. After "trying out" several possibilities, Kathy decided to major in history and French. She is not involved in any extracurricular or community activities.

Kathy presents herself in a confident way. She is very talkative and animated and seems at ease throughout the session. Her primary concern is identifying what career would be best for her and she does not make reference to anything beyond her interests. Toward the end of the first session, she asks you about how you got into counseling because it is another occupation that interests her.





- Remember: Nonmaleficence, beneficence, autonomy, and justice
- Remember MI IS NOT COERCION
- Remember: If your investment is too strong, your judgment will be impaired

THE BASICS OF EVOKING IN MI



THE DYNAMICS OF CHANGE CONVERSATIONS

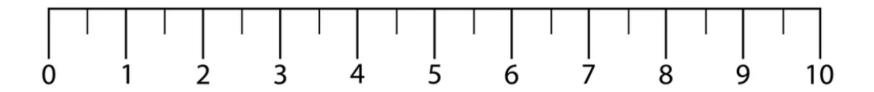
- "Logic-ing" a person into change is not the answer
- Basic MI Questions (per the 2013 text):
 - 1. Why would you want to make this change?
 - 2. How might you go about in order to succeed?
 - 3. What are the three best reasons for you to do it?
 - 4. How important is it for you to make this change and why?
 - 5. So... what do you think you'll do?



IMPORTANCE RULERS

On a scale from 0 to 10, how important is it for you to make this change?

On a scale from 0 to 10, how confident are you that you could make this change if you decided to actually do it?



Miller, W. R., & Rollnick, S. (2023). *Motivational interviewing: Helping people change and grow (4th ed.)*. Guilford press. – p. 91





EVOKING STRATEGIES

- Exploring Extremes
- Strengthening Change Talk
- Directional Summaries –
 summaries of progress to change
- Responding to Insincere Change Talk...





- Avoid the expert role, and remember to maintain respectful curiosity
- Avoid closed questions
- Avoid simply providing "frightening" information
- Instead, figure out what the client wants and needs

ADVANCED MOTIVATIONAL INTERVIEWING CONCEPTS





Elicit

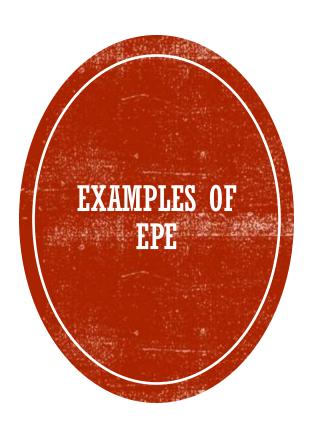
- Ask permission
- Explore prior knowledge
- Query interest

Provide

- Prioritize
- Present clearly
- Use autonomy-supportive language

Elicit

 Provide a check out for understanding



- During a session, your client a student recently in trouble for drinking on campus, now a recovering alcoholic sober for two months – states an intention to go out to a bar with friends. He says he has no intention of drinking, though.
- During a session, your client a young man in a committed relationship – discusses the possibility of having a drink with a female student that he flirts with in class.



Generally speaking – as a novice, keep it very limited

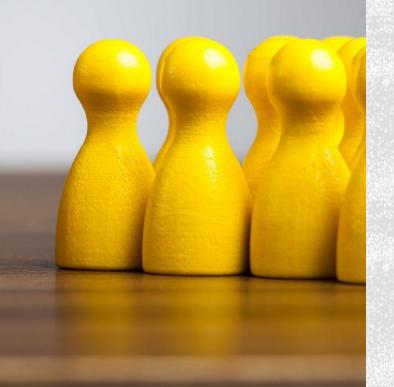
It's not about story-telling – it's about in the moment disclosure and feedback

Make sure it's genuine

Ask yourself: is this for me or for the client?



- Based on theoretical orientation, what does the client need in order to change?
 - CBT change thoughts
 - Existential understand meaning
 - Gestalt gain awareness
 - Behavioral change behavior



THE BASICS OF CLIENT CONFRONTATION

- The focus is not a direct, harsh, challenge
- Step One Listen carefully and identify what needs to be confronted
- Step Two Clarify and clearly point out issues to clients and help them work through conflict to resolution
- Step Three Listen, observe, and evaluate the effectiveness of your intervention





No matter what, your behavior in the session is influencing something

The goal is to make this influence beneficial rather than detrimental

A gentle touch is likely to be most effective



- 1. Listen
- 2. Assess and influence
- 3. Check out and observe client response



- Self-Disclosure here and now observations, feelings, experiences, and opinions
- Feedback
 - Needs to be strength focused or something changeable
 - Should be concrete and specific
- Logical Consequences What will happen if you continue to X?
- Psychoeducation/Directives training or skill development in a specific area



AMBIVALENCE

- Approach/Approach
- Avoidance/Avoidance
- Approach/Avoidance
- Double Approach/Avoidance

CHANGE TALK

- Preparatory
 - Desire
 - <u>A</u>bility
 - Reasons
 - Need
- Mobilizing
 - **C**ommitment
 - **A**ctivation
 - <u>T</u>aking Steps





- Asking evocative questions
 - Desire want, wish, like
 - Ability can, able, could
 - Reasons if... then
 - Need evoking the urgency
- Questions to avoid...
- Using the importance ruler



- There is no resistance...?
- Sustain talk I would like to keep doing what I' m doing
- Reflective Responses
 - Straight
 - Amplified
 - Double-sided

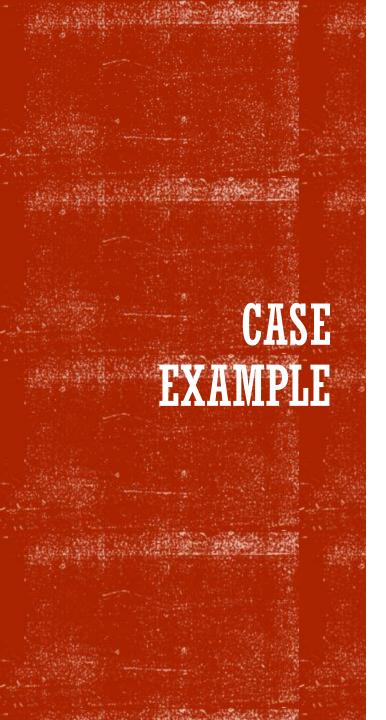


Strategic Responses

- Emphasize autonomy
- Reframing
- Agreeing with a twist
- Running head start
- Coming alongside

Signs of Discord

- Defending
- Squaring off
- Interrupting
- Disengagement



Imagine you are a counselor working in a group practice in an urban locale. Tom, one of your clients, is a 22 year old Caucasian male college student.

Tom has entered counseling to address his problems with procrastination. Specifically, he struggles not just to complete his coursework and related assignments on time, but to complete any of them at all. He is failing all of his classes, and is likely to be expelled from the university if he doesn't address this ongoing problem.

When asked about why he struggles, Tom indicates that he has "just not felt like it," in that he prefers to spend the majority of his time playing online video games or reading for pleasure. He states understanding that this is a problem, but denies a strong motivation to change.

As the clinician in this scenario, what will you do? Is it your position to influence Tom to change his behavior? If so, what will you do to try and coerce him into action?



More fun than evoking...?

Ambivalence may reappear

If the client starts to seem defensive, go back to evoking



- Increased change talk
- Taking steps...
- Diminished sustain talk
- Resolve
- Envisioning
- Questions about change

BEHAVIORAL PSYCHOLOGY BASICS

Positive Versus Negative

The Role of External Reinforcement

Bandura and Self-Efficacy

Per Henry Rollins: If you can get to the gym, you can lift the weights





Recapitulation

Key Question

Pregnant Pause

- When there is a clear plan...
 - Summarize the plan
 - Elicit mobilizing change talk as needed
 - Troubleshoot
 - Get more specific



- When there are several options...
 - Confirm the goal
 - Itemize the options
 - Elicit hunches
 - Summarize the plan
 - Troubleshoot





- Listen for mobilizing language
- Implementation intentions
- Evoking intentions
- Covert commitment
- Exploring reluctance



Support Persistence

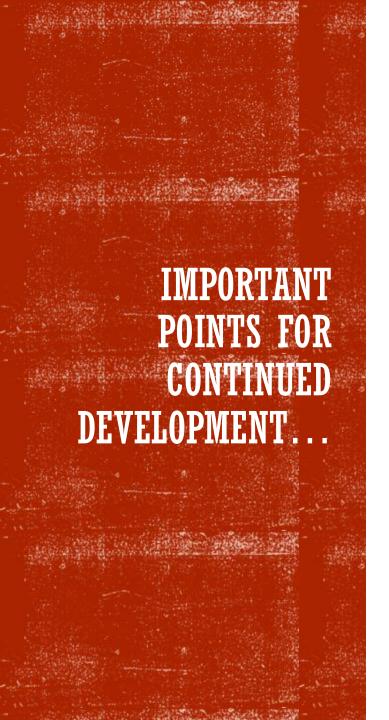
Flexible Revisiting

- Replanning
- Reminding
- Refocusing
- Reengaging



- This can be done in short and on the fly
 - Example: Replace "Why don't you try" with "what do you think will work?"

 Refrain from oversimplifying the process



- The value of feedback
 - MI as a component of feedback
- If possible, listen to taped sessions
 - Count reflections vs. questions
 - Listen for change vs. sustain talk; what was your response in either case?
 - Listen for anything akin to the "righting reflex"

THREE BASIC AREAS...

Keep Your Feet Planted Firmly in the Guiding Style Always Remember that Engagement Improves Outcomes

The Process of
Therapy is as Much
of an Art as it is a
Science



THANK YOU!

