

# Motivational Interviewing

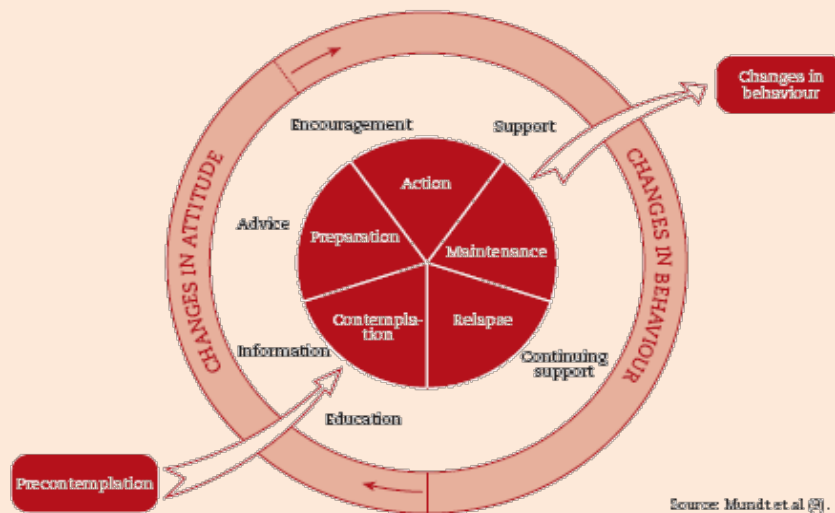


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John Gardner

## Definition of Motivational Interviewing (MI):

- MI is a collaborative conversation style for strengthening a person's own motivation and commitment to change
- The overall style of MI is one of guiding style that is the middle of the continuum of styles:
- Directing  $\leftrightarrow$  Guiding  $\leftrightarrow$  Following
- A skillful guide is a good listener and also offers expertise where needed. MI lives in this middle ground of styles between directing and following, often incorporating elements of both, but doing too much of either



Source: Mundt et al (9).

## MOTIVATIONAL INTERVIEWING

**R**

**RESIST** telling them what to do:  
Avoid telling, directing, or convincing your friend about the right path to good health.

**U**

**UNDERSTAND** their motivation:  
Seek to understand their values, needs, abilities, motivations and potential barriers to changing behaviors.

**L**

**LISTEN** with empathy:  
Seek to understand their values, needs, abilities, motivations and potential barriers to changing behaviors.

**E**

**EMPOWER** them:  
Work with your friends to set achievable goals and to identify techniques to overcome barriers.

Table 1: OARS Components and Examples

<b>Open Questions</b> (Open-Ended Questions): A question that invites a person to think a bit before responding.	<ol style="list-style-type: none"> <li>1. "How do you hope your life might be different 5 years from now?"</li> <li>2. "Where did that happen?"</li> </ol>
<b>Affirming:</b> To recognize and acknowledge that which is good; to support and encourage.	<ol style="list-style-type: none"> <li>1. "Look at this; you did a good job of keeping records this week."</li> <li>2. "I noticed your great effort this week."</li> </ol>
<b>Reflective Listening:</b> Designed to clarify your understanding and convey this understanding.	<ol style="list-style-type: none"> <li>1. "It sounds like you've lost a lot."</li> <li>2. "It sounds like it doesn't seem right to you."</li> </ol>
<b>Summarizing:</b> Reflections that pull together several things that a person has told you.	<ol style="list-style-type: none"> <li>1. "So one thing you hope will be different a year from now is that you will have a good job."</li> <li>2. "So here is what you've told me so far...."</li> </ol>

# The Four Strategies of Motivational Interviewing are Called The OARS:

## Open-Ended Questions, Affirmation, Reflections, Summaries

### **Open-Ended Questions: Encourage a dialogue**

Open-ended questions are not easily answered by yes or no, they encourage elaboration. By asking open-ended questions you can encourage a people to tell their story.

How do you ask open-ended questions?

- Begin the question with “What, Who or How”:
  - “What are your ideas...”
  - “Who has helped you...”
- Probe for more information:
  - “Please elaborate”
  - “Tell me more about...”
- Ask general open-ended questions:
  - “How does this make you feel?”
  - “How do you feel about that?”
- But, avoid asking “why” (everydayleaners.org)
  - “Why” can sound judgmental or threatening

### **Reflections: Help the patient listen to themselves**

Reflective listening can also help the people listen to themselves provoke thought and consideration of inconsistencies.

How do you listen reflectively?

- Repeat or rephrase
  - By repeating the same words (or similar) people may be able to hear themselves and clarify, or dive deeper into a subject. For example:
    - **Jane:** “I feel like it’s so difficult to avoid eating snacks at work”
    - You:** “It sounds like it’s difficult for you to avoid snacks at work”
    - Jane:** “Yes, I think it’s because...”
  - How do you start the reflective-phrase and not sound like a robot?
    - *So you feel...*

### **Affirmations: Give an accurate description of their strengths**

You can empower a people by helping them recognize their strengths and see themselves more positively.

How do you give “affirmations?”

- You can use affirmative and positive language:
  - “I appreciate that you are willing to talk about this.”
  - “That’s a good idea.”
- Emphasizing past successes may help you demonstrate the patient’s strengths
  - “You have struggled, but you have had some real successes”
  - “You are clearly a very resourceful person”
- Reframe behaviors or concerns as evidence of strengths, for example:
  - “You’ve had a setback, but you are really trying. Look at the progress you are making”
- Ask questions to prompt the patient to give themselves affirmations, for example:
  - “What have you noticed about yourself in the past few months since you started coming here?”
- Be realistic and sincere
  - Your relationship with the patient should be based on mutual respect and trust

### **Summaries: Looking at the bigger picture**

Summarizing storylines can help people get motivated to make a change by helping them see the bigger picture.

A summary may:

- Help you encourage a cue to action or an “Aha moment”
- Give an alternative view of options
- Prepare someone to move on<sup>2</sup>
- Help someone see both sides of his or her ambivalence for change<sup>3</sup>

How do you summarize your conversation?

- Pull together the information
- Create the storyline – what are the:
  - Problems/concerns/challenges
  - Potential solutions,
  - Patient’s strengths

- *It sounds like you...*
- *You're wondering if...*
- *What I hear you saying is...*
- Paraphrase
  - Make a statement that reflects what the patient is saying. For example:
    - *Jane:* "I know I should exercise, it's just that I can't seem to start"
    - You:* "You are aware of all the reasons you should be exercising, it sounds like it has been hard to find the motivation to start"
- Reflect the feelings
  - You may be able to tell what a patient is feeling (from verbal or non-verbal cues) and give him or her words for those feelings
    - *Jane:* Appears despondent
    - You:* "How have you been feeling; do you feel like you have lost hope?"
  - You can express empathy for the patient's feelings and emotions
    - Feelings and emotions expressed
- How do you start the summary?
  - "If we add up the puzzle pieces and put them together..."
  - "The picture that I see is..."
- How do you encourage the patient with a summary?
  - Demonstrate misalignment in thoughts, feelings, and actions – can help see the reasons for ambivalence
  - Don't include everything you've learned in the summary – be strategic and use the information that will encourage