Motivational Interviewing
Introduction

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Webcast 1 —

• Introduction
• What is MI?
• Foundation of Research
• Theoretical Underpinnings
• Stages of change (intro)
• Spirit
Goal:
To provide an overview of the basics of motivational interviewing for professionals.

Objectives:
Describe Motivational Interviewing in relation to evidence-based practice and stages of change. Suggest areas how Motivational Interviewing might be useful.
Motivational interviewing is a person-centered directive method of communication for enhancing intrinsic motivation to change by exploring and resolving ambivalence.
Motivational Interviewing is NOT:

- Advice
- Slick set of tricks
- Coercive
- To be confused with other brief interventions
Foundations and Research of Motivational Interviewing (MI)

The more you confront, the more they drink.
Early Studies (Noonan & Moyers 1997)

If individuals had high levels of anger or low levels of readiness to change, MI worked best. Project MATCH Research Group (1997a, 1998a)

- Anger

- Readiness to Change (Ambivalence)
What are the Theoretical Underpinnings for Motivational Interviewing?

- **Rogerian:**
  - Nonjudgmental
  - Accurate empathy
  - Genuineness
  - Non-possessive warmth

- **Social Psychology:**
  - Attribution theory
  - Cognitive dissonance
  - Reactance theory
  - Self perception

- **Social Learning:**
  - Self efficacy

- **Stages of Change**
Ambivalence

The goal of Motivational Interviewing is to identify and resolve (reduce) ambivalence.

"Lack of motivation" is often ambivalence: Both sides are already within the person

If you argue for one side, an ambivalent person is likely to defend the other

As a person defends the status quo, the likelihood of change decreases

Resist the "righting reflex" - to take up the "good" side of the ambivalence
Identifying and Resolving Ambivalence

Permanent Exit

= where MI works well

NOT AN EXIT

Maintenance

Precontemplation

Contemplation

Preparation

Action
## Strategies for Various Stages of Change Process

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<th>Stage of Change</th>
<th>Professional’s Role</th>
<th>Process</th>
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<tr>
<td>Precontemplation</td>
<td>Create perception of risk</td>
<td>Feedback</td>
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<td>Contemplation</td>
<td>Elicit personal concerns and perceived need for change</td>
<td>Motivational interviewing</td>
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<td>Preparation</td>
<td>Negotiate alternatives</td>
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<td>Maintenance</td>
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Giving Advice

The person is more likely to hear and heed your advice if you have permission to give it

Three forms of permission:
1. The person offers (e.g., asks for advice)
2. You ask permission to give it
   - There’s something that worries me here. Would it be all right if I . . .
   - Would you like to know . . .
   - Do you want to know what I would so, if I were in your situation?
   - I could tell you some things other people have done that worked. . .
Giving Advice (continued)

3. You preface your advice with permission to disagree/disregard
   This may or may not be important to you . . .
   I don’t know if this will make sense to you . . .
   You may not agree . . .
   I don’t know how you’ll feel about this . . .
   Tell me what you think of this . . .
   It’s often better to offer several options, rather than suggesting only one
SPIRIT

Collaboration

Evocation

Autonomy

Liberally adapted from Miller & Rollnick, 2002
Autonomy

**Autonomy:** Honoring the person’s autonomy, resourcefulness, ability to choose
Collaboration

Collaborative: Working in partnership and consultation with the person; negotiating
Evocation

**Evocative:** Listening more than telling; eliciting rather than installing
ACES

Autonomy
+ Collaboration
+ Evocation
=
Spirit