

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

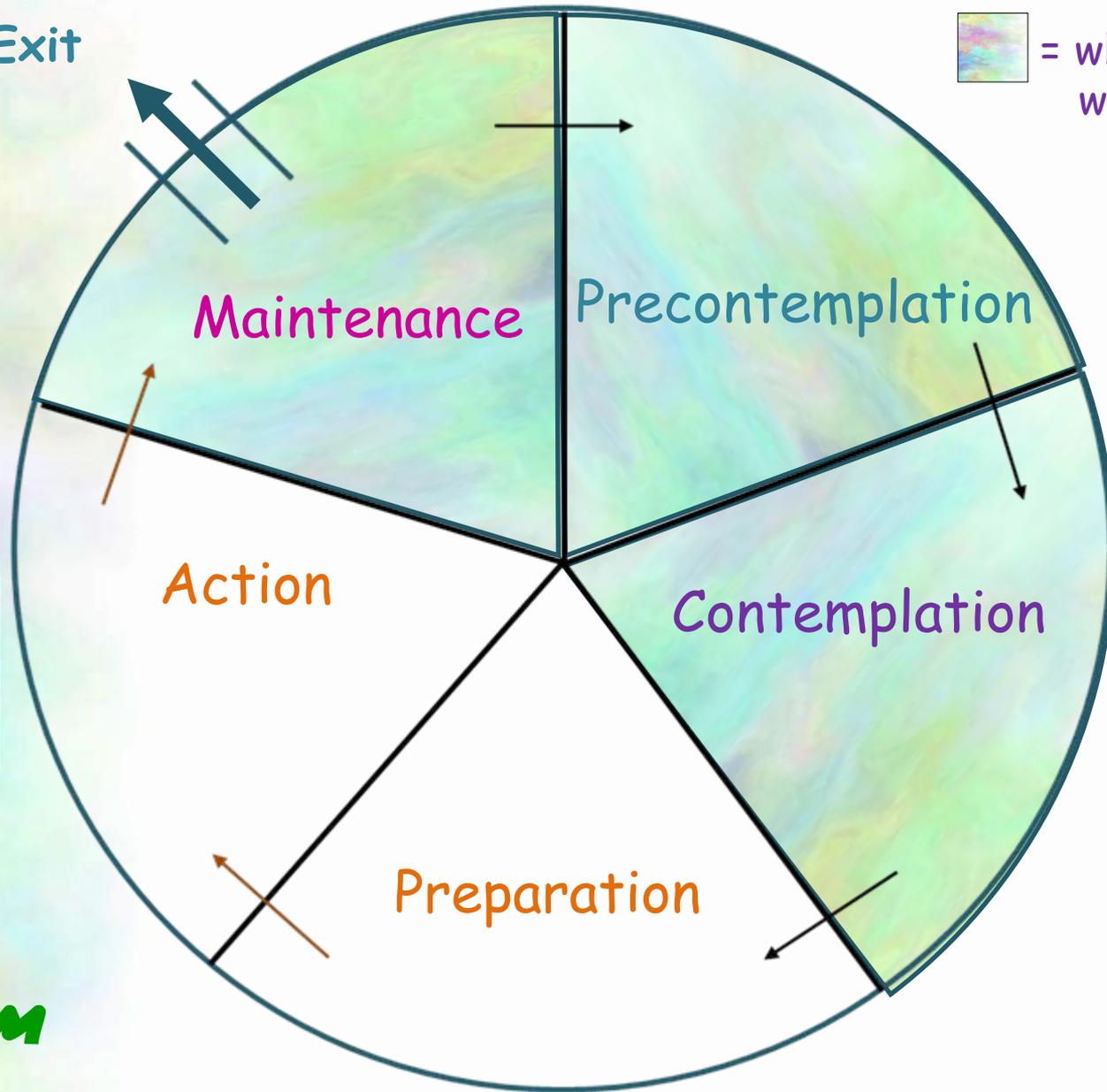
As a person defends the status quo, the likelihood of change decreases

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**



Strategies for Various Stages of Change Process

Stage of Change	Professional's Role	Process
Precontemplation	Create perception of risk	Feedback
Contemplation	Elicit personal concerns and perceived need for change	Motivational interviewing
Preparation	Negotiate alternatives	Planning
Action	Assist person in changing	Resources Change Plan
Maintenance	Assist person in maintaining changes	Reinforcement
Relapse	Assist person in resuming change strategies	

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 do, 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 . . .

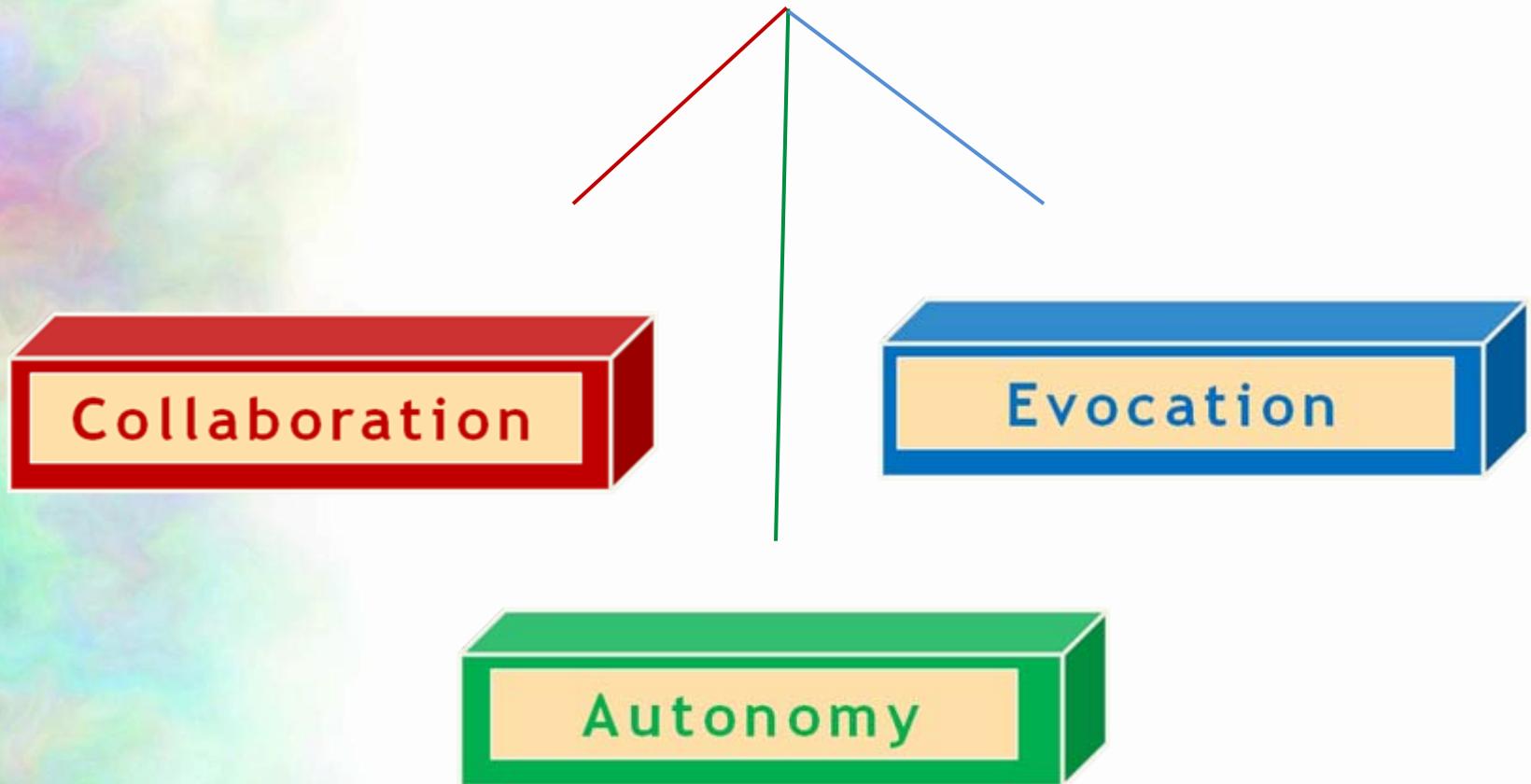
You may not agree . . .

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



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

