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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<tr>
<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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<tr>
<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>
<td>Planning</td>
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<td>Action</td>
<td>Assist person in changing</td>
<td>Resources Change Plan</td>
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<td>Maintenance</td>
<td>Assist person in maintaining changes</td>
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<td>Relapse</td>
<td>Assist person in resuming change strategies</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. . .
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
Evocation

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

Autonomy
+
Collaboration
+
Evocation
=
Spirit