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Motivational Interviewing (Part 2 of 2)

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Overview of this presentation:

1. Definition of MI
2. Follow up on Part 1 with results of coded practice sample
3. Processes of MI
4. Learning the method

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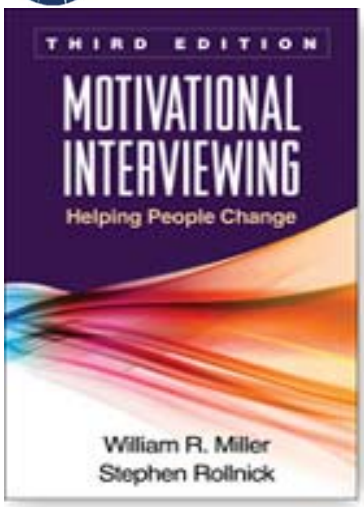

"Motivational Interviewing is a collaborative, goal-oriented style of communication with particular emphasis to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion."

Miller & Rollnick (2013, p. 29)

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What MI is NOT

Source: Miller & Rollnick (2009)

- Stages of Change
- A way of tricking people
- A technique or "tool in the tool box"
- Just client-centered counseling
- Easy to learn
- What you were already doing
- A panacea

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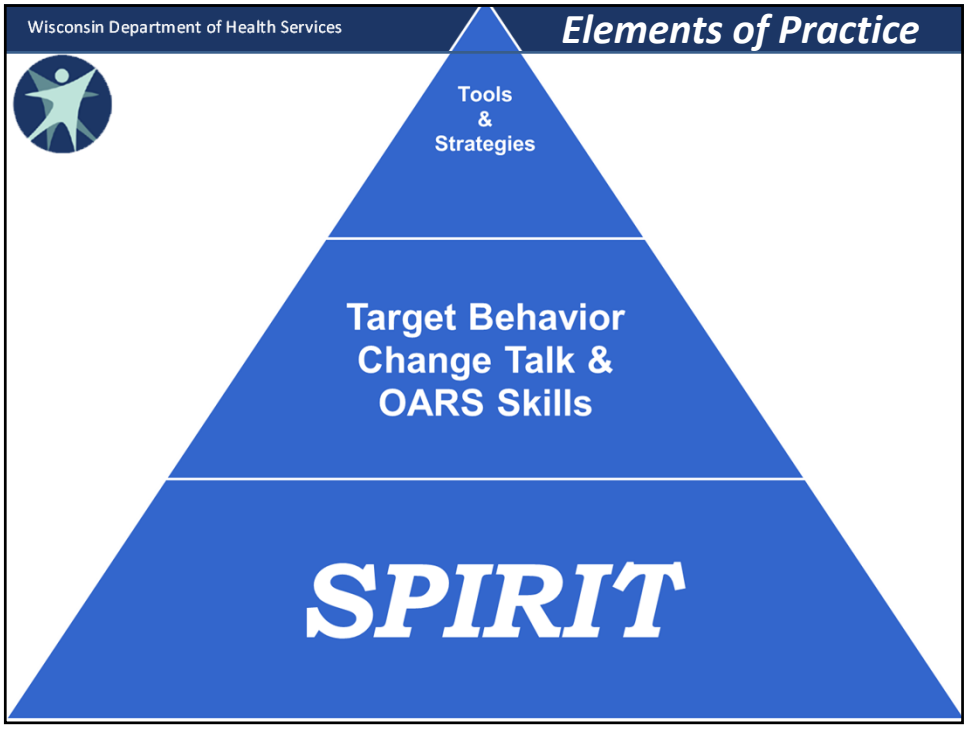

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2. Results of coded practice sample

*To share an observation or question, please press *6 to unmute your phone,*

*then press *6 to mute your phone when you're done.*

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Background

In the practice sample we listened to during Part 1, we heard Dr. Scott Walters conduct a motivational interview with Travis in the context of a brief intervention for college student drinking.

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Coding in MI

"We know of no reliable and valid way to measure MI fidelity other than through the direct coding of practice samples." (Miller & Rose, 2009, p. 530)

Many standardized instruments exist in MI for coding sessions. The purpose of coding is to ascertain to what extent MI is being demonstrated as an evidence-based practice (i.e., fidelity).

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One approach to coding MI is to simply count the skills:

- Open question vs. Closed question
- Simple reflection vs. Complex reflection
- MI Adherent behaviors vs. Non-Adherent behaviors

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Results of Dr. Walters practice sample:

Total skill counts:

- Open questions = 14
- Closed questions = 1
- Total questions = 15

- Reflection simple = 23
- Reflection complex = 12
- Total Reflection = 35

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A more complex approach is to rate the provider's level of MI Spirit using a scale (1-5):

MI Global Ratings

Instructions: Listen carefully to the practitioner in the demonstration. Based on your overall impression, choose a rating using the 1-5 descriptive scale below. The goal is to capture the overall global practitioner Spirit in the demonstration. Please assume a beginning score of "3" and move up or down from there.

Rating →	(Low) 1	2	3	4	5 (High)
Partnering/ Collaboration	Practitioner actively assumes the expert role for the majority of the interaction. Collaboration is absent.	Practitioner responds to opportunities to collaborate superficially.	Practitioner incorporates person's goals, ideas, and values but does so in a lukewarm or erratic fashion. May not perceive or may ignore opportunities to deepen person's contribution to the interview.	Practitioner fosters collaboration and power sharing so that the person's ideas impact the session in ways that they otherwise would not.	Practitioner actively fosters and encourages power sharing in the interaction in such a way that the person's ideas substantially influence the nature of the session.
Evocation	Practitioner actively provides reasons for change, in the absence of exploring the person's knowledge, efforts, or motivation.	Practitioner relies on education and information giving at the expense of exploring the person's personal motivation and ideas.	Practitioner shows no particular interest in, or awareness of, the person's own reasons for change and how change should occur. May provide information without permission or without tailoring it to the person.	Practitioner is accepting of the person's own reasons for change and ideas about how change should happen when they are offered in the interaction. Does not attempt to educate or direct if person resists.	Practitioner works proactively to evoke person's own reasons for change and ideas about how change should happen.
Support autonomy	Practitioner actively detracts from or denies person's perception of choice or control.	Practitioner discourages the person's perception of choice or responds to it superficially.	Practitioner is neutral relative to person's autonomy and choice.	Practitioner is accepting and supportive of person's autonomy.	Practitioner adds significantly to the feeling and meaning of the person's expression of autonomy, in such a way as to markedly expand the person's experience of choice and control.
Empathy	Practitioner has no apparent interest in person's worldview. Gives little or not attention to the person's perspective.	Practitioner makes sporadic effort to explore the person's perspective. Understanding may be inaccurate or may detract from person's true meaning.	Practitioner is actively trying to understand the person's perspective, with modest success.	Practitioner shows evidence of accurate understanding of person's worldview and makes active and repeated efforts. Understanding mostly limited to explicit content.	Practitioner shows evidence of deep understanding of person's point of view, not just for what has been explicitly stated, but what the person means but has not yet said.

Source: Moyers et al. (2009). *Revised Global Scales: Motivational Interviewing Treatment Integrity 3.1*(MITI 3.1).

Source: http://www.motivationalinterviewing.org/content/miti-31

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Spirit ratings (1-5) for Dr. Walters' practice sample:

- Collaboration = 5 (the ideas for change came entirely from Travis)
- Evocation = 5 (change talk was proactively drawn out)
- Support autonomy = 3 (provider was neutral about choice)
- Empathy = 4 (reflections demonstrated accurate understanding of Travis but stuck mostly to explicit content of what was said)

Average = 5 + 5 + 3 + 4 / 4 = 4.25

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MI Observer Coding Sheet

Spirit	Rating	Examples
Collaboration	1 2 3 4 5	
Evocation (draw out)	1 2 3 4 5	
Support autonomy	1 2 3 4 5	
Empathy	1 2 3 4 5	
Behavior	Count (hash marks)	Examples
Open question		
Closed question		
Reflection simple		
complex		
MI adherent affirmation, ask permission, emphasis on client choice		
MI non-adherent providing info w/o permission, advising, warning		

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So, to what extent was MI demonstrated?

MI practice area	Dr. Walters	Basic Competency	Proficiency
Spirit rating (1-5) average	4.25	≥ 3.5	≥ 4.0
% Open Questions of total Questions (14/15)	93%	≥ 50%	≥ 70%
% Complex Reflection of total Reflections (12/35)	34%	≥ 40%	≥ 50%
Ratio of Reflection to Question (35/15)	2.3	≥ 1.0	≥ 2.0
% MI Adherent behaviors	100%	≥ 90%	≥ 98%
% MI Non-Adherent behaviors	0%	≤ 10%	≤ 2%

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Basic competency in MI looks like:

- Just as many Open questions as Closed questions
- 1:1 ratio of Reflection to Question
- Some depth of Reflection
- Equal amounts of provider and client talking
- Little to no directing, advising, warning, educating, or problem solving (without client permission)

Source: Miller & Rollnick (2013, pp. 391-400)

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Proficiency looks like:

- Open questions that proactively draw out client change talk
- 2:1 ratio of Reflection to Question
- Greater depth of Reflection and accurate empathy
- Any impulse to direct, advise, educate, or problem solve is replaced by drawing out the client's perspectives and wisdom

Source: Miller & Rollnick (2013, pp. 391-400)

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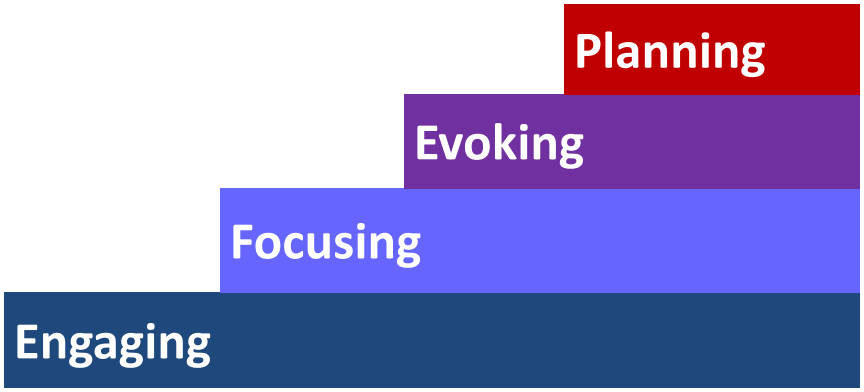
3. Four fundamental processes



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Engaging

- The relational foundation
- Establish a productive working relationship
- The first 20% of any session

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Focusing

- Come to agreement with the client on the target behavior (Agenda Setting)
- Maintain focus from there

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Evoking

- Explore the client's perspectives and motivation for change (target behavior)
- Proactively draw out change talk
- Strategically respond to change talk (OARS skills)

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Planning

- Collaboratively develop a specific change goal
- Develop a plan
- Build hope and confidence for change

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4. Learning MI

To date, there are over 40 studies on how diverse professionals and paraprofessionals learn MI.

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Insights from the training literature:

- MI is simple, but not easy to learn
- Self-perceived MI practice doesn't correlate with actual practice
- "One-shot" workshops are a good start, but do not promote even basic competency
- Educational attainment, degree, or experience doesn't correlate with proficiency
- Learning is accelerated when the process includes direct observation of practice with feedback and coaching for skill development

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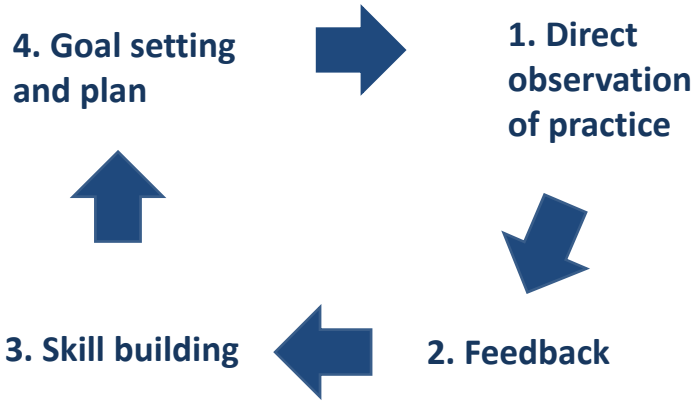
Learning Process



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Formats for learning:

- Self-study, readings, workbook exercises
- Workshops
- Audiotape & code sessions
- Supervision
- MI Peer Learning Group
- 1:1 Coaching

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Creating an MI Peer Learning Group in Your Agency

- Meet monthly with the sole focus on learning MI
- Have staff present (rotating basis) an audio recorded practice sample (with written client consent)
- Staff reviews, codes, and provides feedback
- Remaining time used for skill exercise

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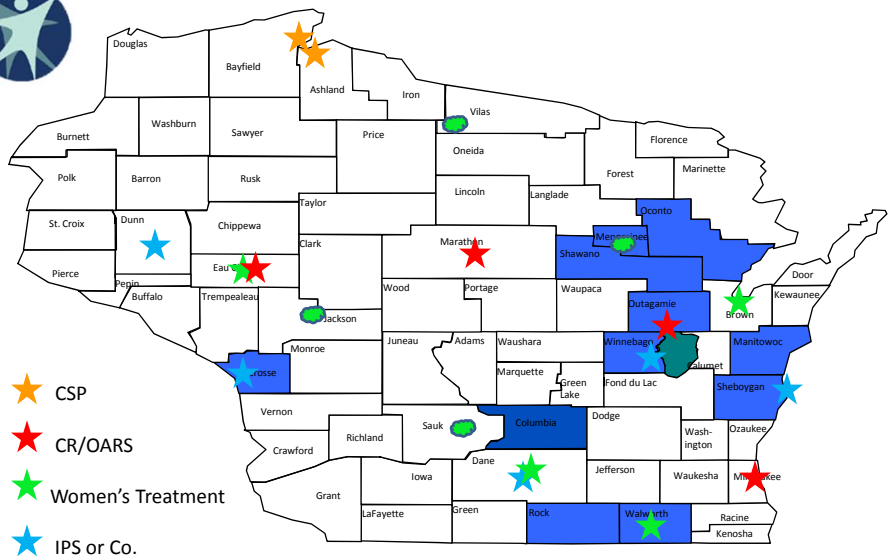
MI Peer Learning Groups Up-and-Running



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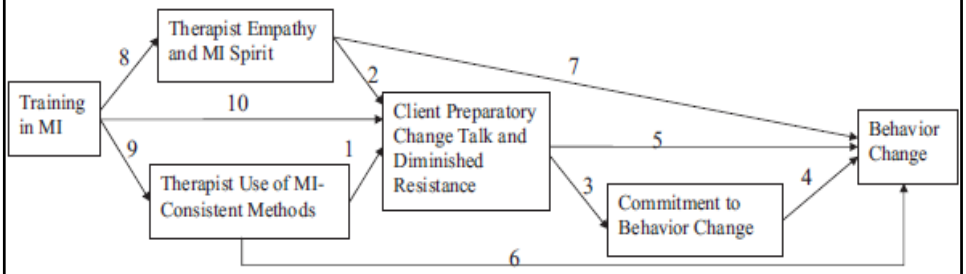
Putting it all Together: How MI Works

Source: Miller & Rose (2009, p. 530)



Training is for helping counselors change behavior (pathways 8 & 9)

Clinician predictors of behavior change:

- Level of spirit and empathy (pathway 7)
- Level of OARS skills (pathway 6)

Client predictors of behavior change:

- Change Talk DARN (pathway 5) and CAT (pathway 4)

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