MOTIVATIONAL INTERVIEWING

Learning Dashboard

Engage
Connect with the person

Getting started

Focus
Explore options to find a focus

Finding a direction

Evoke
Listen for reasons, strengths and values

Building momentum to change

Plan
Make a plan together

Planning for successful change

The four processes of motivational interviewing

Engage
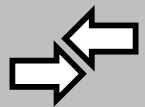
The Spirit of MI

The 'spirit' of MI is a way of being with another person. In MI, we work together in the patient's interest, express empathy, honour autonomy, acknowledge strengths, and elicit the person's own motivation.

Resistance to Change

Conversations about change are challenging, and sometimes it feels like you are working very hard to help someone, and nothing is changing; and it seems like the person is resisting change.

- See the website's downloads section for a pdf of skills that can help when someone seems 'resistant to change'
- Listen to the vimeo cast for information about the righting reflex.

Asking Evocative Open Questions

Open questions are a foundation skill in person-centred care, because they enable the person to tell you what they know, feel, understand, value and prioritise.

Microskills for MI

The counselling skills used in motivational interviewing will likely be familiar to you. In motivational interviewing, the direction of the conversation is important to keep in mind, and always, the spirit of MI is key to the conversation.
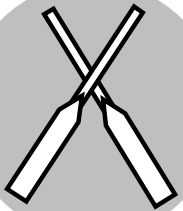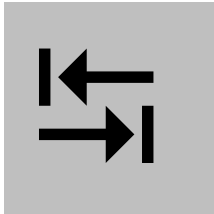
Resisting the Righting Reflex

http://vimeo.com/18469694

Focus

Agenda Mapping

In healthcare, and particularly working with people who are living with a number of conditions, there can sometimes be so many potential target behaviours that it can feel overwhelming for both you and the people you work with.

Helping people to make changes starts with finding a focus; choosing which behaviour to focus on in making a change.

Asking Evocative Open Questions

Clinicians sometimes fear open questions, because they think that people will talk endlessly, or about things that are not relevant. Use of open questions helps the conversation to stay on track and also elicit the person's priorities and preferences about changing behaviour.
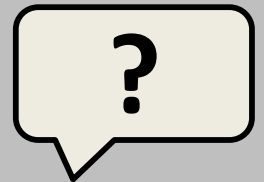
Importance and Confidence

When you think about it, change conversations are usually about things that are important to change, but likely also challenging to change.

If we can assist people to draw on their resources and abilities to increase their confidence, we can be helpful in supporting them to make a change.
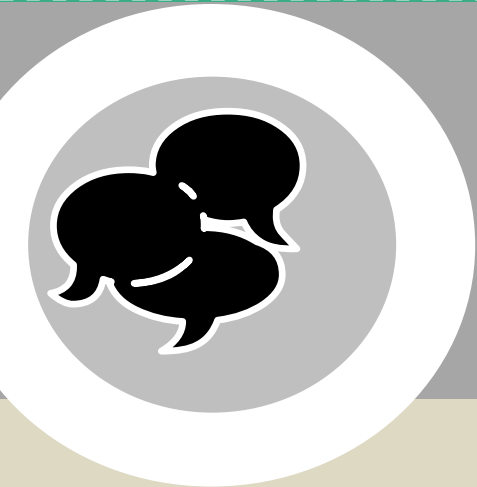
Advice Giving

In motivational interviewing, and in many other person-centred approaches to advice giving, an Elicit-Provide-Elicit approach is used to work with what the person thinks, feels, or knows. This can also be helpful in finding a focus.

Evoke

Tuning in to Change Talk

By encouraging people to talk about what they want to change, feel is possible, within their ability and important to them; we can encourage behaviour change. Motivational interviewing is a counselling style which focuses on the language of change. Change talk is any statement that is in the direction of change.

Asking Evocative Open Questions

Open questions which ask about what people want, need, can do, feel is important, or what they are willing to do can be really helpful. It can be helpful to use change talk in formulating questions – for example, if you ask "what's important to you...?", "what's your preference...?" Or "what are you able to do?" - then people will answer "It's important to me to...", "I'd prefer..." Or "I can..." .
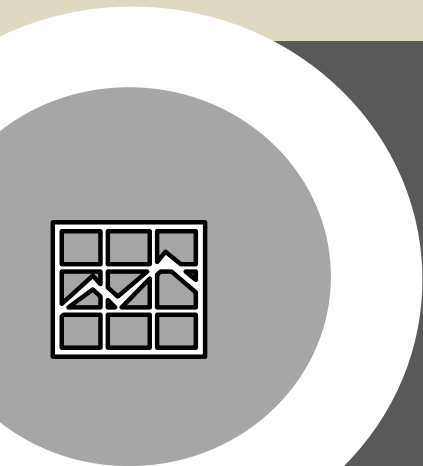
Importance and Confidence

Using scaling questions, we can assist people to articulate their reasons for making changes, and why it is important, as well as promote their confidence to make changes. These questions help to develop discrepancy between maintaining the status quo, and making changes. They help to draw on the person's values, and to identify what they need to make changes.

Plan

Advice Giving

At the planning stage, you may have some great ideas that you think will helpful, but first…

ELICIT
Ask the person about their ideas, what they know, understand, or think.

Seek permission
PROVIDE
Information and a range of options, where possible
Clarification of any misinformation
Confirmation of the person's understanding or knowledge

ELICIT
Ask the person what they think and feel about the information discussed, and/or what they might do

Making a Plan for Change

Planning for successful change is about getting specific and setting goals that are attainable and relevant.

While it can seem that setting a goal is the endpoint, we also know that many people set goals and then don't make changes.

The spirit and skills of motivational interviewing can also help to make the behaviour change successful after a plan has been made.

It's easy to get ahead of a person's readiness. At any time in planning, you may need to review your engagement, alter the focus, or spend time eliciting more of the person's perspective or ideas.

Learning Tools

Am I doing MI?

From Miller & Rollnick's 2013 text, these thought-provoking questions can help you to reflect on your practice. The questions also offer a guide to stay true to the spirit of MI.

One way to develop your MI skills, is to record and listen to a consultation. The tools on this page can help you to identify your own goals for further developing your MI skills.

MI Pocket Guide

A snapshot of MI skills that can be used as a refresher, or a lanyard card to check in with from time to time in your clinical work – see the downloads section of the website for a copy of the pocket guide.
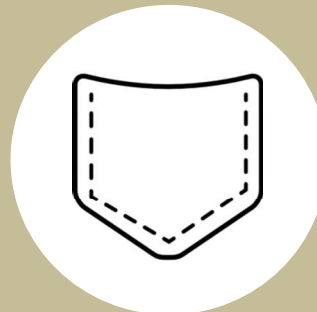
Self-assessment

The self-assessment guide describes the MI skills to look out for, how to spot them, and also provides guidance about what to work toward as you develop your competency in using MI (it is also available to download).

More Learning Resources

Miller, W.R. and Rollnick, S., 2013. Motivational Interviewing: Helping people change. Guilford Press. *New York, NY*.

Motivational Interviewing Network of Trainers
www.motivationalinterviewing.org

Motivational Interviewing Oceania
www.mioceania.org

See the **Resources** section of this website for downloadable one-page guides to all of the skills outlined in this Powerpoint presentation.

Learning MI takes practice, and learners benefit from coaching, supervision and feedback (see Madson, Loignon & Lane, 2009)