

**PM-SB Study MI Webinar Series**  
**Engaging Using Motivational**  
**Interviewing (MI): A Practical Approach**

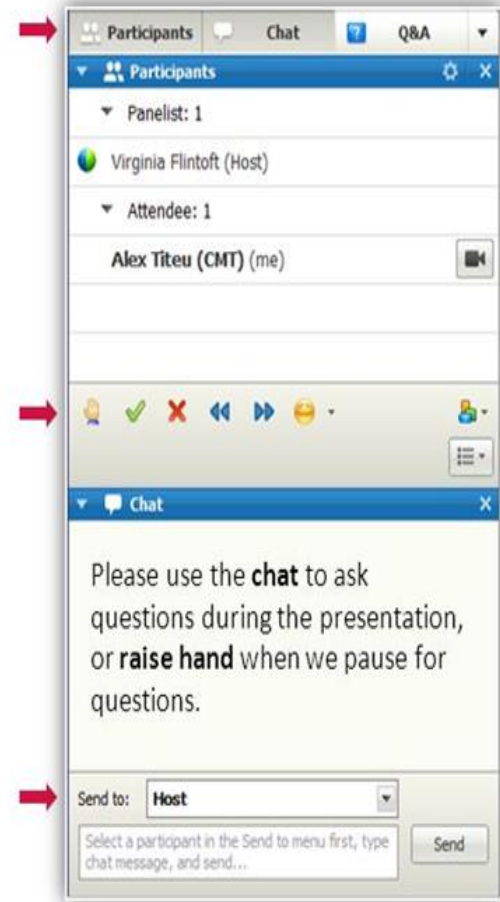
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# Webinar Housekeeping

Please keep your phone on mute when not speaking

Webex webinar Panels:

- appear on right side of the screen
- **Raise your hand**
  - click hand icon
- **Questions**
  - Type questions in chat box at any time during the presentation. I'll answer them in-between topics
- **Polls**
  - Let us know your thoughts and ideas by answering the polls



# Overall Structure of the Webinar Series

## Webinar 1: June 23th, from 2-4pm

1. What is MI?
2. Evoking the Spirit of MI
3. MI as a Method
4. Fundamental Skills of MI
  - Components of a conversation using MI



## Webinar 2: June 30th, from 2-4pm

5. MI in conversations with older adults
  - Fundamental Skills OARS

## Webinar 3: July 7th, from 2-4pm

6. Recognizing the language of Change
  - Identifying ambivalence
    - Assessing Readiness: Importance
  - Assessing the stage of change and matching conversation
7. Negotiating a Change Plan

# Making the most of this webinar series

- To make the most of this webinar training, please stay engaged -- no multi-tasking 😊
- Please participate in all exercises, including polls, discussions, and role-plays
- We will also call on you to participate!

# 1<sup>st</sup> Webinar Learning Objective

- ✓ Basic introduction to Motivational Interviewing
  - ✓ Cornerstone elements and its utility in building readiness to change
- ✓ Identify the spirit of MI and its four primary processes
- ✓ Learn how to utilize components of MI to build people's readiness to change



Who's on the webinar today?

Please tell me your name and a strength you utilize on the Positive Minds – Strong Bodies project.



Complete the poll

## **Polling the Group**

**PQ1: Please mark the statement that best describes you:**

1. I have been trained in MI before
2. I have heard of the term MI before but only know a little about how it might apply to the work I do on PM-SB project
3. I have never heard the term MI before and have no clue how this relates to my work on PM-SB project

In a few words, what do you hope to learn during these MI webinars?

Type in your answers.



# How People Change:

- Traditional Approach
- Motivating for Change



# Traditional View

The problem with them is....

**They don't see;**

**They don't know**

**They don't know  
how**

**They don't care**

Can you think of an example that describes this traditional approach to behavior change?

Hint, medical care?

Type in your answers.

# The Four Common Solutions:

## Give them Insight

- If you can just make people *see*, then they will change

## Give them Knowledge

- If people just *know* enough, then they will change

## Give them Skills

- If you can just teach people *how* to change, then they will do it

## Give them Hell

- If you can just make people feel *bad or afraid* enough, they will change

# Why don't people change?

Is not that...



They are just in the earlier stages of change

# Ambivalence



- Feeling two ways about something
- Ambivalence is natural and an essential part of being human and constitutes an important motivational obstacle in changing
- Ambivalence is a reasonable place to visit but you would not want older adults to live there
- Can be resolved by working with older adults' intrinsic motivations and values

# So, When Do People Change?

Their values support it

They think the change will be worth it

They think it's important

They think they can

They are ready for it

They believe that they need to take charge of their health

They talk about the benefits

They have a good plan and adequate social support

Motivation for change can be fostered by an accepting, empowering and safe atmosphere

# Motivation

“Motivation can be defined as the probability that a person will enter into, continue and adhere to a specific change strategy”



The mind shift is towards helping older adults find their inner motivation for change; the motivation that is already there within themselves

1. What motivates older adults to participate in the PM-SB project?
2. What are the factors that impact their motivation to participate? (in other words, what makes them not want to participate?)

Type in your answers.

# Motivating Older Adults: MI Definition

Motivational Interviewing is a collaborative, person-centered approach to promoting positive changes in behavior, based on the person's own motivations to change (shared agenda)

***“In other words, MI is way of getting to know the other person”***



# Strategic MI Goals



- To assist people to resolve ambivalence
- To support enhancement of intrinsic motivation
- To support peoples' self-efficacy
- To elicit “change talk”
- To help people to explore their reasons for staying healthy or improving their health

**Main objective is to emphasize areas in which you heard that older adults are willing to compromise “change” in order to build their readiness to change**

# Advantages of Using MI in the PM-SB Study

## The MI approach is:

- Person-centered
- Goal-directed
- Help the person explore their own benefits of changing

## Use MI in the PM-SB study to:

- Assist older adults in exploring the pros and cons of participation
- Neutrally and skillfully identify areas for potential desire to change
- Help older adults increase their self-efficacy
- Use evocation to obtain more information

• Improved communication between RAs and older adults

• Older adults more open to explore their hesitance and perceived barriers

• RAs experience less frustration

• Improved retention in PM-SB

# MI Style: Directing vs. Guiding



DIRECTING	GUIDING
<ul style="list-style-type: none"><li>• You should because</li></ul>	<ul style="list-style-type: none"><li>• Why might you consider?</li></ul>
<ul style="list-style-type: none"><li>• It's important because</li></ul>	<ul style="list-style-type: none"><li>• In what ways is this important?</li></ul>
<ul style="list-style-type: none"><li>• Here's how to change</li></ul>	<ul style="list-style-type: none"><li>• How might you possibly go about it?</li></ul>
<ul style="list-style-type: none"><li>• You must</li></ul>	<ul style="list-style-type: none"><li>• You might</li></ul>
<ul style="list-style-type: none"><li>• I have the answer</li></ul>	<ul style="list-style-type: none"><li>• You have the answer</li></ul>
<ul style="list-style-type: none"><li>• Let me tell you</li></ul>	<ul style="list-style-type: none"><li>• Let's help you find your way</li></ul>

“We tend to believe what we hear ourselves say. The more patients verbalize the disadvantages of change, the more committed they are to sustaining the status quo” (Rollnick, Miller & Butler, 2008)

# The 'Righting Reflex'

People in the Helping Professions have  
a Natural Tendency to want to FIX  
what's 'wrong' with others.



<https://www.youtube.com/watch?v=-4EDhdAHrOg>

# The Righting Reflex often leads to



Acting on the inclination to advise, teach, persuade, counsel or argue for a particular resolution to a person's ambivalence



How do you think people typically react when they are told what to do?

Type in your answers

# Common Reactions to Being Told What to Do

- Angry, agitated
- Oppositional
- Discounting
- Defensive
- Justifying
- Not understood
- Not heard
- Procrastinate
- Afraid
- Helpless, overwhelmed
- Ashamed
- Trapped
- Disengaged
- Not come back – avoid
- Uncomfortable

Think about a participant or older adult you have found challenging to engage.

As we start to discuss the different components of MI, I'd like you to image yourself trying them with that person.

# Elements of MI

Person-centered  
Communication

Guiding/Directive  
Towards Change



MI Spirit  
MI Principles  
OARS  
Elicit Change Talk

# The Spirit of MI



# Capturing the Spirit

- **Collaborating together:** Honors the older adults' experiences and perspectives. MI does not attempt to force someone to change
- **Evocation:** older adults already have the resources and motivation to change, and MI works to enhance them. We help people to “drink from their own wells”
- **Acceptance:** Respects the older adults' right to decide what is best for themselves, and helps them make an informed decision
- **Compassion:** Having the older adults' best interest in mind

# Putting the Spirit into Practice

Resist the righting reflex

Understand the older adults' own motivations

Listen with empathy

Empower





Complete the poll

## **Polling the Group**

**PQ3: A way to honor the SPIRIT of MI is by...  
(Answer True or False)**

1. Supporting the older adults arguments for staying healthy rather than providing arguments for change
2. Listening rather than telling older adults what to do
3. Being nonjudgmental and collaborative
4. Focusing on eliciting the older adults own concerns



# Principles of MI

**Express Empathy:** Understand the reality of older adults situation without judging, criticizing, or blaming them for their actions.

**Develop Discrepancy:** Let the older adults talk about their personal reasons for changing and for not changing.

**Respond to Sustain Talk and Discord:** Don't push for change or provide information prematurely or without permission. It is a dance not a wrestling match: Refocus, reframe, and twist!

**Support Self-efficacy:** support the older adults in finding ways to be successful that will work for them.



<https://www.youtube.com/watch?v=1Evwgu369Jw>

# Express Empathy

- Listen actively with the goal of understanding
- Skillful reflective listening is fundamental
- Acceptance facilitates change
- Ambivalence is normal



Complete the poll

# Polling the Group

## **PQ4: How empathetic are these responses?**

**(Answer: High or Low Empathy)**

**Older Adult:** “I am pretty busy. I come here but I also go to other centers. I don’t think I’d be able to come here that often”

**RA Response 1:** “You like to keep yourself active and involved. It is something you enjoy! So, for you to be able to take part in this program, it is important that the program’s schedule respects your schedule”

**RA Response 2:** “It might be hard for you to participate because of how busy you are, but look at all you have to gain. You would be able to maintain your active lifestyle long-term because you will be learning about how to keep your mind and body healthy ”

# Developing Discrepancy

- Motivation for change occurs when older adults perceive a discrepancy between where they are and where they want to be
- Values and beliefs are key factors
- Remember it should be the older adult making the arguments for change
- Explore potential consequences of not taking action

**Older Adult:** “I like to keep my mind sharp, that is why I always do the Sudoku, but I am very busy at the moment. I come here but I also go to other centers. I don’t think I’d be able to come here that often”

**RA Response:** “It is important to you to be proactive about your mental health care, now tell me what you think would be good about having more strategies in your stay healthy toolbox”

# Support Self-Efficacy

- Older adults' belief in the possibility of change is an important motivator
- The RAs own belief in the older adult's ability to change become a self-fulfilling prophecy

# Roll with Their Hesitance

- Avoid arguing for change
- Hesitance is not directly opposition
- The older adult is the primary source of finding answers and solutions
- The key is to respond strategically
- Barriers can be turned back to the older adult for his/her solutions

# Ambivalence Activity

**Older Adult:** “I am pretty busy. I come here but I also go to other centers. I don’t think I’d be able to come to this site that often”

- What is the person’s ambivalence?

Type in your answer



# Understanding the Flow of MI: The Four Processes



# Goals of the Four Processes

1. **Engaging**: The foundation of MI; forming a connection and building a relationship with the person.
2. **Focusing**: Setting the agenda; identifying the behavior and finding a direction
3. **Evoking**: Drawing out person's internal reasons for changing
4. **Planning**: Setting a goal and making a plan\*; strengthening commitment to change





Complete the poll

## **Polling the Group**

**PQ5: If you imagine yourself using MI, which of the four processes do you think would be most helpful to you?**

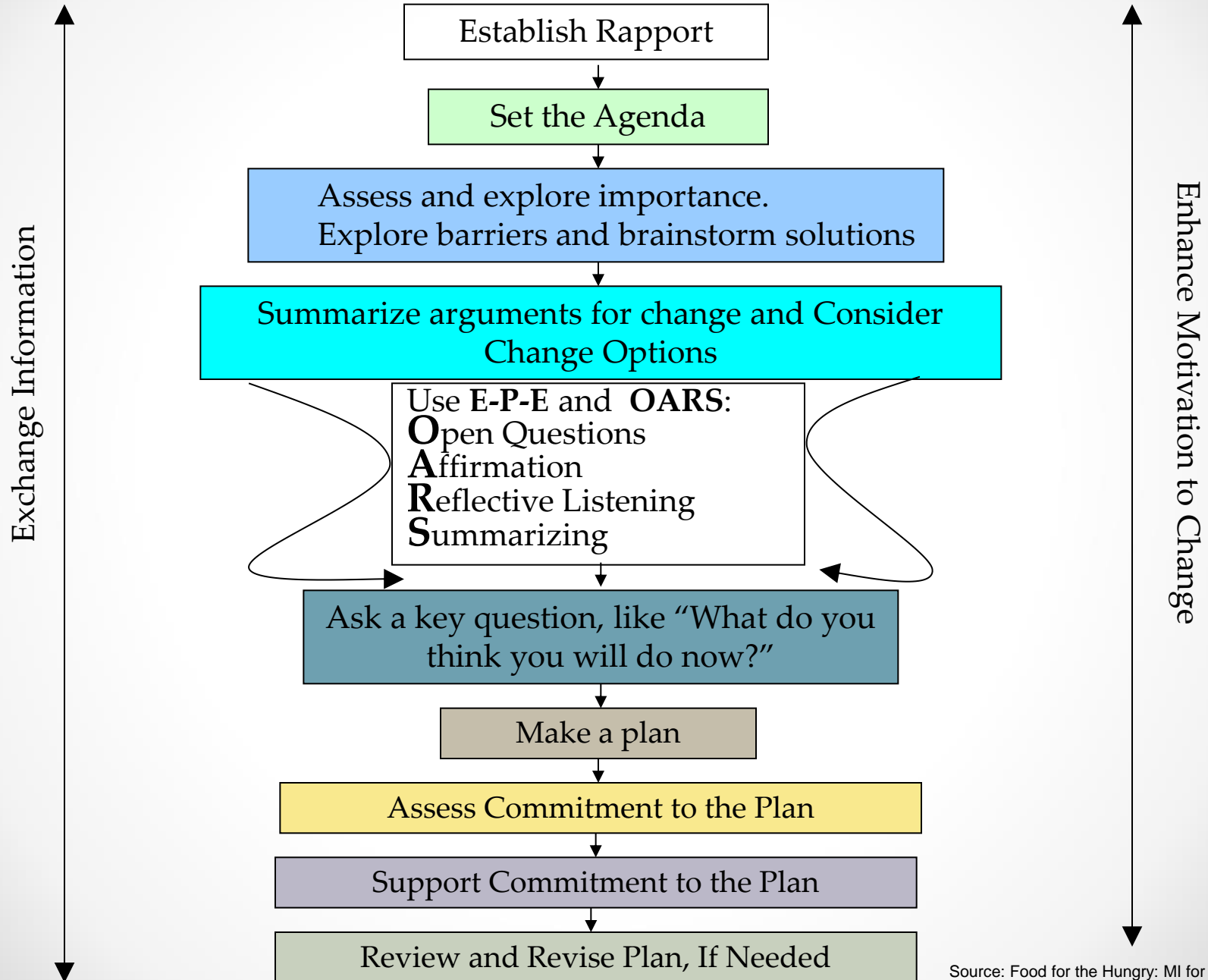
- Engaging
- Focusing
- Evoking
- Planning

# MI Traps

- The question-answer trap
- The taking sides trap
- The expert trap
- The labeling trap
- The scare tactics trap
- The pouncing trap
- The information overload trap



# The MI Process: An Overview



Complete the poll

# Polling the Group

PQ6: When you are conversing with older adults, would you rather be?

Wrestling



or

Dancing



**Sounds nice.....**

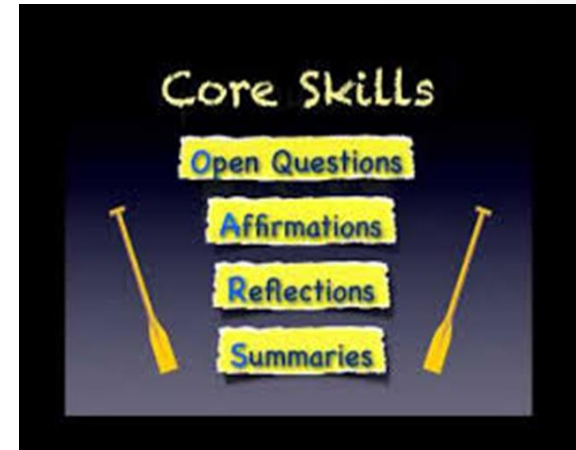


**But, how do we practice it??**

# The Fundamental Skills of MI

Open the Conversation

- ✓ Asking Permission
- ✓ Providing a menu of benefits
- ✓ E-P-E



The **OARS**

- ✓ Exploring through **O**pen-Ended Questions
- ✓ **A**ffirmations
- ✓ **R**eflective Listening
- ✓ **S**ummarizing



# Asking Permission

- People are much more likely to follow advice when you build collaboration by asking permission to share information instead of telling them what they should do
- By asking permission, you are showing respect for the older adults life experiences and supporting their ability to make choices about their life

*“Would you be interested in exploring with me some of the ways in which your participation may be beneficial to you and others?”*



Complete the poll

## **Polling the Group**

**PQ7: Which of the elements of the MI SPIRIT is honored by asking permission (choose all that apply)?**

- Collaboration
- Evocation
- Acceptance
- Compassion

# AGENDA SETTING: FIND A SHARED DIRECTION IN THE CONVERSATION

- Ask permission to discuss the topic  
*“I wonder if it would be ok with you if we talked about ...?”*
- Explain you will not insist on immediate action  
*“I’d just like to get a better idea of how you feel about.....”*

# Setting the Agenda

What helps older adult maintain their mental health?



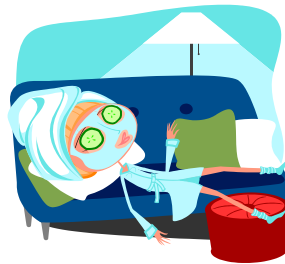
Having Healthy relationships



Being Physically active



Being happy



Coping with stress



Being positive

# Use E-P-E (a.k.a “Ask-Tell-Ask”) Technique to Gather & Give Information

## ELICIT-PROVIDE-ELICIT

### Step 1

**Elicit** – ask information from the person about the situation

- “What are your thoughts about healthy aging?”

### Step 2

**Provide** – summarize what they said. If appropriate ask permission, and then offer several options for the person to consider

○ **Example:**

- “Research suggests that....”
- “Studies have shown.....”
- “Others have benefited from...”

– Offer a menu of activities and discuss them with the person

### Step 3

**Elicit**– ask the person what they’d like to do or what they think of the information you provided

- “What do you think of these benefits?”
- “How can we help you?”



Complete the poll

# Polling the Group

## **PQ8: In MI:**

(Answer True or False)

1. **Direct persuasion is not very useful for resolving ambivalence**
2. **Motivation is elicited form the person and not imposed from without**
3. **The person is supported in identifying and resolving ambivalence**
4. **The person's values and autonomy is respected**
5. **Hesitance to change is treated constructively**

# Questions?



# Thank you!