

Transferable Skills: Motivational Interviewing and How It Translates to Better Communication and Teamwork

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COI Disclosure Notice

- Pharmacist

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Philosophical Disclosure Notice

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Trending (continued) 

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Listening Facts

- People listen at 125-250 wpm,
- We think at 1,000-3,000 wpm
- We are **preoccupied** ~75% of the time

THE ART OF LISTENING 

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Listening Facts (continued)

- Remember what we hear = 20% of the time
- > 35% of pharmacy employers think listening is a necessary skill for success


NOT LISTENING



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You are Listening Critically, When You Question Whether


- The inference is supported with meaningful factual statements
- The reasoning statement that shows the relationship between the support and the inference makes sense
- There is any other known information that lessens the quality of the inference



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Transtheoretical Model of Change

- Developed by Prochaska & DiClemente
 - It combines elements of other approaches and theories
- Behavior change is a process, not an event.

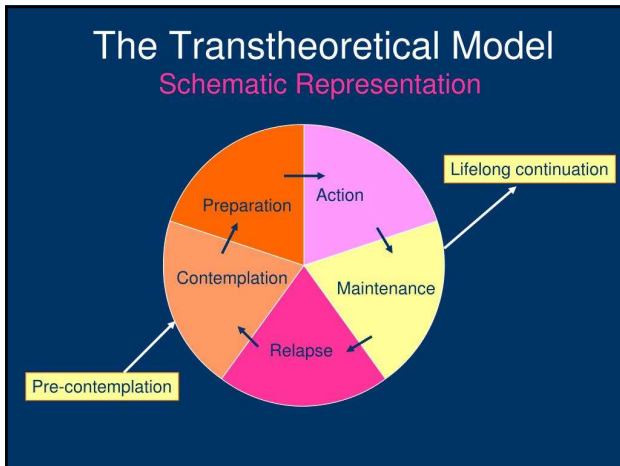


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Transtheoretical Model

- A person is in one of 5 stages of readiness to change behavior
- Health care provider must accurately assess that stage of readiness and adapt to it in order to be effective

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Stages of Readiness

- Five stages:
 - Precontemplation
 - Contemplation
 - Preparation
 - Action
 - Maintenance
- People can skip steps and, also go backwards

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Strategies by Stage

Stage	Definition	Potential Change Strategies
Precontemplation	Has no intention of taking action within the next six months	Increase awareness of need for change; personalize information about risks and benefits
Contemplation	Intends to take action in the next six months	Motivate; encourage making specific plans
Preparation	Intends to take action within the next thirty days and has taken some behavioral steps in this direction	Assist with developing and implementing concrete action plans; help set gradual goals
Action	Has changed behavior for less than six months	Assist with feedback, problem solving, social support, and reinforcement
Maintenance	Has changed behavior for more than six months	Assist with coping, reminders, finding alternatives, avoiding slips/relapses (as applicable)

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Stage Implications

1. Precontemplation:

Cons outweighs pros
Won't consider change for awhile



- RPh - Listen for barriers to change, wait non-judgmentally. Personalize information

2. Contemplation:

Lower SE, think
Change in 6 months
Open to info



- RPh - Listen reflectively, careful questions, educate if open. Motivate. Assist in making specific plans

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Pharmacists' Actions

- Identify the stage of readiness the patient is in now
- Find out how long did it take for them to get to this stage, how to motivate them to move from one stage to another

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Stage Implications (continued)

3. Preparation:

- Ready for action within 30 days & made 1 attempt
- Often unsure of ability

➔

- RPh addresses patient concerns, breaks action into small steps & is consultant

4. Action:

- Has made change (less than six months)

➔

- RPh assess patient concerns, problem-solve how to avoid triggers for negative behavior, support positive behavior

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Implications (continued)

5. Maintenance:

- Engaged for 6 months at least
- More able to identify situations that cause relapse
- Becoming the person he/she wants to be

➔

- Listen empathically; provide reminders
- Open assessment of potential relapse factors
- Support
- Positive reinforcement

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Corresponding Change Processes

Stages of Change				
Precontemplation	Contemplation	Preparation	Action	Maintenance
	Consciousness Raising			
	Dramatic relief			
	Environmental reevaluation			
	Self-reevaluation			
		Self-liberation		
			Reinforcement Management	
			Helping relationships	
			Counterconditioning	
			Stimulus Control	

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MI Works Best When

- It is a situation in which the person can be at different stages of readiness (e.g., usually chronic conditions rather than acute)
- It is a situation in which the person may be at different stages of accepting his/her illness (e.g., not wanting to take their medications because they do not believe in taking them)

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Spirit of Motivational Interviewing

• Components

A = Autonomy

C = Collaboration

E = Evocation



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Autonomy

- Responsibility for change is left with the client, hence there is respect for the individual's autonomy.
- The clients are always free to take our advice or not.
- When motivational interviewing is done properly, it is the client rather than the counselor who presents the arguments for change.

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Collaboration

- In motivational interviewing, the counselor does not assume an authoritarian role.
- The counselor seeks to create a positive atmosphere that is conducive to change.

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Evocation

- Consistent with a collaborative role, the counselor's tone is not one of imparting things, such as wisdom or insight, but rather *eliciting* – finding these things within and drawing them out from the person.

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MI Spirit & its Mirror

• Collaboration	• Confrontation &/or Directive
• Evocation	• Education
• Autonomy	• Authority

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Principles of MI

- **R**oll with 'resistance'
- **E**xpress accurate empathy – particularly through reflective listening
- **D**evelop discrepancy
- **S**upport self-efficacy

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MI 'micro-skills'

- **A**ffirmations
- **R**eflective listening
- **O**pen-ended questions
- **S**ummarizing
- **E**licit change talk
 - **OARS** = open-ended questions, affirmations, reflective listening & summarizing



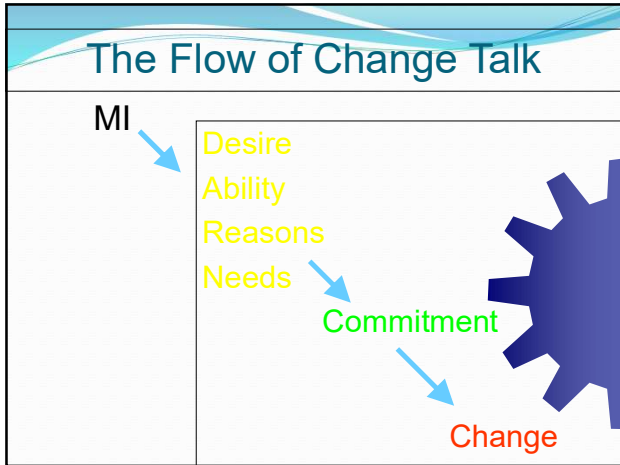
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Eliciting Change Talk

- D** = Desire for change
- A** = Ability to change
- R** = Reasons for change
- N** = Need for Change
- C** = Commitment to Change



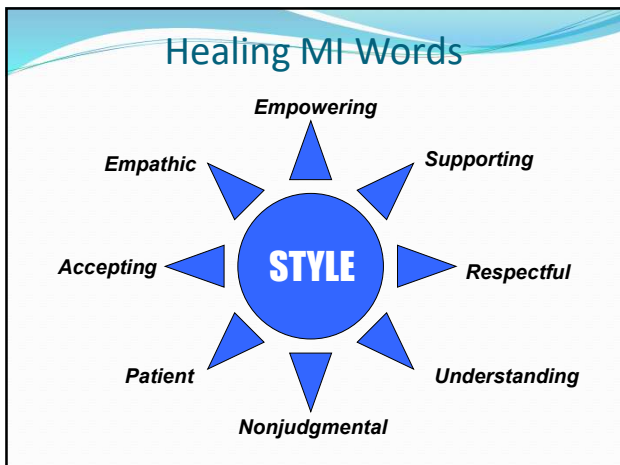
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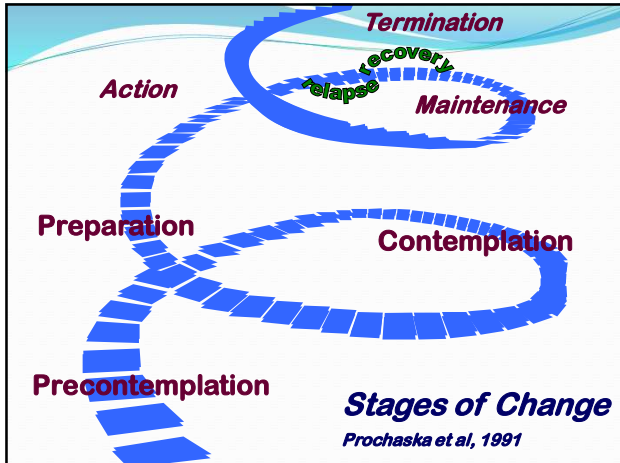
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- ### Qualities of a Good Motivational Counselor
- ❖ Respect for individual differences
 - ❖ Tolerance for disagreement and ambivalence
 - ❖ Patience with gradual approximations
 - ❖ Genuine caring and interest in clients served

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Changes

מסלול התהליך	Not Ready	Unsure	Ready	Change
	"There is no problem."	"There may be a problem, but I have mixed feelings."	"There is a problem and I want to change."	"My change(s) are working for me now."

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Motivational Interviewing Strategies

- **Open-Ended Questions**
- **Affirmation**
- **Reflective Listening**
- **Summary**
- **Eliciting Change Talk**

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Open vs. Closed Questions

- Open
 - Requires more than a yes or no response
 - Eliciting—more person-centered
 - Aids individual cognitions
- Closed
 - Quick, easier, & efficient
 - Less person-centered
 - Less engaging



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HALFWAY THERE!



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Affirmations

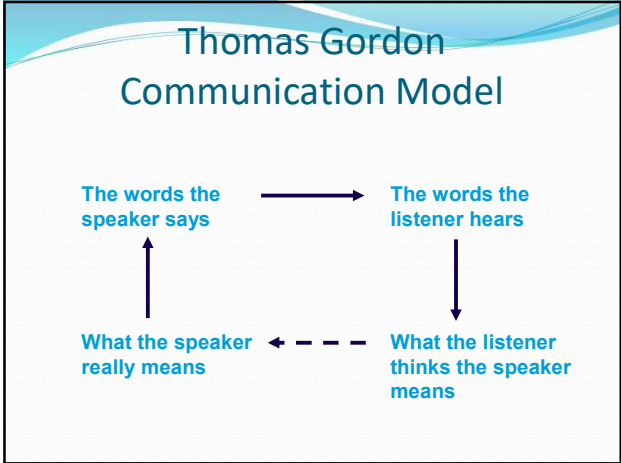
- Compliments.
- Statement of appreciation.
- Highlights client strengths.
- Is a form of Reflective Listening.
- Is client-focused.

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Roadblocks

Action	Solution
<ul style="list-style-type: none"> • Order, direct • Warn or threaten • Advise, suggest, solve • Persuade, argue, lecture • Moralize, preach, "shoulds" • Disagree, judge, blame 	<ul style="list-style-type: none"> • Agree, approve, praise • Shame, ridicule, label • Interpret, analyze • Reassure, sympathize, console • Question or probe • Withdraw, distract, humor, change subject

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What is Reflective Listening?

- Hearing the meaning behind client words
- Building hypothesis vs. making assumptions
- A non-judgmental, accepting environment

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Thinking Reflectively

- Speaker:
If a relative of mine had permission to brag about me, would they say...
_____.
- Listeners:
Do you mean you _____?
- Speaker:
 - Respond by saying ONLY yes or no

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Forming Reflections

- Speaker:
If a relative of mine had permission to brag about me, he or she would say . . .
_____.
- Listeners: *It sounds like you . . . You're feeling . . . It seems to you that . . . So you . . .*
- Speaker:
 - Can elaborate with a few more words, phrases or brief sentences.

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Reflective Listening

Simple

- Repeat
- Rephrase



Complex

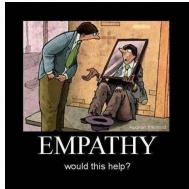
- Paraphrase
- Reflection of Feelings
- Summary, Metaphors

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Empathy

- Understanding of another's feelings
- Ability to identify with and understand somebody else's feelings or difficulties
- Experiencing an understanding of another person's condition from their perspective
- Walking a mile in someone's shoes

https://www.youtube.com/watch?v=cDDWvj_q-o8&feature=youtu.be_gdata_player



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Understanding and Comforting

For what characteristics do you seek in someone to whom you will confide?

- Trustworthiness
- Confidential
- Listening
- Anonymous
- Others?



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EMPATHY

Identifying with or vicariously experiencing the feelings, thoughts, or attitudes of another person



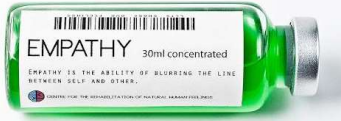
Empathic response

Emotional response parallel to patient's actual or anticipated display of emotion

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Empathic Responding

- Many patient messages communicate how they feel
- Letting patient know you understand these feelings is a key ingredient in a trusting, caring relationship.
- Awesome way to establishing a rapport
- Increases pro-social behaviors (helping)
- “Mirror neurons” react to other’s expressed emotions and reproduces them!!



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Responding (continued)

- People are better able to express themselves in an accepting, caring environment
- “Listening ear” to help elucidate feelings
- Entering the private, conceptual world of another
- It is:
 - Nonjudgmental
 - Accepting
 - caring



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Example

Patient:

“I’m so glad I moved into a retirement village. Every day, there is something new to do. There are lots of things going on

Pharmacist:


- “So there a lot of activities to chose from” {paraphrase}
- “You seem to love living there” {empathic}

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Building Trust

- Be genuine
 - Can set limits
- Respect for and acceptance of patient
 - Autonomous, worthwhile person
- Clinically significant relationship between empathy and positive therapeutic outcomes
- With empathy = “therapeutic alliance”


It is okay to tell a patient you do not have time at present to discuss something in detail; better than multitasking



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Positive Effects

- Patients trust you as one who cares
- Helps patients understand their own feelings more clearly
- Facilitates patient’s own problem-solving abilities
- Feel more in control in “safe” environment
- May explore different coping mechanisms
- “Sounding Board”




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Understanding Response

- Shows you understand patient’s concerns
- Builds a pharmacist-patient relationship
- Assists the patient

“You seem to feel that there is something missing in your relationship with Dr. Johnson”

- Patients may need to know that others understand



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How Can I Do This?

- Empathy can be learned
- Can alter your existing habits
- Practice with family and friends
- It will become more “natural”
- Must value the importance of establishing a therapeutic relationship with patients



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Summarizing

- Special form of reflection.
- Counselor chooses what to include and emphasize.
- Include client's *concerns about change, problem recognition, optimism about change and ambivalence about change.*
- Let client know you are listening.
- Invite client to respond to your summary.

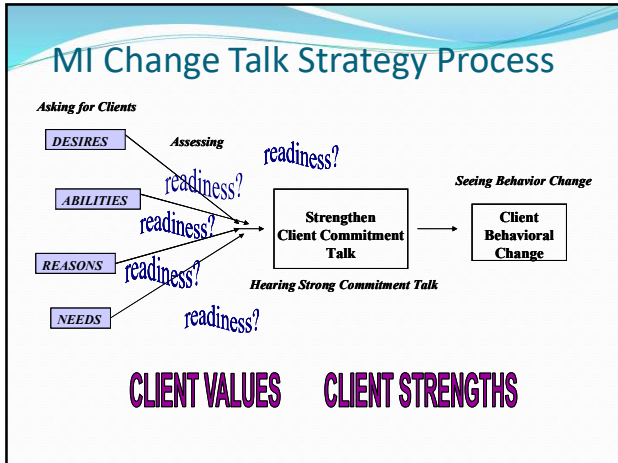
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Change Talk Categories

(Self-Motivational Statements)

- **Advantages of change**
- **Disadvantages of status quo**
- **Optimism for change**
- **Intention to change**
- **Commitment**

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- ### Change Talk Strategies
- Evocative Question
Desires, Ability, Reasons, Needs & Commitment for Change (DARN-C)
 - Elaboration
 - Importance Confidence Rulers
 - Decisional Balance
 - Looking Forward– Looking Back
 - Exploring Goals and Values

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- ### Phase 1 Traps
- Question/Answer Trap
 - Taking Sides
 - Expert/Labeling
 - Premature Focus
 - Blaming


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OARS and Change Talk

- Open-ended questions
- Affirmation
- Reflective Listening
- Summary
- Eliciting change talk
- Evocative question
- Elaboration
- Important Confidence rulers
- Decisional balance
- Looking forward—looking back
- Exploring goals and values

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MI Fidelity Issues



MI Treatment Integrity Scale (MITI)*

- Global Therapist Ratings
 - *Beginner* 5
 - *Competent* 6
- Reflection to Question Ratio
 - *Beginner* (1:1)
 - *Competent* (2:1)
- Percent Open Questions
 - *Beginner* 50%
 - *Competent* 70%
- **Percent Complex Reflections**
 - **Beginner 40%**
 - **Competent 50%**
- **Percent MI –Adherent**
 - **Beginner 90%**
 - **Competent 100%**

*from Moyers, Martin, Manuel, & Miller, 2004

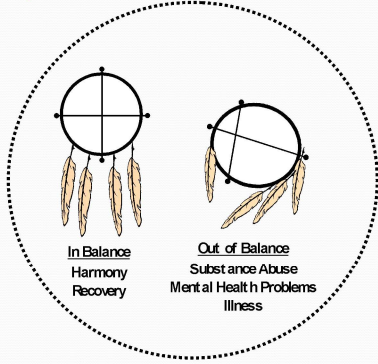
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Patient Resistance

Involves feelings, actions, and behaviors of an interpersonal nature where there is a lack of collaboration

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Balance/Imbalance



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Resistant Behaviors

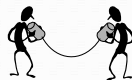
- Arguing
- Denying
- Blaming
- Interrupting
- Taking over
- Not responding



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Reflective Responses

- Simple
- Amplified
- Double-Sided



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Strategic Responses

- Shifting focus
- Reframing
- Agreement with a twist
- Siding with the negative
- Emphasizing personal choice
- Support self-efficacy

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Reflective & Strategic Responses to Resistance

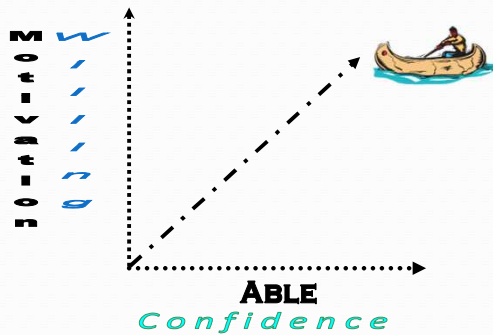
- Shifting focus
- Reframing
- Agreement with a twist
- Siding with the negative
- Emphasizing personal choice
- Support self-efficacy

Simple Amplified Double-Sided

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Assessing Readiness

Ready, Willing and Able



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Summary

- Motivational interventions.
- Strategies to enhance motivation.
- Handling resistance.

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Importance Ruler

- How important is it to you to ?

If 0 was "not important," and 10 was "very important," what number would you give yourself?



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Exploring Importance

- Why are you at x and not y? Or, how did you get from x to y? (always start with the higher number)
- What would have to happen for it to become much more important for you to change?
- What would have to happen before you seriously considered changing?

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Importance (continued)

- Why have you given yourself such a high score on importance?
- What would need to happen for your importance score to move up from x to y?
- What stops you moving up from x to y?

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Importance (continued)


- What are the good things about your tobacco use?
- What are some of the less good things?
- What concerns do you have about your tobacco use?
- If you were to change, what would it be like?
- Where does this leave you now?
 - Use this when you want to ask about change in a neutral way)

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Confidence Ruler

- If you decided right now to, how confident do you feel about succeeding with this?

If 0 was 'not confident' and 10 was 'very confident', what number would you give yourself?



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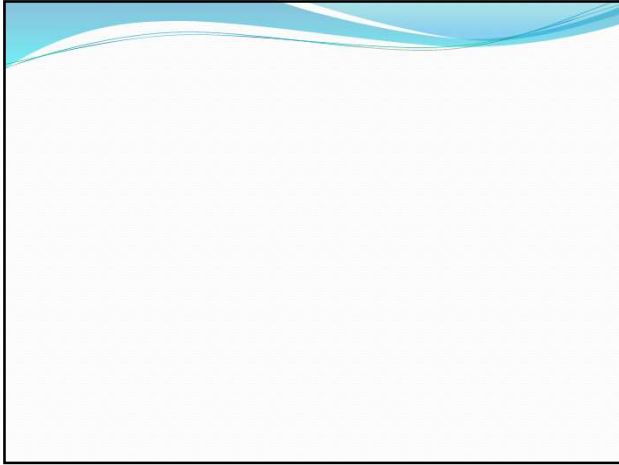
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HAPPY TRAILS TO YOU UNTIL WE MEET AGAIN

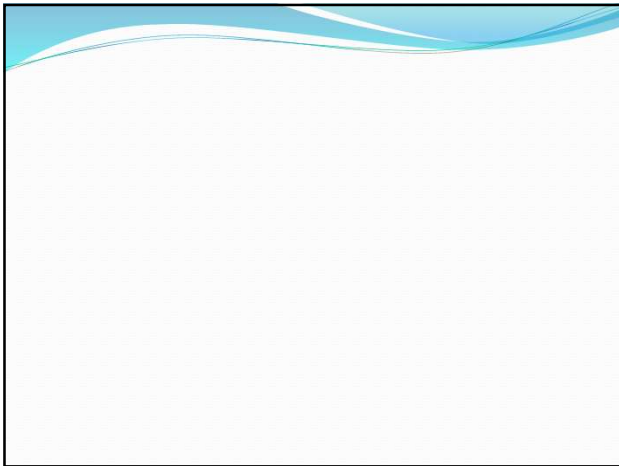


Roy Rogers

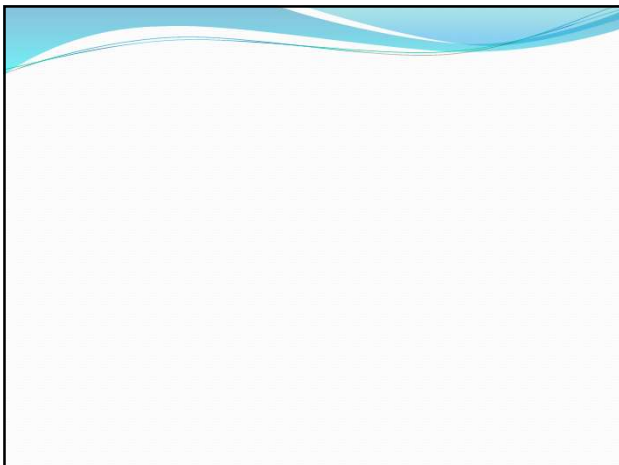
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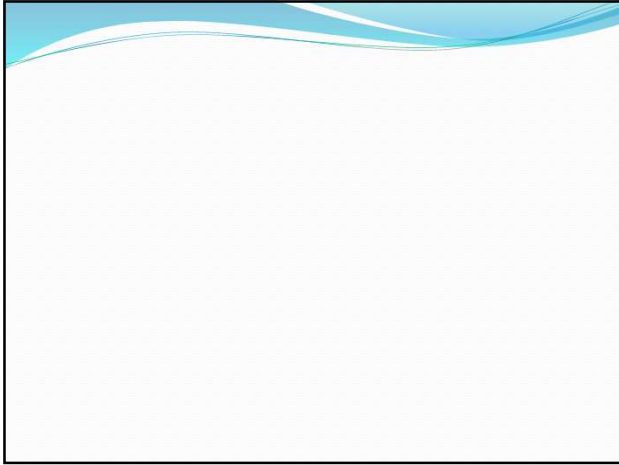
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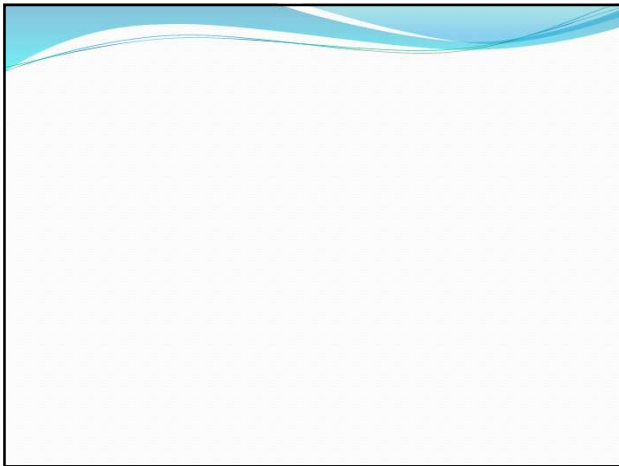
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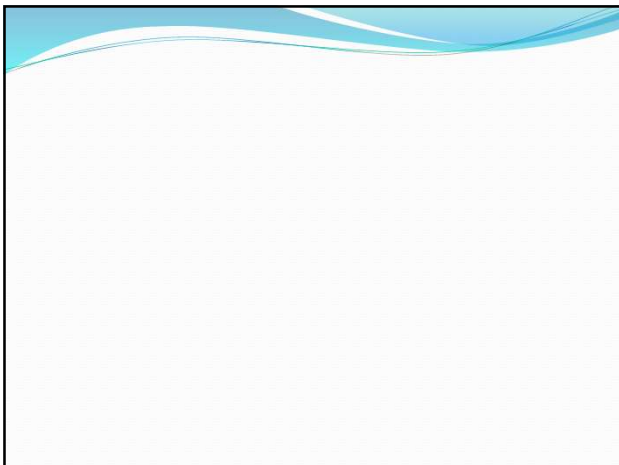
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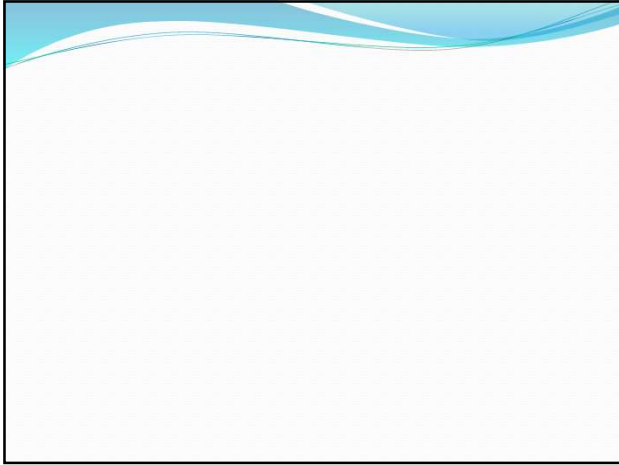
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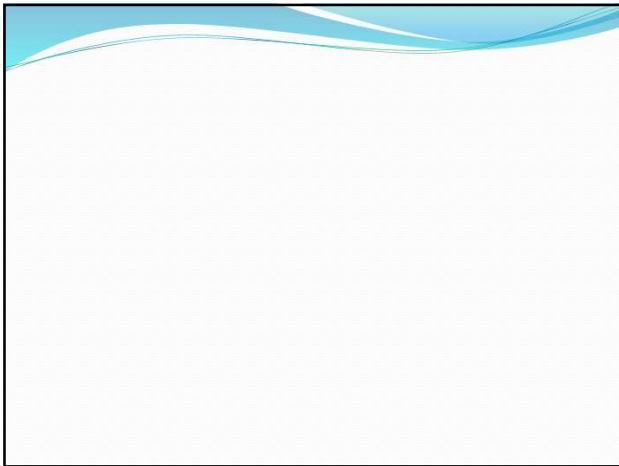
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