Objectives:
1. Describe motivational interviewing (MI).
2. Understand how MI skills can reframe communication.
3. Think about how you can begin to use mindfulness in your everyday life.
4. Utilize principles of MI with individuals living with chronic conditions.

Definitions:
- A directive, client-centered counseling style for eliciting behavior change by helping clients to explore & resolve ambivalence (Rollnick & Miller, 1995, p. 325)
- Method for encouraging people to make behavioral changes to improve health outcomes (Lundahl et al., 2013)
- A collaborative conversation style for strengthening a person’s own motivation & commitment to change (Miller & Rollnick, 2013)
- Person-centered interpersonal communication skill
- Used to elicit behavior change when internal motivation is lacking
- Evidence-based
- Psychotherapeutic approach to health behavior change
- Acceptable approach to use with adults
- Can lead to health behavior change
- Short time frame
• Promotes motivation to change
• Explores & resolves ambivalence
• Looks at the persons function today
• Addresses readiness for change
• Nonjudgmental
• Non-confrontational
• Non-adversarial
• Empathetic versus sympathetic
• An effective way to talk to people about change

A Philosophy of Treatment

• Partnership
  – Collaborating to promote respect & trust
  – Facilitates the helping relationship
  – No “expert” role
  – With & for; not on or to!
• Acceptance
  – Respecting autonomy, potential strengths & perspective while eliciting ideas about changing
  – No single right way to change

The S P I R I T of MI
• Compassion
  – Keeping the person’s best interests in mind
  – Person-centered approach
  – Actively promote the other’s welfare
  – Understanding everyone strives toward a fulfilling life
• Evocation
  – Understanding the best ideas come from the unique individual
  – Drawing out, rather than imposing ideas on

• Collaboration (Partnership): “We are going to work together”
• Autonomy (Acceptance): “I value you and am delighted to talk with you”
• Evocation: “I am going to create a space for you to share yourself and your story with me”
• Compassion: “I want to understand and respect you and your experience”

• Expressing empathy
  – Showing warmth, caring & understanding
• Supporting self-efficacy
  – Promote self-awareness; embrace autonomy; positive praise; encourage choices; instill confidence
  – Do not impose own beliefs onto others
  – Do WITH – not TO!
• Indicating/developing discrepancy
  – Assist person to develop goals; help to compare/contrast present to hoped for future; explore & identify discrepancies between current life situation & hopes; evoke reasons for & against change

• Rolling with resistance
  – Natural process, not pathologic
  – Allow exploration of perceived barriers without challenging
  – Maintain person-centered focus
  – Encourage examination of new ideas
  – Listen more than telling

Key Communication Skills & Strategies / Techniques

4 CORE Skills
• Open-ended questions
  – Avoid questions with yes/no answers
  – Use what, who, how, tell me about
  – Avoid asking why questions
  – Discover what is on the persons mind
  – Probe for more information
• Affirming
  – Introduce & end with thanks
  – Noticing the positive
• Reflection
  – Most important
  – Skilled listening
• Summarizing
  – Clarification
  – Provide opportunities to guide the person to effective behavior change
    • “What I heard is…”
    • “The picture I see is…”
    • “What I am seeing is…”

• Engaging
  – The process of establishing a trusting & mutually respectful relationship
    • Attuning; connecting; aligning; creating a therapeutic relationship; joining
  – Disengaging (what to avoid)
    • Assessing; asking lots of questions in the beginning; telling how to fix issue; power struggle; labeling can interfere – do not need to accept anything before you can engage

– Feeling:
  • Welcome (use name; shake hands)
  • Comfortable
  • Understood (most important)
– Exceeding expectations
– Having mutual goals
– Feeling hopeful
• Focusing
  – An ongoing process of seeking & maintaining direction
  – Involves:
    • Setting/agreeing upon agenda
      – Considering goals & priorities
  – Purpose:
    • Create a clear direction for ultimately developing a change plan
    – Use the OARS skills to accomplish

• Evoking
  – Eliciting a person’s own motivation for change
  – Change talk: speech that favors movement in the direction of change
    • “I can”; “I wish”; “I want”; “The reasons are…”; “It would solve problems”; “I will”
    • Reinforce when hear it
    • Ask questions!

• Planning
  – Developing a specific change plan that the person agrees to & is willing to implement
  – Done after engaging, focusing, evoking & change talk
  – Process of going from general concept to specific
  – Needs to be a smart plan:
    • Specific, measureable, relevant, achievable, timed

Change Talk
• Person explains reasons for change
• Rationale for changes is personally important
• Can be used to address differences between words & actions
• Focus is on being supportive during struggles
• Leads to successful outcomes

• Stages of change:
  – Precontemplation (not ready)
    • Not intending to take action in the next 6 months
  – Contemplation (getting ready)
    • Taking action in the next 6 months
  – Preparation (ready)
    • Taking action in the next 30 days
  – Action: overt lifestyle changes made in last 6 months
  – Maintenance: new behavior for > 6 months
• Reflective listening
  – Understanding what the person is thinking & feeling
  – Saying it back to them
    • Statements – no questions
  – Convey empathy & understanding
  – See the world through the person’s eyes
  – Levels of reflection:
    • Rephrase; paraphrase; double-sided; amplified

• Empathetic listening
  – An emotional understanding of the other
  – Compassion, feeling, insight
  – Seek to understand before being understood
    • Elicit
      – “Tell me how you make good food choices for yourself & family”
    • Reflect
      – “Your husband has a lot of influence on your decisions”

Chronic Disease

Researched Behaviors Positively Impacted:
• ETOH consumption
• Tobacco/marijuana abstinence
• Substance abuse
• Weight reduction
• Self-monitoring of blood sugar levels
• Increasing exercise & strength training
• Reducing amount of TV watching
• Increased self confidence in dealing with health
• Decreased overuse of Rx meds for pain
• Improved oral health
Determining: Readiness Importance Confidence

What are YOU Going to Do?

• Engage the person
• Ask permission to discuss
• Listen reflectively (make a guess about what the person means)
• Assess readiness/importance/confidence
• Ask open ended questions (opening a door)
• Use AND versus BUT statements
• Give affirmation (accentuate the positive)
• Summary (collecting, linking, transitional)

On a scale of 0-10, how ready are you to think about ______?

0 1 2 3 4 5 6 7 8 9 10

• Backward question: Why a 5 & not a 3?

• Straight question: Why a 5?

• Forward question: What would it take for you to move from a 5 to 7?
<table>
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<th>Unsure</th>
<th>Ready</th>
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<td>2</td>
<td>3</td>
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<td>5</td>
<td>6</td>
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</tbody>
</table>

**On a scale of 0 to 10, how important is it for you to make improvement?**

1 2 3 4 5 6 7 8 9 10

Unimportant Important

**On a scale of 0 to 10, how confident are you to the take action to make improvement?**

1 2 3 4 5 6 7 8 9 10
Unconfident Confident

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<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
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<th>4</th>
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<tbody>
<tr>
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<td>Not at all</td>
<td>Important</td>
<td>Extremely Important</td>
<td></td>
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</tr>
</tbody>
</table>

**On a scale of 0 to 10, how confident are you that you could make this change?**

0 1 2 3 4 5 6 7 8 9 10
Not at all Extremely Confident
Confident

**Mindfulness**
• The awareness that emerges through paying attention on purpose, in the present moment & non-judgmentally to the unfolding of experience moment to moment *(Kabat-Zinn, 2003)*

• The non-judgmental observation of the ongoing stream of internal & external stimuli as they arise *(Baer, 2003)*

• Keeping one’s complete attention to the experience on a moment to moment basis *(Martlett & Kristeller, 1999)*

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**MindLESSness:**

• Breaking things, spilling things, clumsiness, accidents because of carelessness

• Inattention

• Thinking about something else

• Failing to notice subtle or not-so-subtle feelings of physical discomfort, pain, tension, etc.

• Forgetting a name as soon as you hear it

• Getting lost in your own thoughts & feelings

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• Listening to someone with one ear while doing something else at the same time

• Getting so focused on goals that you lose touch with the present

• Being preoccupied with the future or the past

• Eating without being aware of eating

• Doing several things at once rather than focusing on one thing at a time

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**Evidence-Based Results of Mindfulness**

• Increased:
  – Emotional skills
  – Working memory
  – Attention span
  – Planning
  – Self esteem
  – Relaxation
  – Self acceptance
  – Quality of sleep
  – Social skills

• Decreased:
  – Anxiety
  – Hyperactivity
  – Negative emotions
  – Impulsivity
  – Depression
  – Anger
  – Management issues
The Basics

• The WHAT
  – Attention characterized by attitudes of:
    • Openness
    • Curiosity
    • Acceptance
  – Notice *in the present moment* your:
    • Thoughts
    • Feelings
    • Physical sensations
    • Sense perceptions

• The WHO
  – Anyone!

• The WHEN
  – Anytime
  – Main ingredient = **I N T E N T I O N**

• The WHERE
  – Anywhere!

• The HOW
  – Kind of attention being utilized
  – Degree of formality

  – Kind of Attention:
    • Concentrated
      – Immersed
      – Staring
    • Diffuse
      – Gaze

  – Formality
    • Formally (*meditation*)
    • Informally (*daily living*)
• The WHY
  – Increases attention
  – Lowers stress
  – Improves physical health & immune system functioning
  – Provides relief
  – Promotes purposeful living
  – Allows us to be more:
    • Present
    • Joyful (Kaplan, 2011)
  – Improves quality of life

• How Do You Become Mindful?
  • Determine the difference between mindfulness & concentration
  • Pay attention to your surroundings
  • Let go of judgment
  • Be in the moment
  • Have a clear mind
    – Disengage from mental clutter
  • Respond rather than react to situations

• Experience this moment, without trying to change it
  – What is happening?
  – What do you feel?
  – What do you see?
  – What do you smell?
  – What do you hear? (Kabat Zinn)

  – Exercises:
    • Telephone, email
    • Walking

• Break problems down into small pieces
• Practice
• Focus on the future
• Set SMART goals for yourself
  – Specific
  – Measurable
  – Achievable
  – Realistic
  – Timebound (1 day, 1 week, 1 month, etc.)
• 3 WHAT skills:
  – Observing (attending to events & emotions)
  – Describing (labeling behaviors & emotions)
  – Participating (entering into activities)

• 3 HOW skills:
  – Taking a no judgmental stance
  – Focusing on 1 thing in the moment
  – Being effective
  • Doing what is needed rather than worrying about what is right or 2nd guessing (Linehan, 1993)

References & Resources


Matulich, R. www.motivationalinterviewingonline.com


Thank you!

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