

**MORE ABOUT MOTIVATIONAL
INTERVIEWING**

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**WHAT'S YOUR
COMMUNICATION
STYLE?**

Half the world is composed of people who have something to say and can't, and the other half who have nothing to say and keep on saying it.

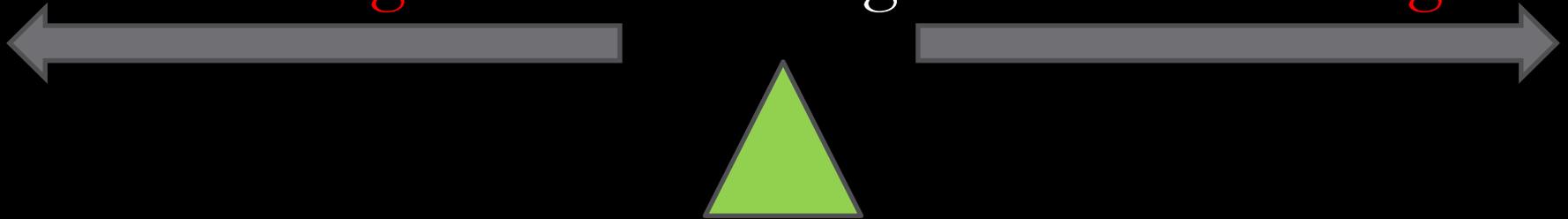
-Robert Frost

OBJECTIVES

- Use **reflective listening techniques** with children and families to clarify and strengthen weight management goals and strategies
- Describe and use communication techniques with children and families that elicit and **strengthen motivation and commitment to change** unhealthy eating and physical activity patterns or behaviors
- **Compare and contrast patient education** that employs motivational techniques with traditional patient education approaches.

PROVIDING HEALTHCARE ON A CONTINUUM

Directing.....Guiding.....Following



MOTIVATIONAL INTERVIEWING

- Is done “for” and “with” a patient
- Not “to” and “on”

**DOES IT MATTER HOW YOUR
PATIENTS “FEEL” WHEN THEY
LEAVE YOUR OFFICE?**

How do you want them to feel?

Discuss for 3 minutes...

WHAT DO YOU
THINK?

How did the patient feel?

The mother?

Are they likely to do what was asked
of them? Why/Why not?

**YOU ARE A PING-PONG
PADDLE**

...And so is everyone else.

OUR UNIQUENESS IMPACTS
OUR INTERACTIONS

- Age
- Gender
- Personality
- Body weight
- Appearance
- Sense of humor

STYLES AND SKILLS

Our communication style is defined by the skills we use and how we use them.

**COMMUNICATION
SKILLS**

Asking
Listening
Informing

ASKING

- Open ended questions.
- Don't spoil open ended questions with a follow-up closed ended question—*What sort of things have you been doing to be more aware of your eating? Have you been keeping a food journal everyday?*
- Fit the assessment into the interview, not the interview into the assessment
- Be aware of premature focus/action

LISTENING

- Listening allows us to quickly determine the patients concerns.
- The goal is to simply understand the person's perspective and experience.
- Listening by reflecting (in somewhat different words)
- Summaries
- Acknowledge barriers
- Reflect change talk

INFORMING

- It's a person not an information receptacle.
- What does the patient care about, and how is this information related to it?
- Framing the message in a positive way (the good things that will happen if you do it, instead of the bad things that will happen if you don't).
- Talk about what other people do.
- Elicit-Provide-Elicit

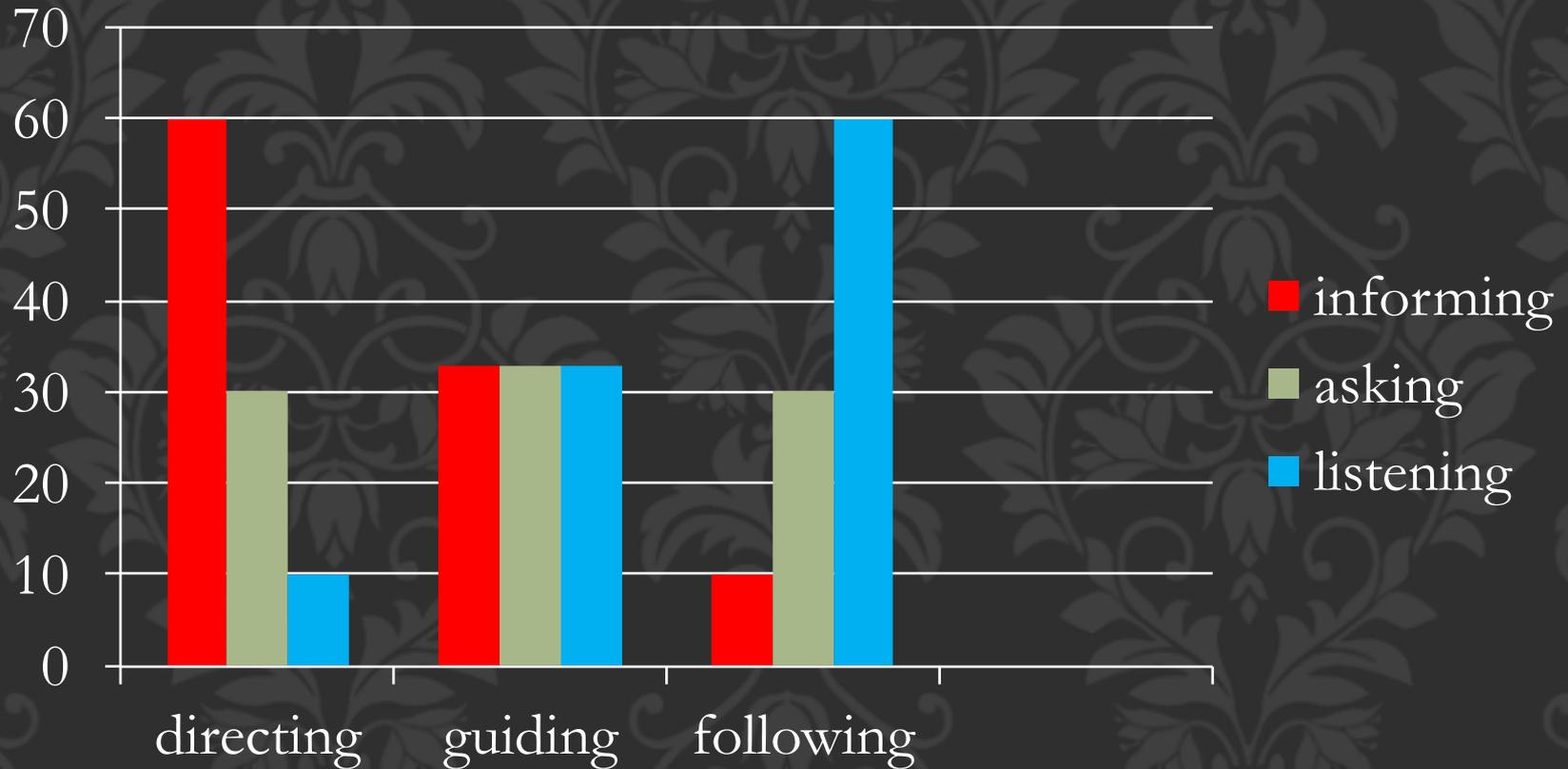
ACANTHOSIS ALTERNATIVE

- How did the patient and mother feel at the end of the appointment?
- How was this different than the other scenario?

ACANTHOSIS ALTERNATIVE

- Identify asking, listening and informing.
- What was the balance?
- What principles were used with each skill?

Percent Time Using Different Communication Skills



RULE

- **R**esist the “righting reflex”
- **U**nderstand your patient’s motivations
- **L**isten
- **E**mpower

CHANGE TALK: DARN

Desire

Ability

Reason

Need

Commitment

Activation

Taking Steps

ASTHMA SCENARIO

- How well did the clinician follow the RULE principle?
- What was the balance between asking, listening and informing?
- Did the clinician evoke change talk?
- What general suggestions would make this session more consistent with MI principles?

IMPROVED ASTHMA SCENARIO

- Point out some examples where the clinician followed the RULE principle?
- What was the balance between asking, listening and informing?
- How did the clinician evoke change talk?
- Would you have approached things any differently?

WHAT IF PARENT AND PATIENT
ARE MOTIVATED?

- Continue to use skills in balanced fashion (perhaps less informing).
- Informing may be related to realistic expectations, common pitfalls, etc.

Would it be okay if we talked about some of the challenges you are likely to encounter?

Why do you think so many people get to this point and then fall off track?

WHAT IF PARENT AND PATIENT
ARE MOTIVATED?

- Discussion may be related to strengthening commitment.

Remind me why this is so important to you?

How are you feeling about your progress?

- May spend less time on engaging, focusing and evoking; more time on planning.

MOTIVATED FAMILY

- What would be a good approach to address how the home environment affects Bethany?
- How can we discuss Mom and Bethany's motivation that will allow for collaboration between them?
- What are some other approaches to this scenario?

PARENT IS
MOTIVATED...CHILD IS NOT

- Age of child is a consideration
- Understand/Reflect differing concerns
- Encouraging choices within the plan (especially for the child)
- Engagement of child in the process (choosing foods, preparing meals or other reinforcement)
- Empowering authoritative parenting (vs. permissive and authoritarian)

PARENT IS
MOTIVATED...CHILD IS NOT

- How could you get Jake engaged in this appointment?
- What sort of information would you like to provide to Jake and his mother before they leave your office? How would you go about this?
- What are some other approaches to this scenario?

UNMOTIVATED FAMILY

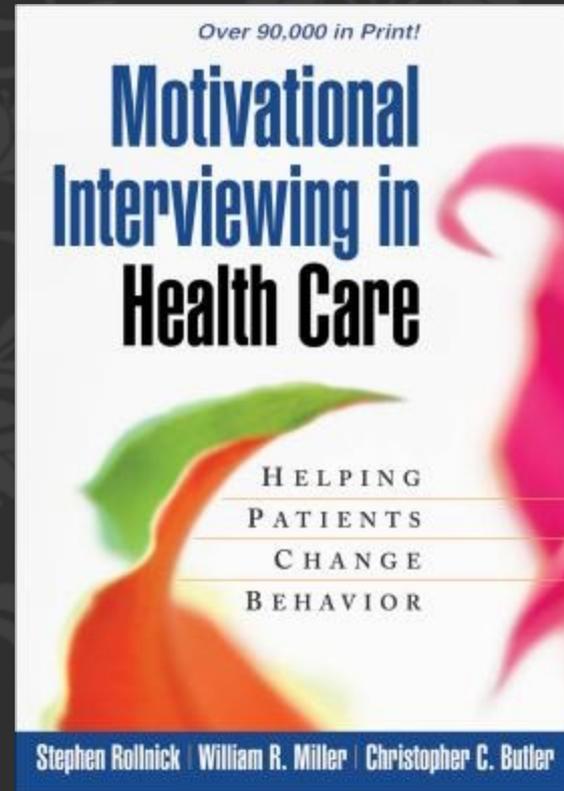
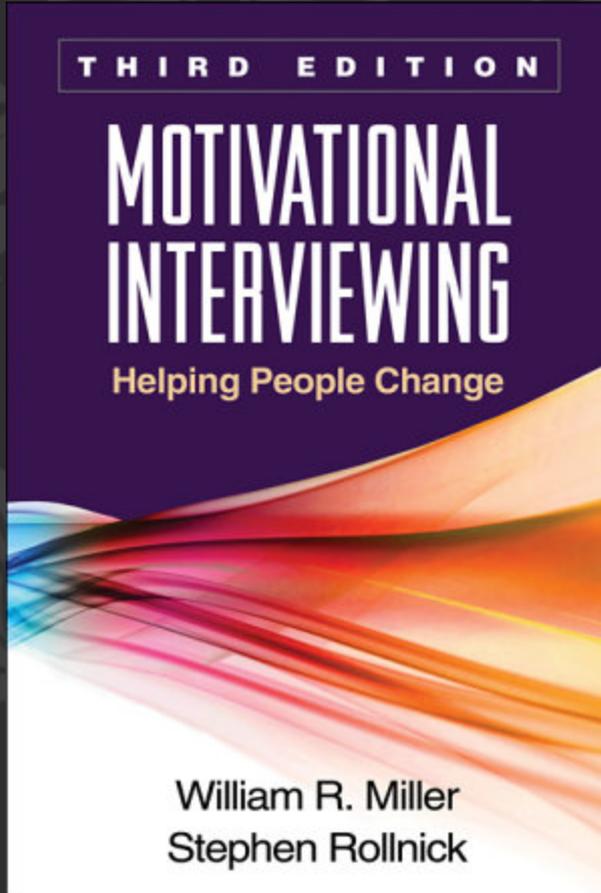
- Listening to all individuals is important, parent should be primary focus with younger children.
- Resist the righting reflex
- Respect autonomy of parent (exceptions: neglect, abuse)
- Has anyone expressed concern?
- What do you think about these concerns?
- Teenagers expressed views about weight can rapidly shift.
- At times it is important to side with their resistance.

UNMOTIVATED FAMILY

- How would you engage and elicit change talk with this defensive parent?
- What sort of statements would be best to reflect to this family?
- How would you go about providing education to this child and her mother?
- What are some other approaches to this scenario?

REVIEW

- Motivational interviewing is a collaborative, goal-oriented style of communication with particular attention to the language of change.
- It is designed to strengthen personal motivation for and commitment to a specific goal.
- MI elicits and explores the person's own reasons for change within an atmosphere of acceptance and compassion



<https://www.kognito.com/changetalk/web>
www.motivationalinterviewing.org



THANKS!