PARTICIPANT HANDOUTS
Distance Learning Event:
Integrating Motivational Interviewing into Daily Clinical Workflow: A Full Practice Approach

Presented by:
Kathleen Garrett, MA, CTTS, Member Motivational Interviewing Network of Trainers; Research Senior Instructor/Colorado School of Public Health Clinical Associate/Behavioral Health and Wellness Program/SOM/Psychiatry University of Colorado Anschutz

Live Broadcast Date/Time:
Wednesday, April 18, 2018
12:00–1:30pm Mountain Time / 1:00–2:30pm Central Time

Event Overview:
Motivational Interviewing is an evidence-based method of communication for supporting behavior change. This webinar session provides a brief review MI fundamentals, processes and skills. The event will build upon participants' skills by teaching easy to use strategies for enhancing patient engagement, motivation, and movement towards a targeted health behavior change during clinic encounters. Additionally, participants will learn best practices for building MI proficiency, along with implementation and system based strategies for integration of MI into clinical systems and practice.

Learning Objectives:
At the end of this webinar participants will be able to:
- Explain to others the fundamentals of MI including MI spirit, processes, and skills
- Understand the use of MI in behavior change conversations and clinical outcomes
- Use brief MI tools to increase patient motivation in behavior change conversations
- Identify staff roles in community health care MI practice and implementation
- Identify a plan for standardization of MI practice in a community health center

CONTENTS
Page 2: Descriptions of CCHN & CHAMPS Speaker Biographies
Pages 3-8: Resources
Pages 9-40: Slides

CCHN ARCHIVE
This event will be archived online. The online version will be available within two weeks of the live event. For information about all CCHN archives, please visit http://cchn.org/webinar-archive/.
**DESCRIPTION OF CCHN**
Colorado Community Health Network (CCHN) is a non-profit organization representing the 20 Colorado Community Health Centers (CHCs) that together are the backbone of the primary health care safety-net in Colorado. CCHN is committed to educating policy makers and stakeholders about the unique needs of CHCs and their partners, providing resources to ensure that CHCs are strong organizations, and supporting CHCs in maintaining the highest quality care. For more information about CCHN, please visit [www.cchn.org](http://www.cchn.org).

**DESCRIPTION OF CHAMPS**
Community Health Association of Mountain/Plains States (CHAMPS) is a non-profit organization dedicated to supporting all Region VIII (CO, MT, ND, SD, UT, and WY) federally-funded Community, Migrant, and Homeless Health Centers so they can better serve their patients and communities. Currently, CHAMPS programs and services focus on education and training, collaboration and networking, workforce development, and the collection and dissemination of regional data. For more information about CHAMPS, please visit [www.CHAMPSonline.org](http://www.CHAMPSonline.org).

**SPEAKER BIOGRAPHY**
**Kathleen Garrett** earned an MA in Counseling Psychology from the University of Colorado at Denver. She is a Research Senior Instructor in the University of Colorado School of Public Health and a Clinical Program Associate in the Behavioral Health and Wellness Program in the School of Medicine at UCD. Ms. Garrett has been a member of the international Motivational Interviewing Network of Trainers (MINT) since 2004. She is a lead trainer for the BHWP Dimensions Motivational Interviewing Training Center at UCD and a curriculum developer/lead trainer for the Colorado Patient Navigator Training Collaborative in the CSPH. Additionally, since 1995, Ms. Garrett has served as a principal or collaborating investigator on numerous NIH- and foundation-funded research projects evaluating the feasibility and/or efficacy of psychosocial and behavioral interventions in cancer prevention, cancer survivorship, childhood vaccinations and obesity prevention, six of which focused specifically on the efficacy of motivational interviewing for health behavior change.

**Mary Mancuso** is a Clinical Program Associate at the Behavioral Health and Wellness Program (BHWP) at the University of Colorado School of Medicine, Department of Psychiatry housed on the Anschutz Medical Campus. She has a background in education and counseling psychology. Mary has over 8 years’ experience working with clients and patients in nonprofit, behavioral health, and hospital settings in clinical, consultant, quality improvement, and research roles. Prior to her role at BWHP, Mary spent 5 years at the University of Colorado Hospital working with numerous healthcare providers to implement evidence-based practice initiatives on inpatient units and outpatient clinics.
MOTIVATIONAL INTERVIEWING RESOURCES

Books on Motivational Interviewing:


Motivational Interviewing Websites:

✧ http://www.motivationalinterviewing.org

This website provides resources for those seeking information on Motivational Interviewing. It is hosted by the Motivational Interviewing Network of Trainers (MINT), an international organization committed to promoting high-quality MI practice and training.

✧ http://en.wikipedia.org/wiki/Motivational_interviewing

A Wikipedia article that describes the basics of Motivational Interviewing.

Motivational Interviewing Demonstration Videos:

✧ https://www.bhwellness.org/resources/videos/conversations-for-change-series

The Conversations for Change series of videos are produced by the Behavioral Health and Wellness Program (BHWP) in the School of Medicine at the University of Colorado Anschutz Medical Campus with funding support from the Smoking Cessation Leadership Center (SCLC). This video series illustrates the heart-set, processes, and micro-skills used in Motivational Interviewing (MI) as it is applied to conversations about tobacco cessation.

✧ https://www.bhwellness.org/resources/videos/pursuit-of-three cs-series

The Pursuit of the Three Cs series of videos are produced by the Behavioral Health and Wellness Program (BHWP) in the School of Medicine at the University of Colorado Anschutz Medical Campus in collaboration with UNITY Consortium. The videos are intended to assist healthcare providers to have better conversations with parents regarding vaccination and immunization recommendations.
These streaming videos listed on the Motivational Interviewing Network of Trainers (MINT) website offer demonstrations of the practice of MI in different settings.

The Brief Negotiation Roadmap is comprised of a number of Motivational Interviewing strategies that are effective for working with patients towards health behavior change.

Research Articles on Motivational Interviewing:


This article reviews the research support for Motivational interviewing (MI) so that practitioners can make informed decisions about the value and applicability of MI in their clinical work.

This link takes you to a search of “Motivational Interviewing” on the PubMed site.
MI Implementation Components

- Training
- Coaching & Consultation
- Staff Evaluation
- Program Evaluation
- Administrative & Facilitative Support
- Systems Interventions
- Motivational Interviewing
Importance-Confidence Rulers

**Importance Ruler**
On a scale from 0 (not important at all) to 10 (extremely important), how important is it for you to change right now?

0 1 2 3 4 5 6 7 8 9 10

- What makes you rate your importance at a _______ instead of a __________? (lower number)
- Imagine you ____________________, what’s the worst that can happen? (change the behavior)
- Do you remember what you felt like when ____________________? (things were going better)
- If you decide to ____________________, what do you hope will be different? (change the behavior)
- What matters the most to you in life?

**Confidence Ruler**
On a scale from 0 (not confident at all) to 10 (extremely confident), how confident are you that you can change right now?

0 1 2 3 4 5 6 7 8 9 10

- What makes you rate your confidence at a _______ instead of a __________? (lower number)
- When in your life have you made up your mind to do something and succeeded in doing it?
- What strengths do you have that can help you ____________________? (change the behavior)
- Suppose you did ____________________ and are looking back on it now, what most likely is it that worked?
Open the conversation
- Name/role
- Time
- Ask permission

Negotiate the agenda
- Ask open-ended questions
- Encourage collaboration
- Define target behavior

Assess readiness to change
- Adjust conversation to match readiness
- Ready = planning
- Not ready = evocation

Explore ambivalence
- Discuss values
- Importance/confidence rulers

Ask about next steps
- “What’s next?”
- If ready to take action, make a SMART Plan

Close the conversation
- Show appreciation
- Voice confidence
Use the circles below to write down aspects of your health behaviors you want to focus on for change. Fill in as many circles as you like. Then choose one area you would like to focus your attention on right now.
Interating Motivational Interviewing into Daily Clinical Workflow: A Full Practice Approach

April 18, 2018
Kathie Garrett, Clinical Associate

Hosted by: www.cchn.org  www.champsonline.org

Interactive Question

How knowledgeable do you feel about motivational interviewing?
• Not at all knowledgeable
• Somewhat knowledgeable
• Knowledgeable
• Pretty knowledgeable
• Completely knowledgeable
Interactive Question

How many total people are watching this event at your computer (yourself included)?

Training Objectives

At the end of this webinar participants will be able to:

• Explain the fundamentals of MI including MI spirit, processes, and skills
• Understand the use of MI in behavior change conversations and clinical outcomes
• Use brief MI tools to increase patient motivation in behavior change conversations
• Identify staff roles in MI community healthcare, MI practice, and implementation
• Identify a plan for standardization of MI practice in a community health center
Motivational Interviewing and Healthcare

21st Century Healthcare involves long-term management of health conditions

- Decrease in mortality from infectious diseases
- Increase in mortality from chronic modifiable behaviors
  - Requires behavior change

Motivational Interviewing

Motivational interviewing is a collaborative conversation style for strengthening a person’s own motivation and commitment to change.

It’s a way of being versus a way of doing.
Motivation

Ambivalence is a normal part of change
Two Sides of Ambivalence

Non-Change Talk

Weeds

Change Talk

Flowers

Flowers = importance and confidence

Strategies for Evoking

D  Desire
Do you want to change your tobacco use?

A  Ability
What do you think you might be able to change?

R  Reasons
What would be the benefits of stopping your tobacco use?

N  Need
How important is it for you to stop your tobacco use?
Strategies for Evoking

**C**
Commitment
- I can and I will

**A**
Activation
- I’m ready to make a plan

**T**
Taking Action
- I’m already taking steps

The Key to MI

Adopt the right “heart-set.” This includes:

- **Partnership**
  - Active collaboration

- **Acceptance**
  - Non-judgmental

- **Compassion**
  - Focus on well-being

- **Evocation**
  - Strengths and resources
Interactive Question

In motivational interviewing, the main goal of “evoking” is to elicit the client’s arguments for and against change.

• True
• False
MI Skills

OARS

O Open questions
A Affirming
R Reflecting
S Summarizing
Open- and Closed-Ended Questions

Activity

Open Questions

• Difficult to answer with brief replies or simple “yes” or “no” answers
• Allow for a fuller, richer discussion
• Conversational door-openers that encourage people to talk, using their own words
• Keeps the conversation focused on the individual
Closed Questions

• Are you following your diabetes diet prescription?
• You do know that smoking is bad for you and your kids, don’t you?
• Have you been walking since your heart attack?

What do you need to change to make this an open-ended question?

Affirmations

• Statements or gestures that recognize a person’s strengths
• Lead in the direction of positive change
• Confidence-builders
• Must be genuine and congruent
• Use sparingly — a little goes a long way
You are making good progress

You really put a lot of effort into the process today

You are doing an excellent job

Your commitment to your health is obvious

You are thoughtful in your decision-making

Reflections

Reflective Listening:
- Is listening to the words that are said and the meaning behind them
- Keeps people thinking and talking
- Demonstrates that you seek to understand what has been shared
- Forces you to listen carefully—you can’t reflect if you are not paying attention
Reflections

Reflections allow the person to:

- Voice thoughts or feelings they may not have talked about before
- Feel understood
- Feel accepted without judgment
- Hear their thoughts and feelings restated

Reflection Statement

“If I still had symptoms, I would take the high blood pressure medicine but I think I’m pretty much cured.”

What reflection statement could you respond with?
Summarizing

Summaries allow people to:

• Recall the conversation
• Think of new ideas
• Transition from one theme to another
• Plan their next steps
• Feel more confident moving forward

Primary Goal of MI

Interact with a person in a way that increases motivation to change and evokes change talk

*Change talk* is a person’s own statement that favors change
Interactive Question

The acronym OARS stands for:
• Optimist, affirmations, reflections, smart plan
• Open-ended questions, affirmations, reflections, summary
• Open-ended questions, assertions, replications, summary

MI Strategies
MI Focusing Strategy: Circles Menu

- Physical Activity
- Nutrition
- Monitoring Glucose
- Medications

Strategies for Evoking Importance

**Importance Ruler**

On a scale from 0 (not important at all) to 10 (extremely important), how important is it for you to change right now?

0 1 2 3 4 5 6 7 8 9 10
Strategies for Evoking Importance

Querying extremes
Imagine your child continues to gain weight, what’s the worst that can happen?

Looking back
How did you feel about yourself when you were able to stop smoking the last time?

Looking forward
If you decide on this treatment, what do you hope will be different for your son?

Exploring goals and values
What matters the most to you in life?

---

Strategies for Evoking Confidence

Confidence Ruler
On a scale from 0 (not confident at all) to 10 (extremely confident), how confident are you that you can change right now?

0 1 2 3 4 5 6 7 8 9 10
Strategies for Evoking Confidence

Reviewing past success
When, in your life, have you made up your mind to do something and succeeded in doing it?

Personal strengths/supports
What strengths do you have that can help you to track your child’s medical appointments?

Hypothetical change
Suppose your daughter’s asthma is completely under control and are looking back on it now…what most likely is it that worked?

5A’s and Stages of Change

<table>
<thead>
<tr>
<th>5A’s</th>
<th>Stage of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask</td>
<td>Precontemplation</td>
</tr>
<tr>
<td>Advise</td>
<td>Contemplation</td>
</tr>
<tr>
<td>Assess</td>
<td>Preparation</td>
</tr>
<tr>
<td>Assist</td>
<td>Action</td>
</tr>
<tr>
<td>Arrange</td>
<td>Maintenance</td>
</tr>
</tbody>
</table>

MI
Set SMART Goals
Create Action Plan
Providing Information

Elicit, Provide, Elicit (EPE)

• Elicit what the patient already knows
• Ask permission to share additional information or advice
• Elicit how the patient receives the information

Resource:
No Time To Teach (2009) by Fran London, MS, RN

Interactive Question

In MI, using the EPE method of providing information, the physician would tell the patient everything about the risk of skin cancer and then ask if the patient has any questions.

• True
• False
Staff Roles and Workflow

**Front Desk/Admin**
- **MI Processes:** Engage
- **MI Skills:** Open-ended questions, Affirmations

**Clinician/Peer Navigator/Medical Assistant**
- **MI Processes:** Engage, Focus, Evoke, Plan
- **MI Skills:** OARS

**Physician/Mid-level Provider/Psychologist**
- **MI Processes:** Engage, Focus, Evoke, Plan
- **MI Skills:** OARS

**MI Implementation:**
An Evidence-Based Practice (EBP) Implementation Model
Administrative Supports

**Top down:** Agency administrator decides that a specific EBP will be implemented

**Bottom up:** Agency is supportive of practitioner-initiated change

- Provides training
- Provides space for on-going practice and learning
- Leadership and administration receives education in MI so they understand and support MI intervention and treatment approach for patients and clients
- Changes made on an organizational level including incorporating MI into clinic workflows; adding documentation of using MI to electronic health record (or EBP practice with place to note MI)
MI Implementation Components

Training

- Requires dedicated time to train
- Content is meaningful, useful, contextualized
- Consists of:
  - Knowledge
  - Demonstrations of Skills
  - Opportunities to Practice Skills
- MI foundational training requires 2-4 days in a workshop setting

Administrative & Facilitative Support

Coaching & Consultation

Motivational Interviewing

Program Evaluation

Staff Evaluation
Learning MI: EMMEE Trial

140 social workers/ counselors assigned to:

- Workshop only (2 days)
- Workshop with coaching
- Workshop with feedback
- Workshop with feedback and coaching
- Waitlist with manual and videotapes

All provided an audiotape of a session with a client at baseline, post-training (standardized client), 4, 8, 12 months, which were coded

Outcomes

- All groups improved relative to the waitlist
- Marginal gains were made by workshop only but lost at 4 month FU
- Only those who received workshop/feedback/coaching showed differences in client response
Formal Coaching

- May involve hiring trained coaches
- Use of audiotaped sessions that are coded for fidelity or real-time observations
- Feedback of scores and coaching to improve skills
- Utilizes standardized measure (i.e., MITI4.2)
- Delivered in-person, telephonically, or virtually
Informal Coaching

- Communities of practice
- Lunch and learn
- Peer practice/feedback groups

MI Implementation Components

- Training
- Administrative & Facilitative Support
- Motivational Interviewing
- Coaching & Consultation
- Program Evaluation
- Staff Evaluation

CCHN & CHAMPS 4/18/18
© 2018 BHWP
Implementing an EBP initiative such as MI within an organization involves many components that interact with one another including: administrative and facilitative support, training, coaching & consultation, staff and program evaluation.

- True
- False
Where Do You Go From Here?

Organizational Stage of Change

What stage of change is your organization in?

- **Pre-contemplation** – Not considering change
- **Contemplation** – Considering change
- **Preparation** – Making concrete plans for change
- **Action** – Actively taking steps toward change
- **Maintenance** – Sustaining changes already made
Set a Goal for your Organization

• Based on your organization’s readiness for change, you can begin taking active steps to work toward a goal in the next 3-6 months

• Consider setting a SMART goal:

  - **SPECIFIC**: Target a specific area for improvement
  - **MEASURABLE**: Identify indicators for progress
  - **ATTAINABLE**: Challenging but perceived as possible to achieve
  - **REALISTIC**: Achievable through available resources
  - **TIMELY**: Timeline in which goals will be achieved

Set a Goal for your Organization

• Goal:

• Completion of the goal will be evidenced by:

• Potential barriers to achieving this goal:
References


QUESTIONS

THANK YOU!

Kathie Garrett, M.A.
303.724.3714
Kathleen.Garrett@UCDenver.edu

Mary Mancuso, M.A.
303.724.3715
Mary.Mancuso@UCDenver.edu
Thank you for joining us!

Your opinions are very important to us.

Please complete the Evaluation for this event. Those attending the entire event and completing the Evaluation questions will receive a Certificate of Participation.

Each person should fill out their own Evaluation Survey.

Please refer to the SurveyMonkey link in the reminder email sent out in advance of the event, and will be included in a follow-up email to those logging onto the live event. Please pass the link along to others viewing the event around a shared computer.

To learn more about trainings offered by CHAMPS and CCHN, please visit:

www.CHAMPSonline.org/Events/
www.CCHN.org/training-and-events

Behavioral Health & Wellness Program

303.724.3713
bh.wellness@ucdenver.edu
www.bhwellness.org