

Counseling Skills for Dietitians

Motivational Interviewing (MI)

What is MI?

An effective strategy that utilizes the **client's motivation** and the **therapeutic relationship**

When to use MI?

- If your clients are stuck and not making progress
- It's time to try something different:
 1. Start working with them
 2. Stop being the experts
 3. Hang up the RD hat for a minute and have a conversation

Why use MI?

- ❖ People are more likely to respond to behavior change when it is their idea
- and**
- ❖ The change is grounded by positive influence



Getting Started with Motivational Interviewing

- ❖ You can easily implement techniques from motivational interviewing without applying each step.
- ❖ The best way to start is to listen out for change words.
- ❖ Change words are an indication that your client is either ready to make a change or at least contemplating it.

Change Words

- Desire- I want to
- Ability-- I think I can
- Reason- I will not be able to play with my kids
- Need- obligation- Won't be able to go to school
- Commitment- makes statement with plan or schedule

Questions to Ask

- Why do you want to do this?
- How do you think you will do this?
- What do you see changing for the better?
- Why is this important?
- What steps can you make today?

Tips

- ✓ Listen for the change “buzz words” as you talk to your clients. You can feel safe asking more in-depth questions when you hear these phrases.
- ✓ This is a great way to transition into using MI in your sessions. Integrating MI in our practice is not only a new technique it is a shift in the way we operate as nutrition counselors.

You may be motivated by health-related factors.
Your client may be motivated by seeing grandchildren grow.
MI appreciates the difference.

Motivational Interviewing: OARS

1. **Engage:** Person-centered. Avoid “fixing” the “problem
2. **Focus:** Target behavior that is important to THE CLIENT
3. **Evoking:** Intrinsic motivation. Avoid being the expert. What makes them confident? What are their strengths?
4. **Planning:** Reinforcing language. Determine readiness to change

Open-ended

Evocating and inviting
Cannot be answered with yes or no
Probe: Rely on curiosity

- Explain, tell me about, Clarify, How, Say more about
- Rather than: Are, Do, Did, Could

Affirmations

Recognize and Reinforce Success
Be sincere
Express Optimism
Enables client to see progress
“It takes a lot of strength to..... “
Can be used to point out discrepancies

Reflections

Mirror what client says
Collaboration
Shows you understand meaning
Frequently- two for every question

- Examples: Sounds like, It seems that, Must be, What I hear you saying, From what I hear, For you it’s a matter of...

Summaries

Lets client know you are listening
Pull together relevant information
Client can hear stated motivations and ambivalence
Enables client to clarify disordered communication
Good bridge or transition between topics

MOTIVATIONAL INTERVIEWING ROADMAP

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OPENING

NAME
ROLE
ASK PERMISSION

Open the Conversation

Provide affirmations

OPEN ENDED
QUESTIONS

REFLECTIVE LISTENING-- Make 2 or 3
Reflections for each question

Patient should do
more talking

Listen for
Strengths/Past
Success - helps with
statements of
discrepancy

Summarize

Negotiate the Agenda
Supports patient autonomy
Facilitates the conversation

Explore Ambivalence
Most common stage
Most be addressed for sustained change

Summarize

Statements to
develop
discrepancy

Assess Readiness to Change
Invites change talk
Allows for individualization

Response to
Discrepancy

Listen for Change
Talk Buzz Words

Patient unable to
move forward

Patient either states
or gives cues to stop
May do so at any
point during session.
Never pressure to
proceed

Expand on
Change Talk

Ask about next step

Highlight strengths
and thank them for
work

Acknowledge
difficult work and
regroup

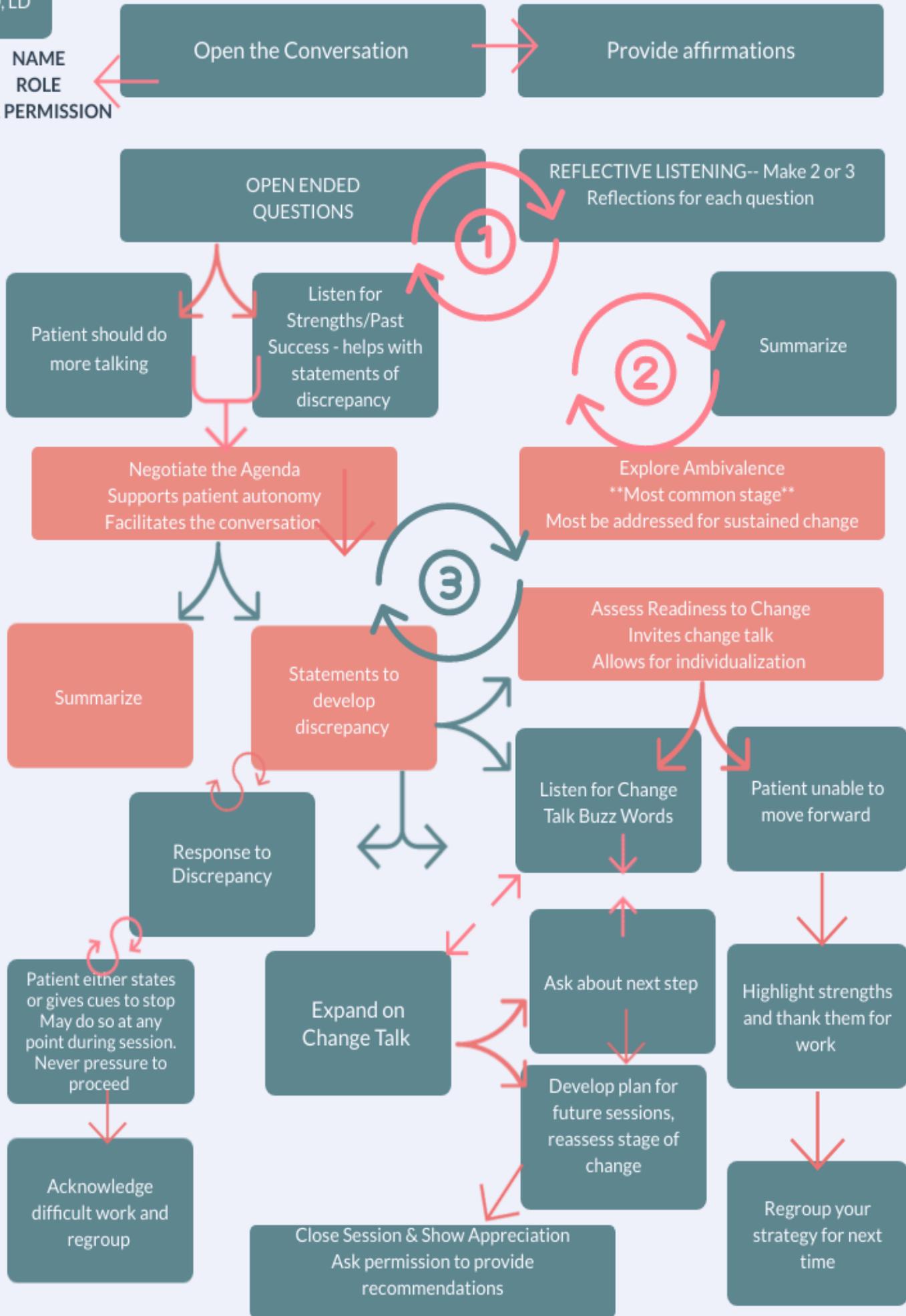
Develop plan for
future sessions,
reassess stage of
change

Regroup your
strategy for next
time

Close Session & Show Appreciation
Ask permission to provide
recommendations

NEGOTIATE THE AGENDA

CLOSING



Workshop 13 Pre-read

<https://positivepsychology.com/motivational-interviewing-exercises/>



Your Ultimate Motivational Interviewing Toolkit [2020 Update]

Miller and Rollnick (2013, p. 159) define change talk as “any self-expressed language that is an argument for change.” Eliciting change talk is an essential, active ingredient of MI (Miller & Rollnick, 2013), and it has been shown to predict improved outcomes in therapy (Walker, Stephens, Rowland, & Roffman, 2011).

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Decisional Balance

When we think of change we often don't consider all aspects, we often think of what "we should do", avoid doing things we don't like doing or feel overwhelmed.

Thinking through both the pros and cons of making change and not making a change can help us explore considered changes.

Below write below in the boxes the pros and cons of changing and not changing a specific behaviour

	Pros (benefits)	Cons (costs)
Making a change		
Not making a change		

CHANGE MOTIVATION ASSESSMENT

1. How do I feel about changing my behaviour?

On the line below, mark with a cross where you think you are on the scale of one to ten:



2. What would help me move forward?

It might be something as simple as 'Keep attending Be SMART.' List your ideas here:

3. Importance vs. Confidence

To make a change, thinking that change is important is only the first step. You also need to feel confident that you can do it. On the line below, on a scale of one to ten, mark with a cross **how important** you think it is to change.



On the line below, on a scale of one to ten, mark with a cross **how confident** you feel about being able to change.

