Health Home Learning Collaborative

Motivational Interviewing

March 18, 2024

This training is a collaborative effort between the Managed Care Organizations and Iowa Medicaid

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Agenda

- Introductions

- Motivational Interviewing…..………..........……..….……Wellpoint

- Questions…….………………………………….………………..All

  - Coming Up
    - *April 23, 2024, Spring Face – to – Face*
    - *May 20, 2024, Annual InterRAI Training*
    - *June 17, 2024, Comprehensive Assessment Process – CASH/LOCUS/CALOCUS*

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Logistics

- Mute your line

- Do not put us on hold

- Attendance and engagement is expected

- Type your questions in the chat as you think of them. Time permitting, we will address questions at the end of the presentation.

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Motivational Interviewing

Best Practices and the Conversation Flow Model

OBJECTIVES

Review use of Motivational Interviewing (MI) with members

- WHO uses MI
- WHEN to use MI

Review Conversational Flow Model Elements

- Engage
- Focus
- Evoke
- Plan

Active Listening Skills

Conversational Flow Model element: FOCUS

- Narrowing the conversation
- Sample questions
- Identify member's TARGET behavior

Conversational Flow Model element: Evoke

- Change Talk

Transtheoretical Model of Behavior Change

- How it applies to Motivational Interviewing

Conversational Flow Model elements: Plan and Close

Motivational Interviewing (MI) QUICK review

WHO should use MI?

Clinical Staff:
- ☑ Doctors, Therapists
- ☑ Nurse Care Managers
- ☑ Intake specialists
- ☑ Peer & Family Support Specialists
- ☑ Billing
- ☑ **Anyone and Everyone!**

Initial engagement	Guiding goal setting	Addressing barriers	Creating crises & self-management plans	ALL conversations

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What is the Conversational Flow Model?

Engage	Engage member
Focus	Focus conversation
Evoke	Evoke Change Talk
Plan	Plan next step(s)
Close	Close conversation

….use Active Listening skills…..

| Pay Attention | Withhold Judgements | Reflect | Clarify | Summarize | Share |
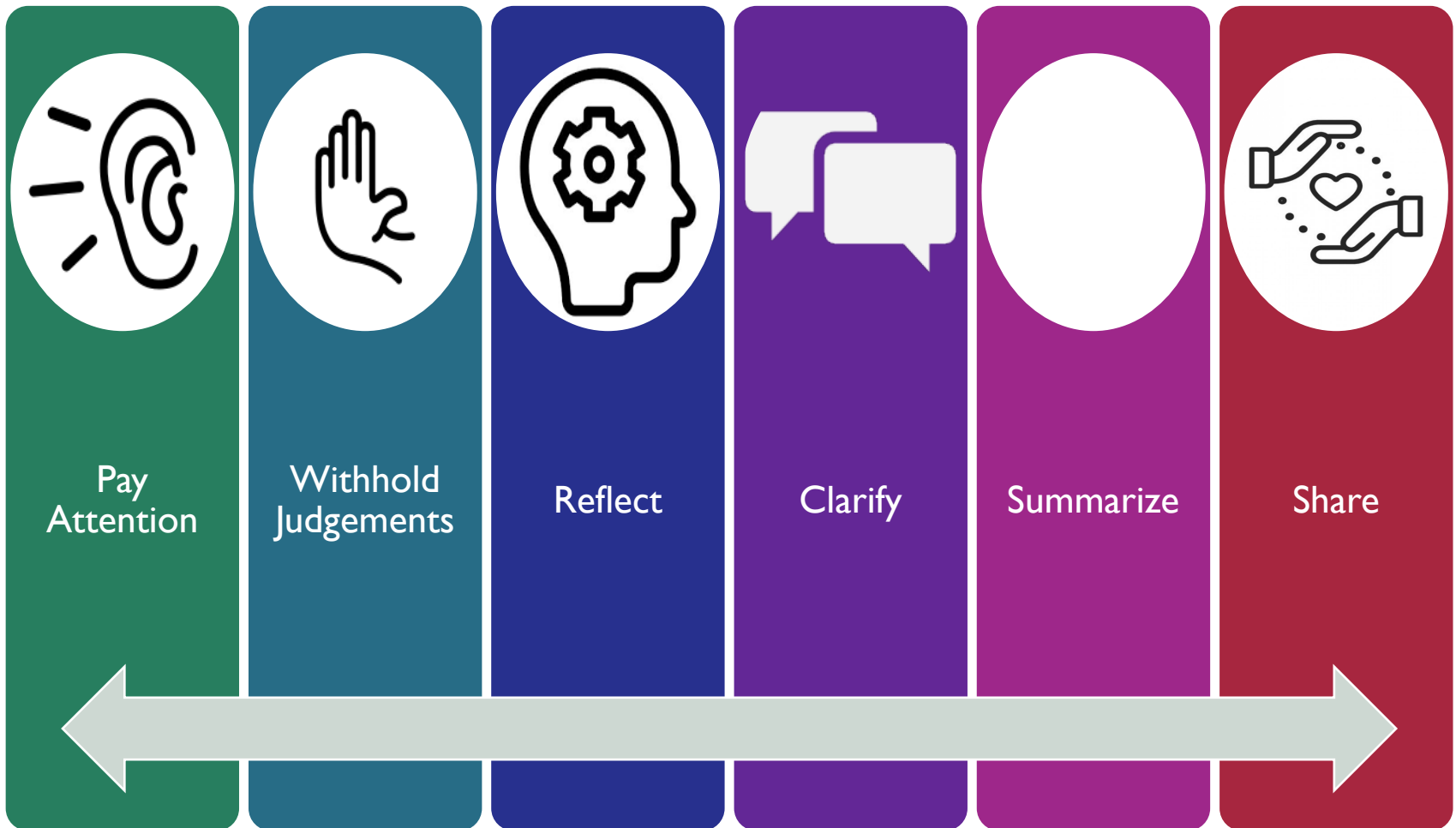
Conversational Flow Model

FOCUS the conversation:
Finding the member's target behavior

What does it mean to "focus" the conversation?

- "Narrow" the conversation
- Negotiate the agenda
- Focus on target behavior or desired change

Narrowing the conversation

Pay attention to words/phrases that:

- Capture your interest
- Trigger a response from the member
- Give you a glimpse of member's passion, knowledge, or experience(s)

Use active listening skills

- That's interesting. How did you accomplish that?
- You seem passionate. Can you tell me more about that?
- You keep talking about [xyz]. What else can you tell me?

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SAMPLE QUESTIONS

- What do you know or have heard that you can do to _____ (improve your diabetes, exercise more, etc.)

- What are some strategies that you know to _____?

- What might you like to think about doing differently that might help you with _____?

Asking the right questions!

➜ **Respond reflectively**

"So, it sounds like _____."
 * **PAUSE AND LISTEN**
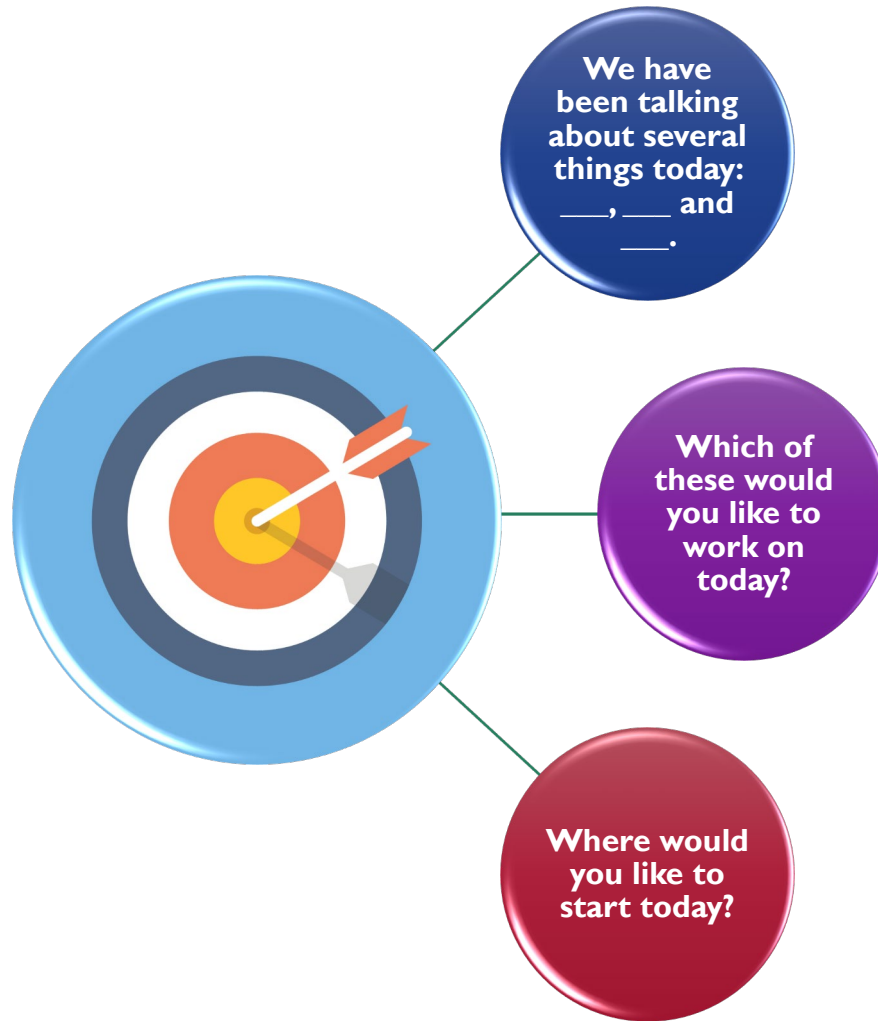
(Reiterate what they say). "Does this sound right?"

 * **PAUSE AND LISTEN**

➜ Begin to **narrow** the member's focus

"I'm wondering what you have heard or what you might want to think about doing differently that might help you with _____."

* **PAUSE AND LISTEN**

Identify member's **TARGET** behavior

We have been talking about several things today: ___, ___ and ___.

Which of these would you like to work on today?

Where would you like to start today?

Great EXAMPLE of using MI for member care

Motivational Interviewing in Context

Value of using Motivational Interviewing
RN Patient Care Manager

> "I used MI skills like asking questions that were open – ended. I feel like when I ask these types of questions, the patient is able to open up more and be more involved with the conversation. I think by answering these open – ended question, the patient is also more aware of their progress."
> K.D., R.N.

Spoke with patient by phone regarding CCM, use of Pacific Interpreters, ID# xxxxxx. *Patient reports* he is feeling good, and his blood sugar levels have been running in the 130s -150s, last blood sugar check was 3 days ago, and *patient reports* it at 130. **Asked patient what he has been doing to improve his blood sugar levels,** *patient reports* he has increased his physical activity to one and a half hours of going to the gym at least three times a week and has been trying to stick with a healthy diet. **Did inform patient that it is great he is going to the gym and watching his diet; did ask patient what changes were made to his diet.** *Patient reports* eating more salads, fruits, and vegetables, and limiting tortillas and bread. *Patient reports* he does not drink sugary beverages and mainly drinks on water. **Asked patient how he has been handling these lifestyle changes.** *Patient answered,* "It's been difficult, but I want to do this to improve my quality of life. I want to be healthy for my daughter, she is young." **Did inform patient that it can be difficult, and to take it one day at a time. Reminded patient** of upcoming appointments 01/27/2022. **Patient encouraged to call with questions/concerns.**

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Transtheoretical Model of Behavior Change

Applying **Stages of Change** to the **Conversational Flow Model** and **Motivational Interviewing**

Stages of Change Model

Transtheoretical Model of Behavior Change

Prochaska and DiClemente, late 1970s

Precontemplation:
No intention to take action in foreseeable future (within next 6 months)

Contemplation:
Intend to start healthy behavior in foreseeable future

Preparation (determination):
Ready to take action within next 30 days

Action:
Recently changed behavior (within last 6 months)and intend to keep moving forward with behavior change

Relapse:
Referred to as "recycling"; describes return to earlier stage after progressed to Action or maintenance stages

Maintenance:
Sustained behavior change for a while (more than 6 months); intend to maintain behavior change going forward

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Stage 1: Precontemplation

No intention to take action in foreseeable future – within the next 6 months

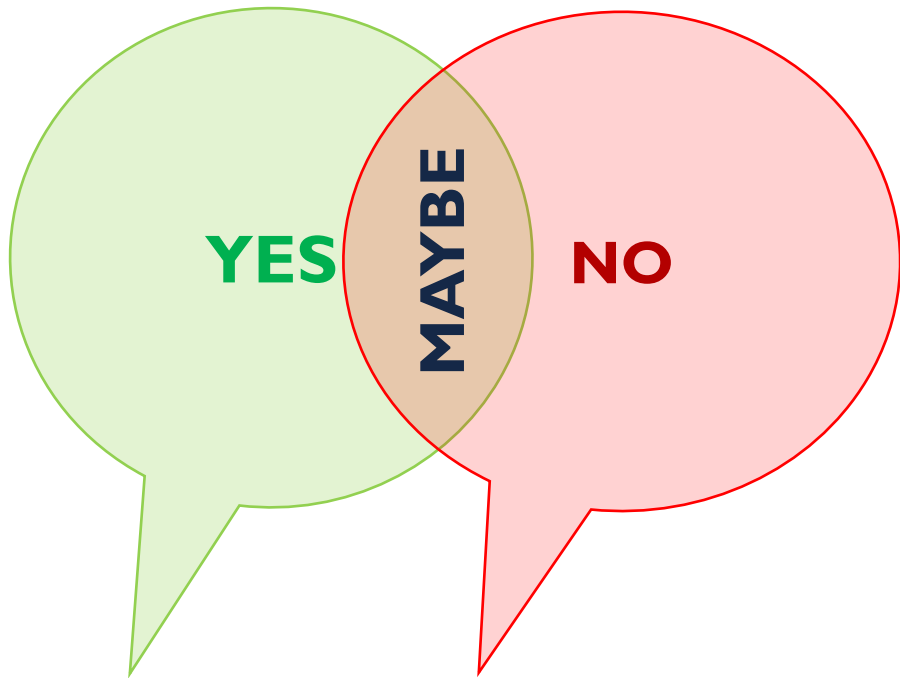**Characteristics:**

- Denial

- Ignorance of the problem

Strategies

- Rethink behavior

- Analyze self and actions

- Assess risks of current behavior

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Stage 2: Contemplation

Intend to start healthy behavior in foreseeable future.

YES

MAYBE

NO

Characteristics:

- Ambivalence
- Conflicted emotions

Strategies

- Weigh pros and cons of behavior change
- Confirm readiness and ability to change
- Identify barriers to change

Stage 3: Preparation

➢ Also known as "DETERMINATION"

➢ Ready to take action within next 30 days
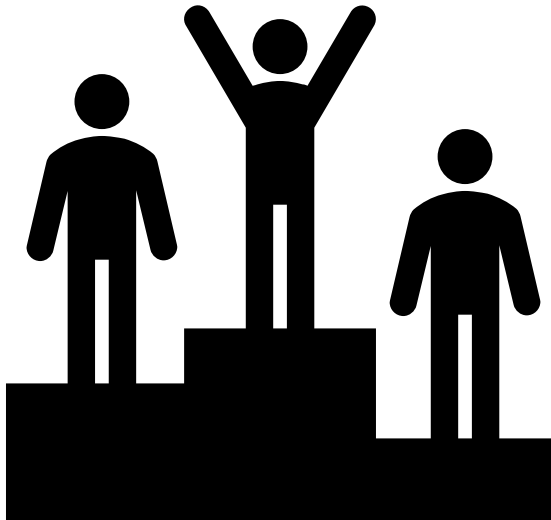
Characteristics

- Experiment with <u>small</u> changes
- Collect information about change

Strategies

- Identify/write goals
- Prepare an "action plan"
- List motivating statements

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Stage 4: Action!

Characteristics:

☑ Direct ACTION toward a goal

Strategies:

☑ "Reward" success

☑ Seek out and provide social support

Stage 5: Maintenance

Characteristics:

Maintenance of a NEW behavior

Avoid temptation

Strategies:

Develop coping strategies

Reward self!

Evoking "Change Talk"

What is 'Change Talk?'

Change talk is the ♥ of **Change Talk**

Elicits preparatory talk or D.A.R.N.

Desire – I wish/want to….

Ability – I can/could…..

Reasons – It's important because…

Need – I have to….

Quick example……

"I wish I could stop drinking so much because I don't want to be an example for my children."
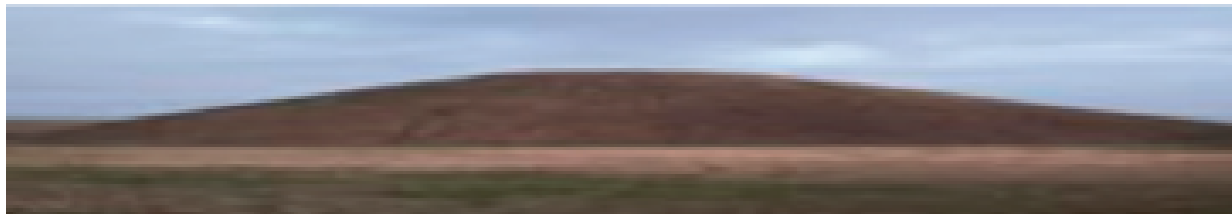
Change talk
- Member expresses motivation to change

Stages of Change and Motivational Interviewing Working hand – in -hand

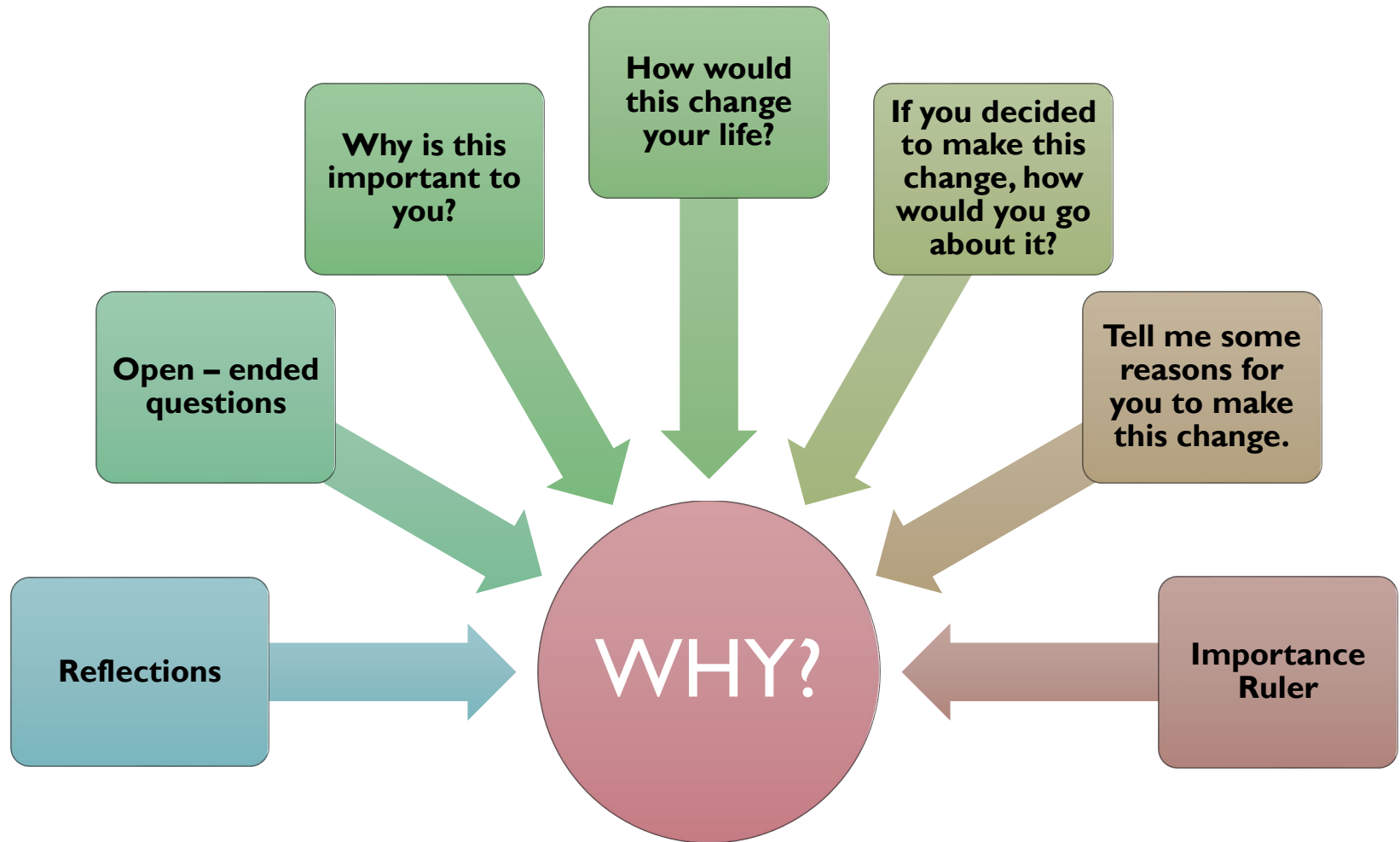**The MI Hill**

Preparatory change talk

Mobilising change talk

(pre)contemplation

preparation

action

http://www.buildingbetterprograms.org/

Evoking….Why?

- Open – ended questions
- Why is this important to you?
- How would this change your life?
- If you decided to make this change, how would you go about it?
- Tell me some reasons for you to make this change.
- Reflections
- WHY?
- Importance Ruler

Remember me?

Desire → Ability → Reasons → Need

D.A.R.N. C.A.T.

Commitment

Activation

Taking steps
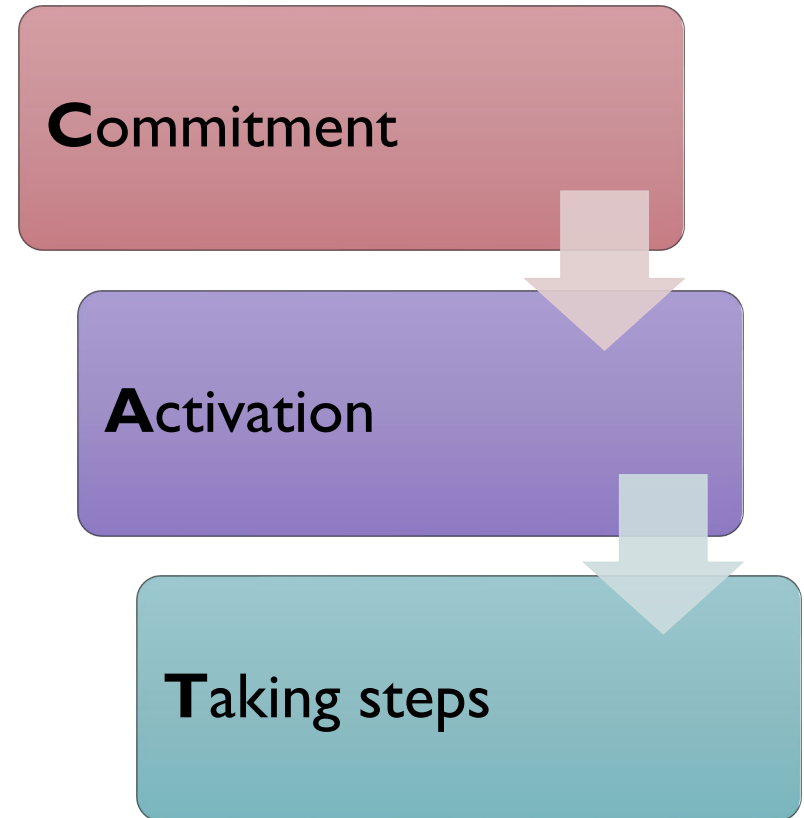
Explore	Convey	Deflect	Elicit
Explore deeper	**Convey understanding**	**Deflect discord**	**Elicit change talk**

- **Simple Reflection:** different words but same meaning

- **Complex Reflection:** deepens understanding, encourages further exploration

Reflective Listening

Sounds like….

What I am hearing is…

So you're saying…

You're feeling like…

For you, it's a matter of…

I would imagine you…

Must be…

Through your eyes…

Your belief is….

Your concern is…

It seems to you that…

The thing that bothers you is….

The important thing as you see it is….

Use variety in your reflections

Building Importance & Confidence

Using rulers to build your member's commitment to change

Evoking change talk - Your goal is to strengthen change talk and/or commitment language.

Importance Scale
Quick and easy ways to talk about Importance

IMPORTANCE

To help me understand how important this is to you, on a scale of 0 to 10, with 0 being <u>not</u> at all important and 10 being <u>very</u> important, how important is it to you to

_____?

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Why are you a _____ and not a [slightly <u>lower</u> number]?
Why are you a _____ and not a [slightly <u>higher</u> number]?
What would it take for you to move from a _____ to a [slightly <u>higher</u> number]?

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Confidence Scale
Quick and easy ways to talk about Confidence

Confidence

How confident are you, using that same scale where 0 is <u>no</u> confidence and 10 is very <u>high</u> confidence, that you could _____?

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Why are you a _____ and not a [slightly <u>lower</u> number]?
Why are you a _____ and not a [slightly <u>higher</u> number]?
What would it take for you to move from a _____ to a [slightly <u>higher</u> number]?

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Things do not change; we change.
Henry David Thoreau

- **Q1:** "Help me understand…"

- **Q2:** "Why are you a (7) and not a (5)?

- **Q3:** Why are you (7) and not a (9)?

- **Q4:** What would it take for you to move from a (7) to a (9)?

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Building Confidence

- Evoke confidence talk
- Confidence ruler
- Give information and advice *(with permission)*
- Identify and affirm strengths
- Review past success
- Brainstorm ways to change
- Reframing
- Hypothetical thinking

When you hear change talk, respond by….

✓ **E**laboration or details:

   "In what ways?"

   "How are you going to do that?"

   *Ask for specific examples

✓ **A**ffirm change talk

   ▪ Reinforcement

   ▪ Encouragement

✓ Reflect

   ▪ What the person is saying

✓ **Summarize**

Responding to change talk

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Responding to change talk

Exchanging information

ASK – PROVIDE – ASK

Elicit they *want* or are *ready* for:

✓ **ASK:** What do you *already* know?

✓ **PROVIDE:** *Seek permission* to add to current understanding, correct misinformation using what research tells us or what others have found useful

✓ **ASK:** *Follow – up*: How does what I told you fit into your thinking or situation?

Signs of Readiness!

- Decreased ambivalence
- Decreased discussion
- Resolve
- Change talk: DARN – CAT
- Questions about change
- Envisioning
- Experimenting

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What's next?

April Face – to – Face Learning Collaborative

- **Review** Motivational Interviewing techniques using the Conversational Flow Model elements: Engage, Focus, and Evoke.

- **Review** Conversational Flow Model elements: Plan and Close.

- Provide **demonstration** of MI and the CFM working hand – in – hand…..allow YOU to **practice** with your peers!

Tuesday, April 23, 2024

Polk County River Place Conference Center

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Questions

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