

UNIT III - SECTION 2

MOTIVATIONAL INTERVIEWING  
INSTRUCTOR'S GUIDE



## 1. Goals

- Goal 1: To introduce methods and processes to engage patients in the process of change
- Goal 2: To introduce the concept and principles of motivational interviewing (MI)
- Goal 3: To understand the decision making process and the Decision Balance method
- Goal 4: To introduce the Process of Change model
- Goal 5: To understand how MI techniques in combination with understanding decisional balance and the process of change can be used synergistically to help improve patient outcomes in Audiology

## 2. Concepts to Master

- a. To understand how MI techniques can help improve patient outcomes in audiological practice
- b. Lack of motivation (resistance or ambivalence to change) by the patient is seen as a patient state that is open to change.
- c. The main focus of MI is to facilitate behavior change by helping patients explore and resolve their ambivalence about behavior change.
- d. Tools such as the Line, the Box, and the Circle help clinicians facilitate discussions with clients.

## 3. Reading

- a. Engage in the Process of Change: Facts and Methods: Chapters 1-3. This can be obtained here: Use the following link and go to the section called "Motivational Interviewing". Find the .pdf called "WHO Motivation Tools Textbook": [http://idainstitute.com/toolbox/university\\_course/videos\\_and\\_handouts/unit\\_iii/](http://idainstitute.com/toolbox/university_course/videos_and_handouts/unit_iii/)

## 4. Lecture

- PowerPoint: "Principles of Motivational Interviewing"

## 5. Reflection

- a. Think of the principles of MI. Which of these principles or set of principles poses the biggest challenge for your practice?

## 6. Assignments

- Homework Assignment 1: Watch videos and ethnographies and determine stages of change the patient is in.
- Homework Assignment 2: Read Chapter 1-3 of "Engage in the Process of Change: Facts and Methods"

## CLASS OUTLINE

(1/2)

### LESSON OVERVIEW: WHAT ARE WE DOING TODAY?

1. Establish learning mind-set.
2. Today we are talking about the concept of motivational interviewing, and are introducing methods of supporting clients in their efforts to change. The principles of MI will be introduced, followed by a description of decisional balance and the circle of change models. Ways in which these models are used in combination are shown to help audiologists facilitate discussions with clients about change.
3. **PowerPoint**  
 “Principles of Motivational Interviewing” Begin by going over the goals of the class and by giving an introduction to three concepts being discussed in class.
4. **Class Activity 1**  
 Videos can be found in the section of the course website called “videos and handouts”. For this lecture use the following link and go to the section called “Motivational Interviewing”: [http://idainstitute.com/toolbox/university\\_course/videos\\_and\\_handouts/unit\\_iii/](http://idainstitute.com/toolbox/university_course/videos_and_handouts/unit_iii/)
  - Video: “It’s a Personal Thing” and guided discussion about the interaction. This activity uses the above video to have students get in the frame of mind of talking about change in clinical encounters. This video will be watched later in the class to practice identifying the principles of MI. The video length is eight minutes.
5. Continue with lecture by introducing ways we can support our clients in their hearing journey to change. Begin discussion of Motivational Interviewing and Principles of MI.
6. **Class Activity 2**
  - Video: “It’s a Personal Thing” and associated handout. This activity uses the above video to have students practice identifying the principles of MI. The video length is eight minutes, and class activity and discussion should take a minimum of 15 minutes. Instructors should plan accordingly.
7. Continue with lecture and introduce the concept of decisional balance and the stages of change.
8. **Summary**  
 Motivational Interviewing PowerPoint.
9. **Reflection Moment**
  - a. Think about the principles of MI-RULE. Which one of these principles or set of principles poses the biggest challenge for your clinical practice?

**CLASS OUTLINE**

(2/2)

**10. Closing**

- a. Announcements
- b. Assignment: See assignments for next lecture.

**CLASS ACTIVITY 2**  
(INSTRUCTOR COPY)

This activity focuses on highlighting the clinical principles of motivational interviewing introduced in the reading and in the first few slides of the lecture. The students will view the video “It’s a Personal Thing” and then will review the principles of motivational interviewing, one at a time, and determine if they saw evidence for or against it in the clinical encounter.

1. Have the students watch the video first.
2. Have them pair up and answer the questions on the handout together.
3. As a class, discuss each item and explore the evidence for or against the MI perspective observed in this video.

Please log in to the Ida website, use the following link and go to the section called “Motivational Interviewing”. Play the video “It’s a Personal Thing”: [http://idainstitute.com/toolbox/university\\_course/videos\\_and\\_handouts/unit\\_iii/](http://idainstitute.com/toolbox/university_course/videos_and_handouts/unit_iii/)

**CLASS ACTIVITY 2**  
(STUDENT COPY)**ACTIVITY OVERVIEW**

Watch the video “It’s a Personal Thing.” The goal of this exercise is for you to better understand the principles of motivational interviewing. Watch the clinical encounter and ask yourself whether this encounter was consistent with the spirit of motivational engagement. Get together with a partner and answer the questions below. Be prepared to discuss your answers in detail with the class.

1. Resist the righting reflex: Roll with resistance.
  - a. Did the clinician successfully resist the righting reflex?
  - b. Was there evidence of resistance to change by the patient?
  - c. Did the audiologist roll with resistance? That is, did he respectfully acknowledge the resistance, and did he explore the reasons for the resistance?
  
2. Understand your client’s motivation: Develop discrepancy.
  - a. Did the patient have an obvious conflict? If so, what was it?
  - b. Did the audiologist develop the discrepancy between the patient’s behavior and the patient’s actual goal?
  - c. Did the clinician understand the client’s motivation?
  
3. Listen to your client: Avoid argumentation, express empathy.
  - a. First, did the audiologist in this example show empathy throughout the encounter?
  - b. Make a list of behaviors that were empathic and a list of behaviors that were not empathic.
  - c. Did the clinician listen with the goal of finding out the client’s beliefs about the situation?
  - d. Did you notice evidence of argumentation in this encounter? If so, describe where you observed it. What was said or done that was argumentative?
  - e. Did the patient become resistant or defensive in response to argumentation? If so, what was said or done by the patient to show resistance or defensiveness?
  
4. Empower your client: Support self-efficacy.
  - a. Did the patient offer solutions for her ambivalence? If she did not offer solutions, why might that be?
  - b. Does this patient seem ready to carry out personal change? What evidence do you have that she may or may not be ready to change?
  - c. What was most striking to you about this clinical encounter?

## HOME ASSIGNMENT 1

The purpose of this assignment is to give you more experience on understanding the stages of change and determining the possible stage of change clients are in.

This activity is focused on highlighting the clinical use of the principles of motivational interviewing introduced in the reading and in the lecture. You should view both of the videos “The color of my hair” and “This shouldn’t be happening till I’m like 57” and use the interaction between the clinician and the client to apply the principles of the Circle. Of particular interest/focus is the interaction between the clinician and the client in each recording. You should identify the stages the clients demonstrate and their movement between them as well as the stages implied by the clinicians’ talk and their movement between them.

1. Watch each of the videos ; “The color of my hair” and “This shouldn’t be happening till I’m like 57”.
2. For the videos you watch, answer the questions:
  - a. “What stage(s) on the Circle do you think the client is reflecting in his/ her talk?”
  - b. “What stages of the Circle do you think the clinician is reflecting in his/ her responses to the client?”
  - c. “How closely do the clinician’s comments match those of the client and what impact does this have on the session?”

Please log in to the Ida website, use the following link and go to the section called “Motivational Interviewing”. Play the videos “This shouldn’t be happening till I’m like 57” and “The color of my hair”: [http://idainstitute.com/toolbox/university\\_course/videos\\_and\\_handouts/unit\\_iii/](http://idainstitute.com/toolbox/university_course/videos_and_handouts/unit_iii/)

**HOME ASSIGNMENT 2**

- a. Read Chapter 1-3 of “Engage in the Process of Change: Facts and Methods” found here: Use the following link, go to the section “Motivational Interviewing” and download the hand-out: “WHO Motivation Tools Textbook.pdf”: [http://idainstitute.com/toolbox/university\\_course/videos\\_and\\_handouts/unit\\_iii/](http://idainstitute.com/toolbox/university_course/videos_and_handouts/unit_iii/)