

Patient Engagement

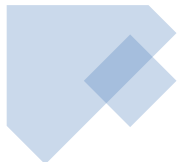


Using Motivational Interviewing Techniques to Affect Health Behavior Change

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Sabine Schenck, MS

GWEP Senior Project Coordinator

Sabine Schenck is a recent transplant to the University of Wyoming. She is excited about her position as a Senior Project Coordinator at the Center on Aging where she works as a member of the Geriatric Workforce Enhancement Program.

Sabine received her Master's Degree in counseling from the California State University, East Bay and has been working in health prevention, chronic condition management, and behavioral health education for the past 30 years. Throughout her career at Kaiser Permanente, Northern California, Sabine provided leadership and direct patient care in Behavioral Health Education and Chronic Condition Management. She also designed curricula and trained health care professionals in behavior modification and motivational interviewing techniques. Sabine is passionate about working with rural medical centers and community agencies to deliver exceptional care to our aging population.



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Objectives

- Learn to create collaborative, client-centered patient-provider relationships to enhance intrinsic motivation for health behavior change.
- Describe motivational interviewing tools and identify opportunities for implementation into patient encounters.

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Agenda

- Introductions
- Foundation of Motivational Interviewing
- Implementation of Tools and Techniques
- Practice

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WyCOA

Introductions

- First and Last Name
- One reason you chose your profession.
- One thing you hope to learn today

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Visualization



- Close your eyes and call to mind a favorite healthcare professional.
- What did they do to create a collaborative and trusting environment?

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Motivational Interviewing



¹ Miller, W.R., & Rollnick, S. (2013).
² Bischof G, Bischof A, Rumpf HJ.

Provider Style

Telling ≠ Teaching

Knowledge ≠ Change



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PROVIDER STYLE



Creating a collaborative environment

- Respectful
- Nonjudgmental, accepting
- Curious
- Compassionate
- Collaborative Spirit
- Empathetic



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TEACHING



How do people learn best?

When....

- They want to solve a problem.
- Content is connected to something familiar.
- They are in charge of their own learning.
- They are actively involved in their learning.

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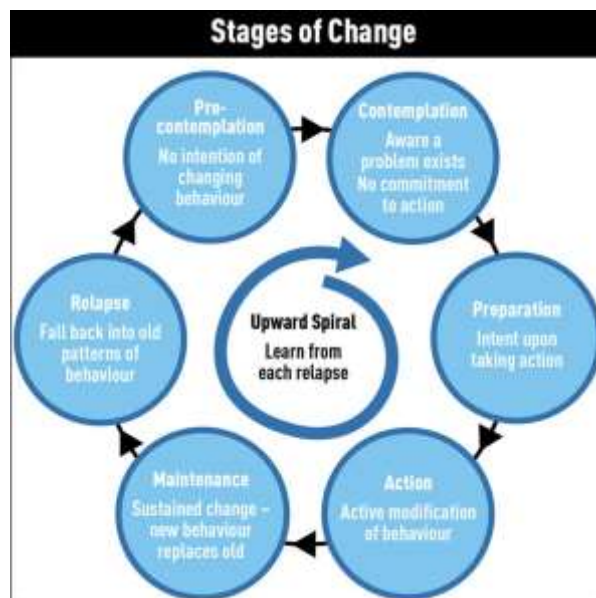
BEHAVIOR CHANGE



People are more likely to change when:

- They believe the outcome is worth the effort needed to change.
- They are confident that they are capable of making the change.
- They have positive social support.
- They accept change as a process with lapse/relapse and changing levels of commitment.
- They feel physically and emotionally ready for the change.

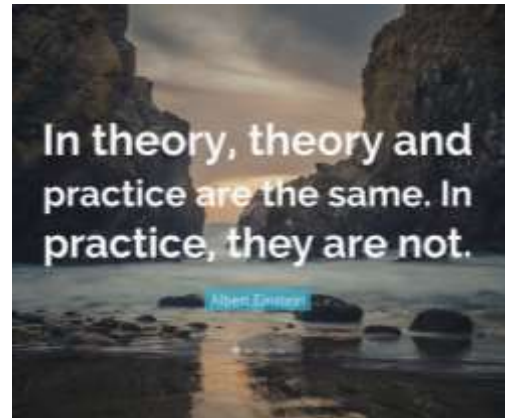
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Prochaska, J.O. & DiClemente, C.C. (1983).



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From Theory to Practice

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Step 1

INTRODUCTION

- Introduce yourself and your role
- Confirm reason for appointment
- Confirm appointment length
- Ask permission: *Does this sound ok?*
- **ASK** open ended questions
- **LISTEN** without judgment
- **SUMMARIZE** what you heard
- Provide information as needed

*Roberts, S. (2005). Communication for Health Action: Motivating Change. Participant Manual, 3rd Edition, 34-52



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Step 2

DISCUSS AGENDA

- **OFFER OPTIONS:** *There are number of things that can affect..... (appointment reason). They are (mention topic options)*
- **PATIENT CHOICE:** *Is there a particular area you would like to focus on today? Is there something you would like to add, or something you would rather talk about?*
- **INFORMATION** exchange as appropriate/needed

*Roberts, S. (2005). Communication for Health Action: Motivating Change. Participant Manual, 3rd Edition, 34-52



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Step 3

ASSESS READINESS

- **RULER OR READINESS SCALE:** *On a scale of **0-10** how ready are you to _____?*
- **STRAIGHT QUESTION:** *Why did you choose a(number)?*
- **BACKWARD QUESTION** *Why did you not choose a(number -2)?*
- **FORWARD QUESTION** *What would it take to get you to(number +2)?*

*Roberts, S. (2005). Communication for Health Action: Motivating Change. Participant Manual, 3rd Edition, 34-52



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Step 4a



0-3 NOT READY

- *What would need to happen for you to consider making a change?*
- *How can I be helpful?*
- *Would you be interested in finding out more about _____?*
- *What might need to be different for you to consider making a change in the future?*

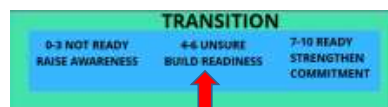
Summarize as appropriate

*Roberts, S. (2005). Communication for Health Action: Motivating Change. Participant Manual, 3rd Edition, 34-52



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Step 4b



4-6 UNSURE

- *Where does this leave you now?*
- *What do you see as your next steps?*
- *What are you thinking right now?*
- *What are you feeling in this moment?*
- *Where does _____ fit into your future?*

Summarize as appropriate

*Roberts, S. (2005). Communication for Health Action: Motivating Change. Participant Manual, 3rd Edition, 34-52



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Step 4c



7-10 READY

- *Why is this important to you?*
- *What are your main reasons to _____?*
- *How might your life look different when you make this change?*
- *How might you go about doing this?*
- *What are your ideas for _____?*

Summarize as appropriate

*Roberts, S. (2005). Communication for Health Action: Motivating Change. Participant Manual, 3rd Edition, 34-52



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Step 5

CONCLUSION

- | | |
|------------------------------|-------------------------------|
| • Show appreciation | • Offer advice if appropriate |
| • Affirm positive behaviors | • Emphasize Choice |
| • Be respectful of decisions | • Express Confidence |

Provide resources if appropriate

*Roberts, S. (2005). Communication for Health Action: Motivating Change. Participant Manual, 3rd Edition, 34-52



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- What is one thing you are taking with you today?
- What is one thing you will try out next time you are seeing a patient?

Discuss with the person next to you



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