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Training Institute

# **Motivational Interviewing Training - Tri Counties CalAIM PATH Collaborative**

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## Learning Objectives

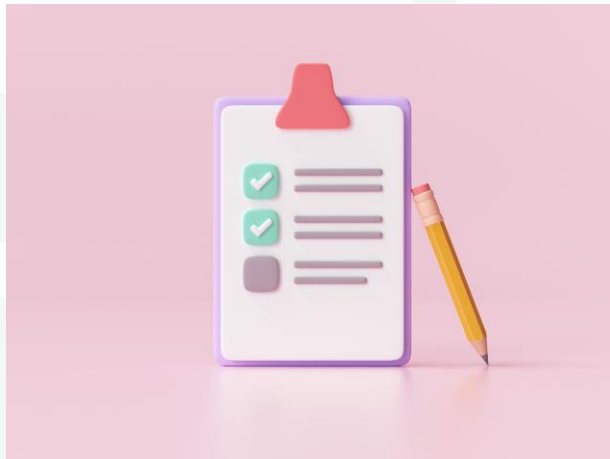
- Define the spirit of MI and why compassion is so important
- Explain the four processes of MI
- Recognize applications in practice
- Identify what is not Motivational Interviewing



## Being Present



## Poll Questions & Discussion



## What is Motivational Interviewing (MI)?



Collaborative, person-centered counseling style



Helps resolve ambivalence about change



Evidence-based in health, mental health, and addictions

## Purpose of MI

- Goal to call forth from the client their own internal motivation towards change and strengthen it through conversation
- strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion



## Motivational Interviewing is Compassion in Action



# The Spirit of MI

- Partnership – working with not on someone
- Acceptance – honoring autonomy, worth, potential
- Compassion – prioritizing the other's needs
- Evocation – drawing out client's own motivation





## Focus on Compassion

- Compassion means approaching our clients with a curiosity about the growth and change they want to make.
- Compassion means doing our own work as providers to check our biases and desires for the client, while also maintaining hope and optimism. Compassion means continually re-grounding into supporting our client's autonomy and wellbeing. We are invited to remind ourselves, "I may not know what is in the best interest of my client," and check in with the client to partner on what *they* want to change.
- Other descriptors of **compassion** in Miller & Rollnick's Motivational Interviewing book include, "a commitment to benevolence, an intention to give top priority to the health and well-being of the one you are serving. It is a commitment to benevolence, an intent to alleviate suffering and support positive growth" (p.8).
- What does it take to be genuinely present during MI, creating a safe space for someone to wonder aloud how things might be different?" (p38).



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## Core Skills: OARS

- Open-Ended Questions – invite reflection, not yes/no
- Affirmations – recognize strengths and efforts
- Reflections – mirror meaning, deepen understanding
- Summaries – pull together themes, show you're listening



## Open Ended Questions

“How can I help you?”

“Would you tell me about \_\_\_\_?”

“How would you like things to be different?”

“What are the positive things and what are the not so good things about \_\_\_\_?”

“What will you lose if you give up \_\_\_\_?”

“What have you tried before?”

“What do you want to do next?”

**Don't ask “WHY” questions ... why not?**



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## Affirmations

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- Be as specific as possible.
- Statements of recognition of client strengths.
- Build confidence in ability to change.
- Must be congruent and genuine.

### *Examples:*

*"You showed a lot of courage by meeting with me today."*

*"Your wellbeing is important to you."*

*"Great job with your self care these last few weeks."*

*"When you lapsed last week, you really got back on track quickly."*



## Reflections

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### 1. **SIMPLE**

Repeating, rephrasing; staying close to the content.

### 2. **REFLECTION OF FEELING**

Listener emphasizes emotional aspects of communication through feeling statements- this is the deepest form of listening.

### 3. **DOUBLE SIDED REFLECTION**

This acknowledges and amplifies ambivalence. The user paraphrases and uses statements relevant to the client.



## Summarizing

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**Summaries are extended reflections** – they pull together what the person has said instead of responding to just one statement. They are used to **reinforce change talk**, emphasize ambivalence, or transition to a new focus.

Good summaries are **selective** – not a “data dump,” but a way of highlighting what seems most important.

Summaries can link together what the client has said across different parts of the conversation, helping the client **hear their own motivations more clearly**.

They also serve as a natural **check for accuracy**: the practitioner can confirm whether they understood correctly.



## The Four Processes



Engaging – building trust, partnership



Focusing – finding a direction for change



Evoking – drawing out reasons for change



Planning – developing steps forward

## Why MI Works





## How to do MI

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Combine spirit, core skills and 4 processes

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Reflective listening

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Affirmations

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Open-ended questions

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Summarizing

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Negotiating and choosing a focus

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Exploring options

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## Eliciting Change Talk

Change talk is any statement coming from the client that expresses at least one of the following:

1. Desire to change
2. Ability to change
3. Reason to change
4. Need to change
5. Commitment to change
6. Action
7. Taking Steps

# DARN CAT



## What is Change Talk?

In essence, it is the client's language in favor of change.  
Our goal is to elicit change talk, reflect it back, and pull for more.

To elicit **Desire** for change: "Why would you want to \_\_\_\_?"

To elicit **Ability** to change: "How might you go about \_\_\_\_?"

To elicit **Reasons** to change: "What are your reasons for \_\_\_\_?"

To elicit **Need** to change: "How important is it for you to \_\_\_\_?"

To elicit **Commitment**: "What will you do?"

To elicit **Action**: "What are you considering doing?"

To elicit **Taking** steps: "What have you already done?"

Source: <https://blog.micenterforchange.com/polishing-up-on-those-oqs/>

## Use Affirmations and Reflections Interchangeably

1. Ask an open-ended question.
2. Respond with affirmations and reflections.

### Example:

*Provider: What would you like to focus on today? (open question)*

*Client: I don't know I am just so tired I barely made it to the appointment.*

*Provider: You made it today, despite being tired. (affirmation & reflection)*

*Client: Yes, I guess I did.*

*Provider: That's an accomplishment. (affirmation)*

*Client: Thanks, but I still don't know what I want to focus on today.*

*Provider: In the past, when you were tired, what activities were enjoyable for you? (open question)*

*Client: Activities that are relaxing, like art, gardening, or cooking.*

*Provider: Those are all great choices. (affirmation) Does one sound better to you than the others? (focusing)*

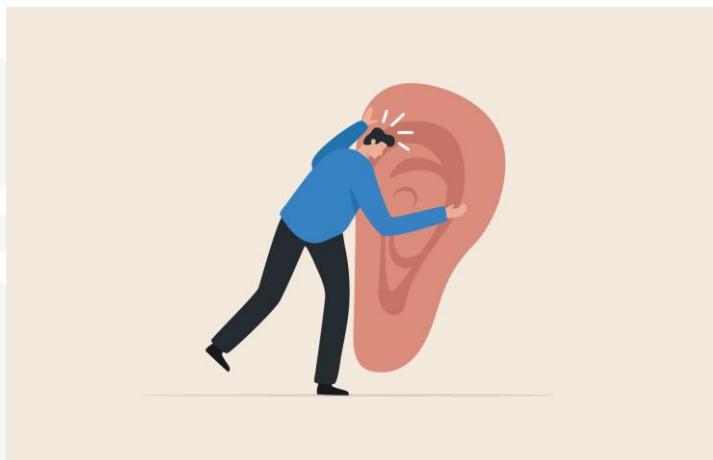
*Client: I'm a little hungry, so cooking sounds good.*

*Provider: Ah, so cooking sounds good to help with the hunger. (reflection)*



# Listening

Listening well is critical. Listen to understand not to plan what to say next. In MI you will reflect and affirm.



## Video on Listening (2 mins)



## What not to do



## Video Group Discussion

What did you notice in this video?

What could the provider have done differently?

How did Sal feel?

How motivated is Sal to make a change to improve his wellbeing?







**In the second “Sal” video count the number of:**

- 1. open questions**
- 2. affirmations**
- 3. reflections**
- 4. closed questions**

## What to do and what did you notice?



## A Flowing Conversation

- Page 35 Steve and the community nurse
- What did you notice about the community nurse conversation?
- What does it take to be genuinely present during the MI session?
- How do you create a safe space for someone to wonder aloud how things might be different?
- How can you do this with the pressures of time, your intrusive thoughts about what you think is best for the client, or how to “fix the problem”?

## Breakout Activity: Real - Play

### Instructions:

In your small group, each person will take turns roleplaying provider, client, observer(counter) and coach(timekeeper). Everyone in the group must be the provider at least one time.

Client: pick a change you are contemplating making in your own life and share what it is and why you are ambivalent about it. Examples: eat better, take a class, work out 3x a week, drink more water.

Provider: ask a minimum of 3 open questions to elicit change, make a minimum of 5 affirmations, and 6 reflections.

Observer: record the number of open questions, affirmations and reflections you heard and report it to the provider at the end of the roleplay.

Coach: time the session each provider has 3 minutes.





## **Review Breakout Activity**

**How well did you do as the provider on a scale of 1 to 10?**

**As the observer was it hard to count the skills?**



## Pitfalls – Not MI

Saying “I’m so sorry” - Compassion is not sympathy or feeling sorry for someone. Compassion requires empathy, positive regard, and a positive intention to support the best interest of the client.

Premature focus on change

Arguing or persuading

Providing solutions

Giving advice

Asking too many questions in a row

Forgetting to reflect and affirm

Not listening well

Thinking about what you are going to say



## Growing Your MI Skills

1. Practice intention to use MI by spending 2 minutes thinking about how you will use it right before you meet with a client
2. Review the MI Tip Sheet
3. Sign up for free resources and tip of week at <https://www.micenterforchange.com/free-resources>
4. If new to MI, attend free monthly webinar that covers basic concepts: [Free Motivational Interviewing Webinar](#)
5. Look for additional training opportunities
6. Visit <https://www.hetimaie.org/training-materials> and read MI training material articles
7. Visit <https://case.edu/socialwork/centerforebp/practices/motivational-interviewing/motivational-interviewing-resources> for resources on MI
8. Read the book: Motivational Interviewing, Fourth Edition, Helping People Change and Grow



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# Q&A





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