PROMOTING LIFESTYLE CHANGE THROUGH MOTIVATIONAL INTERVIEWING

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• Chartered Psychologist
• Psychotherapist
• Member of international Motivational Interviewing Network of Trainers (MINT)
• Training MI since 1999
• Family Nurse Partnership, Healthy Child
AIMS

• ‘Spirit’ of MI

• Some core concepts & skills
AIMS

What % of your work is concerned with behaviour change?
AIMS

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- Evidence-based, strengths-based approach
- Help facilitate change effectively
AIMS

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- Evidence-based, strengths-based approach
- Help facilitate change effectively

- Help with key tasks:
  - Building relationships
  - Rolling with resistance
  - Exploring Ambivalence
  - Agenda matching
  - Effective Information exchange
  - Change planning
“What day is it, Pooh?”, asked Piglet.

“Ohh, err - why it’s today!” Said Pooh

“Today!” squeaked Piglet “Why that’s my favourite day!”
Four Statements
Four Statements

Thinking about it
I’m not entirely happy with what I’m doing, and I’m thinking about making some changes. I’d rather stay as I am. I’m aware of the pros and cons and I’m weighing it all up
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Giving it a go
That’s it – I’m going to do something. I have a plan and I’m trying it out – I feel a bit scared or excited or both
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**Keeping it going**
I have made the change and keeping it going. It’s hard work though and I wonder sometimes if it was worth it? Sometimes I really like the ‘new me’ and sometimes I really miss what I was doing before and I forget why I tried to change
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Slipped up
I couldn’t keep it going and went back to familiar ways. I feel a bit of a failure but it’s also a relief. Not sure what to do next – give up or try again?
Four Statements

Discuss with partner:

“It sounds like you’re at .... because.....”
Four Statements

If we *listen*, we can *hear*....
Importance & Confidence

Now explore with your partner, these two questions....
Importance & Confidence

How *Important* is it to you to make or maintain this change?

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<th>10</th>
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<tbody>
<tr>
<td></td>
<td>Not at all</td>
<td>Very</td>
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How *Confident* are you that you could make or maintain this change if you decided to?
Importance & Confidence

- A: Low Importance, Low Confidence
  - Less likelihood of change

- B: High Importance, Low Confidence
  - Less likelihood of change

- C: High Importance, High Confidence
  - Better likelihood of change
The ‘cycle of change’

(Exit?)
Behaviour no longer a problem?

Pre Contemplation
Not thinking about it as a problem

Maintenance
The consolidation of gains and effort; keeping it going

Relapse
A longer-term return to the previous behaviour

Contemplation
Beginning to think about change

Lapse
A short-term return to the previous behaviour, or ‘giving up trying’

Action
Making plans and giving it a go

(Decision)
Group exercise: The Abyss....
The ‘cycle of change’

Pre Contemplation
Not thinking about it as a problem

Contemplation
Beginning to think about change

Action
Making plans and giving it a go

Relapse
A short-term return to the previous behaviour, or ‘giving up trying’

Maintenance
The consolidation of effort; keeping it going

Relapse
A longer-term return to the previous behaviour

Ambivalence

(Exit?)
Behaviour no longer a problem?
Motivation as ‘state’

TIME

Ambivalence

More motivated

Less motivated

• INTERNAL ‘intrinsic’ motivation

VS

• EXTERNAL ‘extrinsic’ motivation
KEY TASKS

- Building relationships (engaging)
- Rolling with resistance
- Exploring Ambivalence
- Agenda matching
- Effective information exchange
- Change planning
Direct – Guide – Follow?

Follow
“I won’t do anything.
You work this out in your own time at your own pace”

Direct
“I’m in charge.
I know best.
Listen to me”

LESS  Degree of worker ‘leading’  More
Direct – Guide – Follow?

MI “... directive, person-centred intervention focussing on behaviour change.”

Follow
“I won’t do anything. You work this out in your own time at your own pace”

Direct
“I’m in charge. I know best. Listen to me”

Follow
“I won’t do anything. You work this out in your own time at your own pace”

Guide?
“I can help you to solve this for yourself”

Core skills: OARS

Degree of worker
‘leading’

LESS – More

empathy

‘spirit’
The ‘how’ of ‘guiding’

- Building relationships
- Rolling with resistance
- Exploring Ambivalence
- Agenda matching
- Effective information exchange
- Change planning

Open questions (strategic)
Affirmations
Reflections
Summaries
The ‘how’ of ‘guiding’

- Building relationships
- Rolling with resistance
- Exploring Ambivalence
- Agenda matching
- Effective information exchange
- Change planning

Guide: *doing the right thing at the right time*
Next steps....

Core training followed by support and supervision

Skills focussed with spirit
Thank you

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