

# MOTIVATIONAL INTERVIEWING TO BUILD SUPPORT FOR POLICY CHANGE

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# Objectives

- Define Motivational Interviewing (MI) & Spirit of MI
- Identify & Practice basic MI skills
  - Specifically in the context of building support for tobacco control policy
- Address common problems in practicing MI

How confident are you in your ability to build support for tobacco control policy using Motivational Interviewing?

0 1 2 3 4 5 6 7 8 9 10

Not at all

Extremely

I Am Your Doctor



xtrnormal

# Definition of Motivational Interviewing (MI)

*A person-centered, directive method for enhancing intrinsic motivation to change by exploring and resolving ambivalence*



# The Spirit of Motivational Interviewing

Two assumptions:

- 1) In everyone, there is motivation to change though it may be small and/or hidden.
  - *You can find common ground with everyone*
  - *It is worth attempting to find common ground with everyone*
- 2) Your role is to help them find that motivation for change and voice it out loud, in their own words.
  - *Together, identify commonalities and name them out loud*

# Spirit of MI

*Collaboration / Partnership:* “Let’s work together to find a mutually beneficial solution here”

*Autonomy:* “I value your perspective and am delighted to have the chance to talk with you today”

*Evocation:* “I want to learn more about the interests of you and your constituents and think about how we could work together on this problem”

*Compassion:* “I want to understand and respect your experience”

# Spirit of MI: “Dancing not wrestling”



*A style of communication that prioritizes...*

- *Active listening,*
- *Reflecting to show and improve understanding, and*
- *Evoking statements that build support*



# MI Skills: OARS

## **Open-ended questions**

*Living in NC, I suspect your life has been touched by tobacco. Please tell me about how your life has been impacted...*

## **Affirming**

*I hear you, you're worried about the impact of any policy, including this one, on the health of small businesses in NC. I am too.*

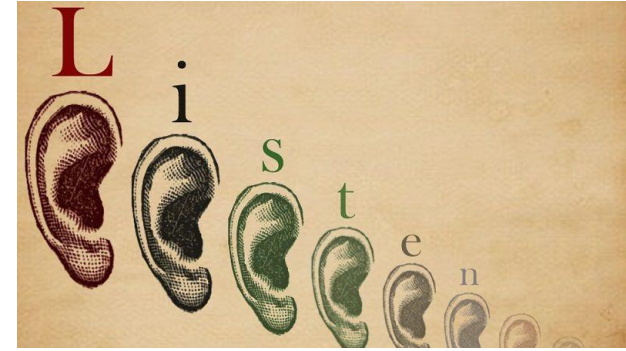
## **Reflective listening**

*You're worried about the impact this policy may have on revenue.*

## **Summarizing**

*I want to make sure I'm understanding correctly...you really see the importance of funding tobacco prevention & cessation because you watched your dad experience significant respiratory problems toward the end of his life related to years of smoking and you want to help other families and individuals avoid this pain. And you're also really focused on the budget bottom line so together we will need to demonstrate that investing in tobacco prevention & control saves money in the short- and long-term in order to move forward with this proposed policy. Does that sound right?*

# Types of Reflections: Simple



## Repeat or rephrase (slightly alter)

Decision-maker: "I agree that children need to be protected from secondhand smoke."

You: "Protecting kids from secondhand smoke is important to you and your constituents."

OR: "Protecting the health of children is critical."

# Types of Reflections: Amplified



## **Reflect in exaggerated way, encouraging decision-maker to name other side of issue**

Decision-maker: “I am concerned about a decline in this important NC industry – we could lose revenue.”

You: “Really the only thing that you’re focused on is the bottom line.”

Decision-maker: “If someone is old enough to fight for our country, they are old enough to choose to smoke.”

You: “Military-age youth should be able to do whatever they want.”

# Types of Reflections: Double-sided



## Reflect both sides of the issue

Decision-maker: “I am really worried about young kids access to JUUL, but I know my constituents don’t think the government should be in the business of regulating private industry.”

You: “You believe that restricting access to e-cigarettes like JUUL is important and you need to listen to your constituents as well.”

*Hint: Always connect with “AND.” “BUT” tends to dismiss first statement and give greater importance to second.*

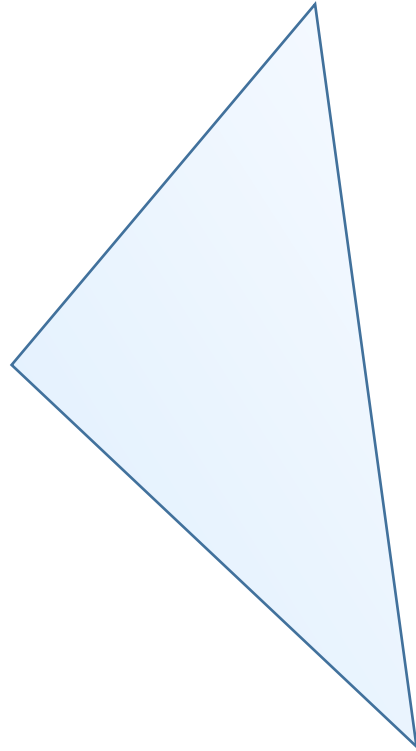
# MI Skills: OARS

Open-ended questions

Affirming

Reflective listening

Summarizing



# Reflections

**Simple**

**Amplified**

**Double-sided**

Metaphor

Shifting Focus

Reframing

Agreeing with a Twist

Emphasize Personal Choice

Siding with the Negative

Reflection of Feeling

# DEMO



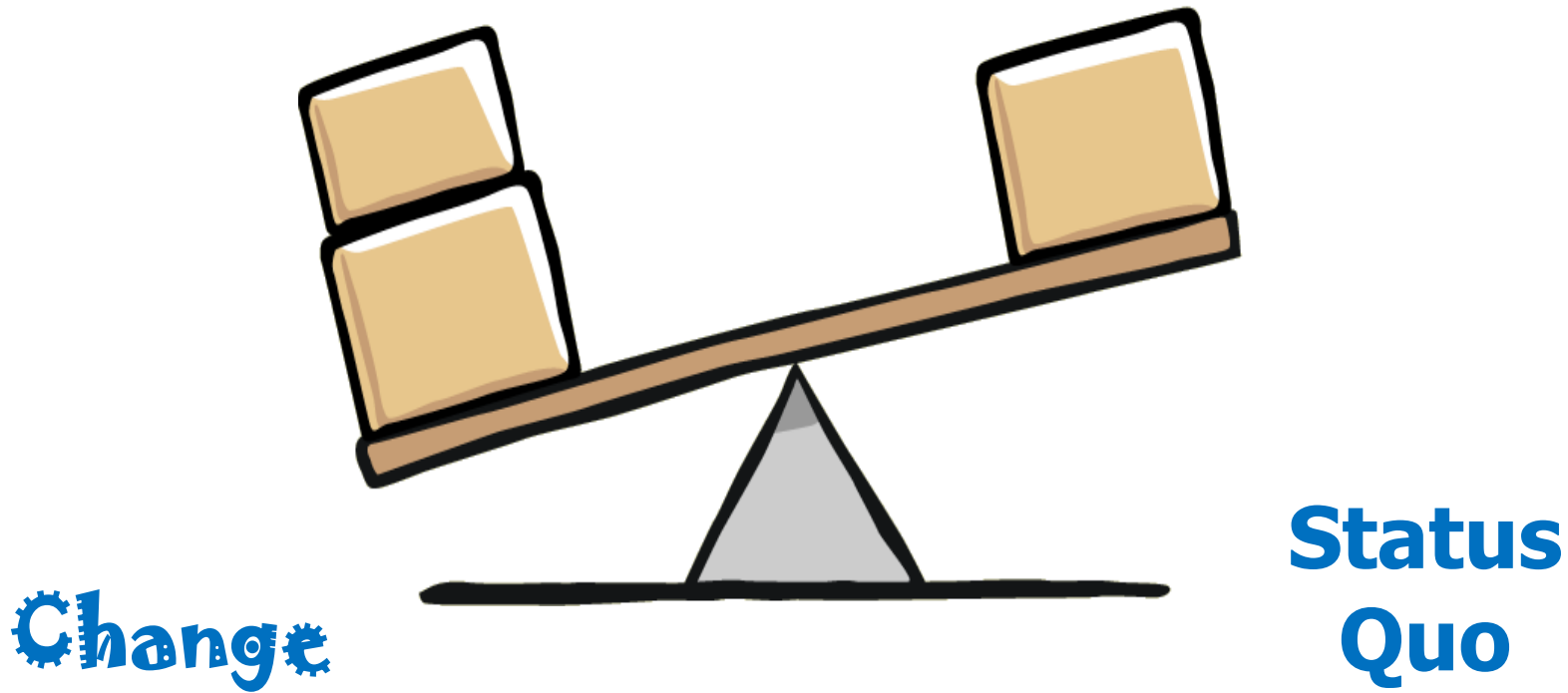
# Group Practice: Reflections

TIP: Avoid the “righting reflex”

BREAK – 5 minutes



**More change talk = increased likelihood  
of making a change**



# What does CHANGE TALK sound like?

**Desire**

**Ability**

**Reasons**

**Need**

**Commitment**

**Activation**

**Taking Steps**



**Or DARN-CAT if you like mnemonics**

# Evoking Change Talk

- Open-ended questions
  - *What puts tobacco prevention on your radar now?*
- Explore pros and cons
  - *What worries you about current tobacco use trends among teens?*
  - *What good could result from an effective anti-tobacco communications campaign?*
- Talk about goals and values
  - *The health of your constituents is paramount. How does this bill fit (or not) with this value?*
- Use change scales
  - *Why are you at a 4 instead of a 0?*
  - *What would it take to go from a 5 to a 7?*

# Other MI Skills

- Providing information & advice with permission
  - *May I share some information with you about youth e-cigarette use in NC?  
The cost savings associated with robust tobacco prevention programs?*
- Columbo approach
  - *So I'm hearing you say that no one smokes on your campus, and also you were talking about how a board member smokes like 1 pack per day and has been the barrier to enacting a tobacco free policy.*

**Group Practice:**

Reflect, then evoke change talk!

# Challenges to using MI in policy context?

The “Righting Reflex”

I worry I’m being sneaky, dishonest, like I’m trying to brainwash...

There may not be common ground

Adapted from clinical context

## Encouraging Motivation to Change Am I Doing this Right?

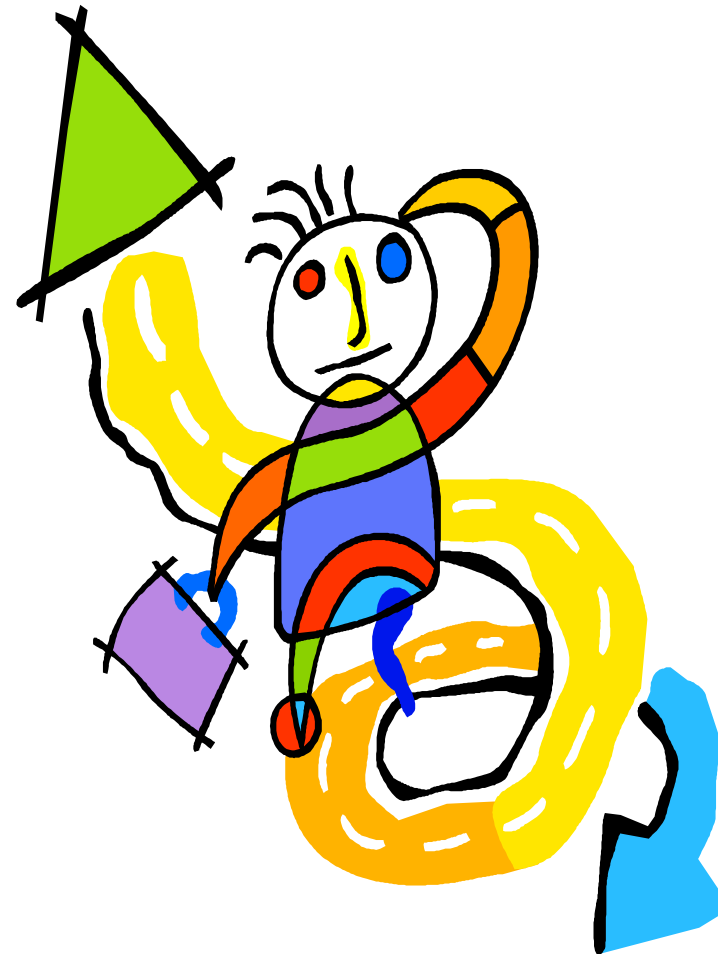
- 1. ✓ Do I listen more than I talk?**  
**X** Or am I talking more than I listen?
- 2. ✓ Do I keep myself sensitive and open to this person's issues, whatever they may be?**  
**X** Or am I talking about what I think the problem is?
- 3. ✓ Do I invite this person to talk about and explore his/her own ideas for change?**  
**X** Or am I jumping to conclusions and possible solutions?
- 4. ✓ Do I encourage this person to talk about his/her reasons for *not changing*?**  
**X** Or am I forcing him/her to talk only about change?
- 5. ✓ Do I ask permission to give my feedback?**  
**X** Or am I presuming that my ideas are what he/she really needs to hear?
- 6. ✓ Do I reassure this person that ambivalence to change is normal?**  
**X** Or am I telling him/her to take action and push ahead for a solution?

- 7. ✓ Do I help this person identify successes and challenges from his/her past *and* relate them to present change efforts?**  
**X** Or am I encouraging him/her to ignore or get stuck on old stories?
- 8. ✓ Do I seek to understand this person?**  
**X** Or am I spending a lot of time trying to convince him/her to understand me and my ideas?
- 9. ✓ Do I summarize for this person what I am hearing?**  
**X** Or am I just summarizing what I think?
- 10. ✓ Do I value this person's opinion more than my own?**  
**X** Or am I giving more value to my viewpoint?
- 11. ✓ Do I remind myself that this person is capable of making his/her own choices?**  
**X** Or am I assuming that he/she is not capable of making good choices?

[www.centerforebp.case.edu](http://www.centerforebp.case.edu)

CCNC Motivational Interviewing Resource:  
<https://www.communitycarenc.org/media/files/mi-guide.pdf>

Change is a process





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