What Stimulates Change? Translating Theory Into Practice

Alissa Leavitt, MPH, CHES
Sara Gardner-Smith, CHES
Dana Sturtavant, MS, RD
OBJECTIVES

- Describe the spirit and key principles of Motivational Interviewing.
- Evaluate the content and outcomes of MI training for general healthcare professionals.
- Identify the OPHA Health Education & Promotion section as a statewide resource for health education and promotion training.
BACKGROUND
MOTIVATIONAL INTERVIEWING (MI)

- Evidence-based clinical counseling method.
- Designed for evoking intrinsic motivation for positive behavior change.
- Originally developed in the drug and alcohol field.
- MI is now being widely applied in health care.
Systematic review and meta analysis investigated MI's efficacy in medical care settings.

- Provides a moderate advantage over comparison interventions.
- Could be used for a wide range of behavioral issues in health care.
MI WORKSHOP OBJECTIVES

- Use listening skills to strengthen a patient’s commitment to change.
- Elicit change talk – statements a patient makes in support of change.
- Assess a patient’s readiness to change.
- Explore ambivalence about change.
- Provide feedback, information or advice in a motivation-enhancing way.
The paradox of change: when a person feels accepted for who they are and what they do—no matter how unhealthy—it allows them the freedom to consider change rather than needing to defend against it.

SPIRIT AND KEY PRINCIPLES OF MOTIVATIONAL INTERVIEWING

- Understanding
- Patient-centered
- Collaborative
- Individualized
- Emphasizing freedom of choice
- Respectful/accepting
READINESS TO CHANGE

0—1—2—3—4—5—6—7—8—9—10
Confidence in Motivating Change
METHODS

- Retrospective pretest and posttest design to conduct follow-up evaluation (n = 25).
- Face-to-face interviews were conducted (n = 5).
- Participants voluntarily completed assessments of their perceived confidence, knowledge and skills using MI techniques.
RESULTS

- Significant increase in participants' confidence, knowledge and skills using MI techniques.
- Results were consistent across interviews with different health professionals.
### PARTICIPANTS’ SURVEY RESPONSES

- Overall, how would you rate your knowledge, skills and confidence before and after the workshop to use MI techniques?

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the workshop</td>
<td>26.7%</td>
<td>60%</td>
<td>6.7%</td>
<td>6.7%</td>
</tr>
<tr>
<td>After the workshop</td>
<td>0%</td>
<td>13.3%</td>
<td>80%</td>
<td>6.7%</td>
</tr>
</tbody>
</table>
BARRIERS TO USING MI TECHNIQUES

- “Hard to remember to put techniques into practice”
- “MI can be difficult if I don't have a good rapport built with the family, or they have limited insight/reflective capacity”
- “Working with someone who doesn't want to speak”
- “I just need to practice, as practice helps my confidence in these techniques”
- “Does take some work, so practice is needed”
- “Natural tendency to tell people what they should do!”
MI IN PRACTICE

Sara Gardner-Smith, CHES
Health Promotion & Quality Improvement Specialist
Moda Health (formerly ODS)
CONCLUSIONS

- More intensive training is needed to develop MI competence.
- Targeted MI training has short-term efficacy and is well-received by health professionals.
- Practice, Practice, Practice.
HEALTH EDUCATION AND PROMOTION SECTION GOALS

- To provide OPHA with expertise and leadership in regard to health education and promotion.

- To provide Health Education and Promotion professionals with training and continuing educational opportunities.
CONTACT INFORMATION

Alissa Leavitt
OPHA Health Education & Promotion Section Chair
Alissa.leavitt@pcc.edu

Sara Gardener-Smith
OPHA Health Education & Promotion Section co-Chair and Board Representative
sara.gardnersmith@hotmail.com

Dana Sturtevant
dana@benourished.org
For more information about Dana, visit www.benourished.org
I DON'T ALWAYS GET MY PATIENTS TO STOP DRINKING

BUT WHEN I DO, I USE MOTIVATIONAL INTERVIEWING
EXTRA SLIDES
ELICITING CHANGE TALK

For example:
“What concerns do you have about your health?”
“How is the transition to this new diet going?”
“What things make you think that this is a problem?”
“If you were to just continue as you are today, where do you see yourself in five years?”

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the workshop</td>
<td>20%</td>
<td>73.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After the workshop</td>
<td>6.7%</td>
<td>86.7%</td>
<td>6.7%</td>
<td></td>
</tr>
</tbody>
</table>
Explore/Offer/Explore

- **Explore** before giving information
- **Offer** information
- **Explore** their reaction after giving information

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the workshop</td>
<td>20%</td>
<td>66.7%</td>
<td>6.7%</td>
<td>6.7%</td>
</tr>
<tr>
<td>After the workshop</td>
<td>6.7%</td>
<td>26.7%</td>
<td>53.3%</td>
<td>13.3%</td>
</tr>
</tbody>
</table>