Using Motivational Interviewing in Student Affairs

by

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MOTIVATIONAL INTERVIEWING IN STUDENT AFFAIRS

- E.P.I.C Journey
  - Developmental conduct process
- Substance Abuse Screening
  - Professional assessment of alcohol and drug use
- Other applications
  - Customer service
  - Supervision
  - Advising/Mentoring
The change process (stages) seem to be the same with or without treatment, but it is also true that brief interventions can trigger, facilitate or speed change.

“a directive, client-centered counseling style for eliciting behavior change by helping clients to explore and resolve ambivalence.”

Rollnick and Miller, 1995
MOTIVATIONAL INTERVIEWING

- Has been found to be effective in very brief contexts (visits with MDs, nutritional counseling, etc...)
- In a short period of time, MI can help convey empathy and understanding, help clients to see ambivalence more clearly, and connect larger values and goals to current behavior.
- Provides a framework for dealing with challenging students (resistant, pre-contemplators) in a way that is respectful and supportive to both student and practitioner.
STAGES OF CHANGE

- Stages of Change:
  - Precontemplation
  - Contemplation
  - Preparation
  - Action
  - Maintenance
MOTIVATIONAL INTERVIEWING

Why to Change
Cognitive
Unconscious behavior

Low Readiness
(Resistant/Angry/Ambivalent)
(Contemplator)

How to Change
Behavioral
Conscious behavior

High Readiness
(Convinced)
(Action)
AMBIVALENCE EXERCISE

- Think of something you feel two ways about
  + A political issue
  + A change you are thinking about/trying to make in your life
  + A situation in which you feel “stuck”

- Think through the two sides of the story/argument/situation

- What feelings arise as you think through this area of your life?
MOTIVATIONAL INTERVIEWING: ESSENTIAL PRINCIPLES

- Client Centered
  - Client determines treatment plan
- Blank Canvas
  - Help client paint their own picture
- No Unsolicited Advice
- Use Interpersonal Skills
  - Express Empathy
  - Good Nonverbal Listening skills
  - Problem solving partners
- Develop Discrepancy
  - How does current behavior conflict with core values
- Roll with Resistance
  - Client overcomes their own obstacles
  - Dance not a wrestling match
- Support Self-Efficacy
  - Uncover and reinforce it
MI: TOOLS OF THE TRADE

- Attending
- Agenda Setting
- Getting Permission
- Open Ended (Starting) Questions
  - Get the ball rolling
- Reflective Listening
  - Keep it rolling
- Summarizing
  - Stop, assess, move on
- Elicit Self-Motivational Statements
  - Interest, confidence, dread, discrepancy
- Develop discrepancy between values and behavior
- Menus vs Single Solutions
- Motivational Interviewing Worksheet
AGENDA SETTING

- Allow the student set agenda:

  Example 1: There are several ways that we can address the challenges you are having with your ______. We can talk about your productivity, relationships with your co-workers, grades or student involvement? Which would you like to discuss first?

  Example 2: I saw in your email that you are struggling with several issues: academic difficulties, conflicts with your roommate, financial stress, and conflict with your family. Where would you like to start?
GETTING PERMISSION

When Getting Started
I’d like to spend a few minutes talking about...
- your binging
- your drinking
- your academic troubles
- career path
Is that ok with you?

When Offering Advice
I would like to tell you some other strategies people have found helpful in...
- reducing test anxiety
- handling roommate conflict
- talking to their parents about X, Y or Z
GETTING PERMISSION (CON’T)

When Offering Information
Those are some good reasons to......
  talk to your partner
  reduce your drinking
  stay on your medication
If it’s ok with you I would like to tell you some other benefits...

When Suggesting Behavioral Change
It sounds like you have a lot of reasons to.....
  change your eating behaviors
  Stop drinking
  talk to your supervisor

If it’s ok with you, I’d like to talk about setting some goals or committing yourself to a behavior change.
Let me see if I understand what you’ve told me so far...
Ok, this is what I’ve heard so far....

Follow up with..  
Ok, how did I do?
What have I missed?
Anything you want to correct or add?

If there is client ambivalence about the issue summarize both the Pros and the Cons
So, it sounds like you have several reasons why you want to (quit, start, increase) but on the other hand there are things you like about (smoking, drinking) that you aren’t sure if you want to give up or things you are worried about experiencing if you stop (smoking, drinking).
SELF-MOTIVATIONAL STATEMENTS

SMS

We become more committed to that which we voice

Client takes the “positive” side of the argument

- Student discovers discrepancy of current behavior with core values and goals
- Student states their Pros
- Student solves own barriers
ASSESSMENT STRATEGY

Stage 1: Scaling

Willingness
On a scale of 0 to 10, with 10 being very willing, how willing (interested/motivated) are you to ...... (make and appointment, seek treatment, change your major, talk to your co-worker)?

0 . . . . 5 . . . . 10
Not at all Very

Confidence
On a scale of 0 to 10, with 10 being very confident, assuming you decided to ....... (make an appointment, seek treatment, resolve the problem with your co-worker, take your meds) how confident are you that you could succeed?

0 . . . . 5 . . . . 10
Not at all Very
Eliciting SMS

Stage 2: Higher/Lower Statement

Method 1) *Could have been Lower:* Elicits positive outcome expectations/efficacy
You said your level of interest was a 5. Why did you say 5 instead of 0 or 1?

You said your confidence to change was a 7. Why did you say 7 instead of 0 or 1?

Method 2) *Could have been Higher:* Elicits negative outcome expectations/barriers
You said your level of interest was a 5. Why not a 9 or 10?

You said your confidence to change was a 7. What would it take to get you to a 9 or 10?
DEVELOPING DISCREPANCY

Example 1: Seeking Treatment
So, when we spoke last week you had planned to call Counseling Services, but you have been unable to find the time. What do you make of this?

Example 2: Alcohol Bingeing
You mentioned that your willingness to moderate your alcohol consumption is a 10 and your confidence is a 9; yet you were issued a citation for public intoxication last weekend.
### DEVELOPING VALUES DISCREPANCY:
#### STAGE 1

Which of the Following Values, Traits, or Characteristics are Important to you?

<table>
<thead>
<tr>
<th>Good Parent</th>
<th>Attractive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Spouse/Partner</td>
<td>Disciplined</td>
</tr>
<tr>
<td>Good Community Member</td>
<td>Responsible</td>
</tr>
<tr>
<td>Strong</td>
<td>In Control</td>
</tr>
<tr>
<td>On top of things</td>
<td>Respected at work</td>
</tr>
<tr>
<td>Competent</td>
<td>Athletic</td>
</tr>
<tr>
<td>Spiritual</td>
<td>Not hypocritical</td>
</tr>
<tr>
<td>Respected at home</td>
<td>Energetic</td>
</tr>
<tr>
<td>Good Christian (or Jew, Muslim etc)</td>
<td>Considerate</td>
</tr>
<tr>
<td>Successful</td>
<td>Youthful (Older)</td>
</tr>
<tr>
<td>Popular (Youth)</td>
<td>Independent (Older)</td>
</tr>
</tbody>
</table>

Choose your top 3 or 4
DEVELOPING VALUES DISCREPANCY: STAGE 2

How, if at all, is your current behavior (e.g. drinking, binging, purging, restricting, not taking medication) related to these?

How, if at all, does your current behavior affect your ability to achieve these goals or live out these values?

Alternatives:
I’m curious. . . Do you see connection between you ________ behavior and any of these values/goals?
Next try to link *changing* the behavior to the core values and goals. . .

How, if at all, would changing this behavior (e.g. seeking treatment, eating a healthy amount, cut down on drinking, start exercising) impact these?

How, if at all, would changing this behavior affect your ability to achieve these goals or live out these values?
CLOSING THE DEAL

What do you want to do about your.... (drug use, eating behavior, making an appointment)?

It sounds like you have some pretty good reasons to ..what do you make of all this?

It sounds like you want to do something about .......what’s your next step?

If you decide to change, we will work together to increase your chances of success.

MENU OPTIONS
MARKERS OF PRODUCTIVE MI ENCOUNTER

- Client does most of the work (including talking)
- Client accepts the possibility of change
- Client accepts responsibility for change
- Upward slope of commitment language within or between sessions
- Dancing; not wrestling
**SOURCES/CREDITS**

- Parks, George. Presentation. Co-creator BASICS Brief Alcohol Screening and Intervention for College Students.