Motivational Interviewing for Anxiety & Depression
Military Family Service Providers, Sep 28-30, 2015

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WORKSHOP OUTLINE

Mon Afternoon Session:
  Opening Exercises
  Didactic: MI Research, The Importance of Resistance, What is MI
  Empathy Essentials & Exercises
  Decisional Balance (Ambivalence) Introduction

Tues Morning Session:
  Working with Ambivalence

Tues Afternoon Session:
  Rolling with Resistance

Wed Morning Session:
  Rolling with Resistance (cont).
  Pulling it all Together
Convincing Exercise (this is NOT MI!)

**Explain** why it is important for the person to make the change.

**Advise** the person to make the change and discourage them from delaying making the change.

**Warn** the person what may happen if the change is not made.

**Make suggestions** as to how the person can go about making the change.

**Direct** or tell the person what to do, preferably using 'should' or 'must' statements.

**Refute** -- disagree and offer logical counter-arguments -- if the person resists or gives excuses.

**Analyze** what the speakers 'real' issues or conflicts might be. Give your interpretation of why the speaker has not changed.

**Reassure** the speaker that he/she will be successful in making the change.
Empathy: Basic Principles To Remember

Listening for?

- Implicit meanings & feelings/experiences (of which the person is dimly aware) – yet not too far ahead - LEADING EDGE
- Any element of experience (values, meaning, feelings, beliefs, assumptions, etc.)
- What is MOST ALIVE? Seems the most important?

Spirit is one of TENTATIVENESS & frequent checking (okay to veto, responsive, trial & error)

- “I’m not sure about this … I think I hear… I could be wrong but…”

Keep it BRIEF & concise

****The Key is the intent – the effort… the trying to understand...****

- Goal is simply to keep the exploration moving
<table>
<thead>
<tr>
<th>Status Quo / Remaining the Same</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>What's good about being the way you are /the problem/not asking for help/not seeking tx?</em></td>
<td><em>What are the costs of staying the same/the problem/not doing anything/the status quo..?</em></td>
</tr>
<tr>
<td><em>What helps about ... the specific behavior... drinking/smoking/withdrawing/avoiding/not socializing/procrastinating/being overprotective /worrying /isolating/ beating yourself up.....?</em></td>
<td><em>What hurts you about ... the specific behavior... drinking/smoking/withdrawing/avoiding/not socializing/procrastinating/being overprotective /worrying /isolating/ beating yourself up.....?</em></td>
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</tbody>
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**VARIANTS:**
- What needs are being met by the problem?
- To what problem is this a solution?
- What positive motives and intentions are being expressed by the problem?

<table>
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<tr>
<th>What would be bad about change?</th>
<th>What would be good about change?</th>
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</tr>
<tr>
<td><strong>VARIANTS:</strong></td>
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</tr>
<tr>
<td>- If you were to worry less/get help/go to counseling/make a change/venture away from home/ be more active...what would be bad about that?</td>
<td>- What would be better if you made a change / didn’t have this problem anymore?</td>
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<tr>
<td>- How would change create its own set of problems or challenges?</td>
<td>- What would you really like your life to be like that’s different from how it is now?</td>
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<tr>
<td>- What does the part of you that argues for not changing say?</td>
<td>- How much does this problem fit or not fit with what you really want in life/who you want to be/where you're going?</td>
</tr>
<tr>
<td></td>
<td>- If this problem were resolved, what would that be like...how would you feel in 6 months, a year...?</td>
</tr>
</tbody>
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Ways of Evoking & Elaborating Change Talk

*(Goal = “Say More About That…”)*

Disadvantages of the status quo
- What worries you about your current situation? Give a specific example.
- What makes you think that you need to do something about ___?
- What difficulties or hassles have you had in relation to ___?
- Is this something trivial or is it more important than that? Say more...
- How important, on a scale of 1 to 10 is (this change)? Why a 7 and not a 2?

*Future looking:*
- If the future persisted exactly as it is now, what would that be like? What would be the worst part of that?

*Values:*
- What’s the most distressing / hurtful / troubling / painful about being this way?
- To what degree does being this way fit or not fit with what you really want in life...who you really are/what you value.. where you’re going?
- Speak from the part of you that is really pained / distressed / suffering / hurt by this.

Advantages of change
- How would you like for things to be different?
- What are the main reasons you see for making a change? ….how important are those things?
- What might be good about changing this?
- If you could make this change immediately, by magic, how might things be better for you?
- If you were to dream or fantasize for a moment about what life could be like that’s different from the way things are now, what picture would you paint? Why are those things important to you?

Strengths (re Changing)
- What makes you think that if you did decide to make a change, you could do it?
- What do you think would work for you, if you decided to change?
- When else in your life have you made a significant change like this? How did you do it?
- How confident are you that you can make this change?
- What personal strengths do you have that will help you succeed?
- Who or what could offer you helpful support in making this change?

When you catch someone taking steps to change… become *Curious*
- What do you make of that change… good thing? Not so good thing?
- That sounds different… How did you do that?
- How did you get past that part of you that tried to talk you out of that?
- *Why* did you make that change / take that step?
- What does that say about you?
- Would you do it again (keep going with the change)? Why or why not?
“Brief” Advice… Hip Pocket Process Principles

- Avoid Argument! (= Poison)
  - Monitor yourself / become aware of signals of toxic process… working too hard, convincing, spinning wheels, sarcasm, frustration, etc.
  - These should be signs that YOU (not the client) have work to do / Adjustments to make

- Constantly monitor the client for signs of resistance/CCT
  - As well as for signals of CT & move accordingly
  - Constantly watch for engagement… is client moving toward me or away from me?

- Learn to like those you don’t like!
  - …if find self not liking someone, ask yourself what you can find/do/notice to like them
  - …and If you can’t do it, consider referring them out

- Make the person work hard (always)
  - Don’t tolerate Deference/Submission (“you tell me doc…what’s the answer?...”)
  - Evoke, Be Curious, Ask them before telling/answering/giving info
  - Create opportunities to engage & stimulate thinking

- Look for opportunities to prize & affirm
  - Catch people doing well; Become good at spotting positive qualities
MI STRATEGIES FOR ROLLING WITH RESISTANCE

✓ Simple Reflection….acknowledgement of the person's disagreement or perception

✓ Double-Sided Reflection….capturing both sides of the ambivalence (use 'and' rather than 'but')

✓ Amplified Reflection….exaggerating the statement

✓ Reframing….finding something positive in the statement

✓ Emphasizing personal choice and autonomy….e.g., only you can know...no one can decide for you no matter how badly they might want to… you are the best expert on this… you know best…

✓ Validation… how could it be otherwise… of course… given your experiences/background that makes perfect sense… anyone in your situation would do the same… sounds like the logical/normal/right thing to do given the circumstances

✓ Shifting Focus…taking a detour...stopping the resistance by not feeding it
Resistance Scenarios (Anxiety/Depression)

CLIENT: "I don't know what to do. That's why I'm here. Aren't you the expert?"

** pick 3 of the options below and create responses:

Reflection:
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Amplified Reflection:
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Reframe:
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Double-Sided Reflection:
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Emphasizing Choice & Autonomy:
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Validation:
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Other....:
__________________________________________________________________
__________________________________________________________________
(therapist suggests exposure to heart racing as an exercise to reduce anxiety)

CLIENT: "I can't make my heart race, what if I have a heart attack? Do you have liability insurance?"

Reflection:

__________________________________________________________________

__________________________________________________________________

Amplified Reflection:

__________________________________________________________________

__________________________________________________________________

Reframe:

__________________________________________________________________

__________________________________________________________________

Double-Sided Reflection:

__________________________________________________________________

__________________________________________________________________

Emphasizing Choice & Autonomy:

__________________________________________________________________

__________________________________________________________________

Validation:

__________________________________________________________________

__________________________________________________________________

Other...:

__________________________________________________________________

__________________________________________________________________
CLIENT: "But my doctor has told me that my depression is the result of a biochemical imbalance. I can't change that even if I wanted to."

Reflection:
____________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________

Amplified Reflection:
____________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________

Reframe:
____________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________

Double-Sided Reflection:
____________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________

Emphasizing Choice & Autonomy:
____________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________

Validation:
____________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________

Other....:
____________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________
The Helpful Responses Questionnaire

For each scenario below imagine that someone is explaining a problem that he or she is having and think about each one as if you were in the situation, with that person talking to you. Write the next thing that you would say if you wanted to be helpful. Write only one or two brief sentences for each situation.

1. A 41-year old woman says to you: “Last night Joe got really drunk and he came home late and we had a big fight. He yelled at me and I yelled back and then he hit me real hard! He broke a window and the TV set, too! I just don’t know what to do!”

2. A 36-year-old man tells you: “My neighbor is really a pain. He’s always over bothering us or borrowing things he never returns. Sometimes he calls late at night after we’ve gone to bed and I really feel like telling him to get lost.”

3. A 15-year-old girl tells you: “I’m really mixed up. A lot of my friends, they stay out real late and do things their parents don’t know about. They always want me to come along and I don’t want them to think I’m weird or something, but I don’t know what would happen if I went along either.”

4. A 35-year-old parent says: “My Maria is a good girl. She’s never been in trouble, but I worry about her. Lately, she stays out later and later and sometimes I don’t know where she is. She just had her ears pierced without asking me! And some of the friends she brings home – well I’ve told her again and again to stay away from that kind. They’re no good for her, but she won’t listen.”

5. A 43-year-old man says: “I really feel awful. Last night I got drunk again and I don’t even remember what I did. This morning I found out that the screen of the television is busted and I think I probably did it, but my wife isn’t talking to me. I don’t think I’m an alcoholic, you know, because I can go for weeks without drinking. But this has to change.”

6. A 59-year-old unemployed teacher tells you: “My life just doesn’t seem worth living anymore. I’m a lousy father. I can’t get a job. Nothing good ever happens to me. Everything I try to do turns rotten. Sometimes I wonder whether it’s worth it.”
Identifying & Responding to Change Talk (CT) & Counter-Change Talk (CCT)

1) **Statement**: I can solve my problems on my own. That’s what needs to happen anyway.

   Is this (circle one):  CT  or  CCT

   Response (reflection or question to help elaborate): ______________________________________

2) **Statement**: So instead of spanking I went for walks twice this week and thought about what I wanted to do.

   Is this (circle one):  CT  or  CCT

   Response (reflection or question to help elaborate): ______________________________________

3) **Statement**: My doctor said I should get help. He told me I have negative coping patterns or some psychobabble thing like that.

   Is this (circle one):  CT  or  CCT

   Response: ________________________________________________________________________

4) **Statement**: I’ve worried for so long, it’s just what I do. And I pride myself on remembering to remind people to do things, go to appointments, etc.

   Is this (circle one):  CT  or  CCT

   Response: ________________________________________________________________________

5)  I feel guilty when my kids see me smoking.

   Is this (circle one):  CT  or  CCT

   Response: ________________________________________________________________________

6)  My wife is always hassling me about getting a job. I’m not sure about it but it might be kind of good and it would sure be nice to have her off my back.

   Is this (circle one):  CT  or  CCT

   Response: ________________________________________________________________________

7)  I’m not the one with the problem, my wife is.

   Is this (circle one):  CT  or  CCT

   Response: ________________________________________________________________________
Listening Exercise – (Practicing Empathy)

The sharing speaker.

- Decide on some real issue that isn’t too big to manage in the situation, and that you believe you can draw back from and ‘leave’ after a fairly short time.

- The more you can ‘own’ and be directly expressive of whatever it is you share (e.g., use I/me language), the more chance the listener will have to connect with you in what you are experiencing.

The listener.

- Listen as receptively and acutely as you can - seeking to tune to where the speaker is coming from in their experiencing feelings and meaning - including immediate feelings in this practice situation.

- Let go if you can of any conscious concern or aim to make a difference to the other person’s thinking or feeling.

- Try ‘simply’ to really tune in and let their experience and meaning come alive in you.

- If you ask questions use them very sparingly, not just to fill an awkward silence, not to get information about the person’s situation, but only to be more in touch with them in their immediate felt experience and meanings, how they construe their situation, what their immediate point of search or struggle is, etc.

- If you lose track of what the speaker is expressing, simply acknowledge this as your difficulty (or lapse of attention), along with your concern to understand their feelings and meaning.

Remember that this is a constrained learning exercise in which shining instances of empathic listening and following are way too much to expect of yourself because this is a complex skill.

Don’t be afraid to be wrong in your reflections (leading edge, take risks), it is the trying that counts!
RATE YOURSELF AS THE LISTENER

5 - Completely True
4 - Mostly True
3 - A little True
2 - Somewhat Untrue
1 - Completely Untrue

How I found myself responding when I was the listener:

1. I wanted to understand __________ ’s own feeling and perspective............... _____

2. I heard _____’s words alright but found it hard to read his/her inner feelings .. _____

3. I tried too hard to form my responses, so that I was not consistently absorbed in listening and making inner connection with him/her ..................................... _____

4. I probably put my own meanings onto her/his experience.............................. _____

Jot down here your own critique (gestalt level or overall) of yourself as the listener (what you thought went well and what you thought could use some work):

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
RATINGS AS THE SPEAKER

5 - Completely True
4 - Mostly True
3 - A little True
2 - Somewhat Untrue
1 - Completely Untrue

How I experienced the listener when I was the client/speaker:

1. I felt __________ wanted to understand how I see things. ___________________________ ______

2. ______ picked up on my words but did not show awareness of my feelings. ... ______

3. ______’s response actually helped me to see something more distinctly .......... ______

4. ______ usually caught the exact gist or essence of what I felt and meant ........ ______

Jot down here your overall experience & your experience of the listener (what went well and what might be better):

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
FURTHER INFORMATION ON MOTIVATIONAL INTERVIEWING

Clinical Resources


Westra, H.A. & Arkowitz, H. (Guest editors, 2011). Special Issue on Integrating Motivational Interviewing with Cognitive Behavioral Therapy for a Range of Mental Health Problems (including eating disorders, suicidal ideation, OCD, GAD, depression, substance abuse). Cognitive and Behavioral Practice


Motivational Interviewing Website: http://www.motivationalinterview.org/ Website has reference material, training tapes, and useful links

Readings on Empathy & Related Topics


DOING is not the only skill that matters!  
... need technique / action **AND** process skills (‘soft skills’)