The background of the slide is a light green color with several white butterfly silhouettes scattered across it. The butterflies are of various sizes and orientations, some appearing to fly towards the left and others towards the right.

(Un)Motivated for Change: Using Motivational Interviewing in Group Therapy

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Objectives

- Overview of MI
- Background
- Rationale for group
- Format of group
- Schedule
- MI principles/strategies
- Lessons Learned

Motivational Interviewing

- A person-centered, goal directed counseling method for resolving ambivalence and promoting positive change by eliciting and strengthening the person's own motivation for change
 - Ambivalence is normal
- Primary goal is to get the client to voice reasons for change.

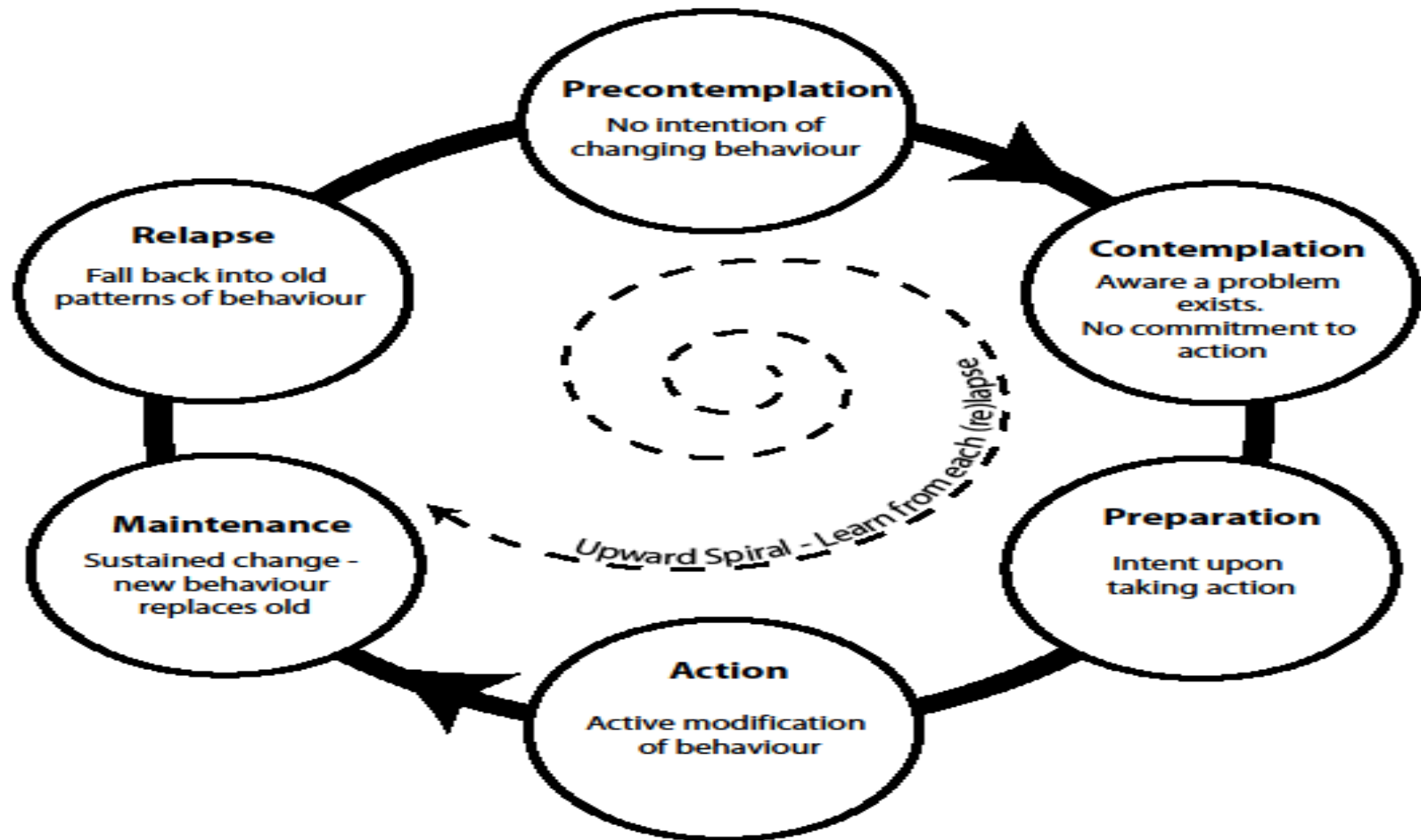
Background of MI

- Developed by William Miller while working with individuals who had alcohol problems
- Evidence based treatment for individuals with substance use disorders
- Used in various settings- health care, schools, criminal justice
- Used for various health-related behavior changes- smoking cessation, sexual health, gambling, exercise

Rationale for this group

- Ambivalence is common in counseling
- Specifically targeting ambivalence
 - increases likelihood for movement forward
- Common behaviors which students struggle with – procrastination, social isolation, substance use
- MI can assist with facilitating behavior change

Stages of Change



Motivated for Change group

Orientation & Commitment

- identify concrete/specific goal and/or behavior change

Structure of group

- 90 minute weekly; semi-structured
- Check-in- weekly commitment and goal
- Facilitate discussion & activity
- Check-out- obtain weekly commitment

Schedule

Week 1: Pre-Assessment

Introductions; Group rules and format of group; Identify problem behavior; Pre-assessment; Homework- Operationalize identified goal related to problem behavior; & Weekly Commitment

Week 2: Stages of Change

Check-in (wk 1 homework); Orient to Stages of Change; Identify SOC Homework- Weekly Commitment

Week 3: Feelings

Check-in (wk 2 homework); Orient to Feelings; Exercise; Feelings in relation to making change & 'areas of impact.' Homework-Weekly Commitment

Week 4: Decisional Balance

Check-in (wk 3 session & homework); Orient to decisional balance; Exercise; Homework- Rate importance of pros & cons; & Weekly Commitment

Week 5: Values

Check-in (surrounding wk 4 hwrk); Orient to values; Exercise. Connect to members' decisional balance. Homework- Weekly Commitment

Schedule

Week 6: Confidence/Desire (DARN)

Check-in; Orient to DARN; Exercise- use rating rulers and connect to members' decisional balance; Homework- re-evaluate goals & Weekly Commitment

Week 7: Revise SOC & Identify Steps

Check-in; Brief review of SOC; Re-stage. Identify concrete future short term goals & steps. Homework- Select one step on which to work & Weekly Commitment

Week 8: Support System

Check-in. Orient to support. Exercise- complete bullet 4 on Change Plan. Homework- Weekly Commitment

Week 9: Barriers/Problem Solving

Check-in. Orient to role barriers play/importance of problem solving skills. Exercise- complete bullets 5-7 on the Change Plan worksheet & discuss. Homework- Weekly Commitment

Week 10: Wrap-up

Check-in. Refer to Week 10 outline for discussion questions

Principles of MI

- Express empathy
 - active and reflective listening of the client without judgment, criticism or blame
 - focus is on building rapport and supporting client
- Develop Discrepancy
 - create and amplify discrepancy in the client's mind between present and past behavior and future goals
- Examine consequences of continued behavior via pros of changing and cons of staying the same

DECISION BALANCE

Reasons to stay the same

Reasons to change

What are the benefits of your behavior?

What concerns do you have about your behavior?

What concerns do you have about changing your behavior?

What are the benefits of changing your behavior?

Principles of MI (cont.)

- Avoid argumentation
 - avoid approaches that elicit client resistance and defensiveness
- Roll with resistance
 - let the client's resistance be expressed instead of trying to fight against it
- Support self-efficacy
 - support client's confidence in her/his ability to change

Early Strategies of MI (OARS)

- Open-ended questions
 - ask questions that cannot be answered with a “yes” or “no”
- Reflection
 - form a reasonable guess as to the meaning of the client’s statements and give voice to this guess in the form of a statement
- Affirm
 - support the client’s efforts to change with compliments and statements of appreciation and understanding
- Summarize
 - provide clear and succinct summaries during and at end of the session of what has transpired

Your Values Clarification Chart

In the center column, list your values. In column A, rank order your values based on what you *say* you value. In column B, rank order your values based on what you actually *do*. Afterwards, compare columns A and B to look for discrepancies and similarities.

A Rank order what you <i>say</i> you value	Values	B Rank order what you <i>do</i>

Preparatory Change Talk (DARN)

- Desire to change
- Ability to change
- Reasons to change
- Need to change

(None)

(Very High)

Desire

0 1 2 3 4 5 6 7 8 9 10

Need

0 1 2 3 4 5 6 7 8 9 10

Ability

0 1 2 3 4 5 6 7 8 9 10

Confidence

0 1 2 3 4 5 6 7 8 9 10

Top 3 Reasons for Making Change:

Lessons Learned

- Recruitment of members with diverse issues (e.g., substance use, health issues vs. academic concerns)
- Importance of being in contemplation stage of change
- Importance of concrete goals
- Ways for members to hold selves more accountable for change (e.g., write down weekly commitments, goals)
- Value of group was the internal change and less so behavioral change
- Adding pre- and post-assessments

Questions?

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