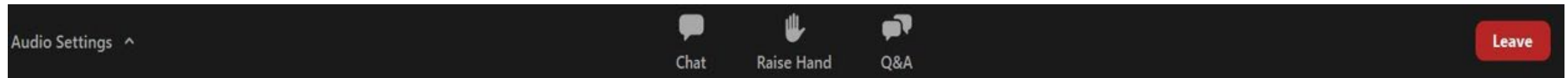


Welcome!

While we wait to start, please review ways to navigate this webinar.

If you move your **cursor** to the **bottom** of **your screen** you will see a **menu**.



This menu allows you to **control**:

- **Raise Hand**
- Access to the **Chat** box
- Access to the **Q & A** box

Camera options are not available for participants. Participants can be unmuted by raising their hand and being recognized by the presenter.

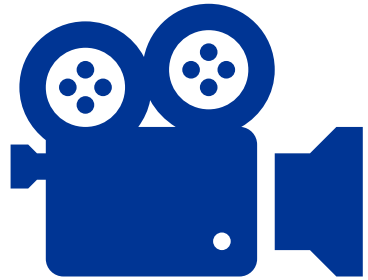


University of
Pittsburgh

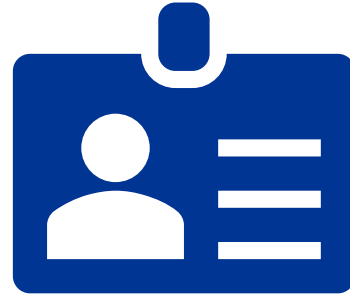
School of
Pharmacy

PERXU

Housekeeping



This session is being recorded to **Tomorrow's Healthcare**



If you used a forwarded link, we need your **email address**



Pose questions in the chat to **all participants**



Please complete the post-session **evaluation**



University of
Pittsburgh

School of
Pharmacy

PER_XU

Continuing Education Information

In support of improving patient care, this activity has been planned and implemented by the University of Pittsburgh and The Jewish Healthcare Foundation. The University of Pittsburgh is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME) and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team. **1.25 hours is approved for this course.**

As a Jointly Accredited Organization, University of Pittsburgh is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved under this program. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. University of Pittsburgh maintains responsibility for this course. Social workers completing this course receive **1.25 continuing education credits.**



University of
Pittsburgh

School of
Pharmacy

PERXU

Disclosures

No members of the planning committee, speakers, presenters, authors, content reviewers, and/or anyone else in a position to control the content of this education activity have relevant financial relationships with any entity producing, marketing, re-selling, or distributing health care goods or services, used on, or consumed by, patients to disclose.



University of
Pittsburgh

School of
Pharmacy

PERXU

Disclaimer

The information presented at this Center for Continuing Education in Health Sciences program represents the views and opinions of the individual presenters, and does not constitute the opinion or endorsement of, or promotion by, the UPMC Center for Continuing Education in the Health Sciences, UPMC/University of Pittsburgh Medical Center or affiliates and University of Pittsburgh School of Medicine. Reasonable efforts have been taken intending for educational subject matter to be presented in a balanced, unbiased fashion and in compliance with regulatory requirements. However, each program attendee must always use his/her own personal and professional judgment when considering further application of this information, particularly as it may relate to patient diagnostic or treatment decisions including, without limitation, FDA-approved uses, and any off-label uses.

Mutual Agreement

- Everyone on every PERU webinar is **valued**. Everyone has an expectation of **mutual, positive regard** for everyone else that respects the **diversity** of everyone on the webinar.
- We operate from a **strength-based, empathetic, and supportive** framework – with the people we serve, and with each other on PERU webinars.
- We encourage the use of **affirming language** that is not discriminatory or stigmatizing.
- We treat others as **they** would like to be treated and, therefore, avoid argumentative, disruptive, and/or aggressive language.



University of
Pittsburgh

School of
Pharmacy

PERU

Mutual Agreement (continued)

- We strive to: **listen** to each person, avoid interrupting others, and seek to **understand** each other through the Learning Network as we work toward the highest quality services for Centers of Excellence (COE) clients.
- Information presented in Learning Network sessions has been vetted. We recognize that people have different opinions, and those **diverse perspectives** are welcomed and valued. Questions and comments should be framed as **constructive feedback**.
- The Learning Network format is **not conducive to debate**. If something happens that concerns you, please send a chat during the session to the panelists and we will attempt to make room to address it either during the session or by scheduling time outside of the session to process and understand it. Alternatively, you can reach out offline to your PERU point of contact.



University of
Pittsburgh

School of
Pharmacy

PERXU

Acknowledgements

- The COE project is a partnership of the University of Pittsburgh's Program Evaluation and Research Unit and the Pennsylvania Department of Human Services; and is funded by the Pennsylvania Department of Human Services, grant number 601747.
- COE vision: The Centers of Excellence will ensure care coordination, increase access to medication-assisted treatment and integrate physical and behavioral health for individuals with opioid use disorder.



University of
Pittsburgh

School of
Pharmacy

PERXU



PERXU

Program Evaluation and Research Unit

Motivational Interviewing Practice



University of
Pittsburgh

School of
Pharmacy

Learning Objectives

By the end of this module, you will be able to do the following:

- Define **motivational interviewing** (MI) and describe the **MI spirit**.
- Describe the **change process**.
- List the steps in the **POLAR*S** model and describe the **connection** of the POLAR*S model to **MI**.
- Apply the **POLAR*S** model to common client scenarios.



University of
Pittsburgh

School of
Pharmacy

PERXU

MI Basics

Motivational Interviewing



A **client-centered** method for strengthening a client's own **motivation** and **commitment** to make a positive behavior change.

Spirit of Motivational Interviewing

- MI is **more than just a set of techniques** and strategies.
- The spirit of MI incorporates some important **values** that underpin the client interaction.
- Partnership, acceptance, compassion, and evocation are the **components** that comprise the spirit of motivational interviewing.
- You can use the acronym **PACE** to remember them.



Partnership

- See the individual as the **expert** in their own life.
- Ensure that their expertise and perspective are **central** to the conversation.
- Promote a **collaborative**, respectful relationship.



Acceptance

- Honor the **absolute worth** of the individual.
- Respect **autonomy** – acknowledge their right to make their own choices.
- Pursue **accurate empathy** – work to understand their perspective.
- Use **affirmation** – highlight their strengths and existing resources.



University of
Pittsburgh

School of
Pharmacy

PERXU

Compassion

- **Prioritize** the well-being of the individual.
- Demonstrate genuine **care** and concern.
- Understand and **validate** their struggle.
- Work on behalf of the individual's **best interests** and welfare.



Evocation

- **Draw out** the individual's internal motivation to change.
- Seek out the **wisdom** of the individual.
- **Ask questions to elicit ideas** and solutions from the individual.
- Encourage the individual to **address their own challenges** and concerns through supportive dialogue.



University of
Pittsburgh

School of
Pharmacy

PER_XU

What barriers do you face for using MI at your COE?

 Mentimeter

0 responses

[Login to edit this Mentimeter](#)



University of
Pittsburgh

School of
Pharmacy

PERXU

Focus on the Spirit

- The spirit of MI sets **the tone** for building a **positive relationship** and rapport between the clinician and the client.
- Though the skills and strategies of MI are important, the **spirit** of MI is the **most essential** component.



University of
Pittsburgh

School of
Pharmacy

PER_XU

Practice: MI Spirit

Partnership

Acceptance

Compassion

Evocation



University of
Pittsburgh

School of
Pharmacy

PERXU

The Change Process



Philosophy of Change

- Change is a **process**.
- You **can't force** anyone to change a behavior.
- Pushing might actually **decrease the likelihood of change**.
- Your goal is to **elicit motivation** for change.
- An individual should **present their own reasons** and options for change.



University of
Pittsburgh

School of
Pharmacy

PERXU

Ambivalence

- Ambivalence is **natural** in change processes.
- **Conflict** emerges from valuing both **old** and **new behaviors**.
- Individuals have **reasons** to maintain and/ or change.
- **Conversations** help explore these reasons.
- Motivational Interviewing **links change** to personal **values**.



Develop Discrepancy

- Find the **disconnect** between a client's current behavior and future goals.
- Help them to **understand** this difference and how to **address** it.



University of
Pittsburgh

School of
Pharmacy

PERXU

Replace the Righting Reflex



No Case Building



Curiosity



Transparency



University of
Pittsburgh

School of
Pharmacy

PER_XU

Change Talk and Sustain Talk

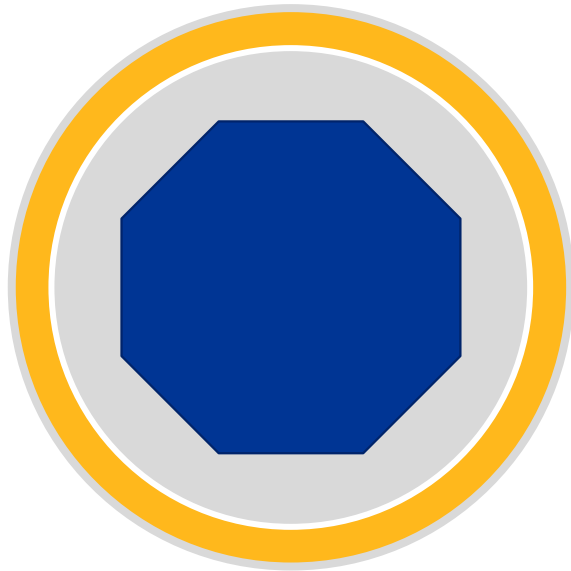


Change Talk



- Any self-expressed language that is an **argument for change**
- Linked to a **specific behavior** and a goal
- Goal is to **increase** change talk
- Can be **preparatory** or **motivating**

Sustain Talk



- Sustain talk is any self-expressed language that is an **argument for not changing** and maintaining the **status quo**.
- The goal is to **decrease** sustain talk.



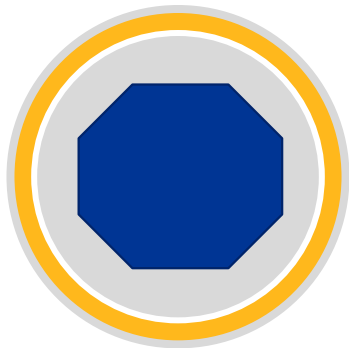
University of
Pittsburgh

School of
Pharmacy

PERXU

Change Talk vs. Sustain Talk

The goal of the conversation is to help **move someone in the direction of change** by increasing change talk and decreasing sustain talk.



Decrease sustain talk

“I don’t think I can stop drinking because I’ve tried before, and it didn’t work.”

Evoke change

“What strategies did you try last time? What steps might you take to reduce your drinking, even if you aren’t ready to quit entirely?”



Increase change talk

“I could probably start tracking how many drinks I have in a week.”



University of
Pittsburgh

School of
Pharmacy

PERXU

Practice: Evoking Change



University of
Pittsburgh

School of
Pharmacy

PERXU

Using POLAR*S



University of
Pittsburgh

School of
Pharmacy

PER_XU



POLAR*S Overview

Permission

Open-ended Questions

Listening Reflectively

Affirmation

Roll with Ambivalence

Summary



University of
Pittsburgh

School of
Pharmacy

PER_XU

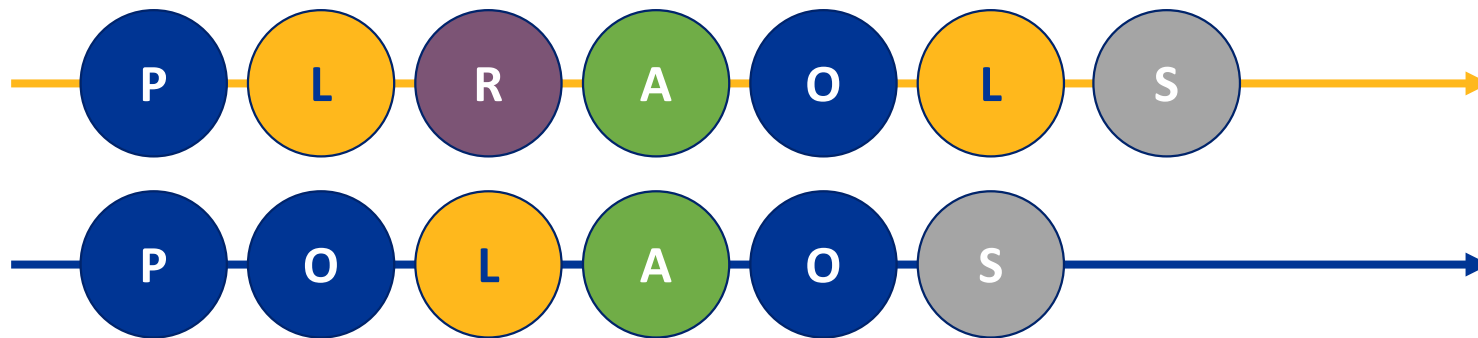
POLAR*S Examples

Throughout this section, you will see the component of POLAR*S in use in the top right corner.



POLAR*S is Not a Checklist

- Most interactions will start with **permission** and end with **summary**.
- However, POLAR*S supports **conversation** and is not a linear checklist.

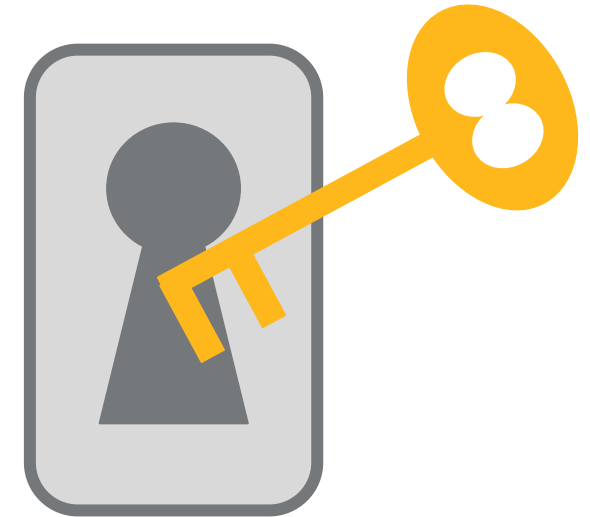


Permission

Begin the conversation by asking for **permission**.

Asking for permission to discuss a health behavior:

- Respects the client's **autonomy**
- Keeps the **focus on the client**
- Minimizes **discord**



Open-Ended Questions

Open-ended questions **elicit information** and keep the conversation moving.

They encourage the client to **share information** and invite more than single-word responses.

The goal is to **evoke motivation**.



Closed- and Open-Ended Examples



“Do you use substances when you are with your friends?”



“What kind of environment are you typically in when you use substances?”



University of
Pittsburgh

School of
Pharmacy

PERXU



Listen Reflectively

Reflect back a short summary of how you understand what the client said.

- Demonstrate that you are **engaged**.
- Show that you **understand** what the client is saying.
- Put the client **at ease**.



Reflection ≠ Question

Reflections are statements – not questions

- **Reflections** are more likely to encourage continued **exploration**.
- **Questions** require a response and **can interrupt** the flow of discussion.
- Questions may feel accusatory or like an **interrogation**.
- **Mind your inflection** – the tone of voice should not sound like a question.



Formulating a Reflection

Reflection isn't about repetition.

- Use different words as a “**hypothesis**” about what someone means.
- Sometimes repetition can be appropriate – but **use sparingly**.
- Ideally, reflection can **move the conversation beyond** what has been stated already.



Note: Avoid “parroting” or repeating without reflecting on meaning.



Practice: Listening Reflectively



University of
Pittsburgh

School of
Pharmacy

PERXU

Affirmation

Use affirmation to support **self-efficacy** or someone's belief in their ability to change.

- Remind client of **specific strengths** or past achievements.
- **Support** positive behavior change.
- Build **trust and confidence** with the client.



How to Craft an Affirmation

- “Accentuate the positive.”
- **Seek out strengths**, positive steps, and good intentions.
- Acknowledge and highlight:
 - Current **efforts**
 - Past **achievements**
 - **Strengths/values**



Evoking Affirmation

- Sometimes you may **evoke affirmation** from your client or client.
- You can ask them to **describe their own strengths** and the **positive steps** they've taken.
- This may **not always** be the right approach but is an available option.



Practice: Affirmations



University of
Pittsburgh

School of
Pharmacy

PERXU

Exercise

Scenario: During a counseling session, a client expresses their struggles with maintaining recovery. As the conversation progresses, they share a recent experience where they resisted the urge to drink at a social gathering.

Affirmation that needs work: "I'm proud of you for not drinking at the party."



University of
Pittsburgh

School of
Pharmacy

PERXU

Roll with Ambivalence

Roll with ambivalence when it arises –
do not push the patient.

- Helps to **avoid increasing** sustain talk.
- **Prevents conflict** with the patient.
- Supports the patient's **autonomy**.



Rolling with Ambivalence and the MI Spirit

If your client is experiencing ambivalence to change, remember the elements of the MI spirit:

- **Partner** with the patient – do not argue.
- **Accept** the client's autonomy – and their right to make their own informed choices.
- Demonstrate **compassion** – recognize their struggles.
- **Evoke** the client's perspective – and avoid telling them what to do.



University of
Pittsburgh

School of
Pharmacy

PERXU

Practice: Rolling with Ambivalence



University of
Pittsburgh

School of
Pharmacy

PERXU

Exercise

- I feel like quitting sometimes, but I'm just not sure if now is the right time.
- Everyone says I should get help, but I don't feel like I'm that bad off.
- I've been thinking about treatment, but I'm afraid of failing again.



University of
Pittsburgh

School of
Pharmacy

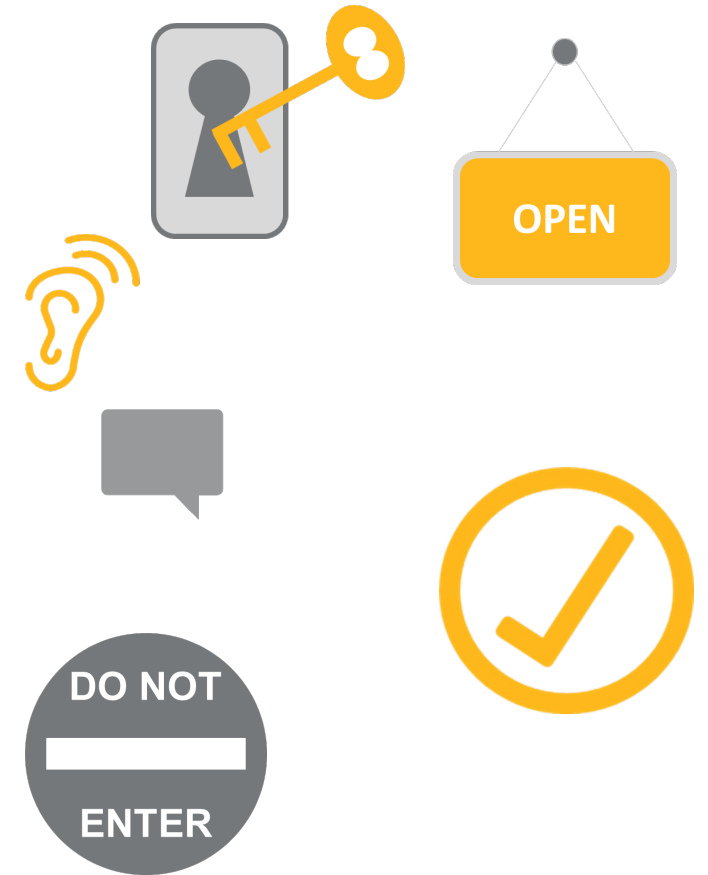
PERXU

Summary

Assemble the **main themes** from the conversation and **reflect** these back.

- **Transition** from exploring options to committing to a plan.
- **Refocus** the conversation and confirm mutual understanding.
- Bring **closure** to the discussion.

POLAR***S** 



University of
Pittsburgh

School of
Pharmacy

PER_XU

Crafting a Summary

Summary can be seen as **extended reflection**.

- **Reflect highlights** from the conversation and demonstrate understanding.
- **Emphasize change talk**, including motivations and goals.
- **Elicit feasible options** for next steps.



Options and Goal-Setting

Elicit feasible options or next steps.

“Are there other activities you and your friends enjoy that you can do instead of drinking?”

Ask permission before giving advice or options.

“Do you mind if I give you some information on treatment options?”



Practice: Summarizing



University of
Pittsburgh

School of
Pharmacy

PERXU

Scenario

You are a care manager having a conversation with a client who is struggling with opioid use. The client has shared thoughts about how using helps them relax and cope with stress, but they also express concerns about its impact on their health and relationships. They mention a desire to cut down but feel unsure about taking that step. You have offered several treatment options, but the client says they are not ready for that step.



University of
Pittsburgh

School of
Pharmacy

PERXU

Key Takeaways – POL



- Asking permission helps to **respect autonomy and gain buy-in**.
- Open-ended questions **invite reflection** and collaboration.
- Reflections **demonstrate understanding** and help **move the conversation forward**.
- Simple reflections don't add much – **complex reflections add meaning** or emphasis.



Key Takeaways – ARS

- **Affirmations highlight strengths**, including positive steps, past successes, and values.
- **Don't push back** against ambivalence – use tools like reflection to help move forward.
- Summary reflects **highlights from the conversation** to demonstrate understanding.
- Summary moves the conversation forward by **eliciting feasible options** for next steps.



Making Connections

- The elements of the MI spirit **align with** and inform the steps of POLAR*S.
- The **combination of the spirit and the skills** is the key to collaborative, supportive communication to help someone change.

MI Spirit

- Partnership
- Acceptance
- Compassion
- Evocation

POLAR*S

- Permission
- Open-ended Questions
- Listening Reflectively
- Affirmation
- Rolling with Ambivalence
- Summarization



Questions?



University of
Pittsburgh

School of
Pharmacy

PER_XU



References

- Miller, W. R., & Rollnick, S. (2013). Applications of motivational interviewing. Motivational interviewing: Helping people change (3rd edition). New York, NY, US: Guilford Press.
- Center for Substance Abuse Treatment. Enhancing Motivation for Change in Substance Abuse Treatment. Treatment Improvement Protocol (TIP) Series, No. 35. HHS Publication No. (SMA) 13-4212. Rockville, MD: Substance Abuse and Mental Health Services Administration, 1999 (revised 2013).
- Rollnick, S., Miller, W.R., & Butler, C.C. (2008). Motivational Interviewing in Health Care: Helping Patients Change Behavior. New York, NY, US: Guilford Press.
- Rosengren, D.B. (2018). “Building Motivational Interviewing Skills: A Practitioner Workbook, 2nd Ed.” New York, NY, US: Guilford Press.



University of
Pittsburgh

School of
Pharmacy

PERXU



The University of Pittsburgh School of Pharmacy, Program Evaluation and Research Unit (PERU) is dedicated to meaningful work that facilitates each patient or community member's ability to achieve optimal health, well-being, recovery and choice.