

Potentiate Their Potential: Motivational Interviewing Techniques for Precepting



UTAH SOCIETY OF
HEALTH-SYSTEM PHARMACISTS

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1





Disclosure

- Relevant Financial Conflicts of Interest
 - CE Presenter, Alan Abbinanti, PharmD:
 - None
 - CE mentor, Hanna Raber, PharmD, BCPS, BCACP, TTS
 - None
- Off-Label Uses of Medications
 - None



2




Pharmacist Learning Objectives

-  Name the various aspects of Motivational Interviewing
-  Identify when Motivational Interviewing techniques would benefit a learner you are precepting
-  Practice utilizing Motivational Interviewing techniques to encourage a learner to develop their knowledge and skills
-  Formulate a plan to incorporate Motivational Interviewing techniques with learners you are precepting



3

Technician Learning Objectives

-  Define Motivational Interviewing
-  Compare Motivational Interviewing to providing direction
-  Recognize scenarios where Motivational Interviewing would apply in your work duties



4

Precepting Situations

- Learner seems disengaged on rotation and is not planning on pursuing your specialty
- Learner is often late for rotation but talks about how many late-night social events they participate in
- Learning is hypercritical of themselves and is obviously not utilizing techniques for self-care



5

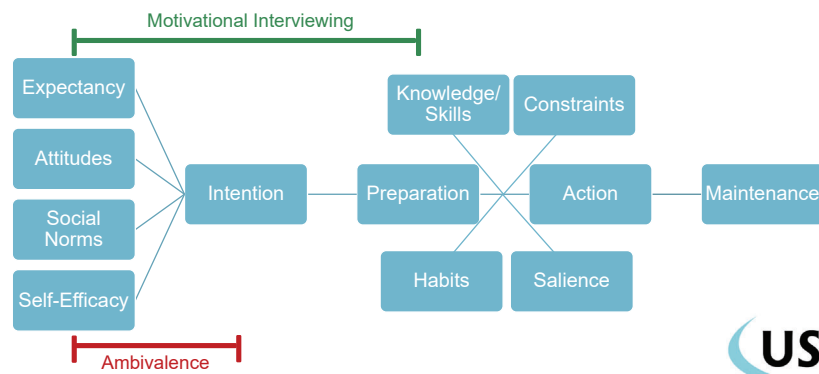
Motivational Interviewing (MI)

- “A **person-centered** counseling style for addressing the common problem of **ambivalence about change**”
- Basic Tenets of MI
 - People are more likely to **do what they say** they will do vs **being told**
 - **Discussions about change** create the opportunities for it
 - Motivational Interviewing is done **for and with** another person



6

Unified Theory of Behavior Change



7

Goals of Motivational Interviewing

- **Minimize resistance** to change
- **Maximize the opportunity** for change
 - Helping people identify their **own motivation and commitment**
- **NOT**
 - A way to manipulate people
 - A way of convincing or persuading
 - Always appropriate



6

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MI vs Providing Direction

- Motivational Interviewing
 - Process for addressing ambivalence toward change
 - Goal of nurturing a person's own motivation and commitment to change
- Providing Direction
 - An authoritative order or command
 - Goal of correcting or improving an observed action of another person



Pros and Cons of MI

Pros	Cons
Very effective at eliciting change	Can be time consuming
Changes are more likely to be sustained	Requires relationship building
Often met with less resistance	
Address both the ambivalence of change and motivating factors for change	



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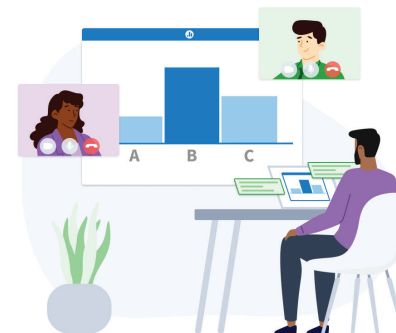
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Pros and Cons of Giving Direction

Pros	Cons
Quick	Can lead to increased resistance to change
Useful for knowledge gaps or non-ambivalent change	Less effective at eliciting change
	Less likely for changes to be sustained
	Only addresses need for change, not ambivalence toward it



What is Motivational Interviewing?



- [PollEv.com/USHP](https://www.poll-ev.com/USHP)
- Download the Poll Everywhere app and join USHP
- Text USHP to 22333

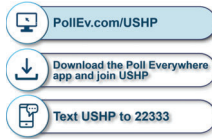


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The following is an example of what?



A student on rotation arrived not having done their assigned reading. This is the 2nd time this has happened. After asking why the reading wasn't done, they respond "I just forgot".



You tell the student that it is imperative they complete assignments on time not only to be successful in the rotation, but in their future career as a pharmacist. You then inform them they need to complete the reading that evening.



13

When is MI appropriate?

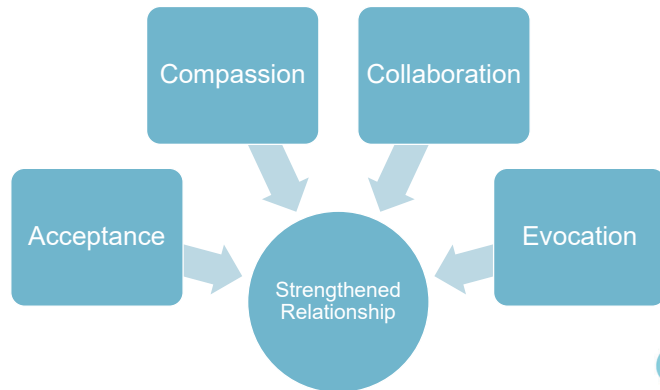
- Behavior change is needed, and ambivalence is present
- The behavior requiring change is substantial or complex
 - Providing direction is appropriate for small items of feedback
- Motivation must be present for change to occur
 - Motivation cannot be created for another person
 - The learner can apply intrinsic motivation to a new task



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14

MI Relationship Building



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15

Acceptance

- Be non-judgmental
- Express empathy
- Acknowledge freedom of choice
- Utilize words of affirmation



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16

Compassion

- Actively promote the welfare of learners
- Give priority to the learner's needs
- Remember our services are for the benefit of our learners and not our own



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17

Collaboration

- Motivational Interviewing is done for and with others
- It is a collaborative process
- Learner goals are the center of the discussion
- Refrain from unsolicited advice

MI Preceptor Role	MI Learner Role
Expert in helping learners change and grow	Experts of their own lives
Help the learner change to progress to their goals	Be open and honest with the MI Preceptor



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18

Evocation

- Eliciting the learner's own motives for change
- Harnessing the learner's ideas and feelings for motivation

MI Preceptor Role	MI Learner Role
Draw out learner's priorities, values to explore ideas	Determine goals, desires, and ideas for change
Draw out learner's support system for change	Determine their skills and recourses needed for change



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19

Important Communication Skills

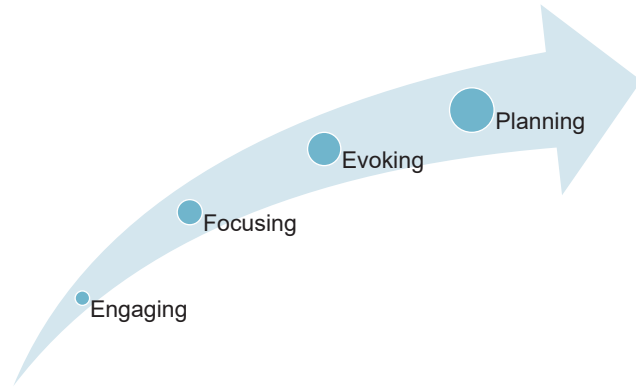
- Asking for permission
 - Before in engaging in any change talk or before suggesting something
- Open-ended questions
 - What, Where, When, How, Why
- Reflective Listening
 - Summarizing the learner's own narrative to express empathy
- Affirming
 - Noticing, recognizing, and acknowledging positives
 - Do not praise or use "I" statements



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20

Aspects of the Motivational Interviewing Process



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21

Engaging

- Make them feel comfortable sharing
- Discover learner's desires and goals
- Express support through affirmation
- Define your and their roles in the MI process
 - You are the expert who can help them change
 - Setting goals and making change is their responsibility
- Ensure the process is collaborative



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22

Focusing

- Define the goals of change
- Use reflective listening to develop a clear common goal
- Check your own biases and ensure you have the same aspirations as the learner
- Ensure you have a clear vision of where you are going with the learner



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23

Evoking

- Ask open-ended questions to help them create ideas
 - What is a good first step to making this change?
 - How have other people done something like this in the past?
 - How important is this change compared other changes we have discussed?
- If the learner is having a hard time producing ideas
 - Ask for permission to suggest things based on your conversation
 - Make suggestions in the context of their stated goals and motivations

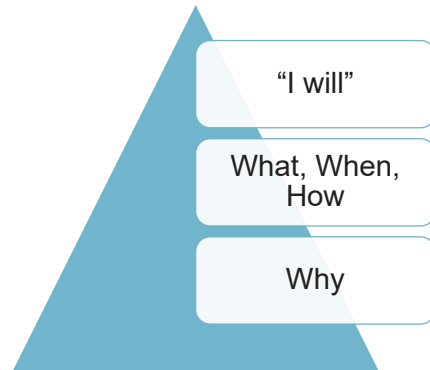


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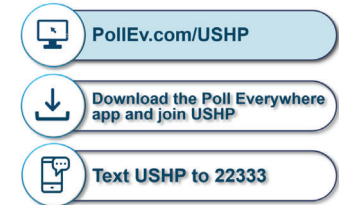
24

Planning

- Help the learner think through next steps
- Help the learner identify barriers
- Provide information or advice with permission



Rephrasing what a learner has told you to ensure you both are clear on their objective is an example of what?



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25

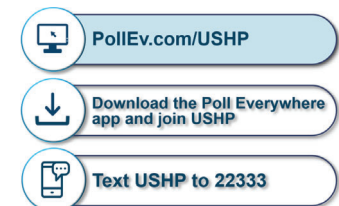
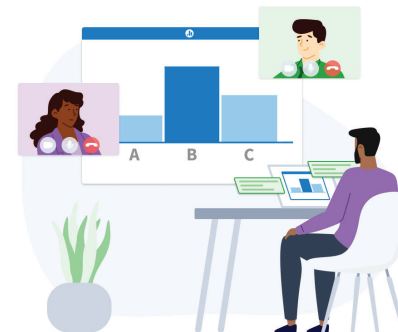
26

Barriers to Motivation for Learners

- Workload and competing priorities
- Lack of perceived benefit for a task
- Previous conflicting feedback
- Lack of support
- Low expectations
- Overwhelmed by the thought of change
- Difficulty with self-evaluation or improvement



What are some barriers for you as the preceptor/ expert?



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27

28

Learner Case

- Learner is often late for rotation and is usually very tired. While on rotation they make a considerable effort, but their tardiness and lack of sleep is affecting their performance. They have mentioned they are very involved in evening social activities with their cohort and other friends.



29

Learner Case

- Learner seems disengaged on rotation and has previously stated they want to pursue a career in a completely different specialty



30

Learner Case

- Learner is hypercritical of themselves and is extensively working on rotation items outside of rotation hours. They take feedback very hard and feel they must “give it everything they have, or they won't get a residency”.



31

Learner Case

- Learner is putting subjective information in the objective section of their note.



32



33

Lay the Groundwork

- Begin the rotation with a conversation
 - Long-term goals
 - Rotational goals
 - Motivation for pursuing pharmacy
- The conversation will
 - Help build a relationship
 - Reduce awkwardness when engaging in MI
 - Enable shorter MI sessions



34

Use “Feedback Days” or Evaluations

- “Feedback Days” are conducive to MI
- Formal evaluations are also opportune times
 - These are less frequent than “Feedback Days”
- It is important to schedule extra time for MI conversations
- Ensure the setting is appropriate



35

Capitalize on Existing Conversations

- Use existing conversations to build relationships
 - Use principles of Acceptance, Compassion, Collaboration, and Evocation
- Learners frequently express goals during informal conversations
 - After they state a goal, use it to illicit a MI conversation when needed
- If goals and motivations were previously discussed
 - Recall and illicit a conversation when an area of change present itself



36

Start Somewhere

- You will need to practice to become proficient
- Try different approaches and timings
- Regularly adjust to the learner and situation
- Consistency is key



37

Summary

- Motivational Interviewing is a person-centered counseling style for addressing ambivalence to change
 - Based on the principal tenet that people are more likely to do what they say they will do rather than what they are told to do
- Building relationships is essential for success
- Involves engaging, focusing, evoking, and planning
- There are unique challenges when applying MI to learners, but they can be overcome



38

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39