



Using Motivational Interviewing Techniques in the Process of Transitioning Care

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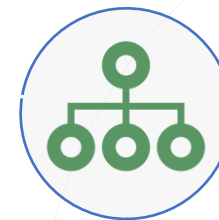
OBJECTIVES



Examine **Motivational interviewing (MI) strategies**



Identify **opportunities to integrate Motivational interviewing (MI) strategies** into patient interactions

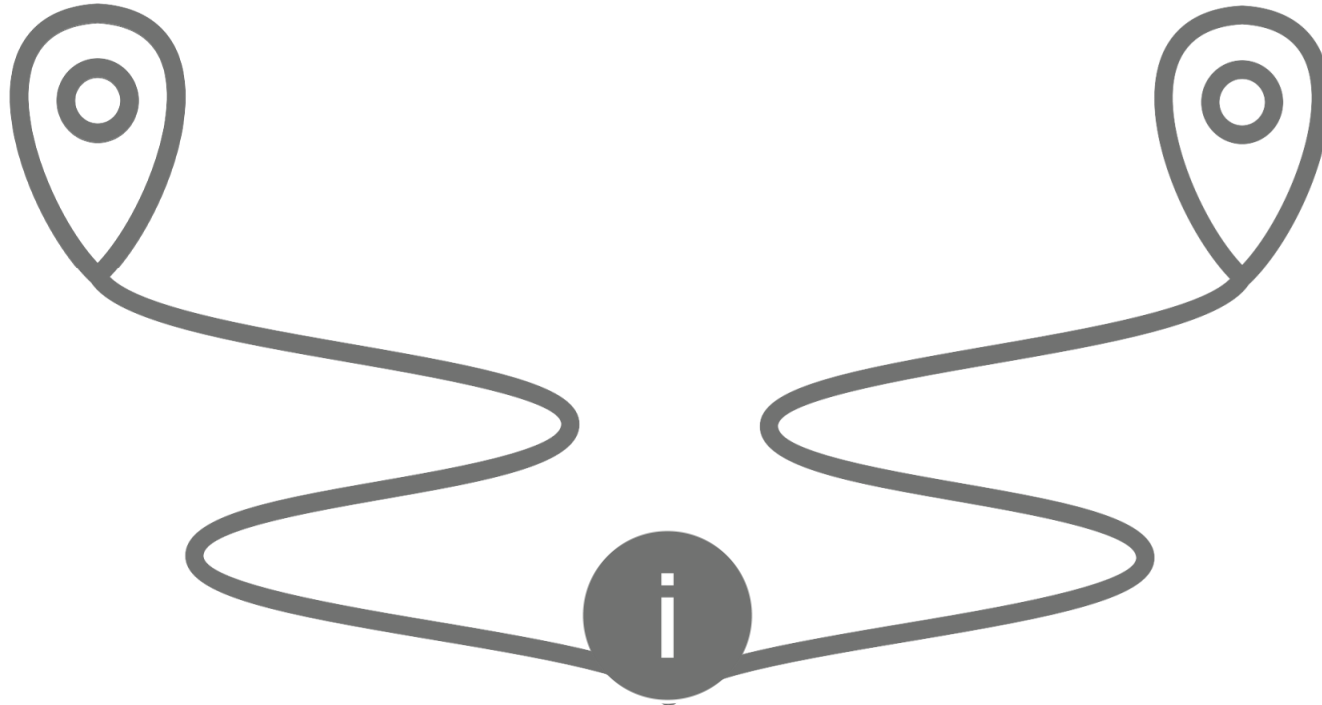


Identify and employ **tools and strategies** for communication around positive care transition

Effective Communication Strategies

Telling youth what to do = **resistance**

Talk with not at youth – let them lead the discussion



Information alone is not enough to change behaviors



Variability

HOW we ask a
question...

*You are working on
your goals, right?*

HOW we look when we're
asking...



MOTIVATIONAL INTERVIEWING?

My Experience with
Motivational Interviewing (MI) is:



Why MI for Youth & Young Adults?

- Desire for control
- Allows youth to drive the process



WHERE DO I START?

Motivational Interviewing



Spirit

Empathy

Ask Permission



Strategies

Open ended Questions

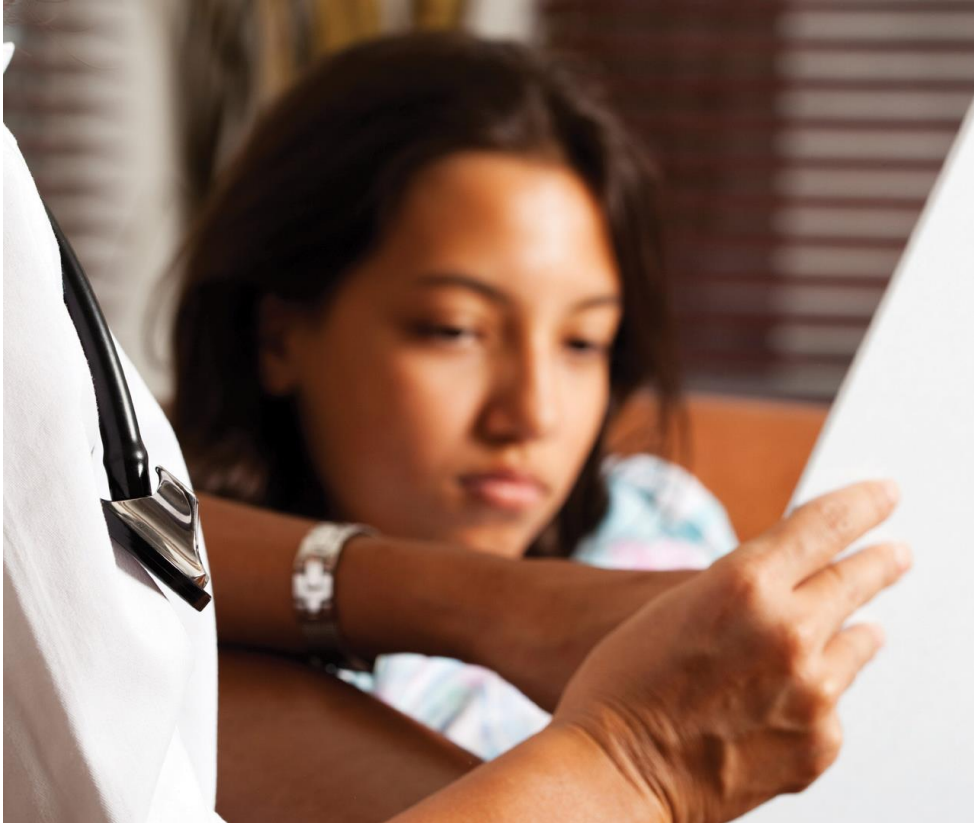
Affirmations

Reflections



SPIRIT

Empathize



“It can feel overwhelming trying to manage your sickle cell disease.”

“Advocating for what you need in the emergency room is tough.”

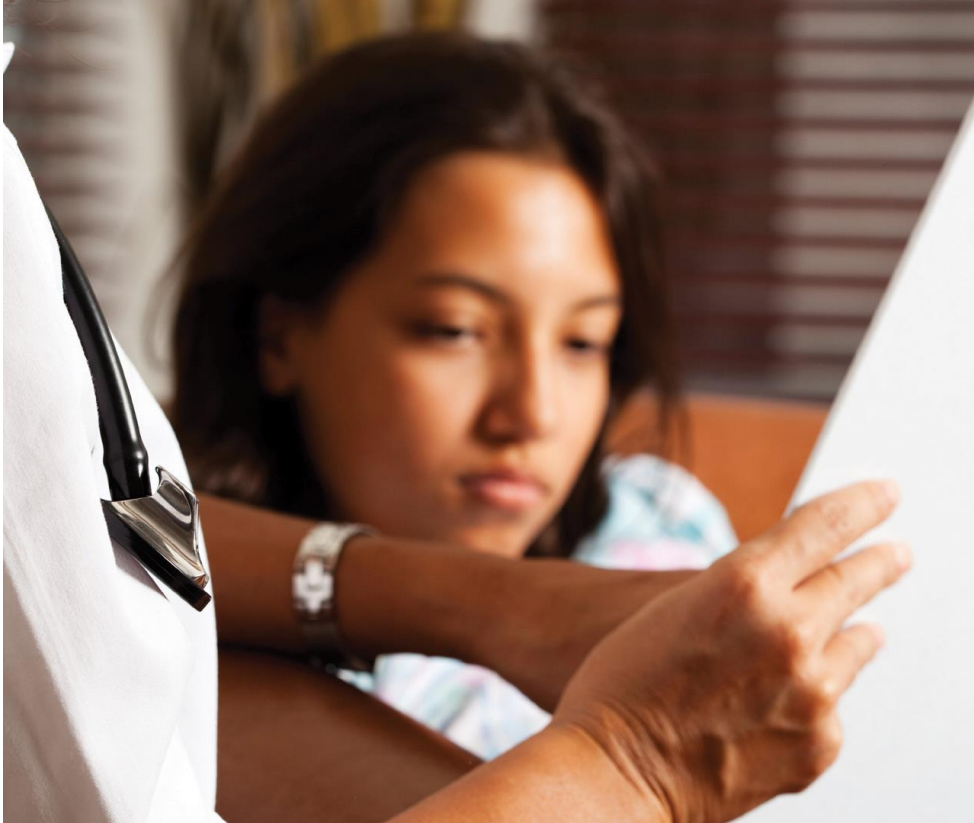


SPIRIT

Ask Permission

“I would like to talk with you about XX.”

“Can I share some other ideas for ...?”





SPIRIT: TALKING WITH, NOT AT

Real talks **DON'T** sound
like talking at:

"Did you tell your coach that you may need breaks during high intensity exercise at practice?"

"You're not just trying to get drugs right?"

"You need to tell Chloe's mom that you have sickle cell."

"You didn't ask your teacher for an extension?"

Real talks **DO** sound like
talking with:

"I know it can feel uncomfortable talking about your needs, but an open and honest conversation with your coach can help you perform to the best of your ability on the team."

"I can tell you're in pain, how I can support you?"

"I want to make sure you have a great time at the sleep over. How can we strategize for success?"

"It is normal to feel overwhelmed. Let's plan a way for you to talk to your teacher about what you need to get your work done on time."





MI INTERVIEWING STRATEGIES

Open-ended Questions

Affirmations

Reflections



OPEN-ENDED QUESTIONS

WHO, WHAT, WHEN, WHERE, HOW, WHY?



Fully Open-Ended Questions

- ✓ What do you think about...
- ✓ Tell me about...
- ✓ How do you decide when to...
- ✓ Help me understand...

Key Questions

- ✓ Given what you told me, what do you think you will do next?
- ✓ Where would you like to go from here?
- ✓ What if you tried...
- ✓ What would it take...



**Answer the following
question with a
partner:**

1. How was your day?

2. Tell me about your day?

OPEN-ENDED QUESTIONS

WHO, WHAT, WHEN, WHERE, HOW, WHY?



Fully Open-Ended Questions

- ✓ What do you think about...
- ✓ Tell me about...
- ✓ How do you decide when to...
- ✓ Help me understand...

Key Questions

- ✓ Given what you told me, what do you think you will do next?
- ✓ Where would you like to go from here?
- ✓ What if you tried...
- ✓ What would it take...



**How would you ask
the following question
as open ended:**

*Are you managing your
symptoms OK?*

AFFIRMATIONS

- ✓ Foster self-esteem and self-worth
- ✓ Youth live up or down to our expectations!
- ✓ Empower youth and families



AFFIRMATIONS FOR CHANGE!

To encourage and support the youth during the change process

Not “I” Statements - “**You**” Statements

- **You** have...
- **You** are...
- **You** feel...
- **You** believe...



Create an Affirmation:

You have...

You are...

You feel...

You believe...

*I have talked to him
but my math teacher
won't understand if I
miss a test.*

REFLECTIVE LISTENING: OVERVIEW

Reflecting involves:



Active listening




Stating back what you heard, rather than asking questions



Adding an emphasis, additional meaning, or continuation of thought



YOUR PATIENT PRESENTS WITH SEVERE PAIN IN THEIR LEGS. THEY DID NOT GET PAIN RELIEF FROM A HEATING PAD, FLUID INTAKE, OR IBUPROFEN, ALL OF WHICH WERE TRIED AT HOME.



Repeat – repeating an element of what the youth said.



“You are in pain and at-home treatment didn’t help relieve it.”


Rephrase – staying close to what was said with some rephrasing and synonyms



“You need support beyond what you can handle on your own.”



YOUR PATIENT PRESENTS WITH SEVERE PAIN IN THEIR LEGS. THEY DID NOT GET PAIN RELIEF FROM A HEATING PAD, FLUID INTAKE, OR IBUPROFEN, ALL OF WHICH WERE TRIED AT HOME.



Paraphrase – Inferring or guessing at the meaning of what was said and reflecting this back




“You would like to get your pain under control.”

Reflect feeling – Emphasizing the emotional dimension through feeling statements and metaphors



“It’s scary not to be able to manage your pain on your own.”





“I know I should tell my professor that my symptoms can be unpredictable and I might need an extension on future assignments.”



Don't get caught in the “BUT..”

“I should advocate for what I need but I’m worried they won’t believe me.”

Next Steps



What are two strategies you are taking away and using immediately in your work?



02:00



THANK YOU!

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