

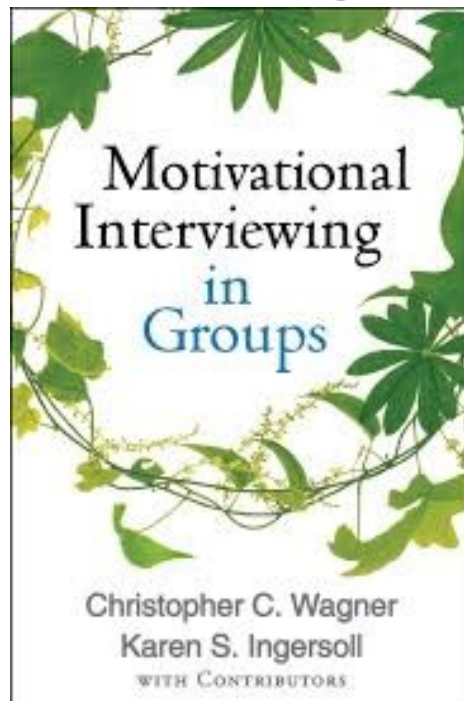
Motivational Interviewing in Groups

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With thanks to Chris Wagner and Mark Farrall for improved slides!



By the end of this workshop, you will be able to:

- Describe 3 key elements and 4 phases of MI groups
- Identify your current skills in leading groups
- Describe how to start a group well
- Reflect on how exploring lifestyles may foster change in MI groups
- Identify how your choices in designing the group relate to your challenges in leading it

Motivational Interviewing....

1. Involves establishing a helpful connection in which the client feels respected, open, and heard
2. Focuses mostly on future possibilities related to a specific issue
3. Evokes clients' sense of *importance* and *confidence* about change, helping to resolve lingering ambivalence

Individual and Group MI Similarities

Enhance motivation through resolving ambivalence

Balance empathic and goal-oriented elements

Incorporate MI spirit (*partnership, acceptance, compassion, evocation*)

Strategically use OARS communications

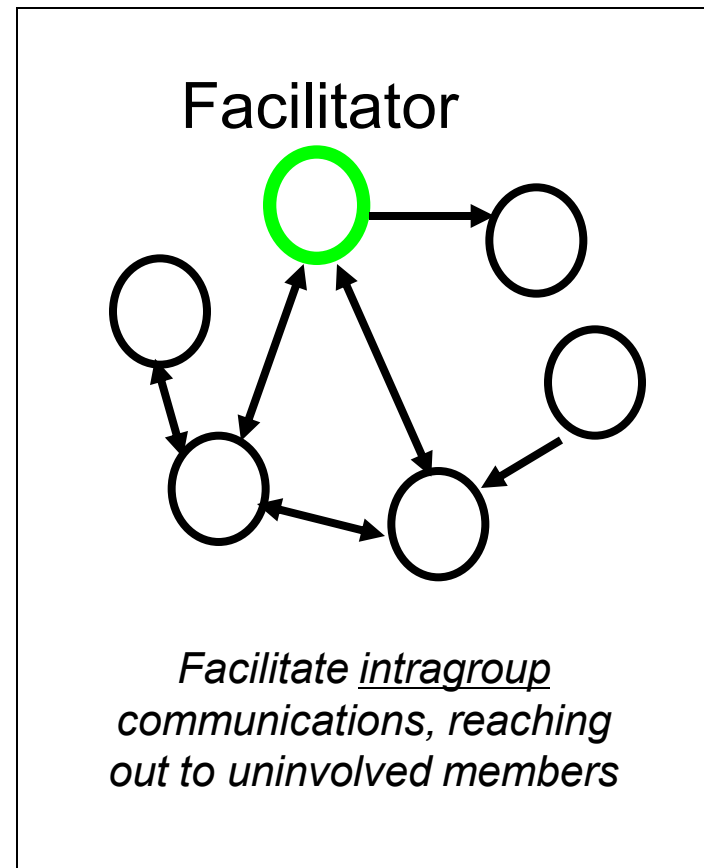
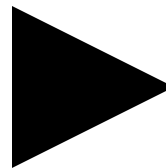
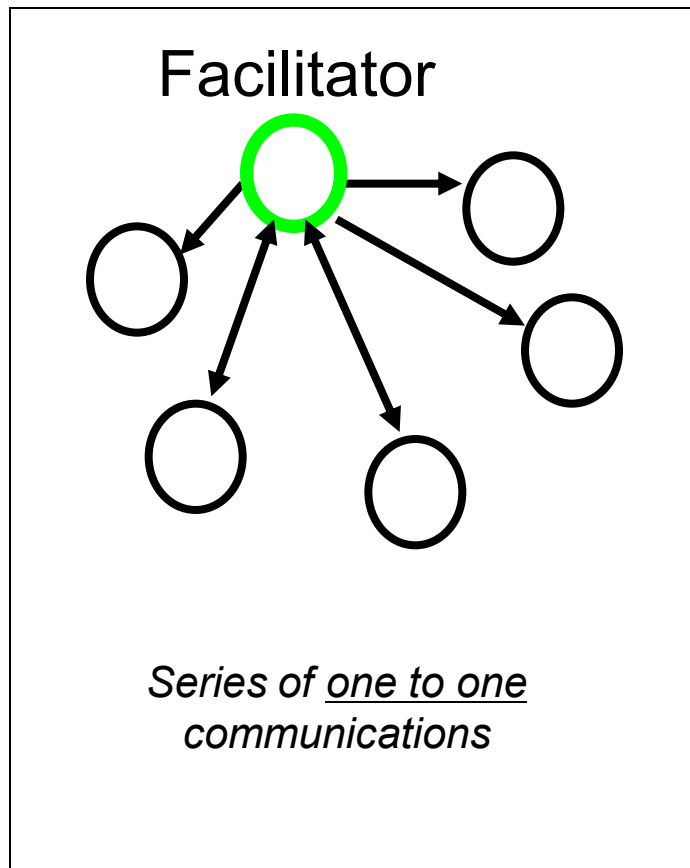
Use MI Strategies (*e.g., remembering successes*)

Avoid MI Non-adherent clinician behaviors

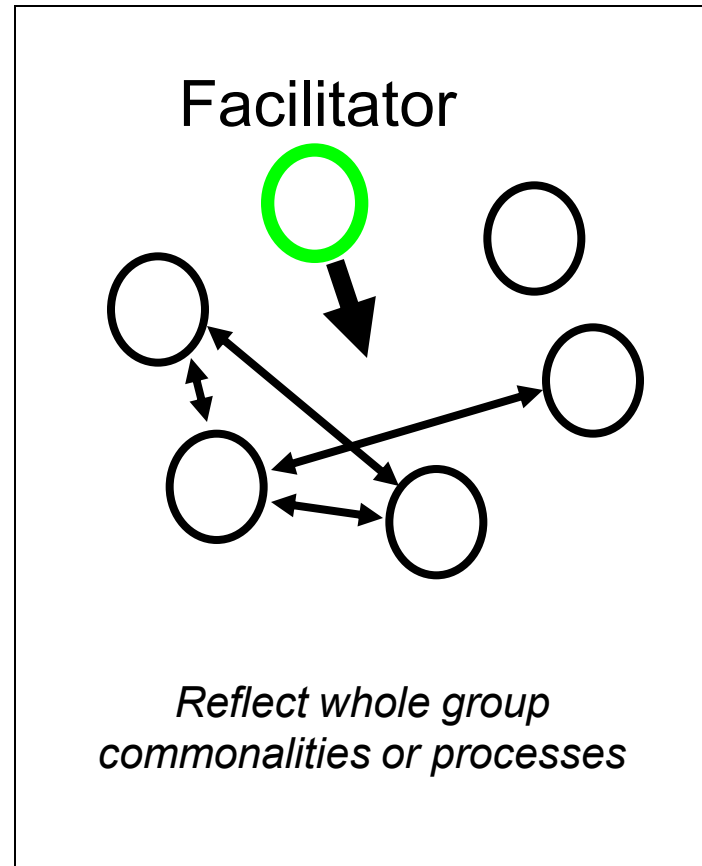
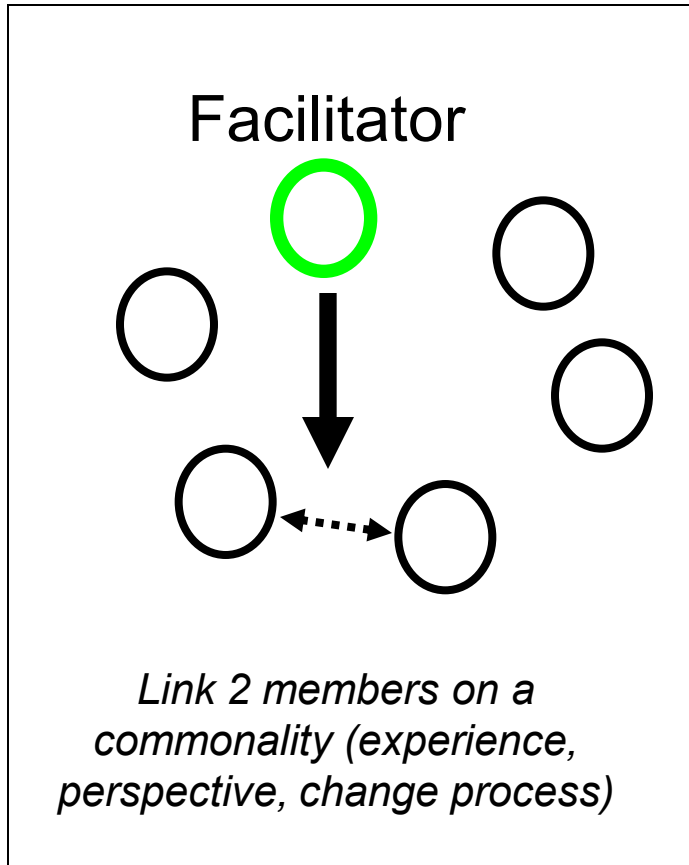
Balance focusing and staying open



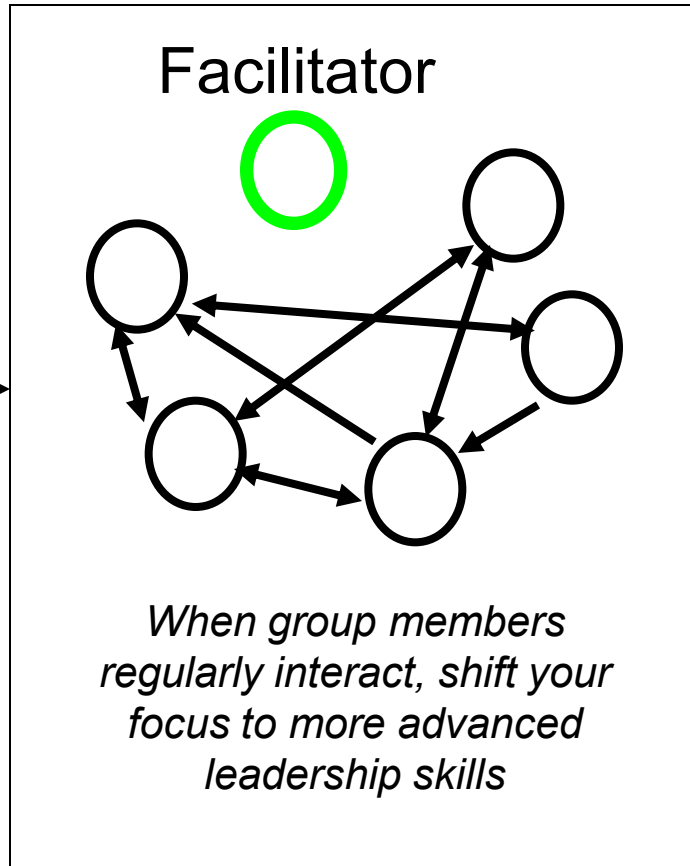
Group facilitation



Group facilitation



Group facilitation



Key elements in Motivational Groups

Group Processes	Therapeutic Style	Focus on Change
<p>Group engagement</p> <ul style="list-style-type: none"> Engaging Linking Openness 	<p>Client-centered foundation</p> <ul style="list-style-type: none"> Perspective Empathy Autonomy 	<p>Encouraging Change</p> <ul style="list-style-type: none"> Forward focus Momentum Evoking
<p>Group processes</p> <ul style="list-style-type: none"> Climate Cohesion Altruism 	<p>Shaping conversations</p> <ul style="list-style-type: none"> Deepening Broadening Narrowing 	<p>Positive orientation</p> <ul style="list-style-type: none"> Strengths Progress Hope

Blending MI and Group Practice

Facilitating vs. interviewing

Eliciting group energy for change

Bridging across different change targets by expanding definition of change talk

- broadening focus
- including change processes in addition to specific content

Promote internal change talk through linking

Using other group therapy techniques in MI groups

Redirecting, modeling, protecting

Rounds, dyads, written exercises, group exercises

Group MI Challenges

Group dynamics

Managing floor time

Managing different styles and beliefs across members

Working with group members' "righting reflexes"

Role of Change Talk

Multiple change targets

Less prominent in group (due to lower floor time)





Why MI groups?

Help clients resolve ambivalence and become activated

Increase engagement and reduce dropout

Clients benefit from support and guidance of other group members

Increase efficiency of services

Evidence about MI Groups – Processes

MI Groups can increase:

Perceived autonomy

Readiness to change

Recognizing problems and ambivalence

Self-efficacy (confidence to make a change)

Intentions to try new behaviors

Treatment attendance/participation/completion/aftercare

And reduce..

Negative treatment effects

Evidence about MI Groups – Outcomes

MI Groups can...

Reduce alcohol use and binge drinking

Reduce drug use frequency and consequences

Increase smoking cessation

Improve risk reduction and disease coping

Overall, MI groups research is just beginning..



EXERCISE 1: Rate Yourself!

Common Skills of Group Leaders

Skills

1-2=lower

3-5= acceptable

6-7=strong

1. Comfort with anger, moodiness, talkativeness and silence	1	2	3	4	5	6	7
2. Able to take a step back during conflict or sympathetic stories	1	2	3	4	5	6	7
3. Able to understand others' perspectives while maintaining some objectivity	1	2	3	4	5	6	7
4. Able to maintain boundaries without being rigid	1	2	3	4	5	6	7
5. Able to help members connect to one another	1	2	3	4	5	6	7
6. Can provide structure or be spontaneous as needed	1	2	3	4	5	6	7

Four Phases of MI Groups



Engaging
the group

Exploring
Perspectives

Building
Momentum

Moving into
Action

ENGAGING THE GROUP

Engaging the Group

Setting the environment/climate

Decontaminating the referral process

Developing working relationships and norms

Developing group guidelines



Group Climate

Overall atmosphere of group

Established at first contact

Group leaders who focus too much on tasks vs. relationships

diminish outcomes

With positive climate, members...

...care more about each other

...try harder to understand self and others

...disclose more personal information and feelings

...feel more strongly that the group is worth participating in



Group Engagement Subscale on AMIGOS

Engaging	Leader consistently keeps all or nearly all members involved in the group process, even when they are not speaking
Linking	Leader consistently links together members' experiences, interests, goals, themes or change processes
Openness	Members actively share perspectives and feelings; initiate sharing, and share deeply

Exercise 2

- Get into a group of 5
- Select 1 leader



Leader

DO's

- Do the session as described
- Stay in session until time is called
- Involve all members
- Elicit and explore members' focus
- Reflect their interests and concerns



DON'Ts

- Don't demonstrate what you usually do *(unless you usually do the session as described)*
- Don't allow focus to be on one person
- Don't try to fix/teach/solve



Engaging: 15 minute sample

Goal is to begin to learn about each other

Brief introductions

- Leader: introduce self and something you do for fun, and then state goals for today: get to know each other as people, not based on problems
- Ask each member to share:
 - Name, and something important to you, or a hobby or interest you enjoy
- Leader: reflect the name, and note positive things you hear

EXPLORING PERSPECTIVES

Exploring Perspectives Principles

Take a client-centered perspective

Focus on the positives

Focus on the present

Acknowledge suffering, but don't elicit grievances

Client-centered Foundation

Framing	Leader guides the group to discuss issues from within members' perspectives
Autonomy	Leader strongly supports members' autonomy, encouraging members to express their own values/perceptions/goals/choices
Empathy	Leader shows deep understanding of nearly all members' perspectives, including things they have not yet explicitly communicated

Exploring Perspectives: How

Exploring members' perspectives on their lives and issues

Exploring possible focus

Exploring lifestyles

Exploring ambivalence

Looking back

Using a heuristic model

Exercise 3: Explore Lifestyles

- Define the term *Lifestyles* as the way we typically live, how we spend our time, and the people we spend time with
 - *“Let’s talk a little about lifestyles. How do you spend your time? What kinds of patterns are there in your daily life?”*
 - *What about some of your habits, like your (insert shared problematic habit here: overeating, use of drugs, etc.)? How does that fit in?”*

BUILDING MOMENTUM

Building Momentum Principles

Focus on positives

Focus on the future

Develop discrepancy

Accept defensiveness



Building Momentum Toward Change

Expanding/broadening members' awareness of possibilities

Group members break into pairs

Developing resources and momentum for change

Exploring and enhancing confidence

Exploring values

Envisioning

Past successes

Using strengths

Importance / Confidence Scaling



Working with a Co-leader



Model MI Spirit with each other

Content & Process

One leader focus on content; individual exploration
Other focus on group process and linking

Rolling with resistance in pairs

If group member becomes defensive with one leader, other can neutrally explore without “taking sides”

Mutual session review

Co-facilitators can compare impressions, brainstorm together, consider strengths and needs of members

Possible Strengths Focused Session

Identify a few personal strengths / things you're good at

How do these strengths help with challenging situations

How might you use those strengths more intentionally to help move forward on the issue at hand?

Importance/Confidence Scaling*

Scale Importance

How important is this change on scale of 0 – 10?

- ❖ Line up in space
- ❖ Starting with top subgroup (8-10), what makes it important? Mid-group (4-7), why X and not 0?
- ❖ Low group (0-3), why is it a little important?

Scale Confidence

- ❖ Top group – What provides confidence? Mid-group, what makes it X, not 0? What would boost confidence?
- ❖ Low-group, how can group help you gain more confidence?

MOVING INTO ACTION

Moving into Action Principles



Focus on actions

Guide members to ask for what they need

Encourage attention to group processes

Focus on the immediate future

Support self-efficacy

Moving into Action

Defining, planning and implementing changes that participants believe will improve their lives

Hypothetical change

Change planning

Strengthening commitment to change

Getting started

Dealing with challenges and setbacks

Termination



Change Planning in the Group

1. The changes I want to make (or continue making) are:
2. The reasons I want to make these changes are:
3. The steps I plan to take in changing are:
4. The ways other people can help me are:
5. I will know that my plan is working if:
6. Some things that could interfere with plan are:
7. What I will do if the plan isn't working:

Commitment and Getting Started*

Elicit commitment to take a specific action (and strength of commitment)

Action can be “think more about” or “discuss with others”

Ask members to be realistic on strength (definitely, probably) and specific on when/how they’ll take next step

If divided between ready and not-quite-ready, consider dyads of like pairs to develop commitment statements

Template to Design MI Groups

	SUPPORT	PSYCHO-ED	THERAPEUTIC
OBJECTIVES	Engagement	Any	Change
COMPOSITION	Any	Semi-structured	Unstructured
SIZE	Up to 15	8-12	6-10
DURATION	Typically pre-set	Time-limited	Open-ended
SESSION LENGTH	45-60 minutes	60-90	90-120
ADMISSION	Open	Closed or open	Staggered
LEADER PREP	Low	Medium	High