



## Motivational Interviewing in Managing Pain

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The following faculty and/or planning committee members have the following conflict of interests to declare:

- Patricia Bruckenthal – Consultant, Advisory board, Mallinckrodt, Astra Zeneca, Pacira
- Ann Schreier has declared no conflict of interest.
  
- All conflicts of interest have satisfactorily been resolved.




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## Target Audience

- The overarching goal of PCSS-O is to offer evidence-based trainings on the safe and effective prescribing of opioid medications in the treatment of pain and/or opioid addiction.
  
- Our focus is to reach providers and/or providers-in-training from diverse healthcare professions including physicians, nurses, dentists, physician assistants, pharmacists, and program administrators.




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### Educational Objectives

- At the conclusion of this activity participants should be able to:
  - Describe how the foundations of Motivational Interviewing fit into health care
  - Discuss the foundational components of Motivational Interviewing
  - Apply Motivational Interviewing Skills in a Pain Management Framework

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### Motivational Interviewing: Definition

- *Motivational interviewing is a directive, client-centered counseling style for eliciting behavior change by helping clients to explore and resolve ambivalence.*

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### Why MI in Health Care: Lifestyle Management Problem

- 1 million Americans suffer from chronic pain
- Only 50% of patients take medication as prescribed. (World Health Organization)
- 21% of US adults smoke cigarettes
- 33% of US men and 35% of US women are obese
- 51% of US adults do not exercise regularly
- 75% of US adults do not eat 5 fruits/vegetables a day
- 15% of the US population report binge drinking

Source: CDC

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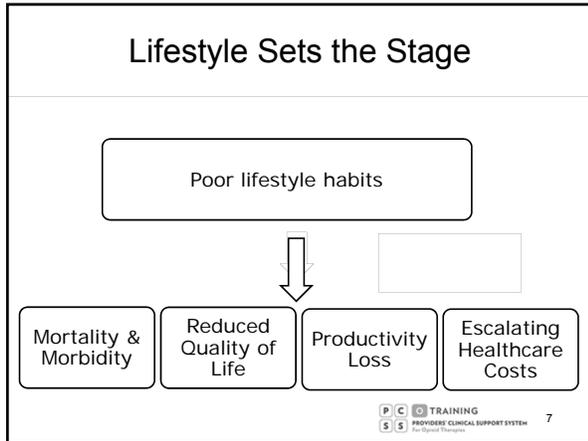
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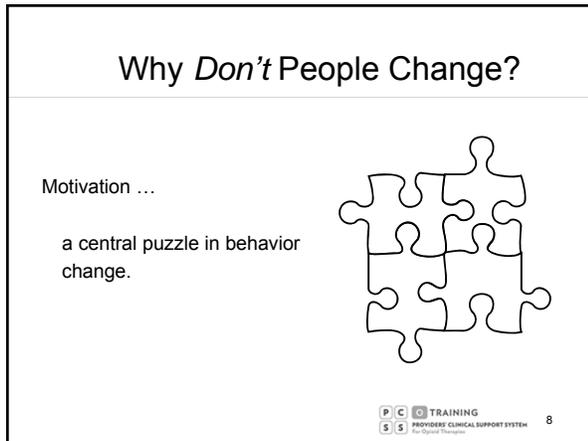
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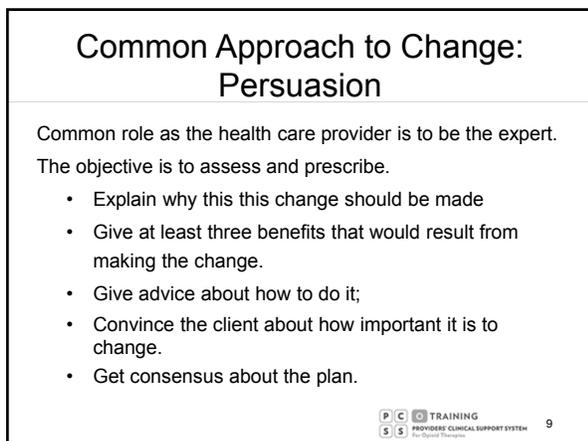
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## Goal of Motivational Interviewing

- Find out which stage the client is at, and addressing the concerns specific to their stage
- Have the client articulate their “pros” and “cons” so they can better process and ultimately resolve the conflict between them.
- Empathize and empower the client to take steps towards change by affirming their strengths as well as eliciting *their* initiative to change

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## A Different Approach

The role of the health care provider is to understand and collaborate.

The objective is to elicit 'change talk' and build motivation for change.

- Listen, probe, understand and reflect back understanding.
- Ask thought-provoking questions that elicit desire, ability, reasons, and need to change.
- Find out what works and what doesn't for this individual.
- Give a short summary and elicit plan of action if appropriate.

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## Stages of Change Prochaska & DiClemente



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### Principles of MI

- R – Resist the righting reflex
- U – Understand your client's motivation
- L - Listen to your client
- E – Empower your client
  
- (Rollnick et al. (2008)

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### Foundational Components of MI

1. The **Spirit** of Motivational Interviewing
2. **OARS**- Client Centered Counseling Skills
3. Recognizing and Reinforcing **Change Talk**
4. **Eliciting** and Strengthening Change Talk
5. **Rolling with Resistance**
6. Developing a **Change Plan**
7. Consolidating Client **Commitment**
8. **Switching** between MI and other Counseling Methods

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### Stage 1: The Spirit of MI

- Collaboration
- Evocation
- Autonomy

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### Test Yourself- Is this in the "Spirit" of MI?

- **Kathy:** I need to come up with a plan to help me get back on track. This flare up of pain has thrown me for a loop. What do you think I should do?
- **Practitioner:** Well, I have some ideas about what might help, but first let me hear what you have already considered.
- Does this response reflect the spirit of MI?

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### Stage 2:OARS- Client Centered Counseling Skills

- O – asking open ended questions
- A – Affirming
- R – Reflecting
- S – Summarizing

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### OARS

- Open-Ended Questions
  - What are the words that usually begin CLOSED ended questions?
    - Is
    - Are
    - Do
  - What are the words that usually begin OPEN ended questions?
    - What
    - How
    - Why

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**Stage 3: Recognizing and Reinforcing Change Talk**

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1. Desire: Statements about preference for change
  - "I want to..."
2. Ability: Statements about capability
  - "I might be able to..."
3. Reasons: Specific arguments for change
  - "I would probably feel better if..."
4. Need: Statements about feeling obliged to change
  - "I really should..."
5. Commitment: Statements about the likelihood of change
  - "I am going to..."
6. Taking steps: Statements about action taken
  - "I actually went out and..."

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**Stage 4: Eliciting and Strengthening Change Talk**

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- Ruler for importance
- Querying extremes
- Goals and Values
- Eliciting negative consequences

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**Importance Ruler**

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"On a scale of 0 to 10, how important is it to you to \_\_\_\_\_?"

"What is the reason it's (x) and not (a lower number)?"

*(If number is less than 8), "What would it take to move it up in importance just one number?"*

{Listen, reflect}

..."What do you think you might do next?"

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## Querying Extremes

“What are the worst things that could happen if you don't make this change?”

“What's the best thing that could happen if you make this change?”

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## Goals and Values

“Let's, for a moment, move away from this \_\_\_\_ issue and focus on the things that are most important to you, your life dreams, goals, and values. Tell me the most important areas for you.”

Listen, then say: “So being here, healthy, is important. How does your (behavior) fit in with that?”

- Relate to values, bigger issues. May be useful to prompt reflect common values and goals (family, work, spirituality, community)

(Miller and C'deBaca, 2001)

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## Eliciting Negative Consequences Motivationally

- What difficulties have you had from not taking breaks at work?
- What do see happening if you continue to eat as you do?
- In what ways do you think other people have been affected by you taking so much medication?
- What do you think will happen if you don't make a change?
- What is there about your mood that you or other people might see as reasons for concern?

Modified From Miller, W.R., Zweben, A., DiClemente, C.C., Rychtarik, R.G. Motivational Enhancement Therapy Manual, National Institute on Alcohol Abuse and Alcoholism, Project MATCH Monograph Series, Volume 2.

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### Examples of Key Questions

- What do you think you will do?
- What does this mean about your eating habits?
- What do you think has to change?
- What could you do? What are your options?
- It sounds like things can't stay the way they are now. What are you going to do?
- Of the things we have mentioned here, which for you are the most important reasons for a change?

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### Stage 5: Rolling with Resistance by Using Reflective Listening/Empathy

- **Use reflective listening and empathy**
- **Example:** "It's not easy making all these changes. You're thinking that you might not want to take so much pain medication anymore."
- **Follow-up after giving patient a chance to respond:** "On the other hand, you said that you know that these medications help and you do not know how you could live without them."

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### Stage 5: Rolling with Resistance

- Affirm and accept patient's fears, concerns:  
*"I can understand your worries about the side effects of all you medications. Let's spend some time discussing this."*
- Reflect other's concerns:  
*"I hear you saying that you don't care about maintaining a healthy diet; but, how does this impact your partner?"*
- Reframing patient concerns to positive movement  
*"So what you're saying is that you desire to quit smoking and (instead of BUT) you realize this may be hard to do."*
- Offer assistance  
*"How can I help you move towards making positive change? What is needed?"*

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### Stage 6: Developing a **Change Plan**

- **Set goals**
  - "What would you like to see change?"
  - "If things were better, what would be different?"
- **Sort options**
  - "What are some possible options to accomplish this?"
- **Arrive at a plan**
  - "What specific steps will need to be done?"

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### Elicit-Provide-Elicit (E-P-E) Technique

- **Strategy:** find out what the patient already knows and fill in the gaps
- Example:**
- **Elicit:** "Mrs. Gold, what do you know already about how relaxation technique and controlled breathing helps to manage pain and stress?" ...
- **Provide:** "That's great. You know a lot about how stress affects your pain level. I'd like to tell you about the role that relaxation and breathing techniques can play." ...
- **Elicit:** "What do you think makes sense for you right now? What are you willing to do?"

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### MI Technique: Menu of Options

- **Strategy:** To avoid the 'Yeah-but' dance that typically happens when advice is given. To provide the patient with tips and techniques that have helped others but to put them into the driver's seat to 'own' the solution.
- **Example:**  
"So Mr. Popper, you do want to start exercising but you just don't know how to get started. Would you be interested in hearing about some tips that have helped other patients?"  
After patient gives consent, the provider presents 3-4 brief ideas. Then says: "Of these options or another that you can think of, which one(s) do you think might be helpful for you?"

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### Stage 7: Consolidating Client Commitment

- Summarize plan
- Reaffirm commitment
  - "Is that what you plan to do?"
- Assess confidence
  - "On a scale of 0-10, with 0 being not confident at all and 10 being completely confident, how confident are you that you can commit to the plan?"
- Adjust plan if needed
- Affirm plan
- Follow –up

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### Stage 8: Switching between MI and other Counseling Methods

- Different circumstances require different styles
- Informing fills in gaps in patients knowledge base
- Patients who are ready for change are not likely to need MI
- Shifts between styles requires active and empathetic listening to determine what is most appropriate
- Collaboration and respect should be part of all patient – practitioner relationships.

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### MI in Pain Management

- Pain is prevalent
- Conventional methods of pain management provide partial symptom reductions
- Pain and it's associated symptoms are modifiable by behavior change
- A biopsychosocial approach has been shown to be successful in relieving pain, improving function, and enhancing the use of self management skills for people with pain.
- MI is a technique that can encourage patient behavior change and enhance self-efficacy.

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### Susan: Case continued

When you explore further her goal of being abstinent from opiates, she says she cannot imagine not taking them any more because she doesn't know how the pain will be controlled. She cannot get over her anger around the loss of her physical health and her livelihood and how unfair life is.

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### Apply Principles of MI

1. What stage of change is the client in?
2. How can OARS be applied in this situation?
3. Do you recognize the ambivalence to change?
4. Practice eliciting and strengthening change talk.
5. What other counseling methods might you need to use?
6. Develop a change plan
7. Encourage a commitment statement.

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### Summary: Motivational Interviewing

**Techniques**

Open-ended Questions	Reflective Listening	Affirm	Summarize	Elicit Change Talk
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**Core Components**

Express Empathy	Avoid Argumentation	Roll with Resistance	Develop Discrepancy	Support Self-efficacy
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**Spirit**

Collaboration	Evocation	Autonomy
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Miller and Rollnick, 2002
www.jonathanfader.com

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## Summary

- It is a client-centered philosophy
- A non-judgmental tone and attitude helps clients be more open about their “pros” and “cons”
- Focus on the stage the client is at – e.g., don’t address confidence issues if the client is not yet interested in changing their behavior
- Even if the patient does not choose to change, the intervention is not a failure. Any discussion or talk about change is planting a seed

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## Q&A



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