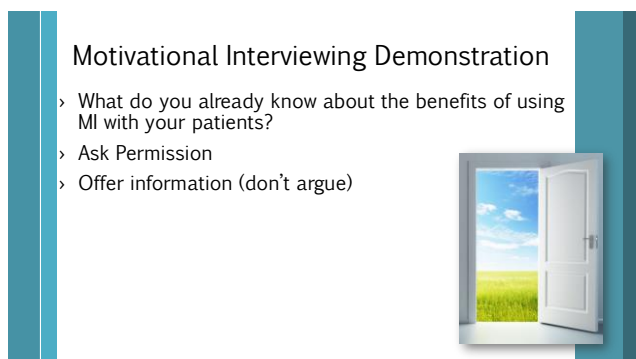




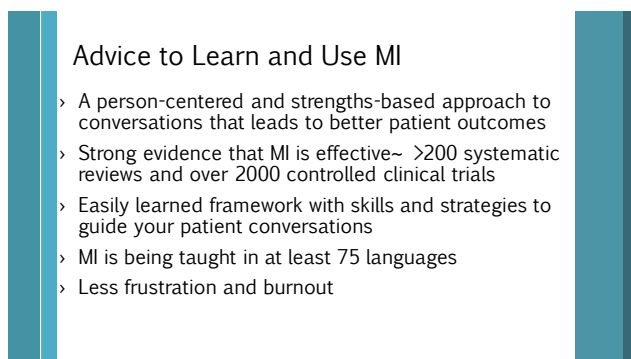
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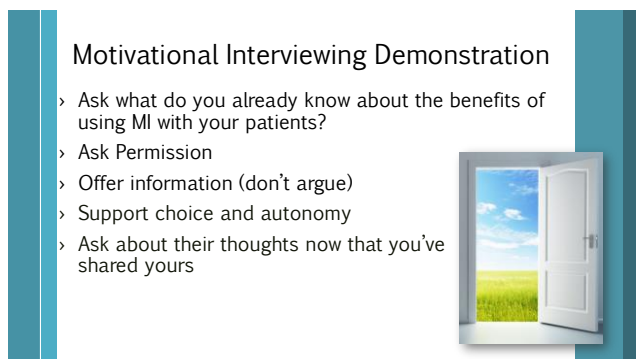
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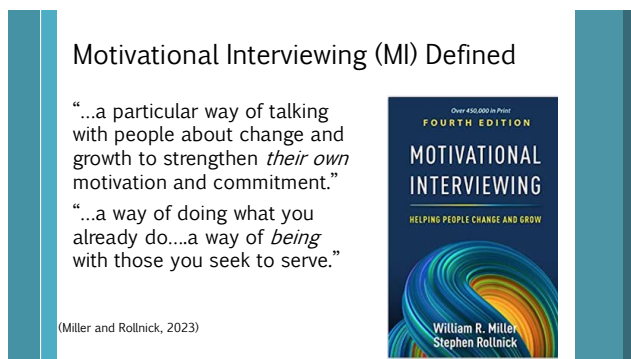
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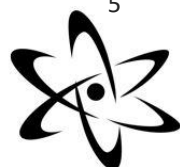
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## The Goal of Motivational Interviewing

- Help people resolve their mixed feelings or thoughts (good and bad) about change and *move towards or make a decision*
- Ambivalence- having mixed feelings/thoughts at the same time is considered natural and not labeled as resistance or as being difficult



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## Fixing Reflex

The enemy of ambivalence that comes from a good place- our good intentions

Our desire to:  
keep people from harm  
correct what is wrong  
fix the person/situation  
give them the solution

A sense of working too hard



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## Why Resist the Fixing Reflex?

- When we take up the “good” side of ambivalence, the patient will often naturally voice their “bad” side (psychological reactance)
- They start talking/thinking away from change or sustain talk
- People are more likely to do what THEY say instead of what they are TOLD to do



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## Spirit of Motivational Interviewing

Partnership  
Acceptance  
Compassion  
Empowerment

An openness to this *attitude or mindset* makes learning and using MI with a person *easier!*



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## Mindset of Motivational Interviewing

### Acceptance

People make their own decisions on the what/how/when/or even if to change (it's *their* decision) so accept/support the person's choice to change or *not*

Remember, it's not your job to *make* people change

Instead, you create the environment (conversation) for the patient to *decide* to change

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## Mindset of Motivational Interviewing

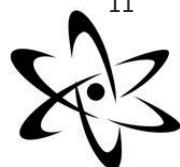
### Acceptance

Honoring the patient's freedom to make a decision for themselves actually frees you;

And the paradox is, when people feel accepted as they are, and free to make a decision, then they can change and grow

- “You know what decision is right for you.”
- “I can't decide for you.”
- “When you are ready to decide, it's up to you.”

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### MI Skill: Ask Offer Ask

- › Being able to provide information or share expertise in a *collaborative* manner is considered a key MI skill
- › A way to engage patients in a helpful conversation instead of a lecture
- › Remedy for the “advice trap”
- › Saves time!



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### Ask Offer Ask

Ask what the person already knows:

- › What do you already know about the benefits of vaccination?
- › What have others told you about...
- › Tell me what you have thought...
- › What are you currently doing to...



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### Support and Affirm

Support and Affirm their knowledge

- › You already know quite a bit about this.
- › You’ve already done some thinking about this.
- › You’ve heard this before.
- › I’m glad to hear that you have been taking steps to...
- › It’s something you are hesitant about doing.

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### Ask Permission to Offer Information

- › Helps to transition the conversation
- › Shows respect and a collaborative attitude

“Would you like to know some more about...”

“May I share some additional ideas?”

“Would you like to know what the research means?”

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### Offering Information with Permission

- › Offer small amounts; avoid jargon
- › Use patient’s words if possible
- › Be neutral – refer to “other people”
- › Offer your advice/information and don’t counter what they said
  - Measles is very contagious. Almost everyone who has not had the MMR vaccine will get sick if they are exposed to those viruses.
  - The vaccine keeps your child from missing school or childcare; and you from missing work to care for your sick child.



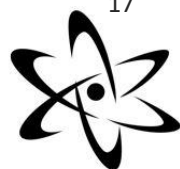
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### Support Choice and Autonomy

- › It’s not your job to change anybody, instead you create an opportunity for the patient to decide
- › People who feel *free to make a choice* are less likely to “push back” against you
- “Whether or not you vaccinate today is entirely up to you.”
- “It’s really up to you to decide.”
- “You may need more time to think about it.”



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### Ask What is next

Explore their response to information

- › What do you think about this (information)?
- › What questions do you now have?
- › What will you tell your family/partner about this?
- › Given all the information you now have, how does that change your thinking or feeling about this if it changes anything at all?
- › Allow the patient to hold a different viewpoint

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### Example: How to summarize a decline

- › “Thanks for talking about this. You’re choosing not to vaccinate right now. You’d like to go away, think about it further – and, of course, that’s fine. If it would be helpful, I can check in with you at another visit about your decision and any other questions that might have come up.”
- › “I appreciate you listening to me and I see that, right now, you’re not wanting to do it, which of course is your right. If you change your mind, we’d be happy to discuss this with you at anytime.”

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### Ask Offer Ask Practice

- › Ask what the person already knows
- › Ask Permission
- › Offer information (don’t argue)
- › Support choice and autonomy
- › Ask about their thoughts now that you’ve shared yours



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### Sample: MMR Vaccine (Measles, Mumps, and Rubella):

- › The MMR vaccine protects your child from measles, mumps, and rubella, potentially serious diseases caused by viruses.
- › Almost everyone who has not had the MMR vaccine will get sick if they are exposed to those viruses.
- › The vaccine keeps your child from missing school or childcare; and you from missing work to care for your sick child.
- › Vaccination also limits the size, duration, and spread of outbreaks.
- › Most people who are vaccinated with MMR will be protected for life. Vaccines and high rates of vaccination have made these diseases much less common in the United States.

Centers for Disease Control and Prevention. (n.d.). Measles vaccines. U.S. Department of Health & Human Services.  
<https://www.cdc.gov/measles/vaccines/index.html>

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### Sample: MMR Vaccine (Measles, Mumps, and Rubella):

For measles: MMR vaccine protects your child from getting an uncomfortable rash and high fever from measles.

For mumps: MMR vaccine protects your child from getting a fever and swollen glands under the ears or jaw from mumps.

For rubella: MMR vaccine prevents your child from getting a rash and fever from rubella. The vaccine also prevents your child from spreading rubella to a pregnant woman whose unborn baby could develop serious birth defects or die if the mother gets rubella.

Centers for Disease Control and Prevention. (n.d.). Measles vaccines. U.S. Department of Health & Human Services.  
<https://www.cdc.gov/measles/vaccines/index.html>

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### DEBRIEF

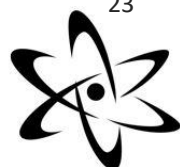
What did you learn?

How did this approach help the person to make a decision?

How do you think you can apply this to your work?



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## A Learning Journey

- › Describe the goal of a Motivational Interviewing (MI) conversation
- › Explain why it's important to resist the Fixing Reflex
- › Practice having a MI consistent conversation about vaccine hesitancy



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THANK YOU!

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