Frameworks for Advising

Motivational Interviewing as a Communication Tool

Motivational Interviewing: A directive, student-centered counseling style for eliciting behavior change by helping students to explore and resolve ambivalence.

Breakdown the Definition
- Directive: Intentionally designed to address ambivalence
- Student-Centered: Focus on the concerns and perspective of the student
- Style: Method for communication (rather than a set of steps to follow)
- Eliciting Change: The focus is on eliciting intrinsic motivation for change

Prochaska & DiClemente’s Trans-Theoretical Model of Change

<table>
<thead>
<tr>
<th>Stage</th>
<th>Feelings</th>
<th>Statements</th>
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</thead>
<tbody>
<tr>
<td>Precontemplation</td>
<td>Indifferent, complacent, defensive</td>
<td>“There is not point.” “I’ve already tried” “What’s the big deal”</td>
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<tr>
<td>Contemplation</td>
<td>Wavering, Hesitant, undecided</td>
<td>“Maybe there is a problem, BUT it’s not my fault”</td>
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<tr>
<td>Preparation</td>
<td>Resolved, committed, willing,</td>
<td>“I can’t keep on this way.” “I’ll Try” “What should I do?”</td>
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<tr>
<td></td>
<td>determined</td>
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<tr>
<td>Action</td>
<td>Excited, Active, optimistic</td>
<td>“Why didn’t I do this before” “This is working” “It’s hard, but things are getting better”</td>
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<tr>
<td>Maintenance</td>
<td>Accomplished, capable, proud</td>
<td>“I worked hard for this. I don’t’ want to let it go” “I have to keep working at this”</td>
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<tr>
<td>Relapse</td>
<td>Tired, guilty, defeated</td>
<td>“This is hard” “I can take some chances”</td>
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Key Components
- Collaboration: Communication should reflect a partnership. Advisor should avoid the ‘authoritarian’ stance.
- Autonomy: Change lies within the student. Intentional respect for the student’s autonomy.
- Evocation: Tone should elicit and draw out values, idea, and beliefs. Avoid imparting wisdom or insights. (i.e. ‘righting reflex’)

Guiding Principles
- Express Empathy: Helps build an alliance and partnership. Ambivalence to change is viewed as normal
- Develop Discrepancy: Increases perception of importance of change. Present vs Future Realities
- Roll with Resistance: Turn the question or challenge back to the student. Invite the student to be a part of the problem-solving process
- Support Self-Efficacy: Student’s belief in their ability to carry out their plan. “If you wish, I can help you change”

Method: OARS
Open questions, Affirmations, Reflections, Summaries

Using Reflections to Roll with the Resistance

<table>
<thead>
<tr>
<th>Reflection/Strategy</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>Simple Reflections</td>
<td>Acknowledgement</td>
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<tr>
<td>Double-Sided Reflection</td>
<td>Developing discrepancy</td>
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<tr>
<td>Amplified Reflection</td>
<td>Magnifying resistance statement to the absurd</td>
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<tr>
<td>Shifting the Focus</td>
<td>Detour</td>
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<tr>
<td>Reframing</td>
<td>Interpreting with new meaning</td>
</tr>
<tr>
<td>Agreeing with a Twist</td>
<td>Reflections with reframe</td>
</tr>
<tr>
<td>Emphasizing personal choice</td>
<td>Reinforcing autonomy</td>
</tr>
<tr>
<td>Coming Along Side</td>
<td>Reverse psychology</td>
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Evoking Change Talk to Make a Plan
1. Disadvantages of Status Quo
2. Advantages of Change
3. Optimism for Change
4. Intention to Change

USEFUL MOTIVATIONAL INTERVIEWING QUESTIONS

What concerns do (your parents, professors, etc.) have?
How has...caused challenges for you?
What are some good things about....? What are some not-so-good things about....?
What thoughts have you had about change?
What do you think will happen if you don’t...?

Disadvantages of Status Quo Questions
What worries you about your current situation?
What make you think you need to do something different?
What difficulties or challenges have you had in relation to your....?
What do you think will happen if you do not change anything?
What has (insert behavior) cost you?
In what ways does this concern you?

Advantages of Change
How would you like for things to be different?
What encourages you about that you can change if you want to?
What would be the advantages of making this change?
What would your life be like (in 5 years, next semester, after graduation, etc.)?
The fact that you’re here indicates that at least part of you think it’s time to do something. What are the main reasons you see for making a change?

Optimism about Change
What encourages you that you can change?
When else in your life have you made or navigated a significant change? How did you do it?
What do you think would work for you, if you decided to change?
What personal strength do you have that will help you succeed?
Who could offer you helpful support in making this change?
What would your life be like (in 5 years, next semester, after graduation, etc.)?
The fact that you’re here indicates that at least part of you thinks it’s time to do something. What are the main reasons you see for making a change?

Intention to Change
What are thinking about your....at this point?
What do you think you might do?
I can see that you’re feeling stuck at the moment. What’s going to have to change?
How important is this to you?
What would you be willing to try
Never mind the ‘how’ for right now – what do you want to have happen?
What will that look like?
How will you do that?
How are you going to make sure that happens?

*Readiness Ruler*
On a scale of 1 – 10, with 1 being not ready or willing and 10 be fully ready and willing, where would you rate yourself?
THEN, ask...Why are you at a ____ and not a zero?
What would it take for you to go from____ to [a higher number]?

Sample Advising Session Outline
1. Create a welcoming environment
2. Use active, reflective listening to demonstrate understanding, empathy and engagement
3. Ask open-ended questions to get the student thinking about positive change they could make
4. Let the student lead the way (by using reflective statements/questions)
5. Ask permission before providing suggestions
6. Affirm the student whenever possible
7. Don’t pressure the student to change
8. Summarize the plan