Motivational Interviewing in Groups

Presenters:
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WHO WE ARE:

* John Gramuglia, MBA, LCSW, LADC, LCS
* Megan Kiernan, MS, LCMHC, LADC

WHO YOU ARE:

* Please share your name and a brief job description
9:00-9:30 am: Introductions, Agenda, Objectives
9:30-10:30 am: Presentation on Using MI in Groups
10:30-10:45 am: Break
10:45-12:00 pm: Exercise Practicing Using MI in Groups
12:00-1:00 pm: Lunch
1:00-1:30 pm: Process this morning’s exercise
1:30-3:30 pm: Exercise Practicing Using MI in Groups (cont.)
3:30-4:00 pm: Closing Thoughts and Q & A
Objectives

* Understand how to use MI in group facilitation
* Introduce MI structured feedback form as a tool for skill development
* Experiential practice scoring and facilitating MI in groups with MI feedback form
* Practice using MI feedback form as part of giving feedback
Why MI?

* Help people through ambivalence and commit to change
* Consciously directive method for resolving ambivalence in the direction of change
* Clients hear their own motivation to change reflected back to them
* Two phases:
  1) increases motivation to change
  2) consolidates commitment to change
Paradigm Shift for Counselors

Old Paradigm:
“I have what you need.”

New Paradigm:
“You have what you need.”
Motivational Interviewing Principles

- Develop Discrepancy
- Roll with Resistance
- Express Empathy
- Support Self-Efficacy
MI Counseling Strategies

- Open questions
- Affirmations
- Reflections
- Summaries
* Use the MI structured feedback form to document what skills and non-MI techniques are used in this example:
Elicit Change Talk

* Desire to make a change
  * + e.g. “I want to stop using drugs.”
* Ability to change
  * + e.g. “I stopped using when I was pregnant, so I know I can.”
* Need to change
  * + e.g. “I need to get my life back on track.”
* Reasons for making a change
  * e.g. “My mom won’t let me see my kids if I’m using.”
* = Positive Change Outcome
Open Group with Style and Spirit of MI

* Share that as group leader you’re there to help them learn about themselves and changes they want to make
* Explain that the responsibility for change is up to them (we won’t force them)
* Discuss how group members help create change through supportive interactions
* Share that group attitude will include empathy, acceptance, and respect for difference
* Remind members that this group emphasizes an empathic interaction, not a confrontational one

Focus on Collaboration and Creating an Atmosphere of Partnership

- Avoid “expert” trap

- Arrange chairs in a circle

- If there are 2 facilitators, avoid sitting next to each other

- Introduce discussion with collaborative language
  * e.g. “Today, your experiences will be really useful in helping us begin to explore some of the ways drug use can sometimes affect others in our lives. Let’s explore that.”

- Use open-ended questions to elicit members’ thoughts
  * e.g. “Tell me what stands out most for you in that information.”

Complex reflections amplify the meaning or highlight underlying feelings

Reflections can be used to help apply an individual’s response to the benefit of the group

If there are two group facilitators, it can work well to have one focus on reflecting and the other on the group process

Use MI Methods for Handling Resistance

- Use empathic reflecting
- Focus on statements consistent with the direction of the group
- Validate personal choice and responsibility
- When dealing with a negative comment from a group member, emphasize the positive part or reframe the comment
  - You may follow this up with a diplomatic, empathic reminder of groups rules

Use MI Methods for Handling Resistance

* Use “differential reinforcement” so you can focus on individuals’ use of constructive comments
* Create a group decisional balance (e.g. reasons to change vs. reasons not to change)
* Teach reflective listening skills so members can clarify understanding of each other without confrontation

Group Summaries

Use summaries to:

* Selectively emphasize the most relevant comments and reinforce Change Talk
* Relate one member’s comment to another’s
* Transition to another topic

Brief Written Feedback

- Provide norm-based feedback to compare personal behavior to a larger group (e.g. AUDIT assessment)
- Use brief written exercises to provide “personalized feedback” to members
- Discuss any assessments and ask group to share their scores and reactions
- Affirm those who share and reinforce any Change Talk that comes from exercise

Eliciting Change Talk Around a Group Theme

- Find group theme in members’ concerns
- Elicit change talk

Using MI In Groups

Problems You Might Face

* If member feedback comes across as judgmental, critical or self-interested
* Falling into individual therapy within the group setting

Ways to Handle in Group

* Work to create an atmosphere of mutual respect and collaboration
* Model positive ways of providing feedback
* Gently redirect less helpful comments
* Attend to group processes
* Foster and demonstrate affirmation and respect for diverse experiences

Let’s See It In Action

* Use the MI structured feedback form to document what MI consistent or inconsistent interventions you see in this clip:
* What to do:
Let’s Practice

* In your “fishbowl,” you’ll take turns practicing using MI skills to facilitate a group.

* One person will be group leader and 4 volunteers will be group participants.

* Anyone sitting in the larger circle observing will be using the MI structured feedback instrument form.

* Observers will provide feedback from MI structured feedback form.
What’s one thing you’re taking away from today’s training?

Thanks for attending!

Feel free to email us with any questions:

- Megan Kiernan – mekiernan@phoenixhouse.org
- John Gramuglia – john.gramuglia@state.vt.us