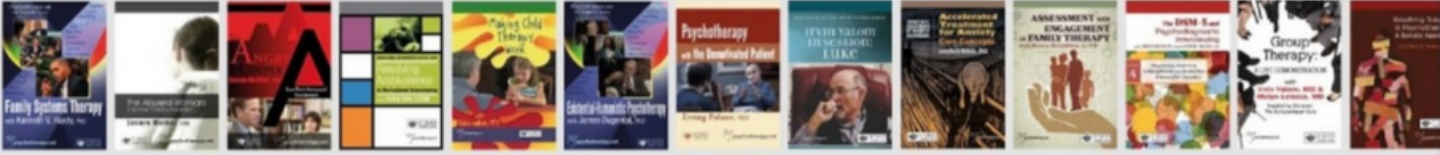


PsyflixTR



SERTİFİKALI



PSİKOTERAPİ KURSLARI



BİREYSEL VE
KURUMSAL ÜYELİK İÇİN

kimpsikoloji.com



BİREYSEL VE
KURUMSAL ÜYELİK İÇİN

kimpsikoloji.com



Irvin Yalom önderliğinde organize edilen ve dünyaca ünlü terapistlerin ve terapi kuramı kurucularının, ekollerin en önemli temsilcilerinin psikoterapi seanslarını video olarak izlemek ve seans hakkındaki yorumlarını dinlemek ve bu kursları (American Psychological Association (APA) başta olmak üzere Social Workers (ASWB) New York State Social Workers (NYSED BSW) New York State Mental Health Practitioners (NYSED MHP) Certified Counselors (NBCC) Addiction Counselors (NAADAC) MFTs and LCSW (CA BBS) California Nurses (BRN) Canadian Counsellors kurumlarından CE (Continuing Education-Sürekli Eğitim) akreditasyonlu sertifikayla belgelendirmek isterseniz veritabanımıza bireysel veya kurumsal olarak erişmek için bizimle iletişime geçebilirsiniz.



@PsikoTerapiVideolari
psyflix.com.tr



kimpsikoloji.com
@ /kimpsikoloji



Akademi.KimPsikoloji.com

YAYINDA



SERTİFİKALI



PSİKOTERAPİ KURSLARI



BİREYSEL VE
KURUMSAL ÜYELİK İÇİN

kimpsikoloji.com



BİREYSEL VE
KURUMSAL ÜYELİK İÇİN

kimpsikoloji.com



Irvin Yalom önderliğinde organize edilen ve dünyaca ünlü terapistlerin ve terapi kuramı kurucularının, ekollerin en önemli temsilcilerinin psikoterapi seanslarını video olarak izlemek ve seans hakkındaki yorumlarını dinlemek ve bu kursları (American Psychological Association (APA) başta olmak üzere Social Workers (ASWB) New York State Social Workers (NYSED BSW) New York State Mental Health Practitioners (NYSED MHP) Certified Counselors (NBCC) Addiction Counselors (NAADAC) MFTs and LCSW (CA BBS) California Nurses (BRN) Canadian Counsellors kurumlarından CE (Continuing Education-Sürekli Eğitim) akreditasyonlu sertifikayla belgelendirme istesiniz veritabanımıza bireysel veya kurumsal olarak erişmek için bizimle iletişime geçebilirsiniz.



@PsikoTerapiVideolari
akademi.kimpsikoloji.com



kimpsikoloji.com
@kimpsikoloji /kimpsikoloji



Instructor's Manual

for

**BUILDING CONFIDENCE
IN MOTIVATIONAL
INTERVIEWING**

with

CATHY COLE, LCSW

Manual by

Ali Miller, MFT



The *Instructor's Manual* accompanies the DVD *Building Confidence in Motivational Interviewing with Cathy Cole, LCSW* (Institutional/Instructor's Version). Video available at www.psychotherapy.net.

Copyright © 2012, Psychotherapy.net, LLC. All rights reserved.

Published by Psychotherapy.net

150 Shoreline Highway, Building A, Suite 1

Mill Valley, CA 94941

Email: contact@psychotherapy.net

Phone: (800) 577-4762 (US & Canada)/(415) 332-3232

Teaching and Training: Instructors, training directors, and facilitators using the *Instructor's Manual* for the DVD *Building Confidence in Motivational Interviewing with Cathy Cole, LCSW*, may reproduce parts of this manual in paper form for teaching and training purposes only. Otherwise, the text of this publication may not be reproduced, stored in a retrieval system, or transmitted in any form or by any means—electronic, mechanical, photocopying, recording, or otherwise—without the prior written permission of the publisher, Psychotherapy.net. The DVD *Building Confidence in Motivational Interviewing with Cathy Cole, LCSW* (Institutional/Instructor's Version), is licensed for group training and teaching purposes. Broadcasting or transmission of this video via satellite, Internet, video conferencing, streaming, distance learning courses, or other means is prohibited without the prior written permission of the publisher.

Miller, Ali, MFT

Instructor's Manual for Building Confidence in Motivational Interviewing with Cathy Cole, LCSW

Cover design by Julie Giles

Order Information and Continuing Education Credits:

For information on ordering and obtaining continuing education credits for this and other psychotherapy training videos, please visit us at www.psychotherapy.net or call 800-577-4762.

Instructor's Manual for

BUILDING CONFIDENCE IN MOTIVATIONAL INTERVIEWING WITH CATHY COLE, LCSW

Table of Contents

Tips for Making the Best Use of the DVD	4
Summary of Motivational Interviewing Approach	6
Discussion Questions	1
Reaction Paper Guide for Classrooms and Training	1
Role-Plays	1
Related Websites, Videos, and Further Readings	8
Video Transcript	1
Video Credits	9
Earn Continuing Education Credits for Watching	2
Videos About the Contributors	2
More Psychotherapy.net Videos	2
	3
	8
	0
	8
	1
	8
	2
	8 ³
	3

Tips for Making the Best Use of the DVD

1. USE THE TRANSCRIPTS

Make notes in the video **Transcript** for future reference; the next time you show the video you will have them available. Highlight or notate key moments in the video to better facilitate discussion during and after the video.

2. FACILITATE DISCUSSION

Pause the video at different points to elicit viewers' observations and reactions to the concepts presented. The **Discussion Questions** section provides ideas about key points that can stimulate rich discussions and learning.

3. ENCOURAGE SHARING OF OPINIONS

Encourage viewers to voice their opinions; no therapy is perfect! What are viewers' impressions of what works and does not work in the sessions? We learn as much from our mistakes as from our successes; it is crucial for students and therapists to develop the ability to effectively critique this work as well as their own.

4. ASSIGN A REACTION PAPER

See suggestions in the **Reaction Paper** section..

5. CONDUCT A ROLE-PLAY

The **Role-Play** section guides you through exercises you can assign to your students in the classroom or training session.

6. SUGGEST READINGS TO ENRICH VIDEO MATERIAL

Assign readings from **Related Websites, Videos, and Further Reading** prior to or after viewing.

PERSPECTIVE ON VIDEOS AND THE PERSONALITY OF THE THERAPIST

Psychotherapy portrayed in videos is less off-the-cuff than therapy in practice. Therapists may feel put on the spot to offer a good demonstration, and clients can be self-conscious in front of a camera. Therapists often move more quickly than they would in everyday practice to demonstrate a particular technique. Despite these factors, therapists and clients on video can engage in a realistic session that conveys a wealth of information not contained in books or therapy transcripts: body language, tone of voice, facial expression, rhythm of the interaction, quality of the alliance—all aspects of the therapeutic relationship that are unique to an interpersonal encounter.

Psychotherapy is an intensely private matter. Unlike the training in other professions, students and practitioners rarely have an opportunity to see their mentors at work. But watching therapy on video is the next best thing.

One more note: The personal style of therapists is often as important as their techniques and theories. Therapists are usually drawn to approaches that mesh well with their own personalities. Thus, while we can certainly pick up ideas from master therapists, students and trainees must make the best use of relevant theory, technique and research that fit their own personal styles and the needs of their clients.

Summary of Motivational Interviewing*

Motivational Interviewing (MI) was developed by William R. Miller and Stephen Rollnick, and is defined as a collaborative, person-centered directive counseling method for addressing the common problem

of ambivalence about behavior change. It is designed to strengthen personal motivation for and commitment to a specific goal by

eliciting and exploring the person's own reasons for change, within an atmosphere of acceptance and compassion.

The concept of Motivational Interviewing evolved from

experiences

with problem drinkers and now is applied to a wide range of concerns

such as healthcare improvement, high-risk sexual behaviors,

diabetes

management, and mental health problems.

MI recognizes and accepts the fact that clients who need to make

changes in their lives approach counseling at different levels of

readiness to change their behavior. If the counseling is mandated, they may

never

have thought of changing the behavior in question. Some may

have thought about it but not taken steps to change it. Others,

SPRIT OF MOTIVATIONAL INTERVIEWING

those voluntarily seeking counseling, may be actively trying to

change their behavior and may have been doing so unsuccessfully for

years.

1. Motivation to change is elicited from the client, and is not

imposed from outside forces.

It is the client's task, not the counselor's, to articulate and

rather than education, autonomy rather than authority, and exploration

rather than explanation. Effective professionals are good at eliciting

ambivalence.

that are small, important to the client, specific, realistic, and

oriented in

the present and/or future.

4. The counseling style is generally quiet and elicits information from the client.

5. The counselor is directive, in that they help the client to examine and resolve ambivalence.

6. Readiness to change is not a trait of the client, but a fluctuating result of interpersonal interaction.

7. The therapeutic relationship resembles a partnership or companionship.

The style of the therapist using MI is nonjudgmental, nonconfrontational, and nonadversarial. The approach attempts to increase the client's awareness of the potential problems caused, consequences experienced, and risks faced as a result of the behavior in question. Therapists help clients envision a better future, and become increasingly motivated to achieve it. The MI approach seeks to help clients think differently about their behavior and ultimately to consider what might be gained through change. It is critical to meet clients where they are, and to refrain from forcing clients toward change when they have not expressed a desire to do so.

FOUR PRINCIPLES OF MOTIVATIONAL INTERVIEWING

Four key aspects of the MI approach are:

1) Express empathy:

Empathy involves seeing the world through the client's eyes, thinking about things as the client thinks about them, feeling things as the client feels them, and sharing in the client's experiences. Expression of empathy is critical to the MI approach. When clients feel that they are understood, they are more able to open up to their own experiences and share those experiences with others. In short, the counselor's accurate understanding of the client's experience facilitates change.

2) Develop discrepancy:

This guides therapists to help clients appreciate the value of change by exploring the discrepancy between how clients want their lives to be versus how they currently are (or between their deeply held values and their day-to-day behavior). MI counselors work to develop this situation through helping clients examine the discrepancies between

their current behavior and future goals. When clients perceive that their current behaviors are not leading toward some important future goal, they become more motivated to make important life changes.

3) Roll with resistance/reflect discord:

An evolving concept in MI has to do with resistance. Whereas MI used to talk about “rolling with resistance,” which refers to not challenging client resistance, the concept of resistance is being reframed in terms of discord. From this new perspective, discord is a disturbance in the relationship and is the responsibility of the counselor to address, frequently by the use of a reflection. Discord often occurs when a client feels pushed in some way, and often stems from the “**righting reflex**” on the part of the counselor. The righting reflex is the natural inclination most people have to want to make things better, which often is characterized by an assumption that we have the answer and know what is right for the person we’re trying to help. Therefore, discord often occurs when clients are lectured to, given unsolicited advice, asked to move toward change before indicating readiness/willingness, blamed, shamed, etc. At times, a person is already in a state of discord before entering the counseling session, because the idea for the encounter was not entirely theirs. The person was “pushed” in some way and anticipates that the counselor will continue to push. The goal when discord arises is to establish or re-establish a collaborative partnership with the client, remembering the spirit of MI. Reflecting the client’s experience is a primary way to do this.

4) Support self-efficacy:

This guides therapists to explicitly embrace client autonomy (even when clients choose to not change) and help clients move toward change successfully and with confidence. As clients are held responsible for choosing and carrying out actions to change in the MI approach, counselors focus their efforts on helping the clients stay motivated, and supporting clients’ sense of self-efficacy is one way to do that. One source of hope for clients using the MI approach is that there is no “right way” to change, and if a given plan for change does not work, clients are only limited by their own creativity as to the number of other plans that might be tried.

LISTENING FOR CHANGE TALK

Change talk is defined as statements by the client revealing consideration of, motivation for, or commitment to change. In MI, the therapist listens for these expressions of importance, confidence, and readiness/commitment and seeks to guide the client to elaborate on these expressions of change talk as the pathway to change. Research shows that the more someone talks about change, the more likely they are to change. Different types of change talk can be described using the mnemonic DARN-CATS:

Preparatory Change Talk

Desire (I want to change)

Ability (I can change)

Reason (It's important to change)

Need (I should change)

Implementing Change Talk

Commitment (I will make changes)

Activation (I am ready, prepared, willing to change)

Taking Steps (I am taking specific actions to change)

MI INTERVIEWING SKILLS AND STRATEGIES

The practice of MI involves the skillful use of certain techniques for bringing to life the "MI spirit," demonstrating the MI principles, and guiding the process toward eliciting client change talk and commitment for change.

OARS

OARS is a brief way to remember the basic approach used in MI. Open-ended questions, Affirmations, Reflections, and Summaries

are core strategies used to move the process forward by establishing a therapeutic alliance and eliciting discussion about change.

Open-ended questions are those that are not easily

answered with a

"yes/no" or short answer containing only a specific, limited piece of information. Open-ended questions invite elaboration and

thinking

more deeply about an issue. Open-ended questions create

momentum used to help the client explore the reasons for and possibility of change.

Affirmations are statements that recognize client strengths. They help build rapport and encourage clients to see themselves in a different, more positive light. To be effective, they must be congruent and genuine. Affirmations can help clients feel that change is possible even when previous efforts have been unsuccessful. Affirmations often involve reframing behaviors or concerns as evidence of positive client qualities.

Reflections or reflective listening is perhaps the most crucial skill in MI. It has two primary purposes. First is to bring to life the principle of **Expressing Empathy**. When the counselor utilizes careful listening and reflective responses, the client comes to feel that the counselor understands the issues from their perspective. Beyond this, strategic use of reflective listening is a core intervention toward guiding the client toward change, supporting the goal-directed aspect of MI. In this use of reflections, the therapist guides the client towards resolving ambivalence by a focus on the negative aspects of the status quo and the positives of making change. There are several levels of reflection ranging from simple to more complex. Different types of reflections are skillfully used as clients demonstrate different levels of readiness for change.

Summaries are a special type of reflection where the therapist recaps all or part of a counseling session. Summaries communicate interest and understanding, and call attention to important elements of the discussion. They may be used to shift attention or direction and prepare the client to “move on.” Summaries can highlight both sides of a client’s ambivalence about change and promote the development of discrepancy by strategically selecting what information should be included and what can be minimized or excluded.

When clients do express change talk, it is important to remember to stay in the stance of eliciting from clients how they want to go about changing, where they want to start, what that will look like for them, what barriers there might be, and how they need to work on addressing those barriers. A counselor might provide some information for clients to consider that would help them with their choice, but ultimately the client is going to make the decision about what they’re going to do.

*Adapted from http://en.wikipedia.org/wiki/Motivational_interviewing, <http://www.motivationalinterview.org>, Cathy Cole Training, Inc.’s December 2011 newsletter, and a training lecture by Cathy Cole.

Discussion Questions

Professors, training directors, and facilitators may use some or all of these discussion questions, depending on what aspects of the video are most relevant to the audience.

INTRODUCTION

1. **Goal directed and strategic:** Although it is very much a person-centered approach, Motivational Interviewing is more goal directed and strategic than a traditional Rogerian style. What are other differences and similarities you notice between Motivational Interviewing and person-centered therapy?

2. **Barriers to confidence:** What do you think of the MI technique of exploring what is getting in the way of confidence? Can you recall a time when you wanted to make a change but didn't feel confident in your ability to do so? What helped you make the change? Did you look at your barriers to confidence first, or did the confidence come after you made the change? Do you tend to promote a "just do it" approach, or do you prefer the MI style of exploration?

In the three scenarios of this DVD, the clients are all interested in making a change, but are uncertain of their confidence in achieving success. Careful consideration is taken to provide enough direction to address confidence and specific plans, while avoiding telling the clients what to do.

SCENARIO ONE: JANET: DEVELOPING A PLAN OF ACTION

Janet believes it to be very important to get more exercise in her life. However, she is not confident in her ability to achieve this. Cole utilizes a more guiding style focused on her exploring possible solutions, and finally arrives with Janet at a beginning plan.

3. **Reflections and questions:** What do you like and dislike about Cole's style of reflecting back what Janet said? Were there specific reflections that Cole offered that you think were particularly helpful in moving the session forward? Were there any times when you think Cole should have offered more reflection before asking a question? Which of her open questions do you think were helpful and which do you think might not have been as helpful?

4. **Reinforcing change talk:** What are your reactions to the concept of reinforcing change talk? Is this a new idea for you? What did you notice about Cole's style of reinforcing change talk with Janet? What are some examples of moments when this seemed particularly helpful or unhelpful? What are some ways you reinforce change talk with your clients?
5. **Deep enough?:** Were there times in the session when you would have been inclined to focus more on the emotional barriers and psychological roots of Janet's difficulty prioritizing exercise in her life? Does this approach go deep enough for you?
6. **Autonomy:** How successful do you think Cole was in avoiding sounding judgmental, avoiding lecturing Janet, and allowing for Janet's autonomy? Why do you think there is so much emphasis in MI on respecting the client's autonomy? Are there other counseling/therapy approaches that you think do not respect the autonomy of the client enough? Can you recall a case you've had where it was challenging to honor your client's autonomy because of your own opinions or concerns for them?
7. **Typical day:** What do you think of how Cole asked Janet to go through a typical day? Did you like this technique? Do you think it was helpful? Why or why not? Do you use this or similar techniques with clients?
8. **Premature focus:** Do you think Cole focused too much on problem-solving and not enough on understanding the full scope of Janet's dilemma? Do you think her timing was premature in trying to develop a plan for when Janet could fit exercise into her schedule? How might you have approached Janet's dilemma differently? Would you have done more evoking, reflecting, and summarizing before developing a change plan?
9. **Balance:** What do you think of the balance Cole struck between being directive and supporting Janet's autonomy? What directive comments or questions did Cole make that also supported Janet's autonomy? Which comments or questions seem less supportive of Janet's autonomy? Do you think this is a difficult balance to achieve? Can you recall a case in which you had success or

difficulty finding this balance?

10. **Confidence ruler:** What do you like and dislike about the confidence ruler exercise—asking the client where she would put herself on a confidence scale of zero to ten regarding how confident she feels that she will stick to her plan? Were you surprised that Janet’s number was so low? What do you think of Cole’s response, which was to ask Janet why she chose that number and not a lower number?

11. **Follow-through:** Do you share Cole’s concern about whether Janet is actually going to follow through with her plan? What do you think Cole could have done differently to make it more likely that Janet follow through? Do you think there was enough momentum for change?

12. **Single-session counseling:** This vignette was in the context that the counselor might only have one opportunity to meet with the client for a single brief session. How well do you think Cole used the limited time frame to accomplish her and Janet’s goals? Do you have experience working with clients in a setting where you may likely meet with them for only a single session? If so, how have you adjusted your approach? What have you found to be helpful in such a setting? Do you think there are MI techniques that could easily fit within the context of longer term counseling?

SCENARIO TWO: JULIE: ELICITING PERSONAL STRENGTHS

Julie is a vivacious teen who is torn between her love of good food and her desire to weigh somewhat less. The focus in this segment is on increasing her confidence in changing some eating habits, while emphasizing that she make a plan that is realistic for her. Cole elicits past successes and personal strengths as a way of increasing confidence.

13. **Structure, direction, and focus:** Do you agree with Cole that structure and focus were needed with Julie? Would you have utilized more of a following conversational style in the beginning with Julie, or do you like how Cole was more directive? How do you decide when to bring more structure and focus into a session and when to let the client take the lead? Can you recall a case in which you wish you had brought more focus into a session? How

might you have done that?

14. **Key question:** What do you think of the MI technique of Key Questions—open questions that allow the client to continue to set the direction for the conversation? Do you like how, after understanding Julie’s goals, Cole asked Julie where she would like to start? What do you think of how she limited the question by asking Julie if she preferred to start with talking about her eating patterns or increasing physical activity? In what ways do you think limiting the starting place this way was helpful and unhelpful?
15. **Giving feedback:** What do you think about the way Cole gave Julie feedback after she shared what she typically eats for breakfast? Do you agree with Cole that she came a little too close to being “the expert”? Do you think it would have been more helpful if Cole had elicited Julie’s perspective about what and how much she eats before giving her own perspective? What are your thoughts on the emphasis in MI on not being “the expert”?
16. **Asking permission:** What do you think of how Cole asked Julie if she could give her information before simply offering information on coffee? Why do you think this is an important aspect of the MI approach? Can you see yourself asking permission like this, or are you more likely to offer information without asking permission first? How do you think it can negatively and positively affect the therapeutic relationship to ask permission?
17. **Body language:** What do you think of Cole’s reflection to Julie about the face she made while she was talking about her typical breakfast? Do you agree that it is important to focus on possible barriers to change so that clients have the opportunity to reveal their doubts, and that paying attention to facial cues and body language is a useful way to get at these barriers? Do you tend to attune to and comment on body language when working with clients? Why or why not?
18. **Eliciting personal strengths:** What do you think of Cole’s transition from eliciting Julie’s doubts about eating less to probing about previous successes and personal strengths? Do you think it was helpful to move the attention away from Julie’s lack of

confidence with this particular issue to her capabilities and strengths as a person? Why or why not? Did you like how Cole then asked Julie to apply her determination to her goal of eating less? What are some ways you help your clients get in touch with their personal strengths?

19. **Ending the session:** Did you like how Cole ended the session by asking Julie to summarize her plan? Is this something you do with your clients? How about the way Cole asked Julie to revisit the confidence scale a second time? What interventions by Cole do you think facilitated an increase in Julie's confidence? By the end of the session, how confident were you that Julie was actually going to follow through with her plan? Is there anything you would have done differently to help build her confidence and likelihood of follow-through?

20. **Let her struggle:** Do you agree with Cole that if she had told Julie what to eat, rather than letting Julie struggle with it on her own, Julie would have been less successful in making the changes in her eating habits? If you had been in Cole's role, do you think you would have been tempted to offer more information? If so, would you have held back or do you think offering more information would contribute to Julie's likelihood of success?

SCENARIO THREE: VANCE: INCREASING COMMITMENT

Vance is excited about having a stable job, but is concerned that he is not making as much progress as he would like toward financial security. The goal is to allow him to explore ways to make changes in his spending habits and avoid problem solving for him. Cole uses a more structured approach of having him examine his current patterns.

21. **Summarize first:** When Vance let Cole know he was looking for advice on money management, Cole offered a summary of what Vance expressed, rather than offering advice or asking any follow-up questions. What do you think of this? Do you think summarizing is an efficient use of counseling time, or do you think it can be redundant? Why do you think there is so much emphasis in MI on reflection and summary? How do you determine when you've reflected or summarized enough and when it's time to

answer clients' questions directly?

22. **Evoking:** What do you think of Cole's first question to Vance, about what's getting in his way? Why do you think she began by asking about barriers? Do you think this was an effective way of helping him explore his issue more fully? What else might you have asked to evoke further exploration from Vance?

23. **Following and directing:** What was your reaction when Cole was more directive with Vance, asking him to reflect on his income and expenses? Is it clear to you when it is time to offer a reflection and when being more directive is called for? In your own work with clients, how do you determine when to use more of a following conversational style and when to be more directive and add more structure to the conversation?

24. **Affirmations:** What do you think of Cole's affirmations of Vance's previous accomplishments? Do you think she sounded condescending or did her affirmations seem genuine to you? Do you think this was an effective way to reinforce his capability? Do you tend to use affirmations with your clients? Why or why not?

25. **Partnership:** Cole stated that she felt a real partnership with Vance and was certain that he didn't perceive her as being at all judgmental. Were these your impressions as well? What do you think she did or didn't do to create this sense of partnership and a judgment-free zone? How important is it to you to feel a sense of partnership with your clients? If you had been in Cole's shoes, do you think it would have been difficult for you to remain nonjudgmental with Vance? How do you work with your own judgments when they arise in sessions with clients? Do you think it is so important to stay open and nonjudgmental, or do you think this is an impossible ideal?

26. **Emphasize autonomy:** What do you think of how Cole responded when Vance repeatedly asked her for advice? In order to emphasize his autonomy, she did not tell him what to do and put the questions back on him. How do you think you would have responded if you were in her shoes? Did you find yourself falling into the temptation to tell Vance what to do or problem solve for

him? What feelings come up for you when clients directly ask you for advice and you don't think it is beneficial to tell them what to do? Can you think of a time when you've offered a client advice and regretted it? Or conversely, a time when you did not offer advice and later wished you had?

27. **Values:** What do you think of the way Cole focused on Vance's values while she was reinforcing change talk? Do you think this was helpful in increasing his confidence and commitment to change? Why or why not? In your own work with clients, how much emphasis do you place on reflecting their values?

GENERAL DISCUSSION QUESTIONS

28. **Personal reactions to clients:** Of the three vignettes in this video, which client do you think would be most challenging for you to work with? Which client most triggered your "righting reflex"—the natural tendency counselors have to make things better and leads them to tell clients what to do?

29. **Spirit of Motivational Interviewing:** What do you think about the spirit of Motivational Interviewing: collaboration, evocation, and honoring the person's autonomy? What do you think about working collaboratively with clients as opposed to being the expert who tells people what to do? What do you think about the emphasis on honoring the person's autonomy, that each person gets to decide for themselves whether to change and what their change plan will be?

30. **The model:** What are your overall thoughts about Motivational Interviewing? What aspects of this approach can you see yourself incorporating into your work? Are there some components of MI that seem incompatible with how you work? Are there certain clients you think MI wouldn't work with?

31. **Personal reactions to therapist:** How do you think you would feel about having Cole as your counselor or therapist? Do you think she could build a solid therapeutic alliance with you? Would she be effective with you? Why or why not?

Reaction Paper for Classes and Training

Video: *Building Confidence in Motivational Interviewing*

- **Assignment:** Complete this reaction paper and return it by the date noted by the facilitator.
- **Suggestions for Viewers:** Take notes on these questions while viewing the video and complete the reaction paper afterwards. Respond to each question below.
- **Length and Style:** 2-4 pages double-spaced. Be concise. Do NOT provide a full synopsis of the video. This is meant to be a brief paper that you write soon after watching the video—we want your ideas and reactions.

What to Write: Respond to the following questions in your reaction paper:

- 1. Key points:** What important points did you learn about Motivational Interviewing in general and building confidence in particular? What stands out to you about how Cole works?
- 2. What I found most helpful:** What was most beneficial to you about the model presented? What tools or perspectives did you find helpful and might you use in your own work? What challenged you to think about something in a new way?
- 3. What does not make sense:** What principles/techniques/interventions did not make sense to you? Did anything push your buttons or bring about a sense of resistance in you, or just not fit with your own style of working?
- 4. How I would do it differently:** What might you do differently from Cole when working with clients? Be specific about what different approaches, interventions and techniques you would apply.
- 5. Other questions/reactions:** What questions or reactions did you have as you viewed the sessions with Cole? Other comments, thoughts or feelings?

Role-Plays

After watching the video and reviewing the *Summary of Motivational Interviewing* in this manual, break participants into pairs and have them role-play two different sessions so they can get a feel for the difference between the MI approach and a more confrontational approach. This is also an opportunity to practice using the confidence ruler exercise and exploring barriers to confidence.

In both sessions, clients will role-play someone who wants to make a change but is initially lacking the confidence to do so. Clients should choose a specific life change they want to make, such as exercising more, eating less, or changing their spending habits. Students can play themselves, clients they have worked with, or people they know personally; they can also base their characters on any of the clients from the video, or completely make them up.

First, have counselors embody a non-MI approach: that is, one characterized by confrontation, persuasion, explanation, and authority. Counselors should provide information without asking permission, offer their opinions, give advice, and suggest a change plan. Both the counselor and client should avoid the tendency to overact; try to make this as realistic as possible. Then have the dyad debrief the experience: How did clients and counselors feel during this exchange?

Next, have counselors practice both the techniques and spirit of Motivational Interviewing. The MI counselor should focus first on establishing a relationship characterized by acceptance, respect, and partnership with the client, remembering the importance of honoring the client's autonomy. Counselors should pay particular attention to the "righting reflex" in themselves—the tendency to want to give advice or lecture the client, and, as much as possible, to offer a reflection instead of following that impulse. Remember that the counselor's role is not to try to influence the client in a particular direction, but to guide them through an exploration of all the important aspects of the issue, to help elicit a change plan from the client, and to help them explore any barriers to their confidence in

following through with their change plan.

As you guide the client through these explorations, experiment with the techniques of Motivational Interviewing, such as open questions, affirmations, reflections, and summaries. When the client has stated a change plan, practice utilizing the confidence ruler exercise, by asking the client a question like: *“On a scale of zero to ten, where zero is not at all confident and ten is very, very confident, where would you put yourself on a scale right now of confidence in starting this new plan?”* Whatever the number the client gives, follow it up by asking, *“Why are you at that number and not a lower number?”* Respond by reinforcing any change talk with reflections and affirmations. Towards the end of the session, use the confidence ruler exercise again, and address any remaining barriers. Don’t worry about trying to get the client to be more confident—this exercise is about practicing the techniques and embodying the spirit of MI, not aiming for any particular outcome. After the session, have the dyad debrief the experience: how did clients and counselors feel during this exchange?

After both sessions are complete, have participants switch roles, so that each gets to try out being the counselor and the client.

After the role-plays, have the groups come together to discuss their experiences. First, have the clients talk about what each session was like for them. What differences did they notice between the two approaches? Do they feel they got to fully explore their concerns and their barriers to confidence? Did they feel they came up with their change plan on their own, or did they feel any pressure from the counselor? Do they feel any more confident in their ability to follow their change plans? How did they experience the counselors—as partners, guides, experts, authorities? Were the confidence ruler questions helpful? What do they think are the benefits and risks of an MI approach and a non-MI approach? Then have the counselors talk about their experiences. Which approach felt more natural for them? What do they like and dislike about the MI approach? Do they have the sense that they helped the clients feel more confident? How was it to work with the clients’ low confidence and explore the barriers—did they feel impatient, frustrated, tempted to act as cheerleader?

Did they notice the “righting reflex” coming up at all? How did they handle this? What did they like and dislike about the confidence ruler questions and the other techniques they tried? Which approach seemed more effective for building confidence? Finally, open up a general discussion of the strengths and the challenges in employing a Motivational Interviewing approach.

Alternatively, you may have the exercise done in a triad, with one counselor, one client, and one observer, with each party sharing during the debriefing. Observers can pay particular attention to the “righting reflex” in themselves and note when counselors follow this impulse and when they stay in partnership with the client. Observers can also stay attuned to the therapeutic relationship and notice what seems to be helpful and unhelpful in terms of building confidence. When and why might they have done something differently from the counselor?

A third alternative is to do these role-plays in front of the whole group with one counselor and one client; the entire group can observe, acting as the advising team to the counselor. Before the end of each session, have the counselor take a break, get feedback from the observation team, and bring it back into the session with the client. Other observers might jump in if the counselor gets stuck. Follow up with a discussion on what participants learned about using Motivational Interviewing to build confidence.

Related Websites, Videos and Further Reading

WEB RESOURCES

Website of Cathy Cole Training, Inc.

www.cathycoletraining.com

Motivational Interviewing

www.motivationalinterview.org

William R. Miller's website

www.williamrmiller.net

Stephen Rollnick

www.stephenrollnick.com

RELATED VIDEOS AVAILABLE AT WWW.PSYCHOTHERAPY.NET

Motivational Interviewing Step by Step (4-DVD Series)

Motivational Interviewing with William R. Miller

William Miller on Motivational Interviewing

Brief Therapy for Addictions (7-DVD Series)

Stages of Change for Addictions with John C. Norcross

Treating Alcoholism in Psychotherapy (2-Volume Set) with Stephanie Brown

RECOMMENDED READINGS

Arkowitz, H., Westra, H.A., Miller, W.R., & Rollnick, S. (Eds.) (2008).

Motivational Interviewing in the treatment of psychological problems, New York: Guilford.

Miller, W. R. & Rollnick, S. (2002). *Motivational Interviewing: Preparing people for change*, New York: Guilford.

Naar-King, S. & Suarez, M. (2010). *Motivational Interviewing with adolescents and young adults*. New York: Guilford.

Rollnick, S. & Miller, W.R. & Butler, C.C. (2007). *Motivational Interviewing in health care: Helping patients change behavior*, New York: Guilford.

Rosengren, D. B. (2009). *Building Motivational Interviewing skills: A practitioner workbook*, New York: Guilford.

Complete Transcript of Building Confidence in Motivational Interviewing

Victor Yalom: Hello, I'm Victor Yalom, and I'm pleased to be here today with Cathy Cole. She's been training professionals in the field of Motivational Interviewing for over 15 years, and she's going to be our guide in the final video of this series, on building confidence. Welcome, Cathy.

Cathy Cole: Thank you. It's good to be here.

Yalom: In the prior videos in this series, *Motivational Interviewing Step by Step*, we covered the core concepts.

We dealt with increasing importance, which is having a client address whether they think it's important for them to make a change. Then we moved on to resolving ambivalence. Many clients, and all of us, are ambivalent about making changes, so you need to resolve ambivalence before you'll move towards the next stages, which is having confidence that you can make a change, and then actually committing and making the changes.

Cole: Absolutely.

Yalom: Right. For those viewers that don't really know much about Motivational Interviewing, can you say exactly what it is?

Cole: Sure. Motivational Interviewing is actually a conversational style that we use with clients to help the client explore their own reasons for making change, and to strengthen their commitment to making the change. They are going to examine why they would make a change, why it would be important to them. They're going to talk about what would work best for them in terms of making a change. And finally, they're going to move ahead to making a commitment to making a change, if that's what they've decided. The core work of Motivational Interviewing is allowing the client to make the decision that they feel that they need to make for themselves, around any given issues.

Yalom: It sounds logical. What distinguishes Motivational

Interviewing from other approaches to helping people make changes?

Cole: Well, Motivational Interviewing is a very client-centered way of working with people, really emanating from the style of Carl Rogers with client-centered work, but it means that we're focusing directly on the client. And rather than problem solving for the client, or telling the client what it is that they need to do, and how they should go about it, Motivational Interviewing engages the client to make those determinations, and we really are reinforcing client choice and client autonomy. So we work in partnership with the client. We work to collaborate, to learn from them. And again, we reinforce client choice.

Yalom: Right, so the underlying philosophy or spirit of it emanates, at least in some part, from the work of Carl Rogers. But person-centered therapy, people generally think of it as an exploration to get to know oneself better, to be more fulfilled, whole, whereas, Motivational Interviewing has been really adapted to focusing on making specific changes, whether it's quitting using drugs, to healthcare behaviors and the like.

Cole: Exactly. So in Motivational Interviewing, yes, we are really very goal directed, and that means that we're helping the client decide what is it that they want to focus on, what are they looking at in terms of what they want for themselves that might be different from the way things are now, and then we're strategically listening to how the client is speaking about the issue.

Clients often begin in what we call sustain talk, where they're saying, "Things are okay they way they are. It might be too much trouble to make change. I don't know if there's really anything in this for me." And we allow them to explore that, to decide, "Well, why are you thinking that way, and if you thought in a different way, what that might look like?"—again, toward the goal of them exploring this issue. And then as the client shifts over, and they begin to talk about the possibility of change, we strategically shift with them. We begin to reinforce client change talk, and we help the client explore the

possible
path of change.

Yalom: Right. And we dealt with that in the prior videos in the series. So now, assuming we have a client who has gotten to the point where

they do want to make a change, whatever that change is, can you say something about building confidence, which is the focus of this video?

Cole: Yes. For many of us, we can say that, “Yes, I know it’s important for me to do this. However, I’m not sure I can pull it off.” And most of us are not going to step out into doing something differently if we don’t think we can do it. We all want to be successful.

Yalom: Can you give some examples of that?

Cole: Sure. Let’s say that we have a client who has recognized that managing all the aspects of diabetic care is essential to them in their lives. They really want to have diabetes interfere as little as possible. And they’ve heard then all the things that they have to do to actually manage that diabetes, and perhaps they feel confident that they could get enough physical activity because they’re already a person that exercises, but maybe they feel totally nonconfident in being able to manage the new way that they need to eat. Well, if they don’t feel confident in being able to do this, they’re just not going to get it done. So we have to attend to where the person feels uncertain about the confidence.

Yalom: And some people would think, if it’s a concrete behavior, you just need to do it.

Cole: Exactly. So you just give them the information and they ought to just do it.

Yalom: Or if you do it, that helps you get the confidence.

Cole: Exactly, right.

Yalom: You’re saying something different.

Cole: Exactly. Actually, for some people, their confidence does build as they’re able to have success in changing a particular behavior, but first it’s really important to tease out what is getting in the way of confidence. So for some people, they’re not confident because they just don’t have the information that they need. So if we provide them the information that would be helpful to them, that increases their confidence. Sometimes they just don’t know how to go about it, so we help them brainstorm. We, with permission, provide them possible

alternatives, see how they might tailor those things to work for themselves. Sometimes people have forgotten that they've been able to be successful at conquering challenges or making changes at other times in their lives. We help them explore past successes, and how they can use those past successes to build confidence now. Or they lose track of the fact that they have specific traits and characteristics like determination, or getting the job done, that they can actually bring to the table. So we really help people look at what's going to boost them.

Yalom: It sounds like there's a variety of techniques or methods that you bring to the table, in helping clients take that step of building confidence.

Cole: Actually, there really are. And a lot of the times, I just probe with the client, what is it that they need to increase their confidence, and then once they tell me, then we can move along that path.

Yalom: We're going to have a chance to see you put these principles into action with three client vignettes in this video.

Cole: Okay.

JANET: CLARIFYING A PLAN OF ACTION

Yalom: In the first vignette, we're going to see you working with Janet. You're a health educator in a doctor's office, and she is talking with you about her desire to incorporate more exercise into her life. She's a busy single mother, and between her motherhood, her work, and her other duties, she doesn't have confidence that she actually can put this desire into action.

Cole: Exactly.

Yalom: So what's your overall strategy in working with her?

Cole: The overall strategy that I decided to take with her is to help her first talk about what she liked doing in exercise, so that we move from this more vague "I want to exercise more," into talking about, what does she like to do in the first place, and what would she want to be doing, in terms of having more physical activity or exercise in her life?

Yalom: So again, eliciting from her.

Cole: Exactly, eliciting from her, rather than me jumping in there and

giving her a bunch of ideas, “You could do this, you could do that,” which of course, I could easily have done, but would not have been helpful to Janet.

And then after that, we began to look at the details of, how would she actually pull that off in her life, what would she need to think about in terms of scheduling, supports, those kinds of things, so that we become much more specific with her, so that it moves from this more general, “I want to get more exercise,” to this more specific plan of how she’s going to go about doing this.

Yalom: And how is that helpful then, specifically building confidence?

Cole: Well, I think the more that any of us know exactly how we would go about something, the more likely we are to actually do it. I can sit here all day long and say, “I’m going to eat better, and I’m going to do this and I’m going to do that.” But until I really talk about what I’m going to do, and how I’m going to go about that, I don’t have a whole lot of confidence that I’m really going to do it.

Yalom: Where are you going to find the time to shop? Where are you going to find the time to cook?

Cathy: Right, all of those kinds of details. The more I think through that, the more that helps me figure out, am I going to pull this off or not? Yeah.

Yalom: Anything else that the viewer should look for as we watch this session?

Cole: I think so. With Janet, she begins to talk about the importance of exercise for her, in relationship to her overall values of being a healthy person, and her goals of remaining healthy and vital for as long as she’s able to in her life. So it’s not just this superficial, “I’m going to do this because this is what everybody says you should do,” but she’s really identifying the importance of this to her on a more meaningful level.

Yalom: All right. And as someone brings in, and as you, as the counselor, help bring in some core values, that increases the likelihood that they’re going to actually make those changes?

Cole: Most of us are more committed to making the changes in our lives, when we can connect those changes to what is important to us. How is this going to make a difference in the way we view ourselves, or the way we want to live our lives?

Yalom: So it's not just a nice to-do. It's something that's seen as more essential.

Cole: Exactly, has real meaning.

Yalom: Okay, well, let's take a look at this session.

Cole: Okay.

JANET SESSION

Cole: Janet, I'm Cathy and I work in the office here with Dr. Jones. And I'm available to talk with people about lifestyle behaviors, health behaviors that you might want to address. So I'm wondering what it is you'd like to talk about today.

Janet: What I wanted to talk about today is the issue of exercising, getting more exercise in my life.

Cole: Okay.

Janet: Which I haven't been doing at all, and I know that's it important, and I know that the Dr. Jones also mentioned that it is important.

Cole: Okay. So you're wanting to get more physical activity, exercise in your life, and you're feeling that it's important. Tell me, why does it feel important to you?

Commentary: *Right away, I want to determine Janet's reasons and need. Understanding the client's perspective is an essential element of Motivational Interviewing. When I learn why this is important to Janet, I am also learning specific information that I can expand on or reinforce with her throughout the interview.*

Janet: It feels important because I think that if I get more physical exercise, then I'm not going to be able to feel like I'm dragging during the day. And obviously, I think it's going to help me to control my weight and lose some weight, as well.

Cole: Okay. So you'd have more energy and you might lose some weight.

Janet: Yep, have more energy and be able to look at the day positively as it comes.

Cole: Okay. Tell me about your current kind of exercise in your life—what happens now or not. Give me a little idea of what's happening now.

Commentary: *I am asking for more information here to be clearer in my understanding of the current situation. Janet had said earlier that she wants to get a little bit more exercise in her life, so it is logical to determine what is happening now. All of this is satisfied being curious, learning more.*

Janet: I don't really incorporate really a lot of exercise. But what I do is it that I visualize cleaning my house as exercise sometimes, which is not always that fun. I'll walk a little bit here and there but given my busy schedule, I really haven't been able to do much exercise. I'm a single parent and I have a son who's 13, so that kind of keeps me busy.

Cole: I bet. I usually like to think about this in a couple of different ways, one of which is to ask you what you even enjoy when it comes to exercise or just getting more activity going in your life?

Commentary: *I asked this to better understand whether Janet has any specific idea, or if this is just a general desire, but without any thoughts on where to begin.*

Janet: I do love to go swimming, and I love hiking. And I also do play a little bit of golf here and there. But like I said, I don't have the time to do that. And when I do that I walk, because I believe that it's good to incorporate that as exercise.

Cole: Right.

Janet: So swimming and hiking and just walking. And I love to do aerobics.

Cole: All right. So you're really trying to look at what is reasonable for you to do in your life, considering that you have a busy life.

Commentary: *I want to capture her motivation, and I am using a*

complex reflection to do so.

Janet: Yeah, what is reasonable, how I can get time to do it, and even just trying to think about exercising and joining a gym, which I have looked at few. It's also a little bit expensive to do that in my local area.

Cole: Out of that, what it seeming like the most appealing thing to do in terms of trying to get that exercise in? Is it joining something like a gym, or is it just trying to figure out how to bring that into your life with things that you enjoy doing already, like the walking and swimming, things like that?

Commentary: *Janet has given me many things that she likes, as well as some barriers, such as time or expense. But I don't want to decide for her, so I use an open question. By doing this, I am able to reinforce her autonomy. This has to be her choice.*

Janet: I think even just trying to figure out to bring that into my life and be able to join a gym and do it with a group of people where's there more motivation. Just trying to incorporate all of that. And even just get more time to go walking and hiking. I just haven't been able to readjust my schedule where I'm able to do that at all.

Cole: One thought I have about how we could approach this is to take a look at your schedule and have you talk through a typical day during the week, and then maybe some typical times on the weekend, and see where you could you fit something else in. Because it has to be reasonable and workable for you.

Commentary: *None of what I have done thus far is incorrect, but give some thought to whether Janet is working as hard as I am. It is easy to get caught into moving into specific planning. Janet seems to have given me a clear yes to wanting to exercise, and is staying with me, but somehow, her heart does not seem to be in it. Instead, I could have worked with more reflection, saying something such as, "Your schedule, your busy life is your main barrier, and you're trying to decide what is workable for you, and are not certain." Janet may have responded to this with just a yes, but I would have captured that I'm getting it, and understanding her main barrier. Or, she could have responded with more information that would have added more clarity to the dilemma.*

Janet: Right. A typical day for me of work, I get up in the morning and then I drop my child off to school. He doesn't take the bus. And I go to work. I work from 8:30 to 5:00. I'll leave work pretty much around 5:00, 5:15. And I go pick him up, because he goes to a private school that doesn't have public transport. And then, by the time I get home, I have to help him with homework and then get the cooking going. And then by the time I finish up with the whole cleaning up of the kitchen, I find that I have no time at all to do much. However, sometimes if I have food that I have made for two days, then I can one evening here and there where I have time off to do stuff for me. And again, weekends also are pretty much catching up with groceries and shopping and dropping my son for sports and back, and before you know it the day is gone, and then it's Monday again.

Cole: Right. It's, like, it all goes by really quickly and you're just getting everything in there that you need to do on that, okay. And at the same time you want to do this.

Janet: Yeah.

Cole: So if you were going to think through your week and think of opportunities that you would have to start to do something—you brought up the walking—to even start to do something like walking, where might you find time to even bring that in? And what are your goals around that in terms of how much, how often, those kinds of things?

Commentary: *Here, I am being directive and asking her to be more specific about her goals and her plan. She is motivated, but not very specific. Beginning to envision how she might accomplish incorporating exercise allows her to develop a plan that might work for her, thus moving her from the vague goal to more detail.*

Janet: I think that I would like to walk at least three times a week. And I've been thinking about probably just using my lunch hour to walk. Take half an hour walk and then go back to the office. And then, even maybe walk twice a week evening, planning that I have everything set up for my son, and then I can be able to take either another half hour walk or 40 minutes, and maybe with him.

Cole: Okay. So right there, you're looking at being able to walk five times a week.

Commentary: *Here is a reflection that emphasizes her plan.*

Janet: Yeah, I think that could be doable. Sometimes schedules are thrown off here and there where maybe my son has a play date. Then, I'm going to go have to go pick him up and by the time I pick him up, my evening is pretty much gone.

Cole: But some of the time, that could work out for you to do that.

Janet: It could I actually do that once in a while. But I just don't have a regular basis. I don't have a consistency in it. And I just wish that I would be able to work my life where I'm able to do that on a consistent basis.

Cole: And when you say not consistent, tell me, what gets in the way? I know I hear some practical kinds of things. What other kinds of things get in the way?

Commentary: *Now Janet brings up another barrier, which is much more personal than just the schedule, and we need to explore this.*

Janet: Sometimes even just me being tired and having no energy to do it, and I'd rather just go home and then take off my shoes and relax.

Cole: Sure.

Janet: But then again, I know it's important for me. So even mentally, sometimes I'm just finding it hard because I'm not psyched up or I'm just too tired. The day has been long, so walking is the last thing on my mind.

Cole: So if you wanted to try to deal with that obstacle of the mind, which makes perfect sense, what would be some ways that would be helpful to you to get over that hump so that you got out and you did that walk that you want to do?

Commentary: *I validate her barrier and ask Janet to problem solve to keep the change momentum.*

Janet: I've thought about it. Maybe make sure that I have a spare set of sneakers in my car and a tee shirt, where I don't have no excuses, and

then I look at it and I decide I'm going to go do this.

Cole: Okay. So having something visible that's right there that says, "Okay, you're going to do this."

Janet: Yeah, or just really thinking about it and to tell myself that it's important, that I need it, and to really then get that extra will to go and do it.

Cole: What other kinds of things help motivate you when you're not really wanting to do something? I hear you're kind of a self-starter.

Commentary: *I utilize an affirmation of personal strength—she's a self-starter—in order to address her confidence.*

Janet: I know. Sometimes it's hard. But I guess sometimes it's all in the mind. And also, thinking about some of the clothes that I have in my wardrobe that I want to fit in, so that motivates me to walk, to go out and be able to lose more weight and be able to wear them.

Cole: So having those shoes and that tee shirt visible, but also thinking about some things that you really want to get back into that you haven't been able to wear for a while—those kinds of things have that extra incentive.

Cole: This is a summary to pull together Janet's plan and her motivation. In MI, the therapist periodically stops to summarize what the client has said, in order for the client to be able to reflect on this for accuracy, and also to reinforce change talk.

Janet: Yeah. And also probably thinking about, health-wise, that's important, and that I want to age gracefully and that I need to still look good and all of that, for me.

Cole: Yeah, so you're looking forward in your life and thinking, "It would be some nice benefits for right now, but I also would like to have this for long-term benefits for myself."

Commentary: *I am reflecting time change to the future, to reinforce that Janet is tying her desire to exercise to larger life values and goals, and thinking about the positive benefits this could have for her in the future. This deepens the importance for her.*

Janet: Sure.

Cole: Now, you'd mentioned walking at lunch, the ability to do that. So let's talk about that in terms of how realistic that is for you, whether that would work, how would that happen?

Cole: This is the most specific plan that Janet has developed thus far, so I want to return to linking her motivation for change with the specifics on how she will go about this.

Janet: I think realistically it can. There's some days when I have meetings back-to-back. But there are days when I can incorporate half an hour walk and walk about a mile, a mile and half, and then go back to the office. And I have done that. And then, sometimes if there's too much work, I haven't been able to do it. But that is something I still look into and do once in a while.

Cole: And what's it like for you on those days when you do it?

Janet: I feel great. I feel energized. I feel good about myself. And I wake up and have more energy the next day.

Cole: Okay. There's positive outcomes for you when you're able to do it.

Commentary: *I am reflecting, noting the advantages Janet has stated*

for walking, even when she does not want to, to reinforce the positive side change, which is what can help the client stick to a goal.

Cole: You realize that.

Janet: Yeah.

Cole: So right now, the plan that you have is being able to walk three days a week during your lunchtime, if that's workable for you on days that things don't get in the way with that. And then be able to walk at least a couple of evenings after work.

Commentary: *I am summarizing her plan thus far, just to be able to*

pull this together again, to reinforce the plan that Janet has determined.

Janet: Yeah. At least to start.

Cole: At least to start with that. Okay. Now, I don't know if you want to do this for you. Some people like to decide what those days would be. You need to decide what you need for you on this, what's workable

with that for you.

Commentary: *I am being directive here to see if more detail on the plan would be useful, while supporting Janet's autonomy on whether she needs to add more detail.*

Janet: Yeah, I think if I set a schedule where I know that on certain days I want to walk, and I can walk, that'll be good. Because then, I can be able to follow. For instance, if I say I want to walk at least Monday, Wednesday, and Friday, then I have those days set aside. So I think that would also help me, knowing that I set those days aside.

Cole: So what do you want those days to be?

Janet: I think Monday, Wednesday, and Friday.

Cole: Okay. So those will be your walk-during-the-lunchtime days.

Janet: The lunchtime days, yes.

Cole: Okay. What about the days that you wanted to take the afternoon walk?

Janet: Either I could do Tuesday and Thursday, in the afternoon after work, I can try. And if this doesn't work, then I can roll over to the weekend and be able to incorporate some walking.

Commentary: *I really want to be specific and nail down the days because if the client has a specific plan, it is more likely that she will follow through.*

Cole: Okay. So that seems like it's gotten the walking part down. Is there anything else that you would like to talk about in terms of the exercise? You mentioned a gym or things like that. But I don't know if you want to talk about that now.

Commentary: *I want to support her autonomy and let her work on this more if she wants to, or just stop where we are. If I had a time limit for talking with Janet in this interview, I would have summarized her current plan, indicated that we can check in on how it's going, and address other ideas she has at a future visit.*

Janet: Yeah, I've also been thinking of joining a gym where I can be able to get the opportunity to do things like aerobics and swimming,

which I like, and maybe actually be able to do that with my son. But then again, I have to incorporate that with my finances, which is a little tight right now.

Cole: All right. So how realistic is it for you to do that right now? Is that something you want to figure out for right now or put on the back burner?

Janet: Well, it's something that I'm trying to figure out because if I join a gym, I think that I can be able to have my son come with me where he can maybe swim while I'm swimming, or hang out at the gym with friends, and I can do aerobics or some yoga or whatever they're offering. So those are possibilities that I'm also looking at.

Cole: And the biggest barrier again, for that right now is—

Janet: Well, finances. Because they need some money for you to be a member for the whole year and there's the monthly dues that you pay. So I'm fishing around for something reasonable and convenient to where I live.

Cole: So basically, when you get that part figured out you'll be able to go ahead and act on that.

Commentary: *I am reflecting that Janet has this as a future goal, but is not ready yet, based on practical issues. This is a Motivational Interviewing method called coming alongside. The client has indicated another goal around exercise, but is saying the time is not right. I am reinforcing the change momentum, and honoring her autonomy in deciding when she can tackle this goal.*

Janet: I think I will.

Cole: Okay. So for right now, again, though, your plan is to bring the walking into your life, at least five days a week.

Commentary: *I summarize to capture the current plan.*

Janet: Yeah, that's my plan, and I hope that I can be able to stick to it.

Cole: Well, let's say if we check in on how confident you're feeling about that. So let's say we checked in on a scale of zero to ten, where zero is I'm not at all confident I can do it, and ten is absolutely confident. Where would you put yourself on that scale of confidence?

Janet: Probably three, three and a half.

Commentary: *I was very surprised to hear this number, given the detail that she had come up for a plan. But I stay with the use of the ruler and explore the issue. Note my follow-up question—why she has not come up with a lower number. This requires Janet to really think about she's confident at this level, and it reinforces the hard work she's doing already.*

Cole: Okay. And why a three and a half and not a lower number?

Janet: Because again, I know that it's important and that I need to do it. But in terms of, again, motivation and just having the time to do it and just not having to feel so tired, those are things that really I'm struggling that I want to work with. So I am not 100 percent sure that I can really do it.

Cole: Okay. What would help increase that confidence just even a little bit for yourself?

Janet: I don't know, maybe find some partners or other women friends who have the same goals, who want to feel good about themselves, who want to go walking, do exercises. I think that would probably make me feel motivated.

Cole: Okay. So not having to do it alone, having somebody else who's saying, "Okay. Let's go out and do this together."

Janet: Yeah.

Cole: What are the possibilities around that?

Janet: I have some friends whose sons and daughters go to the same school as my child, although the other problems that they have are different schedule, because some of them have younger ones who they have to take care of. So that doesn't always work. Everybody's schedule is different.

Cole: Sure. Now, what about during the day?

Janet: Well, during the day I have a colleague who I actually commissioned once now to walk with me, and she does. But again, our schedules are different. She has different meetings, different things going on.

Cole: Okay. So that part, although it would be really helpful, is a little

harder for you to figure out.

Janet: Yeah, in a way. But—

Cole: Go ahead.

Janet: No.

Cole: At the same time, though, you would like that, so that there's somebody that's doing this as well.

Janet: Yeah, I think that would motivate me to a great degree.

Cole: So if you were going to work on that part just a little bit more to try to be able to have somebody that it sounds like you could walk with, maybe more than one or two more people that you could have in your group of people to support you about that. What are some of the possibilities? You've talked a little bit about it.

Commentary: *I ask an open question to help her problem-solve this area.*

Janet: I can talk to my colleague and, I think one or two other colleagues who I can ask to join me to make sure that we're actually on point and that we're doing it, and that way you have somebody else pushing me and me pushing them. So I think that would probably help a great deal, as opposed to if you're alone and just not having anybody to push you and, "Oh, I don't feel like going. It's hot. It's," all those things, wrestling with the mind.

Cole: Right, easier to sit at the desk.

Janet: Yeah.

Cole: Okay. So if you make a pact with some other folks and all of you can kind of get those shoes on and out the door together, then that'll be helpful for you.

Janet: Yeah.

Commentary: *I have been proceeding here as I have all along. The client is good at coming up with a plan, and then identifying barriers. I just keep asking her to problem-solve them.*

Cole: Okay. Well, anything else before we finish?

Janet: No. I think that just having talked about this, I'm thinking

about it more now and I'm really going to go and ponder and make sure that I get it going. Because I really know that it's important for me. I need to keep my energy and all that to be able to deal with my life.

Cole: Great. Well, thanks so much for talking today. And certainly, I'm here if you want to check in about this again in the future, if you need to tune it up a little bit or talk about it again. I'm here at the doctor's office, and there are not any charges for visits with me. It's a part of what the office offers. So I'd be happy to talk with you again if you like.

Janet: Thank you very much. I really appreciate.

Cole: Thanks, Janet.

Janet: Thank you.

JANET DEBRIEF

Yalom: How did you feel about that interview?

Cole: Well, I have to say as I looked at the interview again, well, I think that it was a perfectly fine interview. I also had a little concern about whether Janet was going to follow through on this plan. At the end, when she gave me the rating she did on how likely she is to do this, I was a little surprised that it was not higher. So it made me wonder if I focused a little bit prematurely on what kind of exercise and how she would go about it.

There is a tendency that we can have in Motivational Interviewing, to do what we call premature focus, which is to jump on the first thing that the client says. And while what she was going to do and how she was going to do it was important, somehow I feel like maybe I just didn't understand the full picture well enough. So that's what I really picked up on as I looked at it again.

Yalom: I'm sure if most of us looked at any of our work on camera with clients, we could pick it apart and think of things that we might have done differently. What would you have done differently if you had the chance?

Cole: You're right, and in retrospect, we are often critical of ourselves.

And I think it's good to assess practice. In retrospect, I think I would have gone to one of the tools that we have in Motivational Interviewing, which is the ruler exercise, which means that I would have probed with her on the scale of zero to ten, how important is it to her to get physical exercise into her life, on a scale of zero to ten, how confident is she, and on a scale of zero to ten, how committed or ready is she, in this given moment.

And that could have added a little more structure to the conversation as we talked about importance, which was likely to be very high. We could have solidified the issues around the values and goals for herself, in terms of her being a healthy person and aging well. But more specifically, on confidence, I would have gotten an actual number on confidence. And I would have had a sense of where did she rate herself?

I would have been able to probe why that number, not a lower number, and what would help her increase that number on confidence. And then again, I would have had an initial reading on where is she in terms of her likelihood, her commitment. So I think it could have provided just a little bit more structure that could have been beneficial both for me and my understanding, and also for Janet, as she began to really grapple with this decision for herself.

Yalom: One thing I noticed about it, and this relates to what we were talking about before we showed the session, which is you really got into the nitty-gritty of very specific things, of what she was going to do, where she was going to keep her running shoes, etc. And that's along the lines of what you said—the more specific the planning is, the more likely it is that they're going to follow through with it.

Cole: Exactly. In the course of the discussion with Janet, I felt like I was getting a clear yes from her that she wanted to tackle this. So when we have a clear yes, we move into planning, and planning involves the details of what are you going to do, when are you going to do it, what are the obstacles, how do you need to problem solve those obstacles—so that we actually move ahead, and then we actually get a commitment to when does the client plan to start. So that's the pulling-it-all-together part of it.

Yalom: And depending on if it's one single session that you have in a doctor's office, you may not hear about that for a year, whereas if it's you're using this in the context of some ongoing counseling—you can certainly use these techniques in general counseling or therapy—then you could self-correct. You could follow up the following week and see how this is going.

Cole: Absolutely, and we can help clients identify small steps toward a larger change, go along the path, and be checking in with that more routinely. But you're right, in a situation like this, it's highly likely that I might not see her again. We're trying to help her launch this plan, and then we might not check in until next year when she comes back for her next checkup.

Yalom: That's the power of it. You can never guarantee someone's going to go ahead, but anything you can do in a 10- or 20-minute session that's going to increase the likelihood of them following some sort of desire on their part, or recommendation from their doctor, is a good thing.

Cole: Absolutely. We're really working to get that change momentum going, and getting people to think and talk about this possibility of change, and facilitating their best efforts at following through on that.

Yalom: Okay. Let's move on to the next vignette.

Cole: Okay.

JULIE: ELICITING PERSONAL CHANGE

Yalom: In this next vignette, we're going to see you working with Julie, who's a vivacious teenager and she's torn between her love of good food, and her desire to lose a few pounds and weigh a little less. What should we be watching for here.

Cole: Well I think in this we should be watching for Julie -- again, as you say, grappling with her love of food, and her confidence that she can do something about that in terms of beginning to -- not radically change the way she eats but to actually cut down some of the amounts. And we have to pay attention to Julie's belief that she can tackle this, and we're paying attention to what it is about her in terms of her own personal strengths and capabilities that she can bring to the table that

will help her with this challenge, because she lives in a family of eaters. **Yalom:** Right. And at the beginning she doesn't have a lot of confidence.

Cole: She doesn't have a lot of confidence. I mean, she's generally a confident young woman. I can really pick that up. So I sensed that but she doesn't seem to have a lot of confidence because one, her parents love to cook. She feels like they maybe are not going to view this as something she really needs to do. Her little sister seems like she's not going to be all that supportive. She does have supportive friends, but it's Julie needing to believe in herself that we're going for here. So

that's

why I begin to probe with her, what is it about her that she brings to the table. What has she been successful at tackling in the past? And

she

begins to tell me about that in terms of her studies, the activities that she's pursued in her life, how she really brings her own determination to these things. And so from that we look at how she can use that self-starting determination in this particular issue.

Yalom: Right. So that's always something to think about, to draw on what strengths people have, how they've solved problems in the past.

Cole: Absolutely, because when faced with the current dilemma that we're trying to work on, we often tend to lose track of the things we have been successful at in the past. We get a little too close to the current issue so we need help--

Yalom: Oe we-- maybe people minimize that thing. They go, "Oh, that was easy--"

Cole: That's right. We have the tendency-- and so whatever we've been successful at is important and we can talk about how we can use that over here. Or if they say "Well, that was easy," we can say "Well then what will help you in this particular situation?" The role is just trying to find what is going to be helpful here.

Yalom: What will help make this easy.

Cathy: What will help make this easier. Right. Exactly.

Yalom: Any other thoughts or any other thing we should be watching for?

Cole: Well I think we should notice how much I really need to keep Julie focused, keep her on track.

Yalom: Right--she can go off--

Cole: She loves to talk. She's got a lot of really really wonderful energy but it would be easy for us to take lots of sidetracks here so I have to really really keep bringing her back to focus. And she seems to want to do this in a good bit of detail, and looking at all the meals. So I am very patient with her as we go through this not only meal by meal, but amount by amount. But again, keeping her on track toward the goal of her coming up with some sort of beginning step by the end of the interview.

Yalom: Okay. Let's take a look.

Cole: Alright.

JULIE: SESSION

Cole: Julie, I'm Cathy. Thanks for stopping by. I understand you were in to see Dr. Smith today, and I'm the health educator here in of the office. What kinds of things would you talk about today?

Julie: I've had problems managing my weight and staying healthy at the same time. And I never wanted to do any of those drastic "don't eat for a week, but drink a lot of water" type of diets. But it's always been a priority of mine to lose weight, and I'm not one of those people that's very active normally, either. So I was just wondering if you had any sort of advice or tips or something.

Cole: Okay. So you really want to focus on feeling healthier, it sounds like, and having some pounds come off.

Commentary: *Julie asked for advice, and I want to avoid this trap because I don't understand the issue yet. And even if advice with permission will eventually be helpful, it is premature now. Providing advice is a trap because in Motivational Interviewing, we are eliciting the client's own ideas about change. In general, in using an MI approach, counselors do not give advice unless the client is stymied in finding a solution. It is provided only after eliciting the client's ideas, then, with permission, and providing the ideas for the client's consideration, to make the decision that will work for the client.*

Julie: Yeah, definitely. All my friends are very active. And it's a little hard sometimes just to be the heavier one in the group.

Cole: Well, one of the ways that I work with folks is to just find out, first, some things like what you feel like gets in the way. And then we can talk about this together and maybe brainstorm some ideas about what might work well for you.

Commentary: *Julie is talkative, but I sense that she might need some structure and focus, so I add more direction.*

Julie: Yeah. My parents are very nurturing people, I guess. And I grew up my whole life eating spaghetti and eating lots of meats and lots of bread and lots of carbs. I feel like that channeled me into a way of eating that's not necessarily completely healthy and definitely not going to help me lose pounds.

Cole: Tell me a little more about your eating pattern. What's a typical day or a typical span of time for you in terms of how you eat?

Commentary: *Once again, I felt some structure was needed for me to be able to understand the picture. The method of "typical day" is very useful in adding detail and providing structure. It can help the client and the counselor to get a clearer picture.*

Julie: I'll usually wake up, during the school year, I'll eat a big breakfast. I'll have an omelet and maybe some baguette and juice and coffee. I don't really eat much fruit or I definitely don't eat vegetables all that much just because they're veggies. I don't know. I never ate them when I was growing up, so I just don't like them now. And then for lunch, I don't take cafeteria lunches. But I'll bring a big sandwich with cheese and lettuce and lots of meat. And I usually have some other spaghetti dish with me. I love spaghetti. Then I'll get home and I'll have a snack. I usually have ice cream or cookies or something because it tastes good. And at night, we just eat a big family dinner. And then, sometimes dessert, depending on what we have in the house.

Cole: So food has been an important part of your life and it's an enjoyable thing for you.

Julie: Exactly.

Cole: Eating is enjoyable.

Julie: It is. I love it. It's fun and it's part of my family. So it's hard. I go to my friend's house and someone eats salads, or we'll eat little dinners. I don't understand only eat that much. I'll go and then I'll be hungry and, "Okay, I want more food. Let's go eat more. Let's go out and get some food."

Cole: So this other way of eating doesn't make a whole lot of sense to you, and you find that you're not very satisfied or not very full feeling when you eat that way.

Julie: Exactly. It's just hard. I eat a lot and I like to eat and it's part of my culture. It's part of the way I was raised. It's my heritage, the kind of food I eat. It's really Italian and I eat a lot of French foods, as well. We eat a lot soups and stews and lots of spaghetti and bread.

Cole: It sounds like your parents are great cooks—

Julie: They are.

Cole: And you have a real appreciation of food.

Julie: I do.

Cole: And at the same time, some of the way that they cook and the way you've learned to eat is getting in your way of your goals of weighing a little bit less.

Commentary: *Julie says a lot, so I do a very concise summary, and end with the focus on her goals. I contrast the current situation with her goals, to reinforce her motivation.*

Julie: It is, especially as I grow older. Because when you're little, it doesn't matter that much. But the older you get there's all this pressure from society, like in magazines and movies and on TV and billboards. It's all these beautifully thin women. And you don't see them eating anything on movies. They'll eat, but they're just somehow fabulously thin and they never work out. And you're, like, "Oh, well, I can do that." But then, you eat and you gain weight. It just doesn't work.

Cole: Just as a point of information for me, when you mentioned to Dr. Smith that you wanted to talk with me about your weight and losing weight, what was his feedback to you in terms of where you are

with what he would consider your ideal weight?

Commentary: *This is an example of eliciting the client's understanding, and will be helpful to me in order to understand her goals. Again, she's a great talker, but a little vague, so questions to get more specific information are needed.*

Julie: He said I was about in the range, because I'm tall and because I have broad shoulders. He said I might have been a little bit overweight. But I wasn't obese or anything. But still, I would rather be in normal range. He said I was a little heavier than most normal girls my age and my size and my height. And I'd rather be normal.

Cole: And what did he say would be more of the normal weight range for you? What information did he give you about that?

Julie: In the 120s, I guess. I can't really remember all the numbers that well.

Cole: That's fine. In general, I'm just trying to get some understanding of where you're wanting to go with this. What are you thinking would be your goals around, if you were going to lose weight, how much weight you would lose?

Julie: I think I definitely want to lose at least ten pounds.

Cole: At least ten pounds.

Julie: And I want to do it healthily. I do. I don't want to just stop eating or start taking pills or anything like that. Because I'm very much a person that doesn't like to have extra stuff in my body in terms of hormones and stuff that pills will put in your body.

Cole: Right. Let me just take a second here. I did look at your paperwork. Let me just take a second and look at that again. It looks like in terms of how he's written down your weight, and he noted here that, if you were going to look at dropping any, that certainly not any more than ten pounds. We wouldn't want you to be moving into a range of things that was putting you way too low.

Commentary: *I provide what I know and see if she agrees. This enables me to make sure we are on the same page about her understanding and her goals.*

Julie: I do, I want to be healthy. I feel like, especially when I go on hikes or something, like I said, all my friends are very, very active. So it's hard to hang out with them sometimes, and I'm not an active person. I'm definitely not in shape and it's hard to hang out with them and keep up with them. Because I'm just really, "Ugh. I can't do this."

Cole: So you feel like it has an effect on you physically, then, in terms of your capacity to keep up.

Julie: Yeah, definitely.

Cole: Definitely you notice that.

Julie: It definitely does.

Cole: What thoughts have you had about how to approach this? Because, again, I hear you loud and clear, and I certainly reinforce that you don't want to do any crazy crash diets or things like that, that you want to do something sensible. So what kinds of things have you thought about?

Commentary: *Now that I understand her goals better, I can begin to elicit from her, while avoiding telling her what to do.*

Julie: Obviously the whole eating fruits and vegetables more, following the food chart or whatever, and just eating healthy. I understand that, and I know that exercising is definitely a big part of what I need to do to lose the weight and to get in shape, to be able to do what I want to do. Because all the stuff sounds really fun, I just can't really do it.

But then when I get myself to the point where I'm, like, "Okay, I'm going to not eat so much bread anymore and maybe I'll eat more fruits and vegetables and I'll go the gym today," something always comes up or else I'm too tired. It's just not something that I like to do.

Cole: Okay. So part of this is figuring out how to get this going while you might not like it, but how do you get moving toward your goal?

Julie: Right.

Cole: So where would you like to start first? Would you like to start first in terms of talking about your eating patterns, or would you like to talk about increasing physical activity? Where would you like to

start?

Commentary: *I ask a key question, to have the client set the focus for where to begin. Key questions are open questions, often quite broad, that allow the client to continue to set the direction for the conversation. This reinforces client autonomy and partnership between the client and the counselor.*

Julie: I guess my eating patterns, probably.

Cole: Eating patterns.

Julie: Because I feel like that's definitely a big part of it.

Cole: Okay. So let's back up again. One of things that we know is that if you take a look at what you eat through the day, and then you make some decisions about things that maybe you would either cut down or cut out, and then maybe do some things like adding fruits and vegetables, that that can help make a shift in terms of body weight. One way I tend to do this sometimes is just start with the morning, start with breakfast.

Commentary: *Julie makes decision to focus on the eating, and I take her back to what she has mentioned earlier as a plan. In this interview, I was very aware of having to maintain the focus and have a clear direction, in order for us to use our time productively.*

Cole: So tell me again about your breakfast.

Julie: It's usually an omelet, definitely some sort of eggs, if it's an omelet or sunny side up eggs or scrambled eggs. Eggs are definitely a part of my breakfast. And then, I usually have two or three pieces of toast with butter and honey on them, or else I'll have a baguette, or sometimes we have biscuits in the house, and when we have biscuits I definitely eat, like, four. Because my mom makes them. They're so good. And then, if we have muffins and I'll have, like, four, too. When I say it, it sounds really bad and I can't believe that I eat that much. But when I'm eating, I'm just, like, "Oh, I just want another muffin. They taste really good." Then I'll usually have some milk or some orange juice, or both sometimes, and then coffee with cream and sugar in it. And that's usually what I have. And sometimes cereal. I love sugary cereals. I'm not one of the people that likes healthy cereals. I'm all

about some Froot Loops.

Cole: Okay. If I could give you a little feedback on what I hear with that, the breads, muffins, biscuit things that you have, although having any of those things is not a bad thing, it sounds like you have a lot of that.

Julie: I do.

Commentary: *Here, I'm coming a little too close to being the expert. I could have asked Julie to reflect on what she has said this far about what and how much she eats, to elicit her perspective. I would have said instead, "Let's stop at this point, take a minute to consider what you have said about your breakfast, and give me your thoughts about it, given your goal of losing weight."*

Julie: And I don't even notice it when I'm eating it because they're so good and I'm just, like, "Well, I'm still hungry."

Cole: Yeah.

Julie: I just woke up from 12 hours of sleep. I'm really hungry.

Cole: You're hungry, and you're a growing young woman.

Julie: Right.

Cole: So if you were going to think about making a shift in a pattern, even of that meal, what do you think you might do?

Commentary: *I decide to take this meal by meal, to come out with a specific plan, and this continues on as we look at her whole day. This requires a lot of patience by the counselor.*

Julie: I'd probably say that I should just have, like, fruit and maybe some grain cereal low-fat milk for breakfast and a juice, and probably not so much coffee. I've heard a lot about the fact that coffee is not so good for your weight all the time, and that it sort of messes with your body. I don't know if that's true or not, but I've just heard that.

Cole: Would you like for me to give you—?

Julie: Yeah, yeah, yeah.

Commentary: *This is an example of providing information after asking permission.*

Cole: Well, one of the things about coffee is that it can really stimulate your appetite. So that's just one of things about drinking caffeinated coffee, is that you can actually get your appetite stimulated. So you could end up feeling hungrier later on, as well. Let's go back over to what you were talking about when you made a change. As you talked about that, you didn't look so happy.

Commentary: *I noticed a look on Julie's face that cued me to make this reflection. It would have been easy to overlook this, keeping on focusing with her planning. This would have prevented her from expressing her doubts, which she does when I make the observation. We need to attend to possible barriers, so this lets Julie talk about them more.*

Julie: It's just, I like my breads. I do. And maybe it's none of my family eats much fruit. And they all think I'm crazy for wanting to lose weight. "You're beautiful, you're wonderful."

Cole: You're the only one in your family that's really concerned about that.

Julie: Exactly, I am.

Cole: Other people are not concerned.

Commentary: *Here's a reflection that captures her dilemma of being concerned when no one else is. The purpose is just to let her know that she is being understood, and to let her say more if she desires.*

Julie: And I feel like they should be, too, because both my parents are getting older, and with cholesterol, and with their heart, I feel like they should be eating better, too. So a lot of this is me wanting to inspire them. But they just never introduced me to different ways to eat fruits or what kind of fruits to eat.

Cole: All right. Let's just stick with the breakfast one first, take it one piece at a time. Because it's been my experience that if you make a change, it needs to be a change that you can actually live with. And because food is enjoyable to you, and you get a lot of pleasure from it, I want you to think about changes that you could make that would allow you to still enjoy your breakfast, enjoy your food, but would have you maybe not have as much of it.

Cole: Again, I have to attend to Julie's lack of focus, so I am using a directive conversational style, in order to keep her focused on coming up with a plan.

Julie: Right. I know that fruit's definitely an important part.

Cole: So if you were going to add a fruit to your breakfast, what might you add?

Julie: I guess probably strawberries.

Cole: Okay.

Julie: I definitely like those the best. I really haven't eaten that many fruits in my life. But I do know I like strawberries. I like strawberries a lot. So I guess I'll try and get strawberries when I could. And you can always get frozen strawberries, too.

Cole: That's true. They're always in the freezer.

Julie: So I guess, probably strawberries. But I'm still going to be hungry after that. I know I am.

Cole: Yeah, I'm not hearing you that you're going to eat just strawberries for breakfast. So let's go back and let's say that you've got the breakfast that you really, really like, which is the eggs, however they're done. And out of that, if you were going to say, "I'd like to keep items in my breakfast that I really enjoy. I just want to pay attention to how much I have of it." Because my feedback would be that I'm hearing quantity as much as I what you eat. So if you were going to think through how you would do your breakfast so that maybe you weren't having as much to eat, but you were still getting to eat things that you really like, how would you do that?

Julie: I think I'd probably want eggs in there still.

Cole: So keep eggs on the diet.

Julie: And I really like the bread, is what I really like.

Cole: Okay.

Julie: So I guess maybe if I just had toast but didn't put butter on it and put honey on it, maybe I just had one piece of toast - and fruit and eggs. And if I drank milk and O.J. then that could fill me up.

Cole: All right. And you can decide about your coffee, as well. It's just knowing how these things affect your body. So what I'm hearing is that you would keep a lot of same things. It's just that you would cut back on how much you have of it.

Julie: Yeah, I guess so.

Cole: You seem really, like, "Ugh."

Commentary: *I previously did a reflection on her change plan, and*

now

another one that picks up on the body facial language from Julie, to let her say more. Note that she goes on to say that she is nervous about her ability to do this, which I address later. This is my first clue that she is not really confident in her ability.

Julie: No, I'm open to the idea. I am. I'm just nervous about actually making myself do it.

Cole: Yeah, what do you think might get in the way?

Julie: If it's there, I generally am going to eat it just, because I'm not a person to waste food. And in my house definitely it won't be wasted because someone will eat it. But I always grew up having to clean my plate. So I always have that instinct now. If there's food there, I have to eat it.

Cole: Okay. So let's say we go to maybe this morning. You had a big breakfast this morning?

Julie: Yeah.

Cole: So what did you have this morning out of the bread things?

Julie: I had three chocolate chip muffins.

Cole: All right. When you got ready to have those, did you have all three just kind of lined up there next to you, or how did that—

Julie: No. I started with one because I was like, "Okay, I'll just have one today." And then, it was really good, so then I was, like, "I'll go have another." And then I finished my eggs and I drank a cup of coffee and then, I was like, "Well, I'll just have one to go." So I took another one to go.

Cole: So let's say we went back to this morning and you decided that

you were going to have your eggs, have your coffee, your juice, those kinds of things, and you decided you wanted to have just one of those muffins. How would you pull that off?

Julie: I guess I'd have to have them taken away, have them physically out of my sight. Because they just sit on the oven and they're there, and they're like, "Eat me, eat me."

Cole: Pretty tempting.

Julie: So I guess I'd have to ask someone to get them out of my sight. Because if I physically moved them somewhere else, I know I'd eat another one.

Cole: Okay. So if you were going to do that, if you were going to get somebody else's help to get those out of your sight, and you just had the one, how would you do that? How would you pull that off?

Commentary: *So now there is a plan of action, but no specifics on how she would like to accomplish this, so I just ask.*

Julie: I'd probably just ask my little sister because my parents would just be, like, "No, eat more."

Julie: Uh-huh, okay. So if she would do it then I hopefully wouldn't eat another one.

Cole: Okay. So you would ask your little sister to do that, and what do you think she'd say about doing that?

Julie: She'd probably just be, like, "Okay, whatever," and she'd take them and eat them all herself, knowing my sister.

Cole: Okay. So we can keep going through each of your meals for the day and snacks if you want, to take a look at how you would come out with a plan about that.

Julie: Yeah, that sounds good.

Cole: Is that what you'd like to do?

Julie: Yeah.

Cole: Okay. So let's see, so for breakfast right now we've got staying with same things that you like.

Julie: Just less.

Cole: But cutting back, yeah, not having as much.

Julie: Okay.

Cole: And let me ask, this is just a point of information for me, because I don't want to be just asking you a bunch of questions. How long does it take you to eat your breakfast?

Julie: It's usually a 45-minute ordeal.

Cole: Okay. So you actually sit and you spend some time eating your food.

Julie: Yeah.

Cole: All right. You're not just wolfing it down and not knowing it's there.

Julie: If I'm late. If I'm late, I definitely do.

Cole: Okay. But otherwise, you tend to take your time with it.

Julie: Yeah. Definitely.

Cole: Okay, good. Now, you went from breakfast over to lunch, don't have a mid-morning snack?

Julie: No, because I'm in school and you can't really eat during school.

Cole: Right. So tell me about lunch.

Julie: Lunch, well, today for lunch, it was a typical lunch. I have a big sandwich, usually, and then I usually have a little Tupperware thing of leftovers from whatever we had the night whether it's mac and cheese or soup or something. And if it's soup, then I get a big container. I have the sandwich and soup, and then usually some sort of chips, a snack, and then two drinks or something, and maybe an applesauce.

Cole: Okay. And drinks would be?

Julie: Chocolate milk they sell at the school, and I get that every day, and it's really good. Then I usually have a bottle of water and a little juice box of orange juice.

Cole: Okay. When you say big sandwich, how big is big? Everybody

has a different idea about big.

Julie: Well, it's usually two pieces of bread, right? And then, it's got four or five little deli slices of meat, and a lot of cheese, five things of cheese. And then mayonnaise on it, and sometimes a piece of lettuce, but not usually.

Cole: That lettuce just makes it in there, right?

Julie: Yeah. It just sort of shows up and I'm, like, "Eww."

Cole: "Where did that come from?"

Julie: Yeah.

Cole: Yeah. So if you were going to make some shifts in your lunch, again, we're talking about still making certain that you enjoy, but that you made some shifts in terms of how much you'd be having?

Julie: I guess I'd say take away the leftovers.

Cole: Okay.

Julie: Just because I guess you don't necessarily need, like, two main courses. Because I usually end up eating that. And then, if I do have soup, probably have soup instead of a sandwich. But have a big thing of soup, because our soup is always really potatoes and meat.

Cole: Okay. So it's a real hearty soup you're talking about.

Julie: It definitely is. And then, probably some chips, but not as many as I usually have. Because I usually have a big bag, so maybe just a little bag of chips. And then maybe just have the chocolate milk and water, or just the orange juice and water.

Cole: So cutting out one of those drinks, and just having one or the other. When you think about doing that, how does that seem to you?

Julie: I could try it out. I've never tried it, so I really don't know, but hopefully I wouldn't get hungry. That's my only thing, is I get hungry really easily. But all my friends that are really active don't really eat much because they always say that if they drink a lot of water, it fills them up. So maybe if I just drank a lot of water, I wouldn't get hungry.

Cole: Well, it is true that having some water with your food can help you have a sense of fullness. And that's one of the things that people

often do to help them not be eating as much. They'll have even a little water before they eat, so have a little sense of fullness, and then have what's reasonable—because again, we're not talking about you depriving yourself.

Julie: Right.

Cole: Okay. And what about the afternoon snack?

Julie: It's usually ice cream. We always have ice cream in my house. So I usually have a bowl or two of ice cream and cookies, or if we have cake or cupcakes, then I'll eat some of that. And I bake a lot, so we always have cake and cupcakes in my house.

Cole: This is sounding like a really good house here.

Julie: It is. My friends always come over and they're, like, "Oh, my god, I'm so happy to be here." Julie: I'm, like, "Yeah, well, I made cupcakes this morning." "Yes!" I love making cupcakes. So I usually have ice cream, and then a cake or a cupcake or a cookie or two, and then milk.

Cole: All right. So if you were going to work on the afternoon snack, and again, making sure that you're having something that you're enjoying?

Julie: Honestly, I probably say cut out one or the other two sweet things, and maybe have fruit or vegetables.

Cole: So tell me, how would that look? What would you actually be doing?

Julie: I'd probably just eat the ice cream and maybe not the cupcakes, or maybe the cupcakes and maybe not the ice cream.

Cole: So one or the other kind of idea again, okay.

Julie: Yeah.

Cole: And if you were going to add a fruit in there, what might you add?

Julie: Probably strawberries. They're the only fruit that I've ever tasted that I really like.

Cole: Okay. So things like apples and bananas, things like that, don't

really make much difference.

Julie: No. I definitely like sweet fruit.

Cole: All right. So you might have some more strawberries. Go along with that, okay. And what about dinner, then?

Julie: Well, dinner, I can tell you what I'm going to have tonight.

Tonight we're having meatloaf, which is going to be really good. Then we're going to have a big steak and potato soup along with the meatloaf. Then my mom's making a little thing of mac and cheese, because we're having guests over so we're having more food. We're making mac and cheese and then an avocado salad, and then a baguette.

Cole: Okay. And you really like all those things. I can see just as you talk about that you really, really like them.

Julie: I'm going to definitely eat all of it.

Cole: Okay. So if you wanted to stay with your goal of, again, enjoying yourself but having less, how would you work with that? Because I don't know, when you have all of that, what kind of quantities you even usually eat.

Commentary: *Again, bringing her back to her goal of having less, and encouraging her to be specific.*

Julie: Just in general, a food that I like a lot I eat a lot of, even though I know I'm going to have it again in a week, I still want it then because it tastes really good. So I would probably get a lot. But I guess, in terms of staying with my goals in losing weight, which is definitely something that I'm trying to do. I'd probably have, like, everything, but just a little bit of everything, and a little more salad than the other food. Just taste the other food and just have a lot of salad.

Cole: Okay. How does that seem when you even think about doing that?

Julie: I could do it. My mom's avocado salads are really good.

Cole: So, yeah, you'd be eating something you really like.

Julie: They are really good. And I put ranch on it so that's always

really good, even though I know ranch is not so good for you.

Cole: Again, you're working and just making a shift in terms of how much you eat.

Julie: Right.

Cole: That's what you're going for on that, okay.

Julie: So that sounds doable. The more that I think about quantity instead of quality, it does sound doable. Especially if I drink a lot of water so I don't feel quite as hungry. So I'm feeling better about this now.

Cole: All right. Do you have an evening snack?

Julie: Yeah, we have dessert every night. Every night. And that's usually just whatever we have, like ice cream and cake, or else we'll go out to dessert a lot, because our family loves finding new places to go to dessert. And sometimes we'll make brownies for dessert. We do a lot of really crazy stuff. So that's definitely not something that I want to miss out on.

Cole: Sure.

Julie: We're really creative with dessert. So I probably just, I guess, cut down on how much I have. Because we all usually have two or two and a half pieces of cake, if we have cake or a big thing of ice cream. We definitely do eat a lot of dessert because it's delicious.

Cole: All right. So again, I hear your overall goal is really to not give up these things you like, but to cut back on how much you have.

Julie: Yeah, I guess so.

Cole: I'd like to ask you a kind of a scaling question about this, because I'm hearing that this feels really important to you, that you'd be way up there on the high end of importance.

Julie: Yeah.

Cole: So ask the question this way. On a scale of zero to ten, where zero is not at all confident, and ten is, "I'm very, very confident," where would you put yourself on a scale right now of confidence in starting this new plan?

Julie: Right now, I'm probably going to say a six.

Cole: A six.

Julie: But I know when I go home and I see the food, it's probably going to drop back down to a four.

Cole: Okay. Let's talk about that. So we should just assume we're going to be at a four.

Julie: Right. I guess.

Cole: So why are you at a four and not even a lower number? Why are you not a zero or a one?

Commentary: *Just because a client has a plan, it does not mean that they are confident that they can execute that plan. I have seen that Julie responds well to structure, so a confidence ruler is a nice tool to provide her the necessary structure to check on her confidence.*

Julie: Because I've been wanting to do this for years, ever since I started becoming conscious of my body. Ever since I started being a teen, this has always been a goal of my, especially because all my friends play soccer and hike and are super stick thin, but really healthy and active. And I'm like, "Well, I'm not." But I want to be. I don't want to be stick thin, but I really want to be really healthy and really active and be able to look nice. I want to be able to look nice.

Cole: So what would help increase that confidence? Because that sounds like where we really need to focus on. What's going to help you feel more confident about this?

Commentary: *Now I probe for what needs to happen for that confidence number to be higher.*

Julie: I don't even really know, honestly. I know I'm going to have to keep telling myself that "This is something that you want, that you wanted for years. You can do it." Because I know I can do it. I can do anything. I know that.

Commentary: *Note how Julie gives me the information I need to move the conversation to her personal strengths and traits.*

Julie: But it's hard getting to the point where I do something.

Cole: Well, if it's okay just for a moment, let's put the changing the eating pattern off to the side, and let's take a look at some other time in your life that there was something you really wanted to accomplish and you did. What was it about you, what strengths did you bring to the table that allowed you to tackle something that felt like a challenge and allowed you to be successful?

Commentary: *Notice how I move away from the issue at hand, and make this a broader question that has to do with Julie as a person. It is easy to be very focused on the lack of confidence about the current issue, and lose sight of Julie as a capable person.*

Julie: I'm really determined. And I'm really, really ambitious. The schools that I want to go to, in the future are all, like, Ivy League, really good schools, and I have to get it right. Especially in school, if I don't get a good grade then I'll do extra credit to make up for it. If I want something, I make myself get it. I used to dance for a while. There's one point where I couldn't do a pirouette, and everybody else could. It was a beginner's class and I'd already been dancing for a while so I should be able to do a pirouette. But just the way that my body was laid out at the time, I couldn't really do one that well. So I practiced and practiced for a month. I was doing pirouettes in the hallways during school, and I finally could do it. If I want something bad enough, I'll do it over and over.

Cole: You're a really, really determined person.

Julie: And it's really interesting to me because I've really wanted to lose weight and get healthy for a long time.

Cole: Okay.

Julie: But it seems to be a completely different area.

Cole: So I'm wondering how you could bring that determination over into this area. In what way could you move that? You own that determination. How could be that be helpful to you in this area?

Commentary: *Now I want Julie to apply these strengths to the current situation.*

Julie: I guess I just have to put my mind to it. I always found that,

especially when I'm doing homework or something, or if I have a paper to write, if I remind myself a lot, I guess I put signs up around my house or on my refrigerator. Or maybe make a food chart for myself. There's helpings, right? Certain serving sizes that are supposed to be healthy or whatever. Maybe if I went and found those out and put those around where I would eat, maybe I could remind myself that I have to do this.

Cole: Well, before you leave today, I can give you some information we have from here.

Julie: Oh, that would be so good.

Cole: That has to do with serving sizes, those kinds of things. But again, remembering that for you, your overall goal is just to be able to cut back some and to feel satisfied. But I can certainly give you that kind of information and even some sheets that you could use to keep up with that kind of thing.

Julie: That would be so great, yeah.

Cole: Okay. Now, just before we finish, I've heard you mention a few times your friends and that they are really supportive for you.

Commentary: *I pick up on what she has told me earlier about her friends, and probe this area as a way of adding more to confidence.*

Julie: They are. And that's another hard thing is because all my friends are gorgeous. I look at them and they're all really, really little. And then I'll complain to them and I'll be, like, "I just feel like I'm really different from you guys." I feel like I don't have as much beauty in my body. I do think I'm beautiful, and I believe that beauty is an inner thing instead of an outer thing. I'm always telling them, "I want to lose weight. I want to get in shape." And they're like, "Yeah, we should get in shape, let's go running or let's do exercises." But then they also are like, "But you're gorgeous. You have the best body ever. It's beautiful. You have curves," and all this.

Cole: So they're a little envious of you.

Julie: Well, I don't know about that. I think they're trying to make me feel better.

Cole: I see. So since they really are on your side, it sounds like—

Julie: They are. They're the best.

Cole: Okay. How could they be helpful to you in this?

Julie: I guess we go out and eat a lot. We go out to eat or we'll have dinner at someone's house, and then we'll get hungry late at night.

Cole: Um-hum.

Julie: We'll be, like, "Oh, let's go out and get Cook Out or Cosmic or something."

Cole: Right.

Julie: And they always just get chips or maybe a little quesadilla, and I always end up getting a burrito or a milkshake and this and this and this, a whole second dinner. So maybe if they just encouraged me to get the same thing they were getting. Because they never get a lot because they've already eaten dinner so they not hungry.

Cole: It's just a little treat at that point.

Julie: Exactly.

Cole: A way to get out.

Julie: So I guess if they encouraged me to do that more.

Cole: Okay. So how would you set that up with them?

Julie: I guess I'll just ask them. I tell them about this meeting and be like, "Look, I went and did this, and I do want to be healthier, and the way that I'm eating is not necessarily completely healthy for the way that I want to be." So maybe if I'm just, like, "If you guys could just encourage me to not eat a second dinner." Then maybe, once they encourage me, I will remember and I will be, like, "You're right." I do want to cut down on this. But I just need the reminder, I guess.

Cole: Okay. Well, our time is getting close for today. I want to let you know that I'm here at the doctor's office pretty much every day, and visits with me don't cost anything because I'm just a part of the system here.

Julie: Right.

Cole: So you're always welcome to do a check-in with me. You can give me a phone call. I'll make sure you got my phone number to just check in, anything with that. But before we finish today, I want to hear from you what your plan is.

Commentary: *It is a good idea to have the client summarize the plan, particularly when so much has been discussed. This reinforces client ownership and autonomy.*

Julie: I guess I'm just going to take those sheets that you offered and put them up around. I guess a big thing is I'm going to have to talk to my family and explain to them that I do want to cut back on the amount of food that I'm eating and that they don't have to, but I'm encouraging them to follow suit, and that it's something it's something that I want to do and that I'm doing this for no one but myself. And I just want their help and their encouragement. So if I have that and my friends, then hopefully I'll just be able to cut back and still eat what I like and still eat what I want. But just maybe not as much.

Cole: Great. We didn't have, at this visit, the chance to talk a whole lot about what kind of push back from this you might get from your parents. But sounds like that's one thing we need to anticipate a little bit.

Julie: A little bit.

Cole: And if you wanted to talk about that again, we certainly could. But I certainly hear that your resolve is to do this.

Julie: Yeah.

Cole: So if we were going to kind of go back to that same scale, where do you feel your confidence is at this point?

Julie: Now that I sort of have all this hopefully support from my friends and family, it's probably up to a six all the time.

Cole: Okay.

Commentary: *It can be helpful to use the confidence ruler again at the end of the session, to see if the conversation has been helpful in increasing the confidence level. If it has, that's great. If it hasn't, then I know we need to focus again on what is needed to increase confidence.*

Julie: Hopefully.

Cole: All right. And it's just a number. It's just for you to reflect on.

Julie: Yeah.

Cole: When folks have made a plan, I always check in with them at the very end to say how likely is it that you're going to start this plan starting tonight? Because that's when you talked about that first meal.

Julie: Starting tonight? Well, we have friends over tonight.

Cole: Right.

Julie: Maybe, no, I guess I will start it tonight. Because it's my friends that are coming over tonight, as well as their parents and so it'll be a big thing. So maybe I'll just sort of talk to them and be, like, "You guys, just remind me to eat a lot of salad and not so much of the carby stuff." I guess we'll hopefully do it tonight if I remember. I'll write a note and be, like, "Remind yourself to stick to your plan." Hopefully that'll work.

Cole: All right. Anything else before we finish?

Julie: I don't think so. Thank you so much.

Cole: Thank you, Julie.

Julie: This has really helped.

Cole: Great, good.

Julie: Awesome.

JULIE DEBRIEF

Yalom: It seemed like the two of you hit it off.

Cole: We did.

Yalom: What do you think worked well?

Cole: Well, I think one of the things that worked particularly well was that I just accepted where Julie was about this. I didn't move into some, "Oh, you're really not that much overweight, and you're growing. It'll work itself out." I took her seriously.

Yalom: You didn't minimize it.

Cole: I didn't minimize it. I took her seriously. The other thing that I think that was really helpful was that I encouraged her to not make drastic changes, to not suddenly pull back everything that she enjoyed. I encouraged her to be reasonable with herself. And in fact, I was a little bit directive in there when I suggested to her that we look at amounts that she eats, not necessarily so much what it is, but how much of it she's actually eating.

Yalom: Yeah, you were fairly directive, and you got into a lot of detail. You went through, meal by meal, exactly what she was eating.

Cole: Yeah, and that seemed to be what Julie wanted to do. I'm following her lead on that. She wanted to go through it meal by meal. It helped me understand what she was doing, and I think it actually helped her recognize how many of the muffins that she might eat in the morning, or how appealing the desserts were, how her eating was different from her friends. I think that detail allowed Julie to really develop her own picture.

Yalom: Any traps that you avoided, or that someone could fall into easily in this type of situation?

Cole: Yes, in this situation, particularly if somebody is in the role of a nutritionist, dietician—not to be critical of that—but there could be a really trap of following into prescribing what she should eat every day out of the food groups, and how much, rather than engaging Julie in that process. That trap would be just to take over for her.

Yalom: What's the problem with that?

Cole: Well, the problem would be that these are not Julie's own ideas. And Julie is a very sweet young woman. She respects her elders, I think, and she probably would have just agreed and gone along with me, but it wouldn't have been what she really grappled with. So she might have actually gone out and given a good go, but not really been successful because she hadn't had the opportunity to really struggle with also on her own.

Yalom: So the perfect can be the enemy of the good. If you give someone a plan for whatever problem, that might seem like an optimal plan. If they haven't bought into it—

Cole: Not likely to happen.

Yalom: Right. That seems really the essence of Motivational Interviewing, is really to focus on helping them come up with a plan that they're going to be successful at.

Cole: Exactly. And with Julie, I would have been perfectly fine if she had decided she wanted to just choose one meal for the day. She wanted to do the whole day, so I'm going to go along with that with her. If I saw her again, and she hadn't been successful at tackling every meal, we might take a look at whether or not she's setting goals that are too lofty for her. She has to decide that. But whatever she had decided she wanted to start with, I was there to support her on that and help her figure it out.

Yalom: Okay. Now let's move on to the final vignette of this video.

Cole: Okay.

VANCE: INCREASING COMMITMENT

Yalom: Now we're going to see you work with Vance. You're a counselor in a community agency, and he's made a transition from being an itinerant artist going to crafts fairs, to getting a regular job with a steady paycheck, and he's having difficulty managing this transition in terms of his finances. What should we watch for here?

Cole: I think it's important to watch for—Vance comes in enthusiastic. He comes in perplexed because he can't quite figure this out now. This living-as-an-adult thing is new for him. But he comes in very enthusiastic about what he's been able to accomplish in this transition. And he also is very connected to his values in his life—living green, supporting the local economy. And all of those things need to really be taken into account as he's struggling with how to get on top of his money.

Yalom: Right, and he doesn't have confidence. This is a new world for him. He doesn't know how to do this.

Cole: Yeah, it's a new world for him. He's having to pay off past debts. He's having to take a look at the things that he really enjoys, like going out to dinner with friends and not worrying about how much he pays

for the meal that he's ordering.

Yalom: Having his own house.

Cole: Having his own house, being able to have all the media that he would like. He has to look at all of those things in relationship to his larger life goals, which is to continue to increase his financial stability, toward the goal of eventually being a property owner. He's really at the beginning of taking a look into this new phase of his life and sorting it out.

Yalom: And it seems like a lot of what you do is what any counselor would do. You problem-solve with him. What's specific in terms of how Motivational Interviewing impacts your work here?

Cole: Well, one way that Motivational Interviewing impacts my work here is that I very carefully avoid telling him that he needs to make a change here, make a change there, try to talk him out of living in the sweet little house in Carrboro that he wants to be in, not shopping at the local organic store. I avoid becoming the parent, essentially, and telling him, "Get a grip."

Yalom: Which, again, is a very easy thing to fall into.

Cole: It's very easy to fall into that. I just stay with Vance on this. I elicit. I begin to work with him in adding more detail to looking at his finances. Just how does he spend his money, where does it go? What, if any, changes does he want to make with that, again, toward his broader goal of financial security?

Yalom: Okay. Let's take a look at what happens.

Cole: Vance, I'm Cathy.

Vance: Nice to meet you.

Cole: Nice to meet you. So what brings you in today?

Vance: I heard about this place from a friend of mine. They said, if you got problems with anything, just come in and talk to Cathy and she'll fix you up.

Cole: Well, that's sweet.

Vance: Yeah. Well, I've been having money problems, I guess you

could say. They're good problems for me to have because I've been real proud of myself. I've had a really good job for about a year now. And it's the first time that I've ever had a steady income. Before I had this job I was sort of a traveling salesman, I guess you could say, vagabond maybe. I would go from one little art and craft fair to another and I would be on the road, and I just lived out of my camper. I never had anything steady, just go from one show to another. I turned 30 and I was, like, "It's time to settle down a little bit. I've been doing this a long time." The price of gas went through the roof and I just wasn't—

But I landed a really good job here at Duke in the benefits department. It's been a year, and I thought by now that I would have some money put away for some things I want to do. I'm really having trouble saving money. It seems that at the end of each month I'm just barely making it to my next paycheck. I understand y'all advise people about that sort of thing. I'd be glad to -get any advice that you may have.

Cole: Okay. So let me see if I've gotten it. One, you've really accomplished something in this last year that you were excited about. You enjoyed the other, but it had run its course and you decided it's time to have something that's in town, more steady. And you've done that for over a year and that's really pleasing. But the discouragement you have is that you thought you'd be more ahead financially, and you're not.

Vance: Right.

Cole: Okay. Well, it is true that folks come in and talk about these kinds of things here. And just to tell you how I work, I really just like to have a conversation with you about that to have you talking about what seems to be getting the way, and then trying to take a look at some problem solving around that.

Vance: Okay, good.

Commentary: *I summarize and offer a way to proceed.*

Cole: I'm not going to be planning it out for you, but I can certainly be here to try to help you brainstorm some things about it.

Vance: Okay, that would be great.

Cole: What is your sense of what's getting in the way? Overall sense of what's happening?

Commentary: *Now I move to evoking, to let Vance tell me more. Evoking is done to help the client explore the issue more fully.*

Vance: Well, I'm really going through a life change. There's so many things that I need that I haven't thought about. I had to buy new clothes. The kind of clothes I was wearing before, there's no way. It would not fit where I work now. I need a computer. I need a phone. I never needed all that stuff before. There's these bills that come in every single month. I'm so used to being on the road that I don't have a cable bill. I don't have power bill, phone bill. I would stay with friends and I'd stay in my camper. It just seems like something always comes up. I think I try to budget something, and then one of my friends will get married, and they're getting married in Florida. You got to go down and buy plane tickets to Florida. That's just the most recent example. But it seems like something always comes up.

Cole: So it's been a real culture shock for you to really be in some ways living off the grid, as you were talking about it.

Vance: Yeah.

Cole: And now, really being totally into this American way of life with all these things going on here and how do you manage all of that?

Commentary: *I summarize with a reflection, just to pull it all together to this point. Vance has said a lot, and it needs to be gathered and reflected, to see if I have it right.*

Vance: Yeah, how do people do it?

Cole: Yeah. So you reflect on how much money you actually bring in, and you think about that in terms of what your basic expenses are, that's where I usually start with people just to see how that matches.

Vance: Okay. Well, my rent is about—I usually bring home about 1800 a month right now, and my rent is about half that, that's 900 a month. But I think it's worth it because I have a great little house in Carrboro and it's walking distance to downtown, right across the street from the Weaver Street Market. It's got a nice plot of land on it. So to me that's

worth it. And then I have a car payment that's not too much. I drive an old Volvo that's \$75 a month. My phone bill, since I have internet and the telephone, that always ends up, for some reason, being about \$190, \$200 a month. I splurged on satellite TV. That's about 20 a month, that's not too much. That's probably something I could lose. They've got all these channels I don't watch anyway. And then everything beyond that, let's see, I've got auto insurance. That's about \$70 a month, I guess.

Okay, I've got all that out of way, and I've got about \$300 left over that I can play with. And then that just goes away. And I'm trying to figure out, when I started the job, for example, I had to buy new clothes, like I said. I had to kind of go into debt with that with the credit card. And it just seems like something comes up every month. Groceries cost more than I think they will. Gasoline costs way more than I think it will. Things happen. Without knowing it, I'll splurge on things. I'll get invited out to dinner or something with my friends and I'm, like, "Oh, sure, why not," and it turns out to be more expensive than I think it is. But I just really feel like I'm doing something wrong. Money's going somewhere where it's not supposed to go.

Cole: And it, yeah, it just feels unclear to you how you end up in this position every month. And it feels really serious to you, in the sense I have.

Commentary: *This is a complex reflection, to capture how important this is for Vance.*

Vance: I want to have enough put away—I thought I would be well on my way to be able to put a down payment on a house by now, because I'm renting. And I love where I am but it's just better to own a house, even when the housing market—I could probably get a good deal if I can qualify for a loan. I was hoping to be able to set aside some money each month so I would have a really good little nest egg built up to take to the bank. Because from the investigation I did, they're not doing those loans anymore where there's no money down and all's you have to do is you just have to sign a piece of paper saying that you have money. They're really tight on that now.

Cole: Yeah, that door closed pretty much, recently.

Vance: And I just missed it.

Cole: Just missed that door.

Vance: But maybe that was a good thing.

Cole: Okay. So yeah, the goals that you have for yourself are really around a different kind of security in your life, having your own home and just feeling more financially stable. And you're not seeing your way clear to get to that.

Commentary: *I connect his concern to something larger in his goals and values, and highlight his dilemma. Connecting to goals and values adds importance to change consideration, and underscores why a person would go to all the trouble of changing.*

Vance: That's true. The life change I'm going through, I mean, I was happy if I can make to the next town. All's I need is enough gas and a map, and that's all I needed. It was really short sighted, just one week to the next. I had my birthday and I was, like, "You know, I've been doing this for a couple of years, just living from one town to the next, one show to the next." And I was, like, "I've got some education that I can use," so I put that to work for me.

Cole: And you were able to do that. You were able to make that switch, to take that education and to get a job.

Commentary: *I use an affirmation of his accomplishments, which Vance responds to. Notice, in his response, that he expands on the affirmation. Affirmations are helpful in letting the client know that you're attending to the efforts being made, and therefore serve as a way to reinforce beginning steps toward change. In some instances, it might be to highlight a personal trait that helps the client.*

Vance: Yeah, I'm really happy about it. It happened quicker than I thought. Well, another big thing, I was unemployed for a while. It was about six months. I just did odd little part-time jobs and I had to live off my credit card for a little while and I've got some major credit card debt. I got about \$10,000 on my credit card.

Cole: Okay. Now, what kind of chunk does that take for you every month, then, when you're paying off credit card debt?

Vance: Well, my minimum payment is supposed to be \$2000 a month, but I told them, “Look.” They’re working with me on it. “Look, I was unemployed and I’m recently re-employed. This is what my income is.” I’m putting about \$400 or \$500 a month towards that. I’m hoping that it’ll get it down to where the minimum payment will be more manageable than what it is now. And they’re allowing me to do that.

Cole: So you really took charge of that.

Commentary: *This is another affirmation. My ultimate goal is to reinforce Vance’s capability.*

Vance: Yeah. I do not want to go to the loan office at the bank and then they pull up my credit rating and then sirens go off. “Whoa, you know, what have you been up to?” I’m trying to make sure my credit rating is good. And this is all stuff I haven’t thought about before.

Cole: Yeah, you like this change, and at the same time, there are all these things that you’re thinking about that weren’t out there before. It’s not just one town to the next. Got you a little uptight there.

Vance: It’s like I’ve grown up all of a sudden.

Cole: And some of that’s fun and some of it’s, “Ehh.”

Commentary: *I had a clear sense of partnering with Vance, of being able to note his fun in his past life, his moving ahead, and also the not-so-fun part of being a responsible adult. I was certain he did not feel me as being at all judgmental.*

Vance: I like a steady paycheck. That is so nice. And that’s why I was so happy to get the job because night follows day. I don’t have to worry about it. All’s you have to do is show up every day and do your job.

Cole: That money shows up in the bank.

Vance: Yeah, it’s magic.

Cole: Yeah. So I’m hearing that as you outlined your expenses and told me how much money that you get, that it’s really close for you. And then there are times that you lose track, as well, of how much money is left and how you can spend that. So you end up going in the hole.

Commentary: *The earlier affirmations were intended to recognize his*

efforts to make changes, but I note here that he is still struggling with making a plan and sticking to it.

Vance: Yeah, that's true. Well, one thing I'd like to know is how do people deal with this sort of thing? Does it make more sense to put money back or to pay down credit card debt, for example?

Cole: Okay.

Vance: Because I've got a huge credit card debt and I'm thinking to myself, "Well, what's a saving account for?" Well, it's for emergencies and for, you know, planning or whatever. Well, having a credit balance, particularly one that's as high as mine, costs me money, like, \$80 a month just having it.

Cole: Right, just in the interest.

Vance: I get nothing out of it. I get nothing from it. Have you advised people on that sort of thing before?

Cole: Well, that is something that comes up for folks. They think about that. And again, my concern is that you make a decision that is one that feels good for you. So if you were thinking about that, because that is a lot of credit card debt that you keep coming back to and that seems to weigh very heavily, not only on your pocketbook, but on your mind.

Vance: Yeah.

Cole: So if you were thinking about how you would approach that different, it sounds like you're trying to figure out should you do something different about that credit card debt.

Commentary: *I emphasize autonomy, while opening up the conversation to see if he wants to address this area. Vance has done well outlining the issue, but thus far, he is not very focused on how he wants to approach the situation, and I don't want to tell him how.*

Vance: Well, I think I'm doing the best I can right now. I'm applying as much towards it as is possible. I've got to eat. I've got to have gas so I can get to work. And the credit card company is like, "As long as you keep making steady payments on it, eventually it'll get back in control." Right now my goal is just to really just put as much towards

is I can. But that is getting in the way of savings. I feel like I should be putting something in a savings account as well as doing that. But it's all these little formulas. A savings account wouldn't pay as much as it costs in interest for a credit card. I used it at a time when I had to. It's not like I blew it.

Cole: Right. And just as a question for me, for information, is are you still continuing to use you use your credit cards or have you—?

Vance: No.

Cole: Okay. So you've taken that step of saying, "This is the debt. I'm not adding any more to it."

Vance: Yeah.

Cole: And you're really working to steadily pay that down. And as you look at the rate at which you're paying it down now, what's your sense of when it's going to be finished?

Vance: About two years from now.

Cole: About two years from now. Okay. So about two years from now, and at the same time you'd like to see yourself maybe putting something aside, or not feeling like every month you're really coming up short.

Vance: Right.

Cole: Okay. So given your current situation with how you live, those kinds of things, if you were going to free up more money, one, I'm wondering how much you're wanting to free up in terms of having more of a cushion, like in a savings account.

Commentary: *I am using a directive style here to add more structure. Vance has stated his goal of having more money, and I ask him to be more specific.*

Vance: I would like to be able to put about \$200 or \$300 a month in a savings account.

Cole: Okay.

Vance: Because over a year, let's see, at minimum you need at least \$2000 to go to a bank for closing costs or whatever. It's probably more

than that now. For the people I've talked to, they said, "Well, it's good to have at least 2000."

Cole: So you'd like to see yourself putting at least a couple hundred, if not \$300 a month into a saving account.

Vance: Right.

Cole: Okay.

Vance: I think I know where this is going. Well, my rent is high. I have a house to myself, and I love it and I want to keep it. Oh.

Cole: Starting to squirm a little bit having to think about making some changes on this.

Vance: It's the first time. It was my first little house to myself. It's not

a

cramped little RV that I was living in. It's got running water. It's great.

Cole: Yeah, you're really living in the world here, now.

Vance: Well, that could be one way. Of course, another way, I could get another job. But I enjoy my free time, too. What would tell somebody in this situation? You're asking some good questions.

Cole: Yeah, I see you coming up with a place that you would say, "Okay. If I were going to make any changes, this one jumps out at me." It just leapt out at you. And you love where you are. And clearly, Carrboro is a really sweet community. I'm sure you have a really sweet house, because there's some great little places.

Vance: Those little bitty houses.

Cole: Yeah, nice little places over there. But at the same time you're saying, "Maybe I should think about doing something different about that," and I'm not quite sure what you're thinking about with that.

Commentary: Vance begins to move into more specific exploration about how he might go about making changes. He is moving into change talk, which is a shift away from just discussing the dilemma. Change talk occurs when the client has shifted away from sustain talk—the reasons not to change. Now he has moved into saying yes to doing something different. It is very important to actively listen for change talk from clients. ⁷⁵

Vance: Well, for some reason my phone bill is always really high.

Cole: You said about 200 a month.

Vance: Yeah. It's one of those deals where they say, "Oh, it'll never be higher than this." But then every month it's something added on. I can probably—They have internet phones, I've heard, instead of just a phone line kind of phone, that's supposed to be cheaper. Or I could what some friends of mine do. They just don't even have a phone. They just have internet and a cell phone. I might be able to do that. Because I have a cell phone, too.

Cole: So it sounds like you're starting to move into looking at the way that you spend money and how you can make some adjustments in that that would free up money.

Commentary: *I reinforce his change talk, and move toward a plan of action.*

Cole: To go towards the savings that you really would like to establish for yourself.

Vance: Yeah. Other things I could probably skimp on is—well, I make it a point, I do spend a lot of money at the Weaver Street Market. I could probably get my grocery bill down a lot lower by going to the Lowe's or the Harris Teeter or something. I've been always been a big health nut and that's an investment in myself. That's organic produce and all that sort of stuff from the farmer's market that's expensive. But I think that's worth it. I just feel like there's things that I really don't want to give up, but I may have to, in some ways.

Cole: So you're taking a look at your overall quality of life and deciding in that, "What out of that is really important to me that I don't want to shift that, and what out of it might I be able to shift in some ways so that I don't spend the money in that area?"

Commentary: *By adding more of a focus on his values, and on how he wants to see himself living his life, I am able to add substance to the importance of making changes. Notice that Vance continues to generate more ideas for himself. I am not telling him what to do. I am just reinforcing his ideas and noting them as consistent with his values.*

Vance: Well, this comes to mind. I haven't taken advantage of this. At the Weaver Street Market, if you volunteer there for, I think it's three hours a week, they give you about 20 percent off. And I'm the kind of person, I'm glad to donate my time when I have it. That might be a good thing to do. Because they are 15 to 20 percent higher than most other places where you go grocery shopping. So that might be an option right there.

Cole: Okay. So you could give back to an organization that you feel really strongly about.

Commentary: *I reflect and highlight change talk in a decision that is consistent with his values.*

Vance: Yeah.

Cole: That you want to continue to support, and at the same time get some advantage down for you. At least you might be kind of breaking even in terms of grocery shopping there as opposed to going to other places.

Vance: Right. Let's see, more ways to save gasoline.

Cole: Well, I want to bring you back over to one that you brought up that you didn't finish the thought on, and for you decide. But you brought up the whole thing around the phone.

Commentary: *I am reminding Vance of something that he had brought up earlier, just to bring him back to keep us on track. Note that I am not telling him that he has to make a change in this area, just putting this back on the table for possible discussion.*

Vance: Right. Well, I use the internet all the time, and that is a flat rate. But the cell phone that I have, it's free long distance. It's like a light bulb just went off over my head. I could just completely lose the telephone and just use my cell phone. I could do that.

I've got one of those things where you pay as you go. You pay \$20 and you get \$20 worth of minutes.

Cole: Okay.

Vance: And I've always used that really just for emergencies. I'm not one of those folks that drives around all day talking on their cell

phone. But that could work. Some friends of mine, they don't even have landlines. They just have cell phones and that's all they use. I've never had any trouble getting in touch with them.

Cole: Okay. I'm realizing in looking at our time that we've got about five minutes.

Commentary: *Time in Motivational Interviewing is managed the same as in any encounter with a client. I think it is good policy in the engagement agenda-setting phase to let the client know the approximate length of time of the interview.*

Cole: Let's take a look at what you've come up with thus far, and this could maybe kick some ideas off for you and we can certainly talk about it again. So you've looked at volunteering at the Weaver Street Market and then breaking even on that in terms of your food, because it's an important thing for you. And now, you've come up with, "Wow, I could cut out this other phone service altogether, stick with my internet and my cell phone," and that would cut out about how much money?

Vance: Probably about \$125.

Cole: Okay. So you've freed up about \$125 right there. Any other thing that comes to mind for you right now while we're talking, bearing in mind that we can always talk about this again?

Vance: I don't need satellite TV. It's only \$20. But I read books. I go to see live music. I've had it for a year and I've never sat down—well, maybe once or twice—and just watched TV.

Cole: So not really necessary for you.

Vance: Right. It's not necessary at all. But it's only \$20. But little things add up.

Cole: Twenty dollars is twenty dollars. So it looks like you've come up with a real savings there between the phone and the satellite TV. That's dollars that are in your pocket, with the Weaver Street being able to break even. Okay. Well, before we finish, any other thing that comes to mind that you want add in there?

Vance: I'm going to do some tweaking with the dinners out. There's

ways around that. I have such a good time, often I will order the most expensive thing on the menu just to see what it's like. I can rein that in a little bit.

Cole: So you can see where you pull back a little bit in that area, as well.

Vance: If I do all that, I'll be able to stay in that little house that I'm living in.

Cole: And that is really important to you. You really love that house and you don't want to change that part right now. Okay. Well, that's about all the time we have right now.

Vance: Well, thank you so much. I mean, this has given me, just being able to talk to somebody about this, really just kind of talking it through with you just really got my mind thinking about it and coming up with some solutions.

Commentary: *The interview ends with Vance having some ideas about his finances. The main impact seems to have been his exploring the issue more and beginning to have some more specific ideas. This could feel frustrating to a counselor who might want a clearer plan at the end of a session. However, this interview satisfies the essential elements of Motivational Interviewing, which are engaging, focusing, and evoking. Vance actually gives a clear yes and begins to add more specifics to his plan.*

Cole: Yeah, I have the feeling that once you've kicked that off, you're going to keep on going with some ideas for yourself there, and you'll get that reinforcement of having some dollars over there in the bank.

Vance: That'll be great.

Cole: Super. Well, thank you. I enjoyed talking with you today. And again, if you'd like to talk again, I'm here and I'd be happy to see you again.

Vance: Okay. Well, I'll keep you posted.

Cole: All righty, thanks, Vance.

Vance: Thank you.

VANCE DEBRIEF

Yalom: I thought that was a really nice example. You really pulled together so many of the concepts and methods that we've been discussing throughout this series on Motivational Interviewing. You asked lots of open questions. You gave him a lot of affirmations, which seem just spontaneous and natural. He was a very likable young man. You went into problem solving, and then how he could take that and move into action. And it seemed that, although it wasn't set into stone, you really had a good sense by the end he was going to take some of these ideas and run with them.

Cole: I really did. I think this is a good example of where the client, Vance in this case, came in and the goals were kind of broad. And there's nothing wrong with that. We often start that way with clients. Here's this broad goal, and through the process of our discussion, we help them narrow that down and become much more specific about it. Affirming Vance and all the accomplishments that he had done over the last year, to me, was very, very important because he had taken on a lot of change, and he was very excited about it, and had every right to be proud of himself. So I affirmed that. I wanted to really recognize that and underscore it for him.

And then, just through the course of the interview, and allowing Vance to talk about what he wanted for himself in his life, I saw him become much more enthusiastic, and I felt that his enthusiasm about continuing along this path of more financial responsibility, toward the goal of perhaps owning his own place would help him with the hard work of cutting back on some of those things that he really liked in his life. So it really reinforced him approaching this from a values perspective. And again, I think that he left excited, and ready to do something, ready to take some next step. So yeah, I felt very satisfied with it.

Yalom: We've seen three examples of you working with clients, in this phase of building confidence to take action. Are there traps in general that you find, the people you train get caught into, in this final phase?

Cole: In this final phase, often when the client has moved to a clear yes, I do want to do something about it, that's a place that we can often

begin to drop away from using Motivational Interviewing and we can move back into telling the client what to do. So it's very important that we stay in that eliciting, collaborative style with the client, helping them explore what they think their change plan needs to be, bringing in information and advice, if that's necessary or important to bring in, and then, again, finally helping the client determine what the next step will be for them and supporting that.

Yalom: So again, you go back to the spirit of MI, you really have to embody that, so it's not just a technique, but something that you believe in as a counselor, so you hold that steady all the way through.

Cole: That's right, that's embodied all the way through Motivational Interviewing. The spirit is what guides us. The methods are there for us to use, but we always stay connected to that spirit.

Yalom: In the chance to go through this entire series with you, I've certainly got the sense that that's something that you embody, that you're consistent with. It's been a great pleasure and a privilege to

have
you as our guide through Motivational Interviewing. Thank you very much.

Cole: Thank you. I've thoroughly enjoyed the time.

Video Credits

Produced by:

Victor Yalom, PhD

Marie-Helene Yalom, PhD

Cathy Cole, LCSW

Directed by: Marie-Helene Yalom, PhD

Director of Photography: Corryn Cue

Post-Production & DVD Authoring: John Welch

DVD Artwork: Julie Giles

Copyright © 2012, Psychotherapy.net, LLC

Original filming: Duke Media Services

First camera work and editing: Mike

Millard Original video © 2008

Cathycoletraining, Inc.

Earn Continuing Education Credits for Watching Videos

Psychotherapy.net offers continuing education credits for watching this and other training videos. It is a simple, economical way for psychotherapists—both instructors and viewers—to earn CE credits, and a wonderful opportunity to build on workshop and classroom learning experiences.

* Visit our Continuing Education section at www.psychotherapy.net to register for courses and download supplementary reading material.

* After passing a brief online post-test you will be able to access and print your **Certificate of Completion** on our website. Voilà!

* **CE Approvals:** Psychotherapy.net is approved to offer CE courses for psychologists, counselors, social workers, addiction treatment specialists, and other mental health professionals.

* **CE Available for your Organization:** Our CE courses can be used for staff training; contact us for details.

Psychotherapy.net also offers CE Credits for reading *online psychotherapy articles* and *in-depth interviews* with master psychotherapists and the leading thinkers of our times.

To find out more, visit our website, www.psychotherapy.net, and click on the *CE Credits* link. Check back often, as new courses are added frequently.

About the Contributors

VIDEO PARTICIPANTS

Cathy Cole, LCSW, is a Licensed Clinical Social Worker and President of cathycoletraining,inc. Ms. Cole is an active member of the Motivational Interviewing Network of Trainers, Inc. (MINT, Inc). She has provided training in Motivational Interviewing since 1995. In addition to MI training, Ms. Cole maintains an active clinical practice in Durham, North Carolina.

Victor Yalom, PhD, Interviewer, is the founder, president, and resident cartoonist of Psychotherapy.net. He also maintains a part-time psychotherapy practice in San Francisco and Mill Valley, CA. He

has conducted workshops in existential-humanistic and group therapy in the U.S., Europe, and China, and also leads ongoing

MANUAL AUTHORS

Ali Miller, MA, MFT, is a writer for Psychotherapy.net as well as a group for therapists in private practice in San Francisco and Berkeley, CA. She works with individuals, couples, and families and facilitates therapy groups for women. You can learn more about her practice at www.AliMillerMFT.com.

More Psychotherapy.net Videos

We have videos covering a wide range of experts, approaches, therapeutic issues and populations.

We continually add new titles to our catalogue. Visit

us at

www.psychotherapy.net or call (800) 577-4762 for

more information.

Adlerian Therapy	Integrative Therapy
Art Therapy	Motivational Therapy
Body-Oriented Therapy	Multicultural Therapy
Brief Therapy	Narrative Therapy
Child Therapy	Object Relations Therapy
Cognitive Behavioral Therapy	Person-Centered Therapy
Consultation/ Supervision	Positive Psychology
Couples Therapy	Psychodrama
Existential-Humanistic Therapy	Psychodrama Therapy
Family Therapy/ Family Systems	REBT
Gestalt Therapy	Solutions-Focused Therapy
Group Therapy	

Experts

Ellyn Bader	Monica McGoldrick
Judith Beck	Donald
Insoo Kim Berg	Meichenbaum
James Bugental	Salvador Minuchin
Albert Ellis	William Miller
Kenneth Hardy	Jacob & Zerka
Sue Johnson	Moreno John
Otto Kernberg	Norcross
	Violet Oaklander
	Erving Polster

Arnold Lazarus
Peter Levine
Rollo May
.....and more

David & Jill Scharff
Martin Seligman
Irvin Yalom

Therapeutic Issues

Addiction
Anger Management
Alcoholism
ADD/ADHD
Anxiety
Beginning Therapists
Child Abuse
Culture & Diversity
Death & Dying
Depression
Dissociation
Divorce
Domestic Violence

Grief/Loss
Happiness
Infertility
Intellectualizing
Law & Ethics
Medical Illness
Parenting
PTSD
Relationships
Sexuality
Suicidality
Trauma
Weight Management

Population

Adolescents
African-American
Children
Couples
Families
GLBT
Inpatient Clients

Men
Military/Veterans
Parents
Prisoners
Step Families
Therapeutic
Communities Women