

Motivational Interviewing to Enhance Readiness for Vaccinations

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Member of the Motivational Interviewing Network of Trainers (MINT)

Vaccine Education Series

Session ID: MIVAC



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Application for CME credit has been filed with the American Academy of Family Physicians.
Determination of credit is pending.

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Disclosures

The following individuals have no financial conflicts of interest relevant to this activity:

- Speaker: Scott Glassman, PsyD
- Planners/Reviewers: Theresa Barrett, PhD, CMP, CAE; Sandi Selzer, MSHQ; Angie Halaja-Henriques
- Moderator: Pamela Joyce

Learning Objectives

- Describe how to use motivational interviewing techniques to improve vaccination rates
- Apply motivational interviewing techniques to positively engage vaccine-hesitant patients

Pre-Presentation Questions

If you haven't already joined the session, go to www.RWpoll.com or your ResponseWare app and enter Session ID: **MIVAC**

- Polling will start immediately
- Only demographic question results will appear on the screen
- Please participate 😊



A Little About Me

- Train physicians and students in MI at PCOM
- Began MI practice in 2007 with smoking cessation in adolescents
- Have applied MI with medication adherence, engagement in primary care, opiate dependence, weight loss, diet, and exercise
- Primary areas of interest: treatment engagement, MI in brief interactions, MI and positive emotions

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Agenda

A Review of Motivational Interviewing (MI)

- MI Spirit and Method (O.A.R.S.)
- Change Talk vs. Sustain Talk
- Four Processes of a Change Conversation

Application with Vaccination Ambivalence

- Engaging – Open Questions and Reflections
- Ask-Offer-Ask
- Importance and Confidence Rulers

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Think of a health behavior change you haven't yet decided on ...

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Now Start Today, Do It Because I Say So, Do It Successfully – and Please, No Excuses!

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Poll: How do you feel about making that change now?

- A. Somewhat less ready than I was before you said that
- B. Uncomfortable with the pressure to do it
- C. More ready to make the change
- D. Just as unsure about starting the change as I was before




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Righting Reflex

- Ambivalence is a normal part of change
- Ambivalence + **Righting Reflex** + Feeling misunderstood = Disengagement
- Psychological reactance & directing style

First Step in Learning MI, Resist the Righting Reflex!

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The Case of Joan

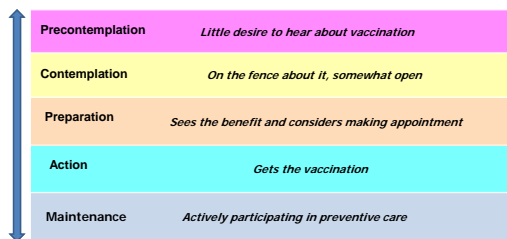
- Healthy, active 37 year old mother of a 3 year old, Mikey
- Sees herself as rarely sick
- Grew up in a family that did not believe in vaccines
- She is not currently active in Christian Science, but subscribes to some of the beliefs
- A cousin has autism, and while she doesn't think vaccines had anything to do with it, the connection between thimerisol and autism has worried her at times
- Sees benefits of vaccinating her daughter: doesn't want her to make other kids sick, smoother interactions with school system, camps
- She comes in for a preventive care visit with serious reservations about a flu vaccine for herself and basic vaccines for her daughter

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How Ready Is Joan to Pursue Vaccination?



Stages of Change (Prochaska & DiClemente, 1984)

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What Might Push Her Backward in Readiness?

- Arguing with her why her beliefs about vaccines are wrong or based on myths
- Warning her about the potential consequences of not receiving them for her daughter
- Telling her what vaccines she needs, why, and how to get them
- Not taking time to listen empathically to her concerns and validating the underlying values

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What is Motivational Interviewing?

- A collaborative conversational style
- Creates a safe atmosphere with empathy, acceptance, and autonomy support

SPIRIT

- Helps people discover and talk about their own desires, reasons, and ability to change

METHOD

**GOOD RELATIONSHIP + CHANGE TALK (IMPORTANCE & CONFIDENCE)
= INCREASED LIKELIHOOD OF CHANGE**

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MI Spirit: INSIDE THE COCOON for Vaccination Discussions

Spirit	Message
Partnership	Let's look at the issue of vaccines side-by-side
Autonomy Support	I respect that this is 100% your decision
Affirmation	I look for things health-wise that you are doing well and point them out
Absolute Worth	I won't judge you negatively for not getting vaccinated
Accurate Empathy	Let me see if I can actively understand where you're coming from
Evocation	I am interested in hearing <i>your</i> values, goals, and reasons you would have for getting vaccinated
Compassion	I care more about <i>your</i> goals, values, and well-being than my practice's vaccination rates

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Varieties of Patient Change Talk

Type of Change Argument	Example
D esire	"I'd like to protect myself against the flu"
A bility	"I can make the time for the appointment"
R eason	"I don't want my family to get sick"
N eed	"Pneumonia could kill me if I get it"
C ommitment	"I'm going to get the shot next week"
A ctivation	"I'm ready to get up to date with my vaccinations."
T aking Steps	"I've scheduled the appointment"

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O.A.R.S.: The Method of MI

Open Questions (vs. Closed Questions)

- "What are your thoughts about vaccinations?"
- "What might be some of the benefits of getting the shot for Mikey?"

Affirmations (vs. Praise)


"Considering vaccinations for Mikey despite your discomfort shows you're the kind of parent who wants to look at all sides, to be well-informed."


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O.A.R.S.: Reflections

The Foundation of Empathy - *Reflect more than you ask....*


Patient Statement	Simple Reflection
<p>I know what the real risks are of Mikey getting these shots and no one can tell me anything different.</p> <p>Simple: stays close to the words of what someone said</p> <p>Complex: highlights underlying meaning or gives added emphasis</p>	<p>You know what the risks are and don't want people trying to convince you otherwise.</p>
	<p style="background-color: #4a7ebb; color: white; padding: 2px;">Complex Reflections</p> <p>You've heard some concerning things about vaccines and just want the best for your child.</p> <p>You're worried I might try to tell you to do something for Mikey you don't feel comfortable with.</p>



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Types of Complex Reflections

- Reflections of Feeling
- Double-sided Reflections
- Metaphors
- Paraphrasing
- Continuing the Paragraph

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Try a Reflection of Feeling or a Double-Sided Reflection

Patient says, "If it were up to my faith, I would say 'if he gets sick, God will heal him' but I also worry that he could spread illnesses in his school, which could hurt other kids."

Double-sided reflection:

Reflection of feeling:

O.A.R.S.: Summaries

Summaries - a "bouquet" of change talk

"Let me see if I can sum up where you are today in thinking about getting vaccinations for Mikey. While your faith and concern about side effects give you pause, you see the benefits, the strongest one being that it protects other kids. You also said you wanted to get more information before making a decision. Have I got that right? What have I missed?"

Key Questions

- Where does that leave you in thinking about what you might do?
- What are the next steps for you?
- How does the big picture of it affect the importance for you of getting the shots?
- How else might I help you reach a decision?
- What feels right for you at this point?

Poll: What part of OARS are you most interested in practicing with vaccine-oriented conversations?

- A. Open Questions
- B. Affirmations
- C. Reflections
- D. Summaries

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The 4 Processes of a Change Conversation

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Process 1: Build Connection and Establish Shared Understanding

Ask permission to raise the subject

Reflect More Than You Ask

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Examples of Engaging Questions (1)

- 1. "Would you mind taking a few minutes to talk with me about your thoughts about vaccines?" asking permission
- 2. "How do you feel about coming in today?"
- 3. A more focused Open Question, with validation: "Some people have hesitations about vaccines. That's not uncommon. Can you tell me more about how you think about them?"

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Examples of Engaging Questions (2)

- 4. "What kinds of things do you do to avoid getting sick?"
- 5. "What are a couple goals you have for yourself?"
- 6. "What questions do you have about vaccinations?"

Reflect to understand concerns & circumstances.

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Sustain Talk for Not Getting Vaccinated – How Do We Respond?

"I'm healthy and don't really need them." Reflect: **It's hard to see how getting vaccinated could be helpful.**

"There are too many risks for my child, and besides I've heard that vaccines cause autism." Affirm and Reflect: **Your child's health is your number one priority and you've heard some things about vaccination that frighten you.**

"Do we have to talk about this now?" Shifting Focus: **Today you'd rather focus on something else with your health. What concerns you most?**

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Sustain Talk/Discord for Not Getting Vaccinated – How Do We Respond?

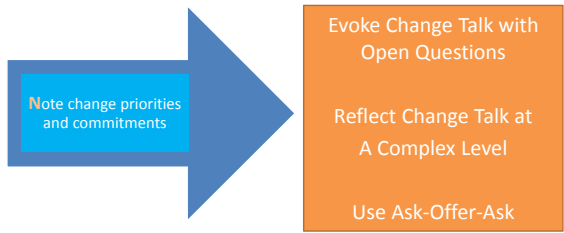
“My faith and vaccines don’t mix. I want to be true to my beliefs.”
 Reflect Value and Support Autonomy: **Your faith is very important to you and I’m certainly not here to tell you to act against your beliefs. I wonder if you’ve ever used medicine in ways that honor your faith.**


“Here we go again. Every time I come in, the same thing.” Reflect/Reframe: **People being concerned about your health in this way frustrates you.**

“The medical side isn’t always right.” Affirm: **You have some good ideas about how to stay healthy too, in ways that fit well with your lifestyle.**

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Process 3: Assess & Develop Motivation




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Examples of Evoking Questions

1. “Let’s say that the flu vaccine made it less likely for you to miss time at work from being sick, what would be the best part of that?”
2. “What positive things have you heard about vaccinations?”
3. “What would be the three best things about having your child’s vaccinations up to date?”
4. “What’s the worst that could happen if you don’t get the vaccines?” (Reflect) “What’s the best that could happen if you do?” (Reflect)
5. “How does your value of _____ fit with preventive health choices like vaccination?”

Reflect the patient’s responses (DARN CAT)

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Importance and Confidence Rulers

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Eliciting the Argument for Change: THE IMPORTANCE RULER

When importance of change seems low:

- On a scale of 1-10, how important is it to you to get the vaccinations?
- Tell me some reasons you chose ____, and not something lower?
- What makes it as important as a ____?

USE REFLECTION BEFORE MOVING ON TO THE NEXT QUESTION

- What has to happen to move you a couple points higher to a ____?

USE REFLECTION HERE AGAIN

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Example of a Confidence Ruler

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Ask-Offer-Ask

Your goal is to allow the patient to guide the information exchange process.

- **Ask:** Prior Knowledge – “What have you heard before about vaccines?”
 Permission – “Ok to share what I know and some common myths about them?”
 Interest – “What are you most interested in knowing about vaccines?”
- **Offer:** Small doses of information and check in for understanding/reaction along the way
- **Ask:** “What do you make of that?” “How might hearing that change how important you feel it is to get them?” “Where does this leave you in thinking about vaccination?”

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Ask-Offer-Ask

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Poll Question

When you hear sustain talk and/or discord in a conversation about vaccines, which is the most appropriate MI response?

- A. Complex reflective listening statements
- B. Autonomy support (supporting patient choice)
- C. Affirmation of patient’s underlying values
- D. All of the above



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Process 4: End with Summary and Plan (If Ready)

Give advice
only with
permission

➔

End with a
summary of
patient's plan
or their change
talk

➔

Affirm, remove
pressure,
support
autonomy

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Affirmation and Closing

Your goal is to affirm a strength in the patient, to remove pressure for them to be successful with their plan, and to create a patient-centered atmosphere they'll want to return to.

- **Affirm:** "You've been really open in talking about vaccines today, especially in light of your doubts."
- **Remove Pressure:** "Whatever you decide to do about the shots, I'll be looking forward to seeing you the next time you come in."
- **Support Autonomy:** "Is it okay to check in with you about your thoughts about vaccines at the next visit?"

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Consult with Joan about Vaccines

Focused Open Questions: How would you feel about discussing vaccines? (If ok) What are your thoughts about them for your son?

Following (2-3 min)

Mostly reflective listening

Summary

Let me see if I have it all . . .

Guiding/Evoking (2-5 min)


I & C Rulers
Ask-Offer-Ask
Values

Summary, Key Question, Next Steps

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Rollnick’s 3 Steps to MI Skillfulness

- Step 1: Practice the fundamental shift in style
 - Watch for “MI moments,” sit alongside with curiosity and respect
 - Restrain “Righting Reflex”

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Rollnick’s 3 Steps to MI Skillfulness

- Step 2: Practice exploring ambivalence and eliciting change talk
 - Purposeful open questions about change
 - Listen with everything you have
 - Summarize and let the client decide about the next step

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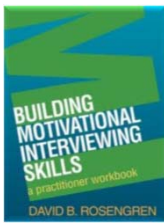
Rollnick’s 3 Steps to MI Skillfulness


- Step 3: Refine your MI skills
 - Practice purposeful reflective listening when you hear change talk
 - Use peer support, supervision, coaching

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Resources for Continued MI Development

- David Rosengren's *Building Motivational Interviewing Skills: a practitioner's workbook*
- <http://motivationalinterviewing.org>




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References

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Key Learning Points

1. Ask-Offer-Ask: try this model of information exchange around vaccines once and compare it to a time when this model wasn't used
2. Eliciting patient's beliefs about vaccines and practicing reflective listening as a part of the engagement process
3. Practice using an Importance or Confidence ruler


 NJAFP will send you a weekly follow-up email for three weeks to help reinforce today's learning points.

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Q&A

Please “raise your hand” or type your question into the chat box

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Post-Test Questions and Session Evaluation

- Polling will start immediately
- Results WILL appear for post-test questions ONLY
- Please participate 😊

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Thank you!

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