

Reminder:

Please silence phones.

Thank you.





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# Motivational Interviewing as an Advising Tool

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# Outcomes

- Understand the basic foundations of Motivational Interviewing
- Understand the Stages of Change
- Understand how Advisers can ask powerful questions for a deeper student response



# What is Motivational Interviewing?

- William R. Miller, PhD & Stephen Rollnick, PhD, founders
- Miller, W, & Rollnick, S. (2002). *Motivational interviewing preparing people for change*. New York, New York: The Guilford Press.
- **Person-centered method of guiding to elicit and strengthen personal motivation for change.** Miller, 2008
- Resource: <http://motivationalinterview.org/index.shtml>



# What is Motivational Interviewing

- Person-Centered
- It is something larger
- Collaboration, Evocation, and Autonomy
- Based on some assumptions (Page 1 paragraph 3)
- Applicable in many situations



# Elements of Motivational Interviewing (MI)

- Express Empathy
  - Accept the student as they are
  - Reflective listening
- Clarify Discrepancy
  - Amplify discrepancy of how things are and how the students wants them to be



# Elements of Motivational Interviewing (MI)

- Rolling with Resistance
  - Arguing is counterproductive; reluctance to change is normal
- Supporting Self-Efficacy
  - The student needs to believe they have the ability to change; take responsibility for change



# Let's Practice

- Volunteers as Advisees and Advisers
- Which element is represented?
  - Express Empathy
  - Clarify Discrepancy
  - Rolling with Resistance
  - Supporting Self-Efficacy





# Process Methods of (MI)

- **OARS**
- **O**pen ended questions (page 6-7)
- **A**ffirmative statements
- **R**eflective Listening (70% listening/30% feedback)
- **S**ummarize
- Up Next: Change talk



# Change Talk

- Theory-MI will lead to an increase in student change talk and diminish student resistance
- Students that defend the status quo will most likely find an inverse relations to behavior change
- Students that verbally argue for change will most likely find a direct relation to behavior change



# Change Talk

- Preparatory Change Talk

- **D**esire (I want to change)
- **A**bility (I can change)
- **R**eason (It's Important to change)
- **N**eed (I should change)

- Implementing Change Talk

- **C**ommitment (I will make change)
- **A**ctivation (I am ready, prepared, willing to change)
- **T**aking Steps (I am taking specific actions to change)



# Change Talk

- Optimism for change
  - Who could offer you helpful support in taking this next step?
- Intention to change
  - What would you be willing to try?
  - I can see you are feeling stuck at the moment. What's going to have to change?



# Tips for Change Talk

- As an adviser you can use the following tools, or tips for supporting change talk:
  - Reflect what your advisee is saying
  - Use Decisional Balancing (positive outcomes vs. less positive outcomes)
  - Use a Readiness ruler (How ready are you at the present time to change?)
  - Give your advisee a voice for changing
    - Remember you may be working through ambivalence with your advisee.

[Example](#)

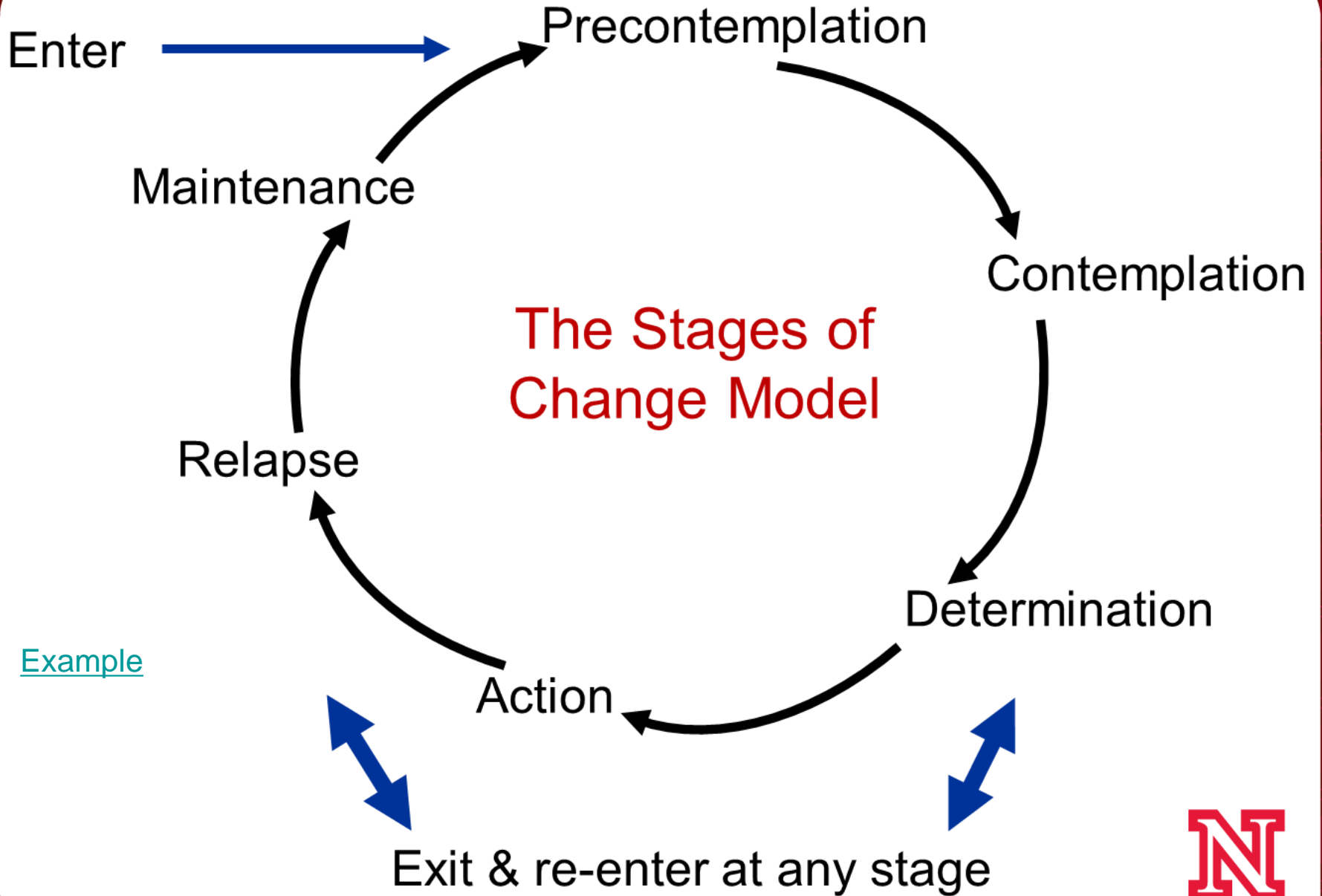


# Stages of Change

Prochaska & DiClementi's model (1983)

- Based on Smoking Cessation
- Stages:
  - Precontemplation
  - Contemplation
  - Preparation
  - Action
  - Maintenance
  - Relapse





# Motivational Interviewing in Advising

- Fairly new in the field of Academic Advising
- Useful in lighter advising load
- Useful in on-going academic coaching
- Useful when a student is ready to make changes





# First-Year Experience & Transition Programs

- Love South 127
- [Success.unl.edu](http://Success.unl.edu)



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