

MOTIVATING RESISTANT SMOKERS

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Handouts downloadable for

- 1.Excessive alcohol use
- 2.Self-care of diabetes

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TASK 1 – CLARIFY ISSUES ABOUT CHANGE

Ask about Readiness to Change
<i>“Where are you in terms of your smoking?” [Select one or more of these questions.] “Are you really not thinking about changing?” “Are you thinking about it?” “Are you willing to make a change?”</i>
Provide a Stage-specific Rationale for Using the Decision Balance
<i>Precontemplation: “You just told me that you do not want to think about quitting cigarettes. Would you mind if we did a decision balance together so I could better understand why you like to smoke?”</i>
<i>Contemplation: “You told me that you are thinking about quitting. Would you mind if we did a decision balance together? It can help you think more deeply about whether you want to smoke or quit.”</i>
<i>Preparation: “You seem close to setting a quit date. Would you mind if we did a decision balance together? It can help you pick a date and prevent you from relapsing.”</i>
Show the Decision Balance to the Patient
<i>“Let me show you what a decision balance looks like. As we use it, it can help you better understand why you like to smoke and why you may want to think about quitting. But first (pointing to the top left-hand column), what do you like about smoking cigarettes? I would just like to make a few notes as we go along. Is that okay? You can keep the decision balance when we have completed it.”</i>

Use the Decision Balance to Ask Questions	
<p>1. Benefits of smoking <i>“What do you like about smoking? And what else?”</i></p>	<p>2. Concerns about smoking <i>“What, if anything, concerns you about the effects of smoking on your health?” “Does anyone else have any concerns about your smoking?”</i></p>
<p>3. Concerns about quitting <i>“Do you have any concerns about if you were to quit?” “What effects would quitting have on you?” “What questions would you have if you were to quit smoking?”</i></p>	<p>4. Benefits of quitting <i>“How do you think your health would improve if you were to quit?” “In what way would you benefit from quitting?”</i></p>

Explain and Obtain “Think” and “Feeling” Scores for Resistance and Motivation
<i>“The left column represents your reasons to smoke (resistance). The right column represents your reasons to quit (motivation). On a scale of 0 to 10, 0 meaning none and 10 meaning very high, what score would you give for your reasons to smoke? [pointing to the left column] And what score would you give for your reasons to quit? [pointing to the right column] Are your resistance and motivation scores based on what you think or feel about change? Now how would you score your resistance and motivation based on what you feel (or think)?</i>

**TASK 2 – LOWER PATIENT RESISTANCE
USING NONDIRECT INTERVENTIONS**

Explain to Patient What You Are Trying to Do
<i>“I’d like to understand better why you do not want (are reluctant, or are finding it difficult) to change. This may help you to change your resistance and motivation scores.”</i>
Select Two Nondirect Interventions to Practice with Your Patient
Probe priorities to change: <i>“So, what is the most important reason for you to smoke? And what is the most important reason for you to quit?”</i>
Use double-sided reflection to explore ambivalence: <i>“On the one hand, you said that smoking helps you relieve your stress, but, on the other hand, you are concerned about how smoking stresses your heart.”</i>
Explore the future: <i>“So, what was your heart like five years ago when you were smoking, as compared to now? What do you think your heart will be like in five years?”</i>
Acknowledge ambivalence to validate patient’s experience: <i>“You seem to have mixed feelings about your smoking. You smoke to relax from the stresses of being a single parent, but you are concerned about its effects on your children at home.”</i>
Emphasize personal responsibility and choice (useful when the patient is being resistant): <i>“What you decide to do about smoking is entirely up to you, but I’ll help you if you would like me to.”</i>
Use simple reflection to elicit resistance, ambivalence, or indifference: <i>“So, smoking helps to relieve your stress.”</i>
Ask Patient Whether His/her Resistance and Motivation Scores Have Now Changed

**TASK 3 – ENHANCE PATIENT MOTIVATION
USING DIRECT INTERVENTIONS**

Explain to Patient What You Are Trying to Do
<i>“I would like to see if I can help you increase your motivation scores. I’ll ask you later whether your resistance and motivation scores have changed.”</i>
Select Two or More Direct Interventions to Practice with Your Patient
Use back-to-the-future questioning: <i>“If you had a heart attack now, would you quit smoking?”</i> [Provided that the patient shows some interest in prevention, continue with...] <i>“Do you want to wait and see if this happens before deciding to quit?”</i> [If the patient remains interested in prevention, ask] <i>“What would really convince you to quit?”</i> [If the patient is ambivalent, or not interested in prevention, ask] <i>“Would you mind sharing with me why you don’t want to quit?”</i>
Use benefit substitution: <i>“In what kind of stressful situations do you smoke?”</i> <i>“How can you relieve your stress instead of smoking?”</i> <i>“Could you write down four or five ways of relieving stress for each situation and bring the list in next time?”</i>
Clarify values: <i>“So, what is more important in your life than smoking? Is smoking and reducing your stress more important to you than your heart?”</i>
Identify discrepancies: <i>“If you say that your health is more important than smoking, you’re saying one thing and doing another. What would convince you to do what you say?”</i> Use discrepancies: <i>“You say that smoking relieves your stress, [Let patient acknowledge your comments nonverbally.] but it also stresses your heart ... and your family because they worry about your health.”</i> [Let patient respond.]
Reframe events or issues: <i>“You say that smoking gives you pleasure, but it makes you feel worse when you smoke too much, and it makes your cough worse in the morning.”</i>
Use differences in motivational reasons: <i>“What would it take for you to quit smoking and take care of your health in the same way that you take care of your family (or any other activities that the patient is highly motivated to do)?”</i>
Ask Patient Whether His/her Resistance and Motivation Scores Have Now Changed