

REDUCING ALCOHOL RISK AND HARM

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Preparation while waiting for the workshop to begin

1. Find a partner for this session who speaks your first or second language.
2. Think of a patient who drinks alcohol excessively. Imagine that you are this patient. Write your responses to the question on the decision balance on page 4
3. After making a list of benefits and concerns about behavior change (page 4), please rate the patient's resistance and motivation score (page 5) from his or her perspective.

Observational Learning

You will first observe 3 role plays completing the tasks 1-3. For each task, there is a script of options and an observer checklist (pages 7-12). As you watch the live role play or videotape, use the checklist to assess what was done and what impact it had on the patient.

Active Learning

After watching the demonstration, you will practice using motivational skills in three role plays with your partner (page 13). You can play the practitioner (pages 14- 16, 21) or the patient (pages 17-19). You and your partner will assess each task using a questionnaire and then discuss the differences between your responses.

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Author's references are over the page

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YOUR HOPES AND GOALS FOR THE WORKSHOP

WHAT ARE YOUR IMPORTANT TAKE-HOME MESSAGES?

**IN WHAT WAYS WILL YOU CHANGE YOUR BEHAVIOR
IN WORKING WITH LEARNERS AND PATIENTS?**

DECISION BALANCE: TO STAY THE SAME OR CHANGE

Think of a patient, family member, friend or yourself. Pick one unhealthy behavior. Fill in the decision balance from his or her perspective. Put in at least two items in each of the four boxes. Then, read the instructions on the next page to fill the “think” and “feeling” scores for the reasons to stay the same and to change.

<p>Reasons to stay the same</p> <p>Benefits What do you like about...?</p>	<p>Reasons to change</p> <p>Concerns What concerns you about...?</p>
<p>Concerns What concerns would you have if you were to change?</p>	<p>Benefits What are the benefits of change?</p>
<p>Resistance Think score = Feeling Score =</p>	<p>Motivation Think score = Feeling Score =</p>

PATIENT'S PERCEPTIONS ABOUT CHANGE

Assess what you think are the patient's perceptions about their resistance (left column of the decision balance) and motivation to change (right column of the decision balance), using the 0-10 scale below:

0	1	2	3	4	5	6	7	8	9	10
<i>Not important</i>			<i>Moderately important</i>					<i>Very important</i>		

For example, Mr. A. gave a feeling score of 10 and a think score of 7 for drinking alcohol. He enjoyed drinking red wines, but thought less strongly about it – “I love drinking red wine, and mealtimes would never be the same if I quit drinking”. On the other hand, he gave a think score of 5 and a feeling score of 1 for abstaining from alcohol – “I know that my blood pressure will be lower if I quit drinking, but I just don't feel like changing. I prefer to take my blood pressure tablets.”

What score would you give to your:

- Reasons to stay the same (resistance)?
- Reasons to change (motivation)?

Based on what you **think** and how you **feel**.

Put your “think” and “feeling” scores at the bottom of the decision balance on page 4.

REDUCING ALCOHOL RISK & HARM

OBSERVATIONAL LEARNING

You will first observe 3 role plays completing the tasks listed below. For each task, there is a script of options and an observer checklist. As you watch the role play or videotape, use the checklist to assess which interventions were used and what impact they had on the patient.

Ë Task 1: Clarify Issues About Change:

Use the decision balance & list two items for each quadrant

Ë Task 2: Lower Patient Resistance:

Select in advance & use two nondirect interventions

Ë Task 3: Enhance Patient Motivation:

Select in advance & use two direct interventions

TASK 1: CLARIFY ISSUES ABOUT CHANGE

Ask about readiness-to-change
<i>“Where are you in terms of dealing with cutting down to low-risk drinking (or quitting)? ... “ [Practitioners can select one of the following three questions, or sequence them according to their impression of the patient.] “Are you not interested in changing your drinking habit? Are you thinking about low-risk drinking or quitting? Are you willing to keep to low-risk drinking or stop altogether?”</i>
Provide a stage-specific rationale for using the decision balance
<i>Precontemplation: “You told me about your stomach problem (or any other alcohol related problem), and it may be made worse by drinking alcohol. Would you mind if we did a decision balance together to help you think about whether to change the amount of alcohol you drink, or not?”</i>
<i>Contemplation: “You told me that you are thinking about changing the amount of alcohol that you drink. Would you mind if we did a decision balance together? It could help you think more deeply about whether to cut down your drinking (low-risk drinking limits or abstinence)?”</i>
<i>Preparation: “You seem ready to set a date to change. Would you mind if we did a decision balance together? It can help you pick a date, select a goal, and prevent you from relapsing.”</i>
Show the Decision Balance to the Patient for the Future
<i>“Let me show you what a decision balance looks like. As we use it, it can help you understand better why you like to drink alcohol and why you may want to think about cutting down or quitting. But first (pointing to the top left-hand column), what do you like about drinking alcohol? 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	
<i>1. Benefits of drinking “Before we check into whether alcohol is affecting your health problem, what do you like about drinking alcohol? And what else?”</i>	<i>2. Concerns about drinking “Do you or any of your family members have any concerns about how alcohol affects your life?”</i>
<i>3. Concerns about change “What, if anything, concerns you about low-risk drinking or quitting?”</i>	<i>4. Benefits of change “In what ways would your health be better if you were to stop drinking or cut down to low-risk drinking?”</i>

Explain and Obtain “Think” and “Feeling” Scores for Resistance and Motivation
<i>“The left column represents your reasons to drink (resistance). The right column represents your reasons to cut down or quit drinking (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 stay the same? [pointing to the left column] And what score would you give for your reasons to change? 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 1 - OBSERVER CHECKLIST: ASSESSING THE IMPACT OF USING A DECISION BALANCE

Fill out the checklists.

The practitioner did the following:	Yes	No
1. Assessed readiness to change	“	“
2. Provided an appropriate rationale for using a decision balance	“	“
3. Showed the patient what the decision balance looks like	“	“
4. Itemized at least two benefits of the at-risk behavior	“	“
5. Itemized at least two concerns about the at-risk behavior	“	“
6. Itemized at least two concerns about adopting a healthy behavior	“	“
7. Itemized at least two benefits of adopting a healthy behavior	“	“
8. Explained what are resistance and motivation scores	“	“
9. Obtained “think” and “feeling” scores for resistance and motivation	“	“
10. Gave the decision balance back to the patient	“	“

To what extent do you agree with these statements using the 0-10 scale?

0 1 2 3 4 5 6 7 8 9 10
Feel neutral Slightly agree Moderately agree Strongly agree

Your Perception	Score
The practitioner provided an effective rationale for using the decision balance.	
The practitioner showed the decision balance to the patient and helped the patient understand it by using it.	
The practitioner gave a good explanation to the patient about how to rate his/her resistance and motivation scores.	
The decision balance helped the patient understand more about change.	
The patient wanted to keep the decision balance.	

COMPARE & DISCUSS YOUR SCORES WITH YOUR PARTNER

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 having difficulties) 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 stay the same? And what is the most important reason for you to change?"</i>
Use double-sided reflection to explore ambivalence: <i>"On the one hand, drinking alcohol helps you relax, but, on the other hand, your family gets upset with you."</i>
Explore the future: <i>"So, what do you think your health will be like in 5-10 years if you carry on drinking alcohol at the same or higher levels?"</i>
Acknowledge ambivalence to validate patients' experience: <i>"So, it seems that you have mixed feelings about drinking alcohol."</i>
Emphasize personal responsibility and choice (useful when patients are being resistant): <i>"What you decide to do about drinking is entirely up to you." "It's up to you to decide whether to change. You are the best judge of what will work for you. I'm here only to see if you are interested in improving your health. That's what I see as my role. Only you can decide what is in your best interest."</i>
Use simple reflection to elicit resistance, ambivalence, or indifference: <i>"So drinking helps you to relax and sleep at night." "So sometimes your family gets upset with you."</i>
Ask Patient Whether His/her Resistance and Motivation Scores Have Changed

**TASK 2 - OBSERVER CHECKLIST:
ASSESSING THE IMPACT OF NONDIRECT INTERVENTIONS**

Give a score for each of the statements below, even though the practitioner only used 2-3 interventions.

To what extent do you agree with these statements using the 0-10 scale?	Score
The practitioner helped the patient understand better his/her priorities about change. <i>(Probed priorities to change)</i>	
Doubled-sided reflection helped the patient think more about ambivalence. <i>(Used double-sided reflection to explore ambivalence)</i>	
The practitioner helped the patient think more about his/her risk behavior and future health. <i>(Explored the future)</i>	
Acknowledging ambivalence helped the patient feel more understood. <i>(Acknowledged ambivalence)</i>	
The practitioner helped the patient understand better his/her responsibility about making change. <i>(Emphasized personal responsibility)</i>	
The practitioner helped the patient understand better the: a) benefits of the risk behavior.	
b) concerns about the risk behavior.	
c) concerns about changing.	
d) benefits of changing. <i>(Used reflection to understand the patient better)</i>	
The practitioner helped the patient to reassess his/her resistance and motivation scores.	

COMPARE & DISCUSS YOUR SCORES WITH YOUR PARTNER

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 score. I'll ask you later whether your resistance and motivation scores have changed."</i>
Select Two Direct Interventions to Practice With Your Patient
Use back-to-the-future questioning – <i>"If you were to develop a health problem from your drinking now, would you stop drinking?" [Provided that the patient shows some interest in prevention, continue with...]</i> <i>"At the moment, you are drinking over the low-risk drink limit and are at risk for developing complications. Do you want to wait and see if you develop a complication before deciding to change?" [If the patient remains interested in prevention...]</i> <i>"What would it take for you to decide to drink alcohol below the low-risk limits?" [If the patient is ambivalent, or not interested in prevention...]</i> <i>"Would you mind sharing with me why you don't want to avoid complications?"</i>
Use benefit substitution – <i>"What other ways do you use to relax and deal with stress that don't involve drinking alcohol?"</i>
Clarify values – <i>"What is more important in your life than drinking (or your health)?"</i>
Identify discrepancies: <i>If you say that your health is more important than drinking alcohol, you're saying one thing and doing another. What would convince you to do what you say?"</i> Use discrepancies – <i>"Alcohol can help you fall asleep, but it gives you poor quality sleep. Let me explain. Alcohol makes you wake up during the night without you knowing it, and reduces the amount of deep sleep that your body needs to give you more energy. In other words, you get poor quality sleep, so you get tired more easily. So in the evening, when you have difficulties getting to sleep, you have a few drinks to fall asleep. This is this vicious cycle. You drink alcohol to fall sleep but get poor quality sleep. What makes this more difficult is that when your body has become accustomed to the alcohol, you experience worse sleep problems when you stop drinking because of the rebound effect. It may take a week or so, sometimes longer, for your body to get over the effects of alcohol. It is quite complicated to understand how alcohol affects sleep. What do you think is the best way for you to improve your sleep and regain your energy, so that you feel better."</i>
Reframe events and issues – <i>"You say that your spouse nags you about your drinking, but this shows how much she is really concerned about your health."</i>
Use differences in motivational reasons – <i>"You are very committed to doing a good job at work but what would it take for you to do an even better job of taking care of your health in terms of reducing your alcohol intake to below low-risk limits?"</i>
Ask Patient Whether His/Her Resistance and Motivation Scores Have Changed

**TASK 3 - OBSERVER CHECKLIST:
ASSESSING THE IMPACT OF DIRECT INTERVENTIONS**

Give a score for each of the statements below, even though the practitioner only used 2-3 interventions.

To what extent do you agree with these statements using the 0-10 scale?	Score (0 to 10)
The practitioner helped the patient think about what his/her life would be like if he/she developed a future complication now. <i>(Used back-to-the-future questioning)</i>	
The practitioner helped the patient see that he/she could obtain the benefits from his/her risk behavior in alternative ways. <i>(Used benefit substitution)</i>	
The practitioner helped the patient think about his/her values in terms of risk behaviors, health, and other aspects of his/her life. <i>(Clarified values)</i>	
The practitioner pointed out some discrepancies or differences between what the patient does and says that made him/her really think about change in new ways. <i>(Used discrepancies)</i>	
The practitioner helped the patient change his/her perceptions about the benefits and concerns on his/her decision balance. <i>(Reframed events and issues)</i>	
My practitioner helped me think about how I could use my motivation to do things well in my life and use it to change my behavior. <i>(Used differences in motivational reasons)</i>	
The practitioner helped the patient to reassess his/her resistance and motivation scores.	

COMPARE AND DISCUSS YOUR SCORES WITH YOUR PARTNER.

MOTIVATE CHANGE IN RISK BEHAVIORS: **USING ROLE PLAYS TO DEVELOP SKILLS**

ACTIVE LEARNING

As the practitioner, you will perform the three tasks (listed below) one after another in 3 role plays. Filling out questionnaires after each task will help you assess your own performance. You will also receive feedback from your patient.

Ë Task 1: Clarify Issues About Change:

Use the decision balance & list two items for each quadrant

Ë Task 2: Lower Patient Resistance:

Select in advance & use two nondirect interventions

Ë Task 3: Enhance Patient Motivation:

Select in advance & use two direct interventions

**TASK 1 - PRACTITIONER CHECKLIST:
ASSESSING THE IMPACT OF USING A DECISION BALANCE**

Fill out the checklists.

I did the following:	Yes	No
1. Assessed readiness to change	“	“
2. Provided an appropriate rationale for using a decision balance	“	“
3. Showed the patient what the decision balance looks like	“	“
4. Itemized at least two benefits of the risk behavior	“	“
5. Itemized at least two concerns about the risk behavior	“	“
6. Itemized at least two concerns about adopting a healthy behavior	“	“
7. Itemized at least two benefits of adopting a healthy behavior	“	“
8. Explained what are resistance and motivation scores	“	“
9. Obtained “think” and “feeling” scores for resistance and motivation	“	“
10. Gave the decision balance back to the patient	“	“

To what extent do you agree with these statements using the 0-10 scale?

0 1 2 3 4 5 6 7 8 9 10
Feel neutral Slightly agree Moderately agree Strongly agree

Your Perception	Score
I provided an effective rationale for using the decision balance to the patient.	
I showed the decision balance to the patient and helped the patient understand it by using it.	
I gave a good explanation to the patient about how to rate his/her resistance and motivation scores.	
The decision balance helped my patient understand more about change.	
My patient wanted to keep the decision balance.	

ASK YOUR PATIENT QUESTIONS ABOUT WHY YOUR SCORES ARE DIFFERENT

**TASK 2 - PRACTITIONER CHECKLIST:
ASSESSING THE IMPACT OF NONDIRECT INTERVENTIONS**

Give a score to only those interventions that you used.

To what extent do you agree with these statements using the 0-10 scale?	Score
I helped my patient understand better his/her priorities about change. <i>(Probed priorities to change)</i>	
Doubled-sided reflection helped my patient think more about ambivalence. <i>(Used double-sided reflection to explore ambivalence)</i>	
I helped my patient think more about his/her risk behavior and future health. <i>(Explored the future)</i>	
Acknowledging ambivalence helped my patient feel better understood. <i>(Acknowledged ambivalence.)</i>	
I helped my patient understand better her responsibility about making change. <i>(Emphasized personal responsibility.)</i>	
I helped my patient understand better:	
a) the benefits of her risk behavior.	
b) her concerns about her risk behavior.	
c) her concerns about changing.	
d) the benefits of changing. <i>(Used simple reflection to understand the patient better)</i>	
I helped my patient to reassess his/her resistance and motivation scores.	

ASK YOUR PATIENT QUESTIONS ABOUT WHY YOUR SCORES ARE DIFFERENT.

**TASK 3 - PRACTITIONER CHECKLIST:
ASSESSING THE IMPACT OF DIRECT INTERVENTIONS**

Give a score to only those interventions that you used.

To what extent do you agree with these statements using the 0-10 scale?	Score
I helped my patient think about what her life would be like if she developed a future complication now. <i>(Used back-to-the-future questioning)</i>	
I helped my patient see that she could obtain the benefits from her risk behavior in alternative ways. <i>(Used benefit substitution)</i>	
I helped my patient think about her values in terms of her risk behavior, her health, and other aspects of her life. <i>(Clarified values)</i>	
I pointed out some discrepancies or differences between what my patient does and what she says that made her really think about change in new ways. <i>(Used discrepancies)</i>	
I helped my patient change her perceptions about the benefits and concerns on the decision balance. <i>(Reframed events and issues)</i>	
I helped my patient think about how she could use her motivation to do things well in my life and use it to change her behavior. <i>(Used differences in motivational reasons)</i>	
I helped my patient reassess his/her resistance and motivation scores.	

ASK YOUR PATIENT QUESTIONS ABOUT WHY YOUR SCORES ARE DIFFERENT.

**TASK 1 - PATIENT CHECKLIST:
ASSESSING THE IMPACT OF USING A DECISION BALANCE**

Fill out the checklists.

My practitioner did the following:	Yes	No
1. Assessed readiness to change	“	“
2. Provided an appropriate rationale for using a decision balance	“	“
3. Showed me what the decision balance looks like	“	“
4. Itemized at least two benefits of the risk behavior	“	“
5. Itemized at least two concerns about the risk behavior	“	“
6. Itemized at least two concerns about adopting a healthy behavior	“	“
7. Itemized at least two benefits of adopting a healthy behavior	“	“
8. Explained what are resistance and motivation scores	“	“
9. Obtained “think” and “feeling” scores for resistance and motivation	“	“
10. Gave the decision balance back to the patient	“	“

To what extent do you agree with these statements using the 0-10 scale?

0 1 2 3 4 5 6 7 8 9 10
Feel neutral Slightly agree Moderately agree Strongly agree

Your Perception	Score
My practitioner provided an effective rationale for using the decision balance.	
My practitioner showed me the decision balance and helped me understand it by using it.	
My practitioner gave me a good explanation about how to rate my resistance and motivation scores.	
The decision balance helped me think more about change.	
My practitioner gave me the decision balance in a way that I wanted to keep it.	

LET YOUR PRACTITIONER ASK QUESTIONS ABOUT ANY DIFFERENCES IN SCORES

**TASK 2 - PATIENT CHECKLIST:
ASSESSING THE IMPACT OF NONDIRECT INTERVENTIONS**

Give a score for each of the statements below, even though your practitioner only used 2-3 interventions.

To what extent do you agree with these statements using the 0-10 scale?	Score
I helped my patient understand better his/her priorities about change. <i>(Probed priorities to change)</i>	
Doubled-sided reflection helped my patient think more about ambivalence. <i>(Used double-sided reflection to explore ambivalence)</i>	
I helped my patient think more about his/her risk behavior and future health. <i>(Explored the future)</i>	
Acknowledging my ambivalence helped me feel more understood. <i>(Acknowledged ambivalence)</i>	
My practitioner helped me understand better my responsibility about making change. <i>(Emphasized personal responsibility)</i>	
My practitioner helped me understand better: a) the benefits of my risk behavior.	
b) my concerns about my risk behavior.	
c) my concerns about changing.	
d) the benefits of changing. <i>(My practitioner helped me reassess my resistance and motivation scores.)</i>	

LET YOUR PRACTITIONER ASK QUESTIONS ABOUT ANY DIFFERENCES IN SCORES

**TASK 3 - PATIENT CHECKLIST:
ASSESSING THE IMPACT OF DIRECT INTERVENTIONS**

Give a score for each of the statements below, even though the practitioner only used 2-3 interventions.

To what extent do you agree with these statements using the 0-10 scale?	Score
My practitioner helped me think about what my life would be like if I developed a future complication now. <i>(Used back-to-the-future questioning)</i>	
My practitioner helped me see that I could obtain the benefits from my risk behavior in alternative ways. <i>(Used benefit substitution)</i>	
My practitioner helped me think about my values in terms of my risk behavior, my health, and other aspects of my life. <i>(Clarified values)</i>	
My practitioner pointed out some discrepancies or differences between what I do and what I say that made me really think about change in new ways. <i>(Used discrepancies)</i>	
My practitioner helped me change my perceptions about the benefits and concerns on my decision balance. <i>(Reframed events and issues)</i>	

My practitioner helped me think about how I could use my motivation to do things well in my life and use it to change my behavior.

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DECISION BALANCE FOR THE ROLE PLAY EXERCISE

<p>Reasons to stay the same</p> <p>Benefits What do you like about...?</p>	<p>Reasons to change</p> <p>Concerns What concerns you about...?</p>
<p>Concerns What concerns would you have if you were to change?</p>	<p>Benefits What are the benefits of change?</p>
<p>Resistance Think score = Feeling Score =</p>	<p>Motivation Think score = Feeling Score =</p>