

FACILITATE SELF-CARE OF DIABETES: **USING A MOTIVATIONAL APPROACH**

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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 is a diabetic. Imagine that you are this patient. Then write responses to the questions on the decision balance on page 4 from the perspective of the patient.
3. After making a list of benefits and concerns about behavior change (page 4), please rate resistance and motivation scores (page 5), again from the patient's perspective.

Observational Learning

You will first observe 3 role plays by individuals completing a series of tasks. For each task, there is a script followed by an observer checklist (pages 7-12), which you should complete. As you watch the role play or videotape, use these checklists to assess what was done by the practitioner 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). If you choose to play the practitioner, see pages 14-16 and page 21. If you choose to play the patient, see pages 17-19. You and your partner will then assess each task using a questionnaire, and afterwards discuss the differences between your responses.

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Author's references are over the page

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Before you begin the workshop, take a few moments to write down some thoughts about your expectations.

YOUR HOPES AND GOALS FOR THE WORKSHOP

Throughout the workshop, take a few moments to note what you are learning from 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

Fill in the decision balance below using diabetes as your example. Put at least two answers in each of the four boxes. Then read the instructions on the next page and fill out the “think” and “feeling” scores for your reasons to stay the same and to change.

Reasons to stay the same	Reasons to change
<p style="text-align: center;">Benefits</p> <p>What do you like about your unhealthy behavior?</p>	<p style="text-align: center;">Concerns</p> <p>What concerns you about diabetes?</p>
<p style="text-align: center;">Concerns</p> <p>What concerns would you have if you were to change?</p>	<p style="text-align: center;">Benefits</p> <p>What are the benefits of change?</p>
<p style="text-align: center;">Resistance</p> <p>Think score = Feeling score =</p>	<p style="text-align: center;">Motivation</p> <p>Think score = Feeling score =</p>

FACILITATE SELF-CARE OF DIABETES: **USING A MOTIVATIONAL APPROACH**

OBSERVATIONAL LEARNING

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

Ë Task 1: Clarify Issues About Change

Ë Task 2: Lower Patient Resistance

∠ Task 3: Enhance Patient Motivation

TASK 1 – SCRIPT TO CLARIFY ISSUES ABOUT CHANGE

Ask about Readiness to Change
<i>“Where are you in terms of dealing with your ADA diet (and/or losing weight)?” [Select one of these three questions, or ask another depending on the patient’s response.] “Are you not really 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 are not thinking about changing your diet or losing weight. We could do a decision balance together because it could help both of us understand better why you want to continue as you are. Is that okay?”</i>
<i>Contemplation: “You told me how much you struggle with trying to keep to your diet and lose weight. We could do a decision balance together because it could help you think more seriously about change?”</i>
<i>Preparation: “You’re seriously thinking about keeping to your diet better and losing weight. We could do a decision balance together because it could help motivate you to set a date to change.”</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 carry on eating as you do and why you may want to think about sticking to your diabetic diet. But first (pointing to the top left-hand column), what do you like about eating what you prefer? 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	
1. Benefits of eating anything: <i>“What do you like about eating what you prefer?”</i>	2. Concerns about eating anything: <i>“What concerns do you have about not sticking to your diet?”</i>
3. Concerns about sticking to the diabetic diet: <i>“What concerns do you have about sticking strictly to the diet?”</i>	4. Benefits of sticking to the diabetic diet: <i>“In what ways will your health be better if you stick to your diet and achieve good diabetic control?”</i>

Explain and Obtain “Think” and “Feeling” Scores for Resistance and Motivation
<i>“The left column represents your reasons to eat as you prefer (resistance). The right column represents your reasons to diet and lose weight (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 following checklist.

The practitioner did the following:	Yes	No
1. Assessed patient's readiness to change	"	"
2. Provided patient with 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 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 the following 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 the patient with 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 AND DISCUSS YOUR SCORES WITH YOUR PARTNER.

TASK 2 – SCRIPT TO 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 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, if you achieve normal glucose levels you will reduce your risk of complications; but, on the other hand, you are more likely to have hypoglycemic attacks.”</i>
Explore the future: <i>“If you think about how you have taken care of your diabetes over the years, what do you think it will be like in five to ten years time if you carry on as you are?”</i>
Acknowledge ambivalence: <i>“People often have mixed feelings about not keeping strictly to their diet.” Or, “People often have mixed feelings about not following the recommendations.”</i>
Emphasize personal responsibility and choice (useful when patients are being resistant): <i>“Whether you decide to try and keep your hemoglobin A1c within the normal range is up to you, but I’m willing to help you prevent diabetic complications.”</i>
Use simple reflection to elicit resistance, ambivalence, or indifference: <i>“So, you find it difficult to keep to the diabetic diet.”</i> <i>“So, you feel well even when your blood glucose is in the 200 range.”</i> <i>“So, it is difficult for you to follow the diabetic recommendations when you feel so well”</i> <i>“So, trying to lose weight and checking your blood glucose regularly is difficult”</i>
Ask Patient Whether His/her Resistance and Motivation Scores Have Now Changed

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

To what extent do you agree with the following statements? Give a score for each statement, even though the practitioner only used 2-3 interventions, using the 0-10 scale.

Statements	Score
The practitioner helped the patient better understand 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 the time-line course of his/her risk behavior. <i>(Explored the future)</i>	
Acknowledging the patient's ambivalence helped him/her feel more understood. <i>(Acknowledged ambivalence)</i>	
The practitioner helped the patient better understand his/her responsibility about making change. <i>(Emphasized personal responsibility and choice)</i>	
The practitioner helped the patient better understand:	
a) the benefits of the risk behavior.	
b) concerns about the risk behavior.	
c) concerns about changing.	
d) the benefits of changing. <i>(Used simple reflection to understand the patient better)</i>	
The practitioner helped the patient to reassess his/her resistance and motivation scores.	

COMPARE AND DISCUSS YOUR SCORES WITH YOUR PARTNER

TASK 3 – SCRIPT TO 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 both 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 developed a diabetic complication now, would you try to keep your diabetes in better control in the future?”</i> [Provided that the patient shows some interest in prevention, continue with...] <i>“Do you want to wait and see if you develop a complication before deciding to change?”</i> [If the patient remains interested in prevention, ask] <i>“What would it take for you to decide to take better control of your diabetes?”</i> [If the patient is ambivalent or not interested in prevention, ask] <i>“Would you mind sharing with me what is difficult about changing?”</i>
Use benefit substitution: <i>“Are there ways for you to enjoy your food but, at the same time, stick more closely to a diabetic diet?”</i>
Clarify values: <i>“What is more important in your life than trying to prevent the complications of diabetes?”</i>
Questions that contrast values: <i>“Is being a parent and spouse more important to you than trying to avoid the long-term complications of diabetes?”</i>
Identify discrepancies: <i>“If you say that you want to take care of your diabetes, you’re saying one thing and doing another. What would convince you to do what you say?”</i>
Use discrepancies: <i>“You say that you want to stay well, but your increased level of Hb A1c is putting you at risk of diabetic complications.”</i>
Reframe events and issues Change a reason not to adhere diabetic recommendation into a reason to adhere: <i>“You are lucky that you can have such high blood glucose levels without feeling ill or having any symptoms. But, in fact, those high levels put you at an increased risk for developing complications.”</i> Enhance a reason to adhere: <i>“Your spouse nags you about not sticking to your diet, but could this show how much he/she is really concerned about your health?”</i> Diminish a reason not to adhere: <i>“You say that you enjoy eating out with your friends, but can you enjoy your friends and also stick to your diet?”</i>
Use differences in motivational reasons: <i>“You put so much effort into taking great care of your family (or providing for your family), but what would it take for you to put as much effort into taking care of your diabetes?”</i>
Ask Patient Whether His/her Resistance and Motivation Scores Have Now Changed

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

To what extent do you agree with the following statements? Give a score for each statement, even though the practitioner only used 2-3 interventions, using the 0-10 scale.

Statements	Score
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>(Identified and used discrepancies)</i>	
The practitioner helped the patient change his/her perceptions about benefits and concerns on his/her decision balance. <i>(Reframed events and issues)</i>	
The practitioner helped the patient think about how he/she could use motivation to do things well in life and use it to change 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 in 3 role plays. Use the scripts from the Observational Learning section for each task. 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 following checklist.

I did the following:	Yes	No
1. Assessed patient's readiness to change	"	"
2. Provided patient with 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 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 the following 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 the patient with an effective rationale for using the decision balance.	
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.	

**COMPARE YOUR SCORES AND ASK YOUR PATIENT QUESTIONS ABOUT WHY
YOUR SCORES DIFFER.**

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

To what extent do you agree with the following statements? Give a score using the 0-10 scale only to those interventions that you used.

Statements	Score
I helped my patient better understand 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 patient's ambivalence helped him/her feel better understood. <i>(Acknowledged ambivalence)</i>	
I helped my patient better understand his/her responsibility about making change. <i>(Emphasized personal responsibility and choice)</i>	
I helped my patient better understand :	
a) the benefits of risk behavior.	
b) concerns about risk behavior.	
c) 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.	

COMPARE YOUR SCORES AND ASK YOUR PATIENT QUESTIONS ABOUT WHY YOUR SCORES DIFFER.

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

To what extent do you agree with the following statements? Give a score using the 0-10 scale only to those interventions that you used.

Statements	Score
I helped my 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>	
I helped my patient see that he/she could obtain the benefits from his/her risk behavior in alternative ways. <i>(Used benefit substitution)</i>	
I helped my patient think about his/her values in terms of his/her risk behavior, health, and other aspects of life. <i>(Clarified values)</i>	
I pointed out some discrepancies or differences between what my patient does and what he/she says that made him/her really think about change in new ways. <i>(Identified and used discrepancies)</i>	
I helped my patient change his/her perceptions about benefits and concerns on the decision balance. <i>(Reframed events and issues)</i>	
I helped my patient think about how he/she could use motivation to do things well in life and to change behavior. <i>(Used differences in motivational reasons)</i>	
I helped my patient reassess his/her resistance and motivation scores.	

COMPARE YOUR SCORES AND ASK YOUR PATIENT QUESTIONS ABOUT WHY YOUR SCORES DIFFER.

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

Fill out the following checklist.

My practitioner did the following:	Yes	No
1. Assessed my readiness to change	“	“
2. Provided me with 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 resistance and motivation scores	“	“
9. Obtained “think” and “feeling” scores for resistance and motivation	“	“
10. Gave the decision balance back to me	“	“

To what extent do you agree with the following 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 me with 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 such 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**

To what extent do you agree with the following statements? Give a score for each statement, even though your practitioner only used 2-3 interventions, using the 0-10 scale.

Statements	Score
My practitioner helped me better understand my priorities about change. <i>(Probed priorities to change)</i>	
Doubled-sided reflection helped me think more about ambivalence. <i>(Used double-sided reflection to explore ambivalence)</i>	
My practitioner helped me think more about my 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 better understand my responsibility about making change. <i>(Emphasized personal responsibility and choice)</i>	
My practitioner helped me better understand:	
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>(Used simple reflection to understand the patient better.)</i>	
My practitioner helped me reassess my resistance and motivation scores	

LET YOUR PRACTITIONER ASK QUESTIONS ABOUT ANY DIFFERENCES IN SCORES.

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

To what extent do you agree with the following statements? Give a score for each statement, even though the practitioner only used 2-3 interventions, using the 0-10 scale.

Statements	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 behaviors, 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>(Identified and used discrepancies)</i>	
My practitioner helped me change my perceptions about benefits and concerns on my decision balance. <i>(Reframed events and issues)</i>	
My practitioner helped me think about how I could use motivation to do things well in my life and to change my behavior. <i>(Used differences in motivational reasons)</i>	
My practitioner helped me to reassess my resistance and motivation scores.	

LET YOUR PRACTITIONER ASK QUESTIONS ABOUT ANY DIFFERENCES IN SCORES.

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DECISION BALANCE FOR THE ROLE PLAY EXERCISE

Fill in the decision balance below using diabetes as your example. Put at least two answers in each of the four boxes. Remember to fill out the “think” and “feeling” scores for your reasons to stay the same and to change.

Reasons to stay the same	Reasons to change
<p data-bbox="204 611 613 680">Benefits What do you like about diabetes?</p>	<p data-bbox="873 611 1308 680">Concerns What concerns you about diabetes?</p>
<p data-bbox="204 1188 760 1304">Concerns What concerns would you have if you were to change?</p>	<p data-bbox="995 1178 1390 1255">Benefits What are the benefits of change?</p>

Resistance		Motivation	
Think score =	Feeling Score =	Think score =	Feeling Score =