

MOTIVATING RESISTANT SMOKERS **TO QUIT**

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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 smokes cigarettes. Imagine that you are this patient. Then write responses to the questions on the decision balance on page 4 from his/her perspective.
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). 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

REFERENCES

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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?**

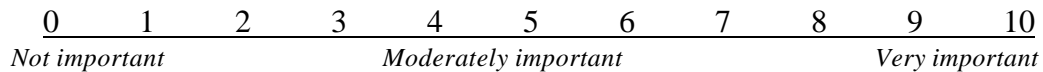
DECISION BALANCE: TO STAY THE SAME OR CHANGE

Fill in the decision balance below using smoking as your example. Put at least two answers in each of the four boxes. Then read the instructions on the next page 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 style="text-align: center;">Benefits</p> <p>What do you like about smoking?</p>	<p style="text-align: center;">Concerns</p> <p>What concerns you about smoking?</p>
<p style="text-align: center;">Concerns</p> <p>What concerns would you have if you were to quit?</p>	<p style="text-align: center;">Benefits</p> <p>What are the benefits of quitting?</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>

PATIENT'S PERCEPTIONS ABOUT CHANGE

From the patient's perspective, assess what you think are his/her perceptions about resistance (left column of the decision balance) and motivation to change (right column of the decision balance), using the 0-10 scale below:



For example, Ms. S. gave a feeling score of 10 and a think score of 7 for smoking cigarettes. She really liked to smoke, but thought less strongly about it – “I really enjoy my cigarettes, but I know that I may not live as long.” On the other hand, she gave a think score of 8 and a feeling score of 3 for quitting – “I know that I will be fitter if I quit smoking, but I just don't feel like quitting.”

What score would you give 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.

MOTIVATING RESISTANT SMOKERS TO QUIT

OBSERVATIONAL LEARNING

You will first observe 3 role plays by individuals completing the tasks listed below. For each task, there is a script of options 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

Ë 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 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 quit? [pointing to the left column] And what score would you give for your reasons to smoke? 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 the patient’s readiness to change	“	“
2. Provided the patient with 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 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 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 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 his/her risk behavior and future health. <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 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

**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 to 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>	
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 of these tasks. Filling out questionnaires after each task will help you assess your own performance. You will also receive feedback from your patient.

È Task 1: Clarify Issues About Change:

Use the decision balance & list two items for each quadrant

È Task 2: Lower Patient Resistance:

Select in advance & use two nondirect interventions

È 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 the patient's readiness to change	"	"
2. Provided the patient with 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 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.

**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.

**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 his/her 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 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
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 understand better 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 me 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 my 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 smoking 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 style="text-align: center;">Benefits</p> <p>What do you like about smoking?</p>	<p style="text-align: center;">Concerns</p> <p>What concerns you about smoking?</p>
<p style="text-align: center;">Concerns</p> <p>What concerns would you have if you were to quit?</p>	<p style="text-align: center;">Benefits</p> <p>What are the benefits of quitting?</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>