Helping Patients Change: Adherence with Healthcare Plans
Introduction

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• Co-author of DocCom module 16, Promoting Adherence and Health Behavior Change
• Former EVP at ABIM
• Director of the Oklahoma Primary Healthcare Improvement Cooperative and principal investigator of the Healthy Hearts for Oklahoma cooperative of the EvidenceNow program
• Helped form the American Academy on Physician and Patient (AAPP), fellow and past chair of the Board of Directors.
Learning Objectives

• Match MI skill to a stage of change
• Use MI micro skills and tools
  • Evoke “change talk”
    • Use Importance/Confidence & Readiness Rulers
  • Reduce “sustain talk”
    • Use Decisional Balance
  • Evoke internal motivation
    • Use Reflective Listening (OARS)
Cycle of Change Stages

1. Precontemplation
2. Contemplation
3. Determination
4. Action
5. Maintenance
6. Relapse
7. New Habit

F. D. Duffy July 19, 2013
From Prochaska
Features of Change Stages

Uninformed
Denial
Discouraged

Had Success
Resume old habit - learned

Short-Term-6 m
Cues Strong
Fewer Slips
Long-Term-2 ys
Cues Weak
Rare Slips

Precontemplation
Contemplation
Determination
Action
Relapse
Maintenance
New Habit

Ambivalent
“Maybe 6 mos”
Disturbed

“I Must Do It”
Soon in 1 mo
Testing

“I’m Doing It”
Resisting Cues
Slips Often

F. D. Duffy
October 2016
Motivational Interviewing

• “…a client-centered, directive method for enhancing intrinsic motivation to change by exploring and resolving ambivalence.”  (Miller & Rollnick, 2002, p. 25)

• ...designed to help stop addictive behavior

• ...attempts to:
  • Observe, respect, and not oppose sustain talk
  • Elicit, amplify and affirm change talk
Interview Style and Skill
## Motivational Interview Skills

<table>
<thead>
<tr>
<th>Permission</th>
<th>May we talk about...?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASK</strong></td>
<td></td>
</tr>
<tr>
<td>Open Question</td>
<td>What do you know about...?</td>
</tr>
<tr>
<td>Closed Question</td>
<td>How much do you smoke?</td>
</tr>
<tr>
<td><strong>TELL</strong></td>
<td></td>
</tr>
<tr>
<td>Inform</td>
<td>Diabetes causes blindness.</td>
</tr>
<tr>
<td>Give Feedback</td>
<td>Your tests show...</td>
</tr>
<tr>
<td>Advise</td>
<td>Exercise will benefit you.</td>
</tr>
<tr>
<td><strong>LISTEN</strong></td>
<td></td>
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<tr>
<td>Appreciate</td>
<td>You are very courageous</td>
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<tr>
<td>Reflect</td>
<td>You want to change, but...</td>
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<tr>
<td>Summarize</td>
<td>Let’s see if I got it...</td>
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## Motivational Interview Skills

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**May we talk about...?**

**What do you know about...?**

**How much do you smoke?**

**Diabetes causes blindness.**

**Exercise will benefit you.**

**You are very courageous.**

**You want to change, but...**

**Let’s see if I got it...**
Ask Permission

• Demonstrate respect for autonomy
• Show desire for collaboration from the start
• Ask for permission before addressing target behavior
  • *Do you mind if we spend a few minutes today talking about your health and smoking?*
  • *If you don’t mind, I would like to spend a little time today visiting about how Johnny’s weight may affect his overall health.*
Avoid “Sustain Talk” or Evoking Resistance

• Confrontation
  • Avoid disagreeing, arguing, correcting, shaming, blaming, criticizing, labeling, moralizing, ridiculing, etc.
  • Turns conversation into a wrestling match

• Advising (without permission)
  • Language usually includes words such as: should, why don’t you, consider, try, how about, etc.

• Over-directing
  • Commands, orders, imperatives
  • You should, you must, etc.
Evoke “Change Talk” with Open, Orienting Questions

• Open Questions
• Scaled questions with follow-up, “Why?” and “What would it take?”
  • Readiness to change
  • Importance of making change
  • Confidence of being able to change
• Values clarification questions, “What do you like about?” and “What worries you?”
  • Ambivalence
  • Tipping the balance to action
Importance – Confidence Ruler

**How Important is it for you to (new behavior)?**

<table>
<thead>
<tr>
<th>Not At All Convinced</th>
<th>Totally Convinced</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>

**How confident are you that you will (change to new behavior)?**

<table>
<thead>
<tr>
<th>Not At All Confident</th>
<th>Totally Confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
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</table>

Why “4”? Why not “6”?

What would it take to move from a “5” to an “8”?

<table>
<thead>
<tr>
<th>Importance/Confidence Score</th>
<th>Stage of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2 on either</td>
<td>Pre-Contemplation</td>
</tr>
<tr>
<td>3-7 on either or both</td>
<td>Contemplation</td>
</tr>
<tr>
<td>&lt; 7 on either</td>
<td>Not motivated to change</td>
</tr>
<tr>
<td>8-10 on Conviction</td>
<td>Determination</td>
</tr>
<tr>
<td>9-10 on Confidence</td>
<td>Action or Maintenance</td>
</tr>
</tbody>
</table>
Contemplation to Action – Elicit Change Talk

• Amplify *ambivalence* about changing behavior
  • “Like about?” – “Worry about?” current behavior
  • “Like about?” – “Worry about?” new behavior

• Elicit enough discomfort to tip balance from internal debate to action
• Help patient argue for change
• Roll with resistance
## Decisional Balance

<table>
<thead>
<tr>
<th></th>
<th>Reasons Not To Change</th>
<th>Reasons To Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sustain</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What I’m Doing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you LIKE about your current habit?</td>
<td>What WORRIES you about your current habit?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Change to a New Behavior/Habit</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What WORRIES you about adopting a new habit?</td>
<td>What do you LIKE about the idea of adopting the new habit?</td>
<td></td>
</tr>
</tbody>
</table>
Use Empathic, Reflective Listening

• Respond with reflective statements
  • Restate, rephrase, use metaphor, summarize
  • Try to reflect patient’s true meaning
• Build rapport
• Enact collaboration, empathy, understanding
• Support autonomy, self-expression
Not all reflections are equal

• Simple reflections
  • Conveys understanding, but little added meaning
  • Demonstrates that “I’m listening”

• Complex reflections
  • Adds meaning or emphasis,
  • Verbalizes affect or emotion
  • Elucidates themes or connections
  • Summarizes
  • Demonstrates that “I understand”
Other MI Skills

• Advise and educate, *with permission*!
  • Explicitly ask permission
    • *Do you mind if I share with you some information*...
  • Give permission to disregard
    • *I’m not sure if this would work for you or not, but my advice would be to*...

• Collaborate on solutions or plans
  • Offer a menu of options for addressing the problem
  • Explore patient’s ideas for “goodness of fit” or “next steps”
Other MI Skills (cont.)

• Affirm and support patient’s autonomy
  • Reinforce good choices or ideas with praise and encouragement
  • Make statements of compassion or empathy
• Emphasize choice, autonomy, or control
  • Explicitly respect the patient’s choice
    • *It is up to you, nobody can make this decision for you.*
    • *You know yourself better than anyone.*
    • *I may not agree with your choice, but I support your right to make it.*
Did We Reach Our Objectives?

• Describe the cycle of change
• Contrast motivational interviewing with usual medical interviewing
• Demonstrate MI micro skills and use of tools
  • Evoke “change talk”
    • Use Importance/Confidence & Readiness Rulers
  • Tip ambivalence reducing “sustain talk”
    • Use Decisional Balance
• Evoke internal motivation
  • Use Reflective Listening (OARS)
More Information

DocCom Module #16
“Promoting Adherence and Health Behavior Change”

Includes a Facilitator Guide for Faculty
Evidence-Based Importance of Communication Skills

- Improve medical outcomes
- Decrease malpractice claims
- Enhance physician/provider satisfaction
- Improve patient satisfaction scores
  - HCAHPS surveys mandated by the government if hospital receives Medicare funds from the government
  - Analysis demonstrates that 2 communication dimensions drive scores
DocCom Overview

• Module authors - leading faculty
• 42 multimedia-rich interactive on-line modules (~1 hr in length)
• > 40 CME/MOC credits
• >400 videos realistic interviews (loved by learners)
• Annotated interactive videos
• Faculty Resources
  – Assignments
  – Assessment questions – essay & MCQs
  – Grading matrix
  – Resources
  – Curriculum guides for faculty.
Sample Module

- Consistent format across modules
- Rationale
- Key concepts
- Learning goals
- Content
- Videos interspersed
- Behavior checklist
- References

Welcome to DocCom DEMO Module 33:
"Delivering Bad News"

D., Carly Dennis M.D., Anthony Caprio M.D., Catherine Gracey M.D.

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Facilitator Guide of this module for DocCom Residency Teaching Curriculum

Credits:

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Patients: Robyn George (Patient), Frank Gallagher (Husband)

Cinematography and Direction: Timothy Quill M.D.,

Video Director and Producer: Christof Dastwyler M.D.,

Video Camera, Light and Sound: George Zeisel B.A.,

Video Assoc. Director: Dennis Novack M.D.,

4.1 - 5/6/2014 - Revision by Timothy Quill, et. al.
3.0 - 2/7/2012 - Enhanced with HTML5 code and MP4 videos
1.0 - 7/20/2006 - Upgrade to DocCom Version 4.0

DEMO Module 33: Delivery of Bad News - by Timothy Quill MD, Anthony Caprio MD, Catherine Gracey MD, Margaret Seaver MD
Annotated Video Examples

greet verbal and nonverbal
ask: what do you know?
ask: do you want to know? Are you ready for news?
tell: news direct words, self-reflection, warning
name, legitimize emotion
tell: news direct words, attentive listening
ask: what do you want to know?
attentive listening
reflection both events and emotions
tell: potential plans takes charge
I wish it were different shares distress
legitimize anger, sadness supports husband and wife
tell: news direct, and supportive nonverbals
allows interruption supportive nonverbal
attentive listening “am I going to die?”
tell: prognosis gives range
balance truth with compassion do not give false hope
tell: potential plans
partnership explore together
tell: service ongoing
Empathy Understanding
Facial Recognition
Resources

Advanced Communication Topics
Facilitation Guide
Series of 12 One-Hour Learning Sessions

Facilitator Guide
Syllabi
Admin Guide
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