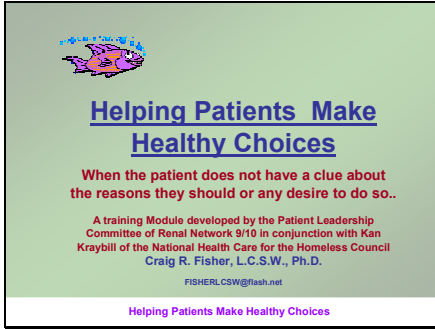


Helping Patients Make Healthy Fistula Choices

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Slide 1



Helping Patients Make Healthy Choices

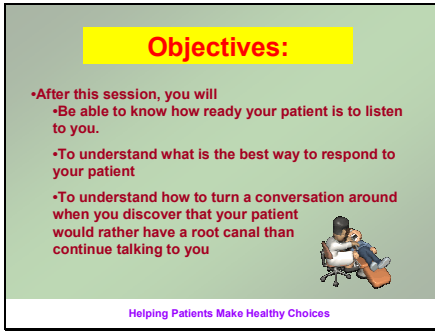
When the patient does not have a clue about the reasons they should or any desire to do so..

A training Module developed by the Patient Leadership Committee of Renal Network 9/10 in conjunction with Kan Kraybill of the National Health Care for the Homeless Council
Craig R. Fisher, L.C.S.W., Ph.D.

FISHERLCSW@flash.net

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Slide 2



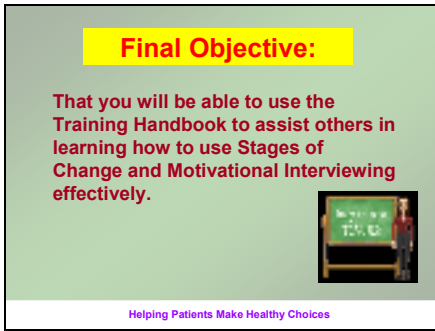
Objectives:

-After this session, you will

- Be able to know how ready your patient is to listen to you.
- To understand what is the best way to respond to your patient
- To understand how to turn a conversation around when you discover that your patient would rather have a root canal than continue talking to you

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Slide 3



Final Objective:

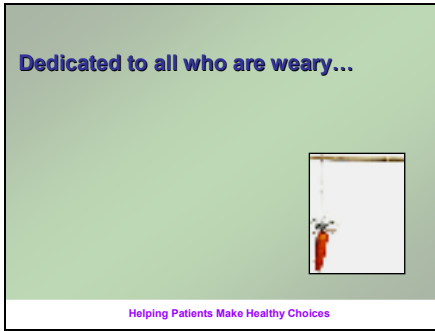
That you will be able to use the Training Handbook to assist others in learning how to use Stages of Change and Motivational Interviewing effectively.

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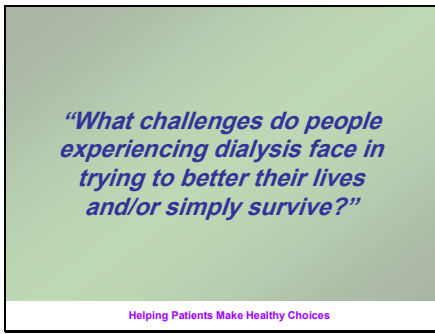
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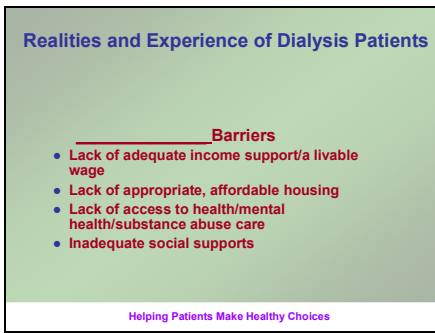
Slide 4



Slide 5



Slide 6



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Slide 7

Realities and Experience of Dialysis Patients

Vulnerabilities

- Physical health problems
- Mental disorders
- Substance use disorders
- Education –
- Cultural issues

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Slide 8

Realities and Experience of Dialysis Patients

Intra-personal Feelings/Perceptions

- Anxiety, fear of future
- Shame, guilt of being ill – it's all my fault
- Frustration, anger
- Depression, psychosis
- Low energy and motivation
- Lack of self-efficacy
- Lack of meaning, identity, belonging
- Hopelessness

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Slide 9

Effective Approaches to Motivate Healthy Choices

Stages of Change

Motivational Interviewing

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Slide
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"Given a choice between changing and proving that it is not necessary, most people get busy with _____."

John Galbraith

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Slide
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How Change Happens

"Habit is habit, and not to be flung out the window... but coaxed downstairs a step at a time."
Mark Twain

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Slide
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Stages of Change
Prochaska & DiClemente

A diagram illustrating the Stages of Change model by Prochaska and DiClemente. It features a central vertical axis with a spiral path that moves up and then down, representing the cyclical nature of change. The path starts at a bottom box, moves up through two more boxes, then down through two more boxes, and finally up to a top box. A box labeled 'ACTION' is positioned on the right side of the spiral. A text box at the bottom explains that movement back down the spiral at any stage is viewed as a loss of motivation.

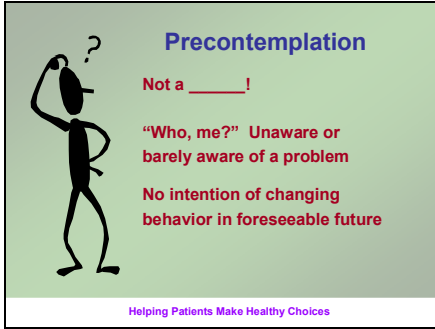
_____ at any stage is viewed as a loss of motivation and movement back down the spiral of change.

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Slide
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Precontemplation

Not a _____!

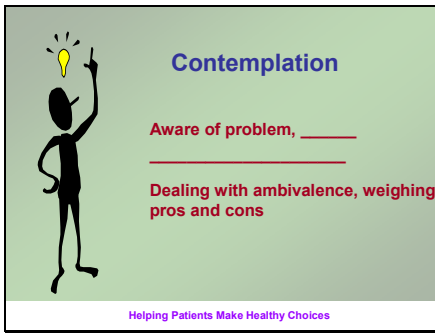
“Who, me?” Unaware or barely aware of a problem

No intention of changing behavior in foreseeable future

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The slide features a stick figure on the left with a question mark above its head, symbolizing confusion or lack of awareness. The background is a light green gradient.

Slide
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Contemplation

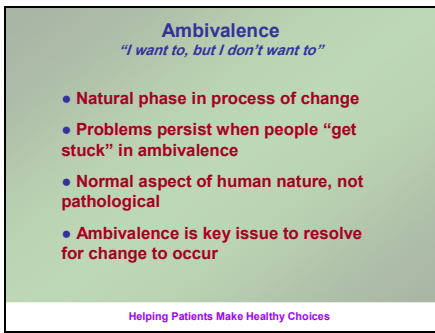
Aware of problem, _____

Dealing with ambivalence, weighing pros and cons

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The slide features a stick figure on the left with a lit lightbulb above its head, symbolizing awareness and contemplation. The background is a light green gradient.

Slide
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Ambivalence

“I want to, but I don’t want to”

- Natural phase in process of change
- Problems persist when people “get stuck” in ambivalence
- Normal aspect of human nature, not pathological
- Ambivalence is key issue to resolve for change to occur

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The slide has a light green background with a list of bullet points. The text is in a dark font.

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Slide
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Preparation

Turns ambivalence into

Sets reachable goals and makes specific plans

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Slide
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Action

Commitment is clear

Modifies behavior, experiences, and environment to address problem

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Maintenance

Stabilizes behavioral changes/engages in new behaviors

Chooses effective support system

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Slide
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()
Viewed as a temporary loss
of motivation
() happens!
A learning opportunity

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Slide
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The Change Process

- Motivation to change ()
- Ambivalence is ()
- Resistance happens; not a force to overcome
- The other person is an ally, not an adversary
- Change, growth are intrinsic to human experience

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**Stages of Change:
Practical Implications**

- Tailor your approach ()
- Move () at a time
- Be (), allow ()


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Slide
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**Stages of Change:
Practical Implications**



**“The _____ you are
willing to _____ establish
the _____ of your
existence: - Erwin McManus, *Wide Awake***

Ever say, “I can not do that?”

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Slide
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**Effective Approaches to
Motivate Healthy Choices**

Stages of Change

Motivational Interviewing

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Slide
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AKA

**“Helping people
_____ themselves
into changing”**


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Slide



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Motivational interviewing 

It presents not a series of magical techniques but a style, a way of being with our patients. In other words, ... a patient-centered approach to working with people 'where they are' rather than 'where they should be' as dictated by treatment providers.

We need to be on the "same page" – _____

G. Alan Marlatt, Ph.D.



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Slide

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Why MI?

- _____ practice
- Effective across _____ and cultures
- Applicable to range of professional disciplines
- Effective in _____ encounters
- Actively involves people in _____ care
- Improves adherence and retention in care
- Promotes healthy " _____ " role for providers
- Instills _____ and fosters lasting change

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Slide

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Five things – No 10 things MI is not
William R. Miller

Not...

- 1) A way of _____ people into doing what you want them to do
- 2) A _____
- 3) _____ to learn
- 4) Practice as usual
- 5) A panacea

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**Why not?
What is often heard.**

- “I’m not a listener; I’m a _____.”
- “I know what’s best for others.”
- “I need to be in control.”
- “I want results NOW.”
- All they need is to be educated about this.

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Slide
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Name this book.

- What book is most likely the 2nd most read book by those in this room?
- Not well written - yet was the most important book in your life at one point.
- Not a single quotable line that you can remember
- You most likely do not know the author.
- You probably still remember the pictures within the book.
- It was so impactful that, if asked, you would have been able to pass a test on it.

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Slide
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Would you like to give your patients a present?

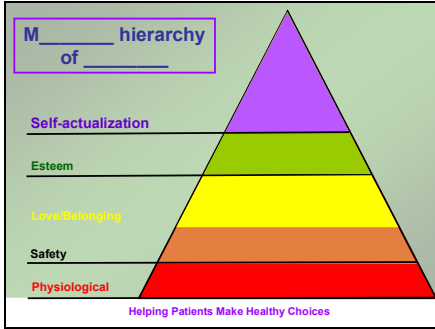


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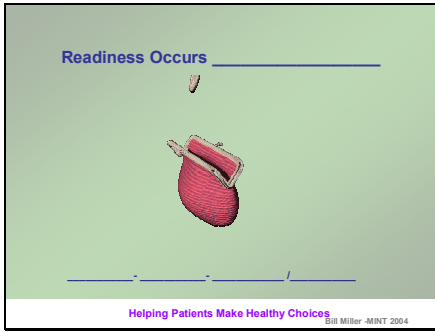
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Slide
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Slide
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Slide
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- Some guidelines to use**
1. Take a realistic approach
 2. Listen empathetically
 3. Provide positive reinforcement
 4. Roll with resistance
 5. Talk less than your patient
 6. Work as a team with your patient
 7. Allow patient to direct discussion
 8. Emphasize patient's personal strengths
- Helping Patients Make Healthy Choices

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Slide

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Guidelines Explained

1. Take a _____ approach:

Do not expect patients to immediately agree with your ideas. If they have not yet accepted the need for a fistula, they probably **have what they believe** are good reasons and will resist your attempts to change their minds.


There are many factors that will affect the outcome of your meeting with a patient. Just one of these factors is trust.

Patients need to know it's about their needs and well being and not the staff's needs. It is realistic to expect the patient to have resistance.

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**Generate a Gap/
Ambivalence**

- Develop a _____ between individual's current behaviors *and* his/her stated values and interests
- Let patient present arguments for change
- Acknowledge both the positives *and* negatives of behavioral change


COGNITIVE DISSONANCE.

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**Help to create
Ambivalence**



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Slide
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Guidelines Explained
2. Listen empathetically:


Listen and observe to understand what they are feeling and believing – the message behind what they are saying..

Acknowledge that it is probably difficult to be asked to learn about one more thing or to have one more surgery.

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Slide
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Express _____



- Create a “free and friendly space” to explore difficult issues
- Use reflective listening
- An accepting attitude facilitates change, pressure to change thwarts it (paradox)

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_____ - _____ **Questions**

- “How can I help you?”
- “Would you tell me about ___?”
- “How would you like things to be different?”
- “What are the positive things and what are the less good things about ___?”
- “What will you lose if you give up ___?”
 - “What have you tried before?”
 - “What do you want to do next?”

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Slide
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Guidelines Explained
3. Provide _____ reinforcement:

Compliment small steps. (For example: have they reduced their fluid overload,


- How are their labs, is one lab factor improved,
- Are they coming on time,
- Is their affect brighter, etc.)
- Point out their efforts – help them to see their growth.

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Can Do

- Increase individual's perception of self as a capable person
- Affirm positive statements and behaviors
- Offer options, instill hope
- Encourage consideration of role models, past successes



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Slide
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Guidelines Explained
4. Roll with resistance:

Do not get _____.

Listen and acknowledge the _____ of view.

If the patient thinks that you _____ them, they may be more willing to _____ you.

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_____ with resistance



- Resistance is not directly opposed
- New perspectives are offered, but not imposed
- Patient is primary resource in finding answers and solutions
- Resistance is a _____ to respond differently

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Avoid Argumentation

- Keep on your patient's side
- Arguing for change often promotes _____, thus causing the patient to _____ the behavior you want them to change

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Guidelines Explained

5. Talk less than your patient:

Talk less, _____.

Sometimes _____

_____ than words.

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- Ask twice as many *open* questions as closed questions
- When listening empathically, more than half of your reflections should go beyond simple reflection
- Offer or reflections for every question you ask

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"_____ is the key to this work. The best motivational advice we can give you is to listen carefully to your patients. They will tell you what has worked and what hasn't. What moved them forward and shifted them backward. Whenever you are in doubt about what to do, listen."



Miller & Rollnick, 2002

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Guidelines Explained

6. Work as a team with your _____:

Staff the patient with the rest of the core team. Maybe another team member has clues to understanding the patient that you have missed. Maybe another team member has heard the patient discuss something that can point out the patient's strengths, lead to an area for positive reinforcement or show where not to go in a conversation. Try to understand the patient's fears and whether he is thinking logically or emotionally.

Also, your patient is _____!

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Guidelines Explained
7. Allow patient to direct discussion:

Be open to allowing the patient to lead the discussion. This may include: _____

Be aware of clues that the topic is going to be changed or has changed.

Verbal and nonverbal clues could be: _____

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Slide
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Bearing Hope

“People who believe they are likely to change do so. People whose care givers believe that they are likely to change do so. Those who are told that they are not expected to improve indeed do not.”

Miller & Rollnick, 2002

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Slide
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Guidelines Explained
8. Emphasize patient’s personal strengths:

**What are their strengths?
Sometimes the patient is not aware..**

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Slide
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Affirmations

- Statements of recognition of patient strengths
- Build confidence in ability to change
 - Must be congruent and genuine

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Here are Some Traps to Avoid

- Question - Answer
- Taking Sides
- Expert
- Labeling
- Premature Focus on change
- Blaming – not relevant who's at fault or to blame –
- What do we need to do is the question.

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Slide
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Play it _____.



Henry Cloud has written a number of books by himself and with John Townsend

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Some guidelines to use

1. Take a realistic approach
2. Listen empathetically
3. Provide positive reinforcement
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5. Talk less than your patient
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7. Allow patient to direct discussion
8. Emphasize patient's personal strengths

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MI Self Check

My clients would say that I...

- Believe that *they* know what's best for themselves
- Help them to recognize their own strengths
- Am interested in helping them solve their problems in their own way
- Am curious about their thoughts and feelings
- Help guide them to make good decisions for themselves
- Help them look at both sides of a problem
- Help them feel empowered by my interactions with them

Adapted from Hohman, M. & Malulich, W. Motivational Interviewing Measure of Staff Interaction, 2008.

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Resources



- TIP # 35 - Enhancing Motivation for Change in Substance Abuse Treatment, CSAT, 1999, 1-800-729-6686 - NCADI
- Motivational Interviewing (2nd Ed.), Miller, WR & Rollnick, S., The Guilford Press, 2002.
- Changing for Good by J.Prochaska, Norcross & DiClemente, 1994
- Health Behavior Change, Rollnick, S, Mason P, & Butler, C. Churchill Livingstone, 1999.
- How Understanding Motivation Can Improve Dialysis Practices, D. Schatell & P. Alt, Nephrology News & Issues, Page 12-43, September 2008
- The One-Life Solution: Reclaim Your Personal Life While Achieving Greater Professional Success - Henry Cloud, HarperCollins Publishers, August 01, 2008
- Website: www.motivationalinterview.org
- Wide Awake: The Future Is Waiting Within You, By Erwin Raphael McManus, Published by Thomas Nelson Inc, 2008

My email address is cfisher1@flash.net

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