



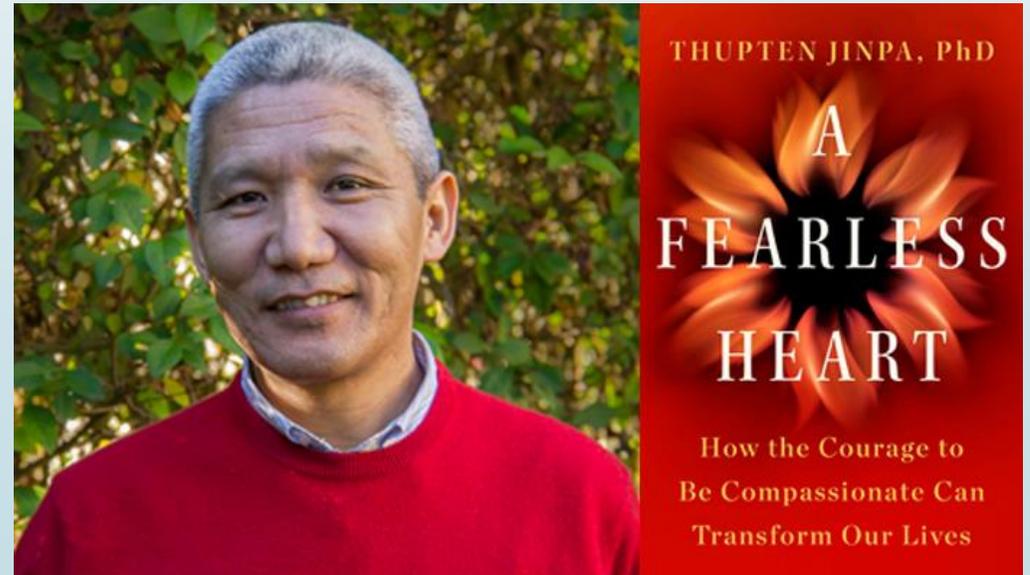
Motivational Interviewing for Academic Recovery: Helping Students Identify and Value Change

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Adapted materials from: Health Education & Training Institute (HETI) and
Bill Matulich, Ph.D. *Motivational interviewing, An Introduction*

“In everyday English, we often use the two words, *intention* and *motivation*, interchangeably as if they mean the same thing, but there’s an important difference: *deliberateness.*”

A Fearless Heart by Thupten Jinpa, PhD.



A decorative graphic on the left side of the slide. It features a dark blue vertical bar on the far left. A black arrow points to the right from the top of this bar. Below the arrow, several thin, light blue lines curve downwards and to the right, creating a sense of movement and depth.

Motivation vs. Intention

- ▶ **Motivation**= “arouses, sustains, and regulates human and animal behavior.”
Impulsive, subconscious, urgent
- ▶ **Intention**= “... is always deliberate, an articulation of a conscious goal.”
Contemplative, future-thinking, directive

A Fearless Heart 73-74



“Perceived Academic Control”

- ▶ A person's belief in their influence over the success or failure of achievement outcomes.
- ▶ Change can trigger feelings of low-control, low self-value
- ▶ Study in the journal *Frontiers in Psychology* hypothesized that both perceived academic control and academic emotions would predict:
 - ▶ dropout intention
 - ▶ academic achievement
 - ▶ the predictive effect of perceived academic control on success to be partially mediated by academic emotions

Findings:

First-year students have different goal orientations/ different intrinsic motivation compared to second-year students due to their expectations and lack of experience.



What is Motivational Interviewing?

- ▶ **Communication method that places the student/client in charge of identifying, planning, and implementing intentional change.**
 - Often used in medical and substance–use consultation. Easy to adapt to other fields.
 - Emphasizes that change is often slow and happens in stages, especially when it’s HARD.
 - Acknowledges that ambivalence leads to anxiety... which leads to procrastination.
 - Recognizes that behavior may look and act like “laziness”, but is actually learned resistance to change.



Why incorporate M.I. into Advising?

► **Alignment of theory:**

- Integrates with Developmental Advising model
- We focus on the student and THEY focus on the problem
- We listen for moments when student is ready to make change and reflect that back to them.

► **Benefits to students:**

- Self-advocacy and flexing Strengths to solve-problems
- Trusted resource that will not judge, demand or dismiss them

► **Benefits to Advisors:**

- We get to talk LESS and learn MORE!
- We have increased insight about the challenges of our students and what is truly motivating thinking and behavior.
- We build meaningful, trusting relationship until the student is ready to move on with *Intentional* decisions THEY make.

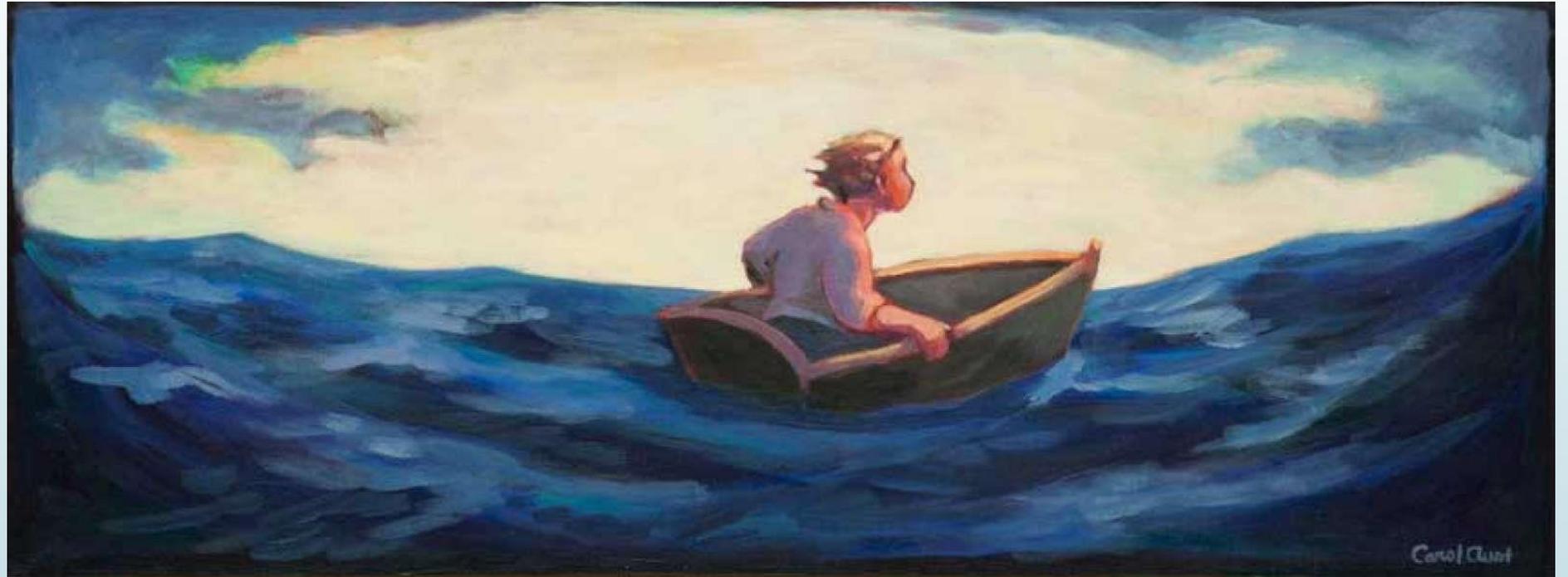


Keep PACE...

The spirit and 4 hallmarks of M.I. are:

- **Partnership** – Collaborative relationship without an authority figure.
- **Acceptance** – respect of autonomy and perspective of client/student
- **Compassion** – holding the student's goals and feelings without judgement
- **Evocation** – Best ideas for change come from the client/student

Sometimes our students are out to sea...





Share your OARS!

- **Open Questions:** Encourage students/clients to do most of the talking.
- **Affirmations:** statements of appreciation and understanding chosen and spoken consciously.
- **Reflective Listening:** Helps client hear themselves and shows you are understanding what client/student is saying.
- **Summary:** Longer reflections of the full conversation to review and highlight “change talk”.



Examples of OARS

Open-ended Questions

- ▶ “Tell me more...”
- ▶ “What will happen if you change?”
- ▶ “What are some positive things about changing your environment?”
- ▶ “Why do you think others are concerned about your decision?”

Affirmations

- ▶ “You’re thinking deeply about your future and that takes courage.”
- ▶ “The fact that you are here shows how important this is for you.”

Reflections

- ▶ “Leaving the friends you’ve made here would be hard.”
- ▶ “You’re feeling really stuck right now and figuring some things out would help.”
- ▶ “You’d like to be more connected to the classes you’re taking.”

Summary

- ▶ It’s been a tough semester so far and you’re wondering what options are out there that would help you feel more excited about your classes and your environment. You aren’t sure about leaving your friends behind and you’re feeling pressure from your parents to stay.



4 Processes

- ▶ **Engaging** – Establish a trusting relationship by offering Welcome, comfort, understanding.
Try to avoid: “Yes/No” questions; fixing problems; using authority; labeling issues and behaviors; directing conversation with own stories and advice; “I’m hearing” reflections.
- ▶ **Focusing** - Seeking and Maintaining Direction
 - agenda based on priorities and goals of the client/student
- ▶ **Evoking** – Eliciting motivation for change
 - Listen for “change talk”
 - I want, I wish, I will, It would solve, I can...
 - Follow with Why, What, How... and what steps would it take?
- ▶ **Planning** – Student develops specific change plan they are ready, willing and able to implement.

“Silence is often a good teacher”

- ▶ “If you are silent, even for a brief moment, you are not voicing all the roadblocks that people normally throw in each other’s way...” (Rollnick, Miller, Butler)

Roadblocks to Listening:

- Agreeing
- Disagreeing
- Instructing
- Questioning
- Warning
- Reasoning
- Sympathizing
- Interpreting



- ▶ Reflect back a short summary of how you understand what they said and allow the speaker to correct you or clarify.



Summary-starters that show you listened and engaged with the speaker's feelings and perceptions:

- ▶ You...
- ▶ You feel...
- ▶ From your point of view...
- ▶ As you see it...
- ▶ You think...
- ▶ You believe...
- ▶ You're... (identify the feeling; for example, angry, sad, overjoyed)

We can be incorrect... and this allows the speaker to clarify and perhaps dig deeper into the meaning of what they said.



Practice

- Designate a “listener” and a “sharer”.
- If you are sharing, think of and talk about a person who mentored you.
- Listeners, simply be present for the sharer. You are not responding, except to make eye contact.
- When the sharer has finished speaking, listeners will provide a brief summary of what was shared.
- Begin summary with the word “You” instead of “I hear you saying...”
- What was it like to listen in this way? To share?
- How do our students feel when they share?



Mindset Shifts: Listening for Change

What does Change sound like?

Open to different possibilities

- ▶ What if? Maybe? Bouncing Ideas Around.

Indications of deep thinking and consideration

- ▶ Observations of others
- ▶ Collecting information

Language that initiates action

- ▶ Seeking process, permission, directions
- ▶ Writing things down



Gratitude



Transitions and Endings...

Invite student to respond and commit to intentions, goals, and plans...

- “Did I miss anything?”
- “What else would be helpful today?”
- “What are the steps you want to take this week?”
- “How will you know you are on the right track?”

Final thoughts show gratitude and hope...

- “Thank you for trusting me to listen.”
- “You’re doing important work for yourself right now.”



Resources

- ▶ Health Education and Training Institute (HETI): <http://www.hetimaine.org>
[Stephen Andrew LCSW, LADC, CCS, CGP](#)
- ▶ Thupten Jinpa, PhD *A Fearless Heart: How the Courage to be Compassionate Can Transform Our Lives*, 2015
- ▶ Bill Matulich, PhD *Motivational interviewing, An Introduction*
- ▶ *Perceived Academic Control and Academic Emotions Predict Undergraduate University Student Success: Examining Effects on Dropout Intention and Achievement*
Authors: Lisa Respondek, Tina Seufert, Robert Stupnisky and Ulrike E. Nett
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5339277>
Published online March, 2017
- ▶ *Motivational Interviewing in Healthcare: Helping Patients Change Behavior*
Stephen Rollnick, William R. Miller, Christopher C. Butler, 2008