



**Motivational Interviewing for Peers:  
Using MI to Promote Lived Experience**

**CIBHS.ORG**

# Why MI For Peers?



- Peer Outcomes and change healthcare system
- Mental Health Services Act in California - 2004
- Need for effective skills training for peers



## Philosophy Behind Peer Providers

- Peers in recovery can use their lived experience to **engage** others
- Peers to peer relationships are **healing**
- **Collaborative**, no hierarchy
- Messaging of **hope**
- Recognition of different **motivational** levels



# Peer Training

<https://search.yahoo.com/yhs/search?p=philosophy+of+peer+employment+samhsa&ei=UTF-8&hsnart=mozilla&hsimn=vhs-002>

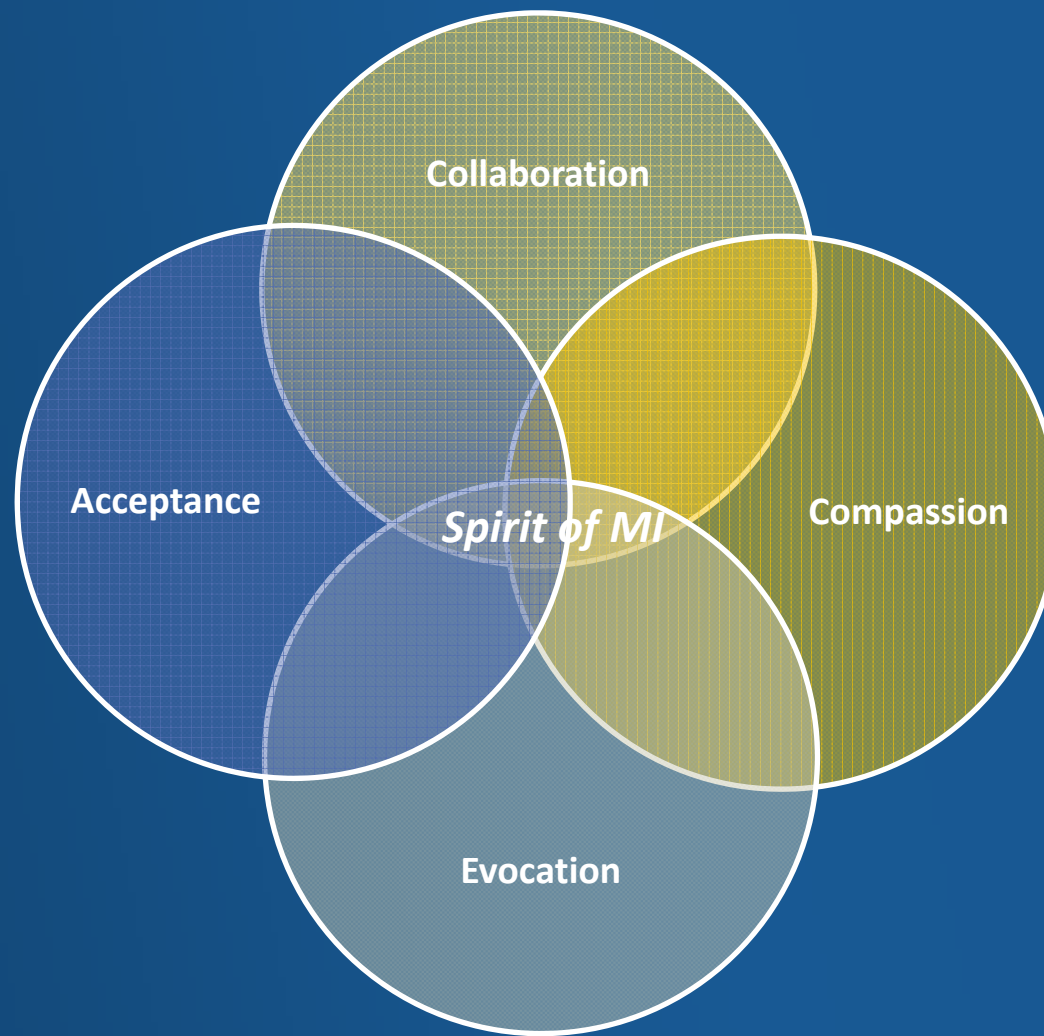
Types of Support	Description	Peer Support Service Examples
Emotional Peer mentoring Peer-led support groups	Demonstrate empathy, caring, or concern to bolster person's self-esteem and confidence.	Peer Mentoring Peer-Led Support Groups
Informational	Share knowledge and information and/or provide life or vocational skills training.	Parenting class Job readiness training Wellness seminars
Instrumental	Provide concrete assistance to help others accomplish tasks.	Child care Transportation Help accessing community health and social services
Affiliational	Facilitate contacts with other people to promote learning of social and recreational skills, create community, and acquire a sense of belonging.	Recovery centers Sports league participation Alcohol- and drug-free socialization opportunities

## Types of Peer Support

From : What are Peer Support Recovery Services? SAMHSA.gov, p. 6

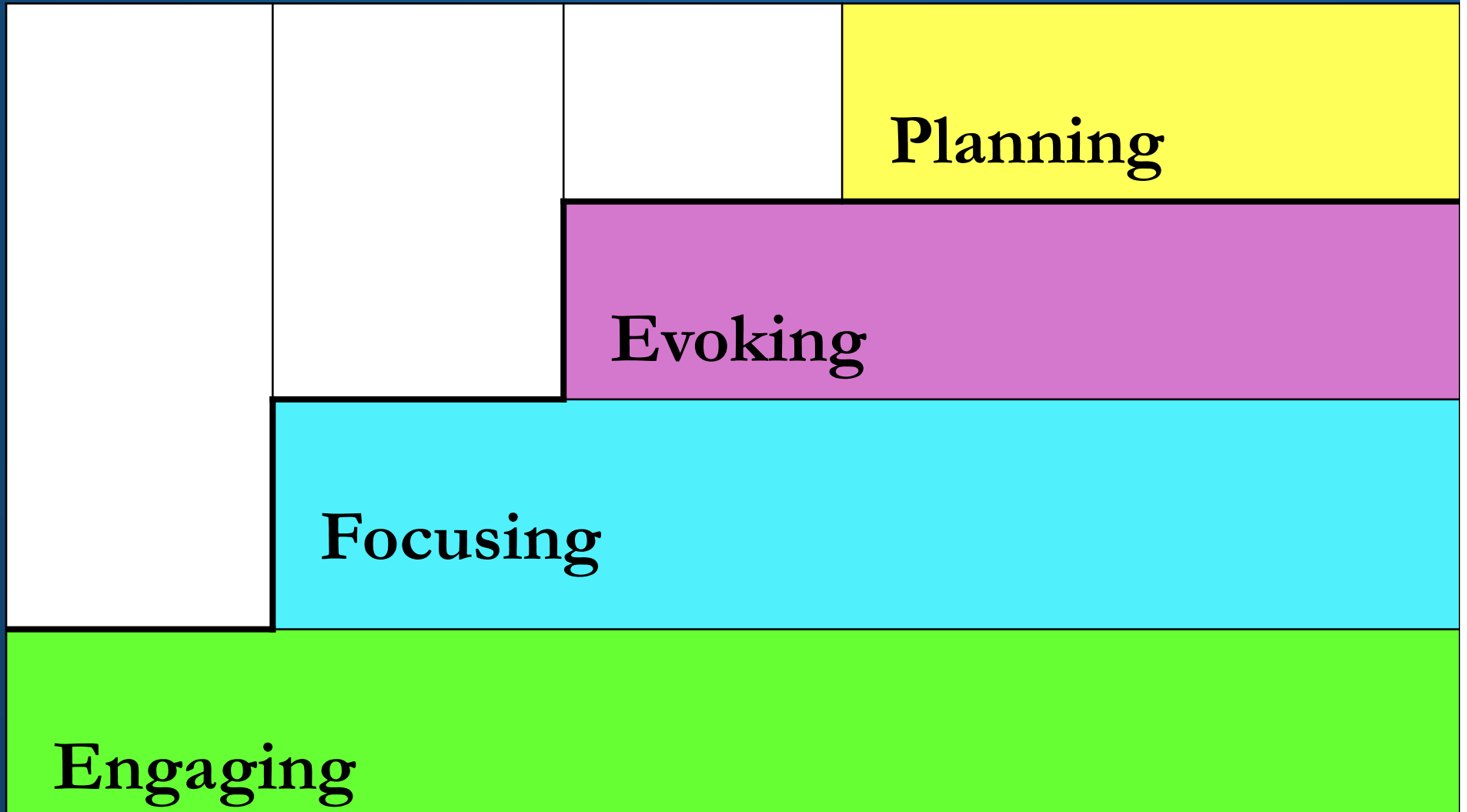
# Motivational Interviewing: What is it?

- **Motivational Interviewing** is a collaborative, goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion. (Miller and Rollnick, 2013, p. 29)



## The Basic Principles Underlying the Spirit of MI

# Four Foundational Processes



# The Four Processes

- **Engaging** – Process of establishing a helpful connection and working relationship.
- **Focusing** – Process in which you become more specific about what is the topic of change, and a direction is maintained when moving toward that direction.
- **Evoking** – Process about eliciting the client's own motivations for change and lies at the heart of MI.
- **Planning** - Process is both establishing a commitment to change and a specific, concrete plan of action. (M and R, P. 36)



# FIVE Key Communication Skills (The OARS + 1)

*Use them to engage  
and throughout the process*



- **Open-ended Questions**
- **Affirmations**
- **Reflections**
- **Summaries**
- **Providing Information and advice WITH PERMISSION**

# Interaction Skills

- Promote client-driven **engagement** in the process
- Allows for **flexibility** and a **broad latitude** for responding
- **Reflective listening** is the core skill
  - Provides accurate empathy
  - Makes a guess as to what someone is saying but is a STATEMENT, not a QUESTION
- Can be SIMPLE or COMPLEX
  - If it feels like you are going around in circles, it's too simple

# Training MI to Peers - Process



- Teach concretely to how the skills are applied
  - Practice applications
  - Examples – provide hypothetical situations to use MI
  - Coaching – follow up for peers
  - Attempt to engage supervisors – address scope of practice issues

# Teaching MI to Peers - *Spirit*



- Spirit is well understood in terms of compassion
  - Need reinforcement in the “fix it” department
  - Coach on acceptance and allowing others to find their own paths to recovery
  - Teach the that “lived experience” does not necessarily translate to empathy

# Teaching MI to Peers - *Skills*



- Like everyone else in the universe, they need to practice reflections – not just forming them, but applying them.
- Teach and practice E-P-E. Very practical to their peer roles and is a way to honor and empower lived experience.
- Teach about being specific with affirmations, provide examples, and warn against affirmation over-use.

- Pre and post Test of skills and spirit – 8% to 25% increase in scores
  - Assessment vs. learning
- Post –test discussion at the end helped with promoting discussion.



## Outcomes

Thank You!  
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