



NATIONAL LGBTQIA+ HEALTH
EDUCATION CENTER

A PROGRAM OF THE FENWAY INSTITUTE

Tailored Motivational Interviewing to Improve Chronic Illness Management in Marginalized Populations

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BEHAVIOR CHANGE CONSULTING

About the National LGBTQIA+ Health Education Center

We offer educational programs, resources, and consultation to health care organizations to facilitate affirmative, high quality, cost-effective health care for lesbian, gay, bisexual, transgender, queer and intersex (LGBTQIA+) people.

- Training and Technical Assistance
- Grand Rounds
- Online Learning
 - Webinars, Learning Modules
 - CE and HEI Credit
- ECHO Programs
- Resources and Publications



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- Please call Zoom Technical Support: 1.888.799.9666 ext 2
- You can contact the webinar host using the chat function in Zoom. Click the “Chat” icon, and type your question.
- Alternatively, e-mail us at education@fenwayhealth.org for less urgent questions.

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- Choose “I will call in.”
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When the webinar concludes:

- Close the browser, and an evaluation will automatically open for you to complete.
- We very much appreciate receiving feedback from all participants.
- Completing the evaluation is required to obtain a CME/CEU certificates.

CME/CEU Information

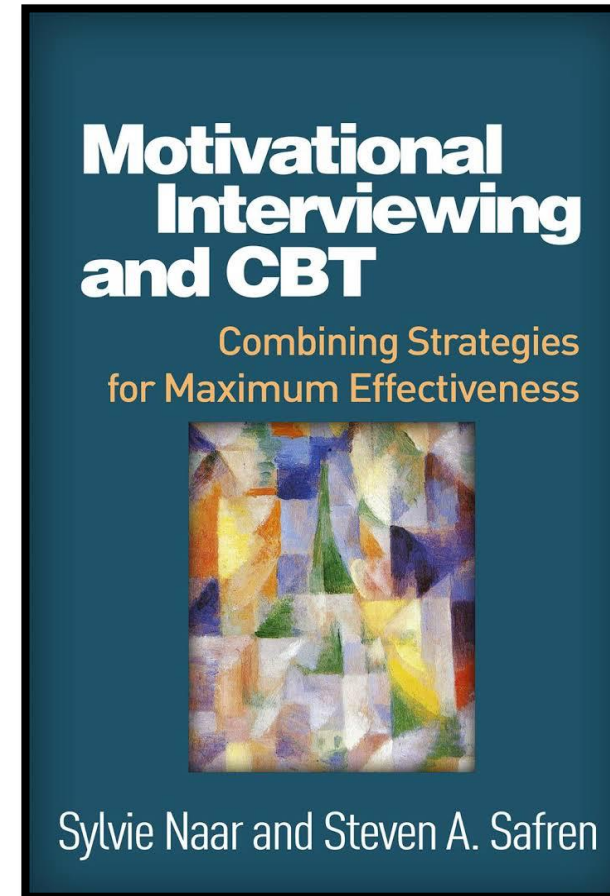
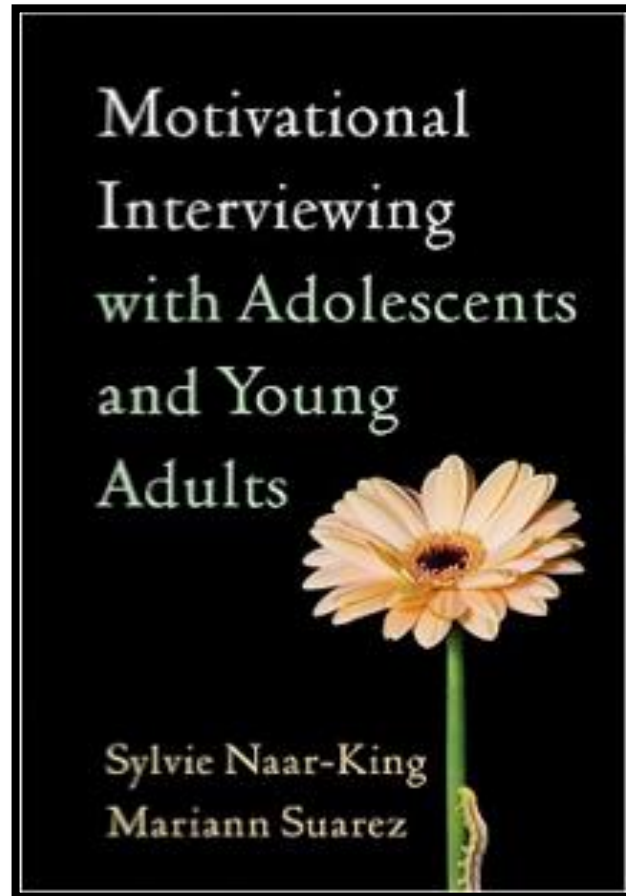
This activity has been reviewed and is acceptable for up to 1.0 Prescribed credits by the American Academy of Family Physicians. Participants should claim only the credit commensurate with the extent of their participation in this activity.

Physicians	AAFP Prescribed credit is accepted by the American Medical Association as equivalent to AMA PRA Category 1 Credit™ toward the AMA Physician's Recognition Award. When applying for the AMA PRA, Prescribed credit earned must be reported as Prescribed, not as Category 1.
Nurse Practitioners, Physician Assistants, Nurses, Medical Assistants	AAFP Prescribed credit is accepted by the following organizations. Please contact them directly about how participants should report the credit they earned. <ul style="list-style-type: none">• American Academy of Physician Assistants (AAPA)• National Commission on Certification of Physician Assistants (NCCPA)• American Nurses Credentialing Center (ANCC)• American Association of Nurse Practitioners (AANP)• American Academy of Nurse Practitioners Certification Program (AANPCP)• American Association of Medical Assistants (AAMA)
Other Health Professionals	Confirm equivalency of credits with relevant licensing body.

Learning objectives

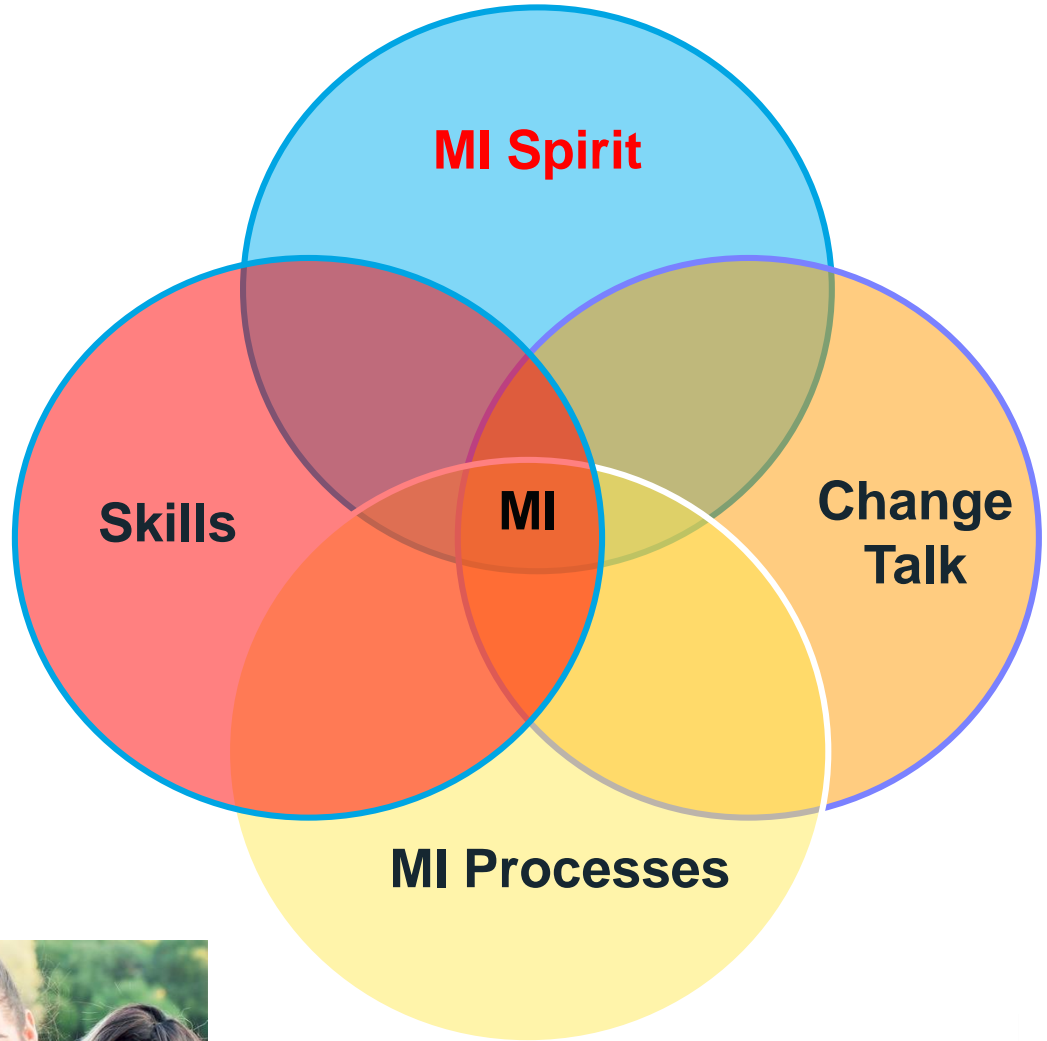
- Discuss the use of motivational interviewing to support LGBTQIA+ patients in the management of chronic illness.
- Discover strategies to improve health outcomes using best and promising practices in motivational interviewing.
- Develop an understanding of how motivational interviewing can be a foundation for communicating cultural humility.

Introductions



Workshop purpose

To introduce tailored motivational interviewing (MI) to improve patient-provider communication and promote behavior change



Motivational interviewing is...

*a collaborative, goal-oriented
method of communication for
strengthening a person's own
(intrinsic) motivation for
change*



Tailored motivational interviewing (TMI) is...

MI tailored for marginalized populations including LGBTQIA+ and BIPOC. Tailoring is based on communication science studies of real patient-provider interactions



How is TMI tailored?

- Video examples reflecting diversity in trainers and clients
- Emphasis on communication to demonstrate autonomy support
- Integrating cultural humility

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MI Spirit Video Examples



TMI spirit

“MI with someone is like entering their home. One should enter with respect, interest and kindness, affirm what is good, and refrain from providing unsolicited advice and rearranging their furniture.”

- An Alaskan elder reflecting on an MI workshop with Steve Berg-Smith



TMI spirit



PACE: Acceptance

- Respect and support for client autonomy
- Accurate empathy is an authentic empathetic response to the client's experience
- Appreciation for person's worth and self-efficacy are shown with affirming approach
- Provider does not act as authority figure (client choice is emphasized)



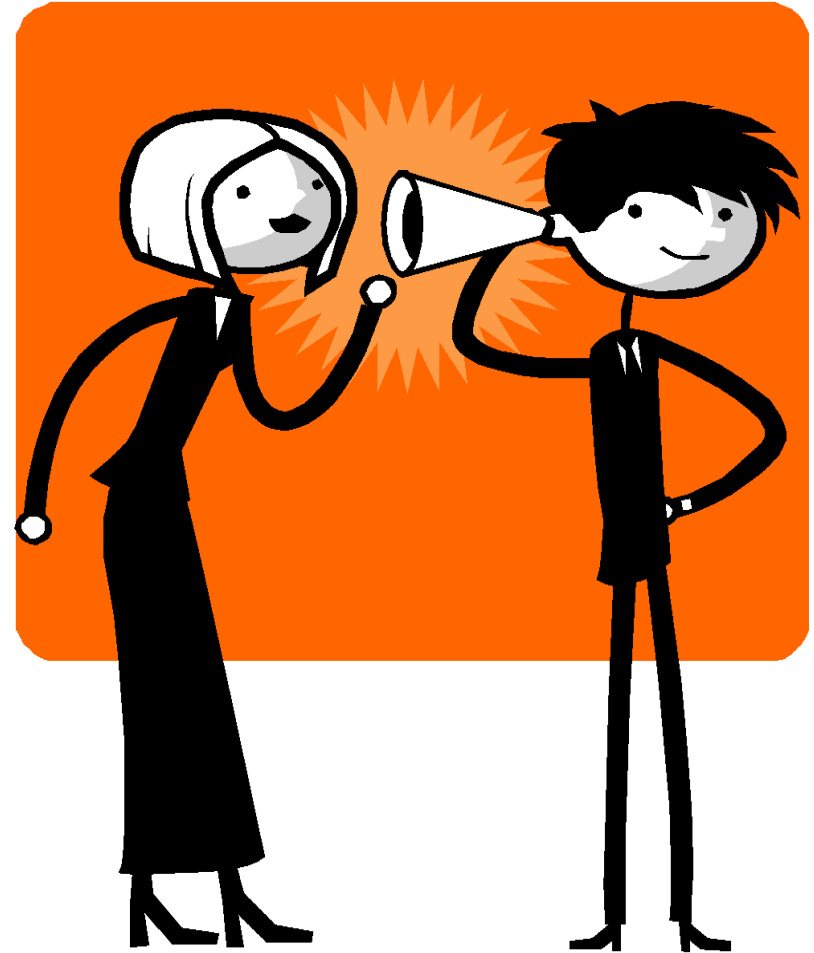
PACE: Compassion

- Focusing on the **client's** needs
- Promoting **client** welfare
- Demonstrating deep understanding of **client's** experience



PACE: Evocation

- Inviting the client's view rather than providing:
 - Barriers to change
 - Motivations to change
 - Ideas about possible solutions and pathways to change
 - General insights about change



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Autonomy Support



Emphasize autonomy with YOU statements

Autonomy

- State of existing or acting separately from others
- Self-governance
- Key developmental task

Autonomy

- If you counter autonomy, you are likely to experience **“resistance”**
- If you support and emphasize autonomy, you can promote **“intrinsic motivation”**

Clarify your role as a guide

- “I’m not here to tell **you** what to do...”
- “I’m here to find out what **you** might want to change, if anything...”

Emphasize personal choice

- “It’s really up to **you**...”
- “**You** know **yourself** best...”
- “If **you** are not ready to _____, we can focus on something else...”

Promote personal responsibility

- **Tie to values and goals:**
 - “**You** want to live a long life...”
 - “**You** want to do this for **yourself** not anyone else...”
- **Reframe as strength:**
 - “**You** see this as a challenge that **you** can overcome...”
 - “This will help **you** feel more independent...”
- **Emphasize ownership of plans/decisions:**
 - “**Your** plan...” (not our plan)
 - “**You’re** not going to quit _____, and **you’ll** deal with the consequences...”
 - “**You** said _____ is worse and **you** might want to talk about that instead...”

Providing information while supporting autonomy

- Offer information or advice when:
 - Providing introductory information
 - Providing lab results
 - The patient is stuck
- Support autonomy by:
 - Asking permission
 - Assessing interest
 - Offering choice (e.g., using a menu of options)
 - Matching information provided to what the person says she needs/wants
 - ***Avoiding using words like “should” and “must”***



Ask-Tell-Ask

- **ASK (options)**
 - Get permission/buy in- *“I have some information about _____ if you’re interested.”*
 - Assess knowledge- *“Tell me what you already know about _____.”*
 - Assess interest/importance- *“What would you like to know about _____?”*
- **TELL (filling in the blanks):** education, test results, recommendations, advice
 - In small chunks (chunk-check-chunk)
 - Provide options as much as possible
- **ASK (options to elicit feedback)**
 - To assess understanding/reaction- *“What do you think so far?”*
 - To determine next steps- *“What do you think you might want to do?”*

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Cultural Humility



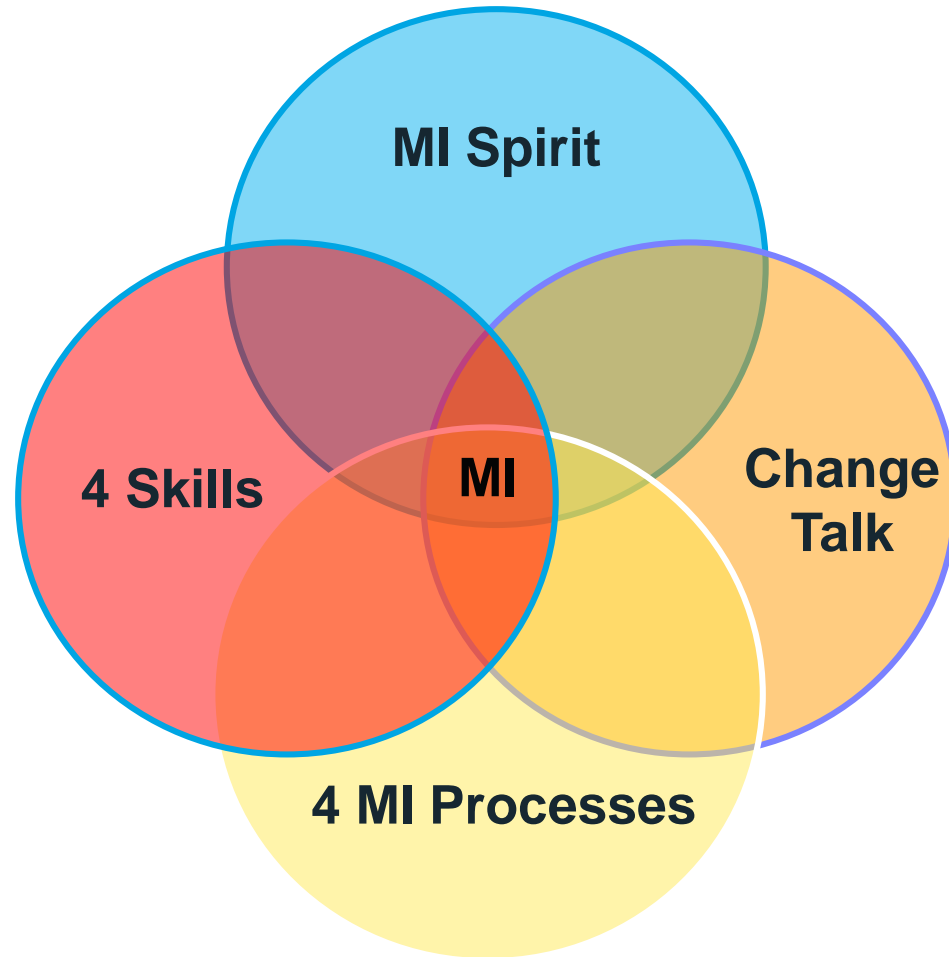
Cultural humility

- **Cultural Humility:** A life-long process of self-reflection, self-critique, continual assessment of power imbalances, and the development of mutually respectful relationships and partnerships
 - Shifts the focus of trying to understanding other people, to a focus on self-awareness
 - Acknowledges that one's own perspective may be full of assumptions' and prejudices

Core to the process of cultural humility is the persons deliberate reflection of her/his values and biases.

How can tailored MI promote cultural humility?

Future training: behaviorchangeconsulting.org



QUESTIONS?

For questions related to accessing the videos presented in the live webinar, or additional training opportunities with our speakers, please reach out by email:

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The National LGBTQIA+ Health Education Center provides educational programs, resources, and consultation to health care organizations with the goal of optimizing quality, cost-effective health care for lesbian, gay, bisexual, transgender, queer, intersex, asexual, and all sexual and gender minority (LGBTQIA+) people.

The Education Center is part of The Fenway Institute, the research, training, and health policy division of Fenway Health, a Federally Qualified Health Center, and one of the world's largest LGBTQIA+ focused health centers.

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