**Qualities of a Great Health Client Interviewer**

* They protect the confidentiality of clients who are receiving their services
* They provide services that are appropriate to the client’s culture, language, gender, sexual orientation, age, and developmental level
* They consider the context, or broader circumstances surrounding a client’s potential risk behaviors, including: substance use, physical environments, their emotional state, peer influences, personal history, motivations for participating in the behaviors, and so on.
* They listen carefully with the goal of understanding
* They ensure each interview is tailored based on the specific needs and situation of each individual client
* They take a neutral stance and maintain a non-judgmental manner when discussing personal behaviors. This is particularly important when addressing ambiguous or controversial information.
* They understand that information alone does not lead to behavior change
* They understand that there are limited to how much they can offer a client and referrals may be needed to additional sources of support or information

**Risk Assessment Guidelines**

**ENHANCE …** The client’s perception of their risk

**EXPLORE …** Context

**REVIEW…** Past attempts at behavior change

**SUMMARIZE…** The above

**NEGOTIATE…** A realistic incremental step

**IDENTIFY…** Support, obstacles, referrals

**CLOSE…** The session, but not the door



**Staging and Interventions**

If a counselor can stage a client’s current relationship to change, this helps with interventions that can facilitate the client’s decision making about disease prevention. Different interventions work better at different stages.

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| --- | --- | --- |
| **Stages of Change** | **Characteristics** | **Interventions** |
| **Precontemplative** | Doesn’t see it. Nope!  Unaware  Defensive  Resistant to help | **Help them think about it**  Engagement  Trust building |
| **Contemplative** | Maybe, but…  Unsure  Aware of problems  Open to information | **Explore pros and cons**  Help explore what they’re unsure about  Explore barriers  Pass information |
| **Ready for Action (Preparation)** | Decided. Yup! Let’s do this!  Ready to start  Experimentation | **Solve it!**  Encourage, empower, support  Emphasize options  Focus on developing a step |
| **Action** | Doing it!  Practice new behaviors  Avoiding old behaviors | **Help them do it!**  Support, praise, recognition  Focus on rewards  Follow-up, reach out  Problem-solving |
| **Maintenance** | Living It!  Sustaining and maintaining behavior | **Live it!**  Reinforcement  Support, praise recognition  Find other supports  Become a role model to others |