

Introduction to MOTIVATIONAL INTERVIEWING

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Bragg, J. E., Kratz, J. R., Nay, E. D., Miller-Cribbs, J., Munoz, R. T., & Howell, D. (2020). *Bridging the Gap: Using Simulation to Build Clinical Skills among Advanced Standing Social Work Students*, *Journal of Teaching in Social Work*, 40:3, 242-255.

Miller, W. and Rollnick, S., 2012. *Motivational Interviewing: Helping People Change*. 3rd ed. New York: Guilford Publishing.

Miller, W. And Moyers, T. B (2021). *Practice Exercise Guidelines for Participant Trainers*. Unpublished manual.

Moyers, T.B., Manuel, J.K., & Ernst, D. (2014). *Motivational Interviewing Treatment Integrity Coding Manual 4.1*. Unpublished manual.

Rosengren, D. B. (2018) *Building Motivational Interviewing Skills: A Practitioner Workbook 2nd Ed*, The Guilford Press, New York, NY.

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Introduction to Motivational Interviewing

Motivational Interviewing (MI) is a framework for engaging with clients in conversations about difficult change. People are autonomous and interventions with ambivalent individuals are most helpful when they come from a spirit of collaboration, compassion, and evocation of a person's internal arguments in favor of change.

MI promotes the strategic use of:

- Basic relational skills (The Spirit of MI)
- Basic clinical skills (open questions, affirmations, reflective listening, and summary reflections)
- A sequential roadmap to guide clinical processes (Four Fundamental Processes)
- Advanced techniques for cultivating *change talk*

MI is not something that can be learned in a lecture or by reading a book. MI is best learned through practice. The authors of MI, Miller and Rollnick, suggest that the time difference between novice and expert MI practice is at least 10 years!

In this workshop you will learn the basics of MI and practice application of the model through experiential activities. We will use “real-play” in which people talk about themselves, rather than “role-play” in which people pretend to be someone they are not. You will be asked throughout the workshop to speak about yourself during practice exercises. Use judgment in choosing topics that are comfortable and appropriate for you to discuss with a small group of skillful empathic listeners.

Due to the highly interactive nature of this training, I ask that participants leave their Zoom cameras on as much as possible. **I also ask that participants consider completing the Real Play Preparation page in this packet *prior* to our training sessions (see pages 5-6).** This will help immensely with our small group work!

-Jon

Real-Play Preparation

Real-Play Preparation #1: A potential change

Think about 2 to 4 changes that you have been considering making in your life. These should be things that you have NOT yet changed because you are somewhat ambivalent about it. It might be a change that would be “good for you,” that you “should” make for some reason, or perhaps have been putting off. It doesn’t have to be a problem; it can be an opportunity. What are at least two such changes that you have been considering?

1	3
2	4

Real-Play Preparation #2: Something you should know about me...

In a small group exercise you may be asked several times to describe yourself using an adjective: “Something you should know about me is that I am _____.” Each adjective should be one that describes you well and also has some ambiguity about it. Here are some examples to consider:

Adventurous, Blessed, Cautious, Cheerful, Compassionate, Complex, Compulsive, Courteous, Curious, Energetic, Faithful, Friendly, Generous, Grateful, Imaginative, Lucky, Moody, Optimistic, Organized, Patient, Pensive, Persistent, Resourceful, Strong, Unconventional, Wild, Adaptable, Ambitious, Bold, Capable, Careful, Conservative, Creative, Determined, Flexible, Forgiving, Goofy, Happy, Honest

Please list four adjectives that describe you, but are also a little vague and mysterious. Something you should know about me is that I am:

1	2
3	4

Real-Play Preparation #3: A topic you can discuss for around 5 minutes

You will have an opportunity to speak with an empathic listener on a topic that you can comfortably talk about for five minutes. Choose a topic that is personally relevant, like:

- Ways in which I have changed as a person over the years
- What it was like growing up in my home
- What I hope and plan to do over the next ten years
- How I came to do the kind of work I am doing
- An experience I had that could be difficult for someone else to understand

Choose one of the topic options above or create a new one and write it below:

Real-Play Preparation #4: Six-month Priorities...

Make a short list of things that are important for you to do, accomplish, complete, or make progress on during the next 6 months of your life:

Real-Play Preparation #5: Something that I'm not sure I can do...

Identify something in your life that you *hope* to do, have reasons to do, and/or is important for you to do, but you are also not sure whether you are **able** to actually do it. Maybe it is something that you don't have the ability, time, energy, or resources to do. Describe this change below:

In this activity we are NOT practicing Motivational Interviewing. Instead, we will experience a directive and pressured approach to talking about change. This is probably similar to typical conversations you've had with family, friends, and other people over the years when struggling with a difficult change.

You will be placed in pairs with one person presenting as the **helper** and the other person as the **speaker****. Briefly discuss with your partners and decide who will take each role! Once you've done this, follow the instructions below:

For the **speaker**:

Think of something in your life that you've been thinking about changing (habit, attitude, behavior), but you have not changed yet! Your topic should be something that would be good for you—something you *should* change. Briefly describe this change to your **helper**.

For the **helper**:

Your task is to try and *convince* and/or *persuade* your **speaker** to make the change they are considering. To do this, follow the five steps below and simply repeat your efforts should you encounter any resistance.

1. Explain why the person should make this change.
2. Give at least three specific benefits that could result from making the change.
3. Tell the person how they could make the change.
4. Emphasize how important it is for them to make the change. This might include the negative consequences of not doing it.
5. Tell/persuade the person to do it.

**If you have time, switch roles and repeat the above

In this activity you will use the same scenario as with “Directing Change”, only this time we will add in a little MI.

You will be placed in the same pairs with one person presenting as the **helper** and the other person as the **speaker****.

For the **speaker**:

Think of something in your life that you’ve been thinking about changing (habit, attitude, behavior), but you have not changed yet! Your topic should be something that would be good for you—something you *should* change. Briefly describe this change to your **helper**.

For the **helper**:

Your task is to *listen and to understand* the dilemma facing your **speaker**. Do not try to persuade them and do not give any advice! Simply listen attentively to their situation and then follow the steps below:

1. Ask: “Why would you want to make this change?”
2. Ask: “How might you go about it in order to succeed?”
3. Ask: “What are the three best reasons to do it?”
4. Ask: “On a scale of 0 to 10, how important is it to make this change?”
5. Ask: “Why are you at a __ and not a 10?”
6. Summarize/Reflect your **speaker’s** desire, ability, reasons, and need for change.
7. Ask: “What do you think you will do about this change?”
8. Listen with interest!

**Time allowing, switch roles and repeat the above

Experiencing the Spirit

In this activity, you will be asked to share in small groups. Think of a person in your own life who embodies the different components of the Spirit of MI: Compassion, Acceptance, Partnership, and Empowerment.

This is a person who:

- Surprised you by treating you as an equal, a collaborator.
- Served as a guide for you during a challenging time in your life.
- Communicated deep acceptance of you just as you were/are.
- Was concerned for you and committed to your well-being.
- Brought out the best in you.
- Was interested in your ideas.
- Saw strengths and talents in you that you didn't know you had!

Share your experience with this person with your group. Name the person if you are comfortable doing so. Explain what they did to convey the above and describe what you appreciated about their efforts.

In this activity we will be stepping into a reflective mindset. Using your responses to the prompts in Real-Play Preparation #2, trade turns sharing a brief statement about yourself with your small group. As instructed in Preparation #2, make sure your statement is an adjective that applies to your life, but is also something that is a little vague and mysterious.

Each member of the group will get an opportunity to be the **speaker** and share a statement about themselves. The rest of the group will trade turns as **helper** and ask clarifying questions that make a guess about the **speaker's** meaning. The **speaker** will respond to each question with a simple “yes” or “no” answer.

Speaker: “One thing you should know about me is that I am _____.”

After each **speaker** shares their statement, go around the group and trade turns responding with:

Helper: “Do you mean that you _____?”

After each **helper's** response, the **speaker** should answer with a “no” or a “yes.”

Keep going until the group has a good sense of what the **speaker** meant in their initial statement! Trade turns to allow all members of the group to experience the **speaker** role.

Here is an example of a typical statement and reflective response:

Speaker:

*“One thing you should know about me is that I am **compassionate**.”*

Helper:

*“Do you mean that you **volunteer at the shelter**?”*

Speaker:

“Yes!”

In this activity we will be practicing the skill of *reflection*. Using another item from Real-Play Preparation #1, each member of the group will trade turns as speaker and share their “potential change” statement.

The rest of the group will trade turns as **helper** and practice making simple or complex reflections in response to each **speaker’s** statement. Remember: a reflection is a *statement*, not a *question*! **Helpers** can use the sentence stems below to help with formulating their reflections.

Speaker: Share a “potential change” statement with the group.

Helpers: Trade turns responding with a reflection:

1. It sounds like...
2. You’re feeling like...
3. From your point of view...
4. Your concern is that...
5. It’s really important to you that...
6. What I heard you say was...

Take turns until all members of your group have had the chance to be the **speaker**.

Here is an example of a typical statement and reflective response:

Brief Statement:

“I really want to get back in shape, but I just can’t find the time to go to the gym.”

Reflection:

“It sounds like your health is important to you and its frustrating that your work and home obligations make it difficult to exercise.”

In this activity we will continue to practice forming reflections. Each group will need to choose a **speaker** and a **helper**. The remaining members will be **observers**.

- The **speaker** will share about a personal topic with their **helper** for around 5 minutes (see Real-Play Preparation #3).
- The **helper** will engage in conversation with their **speaker** and attempt to mostly use reflective statements. **Helpers** should aim to use no more than 2 questions during the five minutes!
- The **observers** will use the simple coding chart below to keep a tally of reflections and questions used by the **helper** during the real-play.
- The **observers** will also keep track of the time and let the **speaker/helper** know when their five minutes are up!
- The group will then take a few minutes to debrief this experience and share their reactions and observations.**

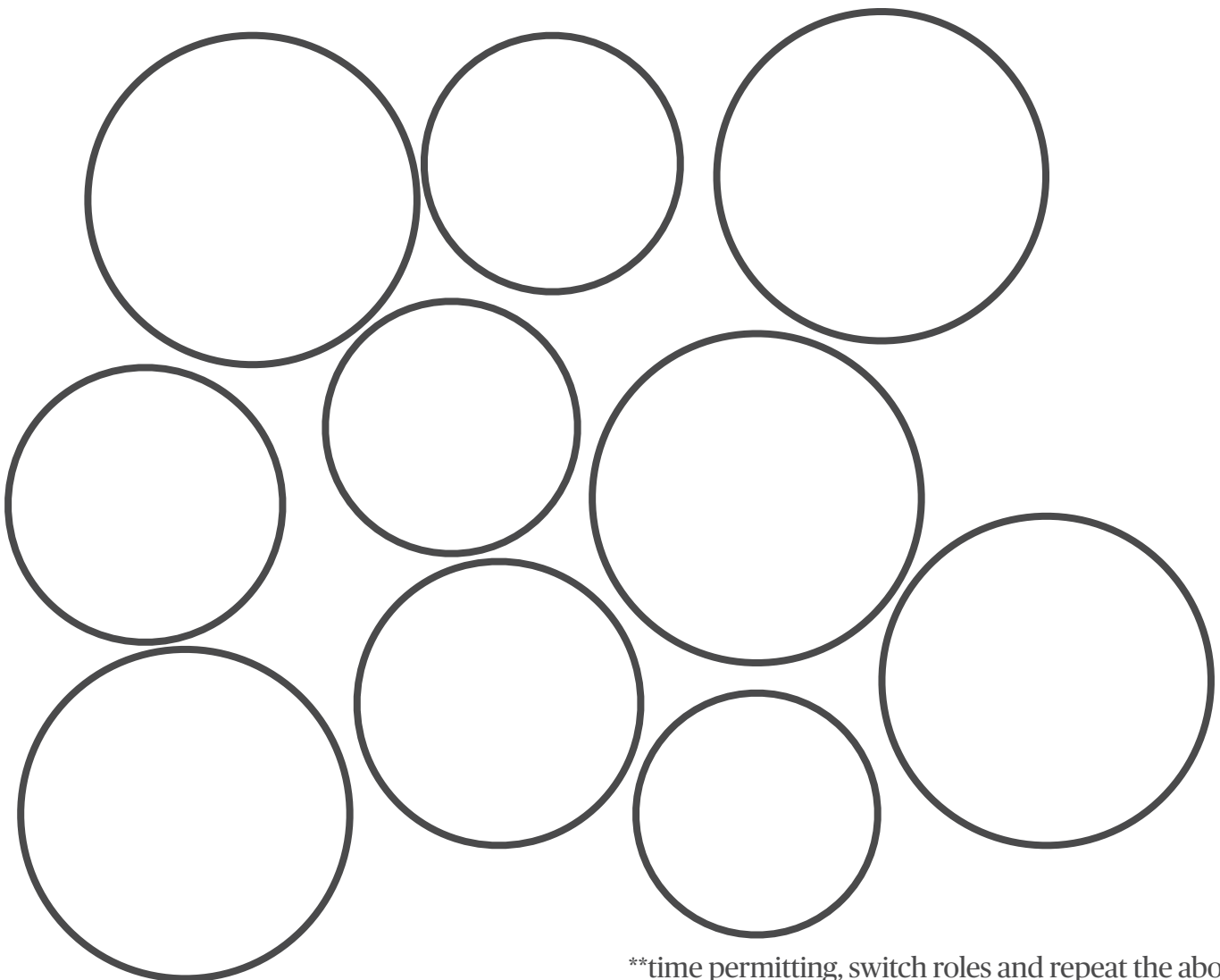
Observer Coding Chart:

Helper statements	Tally
Reflections	
Questions	

**Time permitting, switch roles and repeat the above

In this activity we will be practicing the process of *focusing*. Again, identify a member of your group to present as the **speaker** and another to be the **helper**.

- The **helper** will use OARS to help the **speaker** clarify their goals during a 10 minute conversation.
- The **speaker** will use their Real-Play Preparation #4 during this activity.
- As *goals* are identified, the **helper** will begin adding them to the bubble chart below. At around the 8 minute mark, the **helper** will use the chart to help the **speaker** clarify what goals are *most important*. **



**time permitting, switch roles and repeat the above

Focusing on Values

In this activity we will be exploring our own values and comparing them to those of our colleagues. Using the worksheet below, identify 10 values that are the most important things in your life. Your list can include important relationships, beliefs, and anything that gives meaning, purpose, and identity. Feel free to add additional values to the end of the provided list.

Once you've created your list, go through the items and try to rank them by level of importance. As you rank the items on your list, make note of any values that are aspirational or difficult for you to consistently embody. Are there any inconsistencies between your stated values and your actual behaviors?

After everyone has developed their lists, we will share and compare them to those of 1-2 peers.

Values Clarification

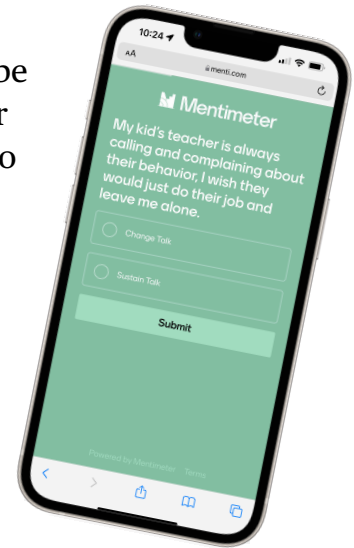
Identify and rank your top 10 personal values.

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Love | <input type="checkbox"/> Loyalty |
| <input type="checkbox"/> Wealth | <input type="checkbox"/> Reason |
| <input type="checkbox"/> Family | <input type="checkbox"/> Independence |
| <input type="checkbox"/> Morals | <input type="checkbox"/> Achievement |
| <input type="checkbox"/> Success | <input type="checkbox"/> Beauty |
| <input type="checkbox"/> Knowledge | <input type="checkbox"/> Spirituality |
| <input type="checkbox"/> Power | <input type="checkbox"/> Respect |
| <input type="checkbox"/> Friendship | <input type="checkbox"/> Peace |
| <input type="checkbox"/> Free Time | <input type="checkbox"/> Stability |
| <input type="checkbox"/> Adventure | <input type="checkbox"/> Wisdom |
| <input type="checkbox"/> Variety | <input type="checkbox"/> Fairness |
| <input type="checkbox"/> Calmness | <input type="checkbox"/> Creativity |
| <input type="checkbox"/> Freedom | <input type="checkbox"/> Relaxation |
| <input type="checkbox"/> Fun | <input type="checkbox"/> Safety |
| <input type="checkbox"/> Recognition | <input type="checkbox"/> Kindness |
| <input type="checkbox"/> Nature | _____ |
| <input type="checkbox"/> Popularity | _____ |
| <input type="checkbox"/> Responsibility | _____ |
| <input type="checkbox"/> Honesty | _____ |
| <input type="checkbox"/> Humor | _____ |

Listening for Change

This activity will be conducted using Mentimeter. A direct link will be posted in the chat, but you can also type www.menti.com in a browser window or use a smartphone if you prefer. Enter the code 1230 5201 to join the activity.

The facilitator will read each of the below statements and participants will respond to indicate whether the statement is an example of *Change Talk* or *Sustain Talk*. Participants will use www.menti.com to anonymously vote for their answer and the software will display a live dot chart of everyone's answers.



1. *Some people are worried about me spanking my kids, but I don't think it's a big deal - I mean, my parents hit me and I turned out all right.*
2. *I'm tired of all the stress it causes when I act out at school.*
3. *My kid's teacher is always calling and complaining about their behavior, I wish they would just do their job and leave me alone.*
4. *Although it's hard to change my discipline strategies, I like to think that we will all be happier if there is less yelling in the house.*
5. *I need to get back on my depression medication, my mood has gotten really bad since I stopped.*
6. *I've been a parent for over 10 years and I know what I'm doing, so I'm not sure why you're trying to micromanage me now!*
7. *I'd like to improve my ability to hold my temper when the kids make a mess.*
8. *I know that my friends are a negative influence on me, but I also love partying and I hate feeling like I'm missing out on all the fun.*
9. *It's not a big deal if I use heroin as long as it's not everyday.*
10. *I'm not sure how I'll do it, but I know I'm going to have to make some changes if I'm going to avoid getting suspended again.*
11. *I suppose I could try some other parenting strategies, after all, what I've been doing so far isn't really working.*

Tuning Your DARN Ears

In this activity we will be practicing recognizing change and sustain talk by viewing two video demonstrations of an interaction between a **helper** and an **ambivalent speaker**. Focus on the responses of the client and make note of any *Desire, Ability, Reasons, or Need* in favor and/or against change using the charts below.

First Video:

Client Change Talk	Examples:	Client Sustain Talk	Examples:
Desire to <i>change</i> parenting and/or attend parenting classes		Desire to NOT change parenting and/or attend parenting classes	
Ability to <i>change</i> parenting and/or attend parenting classes		Inability to change parenting and/or attend parenting classes	
Reasons in favor of changing parenting and/or attending parenting classes		Reasons in favor of the status quo and NOT changing parenting and/or attending parenting classes	
Need to change parenting and/or attend parenting classes		Need to sustain the status quo and NOT change parenting and/or attend parenting classes	
In your opinion, is this client going to attend the parenting classes?			
In your opinion, is this client going to change their parenting strategies?			

Second Video:

Client Change Talk	Examples:	Client Sustain Talk	Examples:
Desire to <i>change</i> parenting and/or attend parenting classes		Desire to NOT change parenting and/or attend parenting classes	
Ability to <i>change</i> parenting and/or attend parenting classes		Inability to change parenting and/or attend parenting classes	
Reasons in favor of changing parenting and/or attending parenting classes		Reasons in favor of the status quo and NOT changing parenting and/or attending parenting classes	
Need to change parenting and/or attend parenting classes		Need to sustain the status quo and NOT change parenting and/or attend parenting classes	
In your opinion, is this client going to attend the parenting classes?			
In your opinion, is this client going to change their parenting strategies?			

What were some differences between the efforts of the **helper** in video #2 compared to those of the **helper** in video #1?

Intentional Reflections

In this activity we will be practicing intentional reflections. Each of the below statements contains some sustain and some change talk. In your small groups you will:

1. Have one group member read each statement aloud
2. Work as a group to identify the *change talk*
3. Develop a reflection that highlights or deepens the change talk.
4. After the group has developed a reflection, have the member read the statement again and another member respond using the group's reflection.
5. Rotate until all example statements have been used.

1. *Sure, I want my kids back and I want to be a good parent, but the court is making it impossible. There's no way I can do all those things they're asking me to do.*

2. *It's such a hassle to take those pills. I'm supposed to remember to take them 4 times a day and half the time I don't even have them with me. I guess there's a good reason for it, but it's just not possible for me.*

3. *When you take that first hit there's no feeling like it. At that moment, you just don't care about all the bad stuff drugs do to your life; it's just this amazing rush and nothing else matters.*

4. *Yeah, I was going to night classes. I went every day, did my homework and I admit, I was feeling good about that. But, it's gotten too hard, you know, it's causing me to be tired at work, and even though my wife says she's for me finishing, I can tell she is getting tired of having the extra burden with the kids and all. It would be nice to have that certificate, though.*

5. *I have no time to go to counseling. I really hate that I'm so much more impatient with my kids than I used to be because I'm so miserable. But, I can't leave them alone. I don't trust anyone else to take care of them the way I do.*

Round Robin Evoking Role Play

In this activity we will practice evoking change talk using a role play scenario. First, your group needs to identify a member who can credibly role play as the **client** in the scenario below. The rest of the group will follow the **helper** instructions and work as a group to evoke change talk in conversation with the **client**.

For the **client**:

You are a 30-something arrested for a first offense of driving under the influence of alcohol. You agreed to a breath alcohol test at the scene that showed a level far above the legal limit. You drink almost every day, mostly beer, and usually more on weekend nights as when you were pulled over for erratic driving. Your spouse and daughter have expressed concern about how much you drink, and on occasion you don't remember periods of weekend time. The arrest, fingerprinting and overnight jail time were humiliating. You definitely don't think of yourself as having a "drinking problem," but this arrest shocked you, and you know that you do "overdo it" sometimes. Your lawyer suggested that you "see someone" to help with your defense, though you're not happy about it. [Client: Fill in additional details as needed]

For the **helpers**:

- The rest of the group will trade turns being the **helper**.
- Have the first **helper** get the ball rolling by engaging with the **client**.
- After the **client** shares an initial account of their situation, the **helper** will break character and lead a conversation with the rest of the group about options for their response. Once the **helper** is ready to proceed they can offer the response to the **client**.
- The **client** should then respond to this effort in-character and allow the next member of the group to be a **helper**.
- **Helpers** should NOT reuse responses!
- Continue the conversation by rotating **helpers** until the role has gone around for at least two rounds.

In this activity we will practice using MI to build up *Ability* language. People often recognize the *importance* of a change in their life, but they may not feel confident that they are actually able to make it happen! Identify a member of the group to present as the **speaker**, another member to be **helper**, and remaining members will be **observers**.

For the **speaker**:

Use your response to Real-Play Preparation #5 to share about a change that you feel is important, but you have doubts that you are actually *able* to make the change. Share about this difficult change with the group for about three minutes.

For the **helper**:

- Listen carefully to the **speaker's** dilemma, offering no advice.
- Ask: "On a scale from 0 to 10, how confident are you that you could make this change if you decided to do it?"
- Ask: "Why are you at a ___ and not a zero?"
- Ask: "What strengths, talents, or abilities do you have that might help you to make this change?"
- Ask: "How might you go about making this change if you decided to go for it?"
- Ask: "What have you successfully done in the past that was like this in some way?"
- Offer a summary of all the *ability* change talk you heard from the **speaker**.

For the **observers**:

- Listen carefully to the **speaker's** responses and make note of any *confidence/ability language* that you hear.
- After the **helper** has offered their summary, share any *confidence* language you noted that was not captured by the summary statement.

Introduction to Coding

In this activity we will begin to practice some basic MI coding. The following script has already been parsed into volleys. While we watch/listen to the video of this interaction, follow along using this script and attempt to code each *helper* (clinician) statement using the abbreviations below. If you are unsure about what code to use for a particular line, simply use a “?” and we can discuss as a group after the video is finished.

<p>Giving Information = GI Question = Q Simple Reflection = SR Complex Reflection = CR Uncertain = ?</p>

<p>Persuade = P Confront = C Affirm = AF Seeking Collaboration = Seek Emphasizing Autonomy = EA</p>
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1	I	Barry, thank you so much for coming up this morning.	
2	C	You're welcome. Thanks for having me.	
3	I	I can see that this couldn't have been easy for you.	
4	C	It took quite a bit of planning an effort to get here, but I'm here so...	
5	I	And I understand that you were referred from Dr. Ross, who is about to operate on you for a second time.	
6	C	Yes indeed.	
7	I	This is our first meeting. It will be brief, but I am here to see you again if that's what you so choose at the end of this or at any time in the future. And really, you know, I wanted to welcome you and offer you the opportunity just to tell me what you've been through, and how you're feeling about coming up here this morning.	
8	C	Well, to be honest, I'm not really quite certain why I'm here. I don't see the link between smoking and my surgery. I know I need a second procedure right now, so there are some thoughts that are going through my head about the whole situation that I might not be getting the whole story.	
9	I	Right. And so in that sense you're a little bit unsure why you're here, because you've been asked to come down here by Dr. Ross, yet you don't really understand what went actually wrong the first time round with the surgery.	
10	C	Exactly. Exactly. So that raises other questions.	
11	I	Which must make you feel to some extent a little bit resentful about what's quite going on here.	
12	C	A little bit. No offense to you, or what you do here. I believe there are people that need to quit smoking, you know, if it's hurting them. I don't think that's me, but I'm here to listen.	
13	I	Sure. OK, and could I ask you, you know, how you feel about your smoking.	

14	C	I enjoy it.	
15	I	I mean, you're here now, and we've got a few minutes, and I'm just wondering what would make the most sense to you as to how we spend our time. Cause that's what I'd like to know, is how you feel about your smoking, but...	
16	C	Well, I do enjoy it. First off, I use it to relieve my stress. I use it in social situations. I use it when I feel lonely. I can go outside and it's always there for me. I do know that it's probably in my best interest to quit.	
17	I	Sure	
18	C	But I do also know you can get hit by a bus if you don't...especially in Albuquerque.	
19	I	Sure. Sure. So you say that you're smoking is something that you actually enjoy.	
20	C	To be honest, it's putting a big dent in my pocket. It's an expensive habit.	
21	I	So it cost you.	
22	C	Oh, absolutely, not to mention, in the morning I cough. I have a really, really bad cough.	
23	I	Right	
24	C	So that concerns me.	
25	I	Right. So there's something about your body feeling a bit challenged by this.	
26	C	Yeah. Well also my cardio fitness, you know, it's affecting my game on the field, too, so yeah, I want to do well for my team.	
27	I	What do you notice about the effect of smoking on your sport?	
28	C	Well, I know that people are running around me all the time. (Laughs) and I can't keep up, and that's not a good feeling. It's not a good feeling at all.	
29	I	Right. So you notice it on the rugby field.	
30	C	Yes, I do. A big change since...	
31	I	Since how long?	
32	C	Well, it's been six years.	
33	I	Right.	
34	C	And before that, when I was playing, I could run the full 80 minutes. Now I feign injury sometimes. Not this time. (Laughs)	
35	I	No, but because you feel so out of puff	
36	C	Yes. Absolutely.	
37	I	And you've noticed the last few years that that's been increasing.	
38	C	Yeah, I'm not on the select side anymore.	
39	I	Right. So you're starting to lose some of your fitness and you reckon that in might be linked to smoking.	
40	C	It makes sense. It's smoking. Human beings, I don't believe are supposed to...	

41	I	Right. So there's stuff you get out of this, but on the other hand you notice the effect on your chest in the morning.	
42	C	Absolutely.	
43	I	And you notice it in the rest of your body when you try and exert yourself.	
44	C	Yes, I do. I do.	
45	I	Is there anything else about it that you're concerned about that you haven't mentioned.	
46	C	Well, there is a history of heart disease in my	
47	I	Right.	
48	C	And, well, scientists say that it's bad for your heart. I can see that.	
49	I	And so there's a bit of worry you have about what the condition of your heart might be.	
50	C	Yes, however, it's a subject I kind of avoid with my doctor.	
51	I	Right, and yet here you've had a doctor who's about to operate on you, and it's like you can see the connection, and he can see the connection.	
52	C	Yeah, I don't want to be stupid. Being ignorant is one thing, but just being stupid...	
53	I	Yeah. So you can sort of see the connection, but it's not necessarily something that's easy to talk about with the surgeon, or indeed in a situation like this.	
54	C	Yeah.	
55	I	I wonder where that leaves you know.	
56	C	Well, I'm here, so obviously I do want to do something about it. What that is right now I'm not sure. I know there are aids out there such as the patch. I've seen some people wear the patch, and they swear by it. They're almost proud of it. "See. Here's my patch!"	
57	I	Yeah.	
58	C	Nicotine gum. All that good stuff.	
59	I	I was going to ask you about that. How much do you know about those kinds of stop smoking aids?	
60	C	Not much. Not much. I've never really tried to approach quitting. I didn't see the need, but...	
61	I	Right. I mean that would be a decision that you take for yourself, and I'm not suggesting you make that, but what is it you'd most like to know about stop smoking aids? I mean, is there any piece of that puzzle that I can help you with?	
62	C	If I were to choose one, I definitely want to know how the side effects are going to affect me.	
63	I	Right.	

64	C	That's one thing I worry about with drugs that I see on TV, especially the new ones. The side effects are anything from sexual dysfunction to, you know, ulcers (laughs), so ...	
65	I	Right. If you're going to make a decision to stop smoking, you want to make sure that you get an aid that's going to suit you and that's not going to have side effects.	
66	C	Exactly. What's the point of quitting smoking if the thing that is helping you quit is messing you up. (laughs) so ...	
67	I	Perhaps I can just let you know that there is quite a range of these aids. Some of them you're quite right, like bupropion, that is a drug that can have side effects, and it doesn't contain any nicotine. OK. So that's one kind of aid. OK, but then there are others that contain nicotine like a patch or gum that really are devices for helping you tail off the withdrawal symptoms gently. So there's broadly those two kinds of aids, and the success rates of them are reasonably good, but it sounds like you're particularly concerned about a drug that might have side effects.	
68	C	That is my main concern. If I could take something that could help me quit, I could probably embrace that as long as it didn't affect me adversely, 'cause I have enough problems.	
69	I	Sure. So if you could avoid the side effects, you might even consider taking one of these supporting aids that didn't have side effects.	
70	C	I might give it a chance, and also cost is a factor as well, you know. If it's expensive to do then, well, I'm back where I started.	
71	I	Exactly.	
72	C	I mean, my health will get better, but I still will be...	
73	I	Exactly, because that was one of your concerns about the smoking.	
74	C	Absolutely.	
75	I	So you might have to make some kind of financial sacrifice to quit smoking, and you're concerned about that.	
76	C	Sure, but in the long run I think, I know, I'm probably just trying to enable myself, but yeah, I guess that my number one concern would be just the side effects	
77	I	Right. OK let me see if I can just summarize what we've said so far, because we're going to be stopping the interview quite soon, OK?	
78	C	OK	
79	I	It's something that is important to you, and you definitely get benefits from it. On the other hand, you've noticed its effect on your cardiovascular health with a history of heart disease, and if you could find some kind of support aid that didn't have side effects and wasn't too expensive, you might be prepared to go for it.	
80	C	I think I might be able to give that a try.	
81	I	You might even give it a try.	
82	C	Might even give it a try. Yeah. Maybe I'll make the select side again.	

Coding for Beginners

As time allows, we will be scoring several MI simulation videos using a simplified version of the MITI. Upon watching each video, you will maintain behavior counts and determine global rankings. You can use the modified MITI form below or simply keep track of your codes on a blank sheet of paper.

Once we have finished viewing the video, you will submit your coding data using a Google Form at www.socialworky.com/MI.

Change Target: _____

BEHAVIOR CODES	TALLY	TOTAL
Giving Information		
Question (Q)		
Simple Reflection (SR)		
Complex Reflection (CR)		
Persuade		
Confront		
Affirm (AF)		
Seeking Collaboration (Seek)		
Emphasizing Autonomy (E)		

Cultivating Change Talk	1	2	3	4	5
Softening Sustain Talk	1	2	3	4	5
Partnership	1	2	3	4	5
Empathy	1	2	3	4	5

Closing the Loop!

Real-Play Preparation #1

For this real-play, you will be placed in groups of 3 to practice a brief MI session with your colleagues. Each member of the group will trade turns as **speaker**, **helper**, and **observer/coder**. Allow 10 minutes for each real-play. Switch roles until all three members of the group have been able to practice MI, receive MI, and code MI.

For the **speaker**:

Use one of your topics from Real-Play Preparation #1. Start by sharing about the *potential change* with your **helper** and experience your reactions to their efforts with honesty and genuineness. Remember: this is a REAL-play, so there is no need to “pretend.”

For the **helper**:

- Engage with your **speaker** and try to truly understand their situation.
- Use OARS+ throughout the real-play and make intentional efforts to cultivate change talk in your **speaker**.
- Elicit Desire, Ability, Reasons, and Needs related to the change your **speaker** is considering.
- Try to use at least two reflections for each question you ask!

For the **observer**:

- Use the modified MITI form on page 26 to code the **helper's** efforts.
- After the real-play is done, share your codes with the group and offer at least one affirmation to the **helper**.
- Ask the **helper**: If you were to continue to develop your MI skills, what specific areas might you focus on improving?
- What ideas do you have for ways to improve _____?

Change Target: _____

BEHAVIOR CODES	TALLY	TOTAL
Giving Information		
Question (Q)		
Simple Reflection (SR)		
Complex Reflection (CR)		
Persuade		
Confront		
Affirm (AF)		
Seeking Collaboration (Seek)		
Emphasizing Autonomy (E)		

Cultivating Change Talk	1	2	3	4	5
Softening Sustain Talk	1	2	3	4	5
Partnership	1	2	3	4	5
Empathy	1	2	3	4	5

Next Steps

As you reflect on your experiences in this training, I invite you to reflect on your next steps with Motivational Interviewing.

1. If you were to sum up your reaction to this training in *one word*, what would that be?

2. What are some things you *did well* during the real-plays in this training?

3. If you were to work on improving your MI skills, what area would you focus on first?

4. How might you go about improving your skills in that area?

Recommended Resources

Motivational Interviewing: Helping People Change (3rd ed) by Miller and Rollnick. [LINK](#)

The Motivational Interviewing Workbook: Exercises to Decide What You Want and How to Get There by Angela Wood. [LINK](#)

Motivational Interviewing in Social Work Practice (2nd Ed) by Melinda Hohman. [LINK](#)

Additional Webinars and Online Courses by Stephen Rollnick: <https://www.stephenrollnick.com>

Intermediate, Advanced, and Coding Workshop listings can be found on the MINT website: <https://motivationalinterviewing.org/calendar>