**Motivational Interviewing Simulation Experience**

**Following Patient Engagement Training, each participant will be required to participate in a simulation MI call or face-to-face interaction (organization dependent).**

**Simulations can be conducted with 1-2 participants and a trainer. Two (2) participants from the same organization/practice can participate on the same call with approval from the trainer. The participants should plan on 30-60 minutes. The expectation is at least 30 minutes to receive credit.**

**Materials:**

* Case Study
* Trainer Evaluation Form
* Self- Analysis/Goal Sheet

**Rating Scale: 1- Not at all, 2=Infrequent, 3= Adequate, 4= Good, 5= Very Good**

**There are three parts to the call.**

To maintain fidelity in the assessment, each participant will be given the same case study. The participants will alternate roles in the call and practice MI.

1. Participant call to patient demonstrating MI techniques and the development of an action plan using SMART goal setting.

Repeat with the second attendee.

1. Debriefing with the trainer.
2. Participant goal setting for self-reflection and improvement.

**Objectives for the student:**

**Knowledge of Basic Principles**

* Demonstrates knowledge of basic MI principles, skills and strategies and ability to explain rationale for use of MI to clients.
* Demonstrates the ability to call on relevant aspects of MI knowledge and skills to plan and, where necessary, adapt the intervention to the needs of individual clients.

**Implementing MI**

* Implements MI in a manner consonant with its underlying philosophy.
* Structures sessions and maintains appropriate pacing
* Selects and applies the most appropriate MI skills and strategies.

(Gill et al., 2020)

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| **Introduction to the call:** | **Rating** |
| Identifies client by name |  |
| Introduces self and purpose of the call. |  |
| Identifies agency and physician they are working with. |  |
| Asks permission to proceed. |  |

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| **MI Competency** | **Element** | **Rating** | | | | |
| **DOMAIN 1:** | **ENGAGING –THE RELATIONAL FOUNDATION** | **1** | **2** | **3** | **4** | **5** |
| **Element A: MI Style**  Overall Spirit of Motivational Interviewing  Openness to a way of thinking and working that is collaborative, honors the client’s autonomy  and self-direction.  Genuine interest in the client’s  experience and perspectives. | **Empathy**:  Tries to understand the client’s perspective, feelings and  ‘world view’.  **Acceptance**: Demonstrates unconditional positive regard. Relates to clients in a warm,  encouraging and accepting manner.  **Support**: Supports the client by making sympathetic, compassionate, or understanding  comments.  **Collaboration:** Negotiates with the client and avoids an authoritarian stance. Treats the  client as an equal partner and creates a positive environment for change  **Evocation**: Draws out ideas and solutions from clients. Evokes clients’ reasons and  potential methods for change.  **Autonomy**: Recognizes that clients are ultimately responsible for choosing their own  paths. Emphasizes the client’s freedom of choice, autonomy and personal responsibility.  **Reducing Discord:** Recognizes any apparent discord in the  relationship. Uses strategies to reduce discord and re-engage with the client. |  |  |  |  |  |
| **Element B: Client Centered Counseling Skills** – **USE OF OARS**  Uses client-centered counselling skills to provide a supportive and facilitative  atmosphere in which clients can safely explore their experience and ambivalence.  Summarize the self-management action plan | **Open Questions**: Uses a range of open-ended questions to seek information, invite the  client’s perspective or encourage self-exploration of the client’s thoughts and feelings  towards the topic.  **Affirmations**: Affirms the client by saying something that recognizes and reinforces the  client’s strengths, abilities and/or efforts.  **Simple Reflection**: Uses simple reflective listening **statements** to convey understanding  or facilitate discussion.  **Summarizing**: Summarizes what the client has said at key points in the discussion to link  together, direct the conversation, ask key questions and check  understanding of the client’s perspective. |  |  |  |  |  |

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| **Domain 2:** | **Focusing** | **1** | **2** | **3** | **4** | **5** |
| **Element C:**  **Assessing Interest in Behavior Change** | **Invites the client to talk about their behavior change**, making it clear the client is not obliged to make any decisions regarding their behavior.  **Asks what the client already knows about the topic** and what else they want to know. |  |  |  |  |  |
| **Element D:**  **Agenda Setting/Matching** | **Negotiates a specific agenda** for the discussion in partnership with the client.  Maintains appropriate focus on the agreed agenda or concerns related to it. |  |  |  |  |  |
| **Element E: Information and Advice** | **Seeks client’s permission** before offering information or advice.  **Provides information or advice** that is sensitive to client concerns and  understanding. |  |  |  |  |  |

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| **Domain 3:** | | **Evoking- The Transition to MI** | **1** | **2** | | **3** | | **4** | | | **5** |
| **Element F:**  **Recognizing Change Talk** | | Listens for and identifies client “change talk” (i.e. client statements about desire,  ability, reasons and need for change). |  |  | |  | |  | | |  |
| **Domain 4:** | **Change Planning** | | **1** | | **2** | | **3** | | **4** | **5** | |
| **Element G:**  **Recognizes Readiness to Change** | Recognizes the client’s readiness to change.  Effectively uses the readiness ruler | |  | |  | |  | |  |  | |
| **Element H:**  **Transitional Summary** | Summarizes the client’s perception of the issue, including reasons or need to change.  Acknowledges ambivalence.  Helps client assess Pros, Cons and Ambivalence | |  | |  | |  | |  |  | |
| **Element I:**  **Obtaining Commitment**  **Action Planning** | Restates the client’s desire, ability and commitment to change.  Uses evocative (key questions) to encourage client commitment talk.  Effectively uses the confidence ruler  Establishes an action plan using SMART Goal-setting  Arranges a follow-up appointment. | |  | |  | |  | |  |  | |

(*Competency Framework for Motivational Interviewing*, n.d.)

**Name: Organization**

**Role: Date:**

**Reviewer:**

**MI SKILLS Debriefing and Self- Reflection**

**Strengths Demonstrated in the Session- Debriefing:**

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| **Skill Development** |  |  |
| **Skill Targeted for Improvement** | **What will specifically be developed or improved?** | **How will the goal be reached** |
| 1. |  |  |
| 2. |  |  |
| 3, |  |  |

**References**

Barsky, A., & Coleman, H. (2001). Evaluating skill acquisition in motivational interviewing: The development of an instrument to measure practice skills. *Journal of Drug Education*, *31*(1), 69–82. https://doi.org/10.2190/KN79-B5BU-E55K-W4RK

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