Motivational Interviewing Training



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Session 2:
The Spirit of MI

Session Learning Objectives:

1. Describe how MI Spirit relates to OARS skills and change talk.
2. Explain the 4 components of MI Spirit.
3. Explore your values and lived experiences and how they relate to MI Spirit.



General Instructions for Exercises

- This video includes (and each subsequent video will include) several **synchronous exercises** (i.e. exercises to be completed *at the time you watch this video*) to help deepen your learning of the content.

- To maximize your learning, you are asked to complete the exercises **one at a time, when prompted**, vs. all at once after the video.

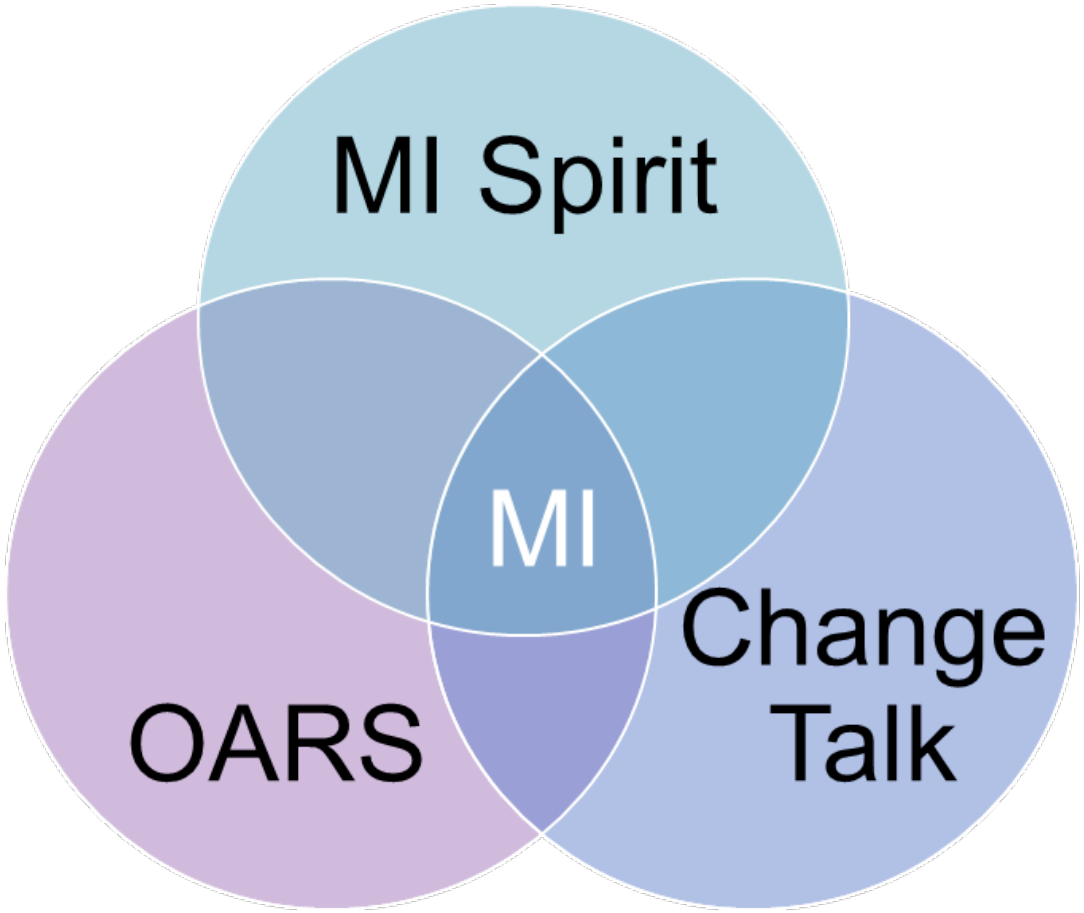
- Please download and print (or keep open on your computer) the **MI Exercise Worksheet** corresponding to the session you are currently viewing, and use it to record your responses. Remember, I will review your responses to ALL session exercises before Session 6.

- I will provide **5 minutes** for each exercise. **Chimes will sound when the time has ended**, so that you can be working on your worksheet with the video running in the background.

- If you would like more time to work on a given exercise when you hear the chimes, you can **pause the video**.



MI Elements



Exercise 2.1: Examining Your Values (Part 1)

1. Print (or open) the **Values Card Sort** found at:
http://www.motivationalinterviewing.org/sites/default/files/valuescardsort_0.pdf

2. Read through each of the qualities/values described. Consider which of the qualities/values are ***central to who you are***—not the values you think *should be* important or central to you. To differentiate between these, trying filling in the blank: **"Others would describe me as someone who embodies or values _____."**

3. After considering all qualities/values, pick your **top 5** most important.

4. Use **MI Session 2 Exercise Worksheet** to **record answers to:**
   a. Why is this quality/value important to me?
   b. How does this quality/value influence or manifest itself in my work with students?



Adapted from: Rosengren (2018)

Need more time for Exercise 2.1?

If you need more time, please pause the video now and resume it when you are done with Exercise 2.1



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4 Components of MI Spirit

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Miller & Rollnick (2013), p. 20

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Miller & Rollnick (2013), p. 20

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- **Acceptance:** The person using MI guides the student, but supports the student's **autonomy** and **absolute worth;** uses **accurate empathy**.
- **Compassion:** Dedication to promoting the welfare of others; "*To have your heart in the right place*"[1] and be *worthy of the student's trust*.
- **Evocation:** Motivation for change is elicited from the student, not imposed externally by us.

Miller & Rollnick (2013), p. 20

Partnership, Acceptance, & Guiding:

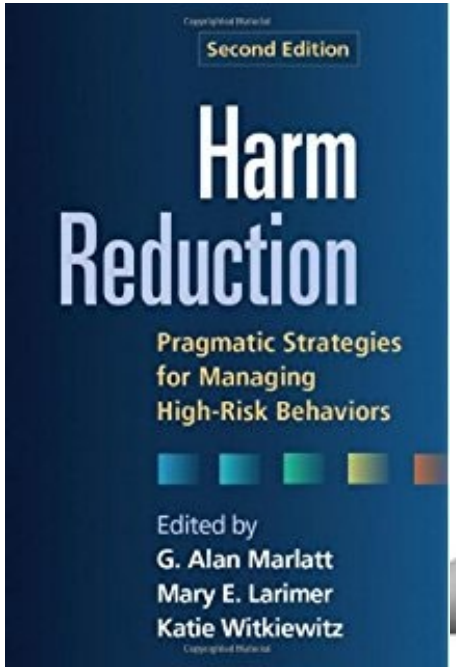


- "Guiding is used when we are exploring behavior **alongside** the client and **we are there to support, encourage, and assist**. We are not just passively listening, nor are we taking control of the conversation."[1]
- We have a say, and may be constrained, in the possible "destinations" for our client's journey.
- **As a good guide, we know "what is possible and can offer alternatives" from which the student can choose.**

[1]Coston-Clark (2012): http://blogs.bu.edu/bniart/2012/03/06/3-communication-styles-1-brief-intervention/

Compassion & Harm Reduction: The legacy of Dr. **G. Alan Marlatt**







Evocation & Active Listening

Evocation is best demonstrated, so we are going to watch another video. I ask that you watch/listen from time code **2:09** to **4:30** as part of this session. The link will automatically start at 2:09.

We will watch/listen to other segments of the video in Session 3 and the *whole video, start to finish, in Session 4*.

Reflection: What do you notice about how the MI facilitator engages the client? What does the facilitator *evoke from the client*? *(FYI—The client is a person seeking anxiety medication from their doctor, but the doctor is concerned about their level of alcohol use.)*

Pause this video now and **open the video found at** https://youtu.be/67I6g1I7Zao?t=209 Once done, please resume this video.

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Exercise 2.1: Examining Your Values (Part 2)

1. Go back to your **responses to Part 1** of Exercise 2.1.

2. Use **MI Session 2 Exercise Worksheet** to now **record answers to:**

   a. How does this quality/value demonstrate one or more of the components of MI Spirit (**partnership, acceptance, compassion, evocation)**? How will it make you a stronger MI facilitator?

   b. Under what circumstances or in what ways might this quality/value be at odds with MI Spirit? What "pitfalls" related to this quality/value might you need to be mindful of when meeting with students?



Adapted from: Rosengren (2018)

Need more time for Exercise 2.1?

If you need more time, please pause the video now and resume it when you are done with Exercise 2.1



Exercise 2.2: Experiences with MI Spirit

- Consider at least one person who has been a mentor to you (e.g., a teacher, coach, supervisor, advisor), helping you set goals and strive toward them and opening up new possibilities for your future. (***Note:*** *Though "tough love" or "scare tactics" define some mentoring, choose someone who you experienced as* ***nurturing/supportive/caring*** *for this exercise.*)

- Use the **MI Session 2 Exercise Worksheet** to record your responses to the following questions:
  - Who was this person to you? How did this person interact with you? What about their demeanor or characteristics inspired you to achieve your goals?
  - How did you respond to their mentoring efforts?
  - How does their demeanor/characteristics map onto the 4 components of MI spirit (partnership, acceptance, compassion, evocation)?

Adapted from: Rosengren (2018)

Exercise 2.2 Example

- **Who was this person to you? How did this person interact with you? What about their demeanor or characteristics inspired you to achieve your goals?**
  - Mary was my undergraduate mentor. She expressed belief in my ability to succeed and treated me as an equal, even though she was clearly in an evaluative role over me (***partnership***). She inspired me to set goals I hadn't considered possible and gave me, or directed me to, resources to reach those goals (***evocation, partnership***). She asked about my life (***evocation***) and demonstrated that she cared about my success in life, not just in school (***acceptance***). She put my needs first, even when it likely inconvenienced her (***compassion***).
- **How did you respond to their mentoring efforts?**
  - I worked harder and invested more in reaching my goals because she expressed absolute certainty that I was capable.
- **How does their demeanor/characteristics map onto the 4 components of MI spirit (partnership, acceptance, compassion, evocation)?**
  - Mary demonstrated all of the qualities of MI Spirit. (***See above***)

Adapted from: Rosengren (2018)

Exercise 2.2: Experiences with MI Spirit

Please record your responses to this exercise on the **MI Session 2 Exercise Worksheet** now.



Need more time for Exercise 2.2?

If you need more time, please pause the video now and resume it when you are done with Exercise 2.2



Exercise 2.3: Challenging Interactions

- We all have people in our life who we experience as challenging at times—we may dread our next encounter with them, or we may leave an interaction with them filled with self-doubt. Consider someone in a work setting where you are in a position of equal or greater power (e.g., a coworker/supervisee, client, student) with whom you've experienced one or more challenging interactions.

- Use the **MI Session 2 Exercise Worksheet** to record your responses to the following questions:
  - What do *YOU* see as the central struggle?
  - What would the *OTHER PERSON* see as the central struggle?
  - Thinking about the **4 components of MI spirit (partnership, acceptance, compassion, evocation)**, where could *YOU* make changes that might reduce the struggle?



Adapted from: Rosengren (2018)

Exercise 2.3: Example

Situation: Students who do not complete assignments.

- **What do I see as the central struggle?**
  - I've met with the student multiple times to assist them. We come up with a plan, I connect them with resources, and yet they still don't get the assignment done. I feel stuck in how to help them.
- **What would the *OTHER PERSON* see as the central struggle?**
  - The instructor doesn't realize that "lack of resources" isn't the barrier I'm facing. There are more things going on that she doesn't realize, and I feel ashamed when she send me another email about missing the assignment. I wish she'd understand I'll get it done when I can.
- **Thinking about the 4 components of MI spirit, where could *I* make changes that might reduce the struggle?**
  - By focusing on planning, I wasn't treating them as a **partner**, nor was I **evoking** information to determine if completing the assignment was actually *their* goal (vs. my goal). Though I was treating them as capable, I also wasn't **evoking** if *they* felt capable, which demonstrated an absence of **acceptance**. Though I was **compassionate** in one way, I wasn't in another.



Exercise 2.3: Challenging Situations

Please record your responses to this exercise on the **MI Session 2 Exercise Worksheet** now.



Need more time for Exercise 2.3?

If you need more time, please pause the video now and resume it when you are done with Exercise 2.3



Please download and complete the **MI Session 2 Post-video Reflection** now.

Code for Session 3 Video: **Reflections**

(Write down this code to access the video later)

