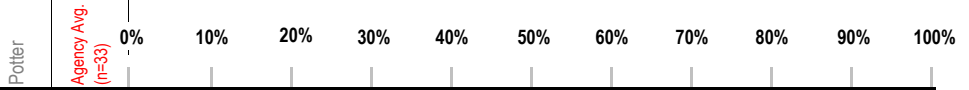


# VERSATILE MOTIVATIONAL INTERVIEWING CRITIQUE

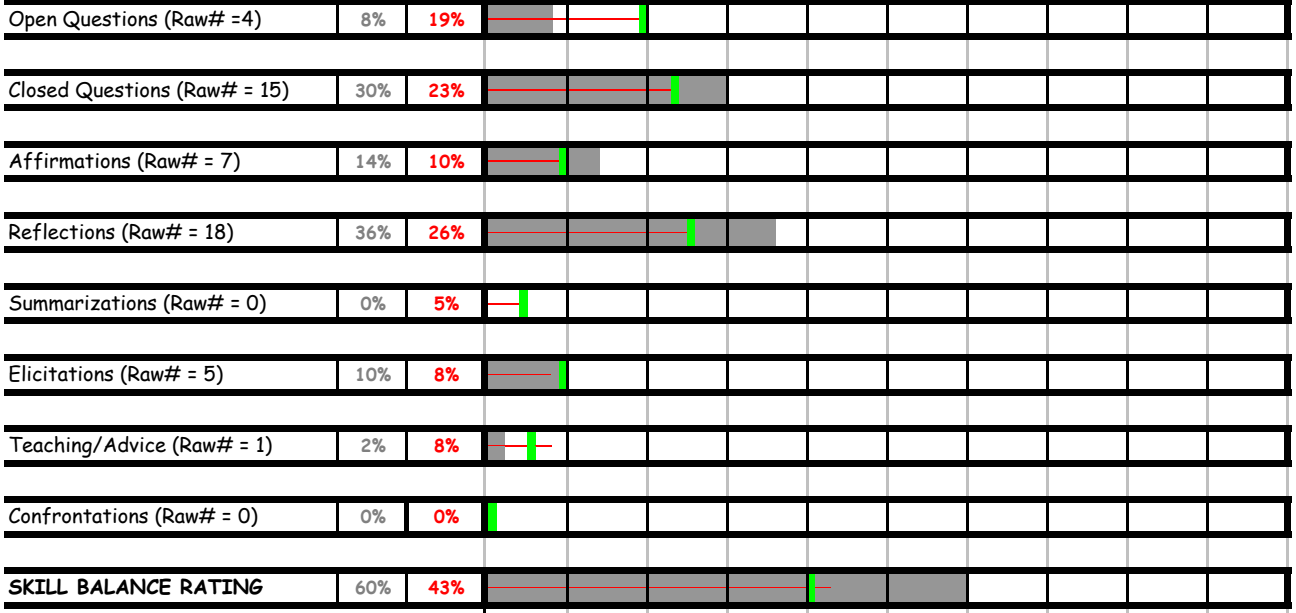
Interview By: Harry Potter  
 Agency: Des Moines  
 Date of Interview: 11/01/04  
 Client/Offender ID: Malfoy  
 Tape Reviewed By: Dumbledore

Date of Tape Review: 11/16/04  
 Time Length of Interview: 29  
 # Previous Critiques: 0

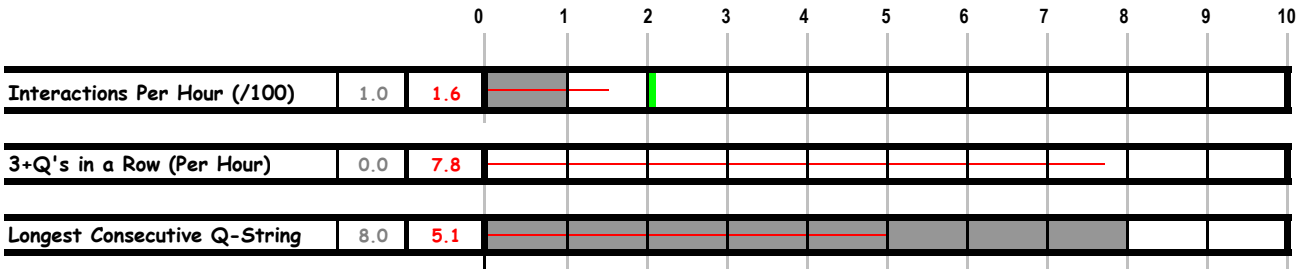
See Page 4 for graph explanation



## CLINICAL SKILL MEASURES



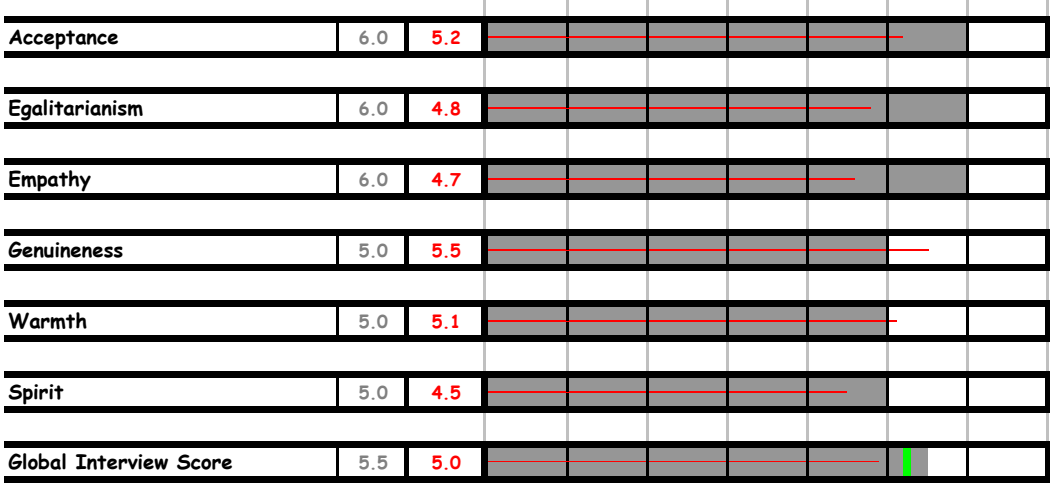
## Question Strings



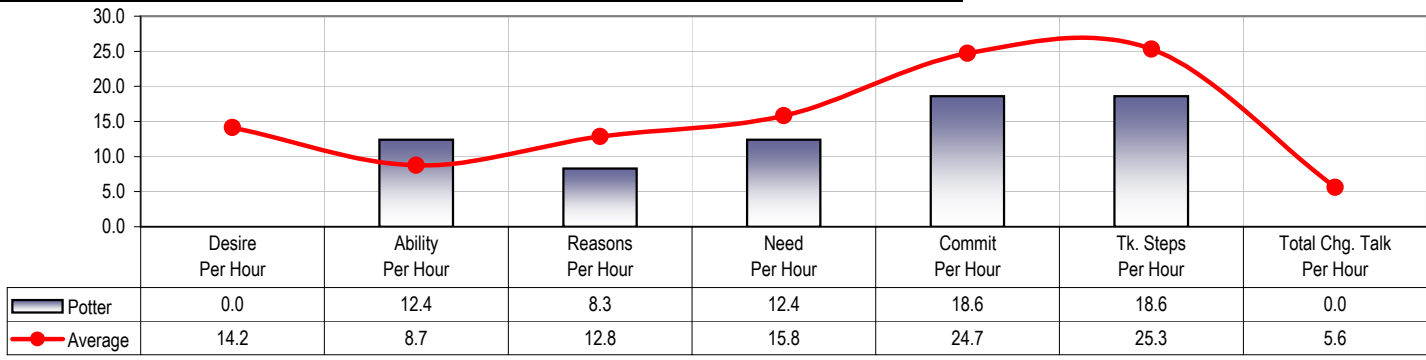
See Page 4 for Rating Definitions



## GLOBAL RATINGS



**CLIENT CHANGE TALK TYPES AND STRENGTHS (Potter)**



**NOTES**

**General Comments**

Harry, at 60, your skill balance indicates that you have a good understanding of most of the recommended MI skills and are able to use some of them in appropriate proportions. You were able to elicit a good amount of change talk and help the client explore several sides of his ambivalence about his job change. Nicely done!

**Open Questions:**

You asked some open questions that were very helpful for eliciting change talk. I was especially impressed about your questions, "Walk me through your thought process about going to part time?" "What are some of the negative aspects of going to part time?" and "What makes you think you can change?" These were great at patiently helping the client walk through his feelings about change.

**Reflections:**

Reflections are the most important MI skill because they let the client know that you have heard him and then also suggest a direction for furthering the conversation, while not limiting what the client can talk about or setting up a question-answer dynamic that makes the interviewer do the work of determining the content of the interview. Reflections made up 36% of your interactions, 20 points shy of the 56% ideal. This is largely because you often defaulted to closed questions (about 30% of the time) when there was a pause, rather than reflections. Closed questions not only limit the client's exploration to a particular direction, they even limit the answer as they seek a yes or no. See if you can convert most of those closed questions to reflections to help the client to better explore his ambivalence and motivation to change.

**Summarizations:**

I noticed that you did not use any summarizations in this interview. Summarizations are like three reflections put together--they juxtapose three or more things that the client has said. These are really important for letting the client know you have heard him fully and showing him several sides of his motivation to change. With talkative or repetitive clients like this one, they also help him hear, "I have heard you fully. You don't have to say it again, I understand." This allows you to move on to the next part of the ambivalence or motivation so that you can get a clearer picture of all of what is going on. When you elicit change talk after such exploration, it is much more powerful because the client is not holding back parts of his ambivalence that are in the way of change, making him either not express or believe in the change talk you elicit.

**Global Measures:**

Harry, I have ranked you above average on all global measures because you did a good job of remembering to affirm the client and agreeing with his assertions about the difficulty of doing the night shift gave a good impression of egalitarianism. On the other hand, the fact that you had set a timer, after which the interview was immediately over made it seem like this was more of an exercise than a genuine exploration of the client's feelings, which perhaps it was, and perhaps you both understood that. But if that feeling carries over to other interviews, clients may be reluctant to really explore change with you, as they feel like an "appointment" rather than a "relationship."

## Summary of Recommendations

Overall, you did a good job of demonstrating competence in a variety of MI skills, especially in asking good questions. In future interviews, see if you can convert closed questions to reflections and add a few summaries. Keep up the good work!

More Of....	Less Of.....	Interesting....
Reflections, Summarizations	Closed Questions	No Comment

### SKILL BALANCE DETAIL: Harry Potter

		OPEN (7)	CLSD (11)	REF (8)	SUM (2)	AFRM (6)	ELICIT (8)	TEACH (2)	CONF (0)	
<b>Skill Balance Detail*</b>	<sup>1)</sup> MODIFIED DISTRIBUTION	8%	31%	37%	0%	14%	0%	2%	0%	
	<sup>2)</sup> COLLAPSED DISTRIBUTION	39%		37%	24%			2%	0%	
	<sup>3)</sup> CATEGORY PENALTIES	10.8%		19%	0%			0.00	0.00	
	<sup>4)</sup> OPEN:CLOSED RATIO PENALTY	10%								
	<sup>5)</sup> PENTALY TOTAL	[O/C] 0.11 + [REF] 0.19 + [S/A/E] 0 + [TEACH] 0.02 + [CONF] 0 + [O:C RATIO] 0.1 = 0.4								
	<sup>6)</sup> FINAL SKILL BALANCE	<b>1 - 0.4 = 0.6</b>								

#### Explanation of Skill Balance:

##### **(1) Modified Distribution:**

For purposes of the "Skill Balance", The first six MI categories: Open, Closed, Reflections, Summarizations, Affirmations and Elicitations are isolated from the last two (i.e., the percentages in these categories will add-up to 100%. Regarding the latter two categories, "Teaching" and "Confrontations", the distributions are calculated as a proportion of all interactions (i.e., across all 8 categories).

##### **(2) Collapsed Distribution:**

The following categories are collapsed and their percentages combined/added: (1) Open Questions and Closed Questions and (2) Summarizations, Affirmations and Elicitations.

##### **(3) Category Penalties**

- ✓ OPEN/CLOSED CATEGORY:  
Any value in excess of 28% is assigned as a penalty (no penalty for falling short of 28%).
- ✓ REFLECTIONS CATEGORY:  
Any value short of 56% is assigned as a penalty (no penalty for exceeding 56%).
- ✓ SUMMARIZATIONS/AFFIRMATIONS/ELICITATIONS  
Any value short of 16% is assigned as a penalty (no penalty for exceeding 16%).
- ✓ TEACHING:  
Any value in excess of 5% is assigned as a penalty.
- ✓ CONFRONTATIONS:  
Any confrontation value is assigned as a penalty.

##### **(4) OPEN:CLOSED Ratio Penalty**

- ✓ OPEN:CLOSED RATIO  
When analyzing open & closed questions separately, closed questions (ideally) should not exceed 30%. For any value in excess of 30% a 1 point (1%) penalty for every 5% of the excess is assigned.

##### **(5) PENALTY TOTAL:**

The sum of all penalties noted above.

##### **(6) Final Skill Balance:**

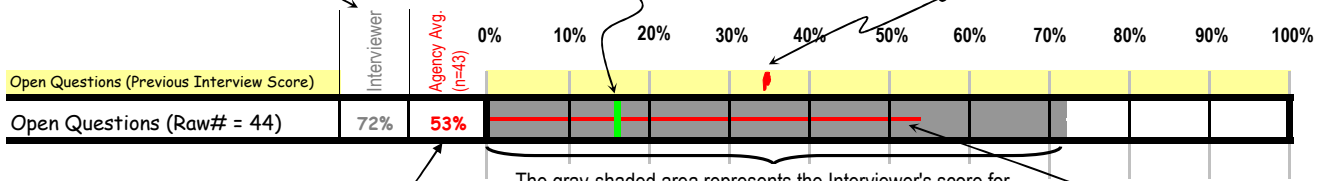
One (1.0) less the sum of all penalties.

## GRAPH KEY

This column presents the specific skill percentage of the interviewer's present critique score for the given category ("open questions", in this example). It is depicted in graph form (in gray) to the right.

This green line represents the "National Average" score.

If the interviewer has submitted a previous tape to be critiqued, the red marker here indicates the interviewer's most recent score. In this example, the interviewer's previous score was 34%. If the interviewer has not previously submitted a tape, this yellow-shaded section will not appear on the report.



This column presents the average skill percentage of the interviewer's agency. The number of individuals comprising the average is noted in the heading (n=). This value is depicted in graph form (in red) to the right.

The gray-shaded area represents the Interviewer's score for the present critique. It corresponds with the grey numeric value on the left, which is 72% in this example.

The thin red line here indicates the average score of all individuals in the same agency as the interviewer. In this example, the agency average is 53%, which corresponds to the red numeric value to the left.

## Explanation of Global Rating Categories

### Acceptance (also called unconditional positive regard)

Interviewers high on this scale communicate acceptance and respect to the client. Acceptance is person-focused (unconditional positive regard) and should not be confused with acceptance/approval of the person's behavior. Interviewers at the low-end of this scale may be perceived as judgmental, harsh, disrespectful, labeling or condescending.

### Egalitarianism (the opposite pole is authoritarianism)

Interviewers high on this scale emphasize by the words and manner the client's personal autonomy, choice, and responsibility. They may offer their expertise when asked for it, or after obtaining the client's permission to inform or advise. Interviewers low on egalitarianism take a more authoritarian approach of directing, ordering, blaming, threatening and confronting. There is a quality of the interviewer asserting a "one-up" position that implies, "I know best. Listen to me."

### Empathy (also called understanding)

Interviewers high on this scale are able to attain and communicate an accurate understanding of their client's perceptions, situation, meaning and feelings through high-quality reflective listening. Their manner shows an active interest in an effort to understand the client's perspective, and their responses actively express an attentive understanding of the client's perspective and experience. They probe to understand more fully, and reflect their understanding back to the client. Interviewers at the low-end of this scale show little interest in or appreciation of the client's perspective, little overt understanding or reflection of what the client is experiencing. They evidence little effort at seeking a deeper understanding of the client's perspective. Interviewers low in empathy may ask many questions to gain factual information or pursue their agenda, but do not seek to understand the client's own perspective.

### Genuineness (also called congruence)

Interviewers high on this scale are perceived as open, responsive, and honest. The interviewer appears to be saying what he or she is experiencing in this session. They show a quality of congruent transparency, saying what they feel and perceive in the moment. Their response to the client is individual and personal. Do not confuse this with other scales such as acceptance or warmth. High genuineness, for example, can include expression of negative affect criticism. Interviewers low on this scale do not appear to be responding honestly and openly to the client, and may appear unresponsive or phony. If they self-disclose, it may have the quality of talking about personal history rather than relating in the present. Their response may have flat, closed, or technical-business quality, or may appear to be rote or mechanical.

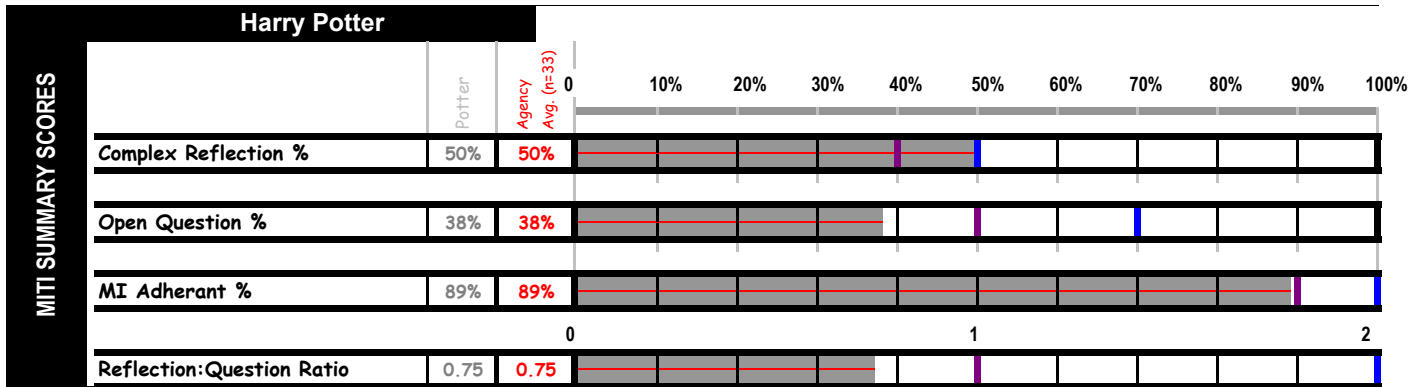
### Warmth

Interviewers high on this scale are perceived as warm, friendly, engaged, compassionate, helpful, caring and concerned. Interviewers at the low end of this scale present an impression of being cold, distant, detached, or unfriendly, showing little overt evidence of helpful concern and compassion.

### Spirit

This is an overall, global rating of the extent to which the interviewer manifests the fundamental spirit of motivational interviewing. It should not be regarded merely as an average of the other scales, but rather the rater's judgment of the extent to which the interviewer "gets it", evidencing a grasp of the "music" and not just the words and techniques. Interviewers high on this scale manifest a directive, client-centered style of facilitating, coaching, and negotiating. The interviewer honors and values the client's perspective. There is a naturalness, comfort, and loving or artistic quality to the interviewer's style. The interviewer is attuned to the client, and actively "mines for the client's own motivation." Interviewers low on this scale show a lack of the balanced directive, client-centered style, erring on the side of passivity or of overcontrol (or both). On the passivity side, the interviewer misses or is inattentive to significant client material, and may seem indifferent, isolated, ignoring, preoccupied, or detached. On the overcontrolling side, the interviewer may communicate mistrust, disrespect, disregard, or simply the pursuit of the interviewer's own agenda without sufficiently involving the client.

## MOTIVATIONAL INTERVIEWING TREATMENT INTEGRITY: SUMMARY SCORES



**Explanation of MI Treatment Integrity Summary Scores**

The tables on the first page calculate MI skill balances according to percentages of specific MI skills used during the interview. The manual for the Motivational Interviewing Treatment Integrity (MITI) Code: Version 2.0, developed by Theresa B. Moyers, Tim Martin, Jennifer K. Manuel and William R. Miller suggests an alternative way of measuring threshold MI competence. The recommended competency and proficiency thresholds in this table (shown in the purple and blue lines, respectively) are currently based on expert opinion. Until normative data is available, these thresholds should be used in conjunction with other data to arrive at an assessment of practitioner competency and proficiency in using MI. Each score is explained as follows:

**Complex Reflection %**

Simple reflections and summaries add little or no meaning or emphasis to what clients have said. They may mark very important or intense client emotions, but do not go far beyond the client’s original intent in the statement. Complex reflections and summaries typically add substantial meaning or emphasis to what the client has said, conveying a deeper or more complex picture than what was given by the client. Because complex reflections help highlight client motivation that would lead them to change, a competent MI practitioner would use more of these than simple reflections. The percentage of complex summaries and reflections is calculated as follows: (Complex Reflections + Complex Summaries) / (Total Reflections + Total Summaries).

**Open Question %**

An open question allows a wide range of possible answers, while a closed question limits answers to yes, no, or a limited range of responses. As open questions better invite client perspectives or encourage self-exploration leading to motivation to change, competent MI practitioners would likely use more open than closed questions. The percentage of open questions is calculated as follows: (Open Questions) / (Total Questions)

**MI Adherent %**

The MI Adherent skills of affirmation, expressing support, emphasizing client ability to choose, and asking permission before giving information have been shown to assist client exploration of motivation to change. MI Non-Adherent skills of confronting, advising, lecturing, blaming, shaming, directing, and threatening have been shown to raise client defensiveness, impeding information giving and exploration of change. Threshold MI competence would mean that in comparing MI Adherent and Non-Adherent skills, 90-100% of these should be MI Adherent. This percentage is calculated as follows: (Affirm/Support/Personal Control + Asking Permission to Teach) / (Affirm/Support/Personal Control + Asking Permission to Teach + Teaching without Permission + Confrontations).

**Reflection : Question Ratio**

To avoid falling into a pattern where the client repeatedly offers brief responses to long strings of interviewer questions, competent MI practitioners try to use at least one, but preferably two reflections for each question asked. This ratio is calculated as follows: (Total Reflections + Total Summaries) / (Total Closed Questions + Total Open Questions).

Summary Score Category	Threshold Competency	Proficiency
Complex Reflection %	40%	50%
Open Question %	50%	70%
MI Adherent %	90%	100%
Reflection : Question Ratio	1	2