

Motivational Interviewing Trainer Assessment (MITA)

Global Ratings

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|---|---|------------|---|---|---|-------------|
| Evocation | <ul style="list-style-type: none"> • Draws out learners wisdom, insight, clarity, understanding, opinions, creativity, answers, solutions, goals, commitments & motivations | 1 | 2 | 3 | 4 | 5 |
| | | Low | | | | High |
| Empathy | <ul style="list-style-type: none"> • Shows active & sincere interest in understanding needs & perspective of learners • Consistently uses artful reflective listening | 1 | 2 | 3 | 4 | 5 |
| Autonomy | <ul style="list-style-type: none"> • Honors learners choice in participation; and in learning & using MI | 1 | 2 | 3 | 4 | 5 |
| Clarity of instructions | <ul style="list-style-type: none"> • Delivery of instruction for activity is clear, articulate, and concise | 1 | 2 | 3 | 4 | 5 |
| Interactive learning environment | <ul style="list-style-type: none"> • Primary focus is on active involvement: practicing MI | 1 | 2 | 3 | 4 | 5 |
| Rolls with trainee resistance (<i>discord & sustain talk</i>) | <ul style="list-style-type: none"> • Tolerates and accepts learners' disagreement, ambivalence, and preferences for other approaches | 1 | 2 | 3 | 4 | 5 |
| Multi-modal learning approaches | <ul style="list-style-type: none"> • Uses a variety of multi-sensory, whole-brained learning approaches | 1 | 2 | 3 | 4 | 5 |
| Accurate and up-to-date MI information | <ul style="list-style-type: none"> • Clearly knows MI • Accurately can explain key concepts and processes of MI | 1 | 2 | 3 | 4 | 5 |
| Modeling; and Demonstrating MI | <ul style="list-style-type: none"> • Constantly models MI • Uses OARS throughout training process • Dances with learners! | 1 | 2 | 3 | 4 | 5 |
| Rhythm & Flow | <ul style="list-style-type: none"> • Keeps the learning moving • Steady pace; up-beat tempo | 1 | 2 | 3 | 4 | 5 |
| Debriefing | <ul style="list-style-type: none"> • Integrates a debriefing process into all activities • Links key MI concepts into debriefing process | 1 | 2 | 3 | 4 | 5 |
| Curriculum Strategy | <ul style="list-style-type: none"> • Sequencing of learning activities is strategically planned to optimize MI learning | 1 | 2 | 3 | 4 | 5 |
| Overall: MI as a style for training (<i>"Teaching MI is like doing it"</i>) | <ul style="list-style-type: none"> • Facilitates MI training consistent with MI practice | 1 | 2 | 3 | 4 | 5 |

Facilitation Style

| | | | | | | |
|---------------------|---|-----------------|---|---|---|------------------|
| Eye Communication | <ul style="list-style-type: none"> Maintains appropriate eye contact with all learners | 1 Low | 2 | 3 | 4 | 5 High |
| Gestures & movement | <ul style="list-style-type: none"> Smiles often Moves with purpose Gestures naturally & freely Expression consistent & congruent with message | 1 | 2 | 3 | 4 | 5 |
| Voice tone/volume | <ul style="list-style-type: none"> Speaks slowly and clearly Varies voice volume to emphasize key messages | 1 | 2 | 3 | 4 | 5 |
| Pacing | <ul style="list-style-type: none"> Pauses to emphasize important points and to create transitions | 1 | 2 | 3 | 4 | 5 |
| Enthusiasm & humor | <ul style="list-style-type: none"> Passionate about MI Positive, up-beat, affirmative Levity: does not take oneself too seriously | 1 | 2 | 3 | 4 | 5 |
| Time Management | <ul style="list-style-type: none"> Keeps to allotted time Sets a time frame that's short enough to keep the energy up, but long enough for learning | 1 | 2 | 3 | 4 | 5 |
| Use of A/V | <ul style="list-style-type: none"> Gracefully navigates the integration of A/V with MI learning | 1 | 2 | 3 | 4 | 5 |
| Flexibility | <ul style="list-style-type: none"> Adjusts training time and/or agenda based on emerging learner needs or feedback | 1 | 2 | 3 | 4 | 5 |

Behavior Counts

| | | | |
|--|--|--|--|
| Sharing Information | | | |
| Setting agenda Setting up and managing activity | | | |
| Debriefing Activity | | | |
| Offering Feedback | | | |
| Modeling; Demonstrating MI | | | |
| Responding to learner questions | | | |
| Telling a story, anecdote | | | |
| Using multi-media | | | |

| | | | |
|--------------------------|---------------------------------|--|--|
| Question | Closed Question | | |
| | Open Question | | |
| Reflect | Simple | | |
| | Complex | | |
| Affirm | | | |
| Emphasize Control | | | |
| Ask permission | | | |
| MI Non-Adherent | Advise, confront, direct | | |

Multi-Modal Learning Approaches

Feedback Summary

Date:

Trainer:

Mentor:

Strengths:

Areas for Improvement:

Next Step(s)

Future Support

0 1 2 3 4 5 6 7 8 9 10