

Modified Motivational Interviewing Treatment Integrity Code (MITI)¹

Therapist: _____
 Coder: _____
 First sentence: _____

Date: _____
 Tape #/date: _____
 Last sentence: _____

GLOBAL RATINGS

Empathy/ Understanding	The extent to which the therapist understands and/or makes an effort to grasp the patient's perspective. <i>Empathy is evident</i> when providers show an active interest in understanding what the patient is saying. Reflective listening is an important part of this characteristic, but this rating is intended to capture all efforts that the therapist makes to understand the patient's perspective and convey that understanding back. <i>Empathy is lacking</i> when clinicians show little interest in the patient's perspective and experiences, or when there is little effort to gain a deeper understanding. Clinicians low in empathy may probe for factual information or to pursue an agenda, but not for the sole purpose of understanding the patient's perspective.	<div>1 2 3 4 5 6 7</div> <div>Low High</div>
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BEHAVIOR COUNTS

MI Adherent	Asking permission, affirming, emphasizing control, or supporting. Score only if clear.	
MI non-adherent	Advising without permission, confronting, directing, or engaging in problem-solving (e.g., discussing ways to change) before the consumer has explicitly set a change goal.	
Question	Closed Question	
	Open Question	
Reflection	Do not code if therapist's voice goes up, turning it into a closed-ended question.	

SCORING

<u>Criterion</u>	<u>Performance goal</u>	<u>Score</u>	<u>Criterion status</u>		
Empathy rating	Goal is at least 5, ideally 6 and above		Not met	Met	Met +
% open questions	Goal is at least 50%, ideally 70% or greater		Not met	Met	Met +
Reflections to questions ratio	Goal is at least 1:1, ideally 2:1 or greater		Not met	Met	Met +
MI adherent	Goal is at least 1, ideally 2 or more		Not met	Met	Met +
MI non-adherent	Goal is ≤ 1 MI non-adherent statements; ideally none.		Not met	Met	Met +

¹ The MITI was developed by Theresa B. Moyers, Tim Martin, Jennifer K. Manuel, and William R. Miller of the University of New Mexico (and can be found at <http://casaa.unm.edu/download/miti.pdf>). This version has been adapted by Steven J. Ondersma, PhD, for use in clinical and supervision settings only.