# Course Title (for Word Outline Purposes Only)

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| --- | --- |
| **Object** | **Content** |
| **Course Title** | Course Title entered here |
| **Language Code** | en-US |
| **Palette Id** | default |
| **Use System Fonts** | false |
| **First Page** | 001 |
| **Completion Page** | 001 |
| **Contents Page** | 003 |
| **Module Title** | Basic Transtheoretical Model and Stages of Change Training |
| **Abbreviated Module Title** | Part 2 |
| **Notes** | These will not be included in course output |

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| **Object** | **Content** |
| **Unit Title** | Introduction |
| **Abbreviated Title** | Enter unit abbreviated title here |
| **Notes** | These will not be included in course output |

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| **Object** | **Content** |
| **Layout** | Macintosh HD:Users:spencech:Desktop:a1.jpg |
| **Template** | A1 |
| **Menu Title** | TBD |
| **Image** | /content/shared/images/placeholders/placeholder.jpg |
| **Header** | Basic Transtheoretical Model and Stages of Change Training |
| **Subheader** | Part 2 |
| **Audio File** | /content/shared/audio/placeholders/placeholder.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | Insert Audio CC Text here |
| **Notes** | These will not be included in course output |

## Slide 1

## Slide 2

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| **Layout** |  |
| **Template** | B2 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Interactions\_10.jpg |
| **Bullets** | |  |  | | --- | --- | | Recap | 0:01 | |  | 0:03 | |  | 0:05 | |  | 0:07 | |  |  | |  |  | |
| **Footer** |  |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod2\_audio1.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | In Part 1, we gave a general overview of the Transtheoretical Model. You learned about the background of the TTM and research supporting it. We also discussed the major constructs which are Stages of Change, Decisional Balance, Self-efficacy, and the Processes of Change.    Now, in this part of the training, we’ll talk briefly about different TTM-based intervention materials that Pro-Change offers. (If you’re interested, more information on our programs is available through the resource link you clicked at the start Part 1.      We’ll also be focusing on a style of evidence-based counseling called Motivational Interviewing, which can complement a TTM approach.    Let’s start first with the TTM-based intervention materials. |
| **Notes** | **Audio:**  In Part 1, we gave a general overview of the Transtheoretical Model. You learned about the background of the TTM and research supporting it. We also discussed the major constructs which are Stages of Change, Decisional Balance, Self-efficacy, and the Processes of Change.    Now, in this part of the training, we’ll talk briefly about different TTM-based intervention materials that Pro-Change offers. (If you’re interested, more information on our programs is available through the resource link you clicked at the start Part 1.      We’ll also be focusing on a style of evidence-based counseling called Motivational Interviewing, which can complement a TTM approach.    Let’s start first with the TTM-based intervention materials. |

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| **Object** | **Content** |
| **Layout** |  |
| **Template** | A3b |
| **Menu Title** | TBD |
| **Header Image** | ${CONTENT\_ROOT}/images/contents.jpg |
| **Page Number 1** | 004 |
| **Button Image 1** | /content/shared/images/placeholders/placeholder.jpg |
| **Button Label 1** | Section 1: Applications |
| **Page Number 2** | 004 |
| **Button Image 2** | /content/shared/images/placeholders/placeholder.jpg |
| **Button Label 2** | Section 2: Motivational Interviewing |
| **Page Number 3** | 014 |
| **Button Image 3** | /content/shared/images/placeholders/placeholder.jpg |
| **Button Label 3** | Part 3: Button Label |
| **Page Number 4** | 024 |
| **Button Image 4** | /content/shared/images/placeholders/placeholder.jpg |
| **Button Label 4** | Part 4: Button Label |
| **Notes** | These will not be included in course output |

## Slide 3

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| **Object** | **Content** |
| **Unit Title** | Unit 1: TTM Application |
| **Abbreviated Title** | Enter a shortened version of the title here, if necessary |
| **Notes** | These will not be included in course output |

# Unit Title (for Word Outline Purposes Only)

# Slide 4

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| **Object** | **Content** |
| **Layout** |  |
| **Template** | A4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/sectionTitleImage1.jpg |
| **Header** | Unit 1: TTM Application |
| **Subtitle** | In this section, you will learn about TTM-based intervention components. |
| **Audio File** | ${CONTENT\_ROOT}/audio/t3\_transition.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** |  |
| **Notes** | These will not be included in course output |

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| **Layout** |  |
| **Template** | B4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_13.jpg |
| **Header** | “Things do not change, we change.”  —Henry David Thoreau |
| **Notes** | These will not be included in course output |

## Slide 5

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| **Layout** |  |
| **Template** | B3 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Computer\_2.jpg |
| **Header** | TTM Intervention Components |
| **Bullets** | |  |  | | --- | --- | | Computerized tailored interventions | 0:08 | | Stage-based guides | 0:16 | | Counselor guides | 0:17 | |  |  | |  |  | |  |  | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod2\_audio2.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | Through years of research and development, Pro-Change has created various TTM-based intervention components. These components include:  Computerized tailored interventions for individuals  Computerized tailored interventions for counselors and coaches to use with clients  Stage-based guides  Counselor guides. |
| **Notes** | Audio:    Through years of research and development, Pro-Change has created various TTM-based intervention components. These components include:  Computerized tailored interventions for individuals  Computerized tailored interventions for counselors and coaches to use with clients  Stage-based guides  Counselor guides. |

## Slide 6

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| **Layout** |  |
| **Template** | B1-Long-Title |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Computer\_2.jpg |
| **Header** | What Are TTM Computerized Tailored Interventions? |
| **Bullet Title** |  |
| **Bullets** | |  |  | | --- | --- | | Broadly defined as computer programs that mimic the reasoning and problem solving of a human “expert” | 0:05 | | Based on data | 0:16 | | Identify principles and processes of change that are most important in each stage for each behavior, and the levels required to facilitate transition to the next stage | 0:22 | | Assess whether the individual is using important principles and processes enough, and gives negative or positive feedback | 0:27 | |  | 0:02 | |  | 0:02 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod2\_audio3.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | Computerized tailored interventions, which are sometimes called expert systems, are broadly defined as computer programs that mimic the reasoning and problem solving of a human expert. Unlike human experts, though, our computerized tailored interventions follow statistical decision rules that were determined by research, and they’re 100% consistent.    For each behavior, research identifies the principles and processes of change that are most important in each stage, and the levels of each required to facilitate the transition to the next stage. |
| **Notes** | **Audio:**  Computerized tailored interventions, which are sometimes called expert systems, are broadly defined as computer programs that mimic the reasoning and problem solving of a human expert. Unlike human experts, though, our computerized tailored interventions follow statistical decision rules that were determined by research, and they’re 100% consistent.    For each behavior, research identifies the principles and processes of change that are most important in each stage, and the levels of each required to facilitate the transition to the next stage. |

## Slide 7

# Slide 8

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| **Object** | **Content** |
| **Layout** |  |
| **Template** | B5 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Interactions\_2.jpg |
| **Header** | Examples of “Negative” Feedback |
| **Bullets** | |  |  | | --- | --- | | “Think more about what’s in it for you!” | 0:14 | | “Try to make your own list of benefits, and work to add a new Pro to the list every day.” | 0:21 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod2\_audio4.mp3 |
| **Audio Title** | Audio Title |
| **Audio CC** | Someone who is not using a particular principle or process enough receives what is called negative feedback.    Negative feedback is not negatively toned. Rather, it encourages people to do more. Negative feedback on the Pros might say, “Think more about what’s in it for you!” Or it might recommend specific strategies designed to increase the Pros such as, “Try to make your own list of benefits, and work to add a new Pro to the list every day.” |
| **Notes** | **Audio:**  Someone who is not using a particular principle or process enough receives what is called negative feedback.    Negative feedback is not negatively toned. Rather, it encourages people to do more. Negative feedback on the Pros might say, “Think more about what’s in it for you!” Or it might recommend specific strategies designed to increase the Pros such as, “Try to make your own list of benefits, and work to add a new Pro to the list every day.” |

# Slide 9

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| **Object** | **Content** |
| **Layout** |  |
| **Template** | B5 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Interactions\_2.jpg |
| **Header** | Example of “Positive” Feedback |
| **Bullets** | |  |  | | --- | --- | | “Great! You’re well aware of the benefits or Pros of changing.” | 0:10 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod2\_audio5.mp3 |
| **Audio Title** | Audio Title |
| **Audio CC** | Positive feedback lets people know that they’re using that particular principles or processes enough, and encourages them to keep up the good work. For example, it might say, “Great! You’re well aware of the benefits or Pros of changing.”    For each behavior, the computerized tailored intervention calculates scores on the key stage-matched principles and processes. Then the program uses research-based decision-rules to determine whether someone gets negative or positive feedback. |
| **Notes** | **Audio:**  Positive feedback lets people know that they’re using that particular principles or processes enough, and encourages them to keep up the good work. For example, it might say, “Great! You’re well aware of the benefits or Pros of changing.”    For each behavior, the computerized tailored intervention calculates scores on the key stage-matched principles and processes. Then the program uses research-based decision-rules to determine whether someone gets negative or positive feedback. |

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| **Layout** |  |
| **Template** | B1-Long-Title |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Computer\_1.jpg |
| **Header** | Pro-Change Computerized Tailored Intervention Programs |
| **Bullet Title** |  |
| **Bullets** | |  |  | | --- | --- | | Deliver TTM assessments and feedback on: | 0:05 | | Stage of Change | 0:07 | | Decisional Balance | 0:08 | | Self-Efficacy | 0:09 | | Processes of Change | 0:10.5 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod2\_audio6.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | Pro-Change computerized tailored intervention programs generally deliver TTM assessments and feedback on Stage of Change, Decisional Balance, Self-Efficacy, and Processes of Change. |
| **Notes** | **Audio:**  Pro-Change computerized tailored intervention programs generally deliver TTM assessments and feedback on Stage of Change, Decisional Balance, Self-Efficacy, and Processes of Change. |

## Slide 10

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| **Layout** |  |
| **Template** | B2 |
| **Menu Title** | TBD |
| **Image** | /content/shared/images/placeholders/placeholder.jpg |
| **Bullets** | |  |  | | --- | --- | |  | 0:01 | |  | 0:03 | |  | 0:05 | |  | 0:07 | |  |  | |  |  | |
| **Footer** |  |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod2\_audio7.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | Here’s a screenshot that shows an example of how questions assessing the Pros and Cons of consistently taking antihypertensive medication might look. This screenshot was taken from the Pro-Change computerized tailored intervention for individuals to use online at home. |
| **Notes** | **Audio:**  Here’s a screenshot that shows an example of how questions assessing the Pros and Cons of consistently taking antihypertensive medication might look. This screenshot was taken from the Pro-Change computerized tailored intervention for individuals to use online at home. |

## Slide 11

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| **Layout** |  |
| **Template** | B2 |
| **Menu Title** | TBD |
| **Image** | /content/shared/images/placeholders/placeholder.jpg |
| **Bullets** | |  |  | | --- | --- | |  | 0:01 | |  | 0:03 | |  | 0:05 | |  | 0:07 | |  |  | |  |  | |
| **Footer** |  |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod2\_audio8.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | And here’s a screenshot from the same program showing individually-tailored negative feedback. |
| **Notes** | **Audio:**  And here’s a screenshot from the same program showing individually-tailored negative feedback. |

## Slide 12

# Slide 13

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| **Object** | **Content** |
| **Layout** |  |
| **Template** | B5 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/People\_5.jpg |
| **Header** | Pro-Change Computerized Tailored Intervention Programs |
| **Bullets** | |  |  | | --- | --- | | End with small steps for moving to the next stage | 0:01 | | Describe how client has changed on each construct since last time | 0:11 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod2\_audio9.mp3 |
| **Audio Title** | Audio Title |
| **Audio CC** | Programs end with small steps for moving to the next stage. The “small steps” serve as a synopsis of the feedback, with a focus on the concrete and achievable steps people can take to move forward.    Most TTM intervention programs involve multiple contacts. Three intervention contacts are generally used in Pro-Change’s randomized clinical trials. |
| **Notes** | **Audio:**  Programs end with small steps for moving to the next stage. The “small steps” serve as a synopsis of the feedback, with a focus on the concrete and achievable steps people can take to move forward.    Most TTM intervention programs involve multiple contacts. Three intervention contacts are generally used in Pro-Change’s randomized clinical trials. |

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| **Layout** |  |
| **Template** | B3 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Interactions\_9.jpg |
| **Header** | Feedback examples |
| **Bullets** | |  |  | | --- | --- | | “Congratulations! You’re making progress. Now you’re intending to quit smoking in the next 30 days. Welcome to the Preparation stage.” | 0:19 | | “The last time you were here, you were ready to quit smoking. Now, you’re not intending to quit. You’re in the Precontemplation stage. Don’t be disappointed. How can you use the lessons you’ve learned to help you move forward again?” | 0:31 | |  |  | |  |  | |  |  | |  |  | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod2\_audio10.mp3 |
| **Audio Title** | Feedback examples |
| **Audio CC** | During follow-up contacts, the computerized tailored interventions again tell people how they’re doing and what they need to improve on. Follow-up contacts also tell how they’ve changed since the last assessment.    For example, for someone who’s progressed from Contemplation to Preparation for smoking cessation, the feedback might read, “Congratulations! You're making progress. Now you're intending to quit smoking in the next 30 days. Welcome to the Preparation stage.”    Or, for someone who’s slipped from Preparation to Precontemplation, the feedback might say, “The last time you were here, you were ready to quit smoking. Now, you're not intending to quit. You're in the Precontemplation stage. Don't be disappointed. How can you use the lessons you've learned to help you move forward again?” |
| **Notes** | **Audio:**  During follow-up contacts, the computerized tailored interventions again tell people how they’re doing and what they need to improve on. Follow-up contacts also tell how they’ve changed since the last assessment.    For example, for someone who’s progressed from Contemplation to Preparation for smoking cessation, the feedback might read, “Congratulations! You're making progress. Now you're intending to quit smoking in the next 30 days. Welcome to the Preparation stage.”    Or, for someone who’s slipped from Preparation to Precontemplation, the feedback might say, “The last time you were here, you were ready to quit smoking. Now, you're not intending to quit. You're in the Precontemplation stage. Don't be disappointed. How can you use the lessons you've learned to help you move forward again?” |

## Slide 14

# Slide 15

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| **Object** | **Content** |
| **Layout** |  |
| **Template** | B5 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_9.jpg |
| **Header** | Delivery Channels |
| **Bullets** | |  |  | | --- | --- | | Interactive computer sessions with immediate feedback | 0:04 | | Phone assessments with  feedback reports | 0:13 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod2\_audio11.mp3 |
| **Audio Title** | Audio Title |
| **Audio CC** | Computerized tailored interventions are usually delivered in interactive computer sessions with assessments and immediate feedback delivered via the Internet.    However, computerized tailored interventions can involve telephone assessments that are completed at home, with a printed feedback report provided.    Pro-Change’s computerized tailored interventions have been tested in randomized clinical trials with consistent, positive results. Results from various trials were summarized in Part 1 of this training. |
| **Notes** | **Audio:**  Computerized tailored interventions are usually delivered in interactive computer sessions with assessments and immediate feedback delivered via the Internet.    However, computerized tailored interventions can involve telephone assessments that are completed at home, with a printed feedback report provided.    Pro-Change’s computerized tailored interventions have been tested in randomized clinical trials with consistent, positive results. Results from various trials were summarized in Part 1 of this training. |

## Slide 16

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| **Layout** |  |
| **Template** | B1-Long-Title |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Computer\_2.jpg |
| **Header** | Pro-Change Computerized Tailored Intervention Programs: Counselor/Coach Versions |
| **Bullet Title** |  |
| **Bullets** | |  |  | | --- | --- | | The Counselor/coach: | 0:15 | | Asks questions and inputs responses | 0:20 | | Bases feedback on bulleted list of messages presented  by program | 0:29 | | Has the ability to provide an individualized feedback  report for client | 0:36 | | To learn more about Pro-Change intervention programs,  click [here](http://www.prochange.com/myhealth-lifestyle-management). | 0:43 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod2\_audio12.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | Pro-Change computerized tailored programs are available for individuals to use in a self-directed manner at their convenience, such as at home or through their employment. They are also available for counselors or health coaches to use with clients.    In the counselor or coach version of the computerized tailored interventions, the programs list TTM assessment questions for the counselor to ask and allow the counselor to input responses to generate individualized feedback. The programs generate a bulleted list of stage-based feedback messages for the counselor to use when working with that client. The counselor can also generate an individualized printed feedback report for the client at the end of the session.    To access a sample report or learn more about our intervention programs, please follow the link on the screen, or see the resource page you accessed at the beginning of Part 1.    Later in this training, we will talk more about the TTM-based principles and processes of change that computerized tailored intervention programs use, so that you can apply them in your own work with clients. |
| **Notes** | Note: the slide will contain a link to: http://www.prochange.com/myhealth-lifestyle-management.    **Audio:**  Pro-Change computerized tailored programs are available for individuals to use in a self-directed manner at their convenience, such as at home or through their employment. They are also available for counselors or health coaches to use with clients.    In the counselor or coach version of the computerized tailored interventions, the programs list TTM assessment questions for the counselor to ask and allow the counselor to input responses to generate individualized feedback. The programs generate a bulleted list of stage-based feedback messages for the counselor to use when working with that client. The counselor can also generate an individualized printed feedback report for the client at the end of the session.    To access a sample report or learn more about our intervention programs, please follow the link on the screen, or see the resource page you accessed at the beginning of Part 1.    Later in this training, we will talk more about the TTM-based principles and processes of change that computerized tailored intervention programs use, so that you can apply them in your own work with clients. |

## Slide 17

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| **Layout** |  |
| **Template** | B1 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Interactions\_7.jpg |
| **Header** | Stage-Based Manuals |
| **Bullet Title** | Insert title for bullet screen here (e.g., In this course you will learn..) |
| **Bullets** | |  |  | | --- | --- | | Can be used alone or in conjunction with the computerized tailored intervention programs | 0:05 | | Teach users about: | 0:11 | | Their current stage of change | 0:12 | | Principles and processes they can use to progress to the next stage | 0:16 | | Printed and online versions available | 0:28 | | Generally, behavior-specific | 0:36.5 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod2\_audio13.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | Stage-based manuals are another important TTM intervention component. They can be used alone or in conjunction with the computerized tailored intervention programs.    The manuals teach users about their current stage of change and information and strategies that represent the stage-matched principles and processes they can use to progress to the next stage.    Historically, the stage-based manuals were delivered only in print form, through the mail. Recently we made them into interactive Personal Activity Centers that are an adjunct to the computer tailored interventions (CTIs).    Our manuals are behavior-specific. There’s a separate manual for each of the several LifeStyle Management behaviors to which we’ve applied the TTM, for example smoking cessation, exercise, healthy eating, stress management, weight management, depression prevention, managing high blood pressure, and managing high cholesterol.    We also have a line of manuals called Mastering Change. One addresses four common health risk behaviors simultaneously: stress management, exercise, weight management, and quitting smoking, and the other addresses those four behaviors as well as depression prevention and medication adherence. |
| **Notes** | Audio:    Stage-based manuals are another important TTM intervention component. They can be used alone or in conjunction with the computerized tailored intervention programs.    The manuals teach users about their current stage of change and information and strategies that represent the stage-matched principles and processes they can use to progress to the next stage.    Historically, the stage-based manuals were delivered only in print form, through the mail. Recently we made them into interactive Personal Activity Centers that are an adjunct to the computer tailored interventions (CTIs).    Our manuals are behavior-specific. There’s a separate manual for each of the several LifeStyle Management behaviors to which we’ve applied the TTM, for example smoking cessation, exercise, healthy eating, stress management, weight management, depression prevention, managing high blood pressure, and managing high cholesterol.    We also have a line of manuals called Mastering Change. One addresses four common health risk behaviors simultaneously: stress management, exercise, weight management, and quitting smoking, and the other addresses those four behaviors as well as depression prevention and medication adherence. |

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| **Layout** |  |
| **Template** | B2 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_6.jpg |
| **Bullets** | |  |  | | --- | --- | | [Mastering Change: Coaches’ Guide to Using the Transtheoretical Model](http://www.prochange.com/behavior-change-how-to-manuals) | 0:02 | |  | 0:03 | |  | 0:05 | |  | 0:07 | |  |  | |  |  | |
| **Footer** |  |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod2\_audio14.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | We also have a manual titled, Mastering Change: Coaches’ Guide to Using the Transtheoretical Model that is specifically designed for counselors and coaches. The manual provides an overview of the TTM, and information on the TTM principles and processes that can be used in each stage to facilitate change. In Part 3 of this training, we will be discussing those principles and processes. For information on how to order this manual, please click the link on the slide. |
| **Notes** | Note: Text on slide links to: http://www.prochange.com/behavior-change-how-to-manuals    **Audio:**  We also have a manual titled, Mastering Change: Coaches’ Guide to Using the Transtheoretical Model that is specifically designed for counselors and coaches. The manual provides an overview of the TTM, and information on the TTM principles and processes that can be used in each stage to facilitate change. In Part 3 of this training, we will be discussing those principles and processes. For information on how to order this manual, please click the link on the slide. |

## Slide 18

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| **Layout** |  |
| **Template** | B4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_10.jpg |
| **Header** | “Change precipitates conflict, while conflict engenders change.”  —Anonymous |
| **Notes** | These will not be included in course output |

## Slide 19

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| **Object** | **Content** |
| **Unit Title** | Unit 2: Motivational Interviewing |
| **Abbreviated Title** | Enter a shortened version of the title here, if necessary |
| **Notes** | These will not be included in course output |

# Unit Title (for Word Outline Purposes Only)

# Slide 20

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| **Object** | **Content** |
| **Layout** |  |
| **Template** | A4 |
| **Menu Title** | TBD |
| **Image** | /content/shared/images/placeholder.jpg |
| **Header** | Unit 2: Motivational Interviewing |
| **Subtitle** | In this section, you will learn about Motivational Interviewing, an evidence-based practice that uses exploration and support to help people change. |
| **Audio File** | ${CONTENT\_ROOT}/audio/t3\_transition.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** |  |
| **Notes** | These will not be included in course output |

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| --- | --- |
| **Layout** |  |
| **Template** | B4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_1.jpg |
| **Header** | “People do not resist change. They resist being changed.”  —Peter Senge |
| **Notes** | These will not be included in course output |

## Slide 21

## Slide 22

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| **Layout** |  |
| **Template** | B3 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Interactions\_9.jpg |
| **Header** | Motivational Interviewing (MI) |
| **Bullets** | |  |  | | --- | --- | | Evidence-based | 0:10 | | Provides techniques for: | 0:27 | | Eliciting motivation to change | 0:37 | | Resolving ambivalence | 0:40 | | Encouraging behavior change | 0:43 | |  |  | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod2\_audio15.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | Now that we’ve talked about different types of TTM intervention programs and materials, let’s discuss Motivational Interviewing, or “MI.”    MI is a style of evidence-based counseling developed by William Miller and Stephen Rollnick, both clinical psychologists. They saw low motivation for change not as a stable, negative personality trait, but as a “state” that fluctuates over time and that can be influenced. They turned to the TTM and the stages of change to understand and describe the different states of motivational readiness. And they proposed that the counselor’s primary job is to elicit motivation to change by helping clients explore and resolve ambivalence about change, which can lead to progress through the stages and to positive changes in behavior.    This section will introduce some MI concepts, techniques, and skills that can complement the TTM principles and processes of change we’ll be talking about in Part 3 of the training. MI provides additional tools and a collaborative way of working that counselors and coaches using the TTM may find helpful. MI and the TTM both provide strategies for meeting clients where they’re at in their readiness to change, without pressuring, confronting, or coercing.    If you are interested in learning more about MI, you can find a list of references available through the resource link you clicked at the start Part 1. |
| **Notes** | **Audio:**  Now that we’ve talked about different types of TTM intervention programs and materials, let’s discuss Motivational Interviewing, or “MI.”    MI is a style of evidence-based counseling developed by William Miller and Stephen Rollnick, both clinical psychologists. They saw low motivation for change not as a stable, negative personality trait, but as a “state” that fluctuates over time and that can be influenced. They turned to the TTM and the stages of change to understand and describe the different states of motivational readiness. And they proposed that the counselor’s primary job is to elicit motivation to change by helping clients explore and resolve ambivalence about change, which can lead to progress through the stages and to positive changes in behavior.    This section will introduce some MI concepts, techniques, and skills that can complement the TTM principles and processes of change we’ll be talking about in Part 3 of the training. MI provides additional tools and a collaborative way of working that counselors and coaches using the TTM may find helpful. MI and the TTM both provide strategies for meeting clients where they’re at in their readiness to change, without pressuring, confronting, or coercing.    If you are interested in learning more about MI, you can find a list of references available through the resource link you clicked at the start Part 1. |

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| --- | --- |
| **Layout** |  |
| **Template** | B3 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_8.jpg |
| **Header** | Collaboration |
| **Bullets** | |  |  | | --- | --- | | The spirit of MI | 0:02 | | Avoids authoritative stance | 0:05 | | Exploration and support rather than persuasion and argument | 0:12 | | Dancing rather than wrestling | 0:17 | |  |  | |  |  | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod2\_audio16.mp3 |
| **Audio Title** | Collaboration |
| **Audio CC** | Collaboration is a key component of MI. Counselors using MI avoid an authoritative stance and instead seek to foster a partner-like relationship. The MI approach involves exploration and support, rather than persuasion and argument. It is more like dancing than wrestling. |
| **Notes** | **Audio:**  Collaboration is a key component of MI. Counselors using MI avoid an authoritative stance and instead seek to foster a partner-like relationship. The MI approach involves exploration and support, rather than persuasion and argument. It is more like dancing than wrestling. |

## Slide 23

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| **Layout** |  |
| **Template** | B3 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_12.jpg |
| **Header** | General Principles of MI |
| **Bullets** | |  |  | | --- | --- | | Express empathy | 0:05 | | Develop discrepancy | 0:07 | | Roll with resistance | 0:09 | | Support self-efficacy | 0:11 | |  |  | |  |  | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod2\_audio17.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | There are four broad guiding principles that underlie MI:  Express empathy,  Develop discrepancy,  Roll with resistance, and  Support self-efficacy. |
| **Notes** | **Audio:**  There are four broad guiding principles that underlie MI:  Express empathy,  Develop discrepancy,  Roll with resistance, and  Support self-efficacy. |

## Slide 24

## Slide 25

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| --- | --- |
| **Object** | **Content** |
| **Layout** |  |
| **Template** | CR-List |
| **Menu Title** | TBD |
| **Click and Reveal** | |  |  | | --- | --- | | **Layout** | **Show Tooltip** | | click-and-reveal | true |  |  |  | | --- | --- | | **Title** | Principles of MI | | **Background Image** | ${CONTENT\_ROOT}/images/Background\_13.jpg | | **Tooltip** | Click these buttons to hear the principles |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 1** | | | | **Label** | Express Empathy | | | **Audio Path** | ${CONTENT\_ROOT}/audio/pc\_mod2\_audio18a.mp3 | | | **Audio CC** | The first principle of MI is expressing empathy. Empathy is critical to the MI approach. The counselor seeks to accept, understand, and support the client’s feelings and perspectives without judging, criticizing, or blaming. It’s important to note that acceptance is not the same as agreement or approval. It is possible to accept and understand an individual’s perspective while not endorsing it.    When they feel understood and accepted, clients may be less likely to deny, defend, or  minimize their behavior; they may be more open to exploring their thoughts and experiences and the possibility of change.    It is important to be able to empathize with people at each stage of change. How does it feel to be in Precontemplation if you are demoralized and are giving up on your ability to change? Or if you feel pressured to be in counseling and you expect you will be pressured to take action? How does it feel to be in Contemplation and be plagued with doubt? Is change worth it? Is it not? Should I put it off? | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:01 | true | Principle 1: Express Empathy | | 0:05 | false | Foundation on which clinical skillfulness in MI is built | | 0:08 | false | Seeks to accept and understand the client’s feelings and perspectives without judging, criticizing, or blaming |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 2** | | | | **Label** | Develop Discrepancy | | | **Audio Path** | ${CONTENT\_ROOT}/audio/pc\_mod2\_audio18b.mp3 | | | **Audio CC** | The second principle of MI, develop discrepancy, involves creating and amplifying a discrepancy between present behavior and important personal goals or values. Discrepancy is often triggered by an awareness of and discontent with the costs of present behavior and the perceived advantages to change.    Once a discrepancy is recognized, the client, rather than the counselor, should present arguments or reasons for change. People are more often persuaded by what they hear themselves saying than what others tell them to do.    Remember, people in Precontemplation are often unaware that they underestimate the Pros of changing and overestimate the Cons. People in Contemplation have an equal balance of Pros and Cons; increasing the Pros and decreasing the Cons produces a potential discrepancy.    At the end of this section, there is a role play scenario that shows how a counselor might develop a discrepancy and use other MI principles. | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:01 | true | Principle 2: Develop Discrepancy | | 0:05 | false | Create and amplify a discrepancy between present behavior and important personal goals or values | | 0:13 | false | Triggered by awareness of and discontent with costs of present behavior and perceived advantages to change | | 0:24 | false | Client, rather than the counselor, should present arguments for change |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 3** | | | | **Label** | Roll with Resistance | | | **Audio Path** | ${CONTENT\_ROOT}/audio/pc\_mod2\_audio18c.mp3 | | | **Audio CC** | The third principle of MI is Roll with Resistance. There are many types of resistance that can emerge in a therapeutic relationship. Some of the more common types include arguing, challenging, negating, blaming, excusing, and minimizing. Research shows that increased resistance leads to worse treatment outcomes.  In MI, the counselor’s challenge is to roll with resistance when it arises, while maintaining a collaborative environment. Resistance is not directly opposed or confronted. Rather, the counselor or coach works alongside the resistance by using techniques like:  Reframing (or providing a different perspective), Normalizing ambivalence (or acknowledging that change has its negatives and can be difficult), and Emphasizing personal control (or ensuring that clients know that they ultimately make the decision about whether, and under what conditions, they will change their behavior). | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:01 | true | Principle 3: Roll with Resistance | | 0:05 | false | Types of resistance: | | 0:11 | false | Arguing | | 0:12 | false | Challenging | | 0:13 | false | Negating | | 0:14 | false | Blaming | | 0:15 | false | Excusing | | 0:16 | false | Minimizing | | 0:38 | true | Strategies for Rolling with Resistance | | 0:40 | false | Reframing | | 0:43 | false | Normalizing ambivalence | | 0:50 | false | Emphasizing personal control |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 4** | | | | **Label** | Support Self-Efficacy | | | **Audio Path** | ${CONTENT\_ROOT}/audio/pc\_mod2\_audio18d.mp3 | | | **Audio CC** | The fourth principle of MI is supporting self-efficacy, as increasing self-efficacy is essential in the change process. It’s important to remember that the client, and not the counselor, is responsible for choosing and carrying out change. However, the counselor’s own belief in the client’s ability to change is critical.    People can have adequate self-efficacy in their ability to progress from one stage to the next, even if their self-efficacy is low for taking immediate action. | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:01 | true | Principle 4: Support Self-Efficacy | | 0:06 | false | Self-efficacy is essential in the change process | | 0:11 | false | The client, not the counselor, is responsible for choosing and carrying out change | | 0:18 | false | The counselor’s own belief in the person’s ability to change is critical | |
| **Notes** | Note to Pro-Change: On this slide, we would list the four general principles on the left side of the screen (as indicated by a “subheading” designation). The viewer would click on each subheading and see the accompanying text (as indicated by “accompanying text”) and hear audio (as indicated by “accompanying audio”).    Subheading:  Principle 1: Express Empathy    Upon clicking on the tab, the following text would appear:  Principle 1: Express Empathy  Foundation on which clinical skillfulness in MI is built  Seeks to accept and understand the client’s feelings and perspectives without judging, criticizing, or blaming    The following audio would be heard:  The first principle of MI is expressing empathy. Empathy is critical to the MI approach. The counselor seeks to accept, understand, and support the client’s feelings and perspectives without judging, criticizing, or blaming. It’s important to note that acceptance is not the same as agreement or approval. It is possible to accept and understand an individual’s perspective while not endorsing it.    When they feel understood and accepted, clients may be less likely to deny, defend, or minimize their behavior; they may be more open to exploring their thoughts and experiences and the possibility of change.    It is important to be able to empathize with people at each stage of change. How does it feel to be in Precontemplation if you are demoralized and are giving up on your ability to change? Or if you feel pressured to be in counseling and you expect you will be pressured to take action? How does it feel to be in Contemplation and be plagued with doubt? Is change worth it? Is it not? Should I put it off?      Subheading:  Principle 2: Develop Discrepancy    Upon clicking on the tab, the following text would appear:  Principle 2: Develop Discrepancy  Create and amplify a discrepancy between present behavior and important personal goals or values  Triggered by awareness of and discontent with costs of present behavior and perceived advantages to change  Client, rather than the counselor, should present arguments for change    The following audio would be heard:  The second principle of MI, develop discrepancy, involves creating and amplifying a discrepancy between present behavior and important personal goals or values. Discrepancy is often triggered by an awareness of and discontent with the costs of present behavior and the perceived advantages to change.    Once a discrepancy is recognized, the client, rather than the counselor, should present arguments or reasons for change. People are more often persuaded by what they hear themselves saying than what others tell them to do.    Remember, people in Precontemplation are often unaware that they underestimate the Pros of changing and overestimate the Cons. People in Contemplation have an equal balance of Pros and Cons; increasing the Pros and decreasing the Cons produces a potential discrepancy.    At the end of this section, there is a role play scenario that shows how a counselor might develop a discrepancy and use other MI principles.      Subheading:  Principle 3: Roll with Resistance    Upon clicking on the tab, the following text would appear:  Principle 3: Roll with Resistance  Types of resistance:  Arguing  Challenging  Negating  Blaming  Excusing  Minimizing    The following audio would be heard:  The third principle of MI is Roll with Resistance. There are many types of resistance that can emerge in a therapeutic relationship. Some of the more common types include arguing, challenging, negating, blaming, excusing, and minimizing. Research shows that increased resistance leads to worse treatment outcomes.    The text would then change to:  Strategies for Rolling with Resistance  Reframing  Normalizing ambivalence  Emphasizing personal control    The following audio would be heard:  In MI, the counselor’s challenge is to roll with resistance when it arises, while maintaining a collaborative environment. Resistance is not directly opposed or confronted. Rather, the counselor or coach works alongside the resistance by using techniques like:  Reframing (or providing a different perspective),  Normalizing ambivalence (or acknowledging that change has its negatives and can be difficult), and  Emphasizing personal control (or ensuring that clients know that they ultimately make the decision about whether, and under what conditions, they will change their behavior).    People in Precontemplation often perceive coercion even when it is not present; helping them appreciate that you respect where they are at and can work with that, can reduce resistance. Pressuring people to take action when they are not ready creates resistance due to perceived or real coercion.    Reframing change from taking action to making progress also reduces resistance.      Subheading:  Principle 4: Support Self-Efficacy    Upon clicking on the tab, the following text would appear:  Principle 4: Support Self-Efficacy  Self-efficacy is essential in the change process  The client, not the counselor, is responsible for choosing and carrying out change  The counselor’s own belief in the person’s ability to change is critical    The following audio would be heard:  The fourth principle of MI is supporting self-efficacy, as increasing self-efficacy is essential in the change process. It’s important to remember that the client, and not the counselor, is responsible for choosing and carrying out change. However, the counselor’s own belief in the client’s ability to change is critical.    People can have adequate self-efficacy in their ability to progress from one stage to the next, even if their self-efficacy is low for taking immediate action. |

## Slide 26

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| **Object** | **Content** |
| **Layout** | Macintosh HD:Users:spencech:Desktop:crg.jpg |
| **Template** | CR-Grid |
| **Menu Title** | TBD |
| **Click and Reveal** | |  |  |  | | --- | --- | --- | | **Layout** | **Show Tooltip** | **Columns** | | click-and-reveal-grid-2x2 | true | 3 |  |  |  | | --- | --- | | **Audio File** | /content/shared/audio/placeholders/placeholder.mp3 | | **Audio CC Title** | Audio CC Title | | **Audio CC** | Audio CC Text |  |  |  | | --- | --- | | Click and Reveal Item 1 | | | **Label** | Open-Ended Questions | | **Reveal Text** | Open-Ended Questions  Facilitate dialogue  Do not invite brief answers | | **Thumbnail** | /content/shared/images/placeholders/placeholder.jpg | | **Reveal Image** | /content/shared/images/placeholders/placeholder.jpg |  |  |  | | --- | --- | | Click and Reveal Item 2 | | | **Label** | Affirmations | | **Reveal Text** | Affirmations  Statements of recognition about the client’s strengths    Help clients believe that  Change is possible  They are capable of implementing that change | | **Thumbnail** | /content/shared/images/placeholders/placeholder.jpg | | **Reveal Image** | /content/shared/images/placeholders/placeholder.jpg |  |  |  | | --- | --- | | Click and Reveal Item 3 | | | **Label** | Reflective Listening | | **Reveal Text** | Reflective Listening  Acknowledges and validates what the client has said  Often begins with phrases such as:  “It sounds like you…”  “You’re feeling…”  “It seems to you that…” | | **Thumbnail** | /content/shared/images/placeholders/placeholder.jpg | | **Reveal Image** | /content/shared/images/placeholders/placeholder.jpg |  |  |  | | --- | --- | | Click and Reveal Item 4 | | | **Label** | Summaries | | **Reveal Text** | Summaries  Form of reflective listening that:  Communicates counselor’s interest in the client  Builds rapport  Calls attention to salient elements  Shifts attention or direction | | **Thumbnail** | /content/shared/images/placeholders/placeholder.jpg | | **Reveal Image** | /content/shared/images/placeholders/placeholder.jpg | |
| **Notes** | Note to Pro-Change: Each box will list a different method of MI (as indicated by “Text for Box\_\_\_”). Once the viewer clicks on the box, the initial audio (as indicated by “initial audio” designation) will then play. A new window will open, and the accompanying text will appear. As the accompanying text appears, the accompanying audio will play.    Audio for slide (to be played upon opening slide):  The basic approach to interacting with clients with MI is summarized with the acronym OARS:  Open-ended questions  Affirmation  Reflective listening  Summaries    Text for Box 1:  Open-Ended Questions    Upon clicking on the box, a new window would open with the following text:  Open-Ended Questions  Facilitate dialogue  Do not invite brief answers    The following audio would be heard:  Open-ended questions facilitate dialog and invite clients to give more than simple one-word answers.    The onscreen text would then shift to the following:  Examples of open- and close-ended questions:  “What possible long-term consequences of smoking concern you the most?”  vs.  “Are you concerned about your smoking?”    The following audio would be heard:  Here are examples of open- and close-ended questions:    The first – “What possible long-term consequences of smoking concern you the most?” – is an example of an open-ended question. Open-ended questions are door-openers that encourage deeper exploration of the issue and encourage clients to do most of the talking.    The second example – “Are you concerned about your smoking?” – is a close-ended question. Questions that allow a yes or no response can impede further discussion and exploration.      Text for Box 2:  Affirmations    Upon clicking on the box, a new window would open with the following text:  Affirmations  Statements of recognition about the client’s strengths    Help clients believe that  Change is possible  They are capable of implementing that change    The following audio would be heard:  Affirmations are statements of recognition and appreciation that focus on the client’s efforts and strengths. They help build confidence and can strengthen rapport.    Affirmations help the client to believe that change is possible and that they are capable of implementing that change.    The onscreen text would then shift to the following:  Examples of Affirmations  “That’s a good suggestion.”  “It’s good that you are taking the time to work on this.”  “You’re clearly a resourceful person, to cope with such difficulties for so long.”    The following audio would be heard:  Statements such as “That’s a good suggestion,” “It’s good that you are taking the time to work on this,” and “You’re clearly a resourceful person, to cope with such difficulties for so long” are examples of affirmations.      Text for Box 3:  Reflective Listening    Upon clicking on the box, a new window would open with the following text:  Reflective Listening  Acknowledges and validates what the client has said  Often begins with phrases such as:  “It sounds like you…”  “You’re feeling…”  “It seems to you that…”    The following audio would be heard:  Reflective listening involves using statements that acknowledge and validate what the client is trying to get across.    Reflective statements often begin with phrases such as “It sounds like you…” “You’re feeling…” “It seems to you that…” A general rule of thumb is to give three reflective statements for every question asked. Reflective statements tend to keep the momentum moving forward, while questions tend to cause a shift, or stop the momentum entirely.    Simple reflection is one type of reflection. But you don’t want to sound like an echo. Often, counselors will rephrase what the client said to make sure they really understand, or will add on a new idea to move the discussion forward.    The onscreen text would then shift to the following:  Your client says: “My husband is away on business for days at a time, and I’m taking care of all of childcare and household responsibilities alone,”     Responses:  “So you’re handling things alone.”  vs.  “It sounds like you could use some help.”    The following audio would be heard:  For example, if a client says "My husband is away on business for days at a time, and I’m taking care of all the childcare and household responsibilities alone,” the simple reflection “So you’re handling things alone” accomplishes little.    Instead, the counselor could demonstrate empathy and move the discussion forward by saying, “It sounds like you could use some help.”      Text for Box 4:  Summaries    Upon clicking on the box, a new window would open with the following text:  Summaries  Form of reflective listening that:  Communicates counselor’s interest in the client  Builds rapport  Calls attention to salient elements  Shifts attention or direction    The following audio would be heard:  Summaries are used to bring information together at various points. They are a form of reflective listening and an effective way to communicate the counselor’s interest in the client and build rapport. Summaries also highlight important elements, such as concerns of the client or ambivalence about change. Summaries can also be used to shift attention if the interaction is going in an unproductive direction. For example, one might say, “Let me stop and summarize what we’ve been talking about….” |

## Slide 27

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| **Layout** |  |
| **Template** | B2 |
| **Menu Title** | TBD |
| **Image** | /content/shared/images/placeholders/placeholder.jpg |
| **Bullets** | |  |  | | --- | --- | | Motivational Interviewing | 0:01 | |  | 0:03 | |  | 0:05 | |  | 0:07 | |  |  | |  |  | |
| **Footer** |  |
| **Audio File** | /content/shared/audio/placeholders/placeholder.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** |  |
| **Notes** | Note: Image(s) of two people appears on the screen.    Narrator/Coach: Ok, so that you can see MI in action, let’s do a quick role play. I’ll be the counselor, and during our conversation I’ll point out some of the MI principles we’re using. Our student, Matt, will be the client.    Narrator/Coach: I hear you have some concerns about your health. Tell me more about that.  (This is an example of asking an open-ended question)  Student: It’s really more about my job. I’m a lawyer trying to establish myself so I have to work a lot of hours. I’m always feeling run down and tend to get sick quite often. Hopefully that will go away in time.  Narrator/Coach: Your job sounds stressful.  (Now I’m using a reflective statement)  Student: Tell me about it. I feel like there aren’t enough hours in the day to get things done. But, I’m still young, so it’s all about paying my dues.  Narrator/Coach: You’re obviously a very ambitious and committed person.  (This is an affirmation)  Student: I guess, but I’m just one of many.  Narrator/Coach: How do you keep yourself going all day?  (Here’s another open ended-question)  Student: Oh, well, you know, that’s what the stress is for. It does wonders for ensuring you meet your deadlines. It also helps you stay focused no matter how boring the project.  Narrator/Coach: Sounds like stress is a good thing for your particular job.  (..another reflective statement from the counselor)  Student: Yes, it is a good thing. But, being stressed all the time isn’t exactly the best thing for me.  Narrator/Coach: How is stress not so good?  (…and an open-ended question to develop discrepancy)  Student: It’s hard to shut work off at night. I either can’t fall asleep, or when I do fall asleep I wake up in the middle of the night thinking about work. I just always feel tense all the time, and tired since I’m not getting enough sleep.  Narrator/Coach: So although some stress helps with your performance at work, your level of stress right now is so high that it’s having a negative impact on your life.  (…summary; continue to develop discrepancy)  Student: But there’s no way to avoid stress. Not in my job.  Narrator/Coach: How else has the stress from your job affected your life?  (…and another open-ended question, rolling with resistance)  Student: Um, well I haven’t been able to hang out with my family and friends as much as I would like, if that’s what you mean. I just have no energy to be social these days. I’m afraid they might think I am avoiding them.  Narrator/Coach: You’re family and friends are very important to you.  (…and another reflective statement)  Student: Yeah, I miss them.  Narrator/Coach: What do you think your life would look like if you could find a way to have even a little more time for yourself?  (…another open ended-question that introduces a new idea)  Student: Who wouldn’t be happier getting a little more sleep? And I might actually be able to enjoy a few things in life again.  Narrator/Coach: What do you think might help you get back some time for yourself?  (…and another open ended-question)  Student: Maybe taking better advantage of the help I have at work, or setting better limits. Like they say, “Work smarter, not harder.” Easier said then done, though.  Narrator/Coach: I imagine there have been other times in your life when you’ve set limits with others.  (…and another open-ended question, supporting self-efficacy)  Student: I’m usually a very assertive person.  Narrator/Coach: I don’t doubt it!  (…affirmation, supporting self-efficacy)  Student: Even getting back three more hours a week for myself would make a difference.  Narrator/Coach: Well let’s talk about how you can make that happen… |

# Slide 28

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| **Object** | **Content** |
| **Layout** |  |
| **Template** | B5 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Interactions\_10.jpg |
| **Header** | Additional Points: |
| **Bullets** | |  |  | | --- | --- | | Counselor helped client explore ambivalence | 0:05 | | Counselor rolled with resistance | 0:20 | | Counselor allowed client to generate reason for making changes | 0:33.5 | |  |  | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod2\_audio21.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | There are three additional points to highlight here. First, in this example, the counselor helped the client explore ambivalence—for example, ambivalence about stress. While the client believed that stress was important for productivity, he also saw the negative impact it was having on quality of life.    Second, the counselor rolled with resistance. When the client stated that there was no way to reduce stress, the counselor asked the question, “How else has the stress from your job affected your life?” That kept the discussion moving forward, but on a parallel track.    Third, the counselor allowed the client to generate an especially important reason for making changes—spending more time with loved ones. The counselor also allowed the client to come up with ideas about how he could make changes in his work life to accomplish that goal.    MI concepts, skills, techniques, and collaborative ways of working can help create an excellent interpersonal environment for change—including change guided by a TTM approach. |
| **Notes** | **Audio:**  There are three additional points to highlight here. First, in this example, the counselor helped the client explore ambivalence—for example, ambivalence about stress. While the client believed that stress was important for productivity, he also saw the negative impact it was having on quality of life.    Second, the counselor rolled with resistance. When the client stated that there was no way to reduce stress, the counselor asked the question, “How else has the stress from your job affected your life?” That kept the discussion moving forward, but on a parallel track.    Third, the counselor allowed the client to generate an especially important reason for making changes—spending more time with loved ones. The counselor also allowed the client to come up with ideas about how he could make changes in his work life to accomplish that goal.    MI concepts, skills, techniques, and collaborative ways of working can help create an excellent interpersonal environment for change—including change guided by a TTM approach. |

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| **Layout** |  |
| **Template** | B3 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_6.jpg |
| **Header** | For clients in the early stages of change, MI can help stage movement with the use of: |
| **Bullets** | |  |  | | --- | --- | | **O**pen-ended questions to facilitate dialogue and “change talk” | 0:22 | | **A**ffirmations as to what the client is doing effectively | 0:37 | | **R**eflection on key change variables | 0:42 | | **S**ummaries about the client’s current change process | 0:52 | |  |  | |  |  | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod2\_audio22.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | OARS (Open ended questions, affirmations, reflective listening, and summaries) can be particularly helpful in engaging a client in coaching. By using MI with clients in the pre-action stages of Precontemplation, Contemplation, and Preparation, you can engage them by responding to their needs.    MI can facilitate “change talk,” which is important especially in the sessions in which a person is in the pre-action stages. (Remember that change doesn’t equal action. It equals progress through the stages of change.)    MI also includes the use of affirmations as to what the client is doing effectively. When using reflection in MI, you can focus on how the client is applying key change strategies and can enhance awareness about the change process.    MI also includes summaries, such as about the client’s current change process.    In Part 3 of this training, we will return our focus to the TTM and the stage-matched principles and processes of change. |
| **Notes** | **Audio:**  OARS (Open ended questions, affirmations, reflective listening, and summaries) can be particularly helpful in engaging a client in coaching. By using MI with clients in the pre-action stages of Precontemplation, Contemplation, and Preparation, you can engage them by responding to their needs.    MI can facilitate “change talk,” which is important especially in the sessions in which a person is in the pre-action stages. (Remember that change doesn’t equal action. It equals progress through the stages of change.)    MI also includes the use of affirmations as to what the client is doing effectively. When using reflection in MI, you can focus on how the client is applying key change strategies and can enhance awareness about the change process.    MI also includes summaries, such as about the client’s current change process.    In Part 3 of this training, we will return our focus to the TTM and the stage-matched principles and processes of change. |

## Slide 29

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| **Layout** |  |
| **Template** | B2 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_4.jpg |
| **Bullets** | |  |  | | --- | --- | | Your client says, “I’m not the one with the problem.” | 0:30 | | How do you respond? | 0:32.5 | |  | 0:05 | |  | 0:07 | |  |  | |  |  | |
| **Footer** |  |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod2\_audio23.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | Let’s take a minute to review.    As we talked about earlier in this section, rolling with resistance is one of the principles of MI.    Now think about your work. You probably encounter clients who are resistant to making behavior changes that you think are in their best interest. How do you roll with their resistance? For example, say you have a client who has difficulty managing conflict in relationships, and tends to blame others for his difficulties. To roll with resistance, how could you respond to the client’s statement, “I’m not the one with the problem”?    Type a couple of examples of how you might respond to that statement. |
| **Notes** | Audio:    Let’s take a minute to review.    As we talked about earlier in this section, rolling with resistance is one of the principles of MI.    Now think about your work. You probably encounter clients who are resistant to making behavior changes that you think are in their best interest. How do you roll with their resistance? For example, say you have a client who has difficulty managing conflict in relationships, and tends to blame others for his difficulties. To roll with resistance, how could you respond to the client’s statement, “I’m not the one with the problem”?    Type a couple of examples of how you might respond to that statement. |

## Slide 30

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| **Layout** |  |
| **Template** | B3 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_9.jpg |
| **Header** | Techniques for rolling with resistance: |
| **Bullets** | |  |  | | --- | --- | | Reframing | 0:03 | | Normalizing ambivalence | 0:04 | | Emphasizing personal control | 0:06 | |  |  | |  |  | |  |  | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod2\_audio24.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | Some techniques for rolling with resistance include reframing, normalizing ambivalence, and emphasizing personal control. |
| **Notes** | Audio:    Some techniques for rolling with resistance include reframing, normalizing ambivalence, and emphasizing personal control. |

## Slide 31

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| **Layout** |  |
| **Template** | B2 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_2.jpg |
| **Bullets** | |  |  | | --- | --- | | Do your responses reflect these techniques? | 0:01 | |  | 0:03 | |  | 0:05 | |  | 0:07 | |  |  | |  |  | |
| **Footer** |  |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod2\_audio25.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | Do your responses reflect these techniques?    Remember that pressuring people to make changes can cause resistance. By meeting people where they are at through using a stage approach, you can help to roll with resistance and in turn, reduce it. |
| **Notes** | Audio:    Do your responses reflect these techniques?    Remember that pressuring people to make changes can cause resistance. By meeting people where they are at through using a stage approach, you can help to roll with resistance and in turn, reduce it. |

## Slide 32

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| **Layout** |  |
| **Template** | B4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_12.jpg |
| **Header** | This is the end of Part 2 of our training. In the next section, we’ll be talking about ways you can use counseling skills in coordination with TTM-based strategies to affect change among your clients. |
| **Notes** | These will not be included in course output |

## Slide 33

## Slide 34

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| --- | --- |
| **Object** | **Content** |
| **Layout** | Macintosh HD:Users:spencech:Desktop:quiz.jpg |
| **Template** | Quiz |
| **Menu Title** | TBD |
| **Quiz** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Code** | **Mode** | **Randomize Questions** | **Randomize Answers** | **Points** | **Max Attempts** | | quiz-1 | formative | false | true | 100 | 2 |  |  |  |  | | --- | --- | --- | | **Question** | | Which of the following is a guiding principle of MI that can be applied at each stage of change? | | **Correct** | **Feedback** | **Answer Options** | | false | incorrect-fb | Disclose personal information | | false | incorrect-fb | Focus on the past | | false | incorrect-fb | Apply pressure | | true | correct-fb | Express empathy | | **ID** | **Feedback Text** | | | correct-fb | Enter correct feedback here | | | incorrect-fb | Enter incorrect feedback here | |  |  |  |  | | --- | --- | --- | | **Question** | | What word best describes the spirit of Motivational Interviewing (MI)? | | **Correct** | **Feedback** | **Answer Options** | | false | incorrect-fb | Confrontative | | true | correct-fb | Collaborative | | false | incorrect-fb | Apathetic | | false | incorrect-fb | Persuasive | | **ID** | **Feedback Text** | | | correct-fb | Enter correct feedback here | | | incorrect-fb | Enter incorrect feedback here | |  |  |  |  | | --- | --- | --- | | **Question** | | In Motivational Interviewing (MI), which of the following would most likely NOT be the start of a reflective statement? | | **Correct** | **Feedback** | **Answer Options** | | true | incorrect-fb | It sounds like you… | | false | incorrect-fb | You’re feeling… | | true | correct-fb | You may disagree, but… | | false | incorrect-fb | It seems to you that… | | **ID** | **Feedback Text** | | | correct-fb | Enter correct feedback here | | | incorrect-fb | Enter incorrect feedback here | |  |  |  |  | | --- | --- | --- | | **Question** | | In MI, what is the recommended strategy for managing resistance (e.g., minimization, denial, blaming)? | | **Correct** | **Feedback** | **Answer Options** | | false | incorrect-fb | Confront it | | true | correct-fb | Roll with it | | false | incorrect-fb | Ignore it | | false | incorrect-fb | Oppose it | | **ID** | **Feedback Text** | | | correct-fb | Enter correct feedback here | | | incorrect-fb | Enter incorrect feedback here | |  |  |  |  | | --- | --- | --- | | **Question** | | Which of the following is an example of an open-ended question? | | **Correct** | **Feedback** | **Answer Options** | | false | incorrect-fb | Are you concerned about your diet? | | true | correct-fb | What about your diet concerns you the most? | | false | incorrect-fb | How many times have you tried to change your diet? | | false | incorrect-fb | None of the above | | **ID** | **Feedback Text** | | | correct-fb | Enter correct feedback here | | | incorrect-fb | Enter incorrect feedback here | | |
| **Notes** | These will not be included in course output |

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| **Layout** |  |
| **Template** | B4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_10.jpg |
| **Header** | “Change is not merely necessary to life — it is life.”  —Alvin Toffler |
| **Notes** | These will not be included in course output |

## Slide 35

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| **Layout** |  |
| **Template** | B4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_10.jpg |
| **Header** | Proceed to Part 3 in this series to complete the training. |
| **Notes** | These will not be included in course output |

## Page Title