

Supplementary Material 4 CO-FIDEL Version 1.0

CO-FIDEL - COaches Fidelity in Intervention DELivery

Partly adopted from the Motivational Interviewing Skill Code 2.1 (MISC) and the Solution Focused Interviewing Skills (SFIS) & Questions

DESCRIPTORS:

Coach:	
Topic:	
Session #:	
Date of session:	
Evaluation #:	
Participants on call:	Mother <input type="checkbox"/> Father <input type="checkbox"/> Grandparent <input type="checkbox"/> Foster parent <input type="checkbox"/> Other <input type="checkbox"/>
Evaluation form completed by:	
Evaluation form completed on:	
Timeframe used to complete MISC:	

GENERAL COMMENTS:

OVERVIEW: COACH DELIVERY / CONTENT / APPROACH (out of 70)

The extent to which the coach ...	1- LOW	2	3	4	5	6	7- HIGH
1. is able to guide the participants through the content of the session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. covers all the content for the session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. is knowledgeable about the activities and encourages the participants to complete them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. respects/follows the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. respects the pace of the participant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. ensures the participant understands the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. is interested / curious during the session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. respects the timeline of the session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. respects the boundaries with the participant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. is able to balance “spontaneous” counseling vs. coaching manual content delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GLOBAL COACH RATINGS – MISC (out of 35)

** Definitions and terms provided in the Manual for the Motivational Interviewing Skill Code (MISC) Version 2.1 by Miller, W.R., Moyers, T.B., Ernst, D., & Amrhein, P., (2008): Center on Alcoholism, Substance Abuse and Addictions, The University of New Mexico; available online at <https://casaa.unm.edu/download/misc.pdf>

ACCEPTANCE: The extent to which the coach communicates unconditional positive regard to the client:								
1-LOW judgemental, harsh, disrespectful, labelling, condescending**	2	3	4	5	6	7-HIGH communicates with acceptance, and respect, is being warm and supportive	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
EMPATHY: The extent to which the coach understands and/or makes an effort to accurately understand the client’s perspective:								
1-LOW shows little interest in the client’s own perspective and experiences, little effort to gain a deeper understanding, lacking reflective listening **	2	3	4	5	6	7-HIGH show active interest in making sure they understand the client, include client’s perceptions, situations, meanings, and feelings; accurately follows client’s statements to gain clarity	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
SPIRIT: The extent to which the coach uses motivational interviewing skills of collaboration, evocation and autonomy-supportive:								
Collaboration: coach negotiates with the client and avoids an authoritarian stance; shows respect for ideas, accepts differences and client’s points of views.								
1-LOW	2	3	4	5	6	7-HIGH	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Evocation: coach draws out the client’s perspective rather than installing the coaches’ knowledge, insight and advice; does not educate or give opinions without permission, is curious and patient.								
1-LOW	2	3	4	5	6	7-HIGH	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Autonomy-supportive: coach emphasizes the client’s freedom of choice and conveys an understanding that the critical variables for change are within the client and cannot be imposed by others.								
1-LOW	2	3	4	5	6	7-HIGH	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

BEHAVIOR COUNTS - MISC

