
Macro MI: Implementing the Spirit and Skills

— MINT 2023 Pre-Forum
Copenhagen, Denmark —



Trainers

- Casey Bohrman (acknowledgement)
- Kristin Dempsey
- Jess Sneed
- Sarah Solis
- Julie Tennille

**Use This Code to for
Today's Slides and
Links**





Welcome

Group Agreements

A Brave (and accountable) Space

The 6 Pillars of a Brave Space:

- Vulnerability
- Perspective Taking
- Lean into fear
- Critical Thinking
- Examine Intentions
- Mindfulness

Group Discussion

When you think of social justice in your community, what concepts are important? How do you define these concepts?
Please have a group member transcribe a few examples.

What is Macro MI?

Dr. Wendy Shaia & David Avruch

Macro MI is aimed at addressing socially engineered trauma (SET) via integrating key elements of MI with **SHARP**.

SET occurs in the context of oppressive macro structures such as white supremacist racism, neoliberal economic policies, and the cisgender heteropatriarchy

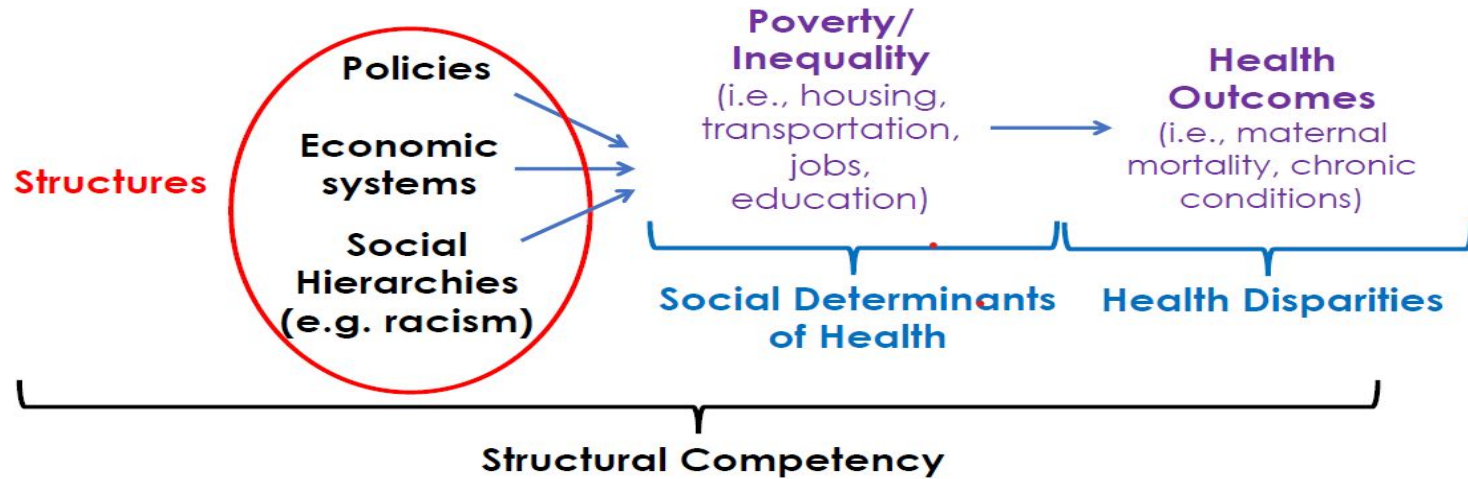


SHARP examples

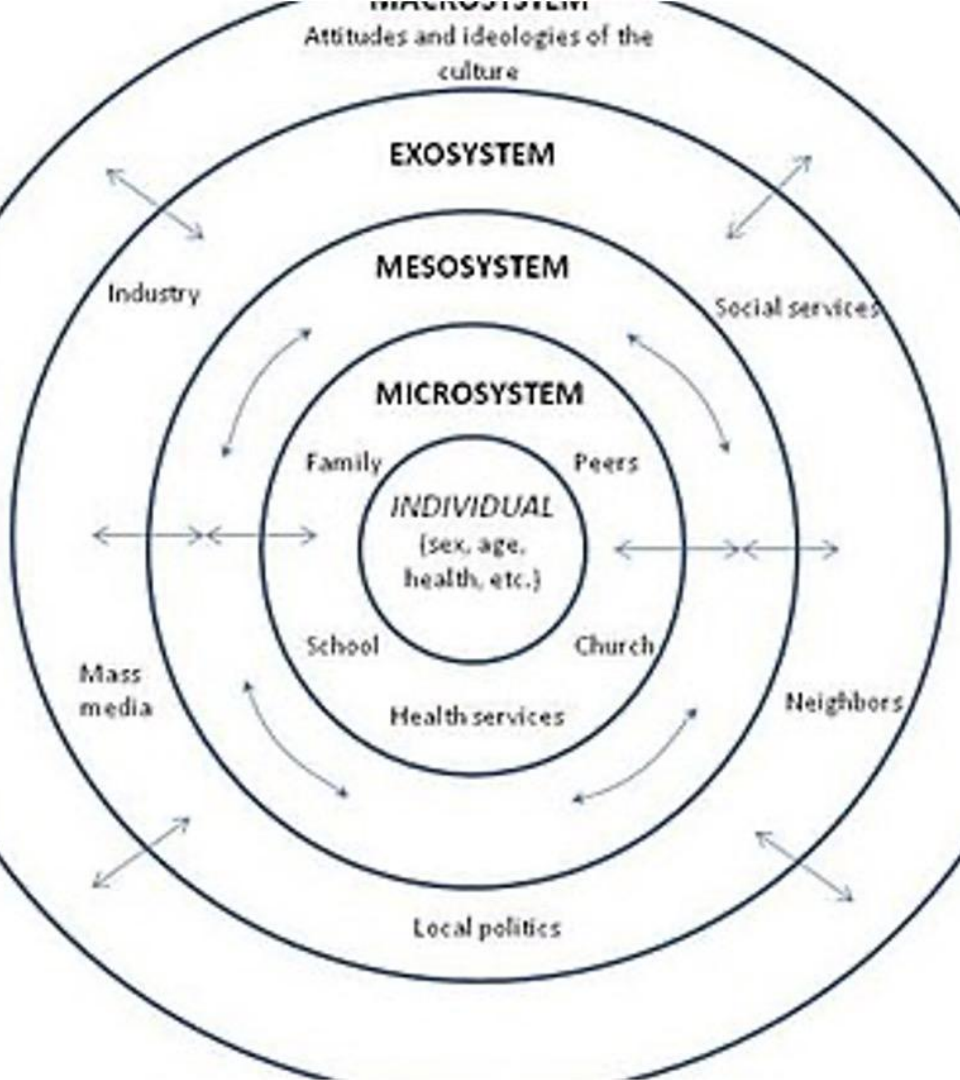
- **S**tructural oppression (Police violence with Black and Brown persons)
- **H**istorical context (Neighborhood disinvestment and redlining)
- **A**nalysis of role (Disrupter or Maintainer of status quo)
- **R**eciprocity and mutuality (Know privileged identities that may influence your ability to disrupt or maintain oppression)
- **P**ower (referring clients to social justice movements, activism, organizing)

What is Macro MI?

- Structurally competent service provision exists at intersection of micro/macro and makes “political sense” of personal issues
- Macro MI addresses Socially Engineered Trauma (SET)
- SET is a “non-random” distribution of trauma exposure within an unequal society
- We update our “interventions” to accommodate this settled science
- Macro MI may reduce shame/blame



“Structural determinants of the social determinants of health”



Macro MI as a Systems Intervention: Bronfenbenner's Ecological Model



Small Group Exercise

What does socially engineered trauma look like in your country/community?

The Things that Made Us

- What was your favorite song?
- What was your favorite snack food?
- What was your favorite film?
- Where did you live? What was your neighborhood like?
- What was a major news story or headline?



The Things that Made Us Pt. 2 ...

Were your favorite things:

- Part of the mainstream/popular culture or on the fringe?
- Influenced by family/friends/community?
- Influenced by where you lived and what you had access to?
- What is a macrosystem example (education system, law system, cultural system) you remember filtering into your life and shaping your developing sense of self?





Small Group Exercise

What is the Spirit of Macro MI?

Each group will be assigned an aspect of the Spirit of MI. Think of examples of Macro MI within your group's aspect.

Example: Autonomy

Specifically naming that macro-level systems have taken away client autonomy and intentionally letting the client know that we support them in finding ways to respond to the system.

Discussion:

In what ways are you already bringing in discussions of structural and social determinants of health into your MI practice and training?

At what point do you bring up these ideas if not referenced by the client?

What challenges have you faced in introducing more structural factors into your work?

5 minute mindfulness break

15 Minute Break

Macro MI Role Play

Julie and Kristin

Leaning Into Sustain Talk (Is Harm Being Conveyed?)

- “I am not going to get my kids back”
- “There is no point in going to the doctor”
- “My teachers and principal don’t care about me”
- “There is no point in attending parent-teacher conferences”
- “I won’t go to college”
- “I am never getting out of the prison system”

Role Play

Sarah and Kristin

Attuning to Initial Verbalization of Oppression

- Identifying day-to-day privilege in order to decrease blind spots.
- Assess the logistical day to day experience of culture and, at times, marginalization.
- If it is appropriate to discuss identity, see if you can't place it in relation to the larger community and the experience within that group.

Trainer Examples of Day-to-Day Privilege

Sarah-As a white, United States Citizen I don't worry too much about what I put in my suitcase when I travel. Knowing this reminds me to think about those who experience travel as unsafe.

Kristin- If I get pulled over for speeding, which happens more than I like to admit, I am embarrassed and annoyed. I never fear that my contact with the police in a routine traffic stop will end my life. For many minoritized individuals in the US, a simple traffic stop can result in a deadly encounter with law enforcement.

Jess- I have adequate, stable income and means of transportation. On a weekly basis, my diet/meal choices are dictated by what I'd prefer to eat and not by what's on sale or what stores are in close proximity.

Casey-When I took my kids to a relatively expensive private preschool the default assumption was that we were all great parents. When my child attended a free preschool program for low-income families, one of the first things they discussed was about reporting people for child abuse.

Julie- As a Cisgender person, I don't have to fear verbal abuse or worse when contemplating my use of public restrooms. This week, I'll be in a few unfamiliar spaces and I don't have to manage anxiety when my need to use a restroom arises.



Small Group Exercise: Naming Your Day-to-Day Privilege

Please get into your assigned groups. Chat with group members about an example of day-to-day privilege you might experience. Then, take a moment to discuss what knowing this means about others who may not experience the privilege.

Assessing Cultural Experience

- Community (Access to food stores? Emergency services? Transportation?)
- Environment (Access to clean water? Possible pollution in area?)
- Religion (Diaspora? Relationship to other communities? Tithing?)
- Death (Body preparation? Decision making? Parallel chosen family funeral?)
- Money (Banks? Alternative safekeeping of money? Comfortability discussing finances?)
- Civic engagement (Civic bodies reflect your community make up? Safety voting? Accessible polling station?)
- Migration (Dangers? Support during migration? Diaspora or smaller group?)

Individual Exercise: Day-to-Day Cultural Experience

Please visit at least three of the large sticky notes on the walls around the room. Write a question that you think captures the day-to-day cultural experience under the topic.

Where Does The Client Want Us To Walk?

Macro MI Advocacy

- In front of them...
 - To the side of them...
 - Behind them...
-

**Macro MI in Practice
Exercises for Counseling
Psychology Graduate
Students**

An Example of Macro MI in the Academic Setting

- Practitioner training programs are responding to a history of how to train individuals given the scope of practice for the field
- I teach in counseling psychology. Counseling psychology has historically explored help seeker change as an individual effort based on individual needs and experiences. Practitioners facilitate change directly or non-directly using different modalities: individual therapy, case management, group therapy, family or other systems therapy

...and the world of skilled helping is changing

- Change has occurred (for the better) over the last generation in which help seekers are seen in their context
- Much of this shift has been moved by 1. Critical studies and exploring differences among individuals that are systemic and not responsive to change and 2. A realization that approaches that work with individuals as the main and only source of their problem can be tone-deaf or actually create harm

“Educating Clinicians to Society”

Students appreciate the critical studies approach to problems in their client’s lives

And

The are not sure how to make the link between what they are learning in terms of theory and how they can help facilitate change in the therapy room

Power and Control Wheel Exercise in Family Violence and Prevention Course

Goal: Increase help seeker's awareness of the power dynamics in abusive relationships.

Goal: Help students practice using Ask-Offer-Ask to introduce the power wheels and then following up with practicing OARS

Students take turns in group role playing help seeker and counselor role. Start with curiously exploring needs. Ask permission to offer wheel and then reflect and affirm response, with most attention on change talk responses

Sample Power and Control Wheel

Variety of wheels can be found at:
<https://www.theduluthmodel.org/wheel-gallery/>



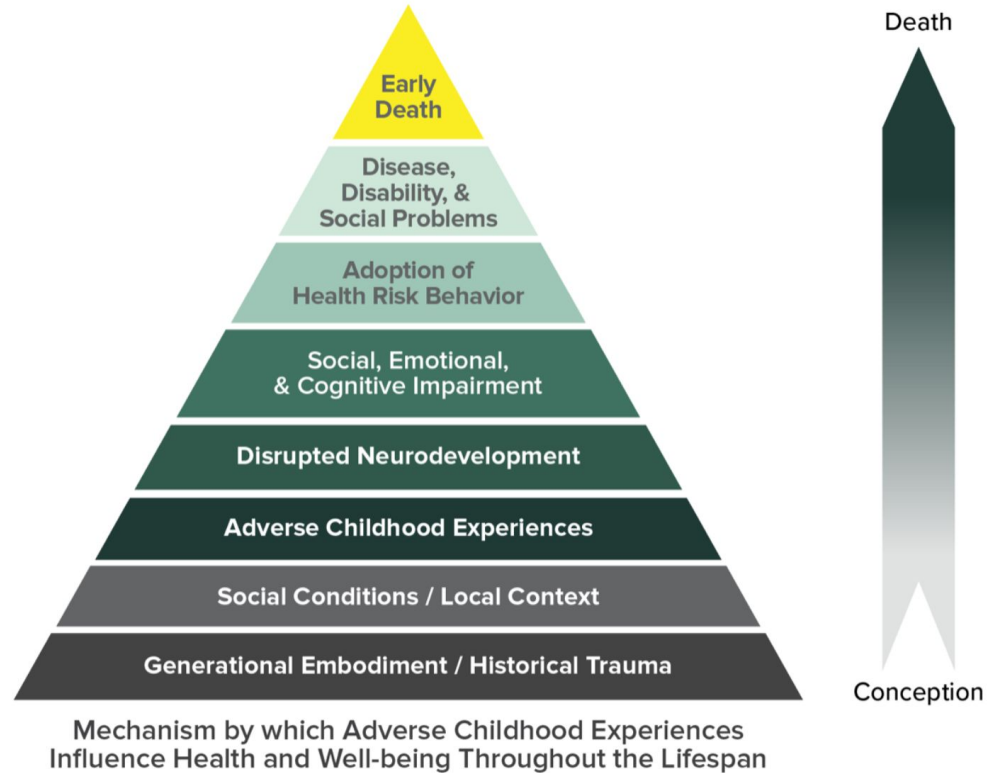
Introduction of the Impact of Adverse Childhood Experiences (ACES) on People with Substance Use Disorders

Goal: Increase individual seeking substance use disorder (SUD) treatment services perspective on the function of substances in their life through understanding that use is a way to cope with neurodevelopmental issues (likely) stemming from adverse experiences.

Goal: Help students as AOA to introduce “Three Realms of the ACEs” and the ACE Pyramid.

The ACEs Pyramid

<https://www.cdc.gov/violenceprevention/aces/about.html>



3 Realms of ACEs

Adverse childhood and community experiences (ACEs) can occur in the household, the community, or in the environment and cause toxic stress. Left unaddressed, toxic stress from ACEs harms children and families, organizations, systems and communities, and reduces the ability of individuals and entities to respond to stressful events with resiliency. Research has shown that there are many ways to reduce and heal from toxic stress and build healthy, caring communities.

Image can be obtained at this link:
https://docs.google.com/presentation/d/13AjqB399dEIIYPU-GYkIWU--ZddinSsGFIE9HdKGgZI/edit#slide=id.g28674577d03_0_17



PACes Connection thanks **Building Community Resilience Collaborative and Networks** and the **International Transformational Resilience Coalition** for inspiration and guidance. Please visit [PACesConnection.com](https://www.pacesconnection.com) to learn more about the science of ACEs and join the movement to prevent ACEs, heal trauma and build resilience.

15 Minute Break

Calling-In and Calling-Out

- **Benefits to calling-out**-align voices, advocacy, empowerment/justice, outrage/catharsis, larger system response
- **Benefits to calling-in**-greater chance of insight building, MI congruent.



Values Work in Macro MI

- Supports providers with empathy when having difficult conversations.
- Facilitates shared reflections.
- Allows providers to identify shifts in harmful ideology.

Exercise: Conversational Gateway

Let's come up with a list of 3-4 divisive issues (immigration, abortion, et cetera). These will differ depending on the country in which you live.

Now, please get into your groups. Feel free to review the Values Card Set if you would like. Identify 1-2 values that people on either side might hold. There are times that both sides might hold the same value in a different way.

Lesson Learned (Sarah)

- **Training is solely focused on Macro MI if goal is insight building and/or skill acquisition. We have found it works to give people a “taste” in standard MI trainings if we have future macro MI trainings coming up.**
- **No less than 3 hours facilitation time (insight building). Most of our Macro trainings are 5–6 hours (skill acquisition).**

Lessons Learned Cont. (Sarah)

- Majority of attendees have not taken MI in past, despite that being a requisite stated in training advertisement.
- Co-facilitation very helpful.
- We now do not facilitate mandated or “voluntold” trainings.
- Group agreements established and basic understanding of shame, and corresponding manifestation, power and privilege discussed.

Going Forward...

1. What have we learned here? How do you want to implement Macro MI into your training?
2. What are the trainer ingredients of a strong, safe, inclusive, and effective Macro MI training? What are the secret sauce for each of these components of a Macro MI training?
3. How do we take care of ourselves while working in the Macro MI format? How do we manage discord? How do we hold pain in the room?