

ViVA Fidelity Rating (1-5)	1: Not observed/poor	2: Fair	3: Good	4. Very Good	5. Excellent
Material		Scale		Notes	Rating
Introduction and Setting Agenda	<ul style="list-style-type: none"> • Welcomes the participant to the session. <i>[is welcoming, not necessarily required to explicitly say “welcome”; also keep in mind that the counseling session is coming after the assessment measures have been conducted with the participant]</i> • Provides an overview of the session <i>[stating the topic is sufficient]</i> • Ask participants if they have anything they want to add to the agenda OR Ask participants if they have any questions. <p>Note: For V1, expect the counselor to provide an orientation to the sessions and also ask if the participant has any questions</p>	<p>1 - No effort to set an agenda</p> <p>2 -</p> <p>3 - Misses an element OR seems rushed OR unclear/disorganized overview; Takes too long to get to the agenda</p> <p>4-</p> <p>5 - Does all elements listed in the column to the left effectively</p>			
Assessing Vaping Status and Primary/Weekly Goal Follow-up (i.e., quitting or reducing vaping)	<ul style="list-style-type: none"> • Reviews current vaping behavior in relation to baseline vaping behavior. • The counselor either asks the participant to state their goal from the previous session/states the goal and checks for accuracy (e.g., “Your goal was X, do I have that right?”) and follows up on 	<p>1 - No/minimal goal follow-up</p> <p>2-</p> <p>3 - Establishes change in vaping status this week compared to goal OR related current vaping to baseline behavior; AND discusses any of the following:</p>			

	<p>whether the goal was achieved (<i>if yes, through what strategies; if no, discuss and problem-solve</i>).</p> <ul style="list-style-type: none"> Discusses any positives(s)/negative(s) they have experienced since the last visit: <ul style="list-style-type: none"> Relating to the medication (positives = reduced craving/enjoyment; negatives = side effects) Relating to quitting/cutting down (positives = successes associated w/ behavioral goal or perceived benefits of quitting; negatives = challenges or withdrawal sx) <p>Note: For V1, there is no expectation to review a previous behavioral goal, but it is expected that baseline vaping behavior will be discussed</p>	<p>positives/negatives of medication OR positives/negatives related to behavioral goal OR positives/negatives related to vaping status OR there is limited follow-up</p> <p>4-</p> <p>5 - Goal directly reviewed, AND discusses all of the following: Discussion of strategies used AND positives/negatives of medication AND positives/negatives related to behavioral goal AND positives/negatives related to vaping status</p>		
<p>Homework</p>	<ul style="list-style-type: none"> Shares and discusses worksheet from prior session [<i>doesn't have to "share screen" to "share" homework</i>]. <p>Note: Rate as a "5" when N/A (i.e., session 1)</p>	<p>1 - No homework review</p> <p>2-</p> <p>3 - Asks about homework completion; reviews all parts of the worksheet but no substantive follow-up questions and does not facilitate any reflection</p> <p>4-</p>		

		<p>5 - Asks about homework completion; prompts client to talk through all parts of worksheet; asks at least 1 substantive, open-ended question; <i>if homework isn't completed</i>: problem-solve homework completion; reviewing worksheets together in real-time</p>		
<p>Discussion of Session Topic</p>	<ul style="list-style-type: none"> • Shows the session video. • Asks participant questions relating to the video. • Asks the participant to relate the session topic to their own experience. • Encourages participant to engage in the discussion using reflecting, normalizing, empathy, and encouragement 	<p>1- Very minimal discussion (<i>absence of questions/attempts on the counselor's part</i>)</p> <p>2-</p> <p>3 - Counselor asks questions about some parts of the video, but misses opportunities to discuss the core session topic; may also ask questions that promote the participant to make general reflections rather than personalized ones</p> <p>4 - May be some missed opportunities to explore content ancillary to the core session topic</p> <p>5 - Counselor is directive; promotes person to link the content to their own experience (<i>facilitated with questions/attempts, even if participant doesn't reflect much in response</i>)</p>		

<p>Medication Adherence</p>	<ul style="list-style-type: none"> Discusses and troubleshoots medication adherence, side effects (if applicable), and medication tolerability. <i>[80% is target level – may mean less discussion/ troubleshooting]</i> <p>Note: V12 does not require a review of med adherence since not in the manual.</p>	<p>1 - Glosses over med adherence; minimal attempts to discuss (e.g., <i>“looks like you’re missing medication on the weekends”</i>, <i>counselor accepts excuse without discussing further</i>)</p> <p>2-</p> <p>3 - May not clearly state number of missed doses; offers ideas for problem solving without effort to elicit ideas from ptp; barriers may be identified but there is no effort to trouble-shoot</p> <p>4 - Clearly states number of missed doses; identifies barriers; some effort to elicit ptp’s ideas about how to trouble-shoot</p> <p>5 - Reflection of actual medication adherence level; identification of any barriers (including side effects if relevant); elicits ideas from participant for troubleshooting med adherence</p>		
<p>Goal Setting</p>	<ul style="list-style-type: none"> Creates a plan with the participant for the following week. Shares current session worksheet and reminds participant to complete the worksheet. Troubleshoots homework completion if this is an issue 	<p>1- Goal isn’t really ptp’s goal (counselor prescribed); goal isn’t realistic (or is overly modest) in the context of previously set goals <i>without</i> counselor discussion</p> <p>2-</p>		

	<p><i>[counselor shares screen with client].</i></p> <ul style="list-style-type: none"> • Discusses goals to increase medication adherence (if applicable). • Mentions target quit day (if applicable: weeks 1 and 2) <p>Note: Rate as a “5” when N/A (i.e., V12)</p>	<p>3 - Shakier behavioral goal related to vaping is the focus of discussion; may not have all SMART elements in goal; counselor does not initiate discussion to try to problem-solve around goal that ptp may have had difficulty with before</p> <p>4 - Sets a fairly specific goal that includes problem-solving</p> <p>5 - Discussion of SMART goal AND reminders about homework; troubleshoots med adherence; links to relevant session content discussed; ideally links weekly goal with overall vaping goal</p>		
<p>Session Summary</p>	<ul style="list-style-type: none"> • Asks the participant to summarize key points of the session as well as the participant’s plan for the following week. • Reminds participant of any relevant information missed. 	<p>1 - Doesn’t ask for any summary/session reflection</p> <p>2- Counselor provides summary without asking ptp</p> <p>3 - Prompting summary for specific parts of the session (but not all); Rushed/glossed over/vague summary; lacking specifics; clear that ptp missed info but counselor didn’t provide info</p> <p>4-</p> <p>5 - Prompts reflection on session (<i>major points/biggest take-away</i>)</p>		

		at/near the end of session; evidence at <i>any</i> point in the session of the counselor encouraging the ptp to clearly and succinctly state behavioral goal(s) to address vaping reduction/cessation and/or strategies in own words; also reviews any plans for how to increase med adherence (if applicable)		
Interpersonal				
Counselor - Participant Relationship	<ul style="list-style-type: none"> • Has a positive relationship with the participant. • Is considerate of the participant's personality, race, religion, culture. • Encourages and respects the participant. 	<p>1 - Invalidating, unsupportive; micro/macroaggressions; engages in a disagreement with ptp</p> <p>2-</p> <p>3 - Generally neutral tone by counselor regardless of what is going on with the participant (positive or negative); misses some opportunities for reinforcement/empathy but also not actively negative; acknowledgements without genuine empathy</p> <p>4-</p> <p>5 - Appropriately reinforces ptp effort and goal achievement/progress; actively demonstrates empathy; curious stance to resistance</p>		

<p>Communication</p>	<ul style="list-style-type: none"> • Effective and clearly communicates with the participant regarding: <ul style="list-style-type: none"> ○ Session topics ○ Instrument administration ○ Goals ○ Worksheets 	<p>1- Rambling and confusing explanations/ questions throughout; failure to check for understanding; factual inaccuracies; off topic</p> <p>2-</p> <p>3 - Rambling or confusing explanations or questions (can be combinations of multiple questions), but ultimately clarifies (through rephrases or understanding checks)</p> <p>4-</p> <p>5 - Clear, efficient presentation of session material; clear questions</p>		
<p>Listening</p>	<ul style="list-style-type: none"> • Prompts participant in ways where they are actively engaging in and/or leading the conversation. • Acknowledges any conflicts or issues the participant is experiencing with empathy and helps problem-solve when the participant consents to help. 	<p>1 - No/inaccurate (without attempt to correct/check) reflection of ptp responses; misses ptp's interest in problem-solving (either imposing problem solving or doesn't take an opportunity to collaborate)</p> <p>2-</p> <p>3 - Only surface level reflections, OR repeating back ptp phrasing without adding/furthering conversation; OR could do a better job demonstrating understanding/empathy</p> <p>4-</p>		

		5 - Counselor uses normalization, empathy, and accurately reflects skillfully most/all of the time; checks understanding (e.g., "Do I have this right"); demonstrates openness to incorrect reflection (humility to correction); some examples of paraphrased reflections		
Organization	<ul style="list-style-type: none"> • Introduces and switches between materials (video/worksheet/instruments) efficiently. • Covers 5 major topic areas: <ul style="list-style-type: none"> ○ Past week behavioral goal ○ Homework ○ New session content ○ New behavioral goal ○ Medication adherence within the 20-minute session 	<p>1- 3 or more major topic areas missed; disjointed session content (i.e., organization of the session disrupts client learning); 30+ minute session</p> <p>2- > 25 minute < 30 minute session OR missing at least 2 major topic areas of content OR moderately disjointed OR awkward transitions</p> <p>3 - One major content areas not introduced OR choppy or slow transitions between components; 25-minute session max</p> <p>4-</p> <p>5 - All major topic areas introduced; smooth transitions between sections of session; session proceeds smoothly and remains within time limit (20 min)</p>		