

THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK  
MOTIVATIONAL INTERVIEWING

**Course Number:** SW393R  
**Unique Number:** 63025  
**Semester:** Fall 2014  
**Meeting Time:** Tue, 2:30-5:30  
**Room:** 2.118

**Instructor:** Mary M. Velasquez, PhD  
**E-mail:** velasquez@mail.utexas.edu  
**Phone:** 471-7019  
**Office:** 1717 W. Sixth St. Suite 295  
**Office Hours:** By appointment

**Teaching Assistant:**  
**E-mail:**  
**Office Hours:**

## I. COURSE DESCRIPTION

Motivational Interviewing (MI) is a state-of-the-art, evidence-based communication and counseling designed for building and strengthening clients' inner motivation for positive behavior change. Originally developed in the drug and alcohol field, MI is now being widely applied in a variety of settings, including social services, health care, mental health, public health, and criminal justice. This course will introduce students to the theory, principles, and skills of MI. The class will focus primarily on the use of MI by social workers. The use of MI in group settings will also be emphasized. Students will be guided through a sequence of learning activities to develop and refine counseling skills and to begin a process for developing proficiency in MI.

## II. COURSE OBJECTIVES

Upon completion of the course the student will be able to:

- Understand and demonstrate the basic concepts of Motivational Interviewing, its spirit and essential strategies.
- Understand the Transtheoretical Models' stages and processes of change and how they relate to Motivational Interviewing.
- Learn, practice, and integrate basic MI counseling skills, including:
  1. Non-verbal listening skills
  2. Constructing and asking open-ended questions
  3. Reflective listening
  4. Eliciting and responding to change talk
  5. Values clarification
  6. Moving toward change
  7. Constructing a Behavioral Action Plan
- Understand the nuances of using MI in social service settings

- Demonstrate knowledge of the theoretical bases of MI.
- Critically evaluate literature on MI outcome studies
- Understand the ethics involved in applying MI in low-income populations and in other settings.
- Use brief motivational interventions with clients in a variety of settings
- Develop a personal plan for practicing and incorporating the primary skills and strategies of MI into practice

### III. METHODS OF INSTRUCTION

The primary means of instruction are informal lectures (students are encouraged to ask questions and make comments during lectures) and class discussions. This is a highly experiential class, so role-plays, “real-plays” and demonstrations will be used frequently. Guest speakers will be invited to augment class sessions. Some sessions will be conducted using distance-learning methods. We will use Blackboard (Bb) as a course tool. Therefore, it is expected that students stay apprised of postings on Blackboard for supplemental readings or announcements.

### IV. READINGS FOR THE COURSE

#### REQUIRED BOOKS:

Miller, W. R., & Rollnick, S. (2013). *Motivational Interviewing: Preparing people for change*. 3rd Ed. New York, NY: Guilford Press.

#### RECOMMENDED BOOKS:

Hohman, M. (2011). *Motivational interviewing in social work practice*. New York, NY: Guilford Press.

**REQUIRED JOURNAL ARTICLES** will be posted on Blackboard in the folder labeled “Course Documents”.

### V. GRADING POLICIES

Your grade in this course will be based on one exam, two MI session short papers, one audio taped and critiqued MI session, and a final presentation and paper. **Assignments must be turned in on time.** The mid-term exam will contain true or false and multiple-choice questions, along with some case vignettes to assess competency in MI. The exam will be administered at the beginning of class.

**School of Social Work grading policy is as follows:**

The grading scale for all quizzes and papers and the final grade is:

100-94 = A	86-84= B	76-74= C	66-64= D
93-90= A-	83-80= B-	73-70= C-	63-60= D-
89-87= B+	79-77= C+	69-67= D+	59 and below = F

**Weighting:** Assignments, exams and presentation will be weighted as follows:

Midterm	20% of final grade
Assignment #1: MI Evaluation Paper 1	15% of final grade
Assignment #2: MI Evaluation Paper 2	15% of final grade
Assignment #3: Audiotaped Session and Critique	25% of final grade
Assignment #4: Research Paper and Presentation	25% of final grade

## VI. COURSE POLICIES

**1. Attendance:** Attendance is expected at all in-class sessions for the entire class period. You must take all exams and turn in all assignments. Because this class is very interactive and experiential, you must attend every class to acquire the necessary MI skills. Be aware that more than one unexcused absence could result in a lower overall grade.

**2. Student responsibilities:** Students are expected to be prepared for each session and to participate in class discussions, exercises, etc. Failure to submit a paper or being unprepared to discuss your paper or reading for the week will result in a grade of zero being recorded for that week's work.

**3. Timely submission of assignments:** Each assignment is due at the start of class. **Late assignments will not be accepted unless you have a legitimate and documented emergency. If this is the case, please discuss the situation with Dr. Velasquez or Sharon. These will be evaluated on a case-by-case basis. There is no guarantee that we will extend a due date. If accepted, late assignments will be assessed point penalties at the rate of five (5) points each day late.**

### University Notices and Policies

#### **1. The University of Texas Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

#### **2. Professional Conduct in Class**

The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism. **Please do not use laptops, cell phones, text messaging or send or read emails during class.**

#### **3. Classroom Civility**

A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and

political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues.

#### **4. Unanticipated Distress**

Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the instructor. The instructor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their choosing, including the UT Counseling Center at [512-471-3515](tel:512-471-3515) or online at [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/).

#### **5. Policy on Social Media and Professional Communication**

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material, which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way.

Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics. Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

#### **6. Scholastic dishonesty**

While scholastic dishonesty is not anticipated, students should be familiar with The University of Texas at Austin's policy on this subject found in *General Information 2004-2005*. If you do not know an appropriate referencing style, now is the time to learn. Be especially careful about

giving due credit to other authors in writing your papers. Be sure to indent direct quotes of 5 lines or more; use quotation marks for shorter, direct quotes; and also give due credit for indirect quotes. Failure to do so will result in a grade of **zero** for the assignment. **Scholastic dishonesty in this class may result in a grade of F for the course and reporting to the Master's Program Director, Dean of the School of Social Work or the school/college in which you are enrolled, and Dean of Students or Dean of Graduate Studies.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, refer to the web site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs>).

### **7. Students with disabilities**

Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

### **8. Religious Holidays**

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

### **9. Use of E-Mail for Official Correspondence to Students**

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

**When emailing Dr. Velasquez, please include MI 2014 in your subject line.**

### **10. Safety**

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community or attending meetings or events at off-campus locations. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practice related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

### **11. Behavior Concerns Advice Line (BCAL)**

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior.

This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

### **12. Emergency Evacuation Policy**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

### **13. Use of Blackboard web site**

Web-based, password-protected class sites using Blackboard software are available for all accredited courses taught at The University of Texas. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see: <http://www.utexas.edu/student/registrar/catalogs/gi00-01/app/appc09.html>.

## **VII. EVALUATION OF INSTRUCTOR**

Students will have two opportunities to evaluate the instructor. At mid-term, I will use my own form for obtaining your views on the course to date, and at the end of the term, I will use the official Course Instructor Survey (CIS) of the University of Texas at Austin, School of Social Work. Completion of these evaluations is, of course, voluntary, but they are helpful to the instructor. Sharon and I are also available during office hours and at other mutually agreeable times to discuss the course with you.

## **VIII. COURSE AGENDA**

This schedule is intended as a guide. Students should complete the readings as they are outlined, in order to space them evenly throughout the semester. This is especially important since the exams will cover the required readings for that period of time. ***The student is responsible for all readings whether the material is covered as lecture material or not.***

**Fall 2014  
Syllabus**

	<b>Class Agenda</b>	<b>Readings</b>	<b>Assignments</b>
Week 1: 9/2/14	<p><u>Introduction to Course</u></p> <ul style="list-style-type: none"> <li>• Overview of Motivational Interviewing and the Transtheoretical Model</li> <li>• Review of class syllabus, assignments, and expectations</li> </ul> <p><u>Introduction to Motivational Interviewing</u></p> <ul style="list-style-type: none"> <li>• Characteristics and Assumptions of Motivational Interviewing</li> <li>• Motivational Interviewing Principles</li> <li>• <i>Motivational Interviewing Strategies (OARS)</i></li> </ul>		<p>1. E-mail the following information to the instructor and the TA. Mention (MI 2014) in the subject line along with your name.</p> <ul style="list-style-type: none"> <li>• Example: "MI 2014: Statement of Goals - Jayne Smith".</li> <li>• Name, email</li> <li>• Any professional experience with motivational interviewing or other counseling approaches.</li> <li>• Professional goals (e.g., what would you like to do with your degree?)</li> <li>• What you hope to learn/accomplish by taking this course, or what interests you about Motivational Interviewing.</li> </ul> <p>2. Learn how to use the Blackboard web site if you are not familiar with it. You can access Blackboard at <a href="https://courses.utexas.edu">https://courses.utexas.edu</a>. If you are unable to log into the course on Blackboard, check to be sure that you are registered for the course first, then call the ITS Help Desk at 475-9400</p>
Week 2: 9/9/14	<p><u>Motivational Interviewing Skills</u></p> <ul style="list-style-type: none"> <li>• Open vs. closed-ended questions</li> <li>• Affirming</li> <li>• Reflective Listening</li> <li>• Roadblocks to Reflective Listening</li> <li>• Levels of Reflection</li> <li>• Summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Miller &amp; Rollnick, Part I "What is Motivational Interviewing?" Chapters 1-3</li> <li>• Hohman, Chapter 1: "Why Social Work and Motivational Interviewing?"</li> </ul>	<p>View website: <b><a href="http://www.motivationalinterviewing.org">http://www.motivationalinterviewing.org</a></b></p> <p>Pay particular attention to the bibliography and begin to identify a practice area in which motivational interviewing has been applied that is interesting to you.</p>
Week 3: 9/16/14	<p><u>Motivational Interviewing and Brief Interventions</u></p> <p><u>Role plays for Assignment #1</u></p>	<ul style="list-style-type: none"> <li>• Miller &amp; Rollnick, Part II. "Engaging: The Relational Foundation" Chapters 4-7</li> <li>• Hohman, Chapters 2-3</li> </ul>	
Week 4: 9/23/14	<p><u>MI Supervision and Coaching</u></p> <ul style="list-style-type: none"> <li>• The Motivational Interviewing</li> </ul>	<ul style="list-style-type: none"> <li>• Miller, W. R., &amp; Moyers, T. B. (2006). Eight stages in learning motivational</li> </ul>	

**Fall 2014  
Syllabus**

	<p>Treatment Integrity Scoring System</p> <ul style="list-style-type: none"> <li>• The Motivational Interviewing Skill Code</li> </ul> <p>Guest Lecturer: Nanette Stephens, Ph.D., Research Scientist and <i>Director of Training, Health Behavior Research and Training Institute, UT-Austin School of Social Work</i></p>	<p>interviewing. <i>Journal of Teaching in the Addictions</i>, 5(1), 3-18.</p> <ul style="list-style-type: none"> <li>• Miller &amp; Rollnick, Part III. “Focusing: The Strategic Direction” Chapters 8-11</li> <li>• Hohman, Chapters 4-5</li> </ul>	
Week 5: 9/30/14	<p><u>Motivational Interviewing in Groups and Intervention Development</u></p>	<ul style="list-style-type: none"> <li>• Velasquez, Gaddy-Maurer, Crouch &amp; DiClemente, Chapters 1-3</li> <li>• Wagner and Ingersoll (2012), Chapter 1</li> </ul>	<p><b>Assignment #1: MI First Session Evaluation due</b></p> <p>(See Appendix)</p>
Week 6: 10/7/14	<p><u>Motivational Interviewing with Special Populations</u></p> <ul style="list-style-type: none"> <li>• Adolescents</li> <li>• Pregnant and Preconceptional Women</li> <li>• Substance Abusers</li> <li>• Dually Diagnosed Clients</li> </ul>	<ul style="list-style-type: none"> <li>• Miller &amp; Rollnick, Part IV “Evoking: Preparation for Change” Chapters 12-18</li> <li>• Hohman, Chapters 6-7</li> </ul>	
Week 7: 10/14/14	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> half of the class: Midterm exam</li> <li>• 2<sup>nd</sup> half of the class we will have the usual lecture format</li> </ul>	<ul style="list-style-type: none"> <li>• Miller and Rollnick, Part V. “Planning: The Bridge to Change” Chapters 19-22.</li> </ul>	<p><b>Midterm Exam</b></p> <ul style="list-style-type: none"> <li>• (Covers material presented and readings prior to this class)</li> </ul>
Week8: 10/21/14	<p><u>MI Supervision and Coaching</u></p> <ul style="list-style-type: none"> <li>• The Motivational Interviewing Treatment Integrity Scoring System</li> <li>• The Motivational Interviewing Skill Code</li> </ul> <p>Role plays for Assignment #2</p>	<ul style="list-style-type: none"> <li>• Miller &amp; Rollnick, Part VI. “Motivational Interviewing in Everyday Practice.” Chapters 23-26.</li> <li>• Hohman, Chapters 8-9</li> </ul>	
Week 9: 10/28/14	<p><u>Research on Motivational Interviewing: Examining the Evidence</u></p> <ul style="list-style-type: none"> <li>• Efficacy of Motivational Interviewing</li> <li>• Health Behavior Research and Training Institute</li> <li>• Translational Research (bridging the gap)</li> </ul>	<ul style="list-style-type: none"> <li>• Miller &amp; Rollnick, Part VII. “Evaluating Motivational Interviewing” Chapters 27-28.</li> <li>• Hohman, Chapter 10</li> </ul>	<p><b>Assignment #2: MI Second Session Evaluation due</b></p> <p>(See Appendix)</p>
Week 10: 11/4/14	<p><u>Working with Hard to Reach Populations</u></p>	<ul style="list-style-type: none"> <li>• Martino, S., Carroll, K., Kostas, D., Perkins, J., Rounsaville, B. (2002). Dual diagnosis and motivational interviewing: a modification</li> </ul>	<p><b>Assignment #3: Audio Recorded Session due</b></p> <p>(See Appendix)</p>



**Fall 2014  
Syllabus**

		of motivational interviewing for substance-abusing patients with psychotic disorders. <i>Journal of Substance Abuse Treatment</i> , 23, 297-308.	
Week 11: 11/11/14	<u>Creating change plans</u>		
Week 12: 11/18/14	<u>MI Skill Building and Practice</u>  <u>Brief Presentations</u>		<b>Assignment #4-1: Presentations due</b>  (See Appendix)
Week 13: 11/25/14	<u>Brief Presentations</u>		<b>Assignment #4-1: Presentations due</b>  (See Appendix)
Week 14: 12/2/14	(Last day of class)		<b>Assignment #4-2: Final Paper due</b>  (See Appendix)

*We look forward to a productive term!*

**Appendix**

**GENERAL GUIDELINES FOR ASSIGNMENTS 1 & 2**

**Motivational Interviewing Session Evaluations**

Each student will role-play with the same client for Motivational Interviewing (MI) experiential exercises and provide a self-critique.

**Self-Critiques:** For each MI session you will write a 3-4 page paper critiquing your performance in the session. *See Appendix for more information about the papers.* Three elements are important to this assignment: (a) Attach client and observer feedback forms (I will give you this handout); (b) Examine and discuss your current counseling skills. For example, you should identify strengths and areas for improvement. In addition to this, you should reflect upon and integrate the feedback given by the observer and client participants during their examination of

your MI counseling skills. You should also provide examples to support your observations; (c) Identify two MI counseling skill areas that you would like to improve and articulate your plans to facilitate this change. Grading will focus on the critique of your own skills, not the level of your skill development. **Make sure you demonstrate your understanding of MI in this critique.**

**Observer Feedback.** As an observer of a counseling dyad, you will need to complete a "feedback form" regarding the two counseling sessions identified above. These feedback forms should be given to the student-counselor that is being observed. The student-counselor must submit these feedback forms along with her/his self-critique. The feedback forms will be graded for thoroughness and accuracy. Be specific in your feedback so that you can help your colleague as much as possible. Remember that the feedback is concerned with counseling behaviors. This will be graded under class participation.

**Client Feedback.** As the client in a counseling dyad you will need to complete a "Client Feedback Form" regarding two counseling sessions identified above. These feedback forms should be given to the student-counselor who is being observed. The student-counselor must submit these feedback forms along with her/his self-critique. Feedback regarding the "client's" perception of the counseling behaviors should be given. The feedback forms will be graded on thoroughness and accuracy.

### **Assignment #1: First Session Evaluation**

Your review should focus on MI opening strategies (OARS) that include: use of questions, reflective listening, summarizing, and affirming. You should also discuss whether you fell into any traps to avoid or if/how you avoided those traps. Be sure to integrate feedback from the observer and client. **Include their forms with your paper and your own form from reviewing your session.**

You must integrate information from class and readings on MI to support your discussion in order to demonstrate that you have examined and understand the material.

Identify two skills (opening strategies) you would like to improve upon and how you would facilitate change in these skills. This can also include avoiding traps.

You could consider following a format like:

- Introduction
- Use of questions
- Reflective listening
- Summarizing
- Affirming
- Traps

### **Assignment #2: Second Session Evaluation**

This review should focus on the skills above, but also on **eliciting change talk** and **responding/dealing with resistance**. These are more advanced MI skills and you are not expected to be experts in them. You should also briefly revisit the opening strategies to note any improvements or continued struggles. Specifically, you should review the two skills you identified in the first paper.

- All reviews should be typed; double spaced, and follow APA 6<sup>th</sup> Edition Publication Guidelines.
- Proofread to ensure readability, correct grammar and to reduce mistakes.
- Length 3-4 pages for each review.
- **Make sure to demonstrate your understanding of MI in each paper!!!**  
**Again, specificity is important.**

### **GUIDELINES FOR ASSIGNMENT #3**

#### **Audio Recorded Session**

The intent of this exercise is to give you an opportunity to practice and receive feedback on conducting a Motivational Interviewing session. You may either record a session with an actual client or conduct a role-play with someone outside of class. *If you plan to submit an actual*

*session, see Dr. Velasquez to discuss obtaining proper consent from the client and from your agency.*

The recording should be no less than 15 minutes, and no more than 20 minutes long. Use all the MI micro and macro skills that you have learned. *The goal of this exercise is not to conduct the intervention perfectly, but only to allow for some experience and feedback!*

#### GUIDELINES FOR ASSIGNMENT #4

##### Part 1- Presentations

##### Part 2- Final Paper

This assignment has two parts. It is intended to assist you in learning about the evidence base for MI. You are to select a population or behavior and prepare a short (7 minute) presentation for the class on the research evidence for the application of MI to this area. You will also write a 7-10 page paper on the research evidence for the application of MI in this area. Examples include the application of MI with: adolescents, older adults, clients with comorbid disorders (dually diagnosed), or other special populations. You may choose to write on the application of MI in special settings, such as medical, criminal justice, or child protective service settings. Another option is to write about MI as applied to a particular health behavior or risk factor such as the use of MI with smokers, clients with HIV, heart disease, or diabetes.

**Presentations will be scheduled for class sessions in November. Papers are due on the last day of class.**

##### **Guidelines for presentations:**

Prepare and deliver a 7-minute presentation for your classmates. In this presentation, you will describe the topic or population to which you are applying MI, the issues involved (if any) and the research evidence behind this approach. This should be the area on which you are writing your final paper.

**Guidelines for final paper:**

1. You should write a paper that is 7-10 pages in length, not including references. You should have a **minimum** of 6 outside references (not including the textbook) and a **maximum** of 15 outside references. No more than three references may be websites. References should be cited in the body of the paper. If you don't cite it, it isn't a reference. References should also be listed at the end of the paper. You must format citations and references according to the APA 6<sup>th</sup> Edition Style Manual. Failure to use APA style will result in a penalty of up to 10 points off your grade for this paper. Failure to adequately cite material is considered a form of plagiarism and may subject you to the Academic Dishonesty policies as outlined in this syllabus and on the website of the Dean of Students at <http://deanofstudents.utexas.edu/sjs/scholdis.php>.

**Formatting for ALL students:** Papers must be printed on white paper in black ink. The ink must be legible. Papers must be stapled. If you do not have a stapler, stop by an office on campus and borrow one before coming to class. Your name and topic should appear in the heading of each page. Each page must be numbered at the top right hand side of the page. You must use 1" margins all around. Papers should be double-spaced in Times New Roman or Times 12-point font. Failure to properly format your paper will result in a penalty of up to 10 points off your grade for this paper. Spelling and grammar errors will result in a reduction of your grade. Do not rely on software to correct all your errors, as it will not catch them all. If you need to have someone proofread or help you with your papers, there are writing centers available to you or see Sharon for assistance.