

**THE UNIVERSITY OF TEXAS AT AUSTIN  
STEVE HICKS SCHOOL OF SOCIAL WORK**

**Course Number:** SW393R

**Unique Number:** 61750

**Semester:** Fall 2021

**Meeting Time/Place:** TTh 2:30-5:30pm; Zoom for first three

**class meetings, Rm 2.118**

**for subsequent  
classes**

**Instructor:** Mary M. Velasquez, PhD (*she/her/hers*)

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**Office Phone:** 512-471-7019

**Office Hours:** By appointment

**MOTIVATIONAL INTERVIEWING**

**I. COURSE DESCRIPTION**

This course examines a select treatment approach best suited for advanced clinical practice. This course will provide a comprehensive overview of the theory and practice of motivational interviewing, an approach that is highly consistent with social work values of self-determination and self-efficacy as it emphasizes the client as expert in choosing and committing to change.

Students will fully examine the evolution, concepts, and spirit of this brief treatment method and its efficacy in assisting clients to make behavioral changes. This short-term, collaborative, client-centered and active approach is applied to many of life's problems such as addictions; domestic violence; involvement in the criminal justice system and management of medical illnesses. Students will have opportunities to learn how to "enhance intrinsic motivation" with a proven repertoire of skills and techniques. This course will focus on the successful integration of motivational interviewing concepts and strategies with individuals, families and groups across cultures and among diverse populations.

This course serves as an Advanced Clinical Selective for MSSW students.

**II. COURSE OBJECTIVES**

Upon completion of this course, students will be able to:

1. Comprehend the background, methodologies and principles that guide the evolution of motivational interviewing.
2. Identify and understand the practitioner's role in active, brief and effective treatment strategies.
3. Demonstrate advanced knowledge of motivational processes that promote empowerment and social inclusion of diverse and at-risk populations.
4. Develop proficiency in assessing client's problems and applicability of motivational methods using standardized screening tools and differential diagnosis to determine client's readiness, willingness and ability to make behavioral changes.
5. Demonstrate specific skills in recognizing and reducing client resistance and barriers to change while exploring solutions and problem resolutions.

6. Demonstrate skill in identifying and strengthening one's motivation to change and choose activities to assist clients' in maintaining a chosen course of treatment.
7. Critically analyze and apply evidence-based outcomes and indicated applications to facilitate skills in matching intervention level with client's readiness.
8. Demonstrate an understanding of how motivational interviewing is consistent with social work values and ethics in professional social work practice and identify values dilemmas that may give rise to conflicts when working with diverse populations.
9. Create a safe and respectful treatment environment that supports client self- efficacy.
10. Display a commitment to continual self-assessment of the social worker's progress as an advanced practitioner.

### **III. TEACHING METHODS**

#### **WELCOME TO LEARNING MOTIVATIONAL INTERVIEWING VIA ZOOM**

Although we might prefer to meet in person, we can all strive to make this class as interactive as possible. Participation is required in order to learn motivational interviewing skills. The course is designed to include a variety of teaching and learning methodologies to achieve the course objectives. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles; activities include readings, writings, discussions, lectures, videos, in-class (Zoom) group activities, and self-reflection. This course will highlight diverse perspectives of thought, and encourages students to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds.

#### **ZOOM CLASSROOM CONDUCT:**

The first three classes will be on Zoom. After that we will meet in the classroom. During the Zoom meetings I will ask you to keep your video on throughout the class, and to stay muted unless you are speaking. **All assignments will be detailed on Canvas. Please check it on a regular basis as I plan for our class to co-develop some of the lesson plans as we move through the semester, depending on interests, needs, and flexibility required by Zoom and face-to-face classes.**

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. We will accomplish this by using Zoom breakout rooms. Guest speakers will be invited to augment class sessions. We will use Canvas as a course tool. Therefore, it is expected that students stay apprised of postings on Canvas for supplemental readings or announcements.

### **IV. REQUIRED TEXT AND MATERIALS**

#### **Required Books:**

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

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

**Recommended Book:** Velasquez, M. M., Crouch, C., Stephens, N. S., & DiClemente, C .C. (2015).

*Group Treatment for Substance Abuse: A Stages of Change Therapy Manual.* (2nd Edition). New York, N.Y: The Guilford Press.

**Required Journal Articles** will be posted on Canvas in the folder labeled “Course Documents.”

## V. COURSE REQUIREMENTS

Your grade in this course will be based on one open book, open note 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.

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

Participation	15% of final grade
Midterm	15% 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	20% of final grade
Assignment #4: Presentation	20% of final grade

## VI. GRADES

The grading scale for your final grade is:

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

## VII. CLASS POLICIES

1. **Diversity, Equity and Inclusion:** Consistent with the values of social work, I am committed to creating a classroom environment that supports and affirms diversity, equity and inclusion. By diversity, I refer to the myriad ways in which humans differ in attributes that are visible and invisible, including race, ethnicity, nationality, citizenship, gender and gender identity, sexual orientation, religion, age, socioeconomic background, and ability. Diversity in thought is also encouraged. Equity in access to learning opportunities, and inclusion in virtual and physical

learning spaces, is a student's right. All students are expected to uphold these principles, both individually and collectively. Students are asked to voice concerns directly to me as soon as they arise so that they may be addressed appropriately.

2. **Attendance:** Attendance is expected at all sessions for the entire class period. You must take all quizzes and 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.
3. **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.
4. **Please do not use cell phones, text messaging or send or read emails during class.**
5. **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 the TA. These will be evaluated on a case-by-case basis. We understand that the Covid-19 pandemic can create issues that we might not anticipate. There is no guarantee that we will extend a due date, please talk with us and we will be as flexible as possible. Other than emergencies created by the pandemic (and approved by the instructor and TA), late assignments will be assessed point penalties at the rate of five (5) points each day late.

## VIII. UNIVERSITY POLICIES

**COVID-19 RELATED INFORMATION.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**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.

**DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as 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. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also 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. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**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 professor. The professor 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 may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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.

**POLICY ON SCHOLASTIC DISHONESTY.** 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, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**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 for keeping the university informed about a change of 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>.

**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, examination, work assignment, or 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.

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of

University resources. Incidents will be reported to the University’s Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

**CAMPUS CARRY POLICY.** The University’s policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

**SAFETY.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. 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 practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**BEHAVIOR CONCERNS and COVID-19 ADVICE LINE (BCCAL).** If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

**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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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 are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## IX. COURSE SCHEDULE

This schedule is intended as a guide. Please be sure to check Canvas on a regular basis of specifics of each class. Students should complete the readings as they are outlined, in order to space them evenly throughout the semester, and **watch Canvas for additional details as they are announced. This is especially important as some lectures will be asynchronous and others will be synchronous. The student is responsible for all readings whether the material is covered as lecture material or not.**

	<b>Class Agenda</b>	<b>Readings/Activity</b>	<b>Assignments</b>
Week 1: 8/31/21	<u>Introduction to Course</u> • Overview of Motivational	<b>Join LIVE on Zoom at 2:30 pm for class</b>	1. Post the following information on Canvas for the instructor and

	<p>Interviewing and the Transtheoretical Model</p> <ul style="list-style-type: none"> <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> </ul>	<p><b>discussion of readings and lecture.</b></p>	<p>TA. Example: "MI 2021 Statement of Goals - Jayne Smith".</p> <ul style="list-style-type: none"> <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 Canvas website if you are not familiar with it. You can access Canvas at <a href="http://canvas.utexas.edu/">http://canvas.utexas.edu/</a>. If you are unable to log into the course on Canvas, check to be sure that you are registered for the course first, then call the ITS Help Desk at 475-9400.</p>
<p>Week 2: 9//7/21</p>	<p><u>Motivational Interviewing Spirit and Phases, Introduction to MI skills.</u></p> <ul style="list-style-type: none"> <li>• Open questions</li> <li>• Affirming</li> <li>• Reflective Listening</li> <li>• Roadblocks to Reflective Listening</li> <li>• Levels of Reflection</li> <li>• Summaries</li> </ul>	<p><b>Join LIVE on Zoom</b></p> <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><b>View website:</b> <a href="http://www.motivationalinterviewing.org">http://www.motivationalinterviewing.org</a></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> <p>Listen to podcast:</p>



			<a href="http://socialworkpodcast.blogspot.com/2013/09/MI3.html">http://socialworkpodcast.blogspot.com/2013/09/MI3.html</a>
Week 3: 9/14/21	<u>Motivational Interviewing Skills and Brief Interventions</u> <ul style="list-style-type: none"> <li>• Focusing and Evoking</li> <li>• Eliciting Change Talk</li> </ul> <u>Real plays for Assignment #1</u>	<b>Join LIVE on Zoom</b> <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: 9/21/21	<u>Motivational Interviewing Skills</u> <ul style="list-style-type: none"> <li>• Affirmation</li> <li>• Handling Resistance</li> </ul>	<b>Meet in Classroom for this and all subsequent classes unless otherwise notified</b> <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>	<b>Assignment #1: MI First Session Evaluation due</b> (See Appendix)
Week 5: 09/28/21	<u>Diversity and Inclusion in Counseling</u>	<ul style="list-style-type: none"> <li>• Niemann, Gabriella Gutiérrez y Muhs, G. &amp; Gonzalez, G. (Eds.) Presumed Incompetent II: Race, Class, Power, and Resistance of Women in Academia. Utah State University Press.</li> </ul>	
Week 6: 10/5/21	Strategies for Eliciting Change Talk Video Assessment of Clinical Encounters	<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: 10/12/21	<u>MI Supervision and Coaching</u>  <u>Skills Practice</u>	<ul style="list-style-type: none"> <li>• Miller &amp; Rollnick, Part V. “Planning: The Bridge to Change. Chapters 19-22</li> </ul>	

	<ul style="list-style-type: none"> <li>• The Motivational Interviewing Treatment Integrity Scoring System</li> </ul> <p>Guest lecture: Leslie Sirrianni, LCSW, Training Coordinator, Health Behavior Research and Training Institute, <u>Member, MI Network of Trainers</u></p>	<ul style="list-style-type: none"> <li>• Wagner &amp; Ingersoll (2013), Chapter 1</li> </ul>	
Week 8: 10/19/21	<b>Midterm Exam</b>	<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>	<b>Midterm Exam</b> Covers readings and lectures through week 7.
Week 9: 10/26/21	<b><u>Real plays for Assignment #2</u></b>	<ul style="list-style-type: none"> <li>• Velasquez, Crouch, Stephens, &amp; DiClemente, Chapters 1-3</li> <li>• Wagner &amp; Ingersoll (2013), Chapter 1</li> </ul>	
Week 10: 11/2/21	<u>Working with Hard to Reach Populations</u>	<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 of motivational interviewing for substance-abusing patients with psychotic disorders. <i>Journal of Substance Abuse Treatment</i>, 23, 297-308.</li> </ul>	<b>Assignment #2: MI Second Session Evaluation due</b> (See Appendix)
Week 11: 11/9/21	<u>Creating Change Plans</u>		

	<u>MI Skill Building and Practice</u>		
Week 12: 11/16/21	<u>Brief Presentations</u>		<b>Assignment #3: Presentations</b> (See Appendix)
Week 13: 11/23/21	<u>Brief Presentations</u>		<b>Assignment #3: Presentations</b> (See Appendix)
Week 14: 11/30/21	(Last day of class-optional)		<b>Assignment#4: Audio Recorded Session due</b> (See Appendix)

## X. BIBLIOGRAPHY

Arkowitz, H., Westra, H. A., Miller, W.R., & Rollnick, S. (Eds.) (2008). *Motivational interviewing in the treatment of psychological problems*. New York, NY: Guilford Press.

DiClemente, C.C. (2018). *Addiction and change: how addictions develop and addicted people recover*. (2nd edition). New York, NY: Guilford Press.

Niemann, Gabriella Gutiérrez y Muhs, G. & Gonzalez, G. (Eds.) *Presumed Incompetent II: Race, Class, Power, and Resistance of Women in Academia*. Utah State University Press.

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

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

Rosengren, D.C. (2009). *Building motivational interviewing skills: a practitioner workbook*. New York, NY: Guilford Press.

Velasquez, M. M., Crouch, C., Stephens, N. S., & DiClemente, C .C. (2015). *Group treatment for substance abuse: a stages of change therapy manual*. (2nd edition). New York, NY: Guilford Press.

Wagner, C. C. and Ingersoll, K. S. (2013), *Motivational interviewing in groups*. New York, NY: Guilford Press.

*We look forward to a productive term!*

## Appendix

### GENERAL GUIDELINES FOR ASSIGNMENTS 1 & 2

#### Motivational Interviewing Session Evaluations

Each student will role-play with a “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 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!*

Use the (modified) MITI to code your session and write a one-two page critique of your session. Focus on the “good and not so good” things about your session. We will provide examples of good critiques.

## **GUIDELINES FOR ASSIGNMENT #4**

### **Presentations**

This assignment 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 (5 minute) presentation for the class on the research evidence for the application of MI to 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.**

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

Prepare and deliver a 5 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.

#### **Formatting for ALL students:**

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. Spelling, grammar, and formatting

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 the TA for assistance.