

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

<b>Course Number:</b>	SW 393R21	<b>Instructor:</b>	Amberly Prykhodko, LCSW (she/her/hers)
<b>Unique Number:</b>	62000	<b>Email:</b>	anon@utexas.edu
<b>Semester:</b>	Fall 2023	<b>Office:</b>	3.104A
<b>Meeting Time/Place:</b>	Tuesdays	<b>Office Phone:</b>	903-371-2793
	11:30am – 2:30pm	<b>Office Hours:</b>	By appointment
	SSW 2.116		

**Motivational Interviewing**

**I. STANDARDIZED 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. STANDARDIZED 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

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 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. Participation is required to learn motivational interviewing skills.

### IV. REQUIRED TEXT AND MATERIALS

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.

**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: Presentation 20% of final grade
- Assignment #4: Audiotaped Session and Critique 20% of final grade

## VI. GRADES

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

- 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.
- 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.
- 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.
- Please do not use cell phones, text messaging or send or read emails during class.
- 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 Professor Prykhodko. These will be evaluated on a case-by-case basis. I understand that the Covid-19 pandemic and other circumstances can create issues that we might not anticipate. If you foresee any issue with completing your assignment on time, it is your responsibility to reach out to Professor Prykhodko as soon as possible. There is no guarantee that I will extend a due date. Please talk with me and I will be as flexible as possible. Other than emergencies approved by the instructor, 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.

**ACCESSIBLE/COMPLIANT STATEMENT:** If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please touch base with your instructor to discuss your Accommodation Letter as early as possible in the semester so your approved accommodations can be implemented.

**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 ACADEMIC INTEGRITY.** Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

**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.

**UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION.** Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

**RELIGIOUS HOLY DAYS.** A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

**TITLE IX DISCLOSURE.** Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report to the [Title IX Office](#) any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX-related incident, please remember that I will be required to report this information.

Faculty, staff, graduate assistants, teaching assistants, and graduate research assistants are [mandatory reporters](#) under federal Title IX regulations and are required to report [a wide range of behaviors we refer to as sexual misconduct](#), including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a case manager, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: [supportandresources@austin.utexas.edu](mailto:supportandresources@austin.utexas.edu). Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit: <https://titleix.utexas.edu>, contact the Title IX Office via email at: [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu), or call 512-471-0419.

**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

Date	Topic	Assignment Due	Readings
<p><b>WEEK 1</b> <b>8/22/23</b></p>	<p><u>Introduction to Course</u></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>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>.</p> <p>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>	

	<ul style="list-style-type: none"> <li>• Overview of Motivational Interviewing and the Transtheoretical Model</li> </ul>		
<b>Week 2</b> <b>8/29/23</b>	<p>Motivational Interviewing Spirit and Phases, Introduction to MI skills.</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>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:  <a href="https://socialworkpodcast.blogspot.com/2013/09/MI3.html">https://socialworkpodcast.blogspot.com/2013/09/MI3.html</a></p>	<p>Miller and Rollnick, Chapters 1-3</p> <p>Hohman, Chapter 1</p>
<b>Week 3:</b> <b>9/5/23</b>	<p>Motivational Interviewing Skills and Brief Interventions</p> <ul style="list-style-type: none"> <li>• Focusing and Evoking</li> <li>• Eliciting Change Talk</li> <li>• <b>Real plays for Assignment #1</b></li> </ul>		<p>Miller and Rollnick, Chapters 4-7</p> <p>Hohman, Chapters 2-3</p>
<b>Week 4:</b> <b>9/12/23</b>	<p>Motivational Interviewing Skills</p> <ul style="list-style-type: none"> <li>• Affirmation</li> <li>• Handling Resistance</li> </ul>	<p><b>Assignment #1: MI First Session Evaluation due</b>  (See Appendix)</p>	<p>Miller and Rollnick, Chapters 8-11</p> <p>Hohman, Chapters 4-5</p>

<p><b>Week 5:</b> <b>9/19/23</b></p>	<p>Diversity and Inclusion in Counseling</p> <p>Guest speaker: Jennifer Joseph, LMSW</p>		<p>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.</p>
<p><b>Week 6:</b> <b>9/26/23</b></p>	<p>Strategies for Eliciting Change Talk DARN CAT</p>		<p>Miller &amp; Rollnick, Chapters 12-18</p> <p>Hohman, Chapters 6-7</p>
<p><b>Week 7:</b> <b>10/3/23</b></p>	<p>MI Supervision and Coaching</p> <p>Skills Practice</p> <p>The Motivational Interviewing Treatment Integrity Scoring System</p>		<p>Miller &amp; Rollnick, Chapters 19-22</p>
<p><b>Week 8:</b> <b>10/10/23</b></p>	<p><b>Midterm Exam</b></p>		<p>Miller &amp; Rollnick, Chapters 23-26.</p> <p>Hohman, Chapters 8-9</p>
<p><b>Week 9:</b> <b>10/17/23</b></p>	<p>Working with Hard to Reach Populations</p>		<p>Martino, S., Carroll, K., Kostas, D., Perkins, J., Rounsaville, B. (2002). Dual diagnosis and motivational interviewing: a</p>



			modification of motivational interviewing for substance-abusing patients with psychotic disorders. <i>Journal of Substance Abuse Treatment</i> , 23, 297-308.
<b>Week 10: 10/24/23</b>	<b>Real plays for Assignment #2</b>		
<b>Week 11: 10/31/23</b>	Creating Change Plans MI Skill Building and Practice	<b>Assignment #2: MI Second Session Evaluation due (See Appendix)</b>	
<b>Week 12: 11/7/23</b>	Brief Presentations	<b>Assignment #3: Presentations (See Appendix)</b>	
<b>Week 13: 11/14/23</b>	Brief Presentations	<b>Assignment #3: Presentations (See Appendix)</b>	
<b>Week 14: 11/28/23</b>	Bringing It All Together MI Q&A	<b>Assignment #4: Audio Recorded Session due (See Appendix)</b>	

## 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.

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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.