1. COURSE STATEMENT

a. Course Description
Motivational interviewing is a goal-directed, client-centered counseling approach for eliciting behavioral change by helping clients explore and resolve ambivalence. Utilizing the Professional Training Videotape Series developed by William R. Miller and Stephen Rollnick, this is a series of skill-sharing sessions will provide a basic introduction to Motivational Interviewing. This advanced action-based learning course will focus on direct practice and implementation of motivational interviewing techniques. Using video material and supplemental handouts, along with lecture, role-playing practice and group discussion, this course will lay a foundation for participants to begin to develop their clinical skills in helping people accomplish change in areas of difficult behavior. Emphasis will be given to practical application of therapy techniques and troubleshooting difficult and challenging clinical circumstances across a variety of practice settings and populations. An overview of cultural considerations in motivational interviewing will also be provided.

b. Course Objectives & Competencies
Upon completion of the course, students will be able to:
1. Develop a basic working knowledge of motivational interviewing/motivational enhancement.
2. Be familiar with the basic tools/skills of motivational interviewing.
3. Develop a basic understanding of application of these skills in early engagement, information exchange, and initiation of a plan of action with a client.
4. Be familiar with additional information and resources regarding developing motivational interviewing skills.
5. Incorporate social work values and ethical principles in planning and implementing motivational interviewing.
6. Understand the strengths and limitations related to the current evidence on cultural adaptations of motivational interviewing.
c. **Course Design**
The class format includes video material and supplemental handouts, along with prerecorded and live lecture, role-playing and group discussions.

d. **Intensive focus on PODS**
This course will support students’ developing a vision of social justice, learning to recognize and reduce mechanisms that support oppression and injustice in practice. Students will work toward strengthening critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

1. **COURSE REQUIREMENTS**

a. **Text and Class Materials**
To fully engage in the course and become a competent and skilled social work practitioner delivery, it is expected that students will complete all required videos and readings prior to class. Readings will also be embedded into course lectures, discussions, and assignments.

**Required Text**

**All additional readings and journal articles may be found available on CANVAS or the University of Michigan Library website.**

b. **Class Schedule**

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Required Reading &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class One:</td>
<td><em>Watch:</em> Pre-recorded Video Motivational Interviewing Overview [MEDIA GALLERY] (asynchronous)</td>
<td><strong>Required Readings:</strong></td>
</tr>
<tr>
<td>9:00am – 11:00am</td>
<td>Introduction to Motivational Interviewing (MI)</td>
<td>Miller, W. R., &amp; Rollnick, S. (2009). Ten things that motivational interviewing is not. <em>Behavioural and cognitive psychotherapy</em>, 37(2), 129-140.</td>
</tr>
<tr>
<td>11:00am - 11:30am, (Break)</td>
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<tr>
<td>11:30am - 12:00pm, (Optional: Community Building, Virtual, Zoom)</td>
<td><strong>SIMmersion Practice:</strong> MI Engaging MI Health Behaviors</td>
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<tr>
<td>12:00pm - 3:00pm, (Synchronous Learning, Virtual, Zoom)</td>
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<tr>
<td>3:00pm - 5:00pm, Asynchronous Learning</td>
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Class Two:
1/29/2021
9:00am – 9:30am
(Optional: Community Building, Virtual, Zoom)
9:30am – 12:30pm
(Synchronous Learning, Virtual, Zoom)
12:30 – 2:00PM, Break
2:00 - 5:00PM, Partner Practice, Pair/Triad
Asynchronous Learning
Moving Through the Stages of Motivational Interviewing
Pre-recorded Videos, Links posted in Day 2 Modules (Asynchronous)
Personality-based Considerations Discussion
Navigating Change when Poverty Presents as a Barrier
Practicing Techniques

Required Readings:

c. Assignments

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Due Date</th>
<th>Points / (% of Grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>Ongoing</td>
<td>40 / 40%</td>
</tr>
<tr>
<td>Role Play, Reflection, and Peer Evaluation</td>
<td>7/28/2021</td>
<td>40 / 40%</td>
</tr>
<tr>
<td>SIMmersion Exercises (10 points each)</td>
<td>7/28/2021</td>
<td>20 / 20%</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td></td>
<td><strong>100</strong></td>
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</table>

**Attendance & Participation (40points/40%)**
As an advanced practice course, it is important that you attend each class session. The class sessions involve skill development experiences that go beyond course readings/learning tasks. Missing class sessions will lower your grade since your participation as a co-learner is essential to meet the learning goals for this requirement.

Regular class attendance is a requirement of this course. Your grade will be negatively impacted if more than one class is missed without this Professor’s approval. Please communicate any classes that you may miss to this Professor via email (rowea@umich.edu) or phone/text (734-845-1442). The student and Professor will agree upon make-up assignments when more than one class is missed. Any failure to communicate an absence to this Professor will result in a full point deduction for that class. Please refer to the Policy on Class Attendance found in the MSW Student Guide for additional information.

Each class encourages dialogue regarding the readings, lectures, and in-class skills demonstrations. Participation in this course will occur in small and large group discussions. It is essential to abide by the NASW Code of Ethics and maintain the highest level of respect for another as colleagues/peers, as well as for the clients/communities that we will be discussing in class. Please avoid the use of electronics during the course. If you need to take a phone call or respond to a text message or email, then please step out of the class and return when you are done. It is expected that your computer only be used to take notes during lectures.
Levels of participation may vary based on comfort and interest in topics discussed. I will do my best to honor each student’s participation level in the course. Please communicate any difficulty that you are experiencing related to course materials and discussions and I will do my best to help resolve the matter or identify appropriate support services if requested.

*Note on the Learning Environment:*

The class is designed as a co-learning environment and one where class members are encouraged to try new skills and take risks. Your contribution as a “teacher and a learner” in the class will enhance the learning for all class members.

Quality social workers must be self-aware, self-reflective, and open to exploring our own histories and issues regarding any given concern or population. Be prepared to reflect on and explore your own family history, social systems, experiences, identity, cultural background and assumptions regarding all forms of diversity. There will be a variety of ways that students can do this through critical thinking, assignments and active participation in class discussions and activities.

Being honest, sensitive, and respectful to each other in preparation for quality social work practice is one of the learning environment goals. Please share opinions and feedback with others in discussions and exercises, and when you do so, please try to state them in a respectful and constructive manner.

Also, prepare yourself to hear varying opinions and feedback non-defensively, and to use those data or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing. We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field; please honor this process.

A student is expected to be on time, prepared with questions from readings, DVDs and assignments, respectful of diverse perspectives, open to learning and to complete assignments on time.

All assignments are expected to be handed in on their due date prior to the end of the day (11:59pm). Late assignments will be marked down 1 point for every day they are late.

**Role Play, Reflection, and Peer Evaluation (40%; 40 point)**

This is a partnered assignment block. You will work with a classmate (or 2) to practice full-length therapy sessions using “mock” client that you practice techniques. If you would like this instructor’s feedback on your clinical intervention, then please record and share your video with me via CANVAS. When acting as the clinical social worker, you will be responsible for completing and submitting a SOAP note based on the role-play. As a mock “client,” you will fill out a Session Rating Scale or Client Evaluation of Counseling for each role-play and provide it to your classmate as a way to provide peer feedback/evaluations. You will also submit a reflection to explore your experience with demonstrating the intervention skills, your understanding of the modality, and any outstanding questions that you have about the intervention you demonstrated. Your reflection may be a: 1) One-page paper in APA format; or 2) a 3 minute video or audio recorded reflection. Your role-play, peer evaluation from your partner and reflection should be submitted on CANVAS. Any late submissions will result in a 1 point deduction per day.

**SIMmersion virtual clients (two are due) (20%; 10 points each; 20 points)**

Virtual work with 2 of the SIMmersion clients (Engaging Adolescent Patients about Marijuana Use with David Martin and Talking to Patients about Health Risk Behaviors with Tony Frazier). The goal is to get 75% or better in this 15-20 min conversation. You must practice with each client at least 3 times but can attempt as many times as needed to achieve the score. You will submit the screenshot of a score of 75% or better through CANVAS (upload a screen shot of your performance report score into the assignment section).
**Bonus Points: (2 extra credit points available)**

You may use one of the videos assigned for class or identify an MI demonstration via YouTube or the UMich Library Resources. Kanopy and Alexander Street Press are resources available for MI videos through the library. Each student will watch an MI demonstration for approximately 15-20 minutes. You will evaluate the clinician’s use of Motivational Interviewing Skills. A handout will be provided for the purpose of this evaluation. Upon completion of the video, please upload your handout to CANVAS.

**d. Grading**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>100%</td>
</tr>
<tr>
<td>A</td>
<td>96 – 99%</td>
</tr>
<tr>
<td>A-</td>
<td>92 – 95%</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 91%</td>
</tr>
<tr>
<td>B</td>
<td>85 – 88%</td>
</tr>
<tr>
<td>B-</td>
<td>81 – 84%</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 80%</td>
</tr>
<tr>
<td>C</td>
<td>74 – 77%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 73%</td>
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</tbody>
</table>

**Please note:** A grade in the A range is based on demonstration of skills beyond expected competency and at an exemplary, outstanding, or excellent degree. A grade of B indicates mastery of the subject content at a level of expected competency for graduate study. A B grade indicates the work has met the expectations of an assignment for graduate student performance. A C grade range indicates minimal understanding of subject content and significant areas need improvement.

For all assignments, you will be graded on:

- Meeting assignment parameters (we will review parameters for each assignment ahead of time);
- Quality of writing skills: clarity of thought, organization, and flow (also see below);
- Effort/ability to self-reflect and think critically;
- Demonstration of social work values (PODS, empathy, strengths-based thinking, etc);
- Insightfulness and clinical acuity;
- Integration of reading materials, as requested; and
- Ability to discern which aspects of use of self would be important in assessment or intervention

**References and Referencing Style**

When using others’ work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association (APA); therefore you are expected to follow this referencing style. Publication Manual of the American Psychological Association (7th Edition) is accessible via internet.

You may also refer to: [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

**Incompletes**

Incompletes are given only when it can be demonstrated that it would be unfair to hold the student the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that and I grade is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

**Class Recording and Course Materials**

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or
distributed to others, in whole or in part, without the written consent of the instructor. Recording and Privacy Concerns FAQ

COVID-19 Statement
For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. If returning to campus for your asynchronous learning with peers, you have acknowledged your own risks and agree to protect the collective health of our community. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities. Students who fail to comply with remote-only participation will be de-enrolled from the class and will be reported as violating the Student Rights and Responsibilities COVID Addendum language which states:

1. Members of the Student community are expected to comply with health and safety laws, orders, ordinances, regulations or health and safety guidance adopted by the University as it relates to public health crises, including COVID-19, where failure to do so may result in public health risk. This guidance will evolve as the public health crisis evolves and may include, but is not limited to, social distancing, mandatory COVID-19 testing, de-densifying efforts, limitations on mass gatherings, wearing a face covering, contact tracing, and quarantine / isolation requirements.

2. Failure to comply with the public health guidance adopted by the U-M as it relates to face coverings, which is subject to change and which is currently located at: http://ehs.umich.edu/wpcontent/uploads/2020/07/U-M-Face-Covering-Policy-for-COVID-19.pdf

3. Failure to participate in and maintain isolation and/or quarantine, as instructed by a health care provider or public health officials, which may include U-M Environmental health and safety. Students seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity.

4. Hosting or attending a social gathering larger than the allowable limits set by any state or local law or University policy. This provision does not preclude constitutionally protected activity, such as protesting, or individuals who may be residing together in a single household.

Health-Related Class Absences
Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a Doctor’s note) for medical excuses is not required.

3. ADDITIONAL COURSE INFORMATION AND RESOURCES

Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources

They include:
- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
• Writing skills and expectations
• Academic integrity and plagiarism